

**CURRICULUM VITAE FOR
MAHLOMAHOLO GEOFFREY MAHLOMAHOLO
BA, BEd (UNIN); MEd (HARVARD); DEd (UWC), UED
PROFESSOR OF EDUCATION STUDIES: UNIVERSITY OF THE FREE STATE**

PERSONAL DETAILS

SURNAME : Mahlomaholo

FIRST NAMES : Mahlomaholo Geoffrey

DATE OF BIRTH : 1958-05-23

GENDER : Male

NATIONALITY : South African

MARITAL STATUS : Married

HOME LANGUAGE : Sesotho

HOME ADDRESS : 20 Jackson Road, Fichardt Park
BLOEMFONTEIN - 9301

TELEPHONE : +27 51 401 3420

E-MAIL ADDRESS : mahlomaholomg@ufs.ac.za

HEALTH : Good

DENOMINATION : Methodist Church

DRIVER'S LICENCE : Code 08

LANGUAGE PROFICIENCY

	WRITE	READ	SPEAK
English	Good	Good	Good
Sesotho	Good	Good	Good
Setswana	Good	Good	Good
Sepedi	Good	Good	Good
Afrikaans	Fair	Fair	Fair

COMPUTER PROFICIENCY

Micro Soft Office: Excel, Powerpoint, MS Word, Outlook, Internet Explorer
Basic SPSS

EDUCATIONAL QUALIFICATION

SECONDARY SCHOOLING

LAST SCHOOL ATTENDED : Makabelane High School
HIGHEST STANDARD PASSED : Standard 10
YEAR : 1975
SUBJECTS PASSED : English
Sesotho
Afrikaans
History
Physical Science
Mathematics

ACADEMIC BACKGROUND

INSTITUTION : **University of the Western Cape**
SENIOR QUALIFICATION : *DEd
THESIS TITLE : Signification of African cultural,
identity, individual African identity
And performance in mathematics
Among some African pupils in

Mangaung High Schools

DATE OBTAINED : September 1998

INSTITUTION : **Harvard University**

SENIOR DEGREE : Master of Education (MEd-
Counseling and Consulting
Psychology)

COURSES : Introduction to Statistics in Research
Intermediate Statistics for Research
History and Systems of Counseling
Psychological Assessment,
The Evolving Self,
Constructive Development Analysis

MAJOR PAPER : Constructive Developmental
Analysis and Issues of self –
Esteem among Black Youth in
South Africa

INSTITUTION : **University of the North**

POST GRADUATE DEGREE : Bachelor of Education (BEd)

YEAR OBTAINED : 1986

MAJOR COURSES : General Educational Psychology
And Special Education Psychology

MINOR COURSES : Philosophy of Education, Didactics
And Comparatives Education

DEGREE OBTAINED : Bachelor of Arts (BA)

YEAR OBTAINED : 1980

MAJOR COURSES : History and Education

MINOR COURSES : Economics, English, Philosophy,
Linguistics, Afrikaans and Sesotho

INSTITUTION : **University of the North**

PROFESSIONAL EDUCATION : University Education Diploma (UED)

YEAR OBTAINED : 1981

OTHER CERTIFICATES : Certificate in Instrumental Enrichment, Assessment and Intervention Techniques (Witwatersrand University): Year I And II: Obtained in 1994

Certificate in Quantitative Social Research (Human Sciences Research Council): Obtained in 1993 and 1994

EMPLOYMENT HISTORY

1981 (JAN UNTIL DEC 1981) : Assistant Teacher at Marallaneng High School (Ficksburg) Teaching: History at Grade 10, 11, & 12; Physical science at Grade 9 and Social Studies at Grade 7

1982 (JAN UNTIL JUNE1983) : Lecturer - at Sefikeng College of Education (Qwa Qwa) - of: Didactics And method of Teaching for Primary Teachers Certificate

1985 (JULY UNTIL DEC 1995) : Rose from being a junior lecturer to position of Senior Lecturer and Head of the Educational Psychology Department at Qwa Qwa campus of The University of the North

1993 (JAN UNTIL DEC 1996) : Deputy-Dean in the Faculty of Education at the Qwa Qwa Campus of the University of the North

1996 (JAN UNTIL SEPT 2001) : Appointed lecturer A at Vista University in Bloemfontein and then rose to Programme Head and finally Head of the Professional Education Department at Vista University's nine Campuses spread throughout South Africa

1997 (JANUARY TO 2001): Lecturer A at the Bloemfontein Campus of Vista University and offered a Research Course (EDU 451) to the BEd as well as the

	MEd (EDU 550) classes
1998 (JUNE TO 2001):	Chairperson of the Education Faculty's Research and Higher Degrees Committee and represented the Education Faculty at the University Research committee
1999 (JAN TO AUG 2000):	Appointed the Programme Coordinator for the Education Sub-Faculty at the Bloemfontein Campus of Vista University
1999 (JAN TO SEPT 2001):	Was appointed to represent the Bloemfontein campus of Vista on the Editorial Boards of Vista University Research Journal, (VURJ), and Vista Teaching and learning (VITAL) journal.
2000 (JAN TO AUG 2001):	Appointed the Head of Professional Education Department at Vista University to Supervise colleagues from seven Sub-Faculties of Education spread across the five provinces of South Africa
2001(SEPT TO FEB 2004):	Appointed the Director of Research and Postgraduates Studies at the Medical University of Southern Africa
2001 (SEPT TO FEB 2004):	Appointed Professor: Research Management at MEDUNSA to coordinate and promote the establishment of the Research Thrusts and the culture of research as well as the Development of nationally and internationally competitive research staff geared towards health, economic and community development especially of the rural and previously disadvantaged communities.
2004 (MARCH UNTIL MAY 2008)	Appointed Professor and Director of the Centre for Curriculum Development at the Central University of Technology, Free State
2008 (JUNE TO DECEMBER 2011)	Appointed Research Professor in the School of Education at the Potchefstroom Campus of North West University
2010 (JANUARY TO DATE)	Professor: Education Studies University of the Free State

MODULES TAUGHT AND UNIVERSITY TEACHING EXPERIENCE AT VISTA UNIVERSITY AND THE QWA QWA CAMPUS OF THE UNIVERSITY OF THE NORTH

Method of Teaching Sesotho at HDE Level from 1985 until 1995: University of the North in Qwa Qwa (for ten years)

Method of Teaching History at HDE level

From 1985 until 1995: University of the North in Qwa Qwa at HDE level from 1985 until 1995 (for ten years),

History of Education at all Undergraduate HDE and BED levels from 1985 to 1995

Psychology of Education at all Undergraduate, HDE and BED levels from 1985 to 1995 (for ten years at the University of the North in Qwa Qwa).

Didactics at all Undergraduate, HDE and BED levels from 1985 to 1995 (for ten years at the University of the North in Qwa Qwa).

Philosophy of Education at all Undergraduate, HDE and BED levels from 1985 to 1995 (for ten years at the University of the North in Qwa Qwa)

Research in Education at the Qwa Qwa Campus of the University of the North and Vista University from 1985 until 2001 (fifteen years)

Methods of Counseling and Guidance PSY 60 M1 & M2 (at the Qwa Qwa campus of the North and Vista University from 1985 until 2001 (fifteen years) EDU 7051

Introduction to Research at Vista University in 1998 (one year) EDU 8012 **Qualitative Research Techniques** at Vista university from 1999 to 2001 (three years)

2000 TO DATE: BEd students taught in General and Special Education and/or Educational Psychology exceed 200 hundred

SUCCESSFUL POSTGRADUATE SUPERVISION

Med (COGNITIVE EDUCATION) DISSERTATIONS AT VISTA UNIVERSITY IN 2001

Mothobi, LH (2001): Teachers' perceptions of implementing Curriculum 2005 in multi-grade primary classes at two farm schools in the Southern Free State

Matlho, LA (2001): Learners' perceptions of their teachers and how these relate to their performance: An analysis of one grade 11 classroom at Mangaung High School

Mbaza, NE (2001): Conceptualization and use of educational technology in the teaching and learning of Grade 7 Geography in some Primary Schools in Mangaung

Med (EDUCATIONAL PSYCHOLOGY) DISSERTATIONS AT THE QWA QWA CAMPUS OF THE UNIVERSITY OF THE NORTH IN 2002

Nkoane, MM (2002): The effects of two learning approaches on academic performance in Physical Science among Grade11 learners in selected Mangaung Senior Schools

Maqalika, MC (2002): Effects of jigsaw puzzle in the teaching and learning of Physical Science in secondary schools in Qwa Qwa

Lebitso, M (2002): Peer pressure and alcohol abuse among some high school learners in Phuthaditjhaba

Med (COGNITIVE EDUCATION) DISSERTATIONS AT VISTA UNIVERSITY IN 2003

Dyantyi, CV (2003): Analyzing the understanding and implementation of Curriculum 2005 by Grade 4 educators in Mangaung.

Mathamela, MM (2003): Demystification of the learning of mathematics. Analysis of narratives from feminist perspectives

Med (EDUCATIONAL PSYCHOLOGY) DISSERTATIONS OF THE UNIVERSITY OF THE FREE STATE IN 2004

Sematle, ZM (2004): Gender differences among black learners in some selected schools in South Africa and performance in mathematics.

Ramosunya-Helu, LJ (2004): Academic performance in mathematics among selected high school students in Phuthaditjhaba as a function of the teachers' motivation.

Lebeta, TM (2004): The perceptions of the use of code switching in the learning of mathematics among grade 11 learners of the rural areas of QwaQwa

Msimang, TLS (2004) Conditions of some high schools in QwaQwa and their perceived influence on grade 12 results

Tsikwe-Tsoai, GR (2005) Suicide among Secondary school learners in some schools in Welkom.

Yika, EM (2005) Perceptions of pregnancy among teenage mothers in some schools in Welkom

Med (INCLUSIVE EDUCATION) DISSERTATIONS OF THE CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE IN 2009

Tau, PG (2009): Analyzing the attitudes of some secondary school educators towards Inclusive Education in Manyatseng

Mphunngoa, ME (2009): Perceptions of some secondary school educators towards Inclusive Education in Maokeng

Nkone, MP (2009): The attitudes of some primary school educators towards the implementation of Inclusive Education

Njeya, EM (2009): Parents' perceptions on the cause of poor performance in Grade 12 at Sehlabeng High School in Manyatseng

Mereko, MM (2009): Perceptions of some primary school educators towards the inclusion of learners with disabilities in their mainstream classrooms

MEd (TEACHING PRACTICE) MINI DISSERTATION OF NORTH-WEST UNIVERSITY IN 2011

Mokua, B (2011) An evaluation of the curriculum development role of teachers in curriculum change

PhD (COGNITIVE EDUCATION) THESIS AT VISTA UNIVERSITY IN 2003

Khabanyane, KM (2003) Analyzing the impact of Concept Mapping on performance in grade 11 Biology

PhD (EDUCATIONAL PSYCHOLOGY) THESIS AT THE FREE STATE UNIVERSITY

Nkoane, MM (2006): Analysing factors that inhibit learners with special educational needs in Free State Higher Education Institutions

PhD (EDUCATION) THESIS AT THE CENTRAL UNIVERSITY OF TECHNOLOGY (FREE STATE)

Matobako, STP

(March 2008): Positionality of the euphemism of Service Learning at selected Higher Education Institutions in South Africa

Hongwane, VA (March 2008): Free State Higher Education Discourses: Analysing the positioning of Learning Guides.

Liphapang, MC (March 2008): Inclusive Education in the South African Context: Analysis of how Cultural Diversity can be accommodated in former model C schools in Bloemfontein

Bereng, LT (March 2008): Interrogating the absence of African-authored research based textbooks and journal articles in South Africa's Education System.

Dyantyi, V (Sept. 2009): Need for support: Analysing the discourses of learners without barriers in Inclusive Classrooms in Free State Higher Education

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EXAMINERSHIP

Internal Examiner and Chairman of the Education Examination Panels at Vista University (1998 to 2001)

Internal Examiner PhD and MEd at the Central University of Technology, Free State (2004/5/6/7/8)

EXTERNALLING

MEd Educational Psychology **UNISA (2000)**

BEd Mathematics Education **Witwatersrand University (2000 to 2002)**

MTech Educational Management **Technikon Northern Gauteng (2003 to 2004)**

At Vista, guided a team of ten External Examiners for **Kagisanong College** of Education in Mangaung (1997 to 2001) and the National University of Lesotho (1998 to 1999)

MA Psychology **University of the Witwatersrand (2004)**

PhD **Rand Afrikaans University (2004)**. Moderator and external examiner of all BEd (Hons) in Psychology Modules at the **Universities of Venda and of the Free State (2005/6)**

PhD University of the Western Cape (2007-10)

MTech Tshwane University of Technology (2007-10)

MEd University of Johannesburg (2006/10)

MEd UFS (2009)

PhD (Educational Psychology) University of KwaZulu-Natal and University of Johannesburg (2010)

PhD Fort Hare University 2011

COMMITTEE WORK

2001 to 2004 at the Medical University of Southern Africa, member of the following committees:

Internal **Budget** Committee; Principal's **Advisory** Committee; **Strategic** Management Committee; MEDUNSA **Library** Committee; MEDUNSA Research **Ethics** Committee **SENATE**;

Academic Day **Planning**, Committee (Chair); **Quality** Assurance, Committee of Senate; Research and **Postgraduate** Committee of Senate and REPEX; University **Computer**, Committee; Research and **Ethics** Committee of the Faculty Board of Science; Research and **Ethics** Committee of the Faculty Board of Medicine; Research and **Ethics** Committee of the Faculty Board of Dentistry; Research and **Ethics** committee of the Faculty **Board** of the National School of Public Health; Faculty **Board** of Medicine and MEDEX; Faculty **Board** of the National School of Public Health; Faculty **Board** of Dentistry and DENTEX; Faculty **Board** of science and BASEX

NB: I was a member of the same/equivalent committees at the Qwa Qwa Campus of the University of the North, Vista University in Bloemfontein, the Central University of Technology and at the North-West University in Potchefstroom I was a member of the Research Committee, Med and PhD Examination Committee, Education Sciences Faculty Board, School of Education

COMMUNITY ENGAGEMENT

- 1987. An active member of the 'In common' hot line for people in crises, in Boston Massachusetts
- 1990. Supervised projects for the caring and provisioning of Supplies to old-age homes and crèches by graduate Students at the Qwa Qwa campus
- 1990 and 1991. Raised funds and supervised the winter school project for The STD 9 and 10 Maths and Science Students in Qwa Qwa
- 1994 TO 1996. Represented the Free State as the member of Primary Maths Project – South Africa, Board of Trustees
- 1997 TO 2000 Vice-Chairperson of Primary Maths-Project South Africa
- 1999 TO 2001. Represented Vista University in the Consortium of South African Science Education Network made up of the Universities of the Western Cape, UNISA, Pretoria, Antwerp and Leuven in Belgium
- 2000 TO DATE. Appointed the coordinator of the South African chapter of the International Project for Mathematical attainment comprising 17 other countries across the globe, doing a longitudinal study on Mathematical Conceptualization from Grade 1 to 12 coordinated and Hosted annually by Exeter University in England.
- 1999 TO 2000. Appointed the Research Development Officer for Southern Africa Association for Research in Science, Mathematics and Technology Education
- 2000 TO 2004 Appointed the National Secretary of the Association for Mathematics Education of South Africa (AMESA)

- 2000 TO SEPT 2001. Appointed the Chairman of the Free State Provincial Education and Training Council to advise the MEC for Education on any matter Educational
- 2001 TO DATE. Founding Member of the South African Research and Innovation Management Association
- 2004 to 2008: As Professor and Director of the Centre for Curriculum Development at the Central University of Technology I coordinated and was directly involved in Community Engagement activities both at policy formulation and actual implementation of Community Service Learning (CSL) as an aspect of 44 Academic Programmes as well as their respective modules and qualifications. Editor of four brochures and many flyers documenting achievements of CUT staff and students in as far as CSL and Community Engagement in general

ACADEMIC ACTIVITIES AND PUBLICATIONS

I was the thrust leader who represented Vista University in the April 2001 **World Education Fellowship** conference held at Sun City and hosted by Vista University.

As a member of the Bloemfontein Education Sub-Faculty I presented workshops On **Management** to District Managers, School Principals and their Deputies in 2000 in the Ladybrand district. I also presented **OBE Workshops** where I actually led the sub-faculty in assisting the Bloemfontein Campus' Management Sciences sub-faculty with current and effective teaching strategies for under-graduate students.

At the North-West University in Potchefstroom together with colleagues, I put together the School of Education's current Four Research sub-programmes making up more than 50% of the publication output of the Research Focus Area. I led the processes that also put together a very strong Research sub-programme titled: *Sustainable Empowering Learning Environments for Social Justice (SELEN)* comprising 15 academics and 15 professionals and educators from the North West Education Department. I also provide mentoring to colleagues therein and at the Mafikeng and Vaal Triangle Campuses of North-West University

In 2008 I hosted the first colloquium that resulted in an internationally edited book. In 2009 I launched the SELEN sub-programme by hosting a colloquium where 105 papers were presented by scholars from the following universities; KwaZulu-Natal, Free State, Venda, Walter Sisulu, Nelson Mandela, Pretoria, UNISA, Plymouth (UK) and Aalborg (Denmark). Two peer reviewed books containing 20 chapters each, the South African Journal of Higher Education 24 (3) and Acta Academica journal are in press (to be launched on September 29/30) resulting from papers presented at the abovementioned colloquium.

MEMBERSHIP OF PROFESSIONAL RESEARCH BODIES

UMALUSI Research Forum

Education Association of South Africa (EASA)

Southern African Association for Research Mathematics, Science and Technology Education (SAARMSTE)

The International Apartheid Archives Project

The Anti-Racism Network in Higher Education (Hosted in South African Universities)

The Centre for Non-Racism and Democracy study on Racism (Hosted by Nelson Mandela Metropolitan University)

Intellectuals, Knowledge and Power (IKP), Inter-Disciplinary Conference, Prague, Czech Republic.

Discourse, Power and Knowledge (DPR) (hosted by Greenwich University in the UK)

International Problem Based Learning Conference (hosted by the Aalborg University in Denmark)

REFEREED JOURNAL ARTICLES (INCLUDING CONFERENCE PROCEEDINGS)

Mahlomaholo MG and Masithela NJ (1998): Transformation: Interrogating dominant and subaltern discourses at Vista University from a post-colonial perspective. *Southern African Educational Review and Education with Production Journal*, Volume 3, pp. 1 – 35.

Steyn, PDG, Mahlomaholo, MG and Masithela, NJ (1999): Assessment in teachers Education from a Social Constructivist Perspective. *South African Journal of Higher Education*, Volume 13(3).

Mahlomaholo, MG, Lebeta, TV, Maduna, MJ and Mokoena, KJ (1999): Perceptions and Understanding of Science, Engineering and Technology among Free State High School Learners. *Southern African Association for Research in Mathematics and Science Education Conference Proceedings*. Grahamstown: Rhodes University Publication.

Mahlomaholo, MG and Matobako, T (1999): Knowledge Production in Science, Mathematics and Technology Education among the poor as a contested terrain: The case of South Africa. *Presented to the Oxford International Education Development Conference on September 13*.

Khabanyane KE, Mahlomaholo MG, Nkoane MM, Sookdin UN and Sematle ZM (2000): The relationship between concept mapping and performance in grade 10 Biology. *Southern African Association for Research in Mathematics and Science Education Conference Proceedings, UPE*, pp. 232 – 238.

Nkoane MM, Mahlomaholo MG, Khabanyane KE, Sookdin UN and Sematle ZM (2000): Relationship between academic performance and learning approaches of learners doing Physical

Science in Grade 11 in some high schools in Mangaung *Southern African Association for Research in Mathematics and Science Education Conference Proceedings*, UPE, pp. 407 – 414.

Sematle ZM, Mahlomaholo MG, Nkoane MM, Khabanyane KE and Sookdin UN (2000): An investigation into gender differences in Black learners' attitudes towards mathematics on secondary schools in Phuthaditjhaba. *Southern African Association for Research on Mathematics and Science Education Conference Proceedings*, UPE, pp. 504 – 510.

Sookdin UN, Mahlomaholo MG, Sematle ZM, Nkoane MM and Khabanyane KE (2000): The impact of the Bloemfontein Technology Project on the self-esteem of learners who have participated in the project. *Southern African Association for Research on Mathematics and Science Education Conference Proceedings*, UPE, pp. 532 – 541.

Mahlomaholo MG, Nkoane MM, Khabanyane KE, Sookdin UN and Sematle ZM (2000): Self-esteem and performance in Mathematics. *Journal of the Southern African Association for Research Mathematics and Science Education, Volume 4(1)*, pp. 33 - 44

Van der Westhuizen G and Mahlomaholo MG (2001): Historical legacies hold us captive. An analysis of Curriculum changes at Vista University, South Africa. *South African Journal of Higher Education, Volume 15(1)*, pp. 68-76.

Mahlomaholo MG and Nkoane MM (2002): The case for an emancipatory qualitative research. Reflections on Assessment of quality. *Education as Change*, vol. 6(1), pp. 69 -84

Mahlomaholo MG and Mathamela MM (2004): Demystification of performance in mathematics by women: Narratives from Feminists Perspectives. <http://www.ICME-10.dk>

Mahlomaholo MG and Sematle ZM (2004): Gender differences among black learners in some selected schools in South Africa and performance in mathematics. <http://www.ICME-10.dk>

Mahlomaholo MG and Bungane FPL (2004): Mathematics Teacher Training in South Africa" **In** Burghes, D. (Ed). *Series of International Monographs on Mathematics Teaching Worldwide. Monograph 2. Teacher Training*. Műszaki Könyvkiadó a WollutersKluwer. ISBN 963-16-2994-5

Mahlomaholo MG and Bungane FPL (2004): "South Africa, a chapter on the longitudinal study on mathematical conceptualisation among primary school learners"; **In** Burghes, D., Geach, R & Roddick, M. (Eds) (2004). *Series of International Monographs on Mathematics Teaching Worldwide. Monograph 4. International Project on Mathematical Attainment Report*. Műszaki Könyvkiadó a WollutersKluwer. ISBN 963-16-2996-1.

Mahlomaholo MG and Matobako ST (2006): Service Learning in South Africa held terminally captive by legacies of the past. *Alternation 13 (1)*, 203 - 217

Mahlomaholo MG and Nkoane MM (2009) Academic Rigour versus Social relevance: which way should the Pendulum swing with regard to Experiential Learning? *Journal of Educational Studies* 8(3)

Mahlomaholo MG (2009) Critical Emancipatory Research and Academic Identity. *Africa Education Review* 6 (2), pp. 224–237.

Mahlomaholo, MG and Bungane, P (2009) Sustainable Empowering Learning Environment: Effective Curriculum Policy Imperatives and the Role of the Biological Sciences Lecturer International Conference of Education, Research and Innovation in Madrid Spain 2009 (ISBN: 978-84-613-2955-7)

Mahlomaholo, MG and Sithebe, T (2009) Sustainable Empowering Learning Environments: Perceptions of Biological Science Students International Conference of Education, Research and Innovation in Madrid Spain 2009 (ISBN: 978-84-613-2955-7)

Mahlomaholo, MG (2010) Trust in sustainable empowering learning environments: a community cultural analysis. *Discourse Power and Resistance* Conference at Greenwich University <http://gre.academia.edu/DiscoursePowerResistanceDPRConference/Papers/135979/Trust-in->

Mahlomaholo, MG (2010) South Africa: An International Educational Policy Perspective on Problem Based. *International Problem Based Learning Conference at Aalborg University in Denmark* <http://milmariis.wordpress.com/2010/03/19/free-pbl-conference-at-aalborg-university-may-4-6-2010/>

Mahlomaholo, MG and Netshandama, VO (2010) Sustainable Empowering Learning Environments: Conversations with Gramsci's Organic Intellectual. Presented at the *Intellectual, Knowledge and Power: Ideas for Inter-Disciplinary Conference in Prague, Czech Republic* and published in Basov, N. Simet, G F., van Andel J., Mahlomaholo, MG and Netshandama, V. (eds) *The Intellectual. A Phenomenon in Multidimensional Perspectives*. Interdisciplinary Press, Oxford and <http://www.inter-disciplinary.net/>, ISBN: 978-1-84888-027-6

Netshandama, VO and Mahlomaholo, MG (2010) The role of Community Engagement in Higher Education: Focus on the Discourse relating to Knowledge Development. Presented at the *Intellectual, Knowledge and Power: Ideas for Inter-Disciplinary Conference in Prague, Czech Republic* <http://www.inter-disciplinary.net/> and published In Basov, N. Simet, G F., van Andel J., Mahlomaholo, MG and Netshandama, V. (eds) *The Intellectual. A Phenomenon in Multidimensional Perspectives*. Interdisciplinary Press, Oxford and <http://www.inter-disciplinary.net/>

Mahlomaholo, MG (2010) Towards Sustainable Empowering Learning Environments: Unmasking Apartheid Legacies through Scholarship of Engagement. *South African Journal of Higher Education* Vol 24 (3).

Mahlomaholo, MG, Francis, D and Nkoane, MM -Guest Editors- (2010) *South African Journal of Higher Education* Vol 24 (3).

Mahlomaholo, MG (submitted 2010) Sustainable Empowering Learning Environments through Community Cultural Wealth: A Story of Hope. *Acta Academica*

Nkoane, MM and Mahlomaholo, MG - Guest Editors - (2011) *Acta Academica*

Van der Westhuizen, PC, Francis, D and Mahlomaholo, MG (2011) Guest Editors Special issue of the *South African Journal of Education* on: Education for Social Justice

Mahlomaholo, MG, Francis D and Nkoane M (2011) Guest Editors Special issue of *the Journal of New Generation Sciences* on: Education for Social Justice

BOOKS AND CHAPTERS IN PEER REVIEWED BOOKS

Khotseng MB, Matlou MD and Mahlomaholo MG (1994). The pedagogical character of the struggle. In Muller J (Editor) *Vintage Kenton*, Cape Town.

Daems F, De Corte E, Ellen J, Hay D, Masithela NJ, Mahlomaholo MG, Messerschmidt H, Moleleki M, Reyemans R, Steyn PDG, Van Zyl E (1999): *Learning History: Language, Instructional and Assessment issues*. Leuven: Centre for Instructional Psychology Publication.

Mahlomaholo MG and Moleleki MM (**in press 2001**): Chapter 8 Analysis and Interpretation of Qualitative Data for the International Phaphamang language research project. *Empirical investigation on Learning History Language, Instructional and Assessment issues*. Leuven: Centre for Instructional Psychology Publication.

Piper, H, Piper, J and Mahlomaholo, MG (Eds) (2009) *Educational Research and Transformation in South Africa*. Pretoria: Science Africa

Mahlomaholo, MG (2009) The Mixed Method Approach to Educational research Through a Critical Emancipatory Lens. In Piper, H, Piper, J and Mahlomaholo, MG (Eds)(2009) *Educational Research and Transformation in South Africa*. Pretoria: Science Africa.

Mahlomaholo, MG (2009). Academic Envy in Post Apartheid Higher Education Institution. In Satterthwaite, J; Piper, H and Sikes, P. (2009) *Power in the Academy*. Trentham: Trentham Publishers

Mahlomaholo, MG (2010) Decolonising the Contexts of the Subaltern Academic Teacher Communities through the Genealogical Method. In Lavia, J and Moore, M (Eds) (2010). *Cross-Cultural Perspectives on Policy and Practice: Decolonising Community Contexts*. New York: Routledge.

Mahlomaholo, MG (2010) A framework for university and provincial education department's collaborative research towards the creation of sustainable empowering learning environments. In Francis, D, Mahlomaholo, MG and Nkoane MM (Eds), *Praxis towards Sustainable Empowering Learning Environments in South Africa*. Bloemfontein: SUN MEDIA Publishers.

Francis, D, Mahlomaholo, MG and Nkoane MM (Eds) (2010) *Praxis towards Sustainable Empowering Learning Environments in South Africa*. Bloemfontein: SUN MEDIA Publishers.

NON-REFEREED JOURNAL ARTICLES (INCLUDING CONFERENCE PROCEEDINGS AND PAPERS)

Mahlomaholo MG and Matlou MD (1986): The teaching of social sciences at black universities. In Nzimande B (Ed). *Association for Social Sciences in Southern Africa, Conference Proceedings*. Durban: University of Natal – Durban Publisher.

Masithela NJ and Mahlomaholo MG (1997): Teaching the Rainbow Children. Paper presented at the *Kenton Conference* hosted by the University of the Western Cape, Hermanus.

Mahlomaholo MG (1998): The Structure and Functions of Foundations Phase Mathematics Working Group. A paper contributed to the *Association of Mathematics Education in South Africa Conference*, hosted by the University of the North in Pietersburg, towards the founding of the Foundation Phase Mathematics Working Group.

Mahlomaholo MG (1990): Locus of control and issues of academic achievement among Black adolescents. In Archer, M. (Ed) *The Southern African Association for Learning and Educational Disability Conference Proceedings*. Cape Town: University of Cape Town Publication.

Mahlomaholo MG and Lebeta TV (1999): Primary Mathematics INSET model for the Free State: A joint Venture between Bloemfontein Campus of Vista University and the Qwa Qwa Campus of the University of the North. *Association for Mathematics Education of South Africa Conference Proceedings*. Port Elizabeth: University of Port Elizabeth Publication.

Masehela K and Mahlomaholo MG (2001): South Africa, Netherlands and Belgium. A comparative study of assessment at Grade 12-exit level. *Conference proceedings of World Education Fellowship published by Vista University in CD/Hard Copy at Sun City*.

Khabanyane KE, Mahlomaholo MG, Nkoane MM and Ramabenyane JM (2001): Educational reconstruction (African perspective). *Conference proceedings of World Education Fellowship published by Vista University in CD/Hard Copy at Sun City*.

Mahlomaholo MG, Nkoane MM, Ramabenyane JM and Ms. Khabanyane KE (2001): Assessment at Grade 12 within the context of Outcomes Based Education in South Africa. Lessons from the USA. *Conference proceedings of World Education Fellowship published by Vista University in CD/Hard Copy at Sun City*.

Nkoane MM, Ramabenyane JM, Mahlomaholo MG and Khabanyane KE (2001): Assessment at Grade 12 within the context of Outcomes Based Education in South Africa. Lessons from the SADEC region. *Conference proceedings of World Education Fellowship published by Vista University in CD/Hard Copy at Sun City*.

Ramabenyane JM, Mahlomaholo MG, Nkoane MM and Khabanyane KE (2001): Assessment at Grade 12 within the context of OBE in South Africa. Lessons from the UK. *Conference proceedings of World Education Fellowship published by Vista University in CD/Hard Copy at Sun City*.

Mahlomaholo MG (2004) Empire talks back: Interrogating Indigenous Knowledge System and its Implications for Postgraduate Curriculum. In Lategan LOK (Ed) *Proceedings of the Research and Postgraduate School Seminar*, May, pp. 23 – 30.

Mahlomaholo MG and Dyantji V (2004): Teaching learners without barriers in inclusive classrooms in Free State Higher Education institutions. *National Association for Learners Support and Development Conference held at the University of the Free State organized by the Free State Inclusive Education Directorate from September 28 to 30.*

Nkoane MM and Mahlomaholo MG (2004): Analysis of factors inhibiting access by Learners with Special Educational needs at Free State Higher Education Institution. *National Association for Learners Support and Development Conference held at the University of the Free State organized by the Free State Inclusive Education Directorate from September 28 to 30.*

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