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Official Year Book of the Union South Africa. Office of Census and Statistics, 1921 **Self-Directed Learning** Elsa Mentz, Dorothy Laubscher, Jako Olivier, 2021-12-31 This book on self directed learning SDL is devoted to original academic scholarship within the field of education and is the 6th volume in the North West University NWU SDL book series In this book the authors explore how self directed learning can be considered an imperative for education in a complex modern society Although each chapter represents independent research in the field of self directed learning the chapters form a coherent contribution concerning the scholarship of self directed learning and specifically the effect of environmental and praxis contexts on the enhancement of self directed learning in a complex society The publication as a whole provides diverse perspectives on the importance of self directed learning in varied contexts Scholars working in a wide range of fields are drawn together in this scholarly work to present a comprehensive dialogue regarding self directed learning and how this concept functions in a complex and dynamic higher education context This book presents a combination of theory and practice which reflects selected conceptual dimensions of self directed learning in society as well as research based findings pertaining to current topical issues relating to implementing self directed learning in the modern world The varied methodologies provide the reader with different and balanced perspectives as well as varied and innovative ideas on how to conduct research in the field of self directed learning *Theological perspectives on re-imagining leadership in post-COVID-19 Africa* Philip La G. du Toit, Alfred R Brunson, 2023-11-30 Post coronavirus disease 2019 COVID 19 realities are challenging leaders in all spheres of society in many ways From the onset of the pandemic leaders on every level were challenged to provide appropriate guidance in the face of new and adverse realities From the micro level of local congregations to the macro level of national governments leaders were required to provide the type of leadership that would not only address immediate obstacles but simultaneously be visionary in the face of uncertainties that became the hallmark of post COVID 19 society In this book the authors reflect on leadership in a post COVID 19 society from bibliological practical theological missiological and ethical perspectives Although the authors have the global village in mind the focus leans towards the African context The book aims to contribute meaningfully to a much needed and re imagined vision of leaders which fits post COVID 19 societies *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

Innovative curriculum design Neal Petersen,Adri du Toit,Elsa Mentz,Robert J. Balfour,2023-09-29 The focus of this book is original research regarding the implementation of problem based learning and pedagogies of play as active approaches to foster self directed learning With the Fourth Industrial Revolution 4IR in mind educational institutions need to rethink teaching and learning for the future As such active engagement can be encouraged as evident in this book where problem based learning drives learning through real world problems while pedagogy of play focuses on innovative environments where the action of play and learning are integrated with the aim of developing SDL The following are addressed in the chapters an overview of problem based learning and pedagogy of play metaliteracy playful problem based learning tasks computational thinking in game based tasks and geometry solving puzzles applying LEGO using drama as the pedagogy of play and implementing educational robotics The empirical research findings disseminated in this book aim to inspire academics in the research focus area of self directed learning with active learning approaches in the school and tertiary classroom that hold affordances to enhance 21st century skills Active learning is an umbrella term for pedagogies that mainstream student engagement such as problem based learning cooperative learning gamification role play and drama This scholarly book highlights various engaging pedagogies

Collaborative community partnerships across education settings Mariëtte P. Koen,Luiza O. De Souza,2025-02-25 This book features chapters by scholars from various education fields specialising in sustainability As the first volume in North West University's Community based Educational Research Series it focuses on transforming education through a participatory approach The authors explore quality education across early childhood primary secondary and higher education by examining collaborative efforts among practitioners parents and teachers This scholarly book provides empirical evidence on how collaborative initiatives can promote sustainable development These initiatives encourage partnerships among community leaders educators learners nongovernmental organisations government and the private sector for lifelong learning and professional development It highlights southern African experiences in collaborative education aligned with the United Nations sustainable development goal of achieving quality education The book demonstrates various research designs and methods applied to educational practice from early childhood to tertiary levels through empirical research and community projects

Embracing Well-Being in Diverse African Contexts: Research Perspectives Lusilda Schutte,Tharina Guse,Marié P. Wissing,2022-05-19 This is the first volume providing a research platform to showcase research in the field of positive psychology and well being science in African contexts Next

to enhancing context sensitive theory and practice on the African continent it also contributes to the global discourse in positive psychology and facilitates the development of a science that reflects and is relevant to complexity and diversity in a globalising society This volume brings together work from African scholars featuring research on theoretical perspectives on well being in Africa measurement of well being in Africa manifestations and dynamics of well being in Africa and well being promotion in Africa It stimulates further research in positive psychology and well being science in the African context and globally and emphasises the interconnectedness and situatedness of human functioning and well being contributing to a more balanced perspective on well being in an international perspective The volume benefits researchers students and practitioners in Africa and other international contexts who study or apply the science of positive psychology and well being in diverse contexts Chapter 1 is available open access under a Creative Commons Attribution 4 0 International License via link.springer.com Biblical Theology of prayer in the Old Testament Albert J. Coetsee, Francois P. Viljoen, 2023-08-31

Prayer is a major topic within Christian theology The biblical text has various references to various recorded and reported prayers In fact references to prayer are found within the rich diversity of the various books corpora and genres of Scripture As can be expected much has been written about prayer in the biblical text However a comprehensive Biblical Theology dealing with the concept of prayer in Scripture has not been published before and this book intends to fill this gap assuming that such an approach can provide a valuable contribution to the theological discourse on prayer and related concepts This book aims to investigate prayer and its related elements including worship praise thanksgiving adoration petition intercession lament and confession in the Old Testament on a book by book or corpus by corpus basis The investigation follows a Biblical Theological approach reading the Old Testament on a book by book basis in its final form to uncover the Old Testament's overarching theology of prayer understanding the parts in relation to the whole By doing this the discrete nuances of the prayers of the different Old Testament books and corpora can be uncovered letting the books and corpora speak for themselves In addition the advantage of this approach is that it provides findings that can benefit the modern Christian community and contribute to the practice of Reformed theology in Africa This book is of significant value to scholars It will inspire scholars to think about prayer and use the Bible as the major prayer handbook in their spiritual lives

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

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 **Christian ethics and political economy** Morten Bøsterud, Jan C.M. Venter, 2020-12-31 The value free and relativistic human and scientific discourses have led to an era of ideology From fascism at the dawn of the century through liberalism and the associated phenomenon of unfettered statism to the current disillusionment of postmodernism and relativism with endeavours towards new mercantilism All have maintained poverty inequality and created scepticism amongst both lay persons and academics Above all else a renewed yearning for moral and ethical direction in political and economic conduct has been created This book provides a Christian ethical reflection on political economic conduct in South Africa as an alternative to current modernistic ideas This book aims to produce new Christian ethical insight into the value of new liberal perspectives on the enhancement of the South African political economy New Christian ethical insight will be gained through new perspectives on the South African political economy *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.

Self-Directed Learning in the era of the COVID-19 pandemic Josef de Beer, Neal Petersen, Elsa Mentz, Robert J. Balfour, 2023-03-01. The book is devoted to scholarship in the field of pre-service teacher education with a specific focus on research into the enhancement of self-directed learning and contributes to the discourse on creating a disposition towards self-directed learning during the social and academic integration of first-year students within higher education institutions. Two chapters also deal with research on the development of self-directed learning and nuanced understandings of the chosen professions of Law and Health Sciences students. The target audience is scholars working in the fields of teacher education, self-directed learning, engaging pedagogies, problem-based learning, cooperative learning, and gamification. Whereas social constructivist learning theory served as an overarching theoretical framework for the virtual excursions, the various chapters in the book also draw on other secondary theories such as self-determination theory, social interdependence theory, gender theory, and the with fitness model of Kounin (1970).

Problem-based learning and pedagogies of play Marietjie Havenga, Jako Olivier, Byron J. Bunt, 2023-08-22. The focus of this book is original research regarding the implementation of problem-based learning and pedagogies of play as active approaches to foster self-directed learning. With the Fourth Industrial Revolution (4IR) in mind, educational institutions need to rethink teaching and learning for the future. As such, active engagement can be encouraged, as evident in this book, where problem-based learning drives learning through real-world problems, while pedagogy of play focuses on innovative environments where the action of play and learning are integrated with the aim of developing SDL. The

following are addressed in the chapters an overview of problem based learning and pedagogy of play metaliteracy playful problem based learning tasks computational thinking in game based tasks and geometry solving puzzles applying LEGO using drama as the pedagogy of play and implementing educational robotics The empirical research findings disseminated in this book aim to inspire academics in the research focus area of self directed learning with active learning approaches in the school and tertiary classroom that hold affordances to enhance 21st century skills Active learning is an umbrella term for pedagogies that mainstream student engagement such as problem based learning cooperative learning gamification role play and drama This scholarly book highlights various engaging pedagogies Action Learning for Social Action Mike

Pedler,2020-12-17 This book is about action learning in the service of social action and social change The contributors are all engaged in developing new approaches to the wicked problems found in the world today including the climate emergency the circular economy food poverty and insecurity homelessness disadvantage active citizenship social entrepreneurialism and the learning of young women abducted by Boko Haram They reflect a great diversity of settings in South Africa Australia Canada Nigeria Mozambique Hungary Poland and the UK At this time of global crisis rapid technological and social developments sit side by side with apparently impossible challenges needing urgent action In the Global South conflicts terrorism and climatic changes have forced millions of people to abandon their homes and to migrate in search of food and safety In the Global North neo liberal and market based policies have pursued deregulation privatisation and the shrinking of the state with consequent increases in homelessness poverty and ill health Action learning was devised to help people work together in challenging situations to bring about changes from the bottom up The people in these stories and cases are not passively awaiting brighter futures but are acting together to create a better world for themselves They are taking back control in local community regeneration schemes local energy and housing projects setting up co working spaces and inventing new ways of doing business and learning new ways to inhabit the earth They demonstrate a confidence in an action learning idea that is alive and evolving The chapters in this book were first published in the journal Action Learning Research and Practice

Scholarship of education and human rights in diversity Erika M. Serfontein,Charl C. Wolhuter,Shantha Naidoo,2023-03-01 The objective of this book is to highlight the need and value of imbuing the dynamic intersections between education human rights and diversity with perspectives from the Global South The chapters approach key intellectual conundrums of the day from a Global South perspective to reflect a credible scholarly footprint in Africa and in the SADC region This is deemed timely considering that the field is deeply embedded in western Eurocentric and overall Global North dominance This book will provide a Southern perspective on education and human rights in diversity by unpacking each of the following key areas in the intersection between education human rights and diversity from a Southern perspective comparative international perspectives citizenship education human rights literacies human rights education pedagogy learner discipline in schools aggression and bullying in schools addressing human trafficking by means of human

rights education social justice and the decolonisation of human rights and human rights education **Towards a holistic approach to support learners at risk of interrupted development** Macalane J. Malindi, Johnnie Hay, Thabo Makhalemele, 2024-02-23 The COVID 19 pandemic and the restrictions that came with it led to unprecedented disruptions in learner development and put them at risk of poor developmental outcomes It is thus important that the extent of the disruption on their development and the support needs of learners be investigated Researching the impact of the disruption should focus on holistic development In this book the authors use multiple research approaches and methods of gathering data in their respective fields to examine the impact of the disruption and determine the support needs of learners Data gathered through the different methods are processed and findings are presented The findings have implications for both practice and future research in the fields of inclusive education learner support educational psychology movement education Life Orientation and curriculum development **International Handbook of Learning, Teaching and Leading in Faith-Based Schools** Judith D. Chapman, Sue McNamara, Michael J. Reiss, Yusef Waghid, 2014-07-10 The International Handbook on Learning Teaching and Leading in Faith Based Schools is international in scope It is addressed to policy makers academics education professionals and members of the wider community The book is divided into three sections 1 The Educational Historical Social and Cultural Context which aims to Identify the educational historical social and cultural bases and contexts for the development of learning teaching and leadership in faith based schools across a range of international settings Consider the current trends issues and controversies facing the provision and nature of education in faith based schools Examine the challenges faced by faith based schools and their role and responses to current debates concerning science and religion in society and its institutions 2 The Nature Aims and Values of Education in Faith based Schools which aims to Identify and explore the distinctive philosophies characteristics and guiding principles values concepts and concerns underpinning learning teaching and leadership in faith based schools Identify and explore ways in which such distinctive philosophies of education challenge and expand different norms and conventions in their surrounding societies and cultures Examine and explore some of the ways in which different conceptions within and among different religious and faith traditions guide practices in learning teaching and leadership in various ways 3 Current Practice and Future Possibilities which aims to Provide evidence of current educational practices that might help to inform and shape innovative and successful policies initiatives and strategies for the development of quality learning teaching and leadership in faith based schools Examine the ways in which the professional learning of teachers and educational leaders in faith based settings might be articulated and developed Consider the ways in which coherence and alignment might be achieved between key national priorities in education and the identity beliefs and the commitments of faith based schools Examine what international experience shows about the place of faith based schools in culturally rich and diverse communities and the implications of faith based schooling for societies of the future *Mixed Legal Systems, East and West* Vernon Valentine

Palmer, Mohamed Y. Mattar, 2016-07-22 Advancing legal scholarship in the area of mixed legal systems as well as comparative law more generally this book expands the comparative study of the world's legal families to those of jurisdictions containing not only mixtures of common and civil law but also to those mixing Islamic and or traditional legal systems with those derived from common and or civil law traditions With contributions from leading experts in their fields the book takes us far beyond the usual focus of comparative law with analysis of a broad range of countries including relatively neglected and under researched areas The discussion is situated within the broader context of the ongoing development and evolution of mixed legal systems against the continuing tides of globalization on the one hand and on the other hand the emergence of Islamic governments in some parts of the Middle East the calls for a legal status for Islamic law in some European countries and the increasing focus on traditional and customary norms of governance in post colonial contexts This book will be an invaluable source for students and researchers working in the areas of comparative law legal pluralism the evolution of mixed legal systems and the impact of colonialism on contemporary legal systems It will also be an important resource for policy makers and analysts

The Belgic Confession Albert J. Coetsee, Sarel P. van der Walt, D Francois Muller, 2023-10-31

This book investigates the contemporary relevance of the Belgic Confession The book groups the 37 articles of the Belgic Confession together to cover the confession in 12 chapters alongside an introductory chapter The emphasis of the publication falls on two aspects 1 providing a scope of contemporary theological ethical and general issues and possible controversies regarding the content of the Belgic Confession and 2 formulating ethical perspectives and guidelines from the Belgic Confession that may assist in the building of societies Where applicable chapters also discuss the history of the text of the Belgic Confession the organic unity between the articles of the Belgic Confession a dogma historical perspective on the development of the doctrine content of the Belgic Confession and the relationship between the Belgic Confession and other confessions

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