



CURRICULUM VITAE

CARMELITA JACOBS (PhD)

Educational Psychologist/ Lecturer

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Academic qualifications obtained

Degree	Field of study	Institution	Year Awarded
Doctor of education	Educational Psychology	Stellenbosch University	2019
Master's degree in Education	Educational Psychology	Stellenbosch University	2014
Bachelor of Arts in education	Educational psychology	Stellenbosch University	2009

Work Experience

Employer	Capacity	Period
Stellenbosch University	Lecturer & Educational Psychologist (Supervising capacity)	2017 – present
Stellenbosch University	Awardee of the Andrew Mellon Fellowship for Early Career Researchers	2015 – 2016
Centre for Student Counselling and Development	Intern educational psychologist	July to Dec 2014
Paarl school for children with special needs	Intern educational psychologist	Jan to Jun 2014
Florida School of Skills	Teacher and School counsellor Duties included individual and group counselling, Teaching English and Life Orientation	2010 – 2012

Teaching activities

Modules	Level
Development and Support: Psychotherapy	Professional masters
Learning and Cognition	BEd Honours
Development and Learning: Developmental theories	B.Ed 2 nd years
Life skills: personal and social wellbeing in the foundation and Intermediate phase	B.Ed 1 st years

Leadership

Role	Institution	Period
Coordinator – Honours in educational support	Stellenbosch University	2023 -
Coordinator - master's in educational psychology - Practicum module	Stellenbosch University	2020 – present
Coordinator of Development and Support module (MEdPsych) – involves three other lecturers	Stellenbosch University	2017 – present

Community Service

Media

- 2023 Cape Talk radio station. Should matric exams be reconsidered – with Crystal Peters.
<https://www.capetalk.co.za/podcasts/652/views-and-news-with-clarence-ford/707727/should-matric-exams-be-reconsidered>
- Eye Witness News. Blade attack: child likely doesn't understand consequences of actions – expert. Written by Ntuthuzelo Nene | 03 May 2023 19:40. <https://ewn.co.za/0001/01/01/blade-attack-child-likely-doesn-t-understand-consequences-of-actions-expert>
- You magazine. Your guide to the pros and cons of online school for your kids. Written by Keshia Africa.
<https://www.news24.com/you/advice/your-guide-to-the-pros-and-cons-of-online-school-for-your-kids-20230427>
- Cape Talk radio station. [Advice: Family Matters: Preparing to go back to school - Lunch with Pippa Hudson](#)
[Guest: Dr. Carmelita Jacobs | A lecturer at Stellenbosch University in the Educational Psychology department.](#)
- 2022 IOL news. Mental health part of school curriculum. Article written by Keagan Mitchell.
<https://www.iol.co.za/weekend-argus/news/mental-health-part-of-school-curriculum-111db539-02e5-4886-8ea3-168d7e880384>

Reviewer: Journal articles

- 2023 Teachers' perceptions regarding retirement in the Gauteng Schools. *Interchange*.
- 2020 Written narratives of school-aged learners with developmental language difficulties: A Group discussion intervention study. *Per Linguam*
- Evaluating awareness and knowledge of dyslexia among government school primary teachers in the selected schools in Tshwane District, South Africa. *African Journal of Disability*
- 2018 Teachers Views of Inclusive Education in Serbian Schools. *South African Journal of Education*.

Reviewer: Proposals

- 2023 Bianca Böhmer. Phd Proposal. Role of teachers and parents: Human capital accumulation and inequality in South Africa. Faculty of EMS. **Stellenbosch University**.
- 2021 Bathobile Charity Ngcobo – master's proposal - The impact of augmentative and alternative communication training of special school-teachers perceptions of learners with complex communication needs. **University of Pretoria**.
- 2020 Lwando Majikijela – Masters proposal - Representation of black queer identities in South African film and visual culture: Transgressive vulnerability as a mechanism for imagining and claiming space, visibility, and freedom. *University of the Witwatersrand*: School of literature, language and media studies, Master of Arts by Research (media studies)

External examiner: master's thesis

- 2022 Ngobo, B.C. The effect of augmentative and alternative communication training on special school-teachers' perceptions of learners with complex communication needs – **University of Pretoria**
- 2022 Sophia Grüner-Hegge. *A neo-Vygotskian comparative analysis of the availability of simple scientific concepts in science in the English National Curriculum Year 1 and the South African National Curriculum and Policy Statement Grade 1.* – **University of Cape Town**
- 2022 Mapule Muzanya. *The role of dynamic assessment in framing reading difficulties.* – **University of Pretoria**
- 2022 Kolean Padayachi. *Young South African adults in the Johannesburg area and their experiences of coping with childhood trauma.* - **University of Johannesburg.**
- 2021 K. Davies. *Teacher strategies to support learners experiencing visual processing challenges in Foundation Phase classrooms.* **University of Johannesburg.**
- 2021 K. Morrison. *Trauma Survivors' Experiences of Kundalini Yoga in Fostering Post-Traumatic Growth.* **University of Johannesburg.**
- 2020 Genieve Mai Arnold. *Full service and special schoolteacher perceptions on the needs of learners with visual impairment.* **University of Pretoria.**

Internal examiner (Stellenbosch University)

- 2022 Kelly Faull. *Exploring intergenerational parent educational support in an immigrant sephardi jewish family.*
- 2021 Arno Basson. *School-parent collaboration to address children's barriers to learning in a full-service school.*
- 2021 Sinaed Comminos. *iLizwe lam (My world): Xhosa-Speaking Parents' Experiences of Caring for a Child with Autism Spectrum Disorder*
- 2021 Taimi Tukwatha Sheetheni. *An exploration of teachers' views on the implementation of the inclusive education policy in selected mainstream schools in the Oshana region, Namibia* (Full master's thesis)
- 2020 Dayne Williams: *Educators' experiences of learner involvement in transforming traditional school policies and practices at a former model C school.*
- 2019 Donovan Oscar Rudolph: *Exploring sexuality education in government high schools.*
- 2018 Debbie Lucille Meyer: *Parents perspectives on the developmental care needs of their child with Down syndrome.*

External moderation

Institution	Module & level	Period
University of Cape Town	EDN4520F - Educational psychology in the changing context of South Africa	2021 - present
University of Johannesburg	Education Studies 1B module – undergraduate module	2021 - present
University of the Western cape	EDC121 (Lifeskills) EDC131 (Social psychology for educators) TML301 and 302 (Method of Life Orientation)	2019 - 2020
Helderberg College of Higher education	PSY 302 – Life Skills III (Method)	2021 – 2022

Internal moderation (Stellenbosch University)

Field	Level	Period
Nursing Education	Post graduate certificate in Nursing- Module: <i>Educational Psychology</i>	2017- 2018
Educational psychology	Becoming a teacher	2019 – present

Postgraduate supervision

Doctoral thesis

Jane Roussouw. *Communication of sexuality education in lgbtq+ headed home environments*. **Co-supervisor with Prof A Brown**

Masters' thesis

In progress

Caitlin Eagle. *Exploring Educators' Experiences: Comprehensive Sexuality Education in WCED Primary Schools*

Carla van der Linde. *A systematic literature review of parent involvement during the Covid-19 pandemic*

Firnley Blouws. *Successful implementation factors for trauma informed schools: A systematic review*

Genevieve During. *Parental educational support of adolescents in families with a mother experiencing cancer*.

Chanel Roos. *Experiences of school teachers who practice mindfulness-based interventions in advancing their mental wellbeing*

Micaela Gillespie. *Exploring a mindfulness-based intervention towards countering dysregulation in adolescents with autism spectrum disorder*.

2022 Shawn Daniels: *Educational support experiences of high school learners from single-parent families*

Jordan Wilke: *Teacher perspectives on the role of parental educational support of English second-language learners*

Judith Melane: *Exploring high school teachers understanding and implementation of the SIAS policy in a low-income community*

2021 Liezel van den Eijnde: *Parents experiences of the inclusion of their child with down syndrome in a mainstream school*.

2018 Jessica Cheesman: *Parenting a child with ADHD: Exploring the experiences of single mothers with ADHD [passed with distinction]*

Research Outputs

Peer-reviewed Articles

2023 **Jacobs, C.** Parental educational support to adolescents: Exploring the role of emotional capital in low-income single mother families in South Africa. ACCEPTED for publication by South African Journal of Education.

Jacobs, C., Barends, Z., Malgas, R., Bailey, L. & Williams, S. Exploring academic identities through collage making: A collaborative autoethnographic project. ACCEPTED by Agenda.

- 2022 Adimora, DE., Dreyer, LM, **Jacobs, C.** 2022. Parent-Child Attachment as A Correlate of Social Skills and Academic Self-Efficacy. *International Journal of Psychosocial Rehabilitation*, Vol. 26, Issue 01, 2022 ISSN: 1475-7192
- 2021 **Jacobs, C. & Andrews, A.** 2021. Disrupting Patriarchal Perceptions of Single-Mother Families: An Analysis of Adolescent Narratives. *Education as Change*. Vol 25. 20 pages. <https://upjournals.co.za/index.php/EAC>
- 2020 **Jacobs, C., & Daniels, D.** (2020). Their capital has value, too: Exploring parental educational support in low-socioeconomic single-mother families. *Journal of Education (University of KwaZulu-Natal)*, (80), 160-175.
- 2017 **Jacobs, C. & Collair L.** 2017. Adolescent identity formation in the context of vocationally oriented special needs schools. *South African Journal of Education*, 37(3): Art. # 1249, 10 pages. <https://doi.org/10.15700/saje.v37n3a1249>

Peer-reviewed Articles in review

Cheeseman, J. & **Jacobs, C.** It's a blessing that I have ADHD: single mothers raising children with ADHD. Under review at *Interchange*.

Book Chapters

- 2022 **Jacobs, C. & Dreyer, LM.** 2022. Embedding Teaching for All at Stellenbosch University: A case study. In Sayed, Y., Singh, M., Williams, T., & Sadeck, M. Academics and student-teachers champion Inclusive education Programmes in South Africa: Experiences, Challenges and Opportunities. Published by the British Council of South Africa. Nexus Design.

Conference Presentations

- 2022 Cheeseman, J. & Jacobs, C. (July, 2022). *Single mothers with Adhd raising a child with Adhd: Narratives from a multiple case study in South Africa*. Paper Presentation at the International School Psychology Association [ISPA] 2017 in Leuven, Belgium.
- Jacobs, C & Dreyer, LM. *Embedding Teaching for All at Stellenbosch University: A Case study*. Teaching for All Symposium: Initial Teacher Education. Birchwood Hotel & OR Tambo Conference Centre, Johannesburg, 9 – 10 May 2022.
- 2021 Participated in a key note presentation at Scholarship for Teaching and Learning conference with Dr Zurab and Dr Debra.
- 2019 Jacobs, C. & Daniels, D. (October 2019). *Their capital has value too: Single mothers' narratives of educational support to their high school learner*. Presentation at the South African Educational Research Association Conference (SAERA) 2018 at Durban University of Technology, Durban, South Africa.
- Jacobs, C. (September 2019). *Parent involvement in education: Insights from a multiple case study of low-income single mother families*. Presentation at the Education Students Regional Research Conference [ESRRC] 2019 at the Cape Peninsula University of Technology, Cape Town, South Africa.
- 2018 Damons, L, Jacobs, C & Dreyer LM. *Using Pecha Kucha as a psycho-educational facilitation tool for training school counsellors*. 11th Annual conference on the Scholarship of Teaching and Learning, Somerset-West, 29-31 October 2018.
- 2017 Jacobs, C. (September 2017). *Transformation is needed in how we engage with single mother families in education: Insights from a multiple case study*. Presentation at the Education Students Regional Research Conference [ESRRC] 2017 at the University of Stellenbosch, Cape Town, South Africa.
- Jacobs, C & Daniels, D. (July 2017). *Supporting adolescents growing up in a single-mother family: Insights from a South African multiple case study*. Conference Presentation at the International School Psychology Association [ISPA] 2017 in Manchester, England.

- 2016 Jacobs, C. (October 2016). *Reimagining educational access and success for adolescents growing up in a single-mother family*. Presentation at the South African Educational Research Association Conference (SAERA) 2016 at the Cape Sun Hotel, Cape Town, South Africa.
- Jacobs, C (September 2016). *Contesting voices in research with single-mother families*. Presentation at the Education Students Regional Research Conference [ESRRC] 2016 at the University of Cape Town, Cape Town, South Africa.
- Jacobs, C (July 2016). *Uninvolved parent or untapped source of influence: Exploring the role of single mothers as collaborators in education*. Conference Presentation at the International School Psychology Association [ISPA] 2016 in Amsterdam, Netherlands.
- Jacobs, C (June 2016). *Presentation of my intellectual process in engaging with my PhD literature review*. Presentation at the post-graduate research day. University of Stellenbosch, Cape Town, South Africa.
- 2015 Jacobs, C (2015). *Adolescents' perception of the role the School of Skills context played in shaping their sense of identity*. Conference Presentation at the International School Psychology Association [ISPA] in Sao Paulo, Brazil.

Unpublished thesis

Jacobs, C (2019). *Parental Educational support of Adolescents in Single mother Families from a low-income community*. Unpublished D.Ed thesis. Stellenbosch University.

Jacobs, C (2014). *Exploring Identity formation in Adolescents who have attended a School of Skills*. Unpublished masters thesis. Stellenbosch University.

Academic projects

Project	Role	Period
Neoliberalism, Gender and Curriculum Transformation in Higher Education - Andrew Mellon Foundation. Feminist Decoloniality as care.	Co-researcher and participant. Project involving 4 universities.	2019 – present

Awards and Scholarships

- 2021 Teacher award
- 2020 Subcommittee A funding of R50 000
- 2018 & 2019 Early Research Career Funding from the Department of Research and Development. Mentee programme (Stellenbosch University)
- 2017 & 2018 FINLO Funding for a teaching and learning project: *Using Pecha Kucha as a psycho-educational facilitation tool for training school counsellors*. Researchers: Dr L Damons; C Jacobs and Dr L Dreyer.
- 2016 & 2017 Early Research Career Funding from the Department of Research and Development (Stellenbosch University)
- 2015 & 2016 Mellon Early Research Career (MERC) Fellowship
- 2015 & 2016 Early Research Career Funding (conference travel grants)
- 2015 Cal Catterall Award to attend the International School Psychology Association (ISPA) 37th Conference in Sao Paulo, Brazil
- 2013 Received Harrey Crossley Bursary to complete my masters
- Received Academic Merit Bursary from Stellenbosch University
- 2007 Golden Key Certificate

2006-2009

Received Academic Merit Bursaries from the University

Professional Development

2023	Attended Professional minds – The Covid consequence
2022	Short course on Assessment in higher education – presented by the Centre for Teaching and Learning, Stellenbosch University
2021	Intensive narrative training workshop: 22 – 26 November.
2019	Attended African Doctoral Academy: Summer school Writing for publication – presented by Professor Leslie Swarts
2018	Professional Minds
2017	Attended the International Association of Cognitive Education in South Africa (IACESA) in February 2017 Attended Professional Educational Development for Academics (PREDAC) in June 2017
2016	African Doctoral Academy: Summer School <i>Introduction to qualitative data analysis with ATLAS.ti</i> Presented by Dr Lauren Wildschut, Stellenbosch University
2015	African Doctoral Academy: Summer School <i>Preparation and research design for a research or PhD project</i> Presented by Prof. Max Bergman, University of Basel Centre for Higher and adult education: Short Course <i>The question of 'doctorateness'</i> Presented by Prof. Vernon Trafford (UK) and Prof. Shosh Leshem (Israel)
2013	JvR Academy, South Africa <i>MBTI (Myers Briggs Type Indicator) Certification Programme</i>

Referees

1. Prof Lorna Dreyer
lornadreyer@sun.ac.za
Head of department (2019 – 2022)
2. Prof D Daniels
doria@sun.ac.za
Head of department (2017 – 2018)