

CURRICULUM VITAE

PROF. LIESEL EBERSÖHN

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

2023

BRIEF BIOGRAPHY

Liesel Ebersöhn, (Director of the Centre for the Study of Resilience and Full Professor, Department of Educational Psychology, University of Pretoria). Her research focuses on social dimensions of resilience that support positive health and wellbeing outcomes in severely challenged Southern African spaces. She has made critical contributions to understanding, from an Afrocentric perspective, resilience-enabling responses that promote collective wellbeing given collective distress. This work has led to foregrounding collaborative rather than competitive responses to disruption – managing finite resources in sustainable ways that support egalitarian positive education, health and wellbeing outcomes. Her work finds applications nationally and internationally in global education, wellbeing, poverty and transdisciplinary think tanks, panels and boards. She is influential in Global South education development circles and actively supports education policy reform in the Global South based on evidence of resilience-enabling transformation in Africa. She is a recipient of numerous scientific association-, national- and institutional awards. She is the World Education Research Association President Elect.

SUMMARY OF RESEARCH OUTPUTS

| | |
|---|--|
| Published international and national journals | 85 |
| Books published (co-author, co-editor, or editor) | 10 |
| Chapters in books (other than in own or edited books) | 23 |
| Published conference papers | 7 |
| Invited international keynotes / conference papers | 11 |
| Participation in International and national conferences, workshops, and short courses | 161 |
| Invited to organise symposia at conferences | 11 |
| Invited as discussant internationally and nationally | 9 |
| Supervision of international postgraduate student | 1 |
| Postgraduate studies supervised to completion | 97 |
| Project leader in funded research projects | 15 |
| Internal examiner (dissertations) | 1 |
| External examiner (dissertations) | 40 |
| External examiner/moderator (course work) | University of Ghana, 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

| | | | | | | |
|----------------------------|--|--------------------------|-----------------|--------------------------|----------------------------------|-------------------------------------|
| Surname | Ebersöhn | | | | | |
| First names | Liesel | | | | ID Number | 6908110236088 |
| Citizenship | South African | | | | Title | Prof. |
| | | | | | Female | <input checked="" type="checkbox"/> |
| | | | | | Male | <input type="checkbox"/> |
| Place of birth | Vanderbijlpark | | | | Date of birth | 1969-08-11 |
| Population group | African | <input type="checkbox"/> | Coloured | <input type="checkbox"/> | Indian | <input type="checkbox"/> |
| | | | | | White | <input checked="" type="checkbox"/> |
| | | | | | Other (Please specify) | |
| Department | Educational Psychology | | | | Position | Full Professor |
| Direct Telephone | (012) 420-2337 | | | | Direct Telefax | (012) 420-5511 |
| E-mail | liesel.ebersohn@up.ac.za | | | | | |
| Date of appointment | 1996-01-01 | | | | Permanent full-time | <input checked="" type="checkbox"/> |
| | | | | | Temporary full-time | <input type="checkbox"/> |

1.2. ACADEMIC QUALIFICATIONS OBTAINED

| Degree/Diploma | Field of study | Higher education institution | Year | Distinctions |
|-----------------------|-------------------------------|-------------------------------------|-------------|--|
| PhD | Educational Psychology | University of Pretoria | 2000 | UP International Exchange Programme for Lecturers ¹ (1999) Thesis published in <i>Life skills & Assets</i> (2002) |
| MEd | Educational Psychology | University of Pretoria | 1995 | <i>Cum Laude</i> UP International Research Programme for Post-Graduate Students ² (1994) UP Achievement bursary UP Academic Honours |
| BEdPsych | Career orientation pedagogics | University of Pretoria | 1992 | <i>Cum Laude</i> Vice Chancellor and Rector's Prize for Exceptional Achievers (1992) UP Achievement bursary UP Academic Honours |
| BPrimEd | Senior Primary | University of Pretoria | 1991 | <i>Cum Laude</i> Vice Chancellor and Rector's Prize for Exceptional Achievers (1991) TED and SANLAM prize for Achievers (1991) UP Achievement bursary |

¹ 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).

² Masters studies - UP funded research visit to: Dental Hospital and School, University of Glasgow, U.K and *Dienst Conserverende Tandheelkunde, Dienst Parodontologie, Dienst voor Studie-Advies, Katholieke Universiteit Leuven*, Belgium.

| | | | | |
|--|--|--|--|---|
| | | | | TDE ³ bursary UP Academic Honours |
|--|--|--|--|---|

1.3 WORK EXPERIENCE

| Name of employer | Capacity and/or type of work | Period From (mm//yy to mm//yy) |
|---|------------------------------|---------------------------------|
| University of Hamburg | Visiting researcher | 2022 |
| Department of Educational Psychology Faculty of Education University of Pretoria | Full Professor | January 2010 – present |
| Centre for the Study of Resilience University of Pretoria | Director | September 2014 – present |
| Unit for Education Research in AIDS | Director | January 2008 – present |
| Department of Educational Psychology Faculty of Education University of Pretoria | Acting Head of Department | September 2006 – September 2008 |
| Department of Educational Psychology Faculty of Education University of Pretoria | Associate Professor | January 2008 |
| Department of Educational Psychology Faculty of Education University of Pretoria | Senior Lecturer | January 2000 – 2008 |
| Department of Career Guidance Faculty of Education University of Pretoria | Lecturer | January 1996 – January 2000 |
| <i>Loopbaanontwikkelingsentrum</i> ⁴ Faculty of Education University of Pretoria | Technical assistant | October 1992 – December 1995 |
| Department of Education Management Faculty of Education University of Pretoria | Research assistant | January 1992 – October 1992 |

2. TEACHING ACTIVITIES

2.1 COURSES PRESENTED

| Course | Level (e.g. second year, Masters) | Self developed (Yes or No) |
|---|-----------------------------------|----------------------------|
| Work-Integrated Learning 452 and 453 PRO 452 and 453 | Fourth year | No |
| Beroepsoriënteringspedagogiek 804 BOP 804 | Masters | Yes |
| Loopbaanontwikkeling 710 LOT 710 | Honneurs | Yes |
| Beroepsvoorligting 710 BPV 710 | Honneurs | Yes |
| Opvoedkundige Voorligting en Berading 710 | Honneurs | Yes |

³ Transvaal Department of Education

⁴ Centre for Career Development

| | | |
|---|-------------|------------|
| OVB 710 | | |
| Navorsingsprojek 780 NOS 780 | Honneurs | <i>No</i> |
| Beroepsoriënteringspedagogiek 780 BOP 780 | Honneurs | <i>No</i> |
| Algemene Skoolvoorligting 402 ASV 402 | Fourth year | <i>Yes</i> |
| Career Guidance OPV 457 | Third year | <i>Yes</i> |
| Life Skills OPV 460 | Fourth year | <i>Yes</i> |
| Life skill Facilitation OPV 154 | First year | <i>Yes</i> |
| Opvoedkunde 120 OPV 120 | First year | <i>Yes</i> |
| Opvoedkundige Voorligting en Berading 300 OVB 300 | Third year | <i>Yes</i> |
| Opvoedkundige Voorligting en Berading 200 OVB 200 | Second year | <i>Yes</i> |
| Opvoedkundige Voorligting en Berading 100 OVB 100 | First year | <i>Yes</i> |
| Skoolvoorligting 200 SVL 200 | Second year | <i>No</i> |
| Skoolvoorligting 100 SVL 100 | First year | <i>No</i> |

3. TEACHING OUTPUTS

- Ebersöhn, L. (2020). *Strengthening community-based psychosocial support flocking: A relationship-resourced resilience theory by Liesel Ebersöhn*. In J. Morgan 1st edition, (Regional Psychosocial Support Initiative). Africa Psychosocial Support Institute (APSSI). <https://www.up.ac.za/media/shared/228/flocking-1.zp197231.pdf>
- Contribution to the International Psychology Programme at the Walden University – Development in an era of crisis (2018).
https://catalog.waldenu.edu/preview_course_nopop.php?catoid=149&coid=275520

4. OTHER TEACHING CONTRIBUTIONS

4.1 MEMBERSHIP OF NATIONAL AND INTERNATIONAL BODIES

Advisory Board Member

- International Advisory Board member: Çanakkale Onsekiz Mart University (2023).
- Advisory Board Member: Centre for the Future of Work (CFoW), University of Pretoria (2022).
- Advisory Board Member: Javett-UP Interfaculty Advisory Group (JIAG), University of Pretoria (2022).
- Advisory Board Member: Malaria Institute Advisory Group, Faculty of Health Sciences, University of Pretoria (2022).
- Advisory Board Member *One Health for One Planet Education* (1HOPE) (2020 – present)
- Transformative Change Scoping Experts and Management Committee: *Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services* (IPBES) (2020 – present)
- International Advisory Board Member: *Ecuadorian Association for the Advancement of Educational Research* (ASEFIE) (2018 – present).
- International Advisory Board Member: *African Centre of Excellence for Education Leadership and Teacher Education* (2018 – present)
- South African representative on the Advisory Board of the *International Association of Educators* (2017 – present).

Member

- Observer: *Inter-Provincial Rural Education Committee*, Department of Basic Education (2019-current)
- Referee: *Marsden Fund*. Royal Society Te Apārangi, New Zealand (2021-present)
- Scientific Committee: International Psychology Congress (ICP2024)
- International Council of Psychology Educators* (ICOPE) (2018 – present)
- One Health Global Think Tank for Sustainable Health & Well-Being – 2030* (2017 – present)
- Scientific Committee, Centennial American Education Research Association annual meeting, Washington (2016)
- UN Global working group* commissioned by the FRESH Partnership. (2016 – 2017)
- South African Education Research Association* (SAERA: 2014, 2015, 2016)
- Education Association of South Africa* (EASA) (2000 – present)
- Academy of Science of South Africa* (ASSAf) (2014 – present)
- Scientific Committee, *International Psychology Conference* (2012)
- Research Committee, *Department of Basic Education Conference* (2012)
- Education Association of *South Africa Representative to the World Education Research Association* (2009 – 2012)⁵
- Institutional team coordinator: *HEAiDS National Project: Teacher Training Module* – piloting the module in the Faculty of Education, University of Pretoria. (2008 – 2009)
- Scientific Committee, *Distance Education Teaching Association* (DETA), Gold Coast, Ghana (2008)

⁵ Representing Education Association of South Africa at WERA Council meeting, Denver, May 2010.

Die Suid-Afrikaanse Akademie vir Wetenskap en Kuns⁶ (2008 – present)
American Education Research Association (AERA) (2001 – 2002, 2005 – 2006, 2010, 2012 – 2015)
 Reference Group for Educational Psychology, *Professional Board for Psychology* (2003–2004)
 Invited Honorary Member : Scientific and Advisory Board of the International Association of
 Education Researchers Association
 Co-Chair: *WERA-Taskforce Poverty and Education* (World Education Research Association) (2010-
 2014).
 Co-Chair: *WERA-Taskforce Global Challenge and Education Research Taskforce* (World Education
 Research Association) (2020-current).
 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)
 Interest Group Secretary: Psychology in Education, *Education Association of South Africa* (2000 –
 2002)
Psychological Society of South Africa (PsySSA) (1995-current)
Health Professions Council of South Africa (HPCSA) (1995-current)

Council Member

World Education Research Association - WERA (2010 – 2013)

Executive Committee Member

Secretary General: World Education Research Association - WERA (2014 – 2022)
 Education Association of South Africa (2009-2011)

President

President-Elect: World Education Research Association (Jul 2022-current).
 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 Kuns⁷

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

Visiting Researcher, Edith Cowan University, Perth, Australia (July 2023).
 Visiting Researcher Stay, *Deutscher Akademischer Austauschdienst* (DAAD), University Academics
 and Scientists Programme, Jun-Aug 2022, Universität Hamburg.
 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).
 Visiting Researcher, Notre Dame University (Jul 2017).
 Visiting Fellow with Dr Karen Murphy, Pennsylvania State University (Apr 2016).
 Visiting Researcher, Pontificia Universidad Católica del Perú (March-Apr 2016).
 Invited Lecture of joint Murdoch and Curtin University Seminar – Western Australia Institute for
 Educational Research (WAIER) (July 2015).
 Visiting Fellow, Edith Cowan University, (Fogarty Learning Centre), Perth, Australia (Nov 2012-Jan
 2013).
 Visiting Fellow, Edith Cowan University, (Fogarty Learning Centre), Perth, Australia (Febr 2011).
 Visiting Fellow, Edith Cowan University, (Fogarty Learning Centre), Perth, Australia (July 2009).
 Scholarly visit to Southern Connecticut State University, Faculty of Education (August 2003).

⁶ *The South African Academy of Arts and Science.*

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

Associate Professor and Research Fellow, Department of Psychology & Center for Interdisciplinary Research on AIDS, YALE University, United States of America (July 2001 - November 2001).

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) (Apr 1995).

Dental Hospital and School, University of Glasgow, UK and Dienst Conserverende Tandheelkunde, Dienst Paradontologie, Dienst voor Studie-Advies, Katholieke Universiteit Leuven, Belgium (Apr 1995).

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

- International Reference Group on Undergraduate Psychology Outcomes (IRGUPO) (2022 – present).
- International One Health for One Planet Education Initiative (2019 – present).
- International Council of Psychology Educators (ICOPE) Incorporated (2018 – present).
- Contribution to the International Psychology Programme at the Walden University – Development in an era of crisis (2018).

5. POSTGRADUATE SUPERVISION

5.1 COMPLETED DEGREES

| No | Name of student | Degree/Title of dissertation/thesis and date completed | Supervisor | Co-supervisor(s) | Duration (years) |
|---|---------------------------------|---|--|----------------------------|------------------|
| INTERNATIONAL STUDENTS SUPERVISED TO COMPLETION | | | | | |
| 1. | Timmermans, G.H.E. ⁸ | Masters research <i>with distinction</i> Hope for life, how to protect life. Qualitative research into the implementation of a suitable AIDS prevention intervention applicable at a care centre 2005 | Beukema, H. (Rijksuniversiteit Groningen, Faculty of Social Sciences, Department of Education) | Ebersöhn, L. | 3 |
| PART-TIME DOCTORAL STUDENTS SUPERVISED TO COMPLETION | | | | | |
| 2. | Bandeira, M. | PhD (Ed Psychology) Assessing change in psychosocial wellbeing and SRH outcomes of adolescents taking part in Regional | Ebersöhn, L. | Graham, M. | 3 |
| 3. | Chirawu, P. Chambati | PhD (Learning Support Guidance and Counselling) Play-based intervention as a pathway to resilience for children living in residential care in a challenged context 2022 | Ferreira, R. | Ebersöhn, L. | 5 |
| 4. | Versfeld, J | PhD (Ed Psychology) Social connectedness as pathway to teacher resilience in | Ebersöhn, L. | Graham, M & van Staden, S. | 3 |

⁸ International postgraduate student: Rijksuniversiteit Groningen

| No | Name of student | Degree/Title of dissertation/thesis and date completed | Supervisor | Co-supervisor(s) | Duration (years) |
|-----|----------------------------------|--|--------------|--|------------------|
| | | school communities in challenged settings 2022 | | | |
| 5. | Jonker, C | PhD (Ed Psychology) Pre-service teacher resilience and efficacy in a challenged education context 2022 | Ebersöhn, L. | Graham, M. & van Staden, S. | 3 |
| 6. | Mugari, S. | PhD (Learning Support, Guidance & Counselling) Literacy and Teacher Professional Development 2020 | Ebersöhn, L. | | 4 |
| 7. | Leask, M. ⁹ | PhD (Learning Support, Guidance & Counselling) Contextualizing Quality Talk for English Literacy Instruction in a rural South African secondary school 2019 | Omidire, F. | Ebersöhn, L. & Murphy, P.K. (Penn State) | 3 |
| 8. | Sefhedi, S. ¹⁰ | PhD (Learning Support, Guidance & Counselling) Promoting critical-analytic thinking through teacher discourse moves and pedagogical principles in a rural school 2019 | Omidire, F. | Ebersöhn, L. & Murphy, P.K. (Penn State) | 4 |
| 9. | Mohamed, S. | PhD (Educational Psychology) Indigenous pathways to appraisal during resilience processes 2018 | Ebersöhn, L. | | 5 |
| 10. | Edwards, M. | PhD (Ed Psychology) School-university partnerships as pathway to teacher resilience in high risk rural schools 2017 | Ebersöhn, L. | | 4 |
| 11. | Machimana, E.G. ^{11,12} | PhD (Learning Support, Guidance & Counselling) Retrospective experiences of a rural school partnership: informing global citizenship as a higher education agenda 2017 | Sefotho, M. | Ebersöhn, L. | 4 |

⁹ 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.

¹⁰ 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*, 54(2), 95-117.

¹¹ Multiple co-authored publications

¹² Selected by Exceptional Achievement Service Award (EASA) EXCO for the EASA Award: Emerging researcher reward 2022

| No | Name of student | Degree/Title of dissertation/thesis and date completed | Supervisor | Co-supervisor(s) | Duration (years) |
|-----|------------------------------------|---|--------------|-----------------------------|------------------|
| 12. | De Gouveia, J.M. ¹³ . | PhD (Ed Psychology) Indigenous pathways to well-being as resilience outcome in rural communities 2015 | Ebersöhn, L. | | 3 |
| 13. | Malan Van Rooyen, M. ¹⁴ | PhD (Ed Psychology) Indigenous pathways to adaptive coping in resilience in rural communities 2015 | Ebersöhn, L. | | 3 |
| 14. | Malekane, W. ¹⁵ | PhD (Ed Psychology) How adolescents narrate their biracial identity construction 2015 | Ebersöhn, L. | Ferreira, R. & Vandeyar, S. | 4 |
| 15. | Mnguni ¹⁶ , M. | PhD (Curriculum studies) Volunteers' use of memory work to promote psychosocial support of clients facing poverty-related adversity 2015 | Ebersöhn, L. | | 4 |
| 16. | Coetzee, S. ¹⁷ | PhD (Ed Psychology) Sustaining teacher resilience in a resource-scarce career settings 2014 | Ebersöhn, L. | | 4 |
| 17. | Sefotho, M.M. ¹⁸ | PhD (Learning Support, Guidance & Counselling) Narratives of individuals who are differently abled: Informing career counselling policy in Lesotho 2013 | Ebersöhn, L. | | 4 |
| 18. | Mbongwe, B. ¹⁹ | PhD (Ed Psychology) Power-sharing partnerships: teachers' experiences of participatory methodology 2013 | Ferreira, R. | Ebersöhn, L. | 4 |

¹³ 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 Nature.

¹⁴ 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

¹⁵ 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.)

¹⁶ Mnguni, L., Abrie, M., & Ebersöhn, L. (2015). The relationship between scientific knowledge and behaviour: an HIV/AIDS case. *Journal of Biological Education*, 147-159.)

¹⁷ 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.

¹⁸ Multiple co-authored publications.

¹⁹ 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.)

| No | Name of student | Degree/Title of dissertation/thesis and date completed | Supervisor | Co-supervisor(s) | Duration (years) |
|-----|---------------------------|---|--------------|-------------------------------|------------------|
| 19. | Mnguni, L. ²⁰ | PhD (Ed Psychology) An investigation of the relationship between the Grade 11 Biology curriculum and HIV and AIDS behaviour transformation of students 2012 | Abrie, M. | Ebersöhn, L. | 4 |
| 20. | De Villiers, D. | PhD (Ed Psychology) Ericksoniaanse en sandspel terapie met depressiewe adolessente 2011 | Maree, J.G. | Ebersöhn, L. | 4 |
| 21. | Van Heerden, J. | PhD (Learning Support, Guidance & Counselling) Understanding beneficiaries' experiences of quality in early learning centres 2011 | Ebersöhn, L. | | 4 |
| 22. | Loots, T. ²¹ | PhD (Ed Psychology) A comparative case study of educators' implementation of the asset-based approach 2010 | Ebersöhn, L. | | 4 |
| 23. | Olivier, H. ²² | PhD (Ed Psychology) 'n Fenomenografiese ondersoek na verhoudinge binne die bate-gebaseerde benadering 2010 | Ebersöhn, L. | Ferreira, R. | 5 |
| 24. | Vandeyar, T. | PhD (Policy Studies) Teachers appropriating curriculum in ICT curriculum 2010 | Ebersöhn, L. | Fresen, J (Oxford University) | 3 |
| 25. | Kruger, J. | PhD (Computer Integrated Education) Linkages between emotional intelligence and coping strategies in mastering new educational technologies 2008 | Ebersöhn, L. | | 4 |
| 26. | Joubert, I. ²³ | PhD (Learning Support, Guidance & Counselling) The life experiences and | Ebersöhn, L. | Eloff, I. | 3 |

²⁰ Mnguni, L., Abrie, M., & Ebersöhn, L. (2015). The relationship between scientific knowledge and behaviour: an HIV/AIDS case. *Journal of Biological Education*, 147-159.

²¹ 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.

²² Ferreira, R., Ebersöhn, L., Coetzee, S., Olivier, H., Mampane, R., & Mohangi, K. (2009). 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.

²³ Joubert, I., Ebersöhn, L., & Eloff, I. (2010). How post-apartheid children express their identity as R citizens D. *Childhood*, 17(3), 396-410.

| No | Name of student | Degree/Title of dissertation/thesis and date completed | Supervisor | Co-supervisor(s) | Duration (years) |
|---|---------------------------------|---|-----------------|-----------------------------------|------------------|
| | | understandings of children as citizens in a democratic South Africa 2008 | | | |
| 27. | Machawira, P. | PhD (Education Policy) Teachers living with AIDS: Underplaying the role of emotions in the implementation of HIV/AIDS policy in Zimbabwean Primary Schools 2008 | Pillay, V. | Ebersöhn, L. & Jansen, J.D. | 4 |
| 28. | ²⁴ Mohangi, K. | PhD (Ed Psychology) Finding roses amongst thorns: how children negotiate pathways to well-being while affected by HIV&AIDS 2008 | Ebersöhn, L. | Eloff, I. | 3 |
| 29. | Johannes, H. | PhD (Ed Psychology) In search of the latent structure of an e-learning practitioner 2007 | Knoetze, J. | Ebersöhn, L. | 4 |
| 30. | Ogina, T. | PhD (Education Policy) Redefining the role of educators in managing the needs of orphaned learners 2007 | Nieuwenhuis, J. | Ebersöhn, L. | 3 |
| 31. | Barnard, K. | PhD (Ed Psychology) MIV-positiewe huiswerksters se konstruering van hul ervarings van MIV&VIGS binne die werkgewersgesin 2006 | Eloff, I. | Ebersöhn, L. | 3 |
| 32. | Griessel-Roux, E. ²⁵ | PhD (Ed Psychology) A case study exploring learners' experiences of HIV/AIDS programmes 2006 | Ebersöhn, L. | Eloff, I. & Smit, B. | 5 |
| 33. | Ferreira, R ²⁶ | PhD (Ed Psychology) The relationship between coping with HIV&AIDS and the asset-based approach 2006 | Ebersöhn, L. | Blankenship, K. (Yale University) | 4 |
| PART-TIME MEd-SUPERVISED TO COMPLETION | | | | | |
| 34. | Seaworyeh, Irene, N. S. | MEd | Ebersöhn, L. | | 2 |

²⁴ 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.

²⁵ Griessel-Roux, E., Ebersöhn, L., Smit, B., & Eloff, I. (2005). HIV/AIDS programmes: what do learners want? *South African Journal of Education*, 25(4), 253–257.

²⁶ Multiple co-authored publications.

| No | Name of student | Degree/Title of dissertation/thesis and date completed | Supervisor | Co-supervisor(s) | Duration (years) |
|-----|------------------------|--|--------------|-----------------------------|------------------|
| | | Teacher conceptualisations of teacher resilience in challenged education contexts 2022 | | | |
| 35. | Bosch, Z | MEd (Ed Psychology) Comparing teacher resilience of teachers in primary schools in challenged contexts 2020 | Ebersöhn, L. | Graham, M. & van Staden, S. | 2 |
| 36. | Tomlinson, J | MEd (Ed Psychology) The social connectedness of teachers in primary schools in challenged contexts 2020 | Ebersöhn, L. | Graham, M & van Staden, S. | 2 |
| 37. | Barnard, D | MEd (Ed Psychology) Educational psychology perspective on group-based career counselling assessment with young people in a rural school 2019 | Ebersöhn, L. | Machimana, E.G. | 2 |
| 38. | Mahomed, R.S | MEd (Learning Support, Guidance & Counselling) Teachers' perceptions of a health promotion intervention in at-risk school communities 2019 | Botha, K. | Ebersöhn, L. & Mohamed, S. | 2 |
| 39. | Christie, H. | MEd (Ed Psychology) Trends in educational psychology therapeutic interventions with youth-cohorts in a rural school 2018 | Ebersöhn, L. | | 3 |
| 40. | Greunenfelder, E.P | MEd (Ed Psychology) Diagnosing resilience: a secondary analysis of psycho-educational assessments using Ungar's resilience criteria 2018 | Theron, L. | Ebersöhn, L. | 2 |
| 41. | Louw, L. ²⁷ | MEd (Ed Psychology) Plattelandse jeug se beskrywing van beskermende hulpbronne. 2018 | Ebersöhn, L. | | 3 |
| 42. | Naude, M. | MEd (Ed Psychology) An exploration of how first sandtrays facilitate a resilience diagnosis 2018 | Theron, L. | Ebersöhn, L. | 2 |
| 43. | Nkoana, L. | MEd (Ed Psychology) | Ebersöhn, L. | | 3 |

²⁷ Suid Afrika Akademie Award for studies.

| No | Name of student | Degree/Title of dissertation/ thesis and date completed | Supervisor | Co-supervisor(s) | Duration (years) |
|-----|-----------------|---|--------------|------------------|---------------------|
| | | A systematic review of school-based interventions in high risk schools. 2018 | | | |
| 44. | Ramollo, D. | MEd (Ed Psychology) Risk factors identified by rural youth 2018 | Omidire, F. | Ebersöhn, L. | 3 |
| 45. | Oosthuizen, C. | MEd (Ed Psychology) <i>with distinction</i> Documenting the implementation of sandplay therapy with clients in a rural school. 2017 | Ebersöhn, L. | | 2 |
| 46. | Adams, A. | MEd (Ed Psychology) <i>with distinction</i> Researcher experiences of a long-term higher education partnership with rural schools. 2017 | Ebersöhn, L. | | 3 |
| 47. | Coetzer, K. | MEd (Ed Psychology) <i>with distinction</i> Comparing expressions of risk and resilience in first and second sandtrays by youth in a rural school-based intervention. 2017 | Ebersöhn, L. | | 3 |
| 48. | Seobi, S. | MEd (Ed Psychology) <i>with distinction</i> The voices of rural school youth on Higher Education community engagement partnerships. 2017 | Omidire, F. | Ebersöhn, L. | 3 |
| 49. | Du Toit, I.M. | MEd (Ed Psychology) <i>with distinction</i> Retrospective experiences of academic service learning students in a rural school-higher education partnership. 2016 | Mampane, R. | Ebersöhn, L. | 2 |
| 50. | Grobler, L. | MEd (Ed Psychology) Parent and caregiver experiences of a Higher Education-rural school partnership providing educational psychology services. 2016 | Mampane, R. | Ebersöhn, L. | 4 |
| 51. | Chambati, C. | MEd (Ed Psychology) <i>with distinction</i> Adapting a teacher intervention programme for use by community volunteers. | Ferreira, R. | Ebersöhn, L. | 3 |

| No | Name of student | Degree/Title of dissertation/ thesis and date completed | Supervisor | Co-supervisor(s) | Duration (years) |
|-----|-------------------------|---|----------------------|--|---------------------|
| | | 2015 | | | |
| 52. | Nel, M. ²⁸ | MEd (Ed Psychology) <i>with distinction</i> Analysing risk and resilience of rural school youth by means of the first sandtray 2015 | Lubbe-De Beer, C. | Ebersöhn, L. | 2 |
| 53. | Thabe, M | MEd (Ed Psychology) <i>with distinction</i> Developing a supportive school- community partnership plan. 2015 | Ferreira, R. | Ebersöhn, L. | 3 |
| 54. | Van Staden, T. | MEd (Learning Support, Guidance & Counselling) Exploring the training needs of community volunteers. 2015 | Bester, S. | Ebersöhn, L. & Ferreira, R. | 3 |
| 55. | De Jong, H. | MEd (Ed Psychology) Measuring resilience, happiness and sense of coherence of teachers in rural schools 2014 | Ebersöhn, L. | Ferreira, R. & Schermann, V. | 3 |
| 56. | Huddle, C. | MEd (Ed Psychology) Educational pathways to resilience in rural school partnerships 2014 | Mampane, R. | Ebersöhn, L. | 3 |
| 57. | Leask, M. ²⁹ | MEd (Learning Support, Guidance & Counselling) <i>with distinction</i> The teaching of reading in foundation phase in two rural primary schools 2014 | Omidire, F. | Ebersöhn, L. & Konza, D. (Fogarty Learning Centre, Edith Cowan University) | 2 |
| 58. | Swanepoel, H. | MEd (Learning Support, Guidance & Counselling) <i>with distinction</i> Communicating expectations during Individual Education Plan meetings with parents of children with Down syndrome 2013 | Steyn, M.G. | Ebersöhn, L. | 3 |
| 59. | Koekemoer, T. | MEd (Learning Support, Guidance & Counselling) <i>with distinction</i> Die evaluering van Afrikaanse Grondslagfase leesreekse vir | Joubert, I | Ebersöhn, L. | 3 |

²⁸ 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.

²⁹ 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) |
|-----|---|---|-----------------------------|------------------------------|------------------|
| | | toereikende aanvangsleesonderrig. 2012 | | | |
| 60. | Du Plessis, L. | MEd (Ed Psychology) <i>with distinction</i> A literacy intervention with teachers: exploring reading culture in a rural secondary school. 2012 | Ebersöhn, L. | Ferreira, R. & Joubert, I | 4 |
| 61. | Grobler (née Van Nieuwenhuysen), A. ³⁰ | MEd (Ed Psychology) <i>with distinction</i> The utility of a Düss fable for cross-cultural measurement of resilience in young children. 2012 | Ebersöhn, L. | Eloff, I. & Finestone, M. | 4 |
| 62. | Van der Walt, A. ³¹ | MEd (Ed Psychology) Die bruikbaarheid van liggaamsportrette vir kruis- kulturele loopbaanfasilitering. 2012 | Ebersöhn, L. (from 2010) | Ferreira, R. | 4 |
| 63. | Prinsloo, Y. | MEd (Learning Support, Guidance & Counselling) Geletterdheidsintervensie en onderwysers se taal van onderrigpraktyke: aksienavorsing in plattelandse skole. 2012 | Ebersöhn, L. | Joubert, I | 3 |
| 64. | Malan, M. | MEd (Ed Psychology) The utility of a narrative approach to establish therapeutic alliance in a cross-cultural setting 2011 | Human-Vogel, S. | Ebersöhn, L. (From 2010) | 4 |
| 65. | Beukes, J. ^{32,33} | MEd (Ed Psychology) <i>with distinction</i> Collaborative partnership trends between teachers and educational psychology researchers. 2010 | Ebersöhn, L. | Ferreira, R. | 2 |

³⁰ 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.

³¹ 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.

³² Beukes received UP Faculty of Education Research Indaba Award for the best dissertation.

³³ 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.

| No | Name of student | Degree/Title of dissertation/ thesis and date completed | Supervisor | Co-supervisor(s) | Duration (years) |
|-----|-------------------------------|---|---------------|------------------------------|------------------|
| 66. | Bagherpour, S. | MEd (Ed Psychology) <i>with distinction</i> Sustainability of psycho-social support by teachers to enhance resilience in a school. 2010 | Ferreira, R. | Ebersöhn, L. & Mohangi, K. | 2 |
| 67. | Cherrington, A. ³⁴ | MEd (Ed Psychology) <i>with distinction</i> Learners' experiences of school violence in a rural school. 2010 | Mampane, M.R. | Ebersöhn, L. | 2 |
| 68. | De Jager, K. ³⁵ | MEd (Ed Psychology) <i>with distinction</i> Die ontwikkeling van 'n MIV&VIGS-skoolplan vir onderwysers. 2010 | Ferreira, R. | Ebersöhn, L. | 4 |
| 69. | Dempster, G. | MEd (Ed Psychology) <i>with distinction</i> A case study of teachers' implementation of asset-based psychosocial support. 2010 | Mohangi, K. | Ebersöhn, L. & Ferreira, R. | 2 |
| 70. | Jonker, C. ³⁶ | MEd (Ed Psychology) <i>with distinction</i> The experiences of students participating in an HIV/AIDS teacher education pilot programme. 2010 | Mohangi, K. | Ebersöhn, L. & Moletsane, M. | 4 |
| 71. | Joubert, M. | MEd (Ed Psychology) Dissemination research: Teachers as facilitators. 2010 | Ferreira, R. | Ebersöhn, L. | 3 |
| 72. | Mohamed, S. | MEd (Ed Psychology) <i>with distinction</i> Comparing a positive psychological- and traditional psychometric feedback. 2010 | Ebersöhn, L. | | 4 |

³⁴ 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.)

³⁵ 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.

³⁶ Became National HEAIDS Funded Project research assistant, 2009.

| No | Name of student | Degree/Title of dissertation/thesis and date completed | Supervisor | Co-supervisor(s) | Duration (years) |
|-----|--------------------------------|--|--------------|---------------------------|------------------|
| 73. | Malan Van Rooyen, M. | MEd (Ed Psychology) <i>with distinction</i> A content analysis of developmental assets in HIV/AIDS message framing. 2010 | Ebersöhn, L. | | 3 |
| 74. | Malekane, W. ³⁷³⁸ | MEd (Ed Psychology) <i>with distinction</i> Students' experiences of community engagement in an educational psychology practicum 2009 | Ebersöhn, L. | Bender, G. | 2 |
| 75. | Grobler, A. | MEd (Ed Psychology) Experiences of research assistants in the administration of culturally tailored psychometric data collection instruments in the Kgolo Mmogo project. 2009 | Eloff, I. | Ebersöhn, L. | 2 |
| 76. | Van Dullemen, I. ³⁹ | MEd (Ed Psychology) <i>with distinction</i> The resilience of children of HIV positive mothers with regard to the mother-child relationship. 2009 | Ebersöhn, L. | Eloff, I. & Finestone, M. | 2 |
| 77. | Gomez Da Silva, J. | MEd (Ed Psychology) <i>with distinction</i> The association between self-concept awareness and emotion-focused coping of children with Attention Deficit- Hyperactivity Disorder 2008 | Ebersöhn, L. | | 2 |
| 78. | Le Roux, A. | MEd (Learning Support, Guidance & Counselling) 'n Verkenning van die rol van vrees vir MIV/VIGS in adolessente se seksuele keuses 2008 | Ebersöhn, L. | | 2 |

³⁷ 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.

³⁸ Bender, G., Ebersöhn, L., & Malekane, W. (2009). Critical engagement with service-learning and good practice practicum in educational psychology. Paper presented at *the 3rd International Symposium on Service-Learning*, Athens, Greece.

³⁹ 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) |
|-----|-------------------------------|---|--------------|----------------------------|------------------|
| 79. | Bouwer, B. | MEd (Ed Psychology) Fasilitering van emosionele intelligensie by leerders met verbale gestremdhede 2007 | Ferreira, R. | Maree, J.G. & Ebersöhn, L. | 4 |
| 80. | Mnguni, M. ⁴⁰ | MEd (Ed Psychology) Exploring the relationship between counselling skills and memory work with primary school children. 2007 | Ebersöhn, L. | Ferreira, R. | 4 |
| 81. | McCallaghan, M. ⁴¹ | MEd (Ed Psychology) Die gebruik van liggaamsportrette deur opvoeders in die vervulling van hulle pastorale rol 2007 | Ferreira, R. | Ebersöhn, L. | 4 |
| 82. | Mihai, M.A. | MEd (Rekenaar-integreerde onderrig) Aanlynjoernale in Afrikaans onderrig: Leerders se hantering van frustrasie 2007 | Knoetze, J. | Ebersöhn, L. | 2 |
| 83. | Oelofsen, M. ⁴² | MEd (Ed Psychology) <i>with distinction</i> The use of Gestalt therapy as an alternative assessment technique with primary school girls who have been sexually abused 2007 | Ferreira, R. | Ebersöhn, L. | 3 |
| 84. | Odendaal, V. ⁴³ | MEd (Ed Psychology) <i>with distinction</i> Describing an asset-based intervention to equip educators with HIV&AIDS coping and support competencies 2007 | Ferreira, R. | Ebersöhn, L. | 4 |

⁴⁰Ebersöhn, 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.

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.

⁴¹ 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.

⁴² 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

⁴³ Ferreira, R., Ebersöhn, L., & Odendaal, V. (2010). Teachers becoming lay practitioners of school community psychology [Special issue]. *Education as Change, 14*(1), S101–S111.

| No | Name of student | Degree/Title of dissertation/thesis and date completed | Supervisor | Co-supervisor(s) | Duration (years) |
|-----|-----------------------------------|--|--------------|--|------------------|
| 85. | Steenberg, R. | MEd (Ed Psychology) <i>with distinction</i> The applicability of fairy tale-based sociodramatic play in developing social skills among high-functioning children with autism 2007 | Ferreira, R. | Ebersöhn, L. & Lombaard, K. (Unica School) | 4 |
| 86. | Cerone-Biagioni, A. ⁴⁴ | MEd (Ed psychology) <i>with distinction</i> Die impak van narratiewe beroepsfasilitering op die persoonlike groei van 'n tradisioneel benadeelde, begaafde student 2006 | Maree, J.G. | Ebersöhn, L. | 4 |
| 87. | Vermaak, B. ⁴⁵ | MEd (Ed Psychology) Die effek van postmoderne beroepsfasilitering op die prestasie-motivering van 'n tradisioneel benadeelde adolessent. 2006 | Maree, J.G. | Ebersöhn, L. | 4 |
| 88. | Coetzee, S. ⁴⁶ | MEd (Ed Psychology) <i>with distinction</i> Investigating the application of the asset-based approach in career facilitation 2005 | Ebersöhn, L. | | 3 |
| 89. | Swanepoel, A. ⁴⁷ | MEd (Ed Psychology) <i>with distinction</i> Exploring volunteers' use of the memory box making technique to support coping with HIV&AIDS. 2005 | Ebersöhn, L. | Eloff, I. | 2 |

⁴⁴ 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.

⁴⁵ 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.

⁴⁶ 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.

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.

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.

⁴⁷ 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.

| No | Name of student | Degree/Title of dissertation/ thesis and date completed | Supervisor | Co-supervisor(s) | Duration (years) |
|-----|----------------------------|--|--------------|------------------|---------------------|
| 90. | Ferreira, J. ⁴⁸ | MEd (Ed Psychology) <i>with distinction</i> Exploring facilitation skills in asset-based transdisciplinary teamwork 2005 | Ebersöhn, L. | | 4 |
| 91. | Loots, T. ⁴⁹ | MEd (Ed Psychology) <i>with distinction</i> Opvoeders se mobilisering van bates ter ondersteuning van gemeenskapshantering van MIV/VIGS 2005 | Ferreira, R. | Ebersöhn, L. | 2 |
| 92. | Page, J. ⁵⁰ | MEd (Curriculum and instructional design and development) <i>with distinction</i> The impact of a supplemental HIV/AIDS module on the knowledge and attitudes of Grade 11 biology learners 2005 | Rogan, J. | Ebersöhn, L. | 3 |
| 93. | Viljoen, J. ⁵¹ | MEd (Ed Psychology) <i>with distinction</i> Identifying assets in the memory-box-making process with vulnerable children 2005 | Eloff, I. | Ebersöhn, L. | 3 |
| 94. | Engelbrecht, A. | MEd (Learning Support, Guidance & Counselling) 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 2003 | Ebersöhn, L. | | 2 |

⁴⁸ 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.

⁴⁹ Loots received University of Pretoria Faculty of Education Research Indaba Award for the best MEd-proposal.

⁵⁰ 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.

⁵¹ Eloff, I., Ebersöhn, L., & Viljoen, J. (2007). Reconceptualising vulnerable children by acknowledging their assets. *African Journal of AIDS Research*, 6(1), 79–86.

| No | Name of student | Degree/Title of dissertation/thesis and date completed | Supervisor | Co-supervisor(s) | Duration (years) |
|-----|--------------------------|--|--------------|------------------|------------------|
| 95. | Mbetse, D. ⁵² | MEd (Learning Support, Guidance & Counselling) The development of an intervention strategy for career education in Bushbuckridge 2002 | Ebersöhn, L. | | 2 |
| 96. | Bailanis, D. | MEd (Ed Psychology) <i>with distinction</i> Outsourcing school-based career psychology to industrial consultants 2001 | Ebersöhn, L. | | 4 |
| 97. | Dithlake, T. | MEd (Learning Support, Guidance & Counselling) The facilitation of creative problem-solving skills for learners in Further Education and Training 2001 | Ebersöhn, L. | | 3 |
| 98. | Krope, J.J. | MEd (Learning Support, Guidance & Counselling) Leierskapstrategieë vir effektiewe selfbestuur by skoolverlaters 2001 | Ebersöhn, L. | | 4 |

⁵² 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.

5.2 CURRENT POSTGRADUATE STUDENTS

| CURRENT PhD STUDENTS | | | | | |
|-----------------------------|------------------------|---|-------------------|-------------------------|-------------------------|
| No | Name of student | Degree/Title of dissertation/thesis and date completed | Supervisor | Co-supervisor(s) | Duration (years) |
| 1. | de Bruin, J. | PhD (Educational Psychology) Child narratives of resilience and rurality: an Afrocentric perspective | Ebersöhn, L. | | 2023 |
| 2. | Kendall, J. | PhD (Learning Support, Guidance & Counselling) The Resilience of children in residential care in South Africa | Ebersöhn, L. | | 2023 |
| 3. | Basson, L. | PhD (Educational Psychology) A systematic review of resilience-enabling educational psychology pathways in challenged education spaces in Africa | Ebersöhn, L. | Murphy, P.K. | 2019 |
| CURRENT MED-STUDENTS | | | | | |
| 4. | Fortune, N. | MEd (Educational Psychology) Challenge, crisis and teacher resilience during the COVID-19 pandemic | Ebersöhn, L. | | 2023 |
| 5. | Matshazi, B. | MEd (Educational Psychology) Community perspectives on the impact of a reading intervention in rural schools in a challenged context | Ebersöhn, L. | | 2023 |
| 6. | Shimange, S. | MEd (Educational Psychology) Community perspectives on rural education in South Africa | Ebersöhn, L. | | 2023 |
| 7. | Ravele, T. | MEd (Educational Psychology) Afrocentric Pathways to Teacher Resilience in a Challenged Context | Ebersöhn, L. | | 2023 |
| 8. | Dingle, K. | MEd (Educational Psychology) Education assistants experiences of a good life in a rural space. | Ebersöhn, L. | | 2022 |
| 9. | Masina, S. S. A. | MEd (Educational Psychology) Using play-based interventions with children in Residential care to promote resilience | Ebersöhn, L. | | 2021 |
| 10 | Mohapi, S. | MEd (Psychology) The resilience of in-service teachers enrolled in distance education | Ebersöhn, L. | Aluko, R. Graham, M. | 2021 |

6. RESEARCH FUNDING

| Origin of research funds | Title of research project or programme | Duration | Funds allocated |
|--|--|--------------------------------------|-----------------|
| Newton Funding. L. Ebersöhn is Co-PI. | Schools as Enabling Spaces to Improve Learning and Health-Related Quality of Life for Primary School Children in Rural Communities in South Africa | 1 September 2022 – 30 April 2023 | £51,000.00 |
| Economic and Social Research Council: UK Research and Innovation, Global Challenges Research Fund (ESRC: UKRI, GCRF). L. Ebersöhn is Co-PI. | 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 | £2 million |
| ARUA L. Ebersöhn is Collaborator. | The importance of time and resilience: investigating household factors that impact on child | 10 January – 31 July 2022 | £17,500. 00 |
| <i>Deutsche Gesellschaft für Internationale Zusammenarbeit</i> (GIZ) through the National Youth Resilience Initiative (NYRI). L. Ebersöhn is Co-PI. | Promoting the psychosocial well-being and resilience of young people in South Africa in response to the Covid-19 pandemic | 1 March - August 2021 | R836,000.00 |
| The United Nations Children's Fund (UNICEF). With Future Africa, UP. L. Ebersöhn is Co-Researcher. | Women Scientists and Historically Disadvantaged Universities Development Programme | August 2021 – December 2021 | R400, 000.00 |
| Terre Des Hommes L. Ebersöhn is Co-PI. | Masidlale: Play-based interventions to support positive wellbeing outcomes for children and young people in residential care | 18 months from 1 May 2021 - Dec 2022 | R275,000.00 |
| The United Nations Children's Fund (UNICEF). With Future Africa, UP. L. Ebersöhn is Co-Researcher.. | Youth Empowerment and Health/Economic Responses (to COVID-19), YEaH. | October 2020- June 2021 | R532, 000.00 |
| National Research Foundation (NRF): Grant for 2018 – Competitive Support for Unrated Researchers (3 years). L. Ebersöhn is Co-Researcher. | Primary learners' multilingualism intervention: Exploring the utilisation of multiple languages for teaching and learning. | 2018 – 2021 | R700,000.00 |
| Synergos – Kim Samuels Foundation. L. Ebersöhn is Co-PI. | Social connectedness as pathway to teacher resilience | 2018 – 2020 | R250,000.00 |
| Fordham University. L. Ebersöhn is Co-PI. | HIV stigma, sexual orientation and resilience | 2018 – 2019 | R 30,000.00 |
| Department of Higher Education and Training & National Research Foundation (KIC) | Schools as enabling Systems initiatives | 2016 – 2018 | R350,000.00 |

| Origin of research funds | Title of research project or programme | Duration | Funds allocated |
|--|--|-------------------------------|------------------------|
| L. Ebersöhn is Co-PI. | | | |
| GCRF Resilience Foundation Awards. L. Ebersöhn is Co-Researcher. | Patterns of resilience among young people in a community affected by drought: Historical and contextual perspectives | November 2016 - November 2017 | £200 000.00 |
| Department of Science and Technology Funding. L. Ebersöhn is Co-PI. | South-to-South Education Research Group | January – December 2016 | R125,000.00 |
| National Research Foundation (KIC). L. Ebersöhn is Co-Researcher. | Adapting Quality Talk for use by South African Teachers | July 2015 | R50,000.00 |
| Nelson Mandela Children’s Fund. Ebersöhn is PI. | Indigenous models of care: Imbeleko Social Connectedness | 2013 – 2014 | R1 250,000.00 |
| National Research Foundation Ebersöhn is PI. | Narrative monitoring and evaluation of a school-university community engagement partnership | 2013 – 2015 | R886,000.00 |
| University of Pretoria Executive & North-Carolina State University Ebersöhn is UP PI. | IMAGINE: human-ecological pathways to resilience in rural settings | 2011 – 2013 | R100,000.00 |
| National Research Foundation Ebersöhn is PI. | Indigenous pathways to resilience | 2010 – 2015 | R200,000.00 |
| National Research Foundation Ebersöhn is Co-PI. | Continuing STAR: SHEBA | 2011 – 2013 | R360,000.00 |
| University of Pretoria Ebersöhn is co-investigator | Institutional research Theme (IRT): Food nutrition, health and wellness | 2012 – 2014 | R200,000.00 |
| UP Department of Community Engagement Ebersöhn is PI. | Flourishing Learning Youth (FLY) | 2008-2012 2011 – 2012 | R257,000.00 |
| UP Department of Community Engagement Ebersöhn is PI. | Supportive Teachers Assets and Resilience (STAR) Teachers supporting vulnerable children in the context of HIV & AIDS | 2008 – 2010 | R360,000.00 |
| Albert Wessels Trust Toyota Funding Ebersöhn is PI. | Supportive Teachers Assets and Resilience (STAR) Teachers supporting vulnerable children in the context of HIV & AIDS | 2007 – 2008 | R65,000.00 |
| Foschini Group Ebersöhn is PI. | Supportive Teachers Assets and Resilience (STAR) Teachers supporting vulnerable children in the context of HIV & AIDS | 2007 – 2009 | R285,000.00 |
| M&SS Trust ⁵³ Ebersöhn is PI. | Supportive Teachers Assets and Resilience (STAR) | 2005-2008 | \$60,000.00 |

⁵³ International Donor.

| Origin of research funds | Title of research project or programme | Duration | Funds allocated |
|--|--|-------------------------|-----------------|
| | School-based HIV & AIDS research. | | |
| National Institutes of Health (NIH). Ebersöhn is Co-Investigator. | Promoting resilience in Young Children of HIV-infected mothers in South Africa ⁵⁴ | 2006 – 2010 | \$2,355 055.00 |
| ABSA Foundation. Ebersöhn is PI. ⁵⁵ | Supportive Teachers Assets and Resilience (STAR) UP Educational Outreach Programme - School-based HIV & AIDS care and support research and development project | January – December 2004 | R48,000.00 |
| UNICEF funding. Ebersöhn is Co-Investigator. | Developing Child Friendly Environments and Creating Safe Spaces for Children Initiative (Limpopo Province). | 2004 – 2006 | R710,400.00 |
| ETDP SETA ⁵⁶ Ebersöhn is PI. | Psychosocial coping skills intervention for home based care volunteers (Bothlabela district, Limpopo). | 2003 – 2004 | R65,000.00 |
| ETDP SETA. Ebersöhn is Co-Investigator. | Psychosocial coping skills interventions in the context of HIV & AIDS (Silent Valley district, Mpumalanga and Port Elizabeth district, Eastern Cape). | 2003 – 2004 | R130,000.00 |
| SANPAD Ebersöhn is Co-Investigator. | Collaborative research Project on Early Childhood Intervention in South Africa. | 2000-2002 | R2,000.000.00 |

7. RESEARCH OUTPUTS

7.1 PUBLICATIONS IN PEER-REVIEWED OR REFEREED JOURNALS

7.1.1 INTERNATIONAL JOURNALS

L. Ang, H. du Preez, A. du Plessis, L. Basson, L. Ebersöhn & Q. Gu (2023): The role of early childhood development and education (ECDE) in supporting learning and well-being in rural early childhood and primary schools in South Africa, *International Journal of Early Years Education*, DOI: 10.1080/09669760.2023.2259953.

⁵⁴Other 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.

⁵⁵ 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*.

⁵⁶ Education Training and Development Programme.

- Bandeira, M., Graham, M., & Ebersohn, L. (2023). The significance of feeling safe for resilience of adolescents in sub-Saharan Africa. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1183748>.
- Versfeld, J., Graham, M. A., & Ebersöhn, L. (2022). Time to flock: Time together strengthens relationships and enhances trust to teach despite challenges. *Teachers and Teaching*, 29(1), 70–104. <https://doi.org/10.1080/13540602.2022.2145279>.
- Ebersöhn, L., Omidire, F., & Murphy, P. K. (2022). Academic flocking and global distress: Equitable south-north research partnering to promote quality education in diverse contexts and cultures. *Zeitschrift Für Erziehungswissenschaft*, 25, 745-764. <https://doi.org/10.1007/s11618-022-01084-1>
- 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.
- Ebersöhn, 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>
- 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*, 10(4), 1-13. <https://doi.org/10.1177/2158244020971598>
- 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*, 54(2), 95-117. 10.4314/jlt.v54i2.5
- 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., Ebersöhn, L., & Sefotho, M. M. (2020). Higher education community engagement is a pathway to developing global citizenship practices in young people: South African perspective. *The Citizenship Teaching & Learning*, 15(3), 371-387. https://doi.org/10.1386/ctl_00040_1
- 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
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- 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). 10.1016/j.aip.2017.04.007
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- 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)
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- Ebersöhn, L., Loots, T., Eloff, I., & Ferreira, R. (2015). 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. (2015). 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)
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- Ebersöhn, L., & Ferreira, R. (2011). Coping in an HIV/AIDS-dominated context: teachers promoting resilience in schools. *Health Education Research*, 26(4), 596–613. doi:10.1093/her/cyr016 (Scopus & Web of Science accredited; Impact factor: 1.667)
- Ferreira, R., & Ebersöhn, L. (2011). Formative evaluation of the STAR intervention: improving teachers’ ability to provide psychosocial support for vulnerable individuals in the school community. *African Journal of AIDS Research*, 10(1), 63–72. doi:10.2989/16085906.2011.575549 (DHET, IBSS, Scopus & Web of Science accredited; Impact factor: 0.716)
- Mohangi, K., Ebersöhn, L., & Eloff, I. (2011). "I am doing okay": Intrapersonal coping strategies of children living in an institution. *Journal of Psychology in Africa*, 21(3), 397–404. doi:10.1080/14330237.2011.10820473 (DHET, IBSS, Scopus & Web of Science accredited; Impact factor: 0.207)
- Ebersöhn, L. (2010). Resilience and career counselling: Describing the utility of quadrant mapping. *Journal of Psychology in Africa*, 20(3), 385–393. doi:10.1080/14330237.2010.10820390. Invited contribution. (DHET, IBSS, Scopus & Web of Science accredited; Impact factor: 0.207)
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- Joubert, I., Ebersöhn, L., & Eloff, I. (2010). How post-apartheid children express their identity as R citizens D. *Childhood*, 17(3), 396–410. doi:10.1177/0907568210369321 (IBSS, Norwegian & Scopus accredited; Impact factor: 0.970)
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- Ebersöhn, L. (2008). Children’s resilience as assets for safe schools. *Journal of Psychology in Africa*, 18(1), 11–17. doi:10.1080/14330237.2008.10820167. Invited contribution. (DHET, IBSS, Scopus & Web of Science accredited; Impact factor: 0.207)
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⁵⁷ Doing psychology under new conditions in Lesotho: Disability psychology and social constructionism.

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- 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 (Scopus accredited)
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- Ebersöhn, L., & Maree, J. G. (2006). Demonstrating resilience in a HIV & AIDS context: An emotional intelligence perspective. *Gifted Education International*, 22(1), 14–30. doi:10.1177/026142940602200105
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7.1.2 NATIONAL JOURNALS

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- 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
- 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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7.2 BOOKS AND/OR CHAPTERS IN BOOKS, EDUCATIONAL PUBLICATIONS AND PRODUCTS

7.2.1 BOOKS

Ebersöhn, L. (2019). *Flocking together: An indigenous psychology theory of resilience in Southern Africa*. Cham, Switzerland: Springer Nature. doi.org/10.1007/978-3-030-16435-5⁵⁸.

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7.3 PUBLISHED FULL-LENGTH CONFERENCE PAPERS & KEYNOTE ADDRESSES

- J. Amadi-Echendu, L. Ebersöhn, C. d. Plessis, A. v. d. Merwe and G. Stols, A Multidisciplinary Case Study on Managing the Resilience of Connected systems, *2020 IEEE Technology & Engineering Management Conference (TEMSCON)*, 2020, pp. 1-6, doi: 10.1109/TEMSCON47658.2020.9140139.
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7.4 TECHNICAL / RESEARCH REPORTS

- Ebersöhn, L., & Morgan, J. (2020). *Strengthening community-based psychosocial support flocking: A relationship-resourced resilience theory by Liesel Ebersöhn* 1st edition, 2020 Reviewers: Lynette Mudekunya (Regional Psychosocial Support Initiative). Africa Psychosocial Support Institute (APSSI). <https://www.up.ac.za/media/shared/228/flocking-1.zp197231.pdf>.
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8. OTHER SCHOLARLY RESEARCH-BASED CONTRIBUTIONS

8.1 PARTICIPATION IN CONFERENCES, WORKSHOPS, AND SHORT COURSES

8.1.1 INTERNATIONAL

- Ebersöhn, L. (2023). Keynote Address. Beat to a different drum: Using resilience knowledge from Africa for psychology education, *2023 ICOPE Conference*, Mexicali, Mexico, 27 – 28 October, Online.
- Ebersöhn, L. (2023). Celebrating Transdisciplinary Research in Sub-Saharan Africa: Educational Perspectives, *Postgraduate Research Indaba*, 3 October 2023, Pretoria, University of Pretoria.
- Ebersöhn, L. (2023). Education Research and Resilience in Times of Crisis. *Faculty of Education Research Seminar*, Edith Cowan University, Perth, 7 July 2023.
- Gu, Q., & Ebersöhn, L. (2023). Schools as Enabling Spaces to Improve Learning and Health Outcomes in Rural South Africa. *World Education Summit. Learning 3.0 Empowering and Enabling Education*, Residence and Conference Centre, Toronto, 20-23 March 2023.
- Ebersöhn, L. (2022). Resilience studies: examples of transdisciplinary research. *Belmont Forum, Transdisciplinarity Webinar*, Institut de Recherche pour le Développement (IRD), 11 October, Online.
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- Ebersöhn, L. (2022). Resilience and Extended Education. *Seminar Schüpbach Early Career and Doctoral Group*, Berlin Freie University, 24 June 2022.
- Ebersöhn, L. (2022). Reimagining Teaching & Mentoring of Educational Psychology to be Anti-racist. *Setting an Agenda for an Anti-Racist Program of Research in Educational Psychology*, The Pennsylvania State University, 5 April 2022.
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- Ebersöhn, L., Callaghan, P., Mills, M., Higham, R., Ang, L. & Skordis, J. (2022). Reconceptualizing Research Rigor in Global Challenging Times. *American Educational Research Association Annual Conference*, 2022, San Diego, 21-26 April 2022.
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- Ang, L., du Preez, H., Mustafa, S., Mabasa, A., Gu, Q., Ebersöhn, L. (2021). Early Childhood Development & Education. Paper in Symposium: Rurality as a global challenge: Schools as Enabling Spaces to Improve Learning and Health-related Quality of Life for Rural Primary School Children. *WERA 2021 Virtual Focal Meeting, Online*, 7-9 July 2021.
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- Chen, E.C., Ebersöhn, L., Brouard, P., Douglas, M.A., (2020). Gay Men's Negotiations of HIV-Stigma and Relationships: A Cross-Country Analysis, *Society of Group Psychology and Group Psychotherapy 2020*, Fordham University, August 6 2020.
- Ebersöhn, L., Madalinska-Michalak, J., Assuncao Flores, M., Beutel, D. & Gu, Q. (2019). Teacher Resilience in an Era of Risk: New insights and directions for future research. *Central Event: ECER 2019 Conference Hamburg, Germany, 3 – 6 September 2019.*
- Ebersöhn, L. (2019). Discussant: Promoting Socio-Cognitive development through interaction in a Globalized World. *WERA 2019 Focal Meeting, Tokyo, Japan, 5-9 August 2019, Gakushuin University.*
- Ebersöhn, L. (2018). 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? *Xth International Congress of International Research, Nevsehir, Turkey, April 2018.*
- Ebersöhn, L. (2018). Workshop Chair: 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). 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). 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. (2018). Teacher professional development in the global south, Organiser and Chair. *WERA 2018 World Congress, Cape Town, 3 – 5 August 2018.*
- Ebersöhn, L. (2018). Social and political contexts of education transformation in the global south. Organiser. *WERA 2018 World Congress, Cape Town, 3 – 5 August 2018.*
- Ebersöhn, L. (2018). Developing high-level comprehension and critical thinking skills as a strategy for addressing global literacy challenges. Co-Chair. *WERA 2018 World Congress, Cape Town, 3 – 5 August 2018.*
- Hart, A., Theron, L., Khaile, M., Mampane, R., Ebersöhn, 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, Jun 2018, Marseilles.*
- Theron, L.C, Mampane, M.R, Ebersöhn, L. & Hart, A. (2018). 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, May 2018, Banff, Canada.*
- Ebersöhn, L. (2017). Roundtable - Towards a South-to-South Research Group: A Global South perspective on education research. *Hong Kong Educational Research Association (HKERA) Conference & WERA Focal Meeting, 30 November – 2 Dec 2017, Hong Kong.*

- Alexander, P.A., Ebersöhn, L., Lindblom-Ylänne, S., & Ng, P. (2017). Successful Academic Publishing Workshop, *Hong Kong Educational Research Association (HKERA) Conference & WERA Focal Meeting*, 30 November – 2 Dec 2017, Hong Kong.
- Ebersöhn, L. (2017). Roundtable - Towards a South-to-South Research Group: A Global South perspective on education research. *American Educational Research Association (AERA) Conference*, 27 Apr – 2 May 2017, San Antonio, US.
- Ebersöhn, L. (2016). Plenary: Education research in challenging contexts: Resilience and cultural capital as a vision for sustainable development in Africa. *International Conference on Education Research for Development in Africa ICERDA 2016*, Alisa Hotel, 3-5 October, Accra, Ghana
- Ebersöhn, L. (2016). 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 (APER/TERA) Conference, 10-12 November, Koahsiung, Taiwan.
- Ebersöhn, L. (2016). International perspectives of education challenges and change: Changing the grain of grit to leave gravel roads. Paper in Invited WERA Symposium at *Asia-Pacific Educational Research Association-Taiwan Education Research Association (APER/TERA) Conference*, Conference, 10-12 November, Koahsiung, Taiwan.
- Ebersöhn, L. (2016). Plenary: Resilience, social connectedness and education in challenging contexts. Paper presented at the *17th Annual Global Development Network (GDN) Conference*, 17-18 March 2016, Lima, Peru
- Ebersöhn, L. (2016). Theorising resilience in poverty, Seminar for Doctoral Group, 16 March, Pontificia Universidad Católica del Perú, Lima, Peru.
- Ebersöhn, L. (2016). 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 in Invited WERA Symposium, *American Educational Research Association (AERA) & WERA Focal Meeting*, 8-12 Apr, Washington, DC.
- Ebersöhn, L. (2016). School-based education research in diverse democracies in three countries: Considering school-based intervention research in a young democracy. Paper in Invited WERA Symposium, *American Educational Research Association (AERA) & WERA Focal Meeting*, 8-12 Apr, Washington, DC.
- Ebersöhn, L. (2016). Discussant for Symposium: Educational inequality worldwide: Problems and policy issues. *American Educational Research Association (AERA)*, 8-12 Apr, Washington, DC.
- Ebersöhn, L. (2016). Discussant for Symposium: Equity pedagogies and research methodologies of hope. *American Educational Research Association (AERA)*, 8-12 Apr, Washington, DC.
- Ebersöhn, L. (2015). Schools as enabling places in South Africa. Paper presented at the annual *European Conference on Educational Research (ECER) & WERA Focal Meeting*, 7-11 Sept, Budapest, Hungary.
- Ebersöhn, L., Omidire, M. F., Lubbe-De Beer, C., Leask, M., Konza, D. M., & Mampane, M. R. (2015). 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)*, 16-20 Apr, Chicago, Illinois.
- Ebersöhn, L. (2014). Indigenous pathways to resilience – A South African perspective. *Invited Symposium conducted at the American Psychological Association (APA) Annual Convention*, 7-10 Aug, Washington, United States.
- Eloff, I., Forsyth, B., Finestone, M., Makin, J., Visser, M., Boeving, A., & Briggs-Gowan, M. (2014). Promoting resilience in young children of HIV-infected mothers in South Africa. Paper presented at the *20th International AIDS Conference*, 20-25 Jul, 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). 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*, May, Vancouver, Canada.

- Steelman, T., Nichols, E., James, A., Bradford, L., Bunn, D., Twine, W., & McHale, M. (2014). Systematic learning for sustainability science: A framework for practice. Paper presented at the *Association for the Advancement of Sustainability in Higher Education (AASHE)*, October, 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)*, Apr 2014, Izmir, Turkey. Congress programme & abstracts (p. 14). Retrieved from <http://docplayer.biz.tr/13100016-2-international-congress-on-research-in-education-icre.html>
- Ebersöhn, L. (2013). 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)*, January 2013, Kyrenia, North Cyprus.
- Coetzee, S., Ebersöhn, L., & Ferreira, R. (2013). South African rural teachers' conceptualisation of their own career resilience. Paper in Invited Symposium 'A cross-national perspective on teacher resilience', European Association for Research on Learning and Instruction (EARLI), *EARLI 15th Biennial Conference*, Aug, Munich, Germany.
- Ebersöhn, L. (2013). Adding 'flock' to 'fight and flight': A relational perspective on teacher resilience in resource scarce settings. Paper in Invited Symposium 'A cross-national perspective on teacher resilience', European Association for Research on Learning and Instruction (EARLI), *EARLI 15th Biennial Conference*, Aug, Munich, Germany.
- Ferreira, R., & Ebersöhn, L. (2013). 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*, July 2013, Barcelona, Spain. Abstract retrieved from <https://library.iated.org/view/FERREIRA2013ADE>
- Botha, K., Ferreira, R., & Ebersöhn, L. (2012). 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*, July 2012, Cape Town, South Africa.
- Ebersöhn, L. (2012). 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)*, 13-17 Apr 2012, Vancouver, Canada.
- Ebersöhn, L. (2012). 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)*, Dec 2012, 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). 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)*, June 2012, Durham, NC.
- Ferreira, R., Ebersöhn, L., Joubert, M., Ayob, D., Thabe, M., Pietersen, W., Khumalo, D., & Basson, L. (2012). Peer-facilitation in dissemination research: Teachers' experiences as facilitators and recipients. Paper presented at the *30th International Congress of Psychology*, July 2012, Cape Town, South Africa.
- Ebersöhn, L. (2011). Poverty and opportunity to learn. Invited to co-chair Symposium at the *TERA International Conference on Education (TICE)*, Dec 2011, Kaohsiung, Taiwan.
- Ebersöhn, L. (2011). Supporting academic growth and achievement. Invited to chair C4 at the *TERA International Conference on Education (TICE)*, Dec 2011, Kaohsiung, Taiwan.
- Ebersöhn, L. (2011). Discussant: The influence of culture on educational environments and on student opportunities to learn. *TERA International Conference on Education (TICE)*, Dec 2011, Kaohsiung, Taiwan.
- Ebersöhn, L. (2011). A web of resilience: teachers promoting resilience in schools. *Paper presented at EARLI Conference*, 30 August – 3 September Exeter, United Kingdom.

- Ebersöhn, L. (2011). Networks and education in resource-scarce schools. Invited to chair Symposium at the *EARLI Conference*, Exeter, 30 August - 3 September United Kingdom.
- Ebersöhn, L. (2011). 'Journal Talks' request participation. Invited Roundtable Session at the Annual meeting of the *American Educational Research Association (AERA)*, Apr 2011, New Orleans, LA.
- Eloff, I., Finestone, M., Makin, J., Visser, M., Ebersöhn, L., Boeving-Allen, A., Forsyth, B. (2011). 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*, July, Rome, Italy.
- Ferreira, R., Ebersöhn, L., Dyasi, T., Mtshiselwa, M., & Loots, T. (2011). Supporting a community to cope with vulnerability: the outcome of collaborative partnerships between teachers and university researchers. Paper presented at the *ERAS Conference*, September, Singapore.
- Ebersöhn, L. (2011). Discussant: *Colloquium Education and poverty*, Apr 2011, Georgia State University, Atlanta.
- Ebersöhn, L. (2010). Diverse sexualities, education, and new technologies. Invited to chair session at the *American Educational Research Association (AERA) Annual Meeting*, Denver, Apr, Colorado.
- Ebersöhn, L. (2010). School climate, school improvement, and student success. Invited Chair session at the *American Educational Research Association (AERA) Annual Meeting*, 30 Apr-4 May, Denver, Colorado.
- Ebersöhn, L. (2009) Steering committee: *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). Critical engagement with service-learning and good practice practicum in educational psychology. Paper presented at the *3rd International Symposium on Service-Learning*, Nov 2009, Athens, Greece.
- Ebersöhn, L., Eloff, I., & Swanepoel-Opper, A. (2009). 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*, July 2009, Adelaide, South Australia.
- Ebersöhn, L. Eloff, I., Van Dullemen, I., Finestone, M., Sikkema, K., & Forsyth, B. (2009). 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*, Sept 2009, Gaborone, Botswana. Abstract retrieved from <http://www.aidsimpact.com/2009/Academics/Programme/abstract/?id=37>
- Ebersöhn, L., & Ferreira, R. (2009) Teachers as fulcrum of psychosocial support: a longitudinal participatory reflection and action study. Paper presented at the *AIDS Impact Conference*, Sept 2009, 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). 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*, 3-5 Aug, 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). The experiences of volunteer care workers facilitating an intervention with young vulnerable children. Paper presented at the *9th International AIDS Impact Conference*, Sept 2009, Gaborone, Botswana.
- Sefotho, M. M., & Ebersöhn, L. (2009). 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.
- Eloff, I., Ebersöhn, L., Boeving, A., Sikkema, K., Finestone, M., & Forsyth, B. (2008). Assessing resilience in HIV-infected mothers and their children. Paper presented at the *XXIX International Congress of Psychology*, July 2008, Berlin, Germany.
- Visser, M., Finestone, M., Ferreira, R., Ebersöhn, L., Sikkema, K., Boeving, A., & Forsyth, B. (2008). 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*, Aug 2008, Opatija, Croatia.
- Ebersöhn, L. (2006). Training Workshop, Vineland Adaptive Behaviour Scale - psychometric assessment measure by developer Dr Sara Sparrow, Yale University, July 2006.
- Ebersöhn, L., Ferreira, R., & Blankenship, K. (2006). 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)*, 7-11 Apr 2006, San Francisco, USA.
- Maritz, J., Mampane, R., Ebersöhn, L., Maritz, G., Lubbe, C., Pieterse J., & Mboweni, H. (2006). 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*, 13-18 Aug 2006, Toronto, Canada.
- Griessel-Roux, E., Ebersöhn, L., Eloff, I., & Smit, B. (2005). HIV/AIDS programmes: What do learners want? Paper presented at the *11th Qualitative Health Conference*, May 2006, Utrecht, Netherlands.
- Ebersöhn, L. (2003). Discussant Plenary Panel: 6th Southern and Eastern African Planning for *HIV & AIDS Conference*, Oct 2003, Benoni, South Africa.
- Ebersöhn, L. (2003). 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*, Aug 2003, Oxford, UK.
- Engelbrecht, A., & Ebersöhn, L. (2003). The status of stereotyping in Afrikaans textbooks. Paper presented at the *International Association for the Improvement of Mother Tongue Education (IAIMTE)*, July 2003, Lisbon, Portugal.
- Ebersöhn, L., & Eloff, I. (2002). 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*, June 2002, Gaborone, Botswana.
- Ebersöhn, L., & Maree, J. G. (2002). Emotional intelligence and achievement: Redefining giftedness. Paper presented at the *International Emotional Intelligence Conference*, June 2002, Durban, South Africa.
- Ebersöhn, L., Moletsane, M., & Hartell, C. (2001). HIV & AIDS and Education in South Africa. Panel, Apr 2001, Stanford University.
- Ebersöhn, L. (2000). A South African renaissance in educational psychology training: relevancy of British model. Poster presentation at the *XXVII International Congress of Psychology*, July 2000, Stockholm, Sweden.
- Ebersöhn, L. (2000). The manifestation of emotional intelligence in a South African private practice. Poster presentation at the *XXVII International Congress of Psychology*, July 2000, Stockholm, Sweden.
- Ebersöhn, L. (2000). A theoretical framework for life skills training in guidance and counselling. Paper presented at the *International Conference of Psychology in Education*, Aug 2000, University of Pretoria, Pretoria, South Africa.

8.1.2 NATIONAL

- Ebersöhn, L., Gu, Q., Mosepele, J. (2023). Schools as Enabling Spaces to Improve Learning and Health-Related Quality of Life for Primary School Children in Rural Communities in South Africa, *Foundation Phase Conferences 2023. Directorate: General Education and Training Western Cape Government*, 3 – 4 October 2023, Online.
- Ebersöhn, L. (2023). Keynote address. Celebrating Transdisciplinary Research in Sub-Saharan Africa: Educational Perspectives, *Postgraduate Research Indaba*, 3 October 2023, Pretoria, University of Pretoria.
- Basson, L., Ebersöhn, L., Murphy, P.K., & Gu, Q. (2023). The quality and sustainability of resilience-enabling complex school-based interventions in rural primary schools in the Global South: A Qualitative Evidence Synthesis. Conference presentation, *Annual Conference of the*

- Education Association of South Africa (EASA)*. 8 – 11 January 2023, The Century City Hotel and Conference Centre, Cape Town.
- Ebersöhn, L. (2022). Keynote address: Transdisciplinary research in practice: I didn't know people could give data – when the challenge requires more than focusing exclusively on one discipline. Plenary address, *Faculty of Education Research Week*. 3-5 Oct, Pretoria, University of Pretoria.
- Ebersöhn, L. (2022). An Introduction to Transdisciplinary Research, Early Career and Doctoral Online Seminar: Department of Health Sciences, 24 May, University of Pretoria.
- Ebersöhn, L. (2020). Evidence form school-based intervention research. Presentation to *National Department of Basic Education Series on National Priorities*, Inter-Provincial Rural Education Committee (IPREC) Meeting, 12-13 March, Pretoria, South Africa.
- Ebersöhn, L. (2019). Plenary: Under the Mopanie tree: Flocking as resilience-enabling pathway to wellbeing. *Positive Psychology in South Africa: Transcending Boundaries. Symposium*, South African Positive Psychology Association (SAPPA), 23 Nov, Future Africa, University of Pretoria, Pretoria.
- Ebersöhn, L. (2018). Resilience, flocking and poaching. *Transdisciplinary Seminar: Rhino Poaching in The Etosha National Park, Republic of Namibia*. 17 Oct, Tuks High Performance Centre, University of Pretoria.
- Ebersöhn, L. (2018). 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 Jan, University of KwaZulu-Natal, Durban, South Africa.
- Machimana, E.G, Ebersöhn, L & Sefotho, M.M. (2018). 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*, 14-17 Jan, University of KwaZulu-Natal, Durban, South Africa.
- Khaile, N.M, Theron, L.C, Mampane, M.R & Ebersöhn, L. (2018). How schools can champion resilience in times of drought: Learning from Leandra Youth. *Education Association of South Africa (EASA) Conference*, 14-17 Jan, University of KwaZulu-Natal, Durban, South Africa.
- Machimana, E.G, Ebersöhn, L & Sefotho, M.M. (2018). 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.
- Machimana, E., Ebersöhn, L., & Sefotho, M.M. (2018). Mobilisation of higher education's resources for social development. *First Africa Positive Psychology Conference*, 4-7 Apr 2018, North-West University, Potchefstroom, SA.
- Gwata, N, Hanekom, M, Vollebregt, G, Khaile, N.M, Theron, L.C, Mampane, M.R, Ebersöhn, L & Hart, A. (2018). Understanding and enabling the resilience of rural young people to drought. *Psychological Society of South Africa (Psyssa) Symposium. 24th Annual Psychology Congress*, 11-14 Sept, Johannesburg, South Africa.
- Ebersöhn, L. (2016). 'Writing for publication'. *Seminar for early career and doctoral researchers*, Faculty of Education, University of Limpopo. July 2016, Polokwane, University of Limpopo,.
- Ferreira, R., & Ebersöhn, L. (2016). 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*, Jan 2016, Hermanus, South Africa.
- Sefotho, M., Ntanyana, V., Ebersöhn, L., Mampane, R., Loots, T., Ntho-Ntho, M., Omidire, F. (2015,). Imbeleko social connectedness findings. Paper presented at the *7th South African AIDS Conference*, 18-22 Jul, Durban, South Africa.
- Coetzee, S., Ebersöhn, L., & Ferreira, R. (2014). Narratives of teacher resilience in a rural school. *Education Association of South Africa (EASA) Conference*, Jan 2014, Golden Gate, South Africa.
- Ebersöhn, L., Ferreira, R., Joubert, I., & Du Plessis, L. (2014). Describing the reading climate in a rural secondary school following a literacy intervention with teachers. *Education Association of South Africa (EASA) Conference*, Jan 2014, Golden Gate, South Africa.

- Ebersöhn, L., Ferreira, R., Scherman, V., & De Jong, H. (2014). Positive psychology measures of teacher happiness, resilience and sense of coherence in three rural schools. *Education Association of South Africa (EASA) Conference*, Jan 2014, Golden Gate, South Africa.
- Ebersöhn, L., Loots, T., Ferreira, R., & Eloff, I. (2014). Challenges in higher education community engagement partnerships with teachers in rural schools. *Education Association of South Africa (EASA) Conference*, Jan 2014, Golden Gate, South Africa.
- Joubert, I., Ebersöhn, L., & Swart, Y. (2014). English literacy and non-mother tongue teaching and learning practices of teachers in a rural school: An intervention study. *Education Association of South Africa (EASA) Conference*, Jan 2014, Golden Gate, South Africa.
- Mampane, R., Ebersöhn, L., Cherrington, A., & Moen, M. (2014). Adolescents' views on the power of violence in a rural school. *Education Association of South Africa (EASA) Conference*, Jan 2014, Golden Gate, South Africa.
- Omidire, F., Leask, M., Ebersöhn, L., & Konza, D. (2014). Teaching reading in the foundation phase in rural schools. *Education Association of South Africa (EASA) Conference*, Jan 2014, Golden Gate, South Africa.
- Ebersöhn, L. (2013). Researching indigenous pathways to resilience. *National Symposium on Theoretical and Methodological Reflections on Resilience*, Apr 2013, Northwest University, Vanderbijlpark, South Africa.
- Ebersöhn, L. (2013). Sexuality pathways to resilience: messages of resources. Invited paper presented at *Sexuality, Society and Pedagogy Symposium*, Apr 2013, University of the Free State, Bloemfontein, South Africa.
- Ebersöhn, L. (2012). 'Verenig' as alternatief tot 'Veg en vlug': Kollektiewe veerkragtigheid wanneer hulpbronne min, en nood hoog⁶⁰. Referaat gelewer tydens die *Suid-Afrikaanse Akademie vir Wetenskap en Kuns, Jaarvergadering en Simposium*, Jun 2012, Pretoria, Suid-Afrika.
- Ebersöhn, L. (2012). Where childrens demand for support meets supply of relationships: a honeycomb of resilience. Paper presented at the *Education Association of South Africa (EASA) Conference*, January 2012, Mpekweni, South Africa.
- Ebersöhn, L., & Ferreira, R. (2011). Trends in resilience research with teachers. Paper presented at the *12th Psychological Society of South Africa (PsySSA) Conference*, Sept 2011, Johannesburg, South Africa.
- Ebersöhn, L. (2011). Seminar Presenter: *Ethics Seminar to Institutional Ethics Committee*. May 2011, North-West University, Vanderbijlpark Campus.
- Ebersöhn, L. (2011-2014). Workshop Presenter: Seminar series on *postgraduate supervision, proposal writing, assessing research/scholarly work, assessing postgraduate dissertations and theses*, UNISA Research Directorate.
- Ebersöhn, L. (2011). 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 *Education Association of South Africa (EASA) Conference*, January 2011, Sun City, South Africa.
- Ebersöhn, L. (2010). Discussant: Session eight: So what has been the purpose of our scholarly enquiry? And what is our research agenda for the next decade? *National Symposium HIV & AIDS and Education Research*, September 2010, Port Elizabeth, South Africa.
- Ebersöhn, L., Ferreira, R., & Mbongwe, B. (2010). How co-researcher teams see their role in participatory research. Paper presented at the *Education Association of South Africa (EASA) Conference*, Jan 2010, Vanderbijlpark, South Africa.
- Loots, T., Ebersöhn, L., Ferreira, R., & Eloff, I. (2010). We find ways of getting through the hurdles: addressing barriers resourcefully as teachers. Paper presented at the *National Symposium HIV & AIDS and Education Research*, Sept 2010, Port Elizabeth, South Africa.
- Mohangi, K., Ebersöhn, L., & Eloff, I. (2010). I am doing okay: How children cope while living in an institution. Paper presented at the *National Symposium HIV & AIDS and Education Research*, Sept. 2010, Port Elizabeth, South Africa.
- Ebersöhn, L. (2009). Discussant: *National Visual Methodology Symposium*, August 2009, Centre for Visual Methodology, University of Kwazulu-Natal.

⁶⁰ Flock as alternative to fight and flight: collective resilience when resources are scarce and need is high.

- Ebersöhn, L. (2009). Evaluating postgraduate work. Invited contribution presented at the *UNISA Research Seminar series*, April 2009, Pretoria, South Africa.
- Ebersöhn, L. (2010) Steering committee: *Education Association of South Africa (EASA) Conference 2010*, North-West University Vaal Triangle Campus.
- Ebersöhn, L. (2009). *Discussant Plenary Panel: International Every Voice Counts Symposium*, Febr 2009, Durban, South Africa.
- Ebersöhn, L. (2009). Organiser: *National seminar on Partners in education research and practice: collaboration between teachers and education researchers*, March 2009, Amanzingwe Lodge, Magaliesburg, South Africa.
- Ebersöhn, L., & Ferreira, R. (2009). Networks of support flowing from an educational psychology intervention with teachers. Paper presented at the *15th South African Psychology Congress*, Aug 2009, Cape Town, South Africa.
- Ebersöhn, L., Ferreira, R., Odendaal, V., Loots, T., Mnguni, M., McCallaghan, M., & De Jager, K. (2009). 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*, March 2009, Pretoria, South Africa.
- Ebersöhn, L. (2009). Panel (with Francis, D., Buthelezi, T.) Conference Closing Remarks *Education Association of South Africa (EASA) Conference*, Jan 2009, Durban, South Africa.
- Ferreira, R., Ebersöhn, L., Loots, T., McCallaghan, M., Mnguni, M., & Odendaal, V. (2009). 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*, Jan 2009, Durban, KwaZulu-Natal, South Africa.
- Eloff, I., Ebersöhn, L., Finestone, M., Olivier, H., Penny, J., Boeving, A., Forsyth, B. (2009). 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*, Jul 2009, Bloemfontein, South Africa.
- Ferreira, R., & Ebersöhn, L. (2009). Integrating academic service-learning with participatory action research. Paper presented at the *Academic Service-Learning Seminar*, Sept 2009, Pretoria, South Africa.
- Loots, T., Ebersöhn, L., Ferreira, R., & Eloff, I. (2009). 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*, Febr 2009, Pretoria, South Africa.
- Ebersöhn, L. (2009). Organiser: *National Seminar: Stories of our collaboration*. 25–27 Nov, The Willows Conference Centre, Port Elizabeth, South Africa.
- Ebersöhn, L., Mampane, R., Mohangi, K., Olivier, H., Coetzee, S., & Fresen, J. W. (2008). 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*, Oct 2009, Pretoria, South Africa.
- Eloff, I., Boeving, A., Briggs-Gowan, M., Ebersöhn, L., Ferreira, R., Finestone, M., Forsyth, B. (2007). Children affected by HIV&AIDS: Contemplations beyond individual resilience. Paper presented at the *13th South African Psychology Conference*, Aug 2007, Durban, South Africa.
- Ebersöhn, L. (2006). Exploring positive psychological constructs in vulnerable children's resilience. Paper presented at the *South African Positive Psychology Conference*, Apr 2006, Potchefstroom, South Africa.
- Ebersöhn, L., & Eloff, I. (2006). 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*, Jan 2006, Bloemfontein, South Africa.
- Ebersöhn, L., & Ferreira, R. (2006). Reflecting on educators' use of memory box making in their pastoral role. Paper presented at the *Education Association of South Africa (EASA) Conference*, Jan 2006, Bloemfontein, South Africa .
- Ebersöhn, L., Maritz, J., Mampane, R., Maritz, G., Mboweni, H., Lubbe, C., & Pieterse, J. (2006). Co-constructing child friendly environments: Reflecting on process and relationships in collaborative methodology. Paper presented at the *Education Association of South Africa (EASA) Conference*, Jan 2006, Bloemfontein, South Africa. Retrieved from

http://www.puk.ac.za/opencms/export/PUK/html/fakulteite/opvoed/educ/kongresse/SAeDUC_Red_EbersohnOVSA06.pdf

- Eloff, I., & Ebersöhn, L. (2006). Identifying assets during the memory-box-making process with vulnerable children. Paper presented at the *Education Association of South Africa (EASA) Conference*, Jan 2006, Bloemfontein, South Africa.
- Ebersöhn, L., Ferreira, R., & Richards, A. (2004). Port Elizabeth outreach project. Paper presented at the *HIV & AIDS Research and Skills Development Seminar*, Aug 2004, Pretoria, South Africa.
- Ebersöhn, L. (2004). Applying the asset-based approach in therapy. Invited paper presented at the Ebersöhn, L., & Mbetse, D. J. (2003). The community's strategy for career education as a case study of the asset-based approach. Paper presented at the *9th Psychological Society of South Africa (PsySSA) Congress*, Sept 2003, Johannesburg, South Africa.
- Ferreira, R., & Ebersöhn, L. (2003). 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)*, Sept 2003, Johannesburg, South Africa.
- Ebersöhn, L. (2003). An introduction to an asset-based approach. *Workshop for postgraduate students and staff, Department of Educational Psychology*, Aug 2003, Stellenbosch, University of Stellenbosch.
- Ebersöhn, L., & Eloff, I. (2002). Integrating coping theory with the HIV & AIDS scenario. Paper presented at the *Education Association of South Africa (EASA) Conference*, Jan 2002, University of Pretoria, Pretoria, South Africa.
- Eloff, I., & Ebersöhn, L. (2002). The asset-based approach: praxis and paradigms. Paper presented at the *Education Association of South Africa (EASA) Conference*, Jan 2002, University of Pretoria, Pretoria, South Africa.
- Eloff, I., Ebersöhn, L., Ferreira, R., Lubbe, C., & Ferreira, J. (2002). Collaborating for transdisciplinary early intervention: Reflections from educational psychology. Poster presentation at the *8th South African Psychology Congress*, Sept 2002, Cape Town, South Africa.
- Ebersöhn, L., & Eloff, I. (2001). 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*, Oct 2011, University of Pretoria, Pretoria, South Africa.
- Ebersöhn, L. (2000d, January). The role of emotional regulation in the classroom. Paper presented at the *Education Association of South Africa (EASA) Conference*, Bloemfontein, South Africa.
- Ebersöhn, L. (1996). Selection of dentistry students at the University of Pretoria. Paper presented at the *University of Pretoria research seminar: Canalising and selection of students*, July 1996, University of Pretoria, Pretoria, South Africa

8.2 TEAMWORK AND COLLABORATION WITH OTHERS

| Type of collaboration | Person and/or institution |
|---|--|
| Postdoctoral mentor ARUA-Food Systems Research Networks for Africa (FSNet-Africa) | Dr Frank Tchuwa, Lilongwe University of Agriculture and Natural Resources |
| University of Pretoria Institutional Research host | ARUA-Food Systems Research Networks for Africa (FSNet-Africa), ARUA Centre of Excellence in Sustainable Food Systems (ARUA-SFS) |
| Postdoctoral Mentor | Carnegie-funded Future Africa Research Fellowship (FAR-leaf) Programme, Dr Samson Mhiza, University of Zimbabwe. |
| Rural Education well-being knowledge network | Open learning content for rural education, Veronique Genniker, Santiago Cueto, Veronica Villaran, Phumzile Nokuthula Langa, Relebohile Moletsane, Adele Gordon, Madumetja Kgobe, María Fernanda Torres, Patricia Arregui, Jessica Tapia and Nadeen Moolla. |

| Type of collaboration | Person and/or institution |
|--|---|
| University of Pretoria Research mentor | Faculty of Education colleagues in the Research Development Programme: Momgaetji Somo, Eugene Machiamana, Funke Omidire, Ronél Ferreira, Kesh Mohangi, Ina Joubert (2001-current). |
| Visiting Fullbright Fellow hosted by ERA Unit | University of California San Francisco - FLY- National Research Foundation, 2013–2015, Dr Shawn Ginwright |
| International Research Collaboration | Edith Cowan University – FLY- National Research Foundation, 2013–2015, Prof. Deslea Konza. Director of Fogarty Learning Centre. |
| National Task Team | UP/CSIR SERA Sustainable Rural Development (2012 – present) |
| International research mentor | International Mentoring of Advanced Graduates for Interdisciplinary Excellence (IMAGINE), Melissa McHale & Mike Wingfield (FABI UP). |
| National Research Collaboration | HEAiDS (HESA project): National interinstitutional collaboration - Teacher training and HIV&AIDS. Ebersöhn is UP, Faculty of Education coordinator of module piloting (under Dean’s leadership)-investigator. HSRC: Lebo Moletsane, University of Kwazulu-Natal: Naydene de Lange. Nelson Mandela Metropol University: Lesley Wood. North-West University: Linda Theron |
| National Research Collaboration | SANPAD Research Project. Child headed household research, University of Johannesburg. University of Johannesburg: Prof. J. Pillay, Dr E. Fritz, Dr H Krige. University of Pretoria: Dr M Moletsane. |
| National Research Collaboration | National Research Foundation 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. Delpont. |
| International Research collaboration | KidsClubs project: UP research consultant on both research methodological aspects and educational psychological foci of acquiring new technologies. Information Society Development and Science and Technology Collaboration Programme, Department of Science and Technology, CSIR, South Africa and Ministry of Foreign Affairs, Finland. Research partners: Department of Science and Technology, CSIR, South Africa and Ministry of Foreign Affairs, Finland (\$100 172.14). |
| International Research Collaboration | Monitoring and evaluation of HOPE/HIV UK art-based psycho-social programme with children and volunteers. |
| International Research Collaboration | Provide research, monitoring and evaluation capacity.UNICEF funding for Developing Child Friendly Environments and Creating Safe Spaces for Children Initiative (Limpopo Province), UNICEF, Department of Education, Centre for Studies in AIDS. 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 (2005 & 2006). |

| Type of collaboration | Person and/or institution |
|---|---|
| International Research Collaboration | Collaborative Programme for Educators Capacity Development in the context of HIV & AIDS, Save the Children – UK, Lynette Madakunye, 2005 & 2006. |
| National Research Collaboration | Appointed twice by Human Sciences Research Council (HSRC) to review South African Education Policy in terms of HIV & AIDS., 2003 & 2004. |
| National Research Collaboration | Higher Education Institutional Researcher (HSRC ELRC) funded National Research Project: Determinants of demand and supply of educators based in public schools and FET colleges. Project leader: Dr Olive Shisana, Executive Director: Social Aspects of HIV & AIDS and Health (Human Sciences Research Council), 2003. |
| University of Pretoria research Collaboration | Higher Education Institutional Researcher, UNICEF invitation. (UP, 26–27 November 2003). |
| Economic and Social Research Council teamwork | Professor Martin Mills, University College London |
| | Professor Dr Qing Gu, University College London |
| | Professor Patrick Callaghan, University of Nottingham |
| | Professor Lynn Ang, University College London |
| | Professor Mahlapahlapana Johannes Themane, University of Limpopo |
| | Doctor Rupert Higham, University College London |
| | Professor Jolene Skordis, University College London |
| | Doctor Hannelie du Preez, Wageningen University and Research |
| | Professor Peet du Toit, University of Pretoria |
| | Doctor Huiming Ding, University College London |
| Gerard Joseph Abou Jaoude, University College London | |
| One Health (1Hope) ⁶¹ teamwork | George Lueddeke (global lead – United Kingdom), education advisor in Higher, Medical and One Health Education |
| | Dr Berihu Gebrekidan, Mekelle University |
| | Dr. Irene Naigaga, One Health Workforce Academies |
| | Dr Agnes Yawe, |
| | Getnet Yimer, Ohio State University Global One Health Initiative |
| | Ebba Abate, Linköping University |
| | Lian Thomas, University of Liverpool |
| | Bernard Bett, International Livestock Research Institute (ILRI) |
| | Kristina Roesel, |
| | Professor Bassirou Bonfoh, Centre Suisse de Recherches Scientifiques en Côte d'Ivoire (CSRS) |
| | Dauda Ayomide Onawola, Intern at Ambuvets Konsult Nig. Ltd |
| | Courtney Dillingham, One Health proponent |
| | Margaret Wolff, Rhodes University Professor Tally Palmer, Rhodes University |
| | Asha Faith, Rural Water Initiative for Climate Action (RWICA) |
| | Zino Benneth, One Health Development Initiative (OHDI) |
| | Kikioppe Oluwarore-Isedowo, One Health Development Initiative (OHDI) |
| Truphena Mukuna, Organisation for Social Science Research in Eastern and Southern Africa (OSSREA) | |
| Margaret Oduk, United Nations Environment Programme (UNEP) | |
| Agazi Gebreselassie, University of Global Health Equity (UGHE) | |

⁶¹ International One Health for One Planet Education (1Hope) initiative: to build and support global capacity for understanding and valuing the One Health & Well-Being concept and approach as the foundation for the UN-2030 Sustainable Development Goals.

| Type of collaboration | Person and/or institution |
|---|---|
| | Phaedra Henley, University of Global Health Equity (UGHE) |
| | Rogers Dhliwayo, United Nations Development Programme (UNDP) |
| | Ayodele Odusola, United Nations Development Programme (UNDP) |
| | Adiza Abdul-Rafiu, Sustainable Development Solutions Network – Youth (SDSN-YOUTH) |
| | Amisa Mwachethe, Sustainable Development Solutions Network – Youth (SDSN-YOUTH) |
| | Tedson Nkoana, University of Pretoria |
| | Prof. Wanda Markotter, University of Pretoria |
| | Quixi Sonntag, University of Pretoria |
| | Mokgaetji Somo, University of South Africa (UNISA) |
| | Eugene Machimana, University of South Africa (UNISA) |
| | Daniel Abiliba, Animal Welfare League (Director) |
| | Wilfred Abia, University of Yaounde |
| | Diana Onyango, One Health for Humans, Environment, Animals and Livelihoods (HEAL) |
| | Ursin Bayisenge, University of Global Health Equity · Centre for One Health |
| | Phaedra Henley, University of Global Health Equity (UGHE) |
| | Amy LeBoeuf, Louisiana One Health in Action (Founder/director) |
| | Elizabeth Rayhel, Fontbonne University |
| | Chinyere Nwafor, University of Calgary |
| | Lisa Benjamin, Lewis & Clark Law School |
| | Catarina Lavrador, Universidade de Évora |
| Nicolas Antoine-Moussiaux, Université de Liège | |
| Vipat Kuruchittan, One Health University Network (SEAOHUN) (Executive Director of Southeast Asia) | |
| African Educational Research Collaborations | Department of Basic Education (DBE) |
| | Department of Higher Education and Training (DHET) |
| | Departments Agriculture |
| | Eduardo Mondlane University |
| | Future Families |
| | Medical Research Council in the Health Systems Research Unit |
| | National Institute for Communicable Diseases |
| | Nelson Mandela University |
| | North-West University |
| | Regional Psychosocial Support Initiative (REPSSI) |
| | Resilient Africa Network (RAN) |
| | Synergos Institute |
| | University of Cape Coast |
| | University of Cape Town |
| | University of Johannesburg |
| | University of Limpopo |
| | University of South Africa (UNISA) |
| University of the Western Cape | |
| University of the Witwatersrand | |
| University of Zimbabwe | |
| Walter Sisulu University | |
| Asia-pacific Educational Research Collaborations | Curtin University |
| | Edith Cowan University |
| | Latrobe University |

| Type of collaboration | Person and/or institution |
|--|--|
| | Nanyang Technological University Singapore |
| | Notre Dame University |
| | The Australian National University |
| | University of Queensland |
| European Educational Research Collaborations | Aberystwyth University |
| | Brighton University |
| | Dalarna University |
| | Freie Universität Berlin |
| | Institut de Recherche pour le Développement |
| | London South Bank University |
| | The Royal Veterinary College |
| | Universitat de Lleida |
| | University College London |
| | University of Applied Sciences Utrecht |
| | University of Leeds |
| | University of Leicester |
| | University of Pavia |
| | North-American Educational Research Collaborations |
| Concordia University | |
| Dalhousie University | |
| Fordham University | |
| Georgia State University | |
| McGill University | |
| McMaster University | |
| Pennsylvania State University | |
| Royal Roads University | |
| Simon Fraser University | |
| Université du Québec à Montréal | |
| Latin-American Educational Research Collaborations | American Veterinary Medical Association |
| | Campinas State University |
| | Federal University of São Carlos |
| | Itajaí Valey University |
| | One Health Institute at the University of California |
| | Pontifical Catholic University of Campinas |
| | Rio de Janeiro Rural University |
| | Santa Catarina State University |
| | São Paulo State University |
| | University of Missouri |

9. MANAGEMENT AND ADMINISTRATIVE DUTIES

9.1 ADMINISTRATIVE FUNCTIONS

Inter-Faculty Research Collaboration: Faculty of Humanities Virtual Review Meeting, University of Pretoria (2023).

Advisory Board Member: Centre for the Future of Work (CFoW), University of Pretoria (2022).

Advisory Board Member: Javett-UP Interfaculty Advisory Group (JIAG), University of Pretoria (2022).

Advisory Board Member: Malaria Institute Advisory Group, Faculty of Health Sciences, University of Pretoria (2022).

Executive Committee Member: Research and Postgraduate Education in the Faculty of Education (2022).

Steering Committee Member: Future Africa, University of Pretoria (2021-current).

Member: Tuks AIDS Reference Group, University of Pretoria (TARG) (2008 – present).

Deputy Chair: Ethics Committee, Faculty of Education, UP (2020-current).

Member of Senate, University of Pretoria (2019 – current).

Deputy Chair: Ethics Committee, Faculty of Education, University of Pretoria (2019-current).

Chair: Ethics Committee, Faculty of Education, University of Pretoria (2010 – 2019).

Steering Committee Member: Faculty of Education Transformation, University of Pretoria (2018 – present).

Committee Member: Senior Awards: Outstanding Achievers and Other Awards, University of Pretoria (2017– present).

Director: Centre for the Study of Resilience, Faculty of Education, University of Pretoria (2014 - current).

Director: Unit for Education Research in AIDS, Faculty of Education, University of Pretoria (2008 – 2014).

Task Team Member: Development Studies, University of Pretoria (2013-2018).

Committee Member: Research Committee, Faculty of Education, University of Pretoria (2011-2012).

Faculty Representative on University of Pretoria Faculty Research Coordinators Forum (University of Pretoria Department Research and Innovation Support) (2009-2014).

Acting Head of Department: Department of Educational Psychology, Faculty of Education, University of Pretoria: September 2006 – September 2008.

Programme Committee Member: Faculty of Education (May 2007 – August 2007).

Committee Member: Faculty of Education Postgraduate (September 2006 – August 2007).

Research Coordinator: Focus Area: HIV & AIDS, Faculty of Education, University of Pretoria (2003-2014).

Committee Member: Ethics Committee, Faculty of Education, University of Pretoria (2003-2010).

Committee Member: Research Committee, Faculty of Education, University of Pretoria (2001 – present).

Undergraduate Programme Co-ordinator: Education 154 Module, Faculty of Education, University of Pretoria (2000 – 2002).

Co-ordinator of Distance Education Programme (Lyceum): Education 121 Module, Faculty of Education, University of Pretoria (1997 – 2000).

Institutional Selection: 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: 1993-1996.

10. COMMUNITY SERVICE OR PROFESSIONAL SKILLS

10.1 OUTREACH PROJECTS

Ebersöhn, L. (2020). Flocking: Strengthening Community-Based Psychosocial Support. Report prepared for REPSSI. Pretoria: Centre for the Study of Resilience, University of Pretoria.

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

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.

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

10.2 PROFESSIONAL SERVICE PERFORMED

Contributor to the Policy Framework written with the Rural Education Directorate. Department of Basic Education. (2023). *National Framework for Rural Education: Enhancing Access, Equity and Quality in Rural Schools*. Pretoria. Department of Basic Education.

Referee: *Marsden Fund*. Royal Society Te Apārangi, New Zealand (2021).

Peer Reviewer at the Economic and Social Research Council (ESCR) Centres Competition, Cambridge Centre for Resilience (CCfR) (2018).

Participated in an invitational session of the United Nations Security Council Counter-Terrorism Executive Directorate Mission to South Africa, 7 – 9 May 2018, Pretoria.

Peer Reviewer at the Economic and Social Research Council (ESCR) (2016).

Danida Fellowship Centre, Danish Consultative Research Committee for Development Research (DANIDA). Reviewer Panel member (2009).

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)) (2005).

HIV & AIDS Consultant for SABC2 Youth Programme (2004).

10.3 CLINICAL SERVICE

Health Professions Council of South Africa (HPCSA)-evaluation with Prof. Sandy Lazarus of Educational Psychology programme at the University of Stellenbosch.

Clinical supervision: MEd (Educational Psychology) student internships as Educational Psychologists (2010-2018).

10.4 INVOLVEMENT WITH OTHER UNIVERSITIES & SCIENTIFIC INSTITUTIONS

Senior Promotion Referee, (2023): National Institute of Education (NIE), Nanyang Technological University, Singapore.

Reviewer for the NRF-DAAD In Country Scholarship Programme (2023): Deutscher Akademischer Austauschdienst (DAAD).

Scoping expert representing South Africa as a social scientist on the panel (2019-current): UNESCO Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES) transformative change assessment.

External assessor to suitability for Associate Professor (July 2020): University of Cape Coast, Ghana. ESRC-DFID Proposal Review Panel. (2015): Raising Learning Outcomes Call.

External reviewer for professorial promotions (2015): National Institute of Education, Nanyang Technological University in Singapore.

Chair of the International Research and Scholarship Committee, Division C, Learning and Instruction (2014–2015): American Educational Research Association.

Development of the Global Change Social Science Research Programme (GCSSRP2), 11 July, The Wits Club, University of Witwatersrand, West Campus, Pennsylvania State University - FLY- National Research Foundation, 2013–2015, Dr Karen Murphy: DST/National Research Foundation: Global Change Social Science Research Programme.

Co-Chair for poverty and the Opportunity to Learn Worldwide (2012–2014): World Education Research Association (WERA) Task Force.

Council member and EASA representative (2010–2012): World Education Research Association (WERA).

SARChI Programme Review Panel (2011): National Research Foundation.

Annual reports panel review (Thuthuka & Institutional Research Development (IRDP) (2010): National Research Foundation.

Killam Research Fellowship recipient (2010): McGill University, Canada.

External reviewer for professorial promotions (2010): University of Swaziland.

Review panel for research projects and individual researcher rating (2005-current): National Research Foundation.

Academy for senior women in higher education (2005): HERS-SA.

Reviewer Panel member (2004-2009): South Africa Netherlands Research Programme on Alternative Development (SANPAD).

Review of new academic programme: MEd Life and Career Education, Rand Afrikaans University (RAU) (2002): FOTIM.

10.5 REFEREE REVIEWER DUTIES

10.5.1 EDITORIAL AND JOURNAL REVIEWS

EDITORIAL BOARD

Review of Educational Research (RER) (Second term: 2019-current).

Journal of Education Policy & Leadership (2021 – present)

Taiwan Journal of Innovation in Social Sciences (2021-current).

African Journal of Career Development (AJCD) (July 2018 – December 2020)

Ghana Journal of Education: Issues and Practice (GJE) (2017-current).

Brazilian Journal of Special Education (2017-current).

African Studies and Diaspora Series, Afro-Brazilian Studies Centre of the State University of Santa Catarina (2017-current).

International Journal of Multiple Research Approaches (IJMRA) (2017-current).

Review of Research in Education (2014-current).

Education as Change (2012 – present)

International Research and Capacity Building Foundation IRCAB *Journal of Arts and Education* (Consulting Editors) (2012 – present)

South African Journal of Education (2011-current)

Journal of Psychology in Africa (2010-2018).

Educational Research for Social Change (2010 – 2015, 2015 – 2017).

Perspectives in Education (2002–2003).

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 Education

Journal of Child and Adolescent Mental Health

Koers

Psychology, Health & Medicine

South African Journal of Psychology

Teaching and Teacher Education

Teaching Educational Psychology

Tydskrif vir Geesteswetenskappe van die SA Akademie vir Wetenskap en Kuns

10.5.2 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.

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.

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.

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?

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?

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 portuurhelpersprogram 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 a 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

10.5.3 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 (Advanced Certificate in Education (ACE) Life Orientation (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).

2004-2008

Editorial Review Board of Teaching Educational Psychology (TEP) for two cycles (2004 – 2006,
2006 – 2008).

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.

11. AWARDS AND SCIENTIFIC / SCHOLARLY RECOGNITION**11.1 EVALUATION STATUS AS SCHOLAR**

South African National Research Foundation rated researcher (2015: C1).

South African National Research Foundation rated researcher (2008: C3).

11.2 RESEARCH AWARDS & PRIZES

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

Education Association of South Africa (EASA) Researcher Medal (2018).

UP Faculty of Education Exceptional Researcher Award (2021).

UP Exceptional Academic Achiever (2016-2020).

Dean's Award for International Scholarship and Postgraduate Supervision (2011).

UP Exceptional Young Researcher Award (2005)

Education Association of South Africa Medal: Young Researcher (2005).

Faculty of Education, UP Award for Intellectual Leadership (2002).

Vice Chancellor and Rector's Prize for Exceptional Achievers (1992).

Vice Chancellor and Rector's Prize for Exceptional Achievers (1991).

TED and SANLAM prize for Achievers (1991).