

[9] E.J. Rohaan, R. Taconis, and W.M.G. Jochems, Reviewing the relations between teachers' knowledge and pupils' attitude in the field of primary technology education, *International Journal of Technology and Design Education*, Springer, New York, 2008, www.springerlink.com/content/p020227247614xq7/?p=afce429378144e17b4cbffdb33672fcb&pi=16 (8 March 2014).

[10] L.S. Shulman, Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, Harvard, Massachusetts, 1987, 57(1), pp. 1-21.

[11] Laine, S.W.M., and C. Otto, *Professional development in education and the private sector: Following the leaders*, North Central Regional Educational Laboratory, Oak Brook, IL, 2000.

[12] W. Feng, and K.W.M. Siu, *Professional development for technology teachers in Mainland China and Hong Kong: Bridging theory and practice*. Presented at the PATT22 Conference, Delft, Holland, 2009.

[13] Department of Basic Education, *Report of the Task Team for the review of the implementation of the National Curriculum Statement*, Government Printers, Pretoria, 2009.

[14] Malada, N.B. *The continuous professional development of educators with regard to implementation of OBE in the Limpopo Province*, MEd Dissertation, Rand Afrikaans University, Johannesburg, 2004.

[15] V. Kumar, *Promoting the application of science and technology to meet the millennium development goals*, 2003. <http://stdev.unctad.org/un/e-research.html> (2 March 2014).

[16] J.P. Williams, and M.T. Gumbo, *Discovering Technology teachers' pedagogical content knowledge: A comparative study between New Zealand and South Africa*, Presented at PATT26 Conference. Stockholm, Sweden, 2012.

[17] Gumbo, M.T., and J.P. Williams, *Technology teachers' pedagogical content knowledge: An exploratory study*. Monograph, LAP Lambert, Saarbrücken, 2012.

[18] R.L. Breen, A practical guide to focus group research. *Journal of Geography in Higher Education*, Taylor & Francis, Oxford, 2006, 30(3), pp. 463-475.

[19] Creswell, J.W., *Qualitative inquiry and research design: Choosing among five approaches*. SAGE, London, 2007.

[20] Gay, L.R., and P. Airasian, *Educational research: Competencies for analysis and application*. Sixth Edition, Prentice Hall, Merrill, 2000.

[21] McNeill, P. *Research methods*, Second Edition. Routledge, London, 1995.