

**CURRICULUM VITAE**

**PROF. LIESEL EBERSÖHN**

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY  
FACULTY OF EDUCATION  
UNIVERSITY OF PRETORIA**

2021

## EXECUTIVE SUMMARY OF CURRICULUM VITAE: LIESEL EBERSÖHN

The effect of Liesel Ebersöhn's research niche, resilience enabling pathways to unpredicted positive educational psychology outcomes in the Global South, is recognised internationally. Particularly her generative theory, relationship-resourced resilience (Ebersöhn, 2019), describing an embedded system to counter chronic adversity (especially poverty and HIV & AIDS), by 'flocking', which she coined to depict a collectivist indigenous psychology pathway to resilience. Acknowledgements of her international contribution to educational psychology are evident in: (1) *addresses* (some examples include: Education Association of South Africa's Annual Conference, Durban, **South Africa**, 2018; Xth International Congress of International Research, Nevsehir, **Turkey**, 2018; Annual Global Development Network (GDN) Conference, Lima, **Peru**, 2016; International Conference on Education Research for Development in Africa (ICERDA), Accra, **Ghana**, 2016; International Conference on Interdisciplinary Research in Education (ICOINE), Kyrenia, **North Cyprus**, 2013); (2) *invited contributions* in high profile scientific journals (*Contemporary Educational Psychology*, 2014 impact factor 2.852; 5-year: 3.860); (3) *Health Education Research* (2011 – impact factor: 1.615); (4) *global leadership positions* including Secretary General of World Education Research Association (2014-2022); (5) *co-chair of the World Education Research Association (WERA) Task Force* leading the development of an international white paper on poverty and opportunity to learn worldwide; nominated by the WERA task force to present aforementioned at the celebrated American Education Research Association (AERA) annual meeting, Philadelphia, 2014); (6) *member of international panels of invited symposia* in Europe (European Association For Research On Learning And Instruction (EARLI, 2011, Exeter & EARLI, 2013, Munich), Australasia (Taiwan Education Research Association/International Conference On Education 2011, Kaohsiung, Taiwan; Australian Association For Research In Education /Asia-Pacific Education Research Association 2012, Sydney) and North America (American Psychological Society, Washington, 2014; AERA 2012, Vancouver.); (7) as *visiting scholar* at institutions worldwide she has been asked to share her specialised knowledge (Visiting Fellow: Edith Cowan University, Fogarty Learning Centre; Visiting Professor: Yale University; BRITE<sup>1</sup> Project Reference Group Member, Murdoch University); and (8) Women In Science Awardee (2012) of the South African Department Of Science And Technology.

She has successfully attracted research funding. She had core co-researcher roles in completed grants funded by prestigious international research bodies, namely the National Institute of Health and the Economic and Social Science Research Council (ESRC) (NIH). Regional recognition of her research influence is evident in the Nelson Mandela Children's Fund inviting her to lead a R3.5 million Southern African Development Community (SADC) investigation into indigenous pathways of resilience care and support patterns.

She has extended her research focus by mentoring colleagues and postgraduate students in funded projects. To shape her research niche she has long-standing world-wide scholarship networks: Yale University (Prof. Peter Salovey – President Of Yale; Prof Brian Forsyth); North-Carolina State University (Prof. Melissa Mchale, Dr Elizabeth Nichols); Duke University (Dr Michael Merson, Dr Kathleen Sikkema, Dr Kim Blankenship); University Of San Francisco California (Dr Shawn Ginwright); and recently with Pennsylvania State University (Dr Karen Murphy), as well as Fordham University (Dr Harold Takooshian); Edith Cowan University, Perth (Dr Deslea Konza: Director Of the Fogarty Learning Centre); Curtin University (Dr Susan Beltman); Murdoch University (Dr Caroline Mansfield); University Of Saskatchewan (Dr Toddi Steelman); Nipissing University (Dr April James).

She has published 84 articles in peer-reviewed journals, seven books and contributed 17 chapters to scholarly books. She has supervised 91 postgraduate students to completion – many of whom are now young educational psychology scholars at universities. Her research focus has had a

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<sup>1</sup> Building Resilience in Teacher Education

decided impact on curricula for teacher training in South Africa, with thousands of in-service distance education students learning, since 2003, to view marginalised children from a strengths-based perspective – as captured in evidence-based books she authored, co-authored or edited. Development outcomes of her long-term, participatory social research include educational psychology services to more than a thousand children in a rural secondary school since 2006, as well as sustained supportive environments in partnering schools in three South African provinces since 2003. In collaboration with REPSSI, she is currently contributing to the flocking theory as a section within a module entitled *Advanced Child and Youth Development*. This module forms part of a Diploma course: Community Based Child and Youth Care.

She is a member of the Editorial Board of the Review of Educational Research (the highest ranked education journal world-wide); the South African representative on the Advisory Board of the International Association of Educators, a member of the Editorial Board of the African Studies and Diaspora Series in 2017, Afro-Brazilian Studies Center of the State University of Santa Catarina, and a member of the [One Health Global Think Tank for Sustainable Health & Well-Being – 2030](#). Liesel is the Associate Editor (and past Executive Editor) of the *South African Journal of Education*, the Director for the Centre for the Study of Resilience, and the Ethics Chair of the Faculty of Education, University of Pretoria. She teaches career psychology and does clinical supervision of MEd (Educational Psychology) students, Department of Educational Psychology.

### SUMMARY OF RESEARCH OUTPUT

|  |   |
|--|---|
| Published international and national articles  | <b>93</b>   |
| Books published (co-author, co-editor, or editor)  | <b>6</b>  |
| Chapters in books (other than in own or edited books)  | <b>18</b>   |
| Published conference papers  | <b>3</b>  |
| Invited international keynotes / conference papers   | <b>8</b>  |
| Invited to organise symposia at conferences  | <b>4</b>  |
| Invited as discussant internationally  | <b>8</b>  |
| Contributions at conferences   | <b>129</b>  |
| Supervision of international postgraduate student  | <b>1</b>  |
| Postgraduate studies supervised to completion  | <b>90</b>   |
| Project leader in funded research projects   | <b>15</b>   |
| Number of citations received in the international scientific Literature according to ISI, Scopus or Google Scholar | <b>Citations: 1956</b><br><b>h-index: 25</b>  |
| Internal examiner (dissertations)  | <b>1</b>  |
| External examiner (dissertations)  | <b>40</b>   |
| External examiner/moderator (course work)  | University of Madras, University of Calgary, University of Rhodes, Universities of Swaziland, Walter Sisulu University, Johannesburg, Limpopo, Stellenbosch, Bloemfontein, North-West, South Africa, Witwatersrand, KwaZulu-Natal, Free State, Zululand, NMMU; University of Madras |

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## 1. BIOGRAPHICAL SKETCH

### 1.1 GENERAL INFORMATION

|                            |  |                          |                 |                          |                            |                                     |                            |                                     |                                  |                          |  |
|----------------------------|--|--------------------------|-----------------|--------------------------|----------------------------|-------------------------------------|----------------------------|-------------------------------------|----------------------------------|--------------------------|--|
| <b>Surname</b>             | Ebersöhn   |                          |                 |                          |                            |                                     |                            |                                     |                                  |                          |  |
| <b>First names</b>         | Liesel   |                          |                 |                          | <b>ID Number</b>           |                                     |                            |                                     |                                  |                          |  |
| <b>Citizenship</b>         | South African  |                          |                 |                          | <b>Title</b>               | Prof.                               | <b>Female</b>              | <input checked="" type="checkbox"/> | <b>Male</b>                      | <input type="checkbox"/> |  |
| <b>Place of birth</b>      | Vanderbijlpark   |                          |                 |                          | <b>Date of birth</b>       |                                     |                            |                                     |                                  |                          |  |
| <b>Population group</b>    | <b>African</b>   | <input type="checkbox"/> | <b>Coloured</b> | <input type="checkbox"/> | <b>Indian</b>              | <input type="checkbox"/>            | <b>White</b>               | <input checked="" type="checkbox"/> | <b>Other</b><br>(Please specify) |                          |  |
| <b>Department</b>          | Educational Psychology   |                          |                 |                          | <b>Position</b>            |                                     | Full Professor             |                                     |                                  |                          |  |
| <b>Direct Telephone</b>    | (012) 420-2337   |                          |                 |                          | <b>Direct Telefax</b>      |                                     | (012) 420-5511             |                                     |                                  |                          |  |
| <b>E-mail</b>              | <a href="mailto:liesel.ebersohn@up.ac.za">liesel.ebersohn@up.ac.za</a> |                          |                 |                          |                            |                                     |                            |                                     |                                  |                          |  |
| <b>Date of appointment</b> | 1996-01-01   |                          |                 |                          | <b>Permanent full-time</b> | <input checked="" type="checkbox"/> | <b>Temporary full-time</b> | <input type="checkbox"/>            |                                  |                          |  |

### 1.2 ACADEMIC QUALIFICATIONS OBTAINED

| <b>Degree/Diploma</b> | <b>Field of study</b>         | <b>Higher education institution</b> | <b>Year</b> | <b>Distinctions</b>   |
|-----------------------|-------------------------------|-------------------------------------|-------------|---|
| PhD                   | Educational Psychology        | University of Pretoria              | 2000        | UP International Exchange Programme for Lecturers <sup>2</sup> (1999)   |
| MEd                   | Educational Psychology        | University of Pretoria              | 1995        | <i>Cum Laude</i><br>UP International Research Programme for Post-Graduate Students <sup>3</sup> (1994)<br>UP Achievement bursary<br>UP Academic Honours |
| BEdPsych              | Career orientation pedagogics | University of Pretoria              | 1992        | <i>Cum Laude</i><br>Vice Chancellor and Rector's Prize for Exceptional Achievers (1992)<br>UP Achievement bursary<br>UP Academic Honours                |
| BPrimEd               | Senior Primary                | University of Pretoria              | 1991        | <i>Cum Laude</i><br>Vice Chancellor and Rector's Prize for Exceptional Achievers (1991)   |

<sup>2</sup> PhD studies - UP funded research visit to UK: Manchester University, Department of Education, (Dr P Farrell); Southampton University, Department of Psychology, (Dr A Faupel); Nottingham University, Postgraduate School of Psychology, (Dr A Miller); University College London, Department of Psychology, (Prof N Frederickson); University of Oxford (St. Catherine's College).

<sup>3</sup> Masters studies - UP funded research visit to: Dental Hospital and School, University of Glasgow, U.K and *Dienst Conserverende Tandheelkunde, Dienst Paradontologie, Dienst voor Studie-Advies, Katholieke Universiteit Leuven*, Belgium.

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  | TED and SANLAM prize for Achievers (1991)<br>UP Achievement bursary<br>TDE <sup>4</sup> bursary<br>UP Academic Honours |
|--|--|--|--|--|

### 1.3 WORK EXPERIENCE

| Name of employer  | Capacity and/or type of work            | Period From (mm//yy to mm//yy)                          |
|---|---|---|
| Department of Educational Psychology<br>Faculty of Education<br>University of Pretoria                                | Full Professor                          | January 2010 – present                                  |
| Centre for the Study of Resilience<br>University of Pretoria  | Director                                | September 2014 – present                                |
| Unit for Education Research in AIDS   | Director                                | January 2008 – present                                  |
| Fogarty Learning Centre<br>Edith Cowan University<br>Perth, Australia   | Visiting Fellow                         | July 2009; February 2011;<br>November 2012 January 2013 |
| Department of Educational Psychology<br>Faculty of Education<br>University of Pretoria                                | Acting Head of Department               | September 2006 – September 2008                         |
| Department of Educational Psychology<br>Faculty of Education<br>University of Pretoria                                | Associate Professor                     | January 2008  |
| Department of Educational Psychology<br>Faculty of Education<br>University of Pretoria                                | Senior Lecturer                         | January 2000 – 2008                                     |
| Department of Psychology & Center for Interdisciplinary Research on AIDS<br>YALE University, United States of America | Associate Professor and Research Fellow | July 2001 – November 2001                               |
| Department of Career Guidance<br>Faculty of Education<br>University of Pretoria                                       | Lecturer                                | January 1996 – January 2000                             |
| <i>Loopbaanontwikkelingsentrum</i> <sup>5</sup><br>Faculty of Education<br>University of Pretoria                     | Technical assistant                     | October 1992 – December 1995                            |
| Department of Education Management<br>Faculty of Education<br>University of Pretoria                                  | Research assistant                      | January 1992 – October 1992                             |

<sup>4</sup> Transvaal Department of Education

<sup>5</sup> Centre for Career Development

## 2. TEACHING ACTIVITIES

### 2.1 COURSES PRESENTED

| <b>Course</b> | <b>Level (e.g. second year, Masters)</b> | <b>Self-developed<br/>(Yes or No)</b> |
|---------------|--|---------------------------------------|
|               |  |                                       |
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|               |  |                                       |
|               |  |                                       |
|               |  |                                       |
|               |  |                                       |

### 2.2 OTHER EDUCATION AND PEDAGOGIC COURSES PRESENTED

| <b>Course</b> | <b>Year</b> | <b>Institution</b> |
|---------------|-------------|--------------------|
|               |             |                    |
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|               |             |                    |
|               |             |                    |

### 3. TEACHING OUTPUTS

#### 3.1 EDUCATIONAL PUBLICATIONS AND PRODUCTS

##### 3.1.1 BOOKS

###### 2012

Ferreira, R., & Ebersöhn, L. (2012). *Partnering for resilience*. Pretoria, South Africa: Van Schaik Publishers.

###### 2008

Ebersöhn, L. (Ed.). (2008). *From microscope to kaleidoscope: Reconsidering educational aspects related to children in the HIV/AIDS pandemic*. Rotterdam, The Netherlands: Sense Publishers. (Reviewed in *Journal of Psychology in Africa*, 18(4), 675-676).

###### 2006

Ebersöhn, L., & Eloff, I. (2006). *Life skills & assets* (2<sup>nd</sup> ed.). Pretoria, South Africa: Van Schaik Publishers. (Reviewed in *Journal of Education*, 45, 183-186).

###### 2004

Eloff, I., & Ebersöhn, L. (2004). *Keys to Educational Psychology*. Cape Town, South Africa: UCT Press.

###### 2003

Ebersöhn, L., & Eloff, I. (2003). *Life skills & assets*. Pretoria, South Africa: Van Schaik Publishers. (Reviewed in *South African Journal of Psychology*, 33(3), 195).

###### 2002

Maree, K., & Ebersöhn, L. (Eds.). (2002). *Lifeskills and career counselling*. Pretoria, South Africa: Heinemann.

##### 3.1.2 CHAPTERS IN BOOKS

###### 2021

Ebersöhn, E., Omidire, F., & Mampane, RM. Collective distress calls for collective wellbeing measures: The case of social support as resilience-enabling Afrocentric indigenous pathway. Chapter in: Weaver, H. (Ed.) *Indigenous Resilience*. Routledge.

Machimana, E. G., Ebersöhn, L., & Sefotho, M. M. Mobilisation of higher education's resources for social development. Volume 3 of *Global Perspective on Education Research*.

Machimana, E. G., Ebersöhn, L., & Sefotho, M. M. (2021). What parents, learners, students and researchers have to say about the benefits of Higher Education Community Engagement in a rural school. In E. Van Eeden, I. Eloff, & H. Dippenaar (Eds.), *Community Engagement research in South Africa: Methods, theories, histories and practice*. Pretoria: Van Schaik Publishers



## 2019

de Gouveia, J., & Ebersöhn, L. (2019). Wellbeing as Positive Outcome of a Social Connectedness Pathway to Resilience: An Indigenous Psychology Perspective. In I. Eloff (Ed.), *Handbook of quality of life in African Societies (International Handbooks of Quality-Of-Life Series)* (pp. 97-111). Cham, Switzerland: Springer. <https://doi.org/10.1007/978-3-030-15367-0>

Ebersöhn, L., Eloff, I., & Ferreira, R. (2019). First steps in action research. In K. Maree (Ed.), *First steps in research* (3<sup>rd</sup> ed., pp. 153-180). Pretoria: Van Schaik.

## 2016

Ebersöhn, L., Ferreira, R., Van der Walt, A., & Moen, M. (2016). Using body mapping to step into your future: Life design in a context of high risk and high diversity. In R. Ferreira (Ed.), *Psychological assessment: Thinking innovatively in contexts of diversity* (pp. 228-241). Cape Town, South Africa: Juta.

## 2015

Ebersöhn, L. (2015). Body mapping for resilience: Fostering adaptability with groups of youth in high risk and high need settings. In M. McMahon & W. Patton (Eds.), *Ideas for career practitioners: Celebrating excellence in career practice* (pp. 82-89). Brisbane, Australia: Australian Academic Press.

Ebersöhn, L. (2015). Happy teen or juvenile delinquent? Risk and resources in adolescents' resilience and relationships. In E. Gouws (Ed.), *The Adolescent* (4<sup>th</sup> ed, pp. 1-14). Pearson: Canada.

## 2007

Ebersöhn, L. (2007). Utilising reminiscences: constructing boxes of memories to tell stories for life choices. In K. Maree (Ed.), *Shaping the story: A guide to facilitating narrative career counselling* (pp. 151-162). Rotterdam, The Netherlands: Sense Publishers.

Maree, J. G., & Ebersöhn, L. (2007). Applying positive psychology to career development interventions with disadvantaged adolescents. In V. B. Skorikov & W. Patton (Eds.), *Career development in childhood and adolescence: Career development series – Connecting theory and practice* (Vol. 2, pp. 313-324). Rotterdam, The Netherlands: Sense Publishers.

## 2003

Ebersöhn, L., & Eloff, I. (2003). The black, white and grey of rainbow children coping with HIV/ AIDS. In C. Coombee (Ed.), *Education in the context of HIV / AIDS. The HIV challenge to education: a collection of essays* (pp. 177-196). Paris: International Institute for Educational Planning. Retrieved from <http://unesdoc.unesco.org/images/0013/001376/137638e.pdf>

### 3.2 EDUCATIONAL PRODUCTS DEVELOPED

- 2020 – present: co-writing a chapter by contributing Flocking theory to the module entitled Advanced Child and Youth Development for a Diploma course: Community Based Child and Youth Care.

## 4. OTHER TEACHING CONTRIBUTIONS

### 4.1 MEMBERSHIP OF NATIONAL AND INTERNATIONAL BODIES

#### Advisory Board Member

- International Advisory Board Member: African Centre of Excellence for Education Leadership and Teacher Education (2018 – present)
- International Advisory Board: Ecuadorian Association for the Advancement of Educational Research (ASEFIE) (2018 – present)

#### Member

- Member: IPBES Transformative Change Scoping Experts and Management Committee (2020 – present)
- Member: 1 HOPE advisor team (2020 – present)
- Member: One Health. One Hope Africa initiative (2020 – present)
- Member: International Council of Psychology Educators (ICOPE) Incorporated (2018 – present)
- Member: The Editorial Board of the African Studies and Diaspora Series in 2017, Afro-Brazilian Studies Center of the State University of Santa Catarina (2017 – present)
- Member: One Health Global Think Tank for Sustainable Health & Well-Being – 2030 (2017 – present)
- Member: The Editorial Board of the International Journal of Multiple Research Approaches (IJMRA) (2017 – present)
- Member: ICP2024 Scientific Committee (2016 – 2024)
- Member: Scientific Committee, European Education Research Association annual meeting, Budapest (2015)
- Member: South African Education Research Association (SAERA: 2014, 2015, 2016)
- Member: Scientific Committee, Scottish Education Research Association conference, Edinburgh (2014)
- Member: Academy of Science of South Africa (ASSAf 2014 – present )
- Member: Scientific Committee, International Psychology Conference (2012)
- Member: Research Committee, Department of Basic Education Conference (2012)
- Member: Scientific Committee, 2016 Centennial American Education Research Association annual meeting, Washington
- Member: Scientific Committee, Distance Education Teaching Association (DETA), Gold Coast, Ghana (2008)
- Member: The South African Academy of Arts and Science<sup>6</sup> (2008 – present)
- Member: American Education Research Association (AERA) (2001 – 2002, 2005 – 2006, 2010, 2012 – 2015)
- Member: Reference Group for Educational Psychology, Professional Board for Psychology (2003–2004)
- Member: Psychological Society of South Africa (1995 – present)
- Member: Education Association of South Africa (EASA) (2000 – present)
- Invited Honorary Member of the Scientific and Advisory Board of the International Association of Education Researchers Association

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<sup>6</sup> Die Suid-Afrikaanse Akademie vir Wetenskap en Kuns

- Invited team member World Education Research Association-International Research Network (WERA-IRN): ‘Teacher Education for the 21st Century: Developing teachers who are thoughtful, reflective and inquiring’ (Denmark, Finland, Japan, Korea, Scotland, Singapore)

#### **Council Member**

- Council Member: World Education Research Association - WERA (2010 – 2013)

#### **Executive Council Member**

- Executive Council Member: Education Association of South Africa

#### **Co-Chair**

- Co-chair: Poverty and the Opportunity to Learn Worldwide: (2012 – 2014)
- Co-chair: Communication and Outreach Committee: World Education Research Association (2011 – 2019)

#### **President**

- Past President: Education Association of South Africa (2011)
- President: Education Association of South Africa (2010)

#### **Selection Committee**

- Keurkomitee vir die Stalsprys vir Opvoedkunde; Menslike Bewegingskunde; Rekreasiekunde (2013 – 2016) – Die Suid-Afrikaanse Akademie vir Wetenskap en Kuns<sup>7</sup>

#### **South African Representative**

- South African representative on the Advisory Board of the International Association of Educators (<http://www.inased.org/advisoryboard.htm>) (2017 – present)
- Education Association of South Africa Representative to the World Education Research Association (2009 – 2012)<sup>8</sup>

#### **Secretary General**

- Re-elected as Secretary General: World Education Research Association - WERA (1 July 2018 – 30 June 2022)
- Secretary General: World Education Research Association - WERA (1 July 2014 – 30 June 2018)
- Interest Group Secretary: Psychology in Education, Education Association of South Africa (2000 – 2002)

### **4.2 VISITS TO LOCAL AND OVERSEAS UNIVERSITIES AS GUEST PROFESSOR OR LECTURER IN REGARD TO TEACHING**

#### **2019**

- Teacher Resilience Lab, University of Notre Dame, Australia: Formalising inclusion of Prof Caroline Mansfield in the CSR-based Teacher Resilience Lab, 31 January – 5 February 2019

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<sup>7</sup> Selection Committee for the Stals Award in Education, South African Academy of Science and Arts.

<sup>8</sup> Representing Education Association of South Africa at WERA Council meeting, Denver, May 2010.

## **2016**

- Visiting Fellow with Dr Karen Murphy, Pennsylvania State University

## **2015**

- Invited Lecture of joint Murdoch and Curtin University Seminar – Western Australia Institute for Educational Research (WAIER)

## **2011**

- Invited colloquium Georgia State University, Atlanta
- North-West University (Vanderbijlpark Campus)– Invited to present Ethics Seminar
- UNISA Research Directorate (seminars on postgraduate supervision, proposal writing, assessing research/scholarly work, assessing postgraduate dissertations and theses)
- SANPAD trained Facilitator

## **2009**

- Invited discussant at symposium – Centre for Visual Methodology, University of Kwazulu-Natal
- Invited contribution at UNISA Research Seminar series UNISA, South Africa, 17 April 2009: Evaluating scientific work
- Invited contribution at UNISA Research Seminar series UNISA, South Africa, 17 April 2009: Evaluating postgraduate work

## **2006**

- Yale University, USA Training in Vineland Adaptive Behaviour Scale - psychometric assessment measure by developer Dr Sara Sparrow

## **2003**

- Invited to present asset-based workshop for postgraduate students and staff, Department of Educational Psychology, University of Stellenbosch.
- Scholarly visit to Southern Connecticut State University, Faculty of Education (August 2003).
- 1999: UP International Exchange Programme for Lecturers to United Kingdom Universities: Manchester University, Department of Education, (Dr P Farrell); Southampton University, Department of Psychology, (Dr A Faupel); Nottingham University, Postgraduate School of Psychology, (Dr A Miller); University College London, Department of Psychology, (Prof N Frederickson); University of Oxford (St. Catherine's College).
- 1995: Masters studies - UP funded research visit to: Dental Hospital and School, University of Glasgow, UK and Dienst Conserverende Tandheelkunde, Dienst Paradontologie, Dienst voor Studie-Advies, Katholieke Universiteit Leuven, Belgium.
- July 2009; February 2011; November 2012 - January 2013: Visiting Fellow, Edith Cowan University, (Fogarty Learning Centre), Perth, Australia

2001: Invited and appointed as visiting Associate Professor, Department of Psychology, Yale University, USA

### **4.3 PARTICIPATION IN NATIONAL AND INTERNATIONAL TEACHING ASSOCIATIONS, BODIES & COMMITTEES**

- 2018 – present: Ecuadorian Association for the Advancement of Educational Research (ASEFIE) International Advisory Board (2018 – present).
- 2017 – present: South African representative on the Advisory Board of the International Association of Educators.
- 2016 – present: Member: Scientific Committee of ICP2024.
- 2016 – 2017: Global working group commissioned by the FRESH Partnership (UN agencies, donor organisation and global NGO's working on school health & development).
- 2014 – 2018: Secretary General World Education Research Association.
- 2010 – 2012: World Education Research Association – Communication and Outreach Committee.
- 2010: President: Education Association of South Africa.
- 2009: Vice President: Education Association of South Africa.
- 2008 – 2009: Team coordinator under leadership of Dean: HEAiDS National Project: Teacher Training Module – piloting the module in the Faculty of Education, University of Pretoria.
- 2008 – present: Member: The South African Academy of Arts and Science.
- Member: American Education Research Association (2001 – 2002, 2005 – 2006).
- 2000 – 2002: Interest Group Secretary: Psychology in Education, Education Association of South Africa.
- 2003: Member: Reference Group for Educational Psychology, Professional Board for Psychology.
- 1995 – present: Member: Psychological Society of South Africa.

## 5. POSTGRADUATE SUPERVISION

### 5.1 COMPLETED DEGREES

| No | Name of student                 | Degree/Title of dissertation/<br>thesis and date completed   | Supervisor  | Co-supervisor(s)                         | Duration (years) |
|----|---------------------------------|--|---|--|------------------|
| 1. | Timmermans, G.H.E. <sup>9</sup> | Masters research<br><i>with distinction</i><br>Hope for life, how to protect life. Qualitative research into the implementation of a suitable AIDS prevention intervention applicable at a care centre<br>2005 | Beukema, H.<br>(Rijksuniversiteit Groningen, Faculty of Social Sciences, Department of Education) | Ebersöhn, L.                             | 3                |
| 2. | Leask, M.                       | PhD (Learning Support, Guidance & Counselling)<br>Contextualizing Quality Talk for English Literacy Instruction in a rural South African secondary school<br>2019  | Omidire, F.   | Ebersöhn, L. & Murphy, P.K. (Penn State) | 3                |
| 3. | Sefhedi, S.                     | PhD (Learning Support, Guidance & Counselling)<br>Promoting critical-analytic thinking through teacher discourse moves and pedagogical principles in a rural school<br>2019                                    | Omidire, F.   | Ebersöhn, L. & Murphy, P.K. (Penn State) | 4                |
| 4. | Mohamed, S.                     | PhD (Educational Psychology)<br>Indigenous pathways to appraisal during resilience processes<br>2018   | Ebersöhn, L.  |  | 5                |
| 5. | Edwards, M.                     | PhD (Ed Psychology) School-university partnerships as pathway to teacher resilience in high risk rural schools<br>2017   | Ebersöhn, L.  |  | 4                |
| 6. | Machimana, E.G.                 | PhD (Learning Support, Guidance & Counselling)<br>Retrospective experiences of a rural school partnership:   | Sefotho, M.   | Ebersöhn, L.                             | 4                |

<sup>9</sup> International postgraduate student: Rijksuniversiteit Groningen

| No  | Name of student         | Degree/Title of dissertation/<br>thesis and date completed  | Supervisor   | Co-<br>supervisor(s)           | Duration<br>(years) |
|-----|-------------------------|---|--------------|--------------------------------|---------------------|
|     |                         | informing global citizenship as a<br>higher education agenda<br>2017  |              |                                |                     |
| 7.  | De Gouveia, J.M.        | PhD (Ed Psychology)<br>Indigenous pathways to well-<br>being as resilience outcome in<br>rural communities<br>2015  | Ebersöhn, L. |                                | 3                   |
| 8.  | Malan Van<br>Rooyen, M. | PhD (Ed Psychology)<br>Indigenous pathways to adaptive<br>coping in resilience in rural<br>communities<br>2015  | Ebersöhn, L. |                                | 3                   |
| 9.  | Malekane, W.            | PhD (Ed Psychology)<br>How adolescents narrate their<br>biracial identity construction<br>2015  | Ebersöhn, L. | Ferreira, R. &<br>Vandeyar, S. | 4                   |
| 10. | Mnguni, M.              | PhD (Curriculum studies)<br>Volunteers' use of memory<br>work to promote psychosocial<br>support of clients facing<br>poverty-related adversity<br>2015                   | Ebersöhn, L. |                                | 4                   |
| 11. | Coetzee, S.             | PhD (Ed Psychology)<br>Sustaining teacher resilience in a<br>resource-scarce career settings<br>2014  | Ebersöhn, L. |                                | 4                   |
| 12. | Sefotho, M.M.           | PhD (Learning Support,<br>Guidance & Counselling)<br>Narratives of individuals who<br>are differently abled: Informing<br>career counselling policy in<br>Lesotho<br>2013 | Ebersöhn, L. |                                | 4                   |
| 13. | Mbongwe, B.             | PhD (Ed Psychology)<br>Power-sharing partnerships:<br>teachers' experiences of<br>participatory methodology<br>2013   | Ferreira, R. | Ebersöhn, L.                   | 4                   |
| 14. | Mnguni, L.              | PhD (Ed Psychology)<br>An investigation of the<br>relationship between the Grade<br>11 Biology curriculum and HIV<br>and AIDS behaviour<br>transformation of students     | Abrie, M.    | Ebersöhn, L.                   | 4                   |

| No  | Name of student | Degree/Title of dissertation/thesis and date completed  | Supervisor   | Co-supervisor(s)              | Duration (years) |
|-----|-----------------|---|--------------|-------------------------------|------------------|
|     |                 | 2012  |              |                               |                  |
| 15. | De Villiers, D. | PhD (Ed Psychology)<br>Ericksoniaanse en sandspel terapie met depressiewe adolessente 2011  | Maree, J.G.  | Ebersöhn, L.                  | 4                |
| 16. | Van Heerden, J. | PhD (Learning Support, Guidance & Counselling)<br>Understanding beneficiaries' experiences of quality in early learning centres 2011                          | Ebersöhn, L. |                               | 4                |
| 17. | Loots, T.       | PhD (Ed Psychology)<br>A comparative case study of educators' implementation of the asset-based approach 2010   | Ebersöhn, L. |                               | 4                |
| 18. | Olivier, H.     | PhD (Ed Psychology)<br>'n Fenomenografiese ondersoek na verhoudinge binne die bate-gebaseerde benadering 2010   | Ebersöhn, L. | Ferreira, R.                  | 5                |
| 19. | Vandeyar, T.    | PhD (Policy Studies)<br>Teachers appropriating curriculum in ICT curriculum 2010  | Ebersöhn, L. | Fresen, J (Oxford University) | 3                |
| 20. | Kruger, J.      | PhD (Computer Integrated Education)<br>Linkages between emotional intelligence and coping strategies in mastering new educational technologies 2008           | Ebersöhn, L. |                               | 4                |
| 21. | Joubert, I.     | PhD (Learning Support, Guidance & Counselling)<br>The life experiences and understandings of children as citizens in a democratic South Africa 2008           | Ebersöhn, L. | Eloff, I.                     | 3                |
| 22. | Machawira, P.   | PhD (Education Policy)<br>Teachers living with AIDS: Underplaying the role of emotions in the implementation of HIV/AIDS policy in Zimbabwean Primary Schools | Pillay, V.   | Ebersöhn, L. & Jansen, J.D.   | 4                |



| No  | Name of student   | Degree/Title of dissertation/<br>thesis and date completed   | Supervisor         | Co-<br>supervisor(s)                    | Duration<br>(years) |
|-----|-------------------|--|--------------------|---|---------------------|
|     |                   | 2008   |                    |   |                     |
| 23. | Mohangi, K.       | PhD (Ed Psychology)<br>Finding roses amongst thorns:<br>how children negotiate pathways<br>to well-being while affected by<br>HIV&AIDS<br>2008                 | Ebersöhn, L.       | Eloff, I.                               | 3                   |
| 24. | Johannes, H.      | PhD (Ed Psychology)<br>In search of the latent structure<br>of an e-learning practitioner<br>2007  | Knoetze, J.        | Ebersöhn, L.                            | 4                   |
| 25. | Ogina, T.         | PhD (Education Policy)<br>Redefining the role of educators<br>in managing the needs of<br>orphaned learners<br>2007  | Nieuwenhuis,<br>J. | Ebersöhn, L.                            | 3                   |
| 26. | Barnard, K.       | PhD (Ed Psychology)<br>MIV-positiewe huiswerksters se<br>konstruering van hul ervarings<br>van MIV&VIGS binne die<br>werkgewersgesin<br>2006                   | Eloff, I.          | Ebersöhn, L.                            | 3                   |
| 27. | Griessel-Roux, E. | PhD (Ed Psychology)<br>A case study exploring learners'<br>experiences of HIV/AIDS<br>programmes<br>2006   | Ebersöhn, L.       | Eloff, I. &<br>Smit, B.                 | 5                   |
| 28. | Ferreira, R       | PhD (Ed Psychology)<br>The relationship between coping<br>with HIV&AIDS and the asset-<br>based approach<br>2006   | Ebersöhn, L.       | Blankenship,<br>K. (Yale<br>University) | 4                   |
| 29. | Barnard, D        | MEd (Ed Psychology)<br>Educational psychology<br>perspective on group-based<br>career counselling assessment<br>with young people in a rural<br>school<br>2019 | Ebersöhn, L.       | Machimana,<br>E.G.                      | 2                   |
| 30. | Mahomed, R.S      | MEd (Learning Support,<br>Guidance & Counselling)<br>Teachers' perceptions of a<br>health promotion intervention in<br>at-risk school communities<br>2019      | Botha, K.          | Ebersöhn, L.<br>& Mohamed,<br>S.        | 2                   |

| No  | Name of student        | Degree/Title of dissertation/thesis and date completed   | Supervisor   | Co-supervisor(s) | Duration (years) |
|-----|------------------------|--|--------------|------------------|------------------|
| 31. | Christie, H.           | MEd (Ed Psychology)<br>Trends in educational psychology therapeutic interventions with youth-cohorts in a rural school<br>2018                   | Ebersöhn, L. |                  | 3                |
| 32. | Greunenfelder, E.P     | MEd (Ed Psychology)<br>Diagnosing resilience: a secondary analysis of psycho-educational assessments using Ungar's resilience criteria<br>2018   | Theron, L.   | Ebersöhn, L.     | 2                |
| 33. | Louw, L. <sup>10</sup> | MEd (Ed Psychology)<br>Plattelandse jeug se beskrywing van beskermende hulpbronne.<br>2018   | Ebersöhn, L. |                  | 3                |
| 34. | Naude, M.              | MEd (Ed Psychology)<br>An exploration of how first sandtrays facilitate a resilience diagnosis<br>2018   | Theron, L.   | Ebersöhn, L.     | 2                |
| 35. | Nkoana, L.             | MEd (Ed Psychology)<br>A systematic review of school-based interventions in high risk schools.<br>2018   | Ebersöhn, L. |                  | 3                |
| 36. | Ramollo, D.            | MEd (Ed Psychology)<br>Risk factors identified by rural youth<br>2018  | Omidire, F.  | Ebersöhn, L.     | 3                |
| 37. | Oosthuizen, C.         | MEd (Ed Psychology)<br><i>with distinction</i><br>Documenting the implementation of sandplay therapy with clients in a rural school.<br>2017     | Ebersöhn, L. |                  | 2                |
| 38. | Adams, A.              | MEd (Ed Psychology)<br><i>with distinction</i><br>Researcher experiences of a long-term higher education partnership with rural schools.<br>2017 | Ebersöhn, L. |                  | 3                |

<sup>10</sup> SA Akademie beurstoekenningsprogram van R60,000.00 is aan haar toegeken vir haar navorsingswerk.

| No  | Name of student | Degree/Title of dissertation/<br>thesis and date completed  | Supervisor        | Co-supervisor(s)            | Duration (years) |
|-----|-----------------|---|-------------------|-----------------------------|------------------|
| 39. | Coetzer, K.     | MEd (Ed Psychology)<br><i>with distinction</i><br>Comparing expressions of risk and resilience in first and second sandtrays by youth in a rural school-based intervention.<br>2017 | Ebersöhn, L.      |                             | 3                |
| 40. | Seobi, S.       | MEd (Ed Psychology)<br><i>with distinction</i><br>The voices of rural school youth on Higher Education community engagement partnerships.<br>2017                                   | Omidire, F.       | Ebersöhn, L.                | 3                |
| 41. | Du Toit, I.M.   | MEd (Ed Psychology)<br><i>with distinction</i><br>Retrospective experiences of academic service learning students in a rural school-higher education partnership.<br>2016           | Mampane, R.       | Ebersöhn, L.                | 2                |
| 42. | Grobler, L.     | MEd (Ed Psychology)<br>Parent and caregiver experiences of a Higher Education-rural school partnership providing educational psychology services.<br>2016                           | Mampane, R.       | Ebersöhn, L.                | 4                |
| 43. | Chambati, C.    | MEd (Ed Psychology)<br><i>with distinction</i><br>Adapting a teacher intervention programme for use by community volunteers.<br>2015  | Ferreira, R.      | Ebersöhn, L.                | 3                |
| 44. | Nel, M.         | MEd (Ed Psychology)<br><i>with distinction</i><br>Analysing risk and resilience of rural school youth by means of the first sandtray<br>2015  | Lubbe-De Beer, C. | Ebersöhn, L.                | 2                |
| 45. | Thabe, M        | MEd (Ed Psychology)<br><i>with distinction</i><br>Developing a supportive school-community partnership plan.<br>2015  | Ferreira, R.      | Ebersöhn, L.                | 3                |
| 46. | Van Staden, T.  | MEd (Learning Support, Guidance & Counselling)  | Bester, S.        | Ebersöhn, L. & Ferreira, R. |                  |

| No  | Name of student         | Degree/Title of dissertation/<br>thesis and date completed  | Supervisor   | Co-supervisor(s)   | Duration<br>(years) |
|-----|-------------------------|---|--------------|--|---------------------|
|     |                         | Exploring the training needs of<br>community volunteers.<br>2015  |              |  |                     |
| 47. | De Jong, H.             | MEd (Ed Psychology)<br>Measuring resilience, happiness<br>and sense of coherence of<br>teachers in rural schools<br>2014  | Ebersöhn, L. | Ferreira, R. &<br>Schermann, V.  | 3                   |
| 48. | Huddle, C.              | MEd (Ed Psychology)<br>Educational pathways to<br>resilience in rural school<br>partnerships<br>2014  | Mampane, R.  | Ebersöhn, L.   | 3                   |
| 49. | Leask, M. <sup>11</sup> | MEd (Learning Support,<br>Guidance & Counselling)<br><i>with distinction</i><br>The teaching of reading in<br>foundation phase in two rural<br>primary schools<br>2014  | Omidire, F.  | Ebersöhn, L.<br>& Konza, D.<br>(Fogarty<br>Learning<br>Centre, Edith<br>Cowan<br>University) | 2                   |
| 50. | Swanepoel, H.           | MEd (Learning Support,<br>Guidance & Counselling)<br><i>with distinction</i><br>Communicating expectations<br>during Individual Education<br>Plan meetings with parents of<br>children with Down syndrome<br>2013 | Steyn, M.G.  | Ebersöhn, L.   | 3                   |
| 51. | Koekemoer, T.           | MEd (Learning Support,<br>Guidance & Counselling)<br><i>with distinction</i><br>Die evaluering van Afrikaanse<br>Grondslagfase leesreëks vir<br>toereikende<br>aanvangsleesonderrig.<br>2012                      | Joubert, I   | Ebersöhn, L.   | 3                   |
| 52. | Du Plessis, L.          | MEd (Ed Psychology)<br><i>with distinction</i><br>A literacy intervention with<br>teachers: exploring reading<br>culture in a rural secondary<br>school.<br>2012  | Ebersöhn, L. | Ferreira, R. &<br>Joubert, I   | 4                   |

<sup>11</sup> Received the EASA Postgraduate Student Award, 2015

| No  | Name of student                     | Degree/Title of dissertation/thesis and date completed   | Supervisor                  | Co-supervisor(s)            | Duration (years) |
|-----|-------------------------------------|--|-----------------------------|-----------------------------|------------------|
| 53. | Grobler (née Van Nieuwenhuysen), A. | MEd (Ed Psychology)<br><i>with distinction</i><br>The utility of a Düss fable for cross-cultural measurement of resilience in young children.<br>2012                  | Ebersöhn, L.                | Eloff, I. & Finestone, M.   | 4                |
| 54. | Van der Walt, A.                    | MEd (Ed Psychology)<br>Die bruikbaarheid van liggaamsportrette vir kruiskulturele loopbaanfasilitering.<br>2012  | Ebersöhn, L.<br>(from 2010) | Ferreira, R.                | 4                |
| 55. | Prinsloo, Y.                        | MEd (Learning Support, Guidance & Counselling)<br>Geletterdheidsintervensie en onderwysers se taal van onderrigpraktyke: aksienavorsing in plattelandse skole.<br>2012 | Ebersöhn, L.                | Joubert, I                  | 3                |
| 56. | Malan, M.                           | MEd (Ed Psychology)<br>The utility of a narrative approach to establish therapeutic alliance in a cross-cultural setting<br>2011                                       | Human-Vogel, S.             | Ebersöhn, L.<br>(From 2010) | 4                |
| 57. | Beukes, J. <sup>12</sup>            | MEd (Ed Psychology)<br><i>with distinction</i><br>Collaborative partnership trends between teachers and educational psychology researchers.<br>2010                    | Ebersöhn, L.                | Ferreira, R.                | 2                |
| 58. | Bagherpour, S.                      | MEd (Ed Psychology)<br><i>with distinction</i><br>Sustainability of psycho-social support by teachers to enhance resilience in a school.<br>2010                       | Ferreira, R.                | Ebersöhn, L. & Mohangi, K.  | 2                |
| 59. | Cherrington, A.                     | MEd (Ed Psychology)<br><i>with distinction</i><br>Learners' experiences of school violence in a rural school.<br>2010  | Mampane, M.R.               | Ebersöhn, L.                | 2                |

<sup>12</sup> Beukes received UP Faculty of Education Research Indaba Award for the best dissertation.

| No  | Name of student            | Degree/Title of dissertation/<br>thesis and date completed   | Supervisor   | Co-<br>supervisor(s)               | Duration<br>(years) |
|-----|----------------------------|--|--------------|------------------------------------|---------------------|
| 60. | De Jager, K.               | MEd (Ed Psychology)<br><i>with distinction</i><br>Die ontwikkeling van 'n<br>MIV&VIGS-skoolplan vir<br>onderwysers.<br>2010                                    | Ferreira, R. | Ebersöhn, L.                       | 4                   |
| 61. | Dempster, G.               | MEd (Ed Psychology)<br><i>with distinction</i><br>A case study of teachers'<br>implementation of asset-based<br>psychosocial support.<br>2010                  | Mohangi, K.  | Ebersöhn, L.<br>& Ferreira, R.     | 2                   |
| 62. | Jonker, C. <sup>13</sup>   | MEd (Ed Psychology)<br><i>with distinction</i><br>The experiences of students<br>participating in an HIV/AIDS<br>teacher education pilot<br>programme.<br>2010 | Mohangi, K.  | Ebersöhn, L.<br>& Moletsane,<br>M. | 4                   |
| 63. | Joubert, M.                | MEd (Ed Psychology)<br>Dissemination research:<br>Teachers as facilitators.<br>2010  | Ferreira, R. | Ebersöhn, L.                       | 3                   |
| 64. | Mohamed, S.                | MEd (Ed Psychology)<br><i>with distinction</i><br>Comparing a positive<br>psychological- and traditional<br>psychometric feedback.<br>2010                     | Ebersöhn, L. |                                    | 4                   |
| 65. | Malan Van<br>Rooyen, M.    | MEd (Ed Psychology)<br><i>with distinction</i><br>A content analysis of<br>developmental assets in<br>HIV/AIDS message framing.<br>2010                        | Ebersöhn, L. |                                    | 3                   |
| 66. | Malekane, W. <sup>14</sup> | MEd (Ed Psychology)<br><i>with distinction</i><br>Students' experiences of<br>community engagement in an   | Ebersöhn, L. | Bender, G.                         | 2                   |

<sup>13</sup> Became HEAiDS research assistant, 2009.

<sup>14</sup> Ebersöhn, L., Bender, C. J. G., & Carvalho-Malekane, W. M. (2010). Informing educational psychology training with students' community engagement experiences. *Perspectives in Education*, 28(3), 87–98. Retrieved from [https://www.researchgate.net/profile/Liesel\\_Ebersoehn2/publication/267844996\\_INFORMING\\_EDUC](https://www.researchgate.net/profile/Liesel_Ebersoehn2/publication/267844996_INFORMING_EDUC)

| No  | Name of student                   | Degree/Title of dissertation/<br>thesis and date completed   | Supervisor   | Co-<br>supervisor(s)          | Duration<br>(years) |
|-----|-----------------------------------|--|--------------|-------------------------------|---------------------|
|     |                                   | educational psychology<br>practicum<br>2009  |              |                               |                     |
| 67. | Grobler, A.                       | MEd (Ed Psychology)<br>Experiences of research<br>assistants in the administration<br>of culturally tailored<br>psychometric data collection<br>instruments in the Kgolo<br>Mmogo project.<br>2009           | Eloff, I.    | Ebersöhn, L.                  | 2                   |
| 68. | Van Dullemen,<br>I. <sup>15</sup> | MEd (Ed Psychology)<br><i>with distinction</i><br>The resilience of children of<br>HIV positive mothers with<br>regard to the mother-child<br>relationship.<br>2009  | Ebersöhn, L. | Eloff, I. &<br>Finestone, M.  | 2                   |
| 69. | Gomez Da Silva,<br>J.             | MEd (Ed Psychology)<br><i>with distinction</i><br>The association between self-<br>concept awareness and emotion-<br>focused coping of children with<br>Attention Deficit- Hyperactivity<br>Disorder<br>2008 | Ebersöhn, L. |                               | 2                   |
| 70. | Le Roux, A.                       | MEd (Learning Support,<br>Guidance & Counselling)<br>’n Verkenning van die rol van<br>vrees vir MIV/VIGS in<br>adolessente se seksuele keuses<br>2008  | Ebersöhn, L. |                               | 2                   |
| 71. | Bouwer, B.                        | MEd (Ed Psychology)<br>Fasilitering van emosionele<br>intelligensie by leerders met<br>verbale gestremdhede<br>2007  | Ferreira, R. | Maree, J.G. &<br>Ebersöhn, L. | 4                   |

[ATIONAL PSYCHOLOGY TRAINING WITH STUDENTS' COMMUNITY ENGAGEMENT EXPERIENCES/links/5492d1360cf225673b3e0cb1.pdf](https://www.researchgate.net/publication/3125673b3e0cb1/pdf/links/5492d1360cf225673b3e0cb1.pdf)

<sup>15</sup> Conference paper at AIDS Impact, Gabarone 2008.

| No  | Name of student               | Degree/Title of dissertation/thesis and date completed  | Supervisor   | Co-supervisor(s) | Duration (years) |
|-----|-------------------------------|---|--------------|------------------|------------------|
| 72. | Mnguni, M. <sup>16</sup>      | MEd (Ed Psychology)<br>Exploring the relationship between counselling skills and memory work with primary school children.<br>2007  | Ebersöhn, L. | Ferreira, R.     | 4                |
| 73. | McCallaghan, M. <sup>17</sup> | MEd (Ed Psychology)<br>Die gebruik van liggaamsportrette deur opvoeders in die vervulling van hulle pastorale rol<br>2007   | Ferreira, R. | Ebersöhn, L.     | 4                |
| 74. | Mihai, M.A.                   | MEd (Rekenaar-integreerde onderrig)<br>Aanlynjoernale in Afrikaans onderrig: Leerders se hantering van frustrasie<br>2007   | Knoetze, J.  | Ebersöhn, L.     | 2                |
| 75. | Oelofsen, M. <sup>18</sup>    | MEd (Ed Psychology)<br><i>with distinction</i><br>The use of Gestalt therapy as an alternative assessment technique with primary school girls who have been sexually abused<br>2007 | Ferreira, R. | Ebersöhn, L.     | 3                |
| 76. | Odendaal, V. <sup>19</sup>    | MEd (Ed Psychology)<br><i>with distinction</i><br>Describing an asset-based intervention to equip educators   | Ferreira, R. | Ebersöhn, L.     | 4                |

<sup>16</sup>Ebersöhn, L., Ferreira, R., & Mnguni, M. (2008). Teachers' use of memory-box-making to provide psychosocial support in their pastoral role. *Journal of Psychology in Africa*, 18(3), 465–475.  
[doi:10.1080/14330237.2008.10820223](https://doi.org/10.1080/14330237.2008.10820223)

Loots, T., & Mnguni, M. (2008). Pastoral support competencies of teachers subsequent to memory-box making. In L. Ebersöhn (Ed.), *From microscope to kaleidoscope: Reconsidering educational aspects related to children in the HIV/AIDS pandemic* (pp. 63–84). Rotterdam, The Netherlands: Sense Publishers.

<sup>17</sup> Ferreira, R., Ebersöhn, L., & McCallaghan, M. (2010). Die gebruik van liggaamsportrette deur opvoeders tydens vervulling van hulle pastorale rol. *Tydskrif vir Geesteswetenskappe*, 50(2), 197–215. Retrieved from <http://www.scielo.org.za/pdf/tvg/v50n2/v50n2a05.pdf>

<sup>18</sup> Ferreira, R., Ebersöhn, L., & Oelofsen, M. (2007). An alternative way of assessing girls who have been sexually abused: Using Gestalt Therapy for assessment purposes. *Child Abuse Research in South Africa*, 8(2), 69–80. Retrieved from [http://www.repository.up.ac.za/dspace/bitstream/handle/2263/4974/Ferreira\\_Alternate%282007%29.pdf?sequence=1&isAllowed=y](http://www.repository.up.ac.za/dspace/bitstream/handle/2263/4974/Ferreira_Alternate%282007%29.pdf?sequence=1&isAllowed=y)

<sup>19</sup> Ferreira, R., Ebersöhn, L., & Odendaal, V. (2010). Teachers becoming lay practitioners of school community psychology [Special issue]. *Education as Change*, 14(1), S101–S111.  
[doi:10.1080/16823206.2010.517935](https://doi.org/10.1080/16823206.2010.517935)



| No  | Name of student                   | Degree/Title of dissertation/thesis and date completed   | Supervisor   | Co-supervisor(s)                           | Duration (years) |
|-----|-----------------------------------|--|--------------|--|------------------|
|     |                                   | with HIV&AIDS coping and support competencies<br>2007  |              |  |                  |
| 77. | Steenberg, R.                     | MEd (Ed Psychology)<br><i>with distinction</i><br>The applicability of fairy tale-based sociodramatic play in developing social skills among high-functioning children with autism<br>2007 | Ferreira, R. | Ebersöhn, L. & Lombaard, K. (Unica School) | 4                |
| 78. | Cerone-Biagioni, A. <sup>20</sup> | MEd (Ed psychology)<br><i>with distinction</i><br>Die impak van narratiewe beroepsfasilitering op die persoonlike groei van 'n tradisioneel benadeelde, begaafde student<br>2006           | Maree, J.G.  | Ebersöhn, L.                               | 4                |
| 79. | Vermaak, B. <sup>21</sup>         | MEd (Ed Psychology)<br>Die effek van postmoderne beroepsfasilitering op die prestasie-motivering van 'n tradisioneel benadeelde adolessent.<br>2006  | Maree, J.G.  | Ebersöhn, L.                               | 4                |
| 80. | Coetzee, S. <sup>22</sup>         | MEd (Ed Psychology)  | Ebersöhn, L. |  | 3                |

<sup>20</sup> Maree, J. G., Ebersöhn, L., & Biagione-Cerone, A. (2010). The effect of narrative career facilitation on the personal growth of a disadvantaged student – A case study. *Journal of Psychology in Africa*, 20(3), 403–411. doi:10.1080/14330237.2010.10820392

<sup>21</sup> Maree, K., Ebersöhn, L., & Vermaak, B. (2008). Confronting the effects of unemployment on achievement motivation: The case for postmodern career facilitation. *Perspectives in Education*, 26(3), 55–68. Retrieved from [https://www.researchgate.net/profile/Liesel\\_Ebersoehn2/publication/265477273\\_Confronting\\_the\\_effects\\_of\\_unemployment\\_on\\_achievement\\_motivation\\_The\\_case\\_for\\_postmodern\\_career\\_facilitation/links/54be2b630cf218d4a16a4f77.pdf](https://www.researchgate.net/profile/Liesel_Ebersoehn2/publication/265477273_Confronting_the_effects_of_unemployment_on_achievement_motivation_The_case_for_postmodern_career_facilitation/links/54be2b630cf218d4a16a4f77.pdf)

<sup>22</sup> Coetzee, S., Ebersöhn, L., & Ferreira, R. (2009). An asset-based approach in career facilitation: Lessons for higher education training. *South African Journal of Higher Education*, 23(3), 537–560. Retrieved from [https://www.researchgate.net/profile/Liesel\\_Ebersoehn2/publication/260387581\\_An\\_asset-based\\_approach\\_in\\_career\\_facilitation\\_Lessons\\_for\\_higher\\_education\\_training/links/54be2c370cf218d4a16a5012.pdf](https://www.researchgate.net/profile/Liesel_Ebersoehn2/publication/260387581_An_asset-based_approach_in_career_facilitation_Lessons_for_higher_education_training/links/54be2c370cf218d4a16a5012.pdf)

Coetzee, S. (2006). A case study in practice. In L. Ebersöhn & I. Eloff (Eds.), *Life skills & assets* (2nd ed). Pretoria, South Africa: Van Schaik Publishers.

| No  | Name of student             | Degree/Title of dissertation/thesis and date completed  | Supervisor   | Co-supervisor(s) | Duration (years) |
|-----|-----------------------------|---|--------------|------------------|------------------|
|     |                             | <i>with distinction</i><br>Investigating the application of the asset-based approach in career facilitation<br>2005                                     |              |                  |                  |
| 81. | Swanepoel, A. <sup>23</sup> | MEd (Ed Psychology)<br><i>with distinction</i><br>Exploring volunteers' use of the memory box making technique to support coping with HIV&AIDS.<br>2005 | Ebersöhn, L. | Eloff, I.        | 2                |
| 82. | Ferreira, J. <sup>24</sup>  | MEd (Ed Psychology)<br><i>with distinction</i><br>Exploring facilitation skills in asset-based transdisciplinary teamwork<br>2005                       | Ebersöhn, L. |                  | 4                |
| 83. | Loots, T. <sup>25</sup>     | MEd (Ed Psychology)<br><i>with distinction</i><br>Opvoeders se mobilisering van bates ter ondersteuning van gemeenskapshantering van MIV/VIGS<br>2005   | Ferreira, R. | Ebersöhn, L.     | 2                |
| 84. | Page, J. <sup>26</sup>      | MEd (Curriculum and instructional design and development)<br><i>with distinction</i><br>The impact of a supplemental HIV/AIDS module on the             | Rogan, J.    | Ebersöhn, L.     | 3                |

Ebersöhn, L., Mohangi, K., Fresen, J., Mampane, R., Olivier, H., & Coetzee, S. (2010). Metamorphosis in distance learning: Setting new trends in special needs education by addressing existing curriculum challenges. *Africa Education Review*, 7(1), 180–198. [doi:10.1080/18146627.2010.487357](https://doi.org/10.1080/18146627.2010.487357)

<sup>23</sup> Ebersöhn, L., Eloff, I., & Swanepoel-Opper, A. (2010). “Memory boxes” as tool for community-based volunteers. *Education as Change*, 14(3), 73–84.

Swanepoel, A. 2008. The memory-box making technique as tool for community care and support. In L. Ebersöhn (Ed.), *From microscope to kaleidoscope: Reconsidering educational aspects related to children in the HIV/AIDS pandemic* (pp. 49–62). Rotterdam, The Netherlands: Sense Publishers.

<sup>24</sup> Ebersöhn, L., Ferreira-Prévost, F., Maree, J. G., & Alexander, D. (2007). Exploring facilitation skills in transdisciplinary teamwork. *International Journal of Adolescence and Youth*, 13(4), 257–284. [doi:10.1080/02673843.2007.9747980](https://doi.org/10.1080/02673843.2007.9747980)

<sup>25</sup> Loots received UP Faculty of Education Research Indaba Award for the best MEd-proposal.

<sup>26</sup> Page, J., Ebersöhn, L. & Rogan, J. March 2006. The impact of an HIV/AIDS module on the knowledge and attitudes of Grade 11 biology learners. *African Journal of Research in Mathematics, Science and Technology Education*, 10(1), 103–114.

| No  | Name of student           | Degree/Title of dissertation/<br>thesis and date completed  | Supervisor   | Co-supervisor(s) | Duration (years) |
|-----|---------------------------|---|--------------|------------------|------------------|
|     |                           | knowledge and attitudes of Grade 11 biology learners<br>2005  |              |                  |                  |
| 85. | Viljoen, J. <sup>27</sup> | MEd (Ed Psychology)<br><i>with distinction</i><br>Identifying assets in the memory-box-making process with vulnerable children<br>2005  | Eloff, I.    | Ebersöhn, L.     | 3                |
| 86. | Engelbrecht, A.           | MEd (Learning Support, Guidance & Counselling)<br>Who moved the textbook? A case study describing how ideological change in SA manifested itself in terms of racial representation in a transitional Afrikaans language textbook series<br>2003 | Ebersöhn, L. |                  | 2                |
| 87. | Mbetse, D. <sup>28</sup>  | MEd (Learning Support, Guidance & Counselling)<br>The development of an intervention strategy for career education in Bushbuckridge<br>2002   | Ebersöhn, L. |                  | 2                |
| 88. | Bailanis, D.              | MEd (Ed Psychology)<br><i>with distinction</i><br>Outsourcing school-based career psychology to industrial consultants<br>2001  | Ebersöhn, L. |                  | 4                |
| 89. | Dithlake, T.              | MEd (Learning Support, Guidance & Counselling)<br>The facilitation of creative problem-solving skills for learners in Further Education and Training<br>2001  | Ebersöhn, L. |                  | 3                |

<sup>27</sup> Eloff, I., Ebersöhn, L., & Viljoen, J. (2007). Reconceptualising vulnerable children by acknowledging their assets. *African Journal of AIDS Research*, 6(1), 79–86. doi:10.2989/16085900709490401

<sup>28</sup> Ebersöhn, L., & Mbetse, D. J. (2003). Exploring community strategies to career education in terms of the asset-based approach: expanding existing career theory and models of intervention. *South African Journal of Education*, 23(4), 323–327. Retrieved from <http://www.ajol.info/index.php/saje/article/view/24954/20639> (DHET, IBSS, ScieLO SA, Scopus & Web of Science accredited; Impact factor: 0.560).

| No  | Name of student | Degree/Title of dissertation/thesis and date completed   | Supervisor   | Co-supervisor(s) | Duration (years) |
|-----|-----------------|--|--------------|------------------|------------------|
| 90. | Krope, J.J.     | MEd (Learning Support, Guidance & Counselling)<br>Leierskapstrategieë vir effektiewe selfbestuur by skoolverlaters<br>2001 | Ebersöhn, L. |                  | 4                |

## 5.2 CURRENT POSTGRADUATE STUDENTS

| No  | Name of student | Degree/Project Title  | Supervisor   | Co-supervisor(s)             | Year of Registration |
|-----|-----------------|---|--------------|------------------------------|----------------------|
| 91. | Botha, J        | PhD (Sports Science).   | Wood, P.     | Ebersöhn, L. & Borressen, J. | 2019                 |
| 92. | Bandeira, M     | PhD (Ed Psychology)<br>Assessing change in psychosocial wellbeing and SRH outcomes of adolescents taking part in Regional   | Ebersöhn, L. | Graham, M.                   | 2020                 |
| 93. | Basson, L       | PhD (Learning Support, Guidance & Counselling)<br>A systematic review of resilience-enabling educational psychology pathways in challenged education spaces in Africa | Ebersöhn, L. | Murphy, P.K.                 | 2019                 |
| 94. | Bosch, Z        | MEd (Ed Psychology)<br>Comparing teacher resilience of teachers in primary schools in challenged contexts   | Ebersöhn, L. | Graham, M. & van Staden, S.  | 2020                 |
| 95. | Chirawu, P.     | PhD (Learning Support Guidance and Counselling)<br>TBD  | Ebersöhn, L. | Dr. Mokgaetji Charity Somo   | 2021                 |
| 96. | Irene, N. S.    | MEd<br>Teacher conceptualisations of teacher resilience in challenged education contexts  | Ebersöhn, L. |                              | 2019                 |
| 97. | Jonker, C       | PhD (Ed Psychology)<br>Pre-service teacher resilience and efficacy in a challenged education context  | Ebersöhn, L. | Graham, M. & van Staden, S.  | 2019                 |
| 98. | Masina, S. S. A | MEd (Educational Psychology)  | Ebersöhn, L. | Chirawu, P.                  | 2021                 |

|      |              |   |              |                                |      |
|------|--------------|---|--------------|--------------------------------|------|
|      |              | Using play-based interventions with children in Residential care to promote resilience                                    |              |                                |      |
| 99.  | Nkuna, L.    | MEd<br>Indigenous perspectives of Vhavenda women on civic engagement in a rural South African Community                   | Ebersöhn, L. | Safia, M.<br>(resigned)        | 2017 |
| 100. | Seaworyeh, I | MEd (Ed Psychology)<br>Teacher conceptualisations of teacher resilience in challenged education spaces                    | Ebersöhn, L. | Graham, M. &<br>van Staden, S. | 2020 |
| 101. | Tomlinson, J | MEd (Ed Psychology)<br>The social connectedness of teachers in primary schools in challenged contexts                     | Ebersöhn, L. | Graham, M &<br>van Staden, S.  | 2020 |
| 102. | Versfeld, J  | PhD (Ed Psychology)<br>Social connectedness as pathway to teacher resilience in school communities in challenged settings | Ebersöhn, L. | Graham, M &<br>van Staden, S.  | 2020 |
| 103. | Mohapi, S    | MEd (Psychology)<br>The resilience of in-service teachers enrolled in distance education                                  | Ebersöhn, L. | Aluko, R.                      | 2021 |

## 6. RESEARCH FUNDING

| <b>Origin of research funds</b>  | <b>Title of research project or programme</b>  | <b>Duration</b>              | <b>Money allocated (R)</b>  |
|--|--|------------------------------|---|
| <i>Roddenberry Prize</i>   | <i>Strengthening higher education leadership in a world at risk</i>  | <i>Not yet awarded</i>       | <i>Not yet awarded</i>  |
| Economic and Social Research Council: UK Research and Innovation, Global Challenges Research Fund (ESRC: UKRI, GCRF) | Schools as Enabling Spaces to Improve Learning and Health-Related Quality of Life for Primary School Children in Rural Communities in South Africa | February 2020 – January 2023 | £1,073,411.06   |
| Research and Postgraduate Education (UP)   | Post Graduate Study Abroad Programme   | May 2019<br>July 2019        | R 60,000.00<br>R 45,000.00  |
| DBE  | REAP – Rural Education Assistants Programme  | 2018-2021                    | €200,000.00   |
| National Research Foundation (NRF): Grant for 2018 – Competitive Support for Unrated Researchers (3 years)           | Primary learners multilingualism intervention: Exploring the utilisation of multiple languages for teaching and learning                           | 2018 – 2021                  | R208,200.00;<br>R222,000.00;<br>R278,600.00<br>for the 3 years respectively |
| Synergos – Kim Samuels Foundation  | Social connectedness as pathway to teacher resilience  | 2018 – 2020                  | R250,000.00   |
| Fordham  | HIV stigma, sexual orientation and resilience  | 2018 – 2019                  | R 30,000.00   |
| Research and Postgraduate Education (UP)   | Post Graduate Study Abroad Programme   | 2017                         | R 60,000.00   |
| DHET & NRF (KIC)   | Schools as enabling Systems initiatives  | 2016 – 2018                  | R250,000.00 (DHET)<br>R100,000.00 (KIC)                                     |
| DST Funding  | South-to-South Education Research Group  | January – December 2016      | R125,000.00   |
| NRF – KIC Funding  | Adapting Quality Talk for use by South African Teachers  | July 2015                    | R50,000.00  |
| Nelson Mandela Children’s Fund<br>Ebersöhn is principal investigator   | Indigenous models of care: Imbeleko Social Connectedness   | 2013 – 2014                  | R1 250,000.00   |
| NRF<br>Ebersöhn is principal investigator  | Narrative monitoring and evaluation of a school-university community engagement partnership  | 2013 – 2015                  | R886,000.00   |

|   |   |                         |                                 |
|---|---|-------------------------|---------------------------------|
| University of Pretoria Executive & North-Carolina State University<br>Ebersöhn is UP principal investigator | IMAGINE: human-ecological pathways to resilience in rural settings                                | 2011 – 2013             | R100,000.00                     |
| NRF<br>Ebersöhn is principal investigator   | Indigenous pathways to resilience   | 2010 – 2015             | R200,000.00                     |
| NRF<br>Ebersöhn is co-investigator  | Continuing STAR: SHEBA  | 2011 – 2013             | R120,000.00 per annum           |
| University of Pretoria<br>Ebersöhn is co-investigator   | Institutional research Theme (IRT): Food nutrition, health and wellness                           | 2012 – 2014             | R200,000                        |
| UP Department of Community Engagement<br>Ebersöhn is principal investigator                                 | Flourishing Learning Youth  | 2011 – 2012             | R147,000.00                     |
| UP Department of Community Engagement<br>Ebersöhn is principal investigator                                 | Flourishing Learning Youth Students transferring skills to youth: career and learning development | 2008 – 2010             | R110,000.00                     |
| UP Department of Community Engagement<br>Ebersöhn is principal investigator                                 | STAR Teachers supporting vulnerable children in the context of HIV & AIDS                         | 2008 – 2010             | R360,000.00                     |
| M&SS Trust <sup>29</sup><br>Ebersöhn is principal investigator  | Flourishing Learning Youth Students transferring skills to youth: career and learning development | 2007 – 2008             | R120,000.00                     |
| Albert Wessels Trust Toyota Funding<br>Ebersöhn is principal investigator                                   | STAR Teachers supporting vulnerable children in the context of HIV & AIDS                         | 2007 – 2008             | R65,000.00                      |
| Foschini Group<br>Ebersöhn is principal investigator  | STAR Teachers supporting vulnerable children in the context of HIV & AIDS                         | 2007 – 2009             | R285,000.00                     |
| M&SS Trust <sup>30</sup><br>Ebersöhn is principal investigator  | STAR School-based HIV & AIDS research   | January – December 2005 | \$31,440.00 (R175,00.00)        |
| International funding: NIH <sup>31</sup> Grant ‘Promoting resilience in Young Children of                   | Kgolo Mmogo Project   | 2006 – 2010             | \$2 355 055.00 (R14 130 330.00) |

<sup>29</sup> Anonymous international research grant donor

<sup>30</sup> International Donor.

<sup>31</sup> National Institute of Health, USA

|  |   |                         |             |
|--|---|-------------------------|-------------|
| HIV-infected mothers in South Africa <sup>32</sup><br>Ebersöhn is UP co-investigator                   |   |                         |             |
| ABSA Foundation funding<br>Ebersöhn is principal investigator <sup>33</sup>                            | STAR<br>UP Educational Outreach Programme - School-based HIV & AIDS care and support research and development project | January – December 2004 | R48,000.00  |
| UNICEF funding.<br>Ebersöhn is research principal investigator at UP as service provider <sup>34</sup> | Developing Child Friendly Environments and Creating Safe Spaces for Children Initiative (Limpopo Province)            | 2004 – 2006             | R710,400.00 |
| ETDP SETA <sup>35</sup> funding<br>Ebersöhn is principal investigator <sup>36</sup> .                  | Psychosocial coping skills intervention for home based care volunteers  | 2003 – 2004             | R65,000.00  |
| ETDP SETA funding<br>Ebersöhn is principal investigator <sup>37</sup> .                                | STAR<br>Psychosocial coping skills interventions in € <sup>38</sup> the context of HIV & AIDS                         | 2003 – 2004             | R130,000.00 |

<sup>32</sup>Other inter-institutional and interfaculty partners: YALE University: Brian Forsythe (Principal investigator); Kathleen Sikkema, Margaret Briggs-Gowan; University of Pretoria: Irma Eloff (Project director and Principal investigator), Bridget Jeffery (Kalafong); Maretha Visser, Annelize de Villiers; Comprecare: Eddie Harvey.

<sup>33</sup> Other interdisciplinary and interfaculty partners: UP Faculty of Engineering (Department of Civil Engineering) *Teacher Mentorship project*; and UP Faculty of Humanities (Department of Audiology) *Kommunika project*. Department of Educational Psychology postgraduate students: T. Loots, M. McCallaghan, H. Olivier.

<sup>34</sup> Partners: National and regional (Limpopo) Department of Education; UNICEF; University of Pretoria (Centre for Study of AIDS, Department of Educational Psychology); University of the North; and Venda University of Technology.

<sup>35</sup> Education Training and Development Programme

<sup>36</sup> Other team members in the Department of Educational Psychology: I. Eloff, R. Ferreira, A. Swanepoel (postgraduate student).

<sup>37</sup> Other team members in the Department of Educational Psychology: I. Eloff, R. Ferreira, and postgraduate students: J. Viljoen, T. Loots and V. Odendaal.

<sup>38</sup>



## 1. RESEARCH OUTPUTS

### 1.1 PUBLICATIONS IN PEER-REVIEWED OR REFEREED JOURNALS

#### 1.1.1 INTERNATIONAL JOURNALS

##### 2021

- Machimana, E.G., Sefotho, M.M., Ebersöhn, L., & Shultz, L. (2021). Higher education uses community engagement-partnership as a research space to build knowledge. *Educ Res Policy Prac* 20, 45–62. <https://doi.org/10.1007/s10671-020-09266-6>
- Woollett, N., Bandeira, M., Marunda, S., Mudekanye, L., & Ebersöhn, L. (2021). Adolescent pregnancy and young motherhood in rural Zimbabwe: Findings for a baseline study. *Health and Social Care in the Community*, 1-10. doi: 10.1111/hsc.13362.

##### 2020

- Hart, A., Biggs, S., Scott-Bottoms, S., Buttery, L., Dennis, D., Ebersöhn, L., Flegg, M., Kelso, C., Khaile, N. M., Mampane, R., Mampane, N. S., Nash, D. J., Theron, L. C., Ngoma, R. (2020). Negotiating leadership in interdisciplinary co-productive research: Reflections from researcher collaborators working across the Global South and Global North. *SAGE Open Journal*
- Sefhedi, S. T., Omidire, M. F., Ebersöhn, L., & Murphy, K. (2020). Promoting critical-analytic-thinking through teacher discourse moves and pedagogical principles: The case of a rural South African secondary school. *Journal for Language Teaching*.
- Theron, L., Ruth Mampane, M., Ebersöhn, L., & Hart, A. (2020). Youth Resilience to Drought: Learning from a Group of South African Adolescents. *International Journal of Environmental Research and Public Health*, 17(21), 7896.
- Machimana, E. G., Sefotho, M. M., Ebersöhn, L., Shultz, L. (2020). Higher education uses community engagement-partnership as a research space to build knowledge. *Educational Research for Policy and Practice*. Available at: <http://link.springer.com/article/10.1007/s10671-020-09266-6>
- Ebersohn, L. (2020). Collective resilience to global challenge: a collective wellbeing agenda to transform towards sustained equitable education. *Práxis Educativa*, 15, 1-14. <https://doi.org/10.5212/PraxEduc.v.16344.082>
- Ebersohn, L. (2020). Systemic community efforts for collective resilience to global challenge: Flocking for education transformation. *Práxis Educativa*, 15(e2016344), 1-14. <https://doi.org/10.5212/PraxEduc.v.16344.082>
- Machimana, E. G., Ebersöhn, L., Sefotho, M. M. (2020), Global Citizenship has a strong presence in the Higher Education agende for Social and Cognitive Justice: South African perspective. *Citizenship Teaching & Learning*
- Woollett, N., Bandeira, M., Marunda, S., Mudekanye, L., Ebersohn, L. (2020) Adolescent pregnancy and young motherhood in rural Zimbabwe: findings from a baseline study. *Culture, Health & Sexuality*.

## 2019

- Ebersöhn, L. (2019). Training educational psychology professionals for work engagement in a context of inequality and trauma in South Africa. *South African Journal of Education*, 39(1). DOI: 10.15700/saje.v39ns2a1716

## 2018

- Machimana, E. G., Sefotho, M. M. & Ebersöhn, L. (2018). What makes or breaks higher education community engagement in the South African rural school context - A multiple-partner perspective. *Education, Citizenship and Social Justice*, 13(2), 177-196 doi.org/10.1177/1746197917731353
- Ebersöhn, L., Loots, T., Malan-Van Rooyen, M., Mampane, R., Ntho-Ntho, M., Omidire, F., & Sefotho, M. (2018). An indigenous psychology perspective on psychosocial support in Southern Africa as collective, networking and pragmatic support. *Journal of Community & Applied Social Psychology*, 28, 332-347. doi: 10.1002/casp.2371
- Ebersöhn, L., & Malan-Van Rooyen, M. (2018). Making the most of culture and context: socio-cultural strengths and contextual vulnerability when eliciting indigenous resilience insights with remote South African elders and young people. *International Journal of Qualitative Methods*, 17, 1-21. (Impact Factor: 1.387). doi: 10.1177/1609406918798434
- Machimana, E. G., Sefotho, M. M. & Ebersöhn, L. (2018). What makes or breaks higher education community engagement in the South African rural school context - A multiple-partner perspective. *Education, Citizenship and Social Justice*, 13(2), 177-196 doi.org/10.1177/1746197917731353
- Mchale, M. R., Beck, S. M., Pickett, S., Bunn, D., Childers, D. L., Cadenasso, M. L., Ebersöhn, L., Rivers Iii, L., Swemmer, L. & Twine, W. (2018). Democratization of Ecosystem Services – A Radical Approach for Assessing Nature’s Benefits in The Face of Urbanization. *Ecosystem Health and Sustainability*, 4(5), 115-131. doi:10.1080/20964129.2018.1480905
- Ebersöhn, L., & Malan-Van Rooyen, M. (2018). Making the most of culture and context: socio-cultural strengths and contextual vulnerability when eliciting indigenous resilience insights with remote South African elders and young people. *International Journal of Qualitative Methods*, 17, 1-21. (Impact Factor: 1.387). doi: 10.1177/1609406918798434
- Ebersöhn, L., Loots, T., Malan-Van Rooyen, M., Mampane, R., Ntho-Ntho, M., Omidire, F., & Sefotho, M. (2018). An indigenous psychology perspective on psychosocial support in Southern Africa as collective, networking and pragmatic support. *Journal of Community & Applied Social Psychology*, 28, 332-347. doi: 10.1002/casp.2371

## 2017

- Ebersöhn, L., & Loots, T. (2017). Teacher agency in challenging contexts as a consequence of social support and resource management. *International Journal of Educational Development*, 53, 80–91. doi:10.1016/j.ijedudev.2016.11.005 (ISI, Norwegian & Scopus accredited; Impact factor: 1.067)
- Ebersöhn, L., Nel, M., & Loots, T. (2017). Analysing risk and resilience in the first sand tray of youth at a rural school. *The Arts in Psychotherapy*, 55, 146-157. (ISI accredited; Impact factor: 0.972)
- Ebersöhn, L., Loots, T., Mampane, R., Omidire, F., & Malan-Van Rooyen, M. (2017). Age-old care and support practices in Southern Africa functioning robustly as sophisticated social

technology interventions. *Journal of Community Psychology*, 45(6), 727–747 (ISI & Scopus accredited; Impact factor: 0.797)

- Ebersöhn, L., Nel, M., & Loots, T. (2017). Analysing risk and resilience in the first sand tray of youth at a rural school. *The Arts in Psychotherapy*, 55, 146-157. (ISI accredited; Impact factor: 0.972)

## 2015

- Coetzee, S., Ebersöhn, L., Ferreira, R., & Moen, M. (2015). Disquiet voices foretelling hope: Rural teachers' resilience experiences of past and present chronic adversity. *Journal of Asian and African Studies*. doi:10.1177/0021909615570955 (Scopus & Web of Science accredited; Impact factor: 0.269)
- Ebersöhn, L. (2015). Making sense of place in school-based intervention research. *Contemporary Educational Psychology*, 40, 121–130. doi:10.1016/j.cedpsych.2014.10.004 (ISI, Norwegian & Scopus accredited; Impact factor: 2.492)
- Ebersöhn, L., Eloff, I., Finestone, M., Grobler, A., & Moen, M. (2015). Telling stories and adding scores: Measuring resilience in young children. *African Journal of AIDS Research*, 14(3), 219–227. doi:10.2989/16085906.2015.1052822 (DHET, IBSS, Scopus & Web of Science accredited; Impact factor: 0.716)
- Ebersöhn, L., Loots, T., Eloff, I., & Ferreira, R. (2015a). In-service teacher training to provide psychosocial support and care in high risk and high need schools: school-based intervention partnerships. *Journal of Education for Teaching: International Research and Pedagogy*, 41(3), 267–284. doi:10.1080/02607476.2015.1044226 (Scopus & Web of Science accredited)
- Ebersöhn, L., Loots, T., Eloff, I., & Ferreira, R. (2015b). Taking note of obstacles research partners negotiate in long-term higher education community engagement partnerships. *Teaching and Teacher Education*, 45, 59–72. doi:10.1016/j.tate.2014.09.003 (Norwegian, Scopus & Web of Science accredited; Impact factor: 1.823)
- Ferreira, R., Ebersöhn, L., & Mbongwe, B. B. (2015). Power-sharing partnerships: Teachers' experiences of participatory methodology. *Progress in Community Health Partnerships: Research, Education, and Action*, 9(1), 7–16. doi:10.1353/cpr.2015.0015 (Scopus & Web of Science accredited; Impact factor: 0.756)
- Mnguni, L., Abrie, M., & Ebersöhn, L. (2015). The relationship between scientific knowledge and behaviour: an HIV/AIDS case. *Journal of Biological Education*. doi:10.1080/00219266.2015.1007888 (ISI & Scopus accredited; Impact factor: 0.507)
- Steelman, T., Nichols, E. G., James, A., Bradford, L., Ebersöhn, L., Scherman, V., McHale, M. R. (2015). Practicing the science of sustainability: The challenges of transdisciplinarity in a developing world context. *Sustainability Science*, 10(4), 581–599. doi:10.1007/s11625-015-0334-4 (ISI & Scopus accredited; Impact factor: 2.494).

## 2014

- Ebersöhn, L. (2014). Teacher resilience: Theorizing resilience and poverty [Special issue]. *Teachers and Teaching: Theory and Practice*, 20(5):568–594. doi:10.1080/13540602.2014.937960 (ISI, Norwegian & Scopus accredited; Impact factor: 0.752)
- Eloff, I., Finestone, M., Makin, J. D., Boeving-Allen, A., Visser, M., Ebersöhn, L., Forsyth, B. W. (2014). A randomized clinical trial of an intervention to promote resilience in young children of HIV-positive mothers in South Africa. *AIDS*, 28(3): S347–S357.

doi:10.1097/QAD.0000000000000335 (Norwegian & Web of Science accredited; Impact factor: 4.407)

- Joubert, I., Ebersöhn, L., Ferreira, R., Du Plessis, L., & Moen, M. (2014). Establishing a reading culture in a rural secondary school: A literacy intervention with teachers. *Journal of Asian and African Studies*, 49(4), 399–412. doi:10.1177/0021909613487676 (Scopus & Web of Science accredited; Impact factor: 0.269)
- Mampane, R., Ebersöhn, L., Cherrington, A., & Moen, M. (2014). Adolescents' views on the power of violence in a rural school in South Africa. *Journal of Asian and African Studies*, 49(6), 733–745. doi:10.1177/0021909613510134 (Scopus & Web of Science accredited; Impact factor: 0.269)

## 2013

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### 1.1.2 NATIONAL JOURNALS

## 2020

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- Sefhedi, S. T., Omidire, M. F., Ebersöhn, L., & Murphy, P. K. (2020). Promoting critical-analytic thinking through teacher discourse moves and pedagogical principles: The case of a rural South African secondary school. *Journal for Language Teaching*, 54(2). [10.4314/jlt.v54i2.5](https://doi.org/10.4314/jlt.v54i2.5)

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## 2018

- Omidire, F., Ebersöhn, L., Leask, M., & Du Plessis, A. (2018). A South African case study of teaching English in two rural schools. *Southern African Linguistics and Applied Language Studies*, 36(18) pp 277-290.

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- Ebersöhn, L. (2017). A resilience, health and well-being lens for education and poverty. *South African Journal of Education*, 37(1), Art. # 1392, 9 pages. doi:10.15700/saje.v37n1a1392 (DHET, IBSS, ScieLO SA, Scopus & Web of Science accredited; Impact factor: 0.560)

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- Koekemoer, T., Ebersöhn, L., Joubert, I., & Moen, M. (2013). Die vasstelling van wetenskaplik-begronde maatstawwe vir die waardebeplanning van Afrikaanse Grondslagfase-leesreeks. *LitNet Akademies*, 10(3), 488-506. Geraadpleeg te [http://www.repository.up.ac.za/dspace/bitstream/handle/2263/40014/Koekemoer\\_Vasstelling\\_2013.pdf?sequence=1&isAllowed=y](http://www.repository.up.ac.za/dspace/bitstream/handle/2263/40014/Koekemoer_Vasstelling_2013.pdf?sequence=1&isAllowed=y) (DHET accredited)

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- Maree, K., Ebersöhn, L., & Molepo M. (2006). Administering narrative career counselling in a diverse setting: trimming the sails to the wind. *South African Journal of Education*, 26(1), 49-60. (DHET, IBSS, ScieLO SA, Scopus & Web of Science accredited; Impact factor: 0.560). Retrieved from <http://www.sajournalofeducation.co.za/index.php/saje/article/view/66/65>

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**1999**

- Ebersöhn, L., & Jacobs, C. D. (1999). 'n Keuringsprogram vir voornemende tandheelkunde-studente. *Journal of the South African Dental Association*, 45(8), 349–356. (Scopus accredited)

## 1.2 BOOKS AND/OR CHAPTERS IN BOOKS

### 1.2.1 BOOKS AS CO-AUTHORED OR EDITOR

#### 2020

- Rich, G., Ebersöhn, L., Dudley-Grant, R., Morrissey, S., Padilla-Lopez, A., & Taylor, J. (Eds.). (2020). *Teaching psychology around the world* (Vol. 5). Newcastle, UK: Cambridge Scholars Publishing

#### 2019

- Ebersöhn, L. (2019). (Section Editor). *Oxford Research Encyclopedia of Education*. In Lampert, J. (Ed), *The Oxford Encyclopedia of Global Perspectives on Teacher Education*. Oxford University Press.
- Ebersöhn, L. (2019). *Flocking Together: An Indigenous Psychology Theory of Resilience in Southern Africa*. Cham, Switzerland: Springer International Publishing. doi.org/10.1007/978-3-030-16435-5

#### 2012

- Ferreira, R., & Ebersöhn, L. (Co-author). (2012). *Partnering for resilience*. Pretoria, South Africa: Van Schaik Publishers.

#### 2008

- Ebersöhn, L. (Ed.). (2008). *From microscope to kaleidoscope: Reconsidering educational aspects related to children in the HIV/AIDS pandemic*. Rotterdam, The Netherlands: Sense Publishers. (Reviewed in *Journal of Psychology in Africa*, Vol 18, 4, pp 675–676, 2008).

#### 2006

- Ebersöhn, L. & Eloff, I. (Co-author). (2006). *Life skills & assets* (2nd ed). Pretoria, South Africa: Van Schaik Publishers.

#### 2004

- Eloff, I., & Ebersöhn, L. (2004). *Keys to Educational Psychology*. Cape Town, South Africa: UCT Press. Ebersöhn, L., & Eloff, I. (Co-author). (2003). *Life skills & assets*. Pretoria, South Africa: Van Schaik Publishers.

#### 2002

- Maree, K., & Ebersöhn, L. (Eds.). (2002). *Lifeskills and career counselling*. Pretoria, South Africa: Heinemann.

### 1.2.2 CHAPTERS IN BOOKS WHERE EBERSÖHN IS NOT A CO-AUTHOR OR EDITOR

#### 2020

- Rich, G., López, A., Ebersöhn, L., Taylor, J., & Morrissey, S. (Eds) (2020). *Teaching psychology around the world* (5th ed.). Cambridge: Cambridge Scholars Publishing. Murphy, P.K., Ebersöhn, L., Omidire, F. & Firetto, C.M. Exploring the Structure and Content of Discourse in Remote, Rural South African Classrooms. Submitted to *South African Journal of Education*.

- Machimana, E. G., Ebersöhn, L., & Sefotho, M. M. (2020) What parents, learners, students and researchers have to say about the benefits of Higher Education Community Engagement in a rural school. Chapter in Van Eeden, E., Eloff, I., & Dippenaar, H. (Eds.) *Community Engagement research in South Africa: Methods, theories, histories and practice*. Van Schaik Publishers.

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- Ebersöhn, L., Eloff, I., & Ferreira, R. (2019). First steps in action research. In K. Maree (Ed.), *First steps in research* (Third edition. ed., pp. 153–180). Pretoria: Van Schaik.

## 2018

- Mansfield, C. F., Ebersöhn, E., Beltman, S., & Loots, T. (2018). Great Southern Lands: Making Space for Teacher Resilience in South Africa and Australia. In M. Wosnitza, F. Peixoto, S. Beltman & C. F. Mansfield (Eds.), *Resilience in Education: Concepts, Context and Connections* (pp. 53-71). Cham, Switzerland: Springer International Publishing. doi.org/10.1007/978-3-319-76690-4

## 2017

- Ebersöhn, L., Mampane, R., & Human-Vogel, S. (2017). A construction, deconstruction, and reconstruction framework for educational psychology training in a postcolonial setting: the case of South Africa. In G. Rich, U. Gielen, & H. Takooshian (Eds.), *Internationalizing the teaching of psychology*. Charlotte, NC: Information Age Publishing.

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- Ebersöhn, L., Ferreira, R., Van der Walt, A., & Moen, M. (2016). Using body mapping to step into your future: Life design in a context of high risk and high diversity. In R. Ferreira (Ed.), *Psychological assessment: Thinking innovatively in contexts of diversity* (pp. 228–241). Cape Town, South Africa: Juta.

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- Ebersöhn, L. (2015a). Body mapping for resilience: Fostering adaptability with groups of youth in high risk and high need settings. In M. McMahon & W. Patton (Eds.), *Ideas for career practitioners: Celebrating excellence in career practice* (pp. 82–89). Brisbane, Australia: Australian Academic Press.
- Ebersöhn, L. (2015b). Happy teen or juvenile delinquent? Risk and resources in adolescents' resilience and relationships. In E. Gouws (Ed.), *The Adolescent* (4th ed, pp. 1–14). Pearson.

## 2013

- Ebersöhn, L. (2013). Building generative theory from case work: The relationship-resourced resilience model. In M. P. Wissing (Ed.), *Wellbeing research in South Africa* (Vol. 4, pp. 97–121). Netherlands: Springer. doi:10.1007/978-94-007-6368-5 (Print ISBN: 978-94-007-6367-8)

## 2011

- Ebersöhn, L., Ferreira, R., & Mbongwe, B. (2011). How teacher-researcher teams see their role in participatory research. In L. Theron, C. Mitchell, A. Smith, & J. Stuart (Eds.), *Picturing research: Drawing as visual methodology* (pp. 163–176). Rotterdam, The Netherlands: Sense Publishers. doi:10.1007/978-94-6091-596-3\_12
- Mnguni, L. E., Abrie, M., & Ebersöhn, L. (2011). Strategies to improve understanding and use of HIV/AIDS concepts by Grade 11 Biology students in South Africa. In A. Yarden & G. S. Carvalho (Eds.), *Authenticity in Biology Education: Benefits and challenges* (pp 91–101). Portugal: Centro de Investigação em Estudos da Criança (CIEC). (ISBN: 978-972-8952-19-8)

## 2008

- Ebersöhn, L., & Eloff, I. (Co-author). (2008). Identifying asset-based trends in sustainable programmes which support street children<sup>41</sup>. In M. V. Pillai & M. K. Pattanaik. *Icfai's Professional Reference Book Series Improving lives of street children* (pp. 31–48). The Hyderabad, India: Icfai University Press (article adapted for publication and use as chapter in India).

## 2007

- Ebersöhn, L. (2007). (Author). Utilising reminiscences: constructing boxes of memories to tell stories for life choices. In K. Maree (Ed.), *Shaping the story: A guide to facilitating narrative career counselling* (pp. 151–162). Rotterdam, The Netherlands: Sense Publishers.
- Ebersöhn, L., & Eloff, I. (Co-author). (2007). Lessons from postgraduate studies employing photographic methodology. In N. De Lange, C. Mitchell & J. Stuart (Eds.), *Putting people in the picture: Visual methodologies for social change* (pp. 203–220). Rotterdam, The Netherlands: Sense Publishers.
- Ebersöhn, L., Eloff, I., & Ferreira, R. (Co-author). (2007). First steps in action research. In K. Maree (Ed.), *First steps in research* (pp. 124–142). Pretoria, South Africa: Van Schaik Publishers.
- Maree, J. G., & Ebersöhn, L. (Co-author). (2007). Applying positive psychology to career development interventions with disadvantaged adolescents. In V. B. Skorikov & W. Patton (Eds.), *Career development in childhood and adolescence: Career development series – Connecting theory and practice* (Vol. 2, pp. 313–324). Rotterdam, The Netherlands: Sense Publishers.

## 2003

- Ebersöhn, L., & Eloff, I. (Co-author). (2003). The black, white and grey of rainbow children coping with HIV / AIDS. In C. Coombee (Ed.), *Education in the context of HIV / AIDS. The HIV challenge to education: a collection of essays* (pp. 177–196). Paris: International Institute for Educational Planning. Retrieved from <http://unesdoc.unesco.org/images/0013/001376/137638e.pdf>

### 1.3 PUBLISHED FULL-LENGTH CONFERENCE PAPERS & KEYNOTE ADDRESSES

## 2020

- Amadi-Echendu, J.E., Ebersöhn, L., Du Plessis, C., Van der Merwe, A., & Stols, G., (2020). A Multidisciplinary Case Study on Managing the Resilience of Connected Systems, in Proc IEEE TEMSCON 2020. Jun 3-6 Detroit USA.

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## 2018

- Hart, A., Theron, L., Khalie, M., Mampane, R., Ebersohn, L. & Duncan, S. (2018). Developing a co-produced policy briefing with young people on resilience to drought in South Africa. Presented at the Fourth World Congress on Resilience.

## 2014

- Ebersöhn, L. (2014). Keynote address. Teacher resilience: Theorising resilience and poverty. In D. Köksal (Ed.), *International Congress on Research in Education (ICRE): Congress programme & abstracts* (p. 14). Turkey. Retrieved from <http://docplayer.biz.tr/13100016-2-international-congress-on-research-in-education-icre.html>
- Ebersöhn, L. (2014). Keynote address. Teacher resilience: Theorising resilience and poverty. In D. Köksal (Ed.), *International Congress on Research in Education (ICRE), Izmir, Turkey. Congress programme & abstracts* (p. 14). Retrieved from <http://docplayer.biz.tr/13100016-2-international-congress-on-research-in-education-icre.html>

## 2013

- Ferreira, R., Ebersöhn, L., Thabe, M., & Pietersen, W. (2013). Building networks of care: Volunteers partnering with teachers in supporting vulnerable children. Paper presented at the 4th International Conference on New Horizons in Education. In *Procedia – Social and Behavioural Sciences*, 106:585–590. doi:10.1016/j.sbspro.2013.12.067

## 2002

- Eloff, I., & Ebersöhn, L. (2002, December). Representational and conceptual complexities in doing research on how children with HIV/AIDS cope. Paper presented at the Australian Association for Research in Education (AARE), Brisbane, Australia. Abstract retrieved from <http://www.aare.edu.au/publications-database.php/3443/Representational-and-conceptual-complexities-in-doing-research-on-how-children-with-HIV/AIDS-cope> (paper code: ELO 02046). CD-rom ISSN: 1324-9320

## 2000

- Ebersöhn, L. (2000a). A South African renaissance in educational psychology training: relevancy of British models [Special issue]. *International Journal of Psychology*, 35(3–4):344-344. doi:10.1080/00207594.2000.20000727 ISSN: 0020-7594. (Scopus & Web of Science accredited; Impact factor: 1.276)
- Ebersöhn, L. (2000b). The manifestation of emotional intelligence in a South African educational psychology practice [Special issue]. *International Journal of Psychology*, 35(3–4):424-424. doi:10.1080/00207594.2000.20000727 ISSN: 0020-7594. (Scopus & Web of Science accredited; Impact factor: 1.276)

## 1.4 TECHNICAL / RESEARCH REPORTS

### 2014

- Ebersöhn, L., Sefotho, M., Mampane, R., Loots, T., Omidire, F., Sherman, V., & Nxumalo-Tsebe, T. (2014). Imbeleko Report: Cultivating resourcefulness, not dependency. Retrieved from <http://www.bettercarenetwork.org/sites/default/files/Imbeleko%20Report%20-%20Cultivating%20Resourcefulness,%20Not%20Dependency.pdf>

## **2009**

- Ebersöhn, L. (2009). STAR teachers supporting vulnerable children in the context of HIV&AIDS. Research report submitted to Foschini Group.

## **2008**

- Ebersöhn, L. (2008). FLY students transferring skills to youth: career and learning development. Research report for M&SS Trust.
- Ebersöhn, L. (2008). STAR teachers supporting vulnerable children in the context of HIV&AIDS. Research report for Foschini Group.

## **2007**

- Ebersöhn, L. (2007). STAR teachers supporting vulnerable children in the context of HIV&AIDS. Research report for Toyota Albert Wessels Trust.

## **2006**

- Ebersöhn, L. (2006). School-based HIV&AIDS project. Research report for M&SS Trust<sup>42</sup>
- Zuberi, F., Ebersöhn, L., Mampane, R., Maritz, J., Lubbe, C., Mboweni, H., & Pieterse, J. (2006). Construction of safety and risk factors by learners in the Limpopo Province, South Africa: Results of a baseline survey of learners in the Sekhukhune, Bohlabela and Vhembe districts. Research Report written for the funder UNICEF and the contractor Limpopo Department of Education. Retrieved from <http://hivhealthclearinghouse.unesco.org/sites/default/files/resources/Limpopo%20Baseline.pdf>

## **2005**

- Ebersöhn, L. (2005). UP educational outreach programme. Research report for ABSA Foundation.
- Zuberi, R., Ebersöhn, L., Maritz, J., Mampane, R., Lubbe, C., & Mboweni, H. (2005). Research report for UNICEF funded project: Developing child friendly environments and creating safe spaces for children initiative (Limpopo Province).

## **2004**

- Eloff, I., Ferreira, R., & Ebersöhn, L. (2004). Research report for ETDP SETA funded project in communities in Mpumalanga (Silent Valley district) and the Eastern Cape (Port Elizabeth district) focusing on psycho-social coping skills interventions.
- Ebersöhn, L. (2004). Research report for ETDP SETA funded project in Limpopo (Bothlabela district) focusing on psycho-social coping skills interventions.

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<sup>42</sup> Anonymous research grant donor.

## 2. OTHER SCHOLARLY RESEARCH-BASED CONTRIBUTIONS

### 2.1 PARTICIPATION IN CONFERENCES, WORKSHOPS, AND SHORT COURSES

#### 2.1.1 INTERNATIONAL

##### 2021

- Basson, L., Gu, Q., **Ebersöhn, L.** (2021). (Co-presenter). Introduction to the concept and methodology. Paper in Invited Symposium, *WERA Virtual Focal Meeting 2021*.
- Themane, M., Gu, Q., **Ebersöhn, L.**, Morris, R., Akinyemi, O. S., Chiramba, O. F. (2021). (Co-presenter). The significance of schools and school leadership. Paper in Invited Symposium, *WERA Virtual Focal Meeting 2021*.
- Ang, L., du Preez, H., Mustafa, S., Mabasa, A., Gu, Q., **Ebersöhn, L.** (2021). (Co-presenter). Early childhood development & education. Paper in Invited Symposium, *WERA Virtual Focal Meeting 2021*.
- Callaghan, P., du Toit, P., Wood, K., Ding, H., **Ebersöhn, L.**, Gu, Q. (2021). (Co-presenter). Health-related quality of life. Paper in Invited Symposium, *WERA Virtual Focal Meeting 2021*.
- Mills, M., Higham, R., Crafford, M., Hwenjere, R., Gu, Q., **Ebersöhn, L.** (2021). (Co-presenter). Systematic educational disadvantage: A social justice lens. Paper in Invited Symposium, *WERA Virtual Focal Meeting 2021*.
- **Ebersöhn, L.**, Gu, Q., Basson, L., Eksteen, A. (2021). (Co-presenter). Enabling professional capabilities. Paper in Invited Symposium, *WERA Virtual Focal Meeting 2021*.
- Abou-Jaoude, G., Skordis, J., Gu, Q., **Ebersöhn, L.** (2021). (Co-presenter). The capability approach in economic evaluations. Paper in Invited Symposium, *WERA Virtual Focal Meeting 2021*.
- Ebersöhn, L. (11 & 12 February). Workshop participant. Social and Emotional Learning (SEL) in and through education: Arriving at common ground. UNESCO.
- Ebersöhn, L. (25 February, March, May). Panel discussant. Being and Transforming Think Tank: Intergenerational Trauma. The Wellbeing Project.
- Ebersöhn, L. (11 November 2020, 2 December 2020). Webinar presenter. Future Africa – IHOPE Webinar Series Part 1 & 2.

##### 2020

- Ebersöhn, L. & Malan-Van Rooyen, M. (2020, February). Making the most of culture and context when eliciting indigenous resilience insights. 12th Educational Psychology Forum, Massey University Palmerston North, New Zealand.
- Ebersöhn, L., Phumzile, L. (2020, March). INVITED PRESENTATION: Theme: 2020 National Priorities. The Inter-Provincial Rural Education Committee (IPREC) meeting. Department of Basic Education (12-13 March), Pretoria, South Africa.
- Chen, E.C., Ebersöhn, L., Brouard, P., Douglas, M.A., (2020). Gay Men's Negotiations of HIV-Stigma and Relationships: A Cross-Country Analysis, in *Society of Group Psychology*



and group Psychotherapy 2020. Aug 6 Fordham University. (Please see Page 264 of programme)

- Amadi-Echendu, J.E., Ebersohn, L., Du Plessis, C., Van der Merwe, A., & Stols, G., (2020). A Multidisciplinary Case Study on Managing the Resilience of Connected Systems, in Proc IEEE TEMSCON 2020. Jun 3-6 Detroit USA.
- Ebersöhn, L. & Malan-Van Rooyen, M. (2020, February). Making the most of culture and context when eliciting indigenous resilience insights. 12th Educational Psychology Forum, Massey University Palmerston North, New Zealand, February 2020.

## 2019

- Ebersöhn, L., Madalinska-Michalak, J., Assuncao Flores, M., Beutel, D. & Gu, Q. (2019, August). Teacher Resilience in an Era of Risk: New insights and directions for future research. CENTRAL EVENT. ECER 2019 conference in Hamburg, Germany from 3 – 6 September 2019.
- Ebersöhn, L. (Discussant) (2019, August). Promoting Socio-Cognitive development through interaction in a Globalized World. WERA 2019 Focal meeting, Tokyo, Japan, 5-9 August 2019, Gakushuin University.

## 2018

- Ebersöhn, L. (2018, April). Keynote address: A resilience, health and well-being lens for education and inequality: what matters for education in schools with high risks and low resources? Delivered at the Xth International Congress of International Research, Nevsehir, Turkey, April 2018.
- Ebersöhn, L. (Chair) (2018, November). Workshop 1: STI strategies for educational systems in rural, remote and urban areas. G-STIC Conference, Brussels 28-30 November 2018.
- Machimana, E., Ebersöhn, L., & Sefotho, M.M. (2018, August). Mobilisation of higher education's resources for social development. WERA 2018 World Congress, Cape Town, 3 – 5 August 2018.
- Machimana, E., Ebersöhn, L., & Sefotho, M.M. (2018, August). Global citizenship and cognitive justice have a strong presence in the higher agenda: South African perspective. WERA 2018 World Congress, Cape Town, 3 – 5 August 2018.
- Ebersöhn, L. (Organiser and Chair) (2018, August). Teacher professional development in the global south. WERA 2018 World Congress, Cape Town, 3 – 5 August 2018.
- Ebersöhn, L. (Organiser) (2018d, August). Social and political contexts of education transformation in the global south. WERA 2018 World Congress, Cape Town, 3 – 5 August 2018.
- Ebersöhn, L. (Co-Chair) (2018, August). Developing high-level comprehension and critical thinking skills as a strategy for addressing global literacy challenges. WERA 2018 World Congress, Cape Town, 3 – 5 August 2018.
- Hart, A., Theron, L., Khalie, M., Mampane, R., Ebersohn, L. & Duncan, S. (2018, June). Developing a co-produced policy briefing with young people on resilience to drought in South Africa. Presented at the Fourth World Congress on Resilience, Congrès Marseille.

- Theron, L.C, Mampane, M.R, Ebersöhn, L. & Hart, A. (2018, May). When those with more and less power collaborate: Complexities and caveats of participatory research in a resource-poor, rural South African context 16th Qualitative Methods Conference, Banff, Canada.

## 2017

- Ebersöhn, L. (2017a, November). A Global South perspective on education research. Invited Symposium at the Hong Kong Educational Research Association (HKERA) Conference, Hong Kong.
- Ebersöhn, L. (2017b, November). Towards a research group: A Global South perspective on education research. Roundtable Session at the Hong Kong Educational Research Association (HKERA) Conference, Hong Kong.
- Alexander, P.A., Ebersöhn, L., Lindblom-Ylänne, S., & Ng, P. (2017, November). Successful Academic Publishing: A Global Perspective Workshop at the Hong Kong Educational Research Association (HKERA) Conference, Hong Kong.
- Ebersöhn, L. (2017a, April). A Global South perspective on education research. Invited Symposium at American Education Research Association (AERA) Conference, San Antonio, US.
- Ebersöhn, L. (2017b, April). Towards a research group: A Global South perspective on education research. Roundtable Session at American Education Research Association (AERA) Conference, San Antonio, US.

## 2016

- Member of Scientific Committee of ICP2024 (International Psychology Congress)
- Ebersöhn, L. (2016a, November). How socio-cultural perspectives matter in South African education research. Invited contribution to Forum on Global and Multicultural Education at Asia-Pacific Educational Research Association-Taiwan Education Research Association (APERA/TERA) Conference, Koahsiung, Taiwan.
- Ebersöhn, L. (2016b, November). International perspectives of education challenges and change: Changing the grain of grit to leave gravel roads. Invited contribution to WERA Symposium at Asia-Pacific Educational Research Association-Taiwan Education Research Association (APERA/TERA) Conference, Kaohsiung, Taiwan.
- Ebersöhn, L. (2016c, October). Keynote address: Education research in challenging contexts: resilience and cultural capital as a vision for sustainable development in Africa. Delivered at the International Conference on Education Research for Development in Africa (ICERDA), Accra, Ghana
- Ebersöhn, L. (2016d, March). Keynote address. Resilience, social connectedness and education in challenging contexts. Paper presented at the 17th Annual Global Development Network (GDN) Conference, Lima, Peru
- Ebersöhn, L. (2016e, April). Southern African perspectives on indigenous pathways to care and support in high risk school-communities: The value of being needed in a high risk school-community in Southern Africa. Paper presented to WERA Symposium at annual meeting of the American Educational Research Association (AERA), Washington, DC.
- Ebersöhn, L. (2016f, April). School-based education research in diverse democracies in three countries: Considering school-based intervention research in a young democracy.

Paper presented to WERA Symposium at annual meeting of the American Educational Research Association (AERA), Washington, DC.

## 2015

- Ebersöhn, L. (2015a, April). Educational inequality worldwide: Problems and policy issues. In J. Oakes (Chair). Invited to attend session as Discussant at the annual meeting of the American Educational Research Association (AERA), Chicago, Illinois.
- Ebersöhn, L. (2015b, April). Equity pedagogies and research methodologies of hope. In G. S. Boutte (Chair). Invited to attend session as Discussant at the annual meeting of the American Educational Research Association (AERA), Chicago, Illinois.
- Ebersöhn, L. (2015c, April). Intervention research as a social justice partnership between universities and high risk, high need schools. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, Illinois.
- Ebersöhn, L. (2015d, September). Schools as enabling places in South Africa. Paper presented at the annual European Conference on Educational Research (ECER), Budapest, Hungary.
- Ebersöhn, L., Burnett, B., Head, G., Osher, D., & Lampert, J. (2015, September). Schools as enabling spaces worldwide: Building resilience and moderating risk. In J. Madalinska-Michalak (Chair). Invited Symposium conducted at the annual European Conference on Educational Research (ECER), Budapest, Hungary.
- Ebersöhn, L., Omidire, M. F., Lubbe-De Beer, C., Leask, M., Konza, D. M., & Mampane, M. R. (2015, April). Intervention research for social justice in South African education. In P. K. Murphy (Chair). Invited Symposium by Division C - Learning and Instruction conducted at the annual meeting of the American Educational Research Association (AERA), Chicago, Illinois.

## 2014

- Ebersöhn, L. (2014, August). Indigenous pathways to resilience – A South African perspective. Invited Symposium conducted at the American Psychological Association (APA) Annual Convention, Washington, United States.
- Ebersöhn, L., Lee, C. D., & Nettles, M. T. (2014, April). Poverty and opportunities to learn - A Task Force report in progress (World Education Research Association). In S. Lindblom-Ylänne (Chair). Invited Symposium conducted at the AERA Annual Meeting, Philadelphia, United States.
- Eloff, I., Forsyth, B., Finestone, M., Makin, J., Visser, M., Boeving, A., & Briggs-Gowan, M. (2014, July). Promoting resilience in young children of HIV-infected mothers in South Africa. Paper presented at the 20th International AIDS Conference, Melbourne, Australia. Abstract retrieved from <http://pag.aids2014.org/abstracts.aspx?aid=5292>
- Forsyth, B., Eloff, I., Finestone, M., Makin, J., Visser, M., Allen, A. B., & Sikkema, K. (2014, May). Efficacy of an intervention to promote resilience in young children of HIV-infected mothers in South Africa. Paper presented at the Pediatric Academic Societies and Asian Society for Pediatric Research Joint Meeting, Vancouver, Canada.
- Steelman, T., Nichols, E., James, A., Bradford, L., Bunn, D., Twine, W., & McHale, M. (2014, October). Systematic learning for sustainability science: A framework for practice.

Paper presented at the Association for the Advancement of Sustainability in Higher Education (AASHE), Portland, United States.

- Ebersöhn, L. (2014). Keynote address. Teacher resilience: Theorising resilience and poverty. In D. Köksal (Ed.), *International Congress on Research in Education (ICRE)*, Izmir, Turkey. Congress programme & abstracts (p. 14). Retrieved from <http://docplayer.biz.tr/13100016-2-international-congress-on-research-in-education-icre.html>

## 2013

- Ebersöhn, L. (2013, January). Keynote Address: Reverence for heritage in interdisciplinary research in education: the case of resilience from an indigenous psychology perspective. Invited contribution to *International Conference on Interdisciplinary Research in Education (ICOINE)*, Kyrenia, North Cyprus.
- Coetzee, S., Ebersöhn, L., & Ferreira, R. (2013, August). South African rural teachers' conceptualisation of their own career resilience. Paper presented at the EARLI 15th Biennial Conference, Munich, Germany.
- Chair Invited Symposium, EARLI: Ebersöhn, L. (2013a, August). A cross-national perspective on teacher resilience. Invited Symposium conducted at the EARLI 15th Biennial Conference, Munich, Germany.
- Ebersöhn, L. (2013b, August). Adding 'flock' to 'fight and flight': A relational perspective on teacher resilience in resource scarce settings. Paper presented at the EARLI 15th Biennial Conference, Munich, Germany.
- Ferreira, R., & Ebersöhn, L. (2013, July). A decade of partnerships: University researchers, teachers and community volunteers taking hands in supporting vulnerable communities. Paper presented at the 5th International Conference on Education and New Learning Technologies, Barcelona, Spain. Abstract retrieved from <https://library.iated.org/view/FERREIRA2013ADE>

## 2012

- Botha, K., Ferreira, R., & Ebersöhn, L. (2012, July). Using participatory action research in schools: Collaborating with teachers to develop an HIV&AIDS school plan. Paper presented at the 30th International Congress of Psychology, Cape Town, South Africa.
- Ebersöhn, L. (2012a, April). Invited presentation: AERA. Education and limited resources: relationships and resilience to enable access, retention and performance. Paper presented at the annual meeting of the American Educational Research Association (AERA), Vancouver, Canada.
- Ebersöhn, L. (2012b, December). Invited presentation: AARE/APERA. Rural schools, poverty and resilience in education: A South African perspective illustrating how relationships can create supportive schools. Invited contribution to *International Symposium on Poverty and Education* conducted at the Australian Association for Research in Education (AARE), Sydney, Australia. Abstract retrieved from <http://www.aare.edu.au/publications-database.php/6502/rural-schools-poverty-and-resilience-in-education-a-south-african-perspective-illustrating-how-relat>
- Ferreira, R., Ebersöhn, L., & Beukes, J. (2012, June). Collaborative partnership trends between teachers and educational psychology researchers within the context of service-

learning. Paper presented at the International Centre for Service-Learning in Teacher Education Conference (ICSLTE), Durham, NC.

- Ferreira, R., Ebersöhn, L., Joubert, M., Ayob, D., Thabe, M., Pietersen, W., Khumalo, D., & Basson, L. (2012, July). Peer-facilitation in dissemination research: Teachers' experiences as facilitators and recipients. Paper presented at the 30th International Congress of Psychology, Cape Town, South Africa.
- Member of 30th ICP 2012 Scientific Committee.

## **2011**

- Ebersöhn, L. (2011a, 30 August – 3 September). A web of resilience: teachers promoting resilience in schools. Paper presented at EARLI Conference, Exeter, United Kingdom.
- Ebersöhn, L. (2011b, April). Journal talks request. Invited Roundtable Session at the Annual meeting of the American Educational Research Association (AERA), New Orleans, LA.
- Ebersöhn, L. (2011c, 30 August - 3 September). Networks and education in resource-scarce schools. Invited to chair Symposium at the EARLI Conference, Exeter, United Kingdom.
- Ebersöhn, L. (2011d, December). Poverty and opportunity to learn. Invited to co-chair Symposium at the TERA International Conference on Education (TICE), Kaohsiung, Taiwan.
- Ebersöhn, L. (2011e, December). Supporting academic growth and achievement. Invited to chair C4 at the TERA International Conference on Education (TICE), Kaohsiung, Taiwan.
- Ebersöhn, L. (2011f, December). The influence of culture on educational environments and on student opportunities to learn. Invited Discussant at the TERA International Conference on Education (TICE), Kaohsiung, Taiwan.
- Ebersöhn, L. (2011g, January). 'Turning the tide for educational psychology: Imagining research and training from an indigenous psychology perspective in South Africa'. Paper presented at the World Education Research Education (WERA) Symposium at EASA Conference, Sun City, South Africa.
- Eloff, I., Finestone, M., Makin, J., Visser, M., Ebersohn, L., Boeving-Allen, A., ... Forsyth, B. (2011, July). Evaluation of an intervention to promote resilience among young children (6-10 years) of HIV positive mothers in South Africa. Poster presentation at the 3rd International workshop on HIV Pediatrics, Rome, Italy.
- Ferreira, R., Ebersöhn, L., Dyasi, T., Mtshiselwa, M., & Loots, T. (2011, September). Supporting a community to cope with vulnerability: the outcome of collaborative partnerships between teachers and university researchers. Paper presented at the ERAS Conference, Singapore.

## **2010**

- Ebersöhn, L. (2010a, September). Diverse sexualities, education, and new technologies. Invited to chair session at the American Educational Research Association (AERA) Annual Meeting, Denver, Colorado.
- Ebersöhn, L. (2010b, May). School climate, school improvement, and student success. Invited to chair session at the American Educational Research Association (AERA) Annual Meeting, Denver, Colorado.
- Steering committee for EASA Conference 2010. North-West University Vaal Triangle Campus. 12-15 January 2010.

## 2009

- Steering committee for Distance Education and Teacher Training in Africa (DETA) Conference. 3-6 August 2009, University of Cape Coast, Cape Coast, Ghana.
- Bender, G., Ebersöhn, L., & Malekane, W. (2009, November). Critical engagement with service-learning and good practice practicum in educational psychology. Paper presented at the 3rd International Symposium on Service- Learning, Athens, Greece.
- Ebersöhn, L., Eloff, I., & Swanepoel-Opper, A. (2009, July). A curriculum-integrated university-community intervention with community-based volunteers in the realm of HIV&AIDS: using memory-boxes to develop psychosocial support capacity. Paper presented at the AUCEA National Conference, Adelaide, South Australia.
- Ebersöhn, L. Eloff, I., Van Dullemen, I., Finestone. M., Sikkema, K., & Forsyth, B. (2009, September). Drawing on resilience: insights into children's expressions and behaviours of resilience in the mother-child relationship of HIV positive mothers. Paper presented at the AIDS Impact Conference, Gaborone, Botswana. Abstract retrieved from <http://www.aidsimpact.com/2009/Academics/Programme/abstract/?id=37>
- Ebersöhn, L., & Ferreira, R. (2009c, September). Teachers as fulcrum of psychosocial support: a longitudinal participatory reflection and action study. Paper presented at the AIDS Impact Conference, Gaborone, Botswana. Abstract retrieved from <http://www.aidsimpact.com/2009/Academics/Programme/abstract/?id=98>
- Ferreira, R., Ebersöhn, L., Coetzee, S., Olivier, H., Mampane, R., & Mohangi, K. (2009, August). Processes, roles and responsibilities: Writers' experiences of curriculum development in a distance education programme. Paper presented at the Distance Education and Teacher's Training in Africa (DETA) Conference, Cape Coast, Ghana. Retrieved from <http://www.deta.up.ac.za/archive2009/presentations/ppts/Ferreira.pdf>
- Ferreira, R., Eloff, I., Duvenhage, M., Finestone, M., Ebersöhn, L., Sikkema, K., & Forsyth, B. (2009, September). The experiences of volunteer care workers facilitating an intervention with young vulnerable children. Paper presented at the 9th International AIDS Impact Conference, Gaborone, Botswana.
- Sefotho, M. M., & Ebersöhn, L. (2009, July). Exposition of an alternative conceptual framework on differently abled people, career choice and towards sustainable democracy. Paper presented at the 13th Boleswana Biennial Educational Symposium, Gaborone, Botswana.

## 2008

- Eloff, I., Ebersöhn, L., Boeving, A., Sikkema, K., Finestone, M., & Forsyth, B. (2008, July). Assessing resilience in HIV-infected mothers and their children. Paper presented at the XXIX International Congress of Psychology, Berlin, Germany.
- Visser, M., Finestone, M., Ferreira, R., Ebersöhn, L., Sikkema, K., Boeving, A., & Forsyth, B. (2008, July). Development of mother- and child interventions to promote resilience in young children of HIV-infected mothers. Paper presented at the 4th European Conference on Positive Psychology, Opatija, Croatia.

## 2006

- Ebersöhn, L., Ferreira, R., & Blankenship, K. (2006, April). Teachers' perceptions of a disability grant in the context of HIV&AIDS: Financial asset and social dilemma. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Francisco, USA.
- Maritz, J., Mampane, R., Ebersöhn, L., Maritz, G., Lubbe, C., Pieterse J., & Mboweni, H. (2006, August). Delivery of silence – why do learners in a high prevalence setting not voice HIV/AIDS as a risk? Poster session presented at the XVI International AIDS Conference, Toronto, Canada.

## **2005**

- Griessel-Roux, E., Ebersöhn, L., Eloff, I., & Smit, B. (2005, May). HIV/AIDS programmes: What do learners want? Paper presented at the 11th Qualitative Health Conference, Utrecht, Netherlands.

## **2003**

- Ebersöhn, L. (2003, October). Invited as discussant at the 6th Southern and Eastern African Planning for HIV & AIDS Conference, Benoni, South Africa.
- Ebersöhn, L. (2003, August). Raising awareness of asset-based trends to include vulnerable children in educational opportunities. Invited paper presented at the OXFORD Symposium on School-based family Counselling, England, UK.
- Engelbrecht, A., & Ebersöhn, L. (2003, July). The status of stereotyping in Afrikaans textbooks. Paper presented at the International Association for the Improvement of Mother Tongue Education (IAIMTE), Lisbon, Portugal.

## **2002**

- Ebersöhn, L., & Eloff, I. (2002, June). The black, white and grey of rainbow children's coping with HIV & AIDS. Paper presented at the International Conference on Language, Literature and the Discourse of HIV & AIDS in Africa, Gaborone, Botswana.
- Ebersöhn, L., & Maree, J. G. (2002, June). Emotional intelligence and achievement: Redefining giftedness. Paper presented at the International Emotional Intelligence Conference, Durban, South Africa.

## **2001**

- Ebersöhn, L., Moletsane, M., & Hartell, C. (2001, April). HIV & AIDS and Education in South Africa. Panel discussion conducted at Stanford University, California, USA.

## **2000**

- Ebersöhn, L. (2000a, July). A South African renaissance in educational psychology training: relevancy of British model. Poster presentation at the XXVII International Congress of Psychology, Stockholm, Sweden.

- Ebersöhn, L. (2000c, July). The manifestation of emotional intelligence in a South African private practice. Poster presentation at the XXVII International Congress of Psychology, Stockholm, Sweden

### **2.1.2 NATIONAL**

#### **2020**

- Ebersöhn, L., Phumzile, L. (2020, March). INVITED PRESENTATION: Theme: 2020 National Priorities. The Inter-Provincial Rural Education Committee (IPREC) meeting. Department of Basic Education (12-13 March), Pretoria, South Africa.

#### **2019**

- Ebersöhn, L (2019, November). INVITED SPEAKER: Under the Mopanie tree: flocking as resilience-enabling pathway to wellbeing Positive Psychology in South Africa: Transcending Boundaries. Symposium conducted at SAPPA, Pretoria, South Africa.

#### **2018**

- Ebersöhn, L. (2018, January). Keynote address: Intervention research as social justice pathway between universities and schools in challenged settings. Delivered at the Education Association of South Africa's Annual Conference (14-17 January 2018), Durban, South Africa.
- Machimana, E., Ebersöhn, L., & Sefotho, M.M. (2018, April). Mobilisation of higher education's resources for social development. First Africa Positive Psychology Conference, North-West University, SA.
- Ebersöhn, L. (2018, January). Intervention research as social justice pathway between universities and schools in challenged settings. Education Association of South Africa (EASA) Conference, University of KwaZulu-Natal, Durban.
- Machimana, E.G, Ebersöhn, L & Sefotho, M.M. (2018, January). Benefits and barriers of higher education community engagement in the South African rural school context – non-researcher partners' perspective. Education Association of South Africa (EASA) Conference, University of KwaZulu-Natal, Durban.
- Khaile, N.M, Theron, L.C, Mampane, M.R & Ebersöhn, L. (2018, January). How schools can champion resilience in times of drought: Learning from Leandra Youth. Education Association of South Africa (EASA) Conference, University of KwaZulu-Natal, Durban.
- Machimana, E.G, Ebersöhn, L & Sefotho, M.M. (2018, January). Higher education-rural school partners' expectations and power dynamics of a community engagement partnership. Education Association of South Africa (EASA) Conference, University of KwaZulu-Natal, Durban.
- Gwata, N, Hanekom, M, Vollebregt, G, Khaile, N.M, Theron, L.C, Mampane, M.R, Ebersöhn, L & Hart, A. (2018, September). Understanding and enabling the resilience of rural young people to drought. Psyssa Symposium. 24th Annual Psychology Congress, Johannesburg, South Africa.

#### **2016**

- Ferreira, R., & Ebersöhn, L. (2016, January). Involving teachers and volunteers as partners in school-based interventions in support of resilience and general wellbeing in high-risk communities. Symposium presentation at the Education Association of South Africa (EASA) Conference, Hermanus, South Africa.



## 2015

- Sefotho, M., Ntanyana, V., Ebersöhn, L., Mampane, R., Loots, T., Ntho-Ntho, M., ... Omidire, F. (2015, June). Imbeleko social connectedness findings. Paper presented at the 7th South African AIDS Conference, Durban, South Africa.

## 2014

- Coetzee, S., Ebersöhn, L., & Ferreira, R. (2014, January). Narratives of teacher resilience in a rural school. In L. Ebersöhn (Chair), Risk and resilience in rural schools: perspectives from long term collaboration. Symposium conducted at the EASA Conference, Bloemfontein, South Africa.
- Ebersöhn, L., Ferreira, R., Joubert, I., & Du Plessis, L. (2014, January). Describing the reading climate in a rural secondary school following a literacy intervention with teachers. In L. Ebersöhn (Chair), Risk and resilience in rural schools: perspectives from long term collaboration. Symposium conducted at the EASA Conference, Bloemfontein, South Africa.
- Ebersöhn, L., Ferreira, R., Scherman, V., & De Jong, H. (2014, January). Positive psychology measures of teacher happiness, resilience and sense of coherence in three rural schools. In L. Ebersöhn (Chair), Risk and resilience in rural schools: perspectives from long term collaboration. Symposium conducted at the EASA Conference, Bloemfontein, South Africa.
- Ebersöhn, L., Loots, T., Ferreira, R., & Eloff, I. (2014, January). Challenges in higher education community engagement partnerships with teachers in rural schools. In L. Ebersöhn (Chair), Risk and resilience in rural schools: perspectives from long term collaboration. Symposium conducted at the EASA Conference, Bloemfontein, South Africa.
- Joubert, I., Ebersöhn, L., & Swart, Y. (2014, January). English literacy and non-mother tongue teaching and learning practices of teachers in a rural school: An intervention study. In L. Ebersöhn (Chair), Risk and resilience in rural schools: perspectives from long term collaboration. Symposium conducted at the EASA Conference, Bloemfontein, South Africa.
- Mampane, R., Ebersöhn, L., Cherrington, A., & Moen, M. (2014, January). Adolescents' views on the power of violence in a rural school. Paper presented at the EASA Conference, Bloemfontein, South Africa.
- Omidire, F., Leask, M., Ebersöhn, L., & Konza, D. (2014, January). Teaching reading in the foundation phase in rural schools. In L. Ebersöhn (Chair), Risk and resilience in rural schools: perspectives from long term collaboration. Symposium conducted at the EASA Conference, Bloemfontein, South Africa.

## 2013

- Ebersöhn, L. (2013, April). Paper as Invited Discussant at Symposium - Researching pathways to resilience: Theoretical and methodological reflections, Vanderbijlpark, South Africa.
- Ebersöhn, L. (2013c, April). Sexuality pathways to resilience: messages of resources. Invited paper presented at Sexuality, Society and Pedagogy Symposium, Bloemfontein, South Africa.

## 2012

- Ebersöhn, L. (2012c, Junie). 'Verenig' as alternatief tot 'Veg en vlug': Kollektiewe veerkragtigheid wanneer hulpbronne min, en nood hoog. Referaat gelewer tydens die Suid-

Afrikaanse Akademie vir Wetenskap en Kuns, Jaarvergadering en Simposium, Pretoria, Suid-Afrika.

- Ebersöhn, L. (2012d, January). Where children's demand for support meets supply of relationships: a honeycomb of resilience. Paper presented at the EASA Conference, Mpekwini, South Africa.

## 2011

- Ebersöhn, L., & Ferreira, R. (2011, September). Trends in resilience research with teachers. Paper presented at the 12th PsySSA Conference, Johannesburg, South Africa.
  - 2011-2012: Invited member of Research Committee - Department of Education Conference 2012.

## 2010

- Ebersöhn, L. (2010c, September). Session eight: So what has been the purpose of our scholarly enquiry? And what is our research agenda for the next decade? Discussant at the National Symposium HIV & AIDS and Education Research, Port Elizabeth, South Africa.
- Ebersöhn, L., Ferreira, R., & Mbongwe, B. (2010, January). How co-researcher teams see their role in participatory research. Paper presented at the EASA Conference, Vanderbijlpark, South Africa.
- Loots, T., Ebersöhn, L., Ferreira, R., & Eloff, I. (2010, September). We find ways of getting through the hurdles: addressing barriers resourcefully as teachers. Paper presented at the National Symposium HIV & AIDS and Education Research, Port Elizabeth, South Africa.
- Mohangi, K., Ebersöhn, L., & Eloff, I. (2010, September). I am doing okay: How children cope while living in an institution. Paper presented at the National Symposium HIV & AIDS and Education Research, Port Elizabeth, South Africa.

## 2009

- Ebersöhn, L. (2009a, April). Evaluating postgraduate work. Invited contribution presented at the UNISA Research Seminar series, Pretoria, South Africa.
- Ebersöhn, L. (2009b, April). Evaluating scientific work. Invited contribution presented at the UNISA Research Seminar series, Pretoria, South Africa.
- Ebersöhn, L. (2009c, February). Invited to be discussant at International Every Voice Counts Symposium, Durban, South Africa.
- Ebersöhn, L. (2009d, March). Organiser of seminar: National seminar on Partners in education research and practice: collaboration between teachers and education researchers, Magaliesburg, South Africa.
- Ebersöhn, L., & Ferreira, R. (2009, August). Networks of support flowing from an educational psychology intervention with teachers. Paper presented at the 15th South African Psychology Congress, Cape Town, South Africa.
- Ebersöhn, L., Ferreira, R., Odendaal, V., Loots, T., Mnguni, M., McCallaghan, M., & De Jager, K. (2009, March). Teachers and researchers piloting a PRA intervention: Asset-based psychosocial support in the context of HIV&AIDS. Paper presented at the Research in AIDS Seminar, Pretoria, South Africa.
- Francis, D., Buthelezi, T., & Ebersöhn, L. (2009, January). Invited to do concluding remarks at EASA Conference, Durban, South Africa.

- Eloff, I., Ebersöhn, L., Finestone, M., Olivier, H., Penny, J., Boeving, A., Forsyth, B. (2009, July). Opening Pandora's box in support groups for HIV-infected women: The need for additional services. Paper presented at the 17th Biennial South African Association for Child & Adolescent Psychiatry & Allied Professions (SA ACAPAP) Congress, Bloemfontein, South Africa.
- Ferreira, R., & Ebersöhn, L. (2009, September). Integrating academic service-learning with participatory action research. Paper presented at the Academic Service-Learning Seminar, Pretoria, South Africa.
- Ferreira, R., Ebersöhn, L., Loots, T., McCallaghan, M., Mnguni, M., & Odendaal, V. (2009, January). Rethinking teachers' roles in psychosocially supporting children and community members within the context of coping with HIV&AIDS. Paper presented at the Education Association of South Africa (EASA) Conference, KwaZulu-Natal, South Africa.
- Loots, T., Ebersöhn, L., Ferreira, R., & Eloff, I. (2009, February). Optimism and adversity as the two faces of teachers' psycho-social support within the context of HIV/AIDS. Paper presented at the HIV/AIDS Research Indaba, Pretoria, South Africa.\

## 2008

- Organiser of seminar: Stories of our collaboration., The Willows Conference Centre, Port Elizabeth, South Africa, 25–27 November.
- Ebersöhn, L., & Ferreira, R. (2008, November). The story of two researchers. Paper presented at the 'Stories of our collaboration' Seminar, Port Elizabeth, South Africa.
- Ebersöhn, L., Mampane, R., Mohangi, K., Olivier, H., Coetzee, S., & Fresen, J. W. (2008, October). Metamorphosis in distance learning: setting new trends in special needs education by addressing existing curriculum challenges. Paper presented at the Teacher Education at a Distance Conference, Pretoria, South Africa.

## 2007

- Eloff, I., Boeving, A., Briggs-Gowan, M., Ebersöhn, L., Ferreira, R., Finestone, M., Forsyth, B. (2007, August). Children affected by HIV&AIDS: Contemplations beyond individual resilience. Paper presented at the 13th South African Psychology Conference, Durban, South Africa.

## 2006

- Ebersöhn, L. (2006, April). Exploring positive psychological constructs in vulnerable children's resilience. Paper presented at the South African Positive Psychology Conference, Potchefstroom, South Africa.
- Ebersöhn, L., & Eloff, I. (2006, January). Exploring volunteers' application of the memory-box-making-technique to support coping with HIV & AIDS. Paper presented at the Education Association of South Africa (EASA) Conference, Bloemfontein, South Africa.
- Ebersöhn, L., & Ferreira, R. (2006, January). Reflecting on educators' use of memory box making in their pastoral role. Paper presented at the Education Association of South Africa (EASA) Conference, Bloemfontein, South Africa.
- Ebersöhn, L., Maritz, J., Mampane, R., Maritz, G., Mboweni, H., Lubbe, C., & Pieterse, J. (2006, January). Co-constructing child friendly environments: Reflecting on process and relationships in collaborative methodology. Paper presented at the EASA Conference, Bloemfontein, South Africa. Retrieved from

[http://www.puk.ac.za/opencms/export/PUK/html/fakulteite/opvoed/educ/kongresse/SAeD UC\\_Red\\_EbersohnOVSA06.pdf](http://www.puk.ac.za/opencms/export/PUK/html/fakulteite/opvoed/educ/kongresse/SAeD UC_Red_EbersohnOVSA06.pdf)

- Eloff, I., & Ebersöhn, L. (2006, January). Identifying assets during the memory-box-making process with vulnerable children. Paper presented at the EASA Conference, Bloemfontein, South Africa.

#### **2004**

- Ebersöhn, L. (2004, May). Applying the asset-based approach in therapy. Invited paper presented at the National Counsellors' Conference, Pretoria, South Africa.
- Ebersöhn, L., Ferreira, R., & Richards, A. (2004, August). Port Elizabeth outreach project. Paper presented at the HIV & AIDS Research and Skills Development Seminar, Pretoria, South Africa.

#### **2003**

- Ebersöhn, L., & Mbetse, D. J. (2003, September). The community's strategy for career education as a case study of the asset-based approach. Paper presented at the 9th PsySSA43 Congress, Johannesburg, South Africa.
- Ferreira, R., & Ebersöhn, L. (2003, September). Exploring the effectiveness and sustainability of asset-based coping with HIV & AIDS infected and affected children. Paper presented at the 9th Congress of the Psychological Society of South Africa (PsySSA), Johannesburg, South Africa.

#### **2002**

- Ebersöhn, L., & Eloff, I. (2002a, January). Integrating coping theory with the HIV & AIDS scenario. Paper presented at the EASA44 Conference, Pretoria, South Africa.
- Eloff, I., & Ebersöhn, L. (2002, January). The asset-based approach: praxis and paradigms. Paper presented at the EASA Conference, Pretoria, South Africa.
- Eloff, I., Ebersöhn, L., Ferreira, R., Lubbe, C., & Ferreira, J. (2002, September). Collaborating for transdisciplinary early intervention: Reflections from educational psychology. Poster presentation at the 8th South African Psychology Congress, Cape Town, South Africa.

#### **2001**

- Ebersöhn, L., & Eloff, I. (2001, October). Initial reflections on coping as a theoretical construct in the study of HIV & AIDS among young learners. Paper presented at Faculty of Education, University of Pretoria, Research Indaba, Pretoria, South Africa.

#### **2000**

- Ebersöhn, L. (2000b, August). A theoretical framework for life skills training in guidance and counselling. Paper presented at the International Conference of Psychology in Education, Pretoria, South Africa.
- Ebersöhn, L. (2000d, January). The role of emotional regulation in the classroom. Paper presented at the EASA Conference, Bloemfontein, South Africa.

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<sup>43</sup> Psychological Society of South Africa.

<sup>44</sup> Education Association of South Africa.

## 1996

- Ebersöhn, L. (1996, July). Selection of dentistry students at the University of Pretoria. Paper presented at the University of Pretoria research seminar: Canalising and selection of students, Pretoria, South Africa

## 2.2 TEAMWORK AND COLLABORATION WITH OTHERS

### 2019

- Well-being knowledge from Africa & Peru: Open learning content for rural education.
- Veronique Genniker, Santiago Cueto, Veronica Villaran, Phumzile Nokuthula Langa, Relebohile Moletsane, Adele Gordon, Kgobe, Madumetja, María Fernanda Torres, Patricia Arregui, Jessica Tapia and Nadeen Moolla.
- Collaboration between REPSSI and CSR: Meeting regarding potential joint proposal between APSSI/REPSSI and the Centre for the Study of Resilience, 12 March 2019.
- Research Technical Assistance Centre (RTAC) is a newly established funding mechanism that will provide scientific and research-based technical assistance to USAID by leveraging the technical and research expertise of the higher education community. It is one of several programs under CDR's Higher Education Solutions Network 2.0 (HESN 2.0) program. The RTAC Consortium is composed of nine core institutions and eight resource partners. The consortium is led by NORC at the University of Chicago (2019 – present)
- DST/NRF Global Change Social Science Research Programme: Development of the Global Change Social Science Research Programme (GCSSRP2), The Wits Club, University of Witwatersrand, West Campus, 11 July, 2019.

### 2018-2019

- Fordham-UP HIV stigma research collaboration: This collaboration builds on the relationships between Fordham and the University of Pretoria, and brings together our overlapping interests in HIV stigma, sexual orientation and resilience. Dr Eric Chen and Prof Pierre Brouard.

### 2018

- One of seven researchers on the Ministerial Committee for the Draft Policy Framework for Rural Education: Government Gazette of January 2018.

### 2013-2015

- **Penn State University** - FLY-NRF 2013–2015, Dr Karen Murphy.
- **University of California San Francisco** - FLY-NRF 2013–2015, Dr Shawn Ginwright, Visiting Fullbright Fellow hosted by ERA Unit.
- **Edith Cowan University** – FLY-NRF 2013–2015, Prof. Deslea Konza, Director: Fogarty Learning Centre.
- NRF-funded FLY-project. Investigating community engagement as higher education initiative to study resilience in rural schools.
  - Ebersöhn is principal investigator
- **Penn State University** - FLY-NRF 2013–2015, Dr Karen Murphy
- **University of California San Francisco** - FLY-NRF 2013–2015, Dr Shawn Ginwright, Visiting Fullbright Fellow hosted by ERA Unit

- **Edith Cowan University** – FLY-NRF 2013–2015, Prof. Deslea Konza, Director: Fogarty Learning Centre

### **2013 to Present**

- UP Task Team: Development Studies at UP (2013 – present).

### **2012 to Present**

- UP/CSIR SERA Sustainable Rural Development Task Team (2012 – present).

### **2010**

- International Mentoring of Advanced Graduates for Interdisciplinary Excellence (IMAGINE):
  - Melissa McHale (Principal Investigator, North Carolina State University) & Mike Wingfield (FABI UP) Ebersöhn is UP principal investigator

### **2007–2010**

- (ongoing): FLY45. Investigating resilience in rural schools.
  - Ebersöhn is principal investigator
  - Co-supervision: I Eloff (2006–2008), R. Ferreira (2009–2010), I Joubert (2009), G Bender (2008)
  - Postgraduate students

### **2003–2009**

- STAR Teachers supporting vulnerable children in the context of HIV&AIDS
  - Ebersöhn is principal investigator
  - Co-researcher: R. Ferreira
  - Postgraduate students

### **2005**

- M&SS Trust<sup>46</sup> funding for School-based HIV&AIDS research
  - Ebersöhn is principal investigator
  - Other team members in the Department of Educational Psychology: Dr R. Ferreira, and postgraduate students: M. Mnguni, T. Loots, M. McCallaghan, H. Olivier.

### **2004**

- ABSA Foundation funding for UP Educational Outreach Programme
- Ebersöhn is principal investigator (School-based HIV & AIDS care and support research and development project)
- Other interdisciplinary and interfaculty partners:

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<sup>45</sup>FLY Flourishing Learning Youth (Career and learning development intervention)

Faculty of Education programmes: MEd(Educational psychology); MEd(Learning support, guidance and counselling)

Faculty of Engineering, Built Environment and Information Technology module: Joint Community Project (JCP), Community-Based Project Module [JCP 201, JCP 202, JCP 203].

<sup>46</sup> Anonymous research grant donor

- UP Faculty of Engineering (Department of Civil Engineering) Teacher Mentorship project.
- and UP Faculty of Humanities (Department of Audiology) Kommunika project.

### **2003 - 2004**

- ETDP SETA47 funding for a research project in Limpopo (Bothlabela district) focusing on psycho-social coping skills interventions.
  - Ebersöhn is principal investigator.
  - Other team members in the Department of Educational Psychology: Prof. I. Eloff, Dr R. Ferreira, A. Swanepoel (postgraduate student).

### **2003 - 2004**

- ETDP SETA funding for research projects in communities in Mpumalanga (Silent Valley district) and the Eastern Cape (Port Elizabeth district) focusing on psycho-social coping skills interventions.
  - Ebersöhn was Department of Educational Psychology co-investigator.
  - Other team members in the Department of Educational Psychology: I. Eloff, R. Ferreira and postgraduate students: J. Viljoen, T. Loots and V. Odendaal.

### **1993–1996**

- Research on selection of first year students, UP - In collaboration with C. D. Jacobs, Career Development Centre, UP; R. Malan, UP; and S. Grey, Faculty of Medicine, UP.

**University of Brighton:** Part of the “Patterns of resilience among young people in a community affected by drought: Historical and contextual perspectives” research team published the “United We Stand - Young people from Leandra | University of Brighton” film and Resilience Drought Policy 2018 (<https://www.youtube.com/watch?v=0xMc9cY41dc&feature=youtu.be>)

### **North Carolina State University**

(See Other researchers (national and international))

### **Yale University**

2006–2010: NIH<sup>48</sup> Grant ‘Promoting resilience in Young Children of HIV-infected mothers in South Africa’ – Kgolo Mmogo Project.

Ebersöhn is UP co-investigator

Other inter-institutional and interfaculty partners:

YALE University: Brian Forsythe (Principal investigator); Kathleen Sikkema, Margaret Briggs-Gowan

University of Pretoria: Irma Eloff (Project director and Principal investigator), Bridget Jeffery (Kalafong); Maretha Visser, Annelize de Villiers;

Comprecare: Eddie Harvey

### **Rijksuniversiteit Groningen, Netherlands**

2004 & 2005

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<sup>47</sup> Education Training and Development Programme

<sup>48</sup> National Institute for Health, USA

Supervisory team of Master's student (Riel Timmermans) with Prof. Hinke Beukema (Faculty of Social Sciences Department of Education)

(Thesis title: Hope for life, how to protect life. Qualitative research into the implementation of a suitable AIDS prevention intervention applicable at a care centre).

### **HEAiDS (HESA project)**

2008&2009: National interinstitutional collaboration regarding teacher training and HIV&AIDS  
Ebersöhn is UP, Faculty of Education coordinator of module piloting (under Dean's leadership)-  
investigator

Other UP team members: Drs Mokgadi Moletsane, Kesh Mohangi & Ms Carine Jonker

Other inter-institutional and interfaculty partners:

HSRC: Lebo Moletsane

University of Kwazulu-Natal: Naydene de Lange

Nelson Mandela Metropol University: Lesley Wood

North-West University: Linda Theron

### **University of Johannesburg**

2008 & 2009: *SANPAD Research Project*. Child headed household research.

Ebersöhn is research partner.

Other inter-institutional and interfaculty partners

University of Johannesburg: Prof. J. Pillay, Dr E. Fritz, Dr H Krige

University of Pretoria: Dr M Moletsane

### **North-West University**

2006: *NRF Thuthuka Research Project*. Support of educators affected by the HIV pandemic.

Ebersöhn provides research capacity in terms of monitoring and evaluation of intervention.

Other inter-institutional and interfaculty partners

North-West University: Prof. L. Theron, Dr M.I. Xaba, Mrs. M.J. Watson and Prof. H. Strydom

University of Pretoria: Prof. C.S.L. Delport.

### **Department of Science and Technology, CSIR, South Africa and Ministry of Foreign Affairs, Finland**

2006-: KidsClubs project - Information Society Development and Science and Technology  
Collaboration Programme

Research partners: Department of Science and Technology, CSIR, South Africa and Ministry of  
Foreign Affairs, Finland (\$100 172.14)

Ebersöhn is UP research consultant on both research methodological aspects and educational  
psychological foci of acquiring new technologies.

### **UNICEF, Department of Education, Centre for Studies in AIDS**

2004–2006: UNICEF funding for Developing Child Friendly Environments and Creating Safe  
Spaces for Children Initiative (Limpopo Province).

Ebersöhn's role is to provide research, monitoring and evaluation capacity.

Partners: National Department of Education, UNICEF, University of Pretoria (Centre for Study  
of AIDS, Department of Educational Psychology), University of the North, Venda University of  
Technology.

### **HOPE/HIV UK**



2005: monitoring and evaluation of HOPE/HIV UK art-based psycho-social programme with children and volunteers.

### **HSRC**

2003 & 2004: Appointed twice by Human Sciences Research Council to review SA Education Policy in terms of HIV & AIDS.

### **HSRC & ELRC**

2003: HSRC ELRC-funded National Research Project: Determinants of demand and supply of educators based in public schools and FET colleges.

Ebersöhn's role: Higher Education Institutional Researcher.

Project leader: Dr Olive Shisana, Executive Director: Social Aspects of HIV & AIDS and Health (Human Sciences Research Council).

### **UNICEF**

2003: UNICEF invitation to participate in a national review of findings about Life Skills Education. (UP, 26–27 November 2003).

### **Save the Children - UK**

2004: Collaborative Programme for Educators Capacity Development in the context of HIV & AIDS - In collaboration with Save the Children UK (Lynette Madakunye).

### **SANPAD**

2000–2002: SANPAD funding for Collaborative research Project on Early Childhood Intervention in South Africa under leadership of Prof. Erna Alant<sup>49</sup>, Centre for Alternative and Augmentative Communication, UP.

## **3. MANAGEMENT AND ADMINISTRATIVE DUTIES**

### **3.1 ADMINISTRATIVE FUNCTIONS**

- UP Member of Senate (2019 – present)
- UP Faculty Transformation Steering Committee (2018 – present)
- Appointed by Vice-Chancellor to 'Committee for Senior Awards: Outstanding Achievers and other Awards' (2017– present)
- Chair: Ethics Committee, Faculty of Education, University of Pretoria (2010 – 2019)
- Director: Unit for Education Research in AIDS: 2008 – 2014
- Member: Tuks AIDS Reference Group (TARG) (2009 – present)
- Research mentor to Faculty of Education colleagues in the Research Development Programme: Ronél Ferreira, Kesh Mohangi, Hanlie Dippenaar, Ina Joubert.
- Acting Head of Department: Department of Educational Psychology, Faculty of Education, UP: September 2006 – September 2008.
- Panel (double blind refereeing) of conference papers for AUCEA National Conference, Whyalla, South Australia, 8 – 10 July.

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<sup>49</sup> Laureate Award for Teaching Innovation, UP awarded to the master/s degree that was developed in this project.

- Member: University of Pretoria Senate Committee for Research Ethics and Integrity (2010 – present)
- Steering organisation of research symposia: Unit for Education Research in AIDS National seminar on Partners in education research and practice: collaboration between teachers and education researchers Amanzingwe Lodge, Magaliesburg 1 – 3 March 2009.
- The stories of our collaboration., The Willows Conference Centre, Nelson Mandela Metropole, 25 – 27 November 2008.
- Member of conference steering committee:
- EASA Conference 2010. North-West University Vaal Triangle Campus. 12 – 15 January 2010.
- Distance Education and Teacher Education in Africa (DETA) Conference. 3 – 6 August 2009, University of Cape Coast, Cape Coast, Ghana.
- Project leader in various research- and community engagement projects (refer to 5.1).
- Tuks AIDS Reference Group (Faculty of Education Representative): 2008 – present (EU Funded initiative coordinated by UP Centre for the Study of AIDS).
- Faculty Representative on UP Faculty Research Coordinators Forum (UP Department Research and Innovation Support) (2009 – present)
- HERS-SA Academy for senior women in higher education: 2005.
- Faculty of Education Research Coordinator in the focus area: HIV & AIDS: 2003 – present
- Faculty of Education Programme Committee Member: May 2007 – August 2007
- Faculty of Education Postgraduate Committee Member: September 2006 – August 2007
- Faculty of Education Research Committee Member: 2001 – present.
- Faculty of Education Ethics Committee Member: 2003.
- Faculty of Education Master's and Doctoral Committee Member: 2002 – 2004
- Co-ordinator and curriculum developer for Education 364 in the Faculty of Education: 2007 – present.
- Co-ordinator of Education 154 in the Faculty of Education: 2000 – 2002.
- Co-ordinator of Lyceum distance education programme (Education 121) in the Faculty of Education: 1997 – 2000.

## **4. COMMUNITY SERVICE OR PROFESSIONAL SKILLS**

### **4.1 OUTREACH PROJECTS**

2005–ongoing: Flourishing Learning Youth (FLY) – school-based intervention project with academic service learning students and postgraduate research students.

Ebersöhn is principal investigator

Faculty of Education Programmes: MEd(Educational psychology); MEd(Learning support, guidance and counselling)

Faculty of Education Engineering, Built Environment and Information Technology module: Joint Community Project (JCP), Community-Based Project Module [JCP 201, JCP 202, JCP 203].

Co-supervision: I. Eloff (2006–2008), R. Ferreira (2009–), I. Joubert (2009), G. Bender (2008)

Postgraduate students

2003–2010: Supportive Teachers, Assets & Resilience (STAR) - Teachers supporting vulnerable children

Ebersöhn is principal investigator

Co-researcher: Dr R. Ferreira

Postgraduate students

11 schools in three provinces: Gauteng (5 schools), Mpumalanga (3 school), Eastern Cape (3 school).

Psychosocial care and support projects (ETDP SETA Funded)

Projects in rural communities in Mpumalanga and Limpopo.

2004 & 2005.

## **4.2 PROFESSIONAL SERVICE PERFORMED**

### **2018**

- Participant in Rhino Poaching in The Etosha National Park, Republic of Namibia: Discussing The Affect. Community Resilience: Flocking as a Threat Response. Department of Political Sciences, University of Pretoria. (17 October 2018).
- Peer Reviewer at the Economic and Social Research Council (ESCR) Centres Competition
- Cambridge Centre for Resilience (CCfR).
- Contribution to the International Psychology at Walden University – Development in an era of crisis. (2018)
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- Participated in an invitational session of the United Nations Security Council Counter-Terrorism Executive Directorate Mission to South Africa, 7 – 9 May 2018, Pretoria

### **2015**

- National Institute of Education, Nanyang Technological University in Singapore: External reviewer for professorial promotions

### **2011**

- NRF SARChI Programme Review Panel

### **2010**

- NRF Annual reports panel review (Thuthuka & Institutional Research Development (IRD))
- Evaluation of a Killam Research Fellowship Application for Claudia Mitchell – McGill University, Canada
- 2010: University of Swaziland - External reviewer for professorial promotions

### **2009**

- Danida Fellowship Centre, Danish Consultative Research Committee for Development Research (DANIDA). Reviewer Panel member
- UNISA Academic Research Seminar Series. Presenter on Research Themes to UNISA scholars.

### **2005–2011**

- National Research Foundation (NRF) review panel for research project applications.
- National Research Foundation (NRF) review panel for rating applications

## **2005**

- participation in research project/rapid survey commissioned by Soul City (aim: informing the development of a Soul City advocacy campaign to create a more enabling policy environment for schools to become nodes of care and support for orphan and vulnerable children (OVCs))

## **2004-2009**

- South Africa Netherlands Research Programme on Alternative Development (SANPAD) Reviewer Panel member

## **2004**

- HIV & AIDS Consultant for SABC2 Youth Programme.

### **4.3 CLINICAL SERVICE**

HPCSA-evaluation with Prof. Sandy Lazarus of Educational Psychology programme at the University of Stellenbosch.

Professional supervision (academic service learning): MEd (Educational Psychology) students.

#### **4.3.1 INVOLVEMENT WITH OTHER UNIVERSITIES & SCIENTIFIC INSTITUTIONS**

- Editorial board: Taiwan Journal of Innovation in Social Sciences (2021)
- External assessor to a Candidates suitability for associate Professor at the University of Cape Coast, Ghana, (July 2020).
- Appointed as scoping expert to represent South Africa as a social scientist on the panel for UNESCO Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES) transformative change assessment
- Editorial board: Review of Educational Research (RER) (Second term: 2019 – present)
- Board member: International One Health for One Planet Education Initiative (2019 – present)
- Member: International Council of Psychology Educators (ICOPE) Incorporated (2018 – present)
- Editorial board: The Brazilian Journal of Special Education (2017 – present)
- Editorial board: Ghana Journal of Education: Issues and Practice (GJE) (2017 – present)
- Editorial board: The International Journal of Multiple Research Approaches (IJMRA) (2017 – present).
- Chair of the International Research and Scholarship Committee, Division C, Learning and Instruction, of the American Educational Research Association (2014–2015)
- Editor: South African Journal of Education (2012–2016)
- WERA Task Force Co-Chair: Poverty and the Opportunity to Learn Worldwide (2012–2014)
- Associate Editor South African Journal of Education (2011 – 2017)

- World Education Research Association (WERA) Council member and EASA representative (2010–2012)
- Past President, Education Association South Africa (2011)
- President, Education Association South Africa (2010)
- 2009: Education Association of South Africa (EASA) Vice President on executive committee
- 2005 – 2009: National Research Foundation (NRF) review panel for both research projects, as well as rating
- 2004 – 2009: South Africa Netherlands Research Programme on Alternative Development (SANPAD) Reviewer Panel member
- 2002: FOTIM50 assessment of new academic programme: MEd Life and Career Education, RAU (present, UJ)

#### 4.4 REFEREE DUTIES

##### 4.4.1 EDITORIAL AND JOURNAL REVIEWS

- **Board member:** The African Journal of Career Development (AJCD) (July 2018 – December 2020)
- **Member:** Editorial Board of the Review of Educational Research (2017 – present)
- **Member:** Editorial Board of the Brazilian Journal of Special Education (2017 – present)
- **Member:** The Editorial Board of the African Studies and Diaspora Series in 2017, Afro-Brazilian Studies Center of the State University of Santa Catarina (2017 – present)
- **Associate Editor:** South African Journal of Education (2017 – present)
- **Executive Editor:** South African Journal of Education (2012 – 2016)
- **International Advisory Board:** Journal of All India Association for Educational Research
- **Member on the Editorial Board:** Global Journal of Psychology Research
- **Member:** Editorial Board of Education as Change (2012 – present)
- **Member:** Editorial Board of Educational Research for Social Change (2010 – 2015, 2015 – 2017)
- **Member:** Editorial Board of International Research and Capacity Building Foundation IRCAB Journal of Arts and Education (Consulting Editors) (2012 – present)
- **Member:** Editorial Review Board of Teaching Educational Psychology (TEP) for two cycles (2004 – 2006, 2006 – 2008)
- **Member:** Editorial Board, Perspectives in Education. (2002–2003)
- **Associate Editor:** South African Journal of Education (2011-2016)
- **Member:** Editorial Board of South African Journal of Education (2011)
- **Reviewer for Special Editions in Journals:**
  - Journal of Psychology in Africa: Positive Psychology Special Edition, 2008. Guest Editor Irma Eloff (UP).
  - Early Child Development and Care: Fathering and Attachment in Context: Patterns across the Lifespan Guest Editor(s): Lisa Newland and Harry Freeman, The University of South Dakota; Diana Coyl, California State University at Chico.

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<sup>50</sup> Foundation of Tertiary Institutions of the Northern Metropolis

- Education as Change: Educational Psychology and Community Engagement. Guest Editor(s): Jayce Pillay (UJ), Helen Dunbar-Krige (UJ).
- **Reviewer for journals:**
  - Acta Academica
  - Africa Education Review
  - African Journal of AIDS Research
  - Education as Change
  - International Journal of Inclusive Education
  - International Journal of Qualitative Studies in Education
  - Journal of Mixed Methods Research
  - Journal of Psychology in Africa
  - Journal of Education
  - Journal of Child and Adolescent Mental Health
  - Koers
  - Perspectives in Education
  - Psychology, Health & Medicine
  - South African Journal of Education
  - South African Journal of Psychology
  - South African Journal of Higher Education
  - Teaching and Teacher Education
  - Teaching Educational Psychology
  - Tydskrif vir Geesteswetenskappe van die SA Akademie vir Wetenskap en Kuns

#### **4.4.2 EXTERNAL EXAMINER: THESES & DISSERTATIONS**

##### **2020**

- University of the Witwatersrand: PhD (Public Health) Mercy Manyema's. The impact of adverse childhood experiences (ACEs) on health and well-being in young adulthood: a longitudinal analysis of data from the birth to twenty plus (Bt20+) cohort.

##### **2019**

- University of Madras, Chepauk, Chennai, India. PhD(Psychology). Board of Examiners to adjudicate the thesis of Ms. Christine Nalini Winston titled The Role of Deficiency-Needs in Young Adults' Conceptualizations of the Good Life.
- 2018/2019. University of Pretoria. PhD(Rural Development Planning). A.M McIntyre. An investigation of the role of food democracy in food security policy and research outcomes in South Africa.

##### **2017**

- University of Calgary. PhD(Applied Psychology). Dawn Bremner. An Appreciative Inquiry into the Leadership Development of Zulu Youth in a South African Township.

##### **2015.**

- University of Rhodes. PhD(Education). Naftal Sakaria Ngalangi. A Foucauldian analysis of discourses shaping perspectives, responses, and experiences on the accessibility, availability and distribution of condoms in some school communities in Kavango region.
- 2015. University of Stellenbosch. PhD(Opvoedkunde). Henry Fillies. Die konstruering van hoërskool leerders se leerpraktyke binne 'n werkersklaswoonbuurt.

- Nelson Mandela Metropolitan University. PhD(Education). S. Pillay. Female Indian adolescents in a secondary school in Kwazulu-Natal constructing their beliefs and ideas about sexuality in the face of HIV and AIDS: a visual participatory approach.

## 2012

- Bharathiar University, Coimbatore.

## 2011

- University of Stellenbosch. MEd(Opvoedkundige Beleidstudies). Ruby Watson. Wat is die invloed van skoolbestuur op die rol-identifisering van onderwysers by 'n primêre skool in die Wes-Kaap?
- University of Johannesburg. MEd(Educational Psychology). Sanisha Naidoo. How do conversations among grade five learners contribute to their knowledge and understanding of myths and facts about HIV/AIDS.
- University of Kwazulu-Natal MEd. B.M. Donda. Telling lives: Principals' work as intellectual work in rural settings.
- University of Johannesburg. MEd(Educational Psychology). Rubina Setlhare. Exploring how a constructivist career counselling intervention assists a late adolescent in sheltered care to re-author his life story.

## 2010

- University of the Free State. MSc (Voorligtingsielkunde). Elizabeth van der Walt. Die verband tussen lokus van kontrole en akademiese prestasie by oorbruggingstudente.
- University of KwaZulu-Natal. MEd (Teacher Education and Professional Development). Shereen Saloojee. 'Portraits of rural schooling': what does it mean to be a teacher in a rural school?
- Northwest University. PhD (Learner Support). Anne C. Karstens. Towards an epistemological framework for a Life Orientation programme based on spirituality.
- University of KwaZulu-Natal. PhD. Dominic Mapopa Ndengu. Speaking their minds: adolescents' understanding of their vulnerability to HIV/AIDS in the context of existing intervention programmes in Malawi.

## 2009

- Northwest University. MEd(Educational Psychology). Mabitsela Martha Masai. The impact of Red II on educators affected by HIV/AIDS in the Fezile Dabi district.
- University of KwaZulu-Natal. MEd(Curriculum studies). Beth (Maureen) Peat. Rural educators' implementation of the National Curriculum Statements' Arts and Culture learning area: the educators' narratives.

## 2008

- Nelson Mandela Metropolitan University. Magister Educationis. Pryah Mahabeer. School principals' perceptions and responses to the HIV and AIDS pandemic in schools in the Eastern Cape.
- University of Johannesburg. MEd(Psych). Cheryl Ann Wright. [with distinction]. Living with hope: a phenomenological inquiry of the experiences of teenagers heading an AIDS-orphaned home.

- University of Stellenbosch. MEd(Psych). Heather Ryan. Exploring the asset-based approach with a learner affected by disability and HIV and AIDS.

#### **2007**

- University of Stellenbosch. MEd(Psych). Michelle Munro. Evaluation of a HIV peer education training program.

#### **2006**

- University of Stellenbosch. MEd(Psych). M.F. van Wyk. Emotional-social competencies that enhance wellness in teachers: An exploratory study.
- UNISA. MEd (Socio Education). Helena Coetzee. Individual and socio-cultural factors contributing to the spread of the HIV/AIDS pandemic among adolescents: a socio-educative perspective.
- North-West University. T.P. Kanen. MEd(Learning and teaching). Riglyne vir die implementering van 'n portuurhelperprogram in sekondêre skole in Suid-Afrika.

#### **2005**

- University of the Witwatersrand. MEd(Educational Psychology). Lauren Rose. Using the Adolescent Stress Identification Inventory (ASII) to identify stress in Grade 10 and Grade 11 girls at a private high school in Johannesburg.
- University of Stellenbosch. MEd(Psych). G. Fisher. Drying up the bedwetting: Retelling of a narrative journey.

#### **2004**

- RAU. MEd (Loopbaan- en Lewensoriëntering). S. Cloete. Collages as 'n strategie in die selfbewuswording van die adolessent.

#### **2003**

- Universiteit Stellenbosch. MEd(Psig). M.M.E. Prinsloo. Die (re-)konstruksie van stories: van sindroom tot self.
- RAU. MEd (Educational Psychology). C. Bhéamadu. The exploration of metaphoric stories as a therapeutic technique for as young boy with an anxiety disorder.
- UNISA. MEd (Voorligting). F. Kotzé. Die invloed van etikettering op die persoonwees van die mens: 'n opvoedkundig-sielkundige perspektief.
- RAU. MEd (Educational Psychology). A. Nel. The life-world of a ten-year-old child born with HIV.
- UNISA. MEd (Voorligting). A.C. Jones. Droomontleding: 'n Opvoedkundig-sielkundige hulpmiddel vir insig in die emosionele probleme van adolessente.
- RAU. MEd (Educational Psychology). I. Karsten. Portfolios as tools for support in university skills development: Experiences of foundation students in university preparation (UNIPREP) at RAU.

#### **2002**

- UNISA. MEd (Guidance and Counselling). E. van Coller. Preparation for immigration – a psychological educational perspective.
- RAU. MEd (Educational psychology). S. Kruger.



- UNISA. MEd (Guidance and Counselling). G.T. Mnguni. Self-concept enhancement of Zulu-speaking adolescents in multicultural schools.

#### **2001**

- RAU. PhD (Educational Psychology). J.D. Goonan.
- UNISA. MEd (Guidance and Counselling). C.A. Wootton. The role of parents in the development of adolescents' emotional intelligence.
- VISTA University. MEd (CW) Cognitive Education. K.M. Raseala. The pedagogical validity of the criteria applied by outcomes based education to assess learners' problem-solving abilities.
- VISTA University. MEd (CW) Cognitive Education. D.M. Majolo. The cognitive validity of the pedagogy of the critical cross-field outcomes

#### **4.4.3 EXTERNAL EXAMINER – MODERATOR**

#### **2011**

- University of Kwazulu-Natal – MEd module: Research Methodologies in Education (EDRS807E2)
- University of the Witwatersrand, School of Human & Community Development – external examiner: MEd (Educational Psychology) programme

#### **2010**

- University of Limpopo (ACE-LO programme)
- North-West University Foundation of Educational Research (Module FOER).

**2009–2011**

- University of the Witwatersrand, School of Human & Community Development – external examiner: BEdHons (Educational Psychology) programme.

**2008–2011**

- University of the Witwatersrand, School of Human & Community Development – external examiner: BEdHons (Educational Psychology) programme

**2007**

- North-West University, Faculty of Education Sciences. External moderator ACE modules: Learner Support for Individual and social problems (KPOK 527) & Practical Learner Support (RMPK 527)

**2006 & 2007**

- University of Stellenbosch - External moderator and examiner in PGCE. Life orientation / Lewensoriëntering

**2006 – 2009:**

- University of Johannesburg - External examiner in MEd Educational Psychology. Practical module 2 (SIOV138)

**2003 – 2009**

- University of Johannesburg - External examiner in MEd Educational Psychology. Therapeutic Intervention (SIOV168)

**2002 – 2003**

- University of Johannesburg - External examiner for MEd Life and Career Orientation

## **5. AWARDS AND SCIENTIFIC / SCHOLARLY RECOGNITION**

### **5.1 EVALUATION STATUS AS SCHOLAR**

- South African National Research Foundation rated researcher (2015: C1)
- South African National Research Foundation rated researcher (2008: C3)
- ASSAf membership (2014 – present)

### **5.2 RESEARCH AWARDS & PRIZES**

#### **2018**

- Education Association of South Africa (EASA) Researcher Medal.

#### **2012**

- Awardee of the Department of Science and Technology Women in Science Awards 2012 (Distinguished Women Scientists Category, First runner-up)

#### **2011**

- Dean's Award for International Scholarship and Postgraduate Supervision

#### **2005**

- UP Exceptional Young Researcher Award
- Education Association of South Africa Medal: Young Researcher

#### **2002**

- Faculty of Education, UP Award for Intellectual Leadership

#### **1992**

- Vice Chancellor and Rector's Prize for Exceptional Achievers

#### **1991**

- Vice Chancellor and Rector's Prize for Exceptional Achievers
- TED and SANLAM prize for Achievers