



# North West University

**S Ashworth**



## **North West University:**

ICT Education Henri Emil Van Rensburg, Dirk Petrus Snyman, Lynette Drevin, Günther Richard Drevin, 2024-01-02 This book constitutes the refereed proceedings of the 52nd Annual Conference of the Southern African Computer Lecturers Association on ICT Education SACLA 2023 held in Gauteng South Africa during July 19 21 2023 The 12 full papers included in this book were carefully reviewed and selected from 42 submissions They were organized in topical sections as follows student centered teaching and learning AI and future movements programming and beyond the classroom

**Revaluation and Preservation of Indigenous Knowledge Systems in Modern Society** Tlou Masenya, Monicca Bhuda, 2025 The overall objective of this book is to present scholarly perspectives ideas and recommendations in addition to publishing excellent articles that explore the role and importance of indigenous knowledge in the modern society

**Discipline in Education** Johan Botha, 2021 This book addresses a perennial challenge to the success of the South African education system namely discipline This volume steers the interrogation of discipline in a new direction reflecting on ways in which recent research can benefit South African schools This includes the need for alternative discipline that will enhance education The scholarly contribution lies in its in depth exploration of the relevance of research findings to South African schools and to the twenty first century socio political environment For the first time scholarly interrogation of the issue of learner discipline in South African schools draws on indigenous knowledge systems Its post colonial and decolonial perspectives offer an ethical and moral compass for behaviour that could contribute to the well being of South African society and other societies similarly afflicted by anti social behaviour The book offers a range of perspectives on the debates on discipline and associated issues and should stimulate future discussions on discipline and indiscipline at a time when South Africa and many other societies engage with the effects of social and political transformation This scholarly book is aimed at academics and researchers The contributors include philosophers moralists corporativists education law specialists curriculum specialists specialists in education and culture advocates of ubuntu and people using meta syntheses of approaches and practices and religious practices such as a Christian ethical moral approach to parental and school discipline They draw on their insights into postcolonialism the impact of indigenous knowledge theories of agency dysfunctionality and school underperformance The book offers an intriguing depiction of opposing views on discipline

**Positive Psychological Intervention Design and Protocols for Multi-Cultural Contexts** Llewellyn Ellardus Van Zyl, Sebastiaan Rothmann Sr., 2019-06-11 This volume presents innovative and contemporary methodologies and intervention protocols for the enhancement of positive psychological attributes in multicultural professional and organizational contexts Most methods models and approaches that underpin positive psychological interventions are confined to clinical samples closed systems or monocultural contexts which restrict their applicability to particular contexts Extensive practical intervention protocols designs and methods which usually accompany first draft intervention papers are condensed into brief paragraphs in final manuscripts or removed in

their entirety This in turn reduces their potential for replicability or adoption by consumers practitioners or industry This volume develops guidelines for enhancing positive psychological attributes such as positive moods e g positive affect life satisfaction strengths e g gratitude humour cognitions e g hope optimism and behaviours e g emotional regulation positive relationship building within various multicultural contexts Thereby it shows how positive psychology interventions can be replicated to a wide range of contexts beyond those in which they were developed      **Psalms and Hebrews** Dirk J.

Human, Gert Jacobus Steyn, 2010-10-28 The reception of early Jewish Israelite texts in early Christianity provides valuable insights into the hermeneutics of ancient authors and studies in this regard are vital for an understanding of their theology ies By focusing particularly on the reception of the Psalms through the hand of the unknown author of Hebrews Old Testament and New Testament scholars combine forces in this collection to determine the shifts in interpretation of the Psalms that took place during the processes of re interpretation within the work of a particular early Christian writer By paying careful attention to the original reading s of the text versions utilized as well as to the manner in which those texts were embedded in a later literary context by the author of Hebrews they provide a window into the trajectories of the Psalm traditions A contextual contribution illustrates the versification of the Psalms in a contemporary African language Afrikaans to illustrate how the Psalms reception remains a vivid endeavor in current times      **Artificial Intelligence Research**

Anban Pillay, Edgar Jembere, Auna J. Gerber, 2023-11-28 This book constitutes the refereed proceedings of the 4th Southern African Conference on Artificial Intelligence Research SACAIR 2023 held in Muildersdrift South Africa in December 2023 The 22 full papers presented in these proceedings were carefully reviewed and selected from 66 submissions The papers are organized in the following topical sections Responsible and Ethical AI Track Socio Technical and Human Centered AI Track Algorithmic and Data Driven and Symbolic AI      **A New Dawn** Deon Vos, Zacharias Louw de Beer, Ewelina

Niemczyk, 2020-12-31 BRICS is a significant player in the international arena Thus it is important for South Africa as a member of BRICS to explore the implications of the external and internal influences of BRICS This includes comprehensive understanding of the international and national involvement of BRICS in education provision and introducing discovered influences in South African educational planning The size of BRICS as international player in different areas and on different levels necessitates the research of its functioning and in this case the role of BRICS regarding education provisioning Therefore this research and analysis of the contribution of BRICS in education provision are an important addition to the field of effective Education Through the preliminary literature reviews we noticed that current studies often are quantitative in nature and lack comparative qualitative exploration about education development in BRICS countries For this reason the book titled BRICS Education A new dawn will contribute to the flourishing of quality education in South Africa and all BRICS nations The book will also aim to encourage researchers to join efforts with other researchers of the five member states in order to learn from each other and to address common challenges To that end this research will generate scientific

knowledge meant to maximize the readers understanding of the current realities of the education aims at the national each member state and collective BRICS organization level The authors of the book are interested in comparing the educational aims across the BRICS countries and explore how successfully these aims are being implemented on the ground Through the discovering of similarities and differences in the educational aims of the five member states and the educational objectives of the BRICS organization the readers of the book will be able to identify best practices that will allow member states to fulfill the education aims of the BRICS organization at large

**Blended learning environments to foster self-directed learning** Christo van der Westhuizen,Mncedisi C. Maphalala,Roxanne Bailey,2023-03-31 This book on blended learning environments to foster self directed learning highlights the focus on research conducted in several teaching and learning contexts where blended learning had been implemented and focused on the fostering of self directed learning Several authors have contributed to the book and each chapter provides a unique perspective on blended learning and self directed learning research From each chapter it becomes evident that coherence on the topics mentioned is established One of the main aspects drawn in this book and addressed by several authors in the book is the use of the Community of Inquiry CoI framework when implementing teaching and learning strategies in blended learning environments to foster self directed learning This notion of focusing on the CoI framework is particularly evident in both theoretical and empirical dissemination presented in this book What makes this book unique is the fact that researchers and peers in varied fields would benefit from the findings presented by each chapter albeit theoretical methodological or empirical in nature this in turn provides opportunities for future research endeavours to further the narrative of how blended learning environments can be used to foster self directed learning

**A path to wellness in the educational and health systems** Lynn Preston,Wanda van der Merwe,2023-11-30 The Six Bricks initiative is a teaching and learning method that encourages focused engagement in the classroom by all learners from the foundation phase to adulthood By using six simple colourful DUPLO bricks an element of play is introduced into a situation that inevitably leads to all individuals focusing and interacting This is one of the major contributions to all teaching and learning disciplines and promotes the audience to learn with enjoyment enthusiasm and concentration Along with this communication is promoted sparking unimaginable creativity and creation This book provides the reader with an alternative focus to the original educational application of the Six Bricks activities This Six Bricks initiative focuses on the therapeutic application and processes in communities schools and within individuals themselves As each author has had an intimate connection with Six Bricks initiative they are all more than qualified to provide their autoethnographic reflections on this initiative which holds so much promise and excitement for learning and teaching Therefore each author s contributions were original and personalised providing a new field in the avenues of research in the South African context as South Africa does not have as yet much research on this topic The methodology used in this qualitative research study was primarily from each author s perspective thus their self reflection and anecdotal personal

experiences form the core of these chapters Therefore this autoethnographic is a self reflective form of writing which involves self observation and reflective investigation in the context of ethnographic fieldwork and writing Scaffolding work-integrated learning excursions Adri Du Toit, Neal Petersen, Iman C. Chahine, 2025-02-28 In South Africa work integrated learning WIL excursions are crucial in preparing university students for the world of work As higher education institutions HEIs evolve to promote equity and inclusivity these excursions are continuously refined to enhance student learning outcomes This scholarly book explores how WIL excursions support self directed learning SDL and foster skills essential for the 21st century such as active learning intercultural sensitivity and epistemological access A key focus is on the 2023 WIL excursions at North West University NWU which align with South Africa's National Development Plan 2030 and the University Capacity Development Grant's UCDG goal of equipping graduates to address contemporary societal challenges The book examines first year excursions across three faculties Education Health Sciences and Law using both virtual and in person experiences to develop intercultural citizenship communication and a sense of belonging Through research based insights the chapters highlight how these excursions were designed and implemented to help students recognise personal biases deepen cultural awareness and take responsibility for their own learning Additionally the book underscores how students were encouraged to identify their learning needs and access resources that promote ongoing self directed growth By linking WIL to SDL the book provides novel perspectives on fostering inclusivity and preparing students for their academic journeys professional careers and contributions to a more socially just world Digital Humanities in precarious times Mirna Nel, Phil van Schalkwyk, Abiodun Salawu, Gustav Butler, Gilbert Motsaathebe, 2024-07-31 In a modern and fast evolving technological world precarity has become more notable Digital transformation has ushered in an era of datafication profoundly impacting societies and individuals in such a way that there are emerging complexities and potential vulnerabilities in our interactions with technology Thus it is crucial that the Humanities subjects focus on human beings their culture and values This book focuses on the challenges and opportunities experienced in the Digital Humanities The main thesis of this book is on Digital Humanities in precarious times while also reporting on topics and research methods in a variety of Humanities subject fields Digital Humanities is a dynamic multidisciplinary interdisciplinary and transdisciplinary field that encompasses a wide array of disciplines methodologies and approaches It represents a fusion of computational methods with humanistic inquiry leveraging technology to explore and analyse various facets of human culture society and history At its core this field's nature allows scholars from diverse backgrounds including literature history linguistics cultural studies and more to collaborate and engage in innovative research projects that transcend traditional disciplinary boundaries All the chapters in this book represent a scholarly discourse and provide original research they are based on different methodologies ranging from an interdisciplinary approach a philosophical desk study case studies qualitative studies and a semi structured survey *Christian hermeneutics in South Africa* Hendrik Goede, Nico Vorster, 2024-02-26 Hermeneutics

remains a divisive and polarizing topic within scholarly and ecclesiastical communities in South Africa. These tensions are not limited to theoretical differences but often crystallize on a grassroots level when local churches and church assemblies have to make important decisions on controversial ethical topics such as ordaining women in church offices, assessing the ethics of gay marriages and taking a stance on the land debate in South Africa. This book makes a unique contribution in two ways: firstly, it focuses on the uniquely South African hermeneutical landscape; secondly, it relates theories to practical ethical application. The unique scholarly contribution of this consists in it relating hermeneutics to ethics within the South African landscape. A diverse group of scholars have been invited to partake in the project and the views expressed are often quite diverse. This allows readers to develop an understanding and sensitivity of the various angles employed and the interests at stake in addressing difficult societal problems.

**Self-Directed Learning** (Prof.) Elsa Mentz, Charlene du Toit-Brits, Jean Henry Blignaut, Elize Vos, 2024-12-20. This scholarly book provides an in-depth analysis of self-directed learning (SDL) within contexts of curriculum praxis and scholarship. The book presents original research from multiple authors which provides diverse perspectives and methodologies for enhancing understanding of SDL. It primarily focuses on incorporating SDL into curriculum development and emphasises the significance of scholarly research in designing effective curricula. The book explores the integration of technology in learning and adapts instructional strategies to meet the evolving demands of higher education and school environments. Inspired by constructivism, socio-constructivism and context-based learning theories, the text presents practical strategies for educators. Key topics include the implications of artificial intelligence strategies for reducing procrastination, fostering SDL in homeschooling, enhancing SDL attributes, preparing teachers for self-direction, facilitating curriculum transformation and incorporating indigenous knowledge. The book also covers teaching climate, change education and integrating educational robotics. Self-Directed Learning Curriculum implementation praxis and scholarship in context is invaluable for scholars and researchers in education, providing empirical findings and practical insights to inspire further research. It aims to equip learners with 21st-century skills, preparing them for the challenges of the Fourth Industrial Revolution.

**Leadership Approaches to Negotiate Challenges in a Changing Education Landscape** Leentjie van Jaarsveld, Kobus Mentz, Charl C. Wolhuter, 2020-12-31. The argumentative point of departure of this scholarly book is the common conviction of specialists in the field of education in South Africa that the national education system is not at a satisfactory level in both the academic and the public discourse. Such allegations are made and frequently stronger adjectives than non-satisfactory are used. Results of international test series in which South Africa has participated, such as the 2015 TIMSS tests, confirm the negative verdicts found in the public and scholarly discourse. This book aims to argue that although the lack of performance could be attributed to a multiplicity of factors, one factor that can make a difference in the achievement levels obtained by learners in schools is leadership. The book demonstrates that a particular problem of both the scholarly and the public discourse on education in South Africa is an overtone of defeatism or resignation.

blaming all ills in the education system and educational institutions on historical legacies and or contextual factors such as socio economic deprivation in the catchment areas of schools or poor resources and infrastructure This collected work was inspired by a recently published spate of articles on top performing schools including top performing schools in rural communities in which it was demonstrated that good leadership can overcome such contextual and other challenges The book unpacks the issue of leadership in South African schools from a variety of perspectives thus contributing to the development of the scholarly discourse on Educational Leadership in South Africa The target audience of the book is scholars of Educational Leadership The research reported in the chapters draw on a wide range of methodologies including empirical survey research questionnaires and interviews critical literature surveys and the comparative method

*Biblical Theology of Life in the Old Testament* Albert J. Coetsee, Francois P. Viljoen, 2021-11-30 Life is a primary theme in Scripture expressed in the rich diversity of the various books corpora and genres of Scripture Much has been published on what Scripture teaches about life and death To date however no comprehensive biblical theology in which the concept of life is traced throughout the different books and corpora of the Old and New Testament has been published It is this lacuna that this book aims to fill assuming that such an approach can provide a valuable contribution to the theological discourse on life and related concepts The primary aim of this book is to give an indication of the different nuances of the concept of life in the various books and corpora of the Old and New Testament by providing the reader with a book by book overview of the concept of life in Scripture The secondary aim is to give an indication of the overall use and function of the concept of life in the Old Testament the New Testament and Scripture as a whole The latter is provided by using the findings of the book by book overview of the concept of life in Scripture to draw the lines together

*Becoming a teacher* Josef de Beer, 2020-12-31 This book disseminates original research on learning in and from practice in pre service teacher education Authors such as Lederman and Lederman describe the student teaching practicum or work integrated learning WIL which is an essential component of pre service teacher education as the elephant in the room These authors note that the capstone experience in any teacher education programme is the student teaching practicum after all this is where the rubber hits the road However many teacher educators will agree that this WIL component is sometimes very insufficient in assisting the student teacher to develop their own footing and voice as a teacher This is the gap that this research book addresses Most of the chapters in the book report empirical data with the exception of two chapters that can be categorized as systematic reviews WIL is addressed from various angles in the chapters Chapter 6 focuses on research related to what makes Finnish teacher education so effective and in Chapter 4 researchers of the University of Johannesburg disseminate their findings on establishing a teaching school based on Finnish insights in Johannesburg Chapter 3 highlights the challenges faced in open and distance learning teacher education contexts Several of the chapters disseminate research findings on alternative interventions to classic WIL namely where safe spaces or laboratories are created for student teachers to learn and grow



professionally These could either be simulations such as software programmes and avatars in the intervention described in Chapter 2 student excursions as the findings in chapters 5 7 and 10 portray or alternative approaches to WIL e g Chapters 11 and 12 The book is devoted to scholarship in the field of pre service teacher education The target audience is scholars working in the fields of pre service teacher education work integrated learning and self directed learning The book makes a unique contribution in terms of firstly its extensive use of Cultural Historical Activity Theory as a research lens and secondly in drawing on various theoretical frameworks Both quantitative and qualitative research informed the findings of the book

**The human dilemma of displacement** Alfred R. Brunsdon, 2020-12-31 In this book social responsive theological research converges to provide practical theological and ecclesiological perspectives on the growing human dilemma of displacement The book presents the research of practical theologians a missiologist and a religious practitioner whose work pertains first and foremost to the South African context The different fields of expertise of the contributors within the broader field of practical theology worked towards a unique compilation of themes each relevant to the issue at stake The majority of chapters are theoretically orientated except where authors refer to empirical work conducted during previous research The main contribution of this collaborative work is to be sought in the practical theological and ecclesiological perspectives it provides It engages the critical questions of what kind of church we need and what kind of care we should provide in the face of the growing predicament of human displacement The theological and theoretical principles uncovered in the different chapters will be of use to theologians from all theological subdisciplines as well as to religious practitioners and leaders of faith communities that are challenged with the growing realities of strangers on their doorsteps and in their pews

**Reconceptualising education support services in South Africa** Johnnie Hay, Macalane J. Malindi, Thabo Makhalemele, 2022-02-10 Inclusive education has been phased into South Africa since 2001 but relies heavily upon adequate support services to support learners and teachers experiencing barriers to learning and development This book focuses on the different levels of support provided in South African education from School based Support Teams to District based Support Teams through to special and full service schools and how these could be reconceptualised to provide improved support to learners and teachers Current research indicates that inclusive education is being implemented in varied and fragmented forms across the country and the point of departure of this work is that education support services need to be improved and reconceptualised to ensure better support for inclusive education

**A Biographical Dictionary of Contributors to the Natural History of the Free State and Lesotho** Rodney Moffett, 2014-02-01 This work briefly records the lives and achievements of 502 men and women who contributed or are still contributing to the natural history of the Free State and Lesotho between 1829 and 2013

**Understanding Relational and Group Experiences through the Mmogo-Method®** Vera Roos, 2016-07-13 This volume describes the development and application of the Mmogo method as a projective visual data gathering method applied in different contexts and with different groups of people Mmogo means

togetherness in Setswana one of the 11 official languages of South Africa The Mmogo method provides a deep understanding of personal relational and group experiences and is particularly useful in cross cultural contexts and across age groups By allowing visual expressions of the self as a complex dynamic social system it overcomes some of the limitations of traditional data collection methods such as questionnaires or interviews The book draws together contributions by leading social scientists to show how this flexible visual data collection method can be used independently or jointly with other data gathering techniques such as journalling or in depth interviewing to acquire rich information The research method described here enables investigators to access perceptions feelings and personal experiences participants might otherwise find hard to verbalize and explain Researchers in disciplines such as education social sciences consumer sciences market research and city and town planning will find this book and its innovative method particularly valuable in addressing a gap in available visual and other data collection resources

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