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Nota di contenuto	Abbreviations, Figures and Tables Appearing in the Text and Notes -- List of Abbreviations -- List of Figures -- List of Tables -- Notes on Contributors Acknowledgements -- The cover photograph Thanking our sponsors Foreword -- Chapter 1: Glocalisation: The role of indigenous knowledge in the global village -- Chapter 2: Different voices on decolonising of the curriculum -- Chapter 3: The use of Cultural-Historical Activity Theory in researching the affordances of indigenous knowledge for self-directed learning -- Chapter 4: The affordances of indigenous knowledge in decolonising the curriculum, within a self-directed learning framework -- Chapter 5: Arguing for the inclusion of indigenous knowledge in the STEM curriculum: Possibilities and challenges -- Chapter 6: Engaging pedagogies to facilitate the border- crossing between the Natural Sciences and indigenous knowledge: Implications for science teacher education -- Chapter 7: The affordances of indigenous knowledge in Mathematics Education -- Chapter 8: Engaging in indigenous technology: Conceptualisation and contextualisation in problem-based environments -- Chapter 9: The use of puppetry as pedagogy to teach indigenous knowledge -- Chapter 10: The affordances of technology for teaching indigenous knowledge -- Chapter 11: Indigenous knowledge research ethics -- References -- Index.
Sommario/riassunto	This book is the result of a longitudinal research project (2016-2018)

funded by the National Research Foundation and the Fuchs Foundation, and it disseminates original research. The project researched the affordances of indigenous knowledge in the school science, technology and mathematics curricula. Short learning programmes (SLPs) were offered to STEM teachers, during which they engaged in creative and inquiry-based teaching and learning strategies. Research shows that strategies such as problem-based and cooperative learning have the potential to enhance self-directed learning. This design-based research was conducted in several provinces in South Africa (North-West Province, the Northern Cape, Limpopo Province, and in Gauteng). Based on the data obtained after each intervention, design principles were formulated for redesigning of SLPs. The qualitative research focussed on teachers' lived experiences of the epistemological border-crossing between natural science and indigenous knowledge, their views on the nature of science and indigenous knowledge, and the reformed teaching and learning that took place after the intervention, in teachers' classrooms.
