

1. Record Nr.	UNINA9910726272603321
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Titolo	Decolonizing the South African University : Towards Curriculum as Self Authentication / / by Oscar Koopman, Karen J. Koopman
Pubbl/distr/stampa	Cham : , : Springer Nature Switzerland : , : Imprint : Palgrave Macmillan, , 2023
ISBN	9783031312373 3031312376
Edizione	[1st ed. 2023.]
Descrizione fisica	1 online resource (214 pages)
Collana	Curriculum Studies Worldwide, , 2731-6394
Altri autori (Persone)	KoopmanKaren J
Disciplina	378.68
Soggetti	Education - Curricula Education, Higher Philosophy, African Education - Philosophy Curriculum Studies Higher Education African Philosophy Educational Philosophy
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	1. Overview and Introduction: Rupturing the Colonising-Colonised Discourse and Its Effect on the (Future) South African University -- 2. The "Messiness" of the Neoliberal Economic Grip on the Curriculum Landscape -- 3. How the Technological Epoch and COVID-19 Silenced Indigenous Knowledge in the University Curriculum? -- 4. Towards an Agenda for Decolonising Knowledge in the University Curriculum -- 5. Towards a Decolonising Philosophy for Pedagogy: The Ubuntu-Conscious Educator -- 6. Pedagogical Struggles Facing Life Sciences Lecturers in Decolonising Their Content -- 7. Conclusion: Travelling Back Home to the Familiar—Towards Ubuntu Currere as a Lived Body Curriculum.
Sommario/riassunto	This book offers an important contribution to the field of curriculum studies and higher education by examining the impacts of colonialism and neoliberalism in the South African education system and

addressing ways to decolonise curriculum and teaching. Drawing on Pinar's work in curricular theory, the authors call for integrating self-reflective curriculum development into the national curriculum process to promote indigenous education and knowledge.

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