References

Alessi, S.M. & Trollip, S.R. 1985. *Computer-assisted: Methods and development*. New York: Englewood Cliffs.

Alley, L.R. 1996. Technology precipitates reflective teaching: An instructional epiphany. *Change*, 28(2):48.

Akker, J. van den, Branch, R., Gustafson, K., Nieveen, N. & Plomp, T. (Eds.) 1999, *Design approaches and tools in education and training*. Dortrecht: Kluwer.

Apps, J.W. 1991. Mastering the teaching of adults. Florida: Krieger.

Argyris, C. 1977. Double loop learning in organisations, *Harvard Business Review*, September – October.

Baniulis, K. & Tamulynas, B. 1997. Flexible learning in an intelligent tutoring environment. In: Kommers, P, Dovgiallo, A, Petrushin, V. & Brusilovsky, P. 1997. *New media and telematic technologies for education in Eastern European countries.* Enschede:Twente University.

Barnes, J.G. 2001. Secrets of Customer Relationship Management. McGraw-Hill. Diagram adapted from p32-64.

Barone, C.A & Luker, M.A. 2000. *The role of advanced networks in the education of the future. Preparing your campus for a networked future.* Luker, M.A (Ed.) 2000. Educause Leadership strategies no 1 San Francisco: Jossey-Bass 1-13.

Bates, A.W.T. 1995. *Technology, open learning and distance education*. London: Routledge.

Bates, A.W.T 2000. *Managing technological change: Strategies for College and University Leaders.*. San Francisco: Jossey-Bass.

Battin, P & Hawkins, B. 1998. Setting the stage: Evolution, revolution or collapse? The mirage of continuity: Reconfiguring academic information resources for the 21st century Eds. Washington D.C.: Council on Library and Information resources and association of American Universities.

Besser, H., & Bonn, M. 1997. Interactive distance-independent education. *Journal of Education for Library and Information Science*, 38(1):35-43.

Betz, F. 1998. *Managing Technological Innovation: competitive advantage from change*. New York: Wiley.

Bloom, B.S. 1956. *Taxonomy of educational objectives. Handbook 1: Cognitive domain.* New York: David McKay.

Blumenfeld, S, Marx, K, Guzdial, M. & Palinscar, A. 1991. Motivating project-based learning: Sustaining the doing, supporting the learning. *Educational Psychologist*, 26:369-398.

Blustain, H., Goldstein, P & Lozier, G. 1999. Assessing the new competitive landscape. In: Katz, R.N. (Eds.). 1999. *Dancing with the devil: Information technology and the new competition in higher education.*

Bogdan, R.C., and Biklen, S.K. 1992. *Qualitative research for education*. Boston: Allyn & Bacon.

Bonk, C.J. & Cummings, J.A. 1998. A dozen recommendations for placing the student at the centre of web-based learning. *Educational Media International*, 35(2):82-89.

Bonk, C.J., Cummings, J.A., Hara, N., Fischler, R., & Lee, S.M. 2000. A ten level web integration continuum for higher education: New resources, partners, courses, and markets. (In B Abbey (Ed.), *Instructional and cognitive impacts of web-based education*:56-77, Idea Group).

Bonk, C.J. & Wisher, R.A. 2000. Applying collaborative and e-learning tools to military distance learning: A research framework. *Technical Report 1107*. United States Army Research Institute for the behavioural and Social Sciences.

Brody, W.R. 1997. A university campus in which bits and bytes replace bricks and mortar. *The Baltimore Sun*, February 26, Wednesday:11A.

Brown, J.S. & Duguid, P. 1996. Universities in the digital age. Change, 28(4):10.

Brown, J.S & Duguid, P. 2000. *The social life of information*. Boston: Harvard Business School Press.

Bruner, J.S. 1967. *Toward a theory of instruction*. Cambridge Mass: Harvard University Press.

Cairncross, F. 1997. The Death of Distance. London: Orion Business.

Calvi, L. 1997. Navigation and disorientation: A case study. *Journal of Educational Multimedia and Hypermedia*, 6(3/4):305-320.

Cennamo, K.S., Abell, S.K. & Chung, M.L.1996. A layers of "negotiation" model for designing constructivist learning materials. *Educational Technology*, 36(4).

Christensen, C.M. 1997. The innovator's dilemma. Boston: Harvard Business School.

CIA. 2000. Global trends 2015: A dialogue about the future with non-government experts. Central Intelligence Agency. 31 May 2001. [Online]. Available: http://www.odci.gov/cia/publications/globaltrends2015/index.html

CHE (Committee on Higher Education). 2000. Towards a New Higher Education Landscape: Meeting the Equity, Quality and Social Development Imperatives of South Africa in the 21st Century. Department of Education. Clark, R.E. 1994. Media will never influence learning. *Educational Technology Research* and *Development*, 42(2):21-29.

Cohen, D. 1998. Toward a knowledge context: Report on the first annual U.C. Berkeley Forum on Knowledge and the firm. In: Cole, R.E. (Ed.) 1998. Special Issue on Knowledge and the Firm, *California Management Review*, 40(3), Spring.

Cole, R.E. (Ed.) 1998. Special Issue on Knowledge and the Firm, *California Management Review*, 40(3), Spring.

Collis, B. & Moonen, J. 2001. *Flexible learning in a digital world: Experiences and expectations*. USA:Kogan Page.

Collis, B, Peters, O and Pals, N. (2000) (In press) A model for predicting the educational use of information and communication technologies, *Instructional science* Committee of Technikon Principals (CTP). 1995. *Report to the National Commission of Higher Education*. Pretoria.

Committee on Higher Education (CHE), 2000, "Towards a New Higher Education Landscape: Meeting the Equity, Quality and Social Development Imperatives of South Africa in the 21st Century".

Concise Oxford Dictionary. 1989. Great Britain: Bath Press.

Conner, D.R. 1998. Leading at the edge of chaos: How to create the nimble organisation. New York: Johan Wiley & Sons.

Cortinovis, R. 1992. Hypermedia for training: A software and instructional engineering model. *Educational Technology*, 32(7):47-51.

Crego, E.T. & Schiffrin, P.D. 1995. *Customer-Centered Reengineering*. New York: IRWIN.

Cronjé, J.C. 1997. Education for technology, technology for education, Appendix B (In: Van Harmelen, T. *Guidelines for technology-enhanced education at the University of Pretoria, Volume I, ITI Working Paper*, No.ITI-97-9, June, Institute for Technological Innovation.)

Cronjé, J.C. 2000. Paradigms lost – towards integrating objectivism and constructivism. *[Online]*. Available: <u>http://it.coe.uga.edu/itforum/paper48/paper48.htm</u>

Cunningham, D.J. 1991. Assessing constructions and constructing assessments: A dialogue. *Educational Technology*, 31(5):13-19.

Curtis, D.D., & Lawson, M.J. 1999. *Collaborative online learning: An exploratory case study*. Presented at the International Conference of Merdsa, Melbourne.

Daniel, J. 1997. New technology: Killer applications at the Open University. Book of Abstracts, Online Educa Berlin International Conference on Technology Supported Learning, Oct 29-31:15-17.

Davalos, S. 1997. Using hypertext functionality to provide understanding support. *Journal of Educational Multimedia and Hypermedia*, 6(2):231-248.

Davis, F.D. 1989. Perceived usefulness, perceived ease of use and user acceptance of Information Technology, *MIS Quarterly*, 319-339.

Dede, C.J. 1990. The evolution of distance learning. *Journal of Research on Computing in Education*, 22(3):247-264.

Dede, C.J. 1997. Distance learning to distributed learning: Making the transition. NLII Viewpoint, Fall/Winter [On-line]. Available URL: http://www.educause.edu/nlii/articles/dede.html

Deloro, J. 1997. Interactive distance learning puts college & corporate classrooms. *On-line Information Access*, 3:8, August. Dempsey, J.V. & Sales, G.C. 1993. (Eds.). *Interactive instruction and feedback*. New Jersey: Englewood Cliffs.

Dick, W. 1991. An instructional designer's view of constructivism. *Educational Technology*, 31(5):41-53, May.

Driscoll, M. 1998. Web-based training. San Francisco: Jossey-Bass/Pfeiffer.

Driscoll, M., & Dick, W. 1999. New research paradigms in instructional technology: An inquiry. *Educational Technology Research and Development*, 47(2):7-18.

Drucker, P.F. 1985. Innovation and entrepreneurship. New York: Harper & Row.

Drummond, H. 1992. *The Quality Movement - What Total Quality Management is Really All About!* Kogan Page limited, Londen in Zineldin M. 1999.

Duderstadt. J.J. 1999. Can colleges and universities survive in the information age? (In: Katz, R.N. (Eds.). 1999. *Dancing with the devil: Information technology and the new competition in higher education.* Educause.

Duderstadt, J.J. 2000. A University for the 21st Century. The University of Michigan.

Duke, C. 1996. Adult tertiary education In:Tuijnman, A.C. Ed. 1996. *International Encyclopedia of adult education and training*. 2nd ed. New York: Pergamon Press,

Eastmond, J.N., Nickel, T., Du Plessis, J and Smith, L.D. 2001. An incremental approach to implementing a web course, *Techtrends*,44(3):40-45.

Ely, D.P & Minor, B.B. (Eds.).1994. *Educational media and technology yearbook*, Volume 20.

Epper, R.M., & Bates, A.W.T. (Eds.). 2001. *Teaching faculty how to use technology: Best practices from leading institutions*. American council on higher education. Oryx Press.

Farrell. G.M. (Ed.). 1999. *The development of virtual education: A global perspective* The Commonwealth of Learning,. Vancouver, Canada.

Farrell, G.M. (Ed.). 2001. *The changing faces of virtual education*. The Commonwealth of learning. Vancouver, Canada. July.

Fiol, C.M. & Lyles, M.A. 1985. Organisational learning. *Academy of Management Review*. October.

Fleming, M. & Levie, W.H. (Eds.). 1993. *Instructional message design: Principles from the behavioural and cognitive sciences* (2nd edition). New Jersey: Englewood Cliffs.

Gagné, R.M. & Briggs, L.J. 1974. *Principles of instructional design*. New York: Holt, Rinehart and Winston.

Gagné, R.M. & Glaser, R. 1987. Foundations in learning research. (In: Gagné, R.M. (Ed.). *Instructional technology: Foundations*. London: Lawrence Erlbaum.)

Gartner. 2001. Gartner Symposium. *The CRM Scenario: Strengthen your business by satisfying your customers*. Sandton Convention Centre, Johannesburg, South Africa, 30 July – 1 August .

Gates, B. 1996. The Road Ahead. London: Penguin.

Gergen, K.J. 1995. Social construction and the educational process. In: Steffe, L.P. & Gale, J. (Eds.). *Constructivism in education*. New Jersey: Lawrence Erlbaum Associates.

Gibbons, M. 1998. *Higher Education Relevance in the 21st Century*. UNESCO World Conference on Higher Education, Paris, France.

Girifalco, L.A. 1991. Dynamics of Technological Change, Van Nostrand Reinhold.

Green, K.C. 1996. *Campus computing 1996: The seventh national survey of desktop computing and information technology in higher education*. CA: Campus Computing.

Green, K.C. 2000. Campus computing 2000. Educause conference.

Green, K.C. 2001. Mark Hopkins and the digital log. Educause review, March/April.

Greeno, J.G., Collins, A.M. & Resnick, L.B. 1996. Cognition and learning. In: Berliner, D.C. & Calfee, R.C. (Eds.). *Handbook of educational psychology*. New York: Simon & Schuster Macmillan.

Greer, M. 1992. *ID project management: Tools and techniques for instructional design and development.* NJ: Englewood Cliffs.

Grigas, G. 1994. Distance Teaching of Informatics: Motivations, Means and Alternatives. *Journal of Research on Computing in Education*, 27(1):19-28.

Gultig, J. 1997. (Ed.) Understanding Outcomes-Based Education: Knowledge, Curriculum and Assessment in South Africa. SAIDE.

Hambrick, D.C., Nadler, D.A. & Tushman, M.L. 1998. *Navigating change: How CEO's, top teams, and boards steer transformation*. Boston: Harvard Business School.

Hannafin, M.J., Hannafin, K.M., Land, S.M. & Oliver, K. 1997. Grounded practice and the design of constructivist learning environments. *Educational Technology Research & Development*, 45(3):101-117.

Hanson, B.G. 1995. *General systems theory: Beginning with wholes*. Washington D.C.: Taylor & Francis.

Harding, A. & Engelbrecht, J. 2001. WWW Mathematics at the University of Pretoria: The trial run. Department of Mathematics & Applied Mathematics, University of Pretoria. Hart, I. 2000. Learning and `F' word. Education media international. International council for education media . [Online]. Available: <u>http://www.tandf.co.uk/journals</u>

Hedberg, J. and Corrent-Agostinho, S. 2000. Creating a postgraduate virtual community: Assessment drives learning, *Education Media international*. [Online]. Available: <u>http://www.tandf.co.uk/journals</u>

Henderson, T. 2001. What are we learning from GAPS? [Online]. Available: <u>http://assessment.ctlt.wsu.edu/fall2001gaps/learning.htm</u>

Henri, F. 1992. Computer conference and content analysis. In: *Teaching thinking skills*: *Theory and practice.* New York: Freeman.

Higher Education Funding Council for England (HEFCE). 2000. The business of borderless education. *Draft final report*, Department of Education, Training and youth affairs, Canberra.

Hiltz, S.R. 1988. Collaborative learning in a virtual classroom: Highlights of Findings. *Proceedings of the Conference on Computer-Supported Co-operative Work*, September 26-28.

Hiltz, S.R. 1990. Collaborative learning: The virtual classroom approach. *Technology Horizon Education Journal*, June:59-65.

Hitch, L.P. 2000. Aren't we judging virtual universities by outdated standards? *The Journal of Academic Librarianship*, 26(1):21-26

Hofstede, G. 1980. *Culture's consequences: International differences in work-related values*. Beverley Hills: Sage.

Huber, G.P. 1991. Organisational learning: The contributing processes and the literatures, *Organisation Science*, February.

IBM. 2000. Report on the IT architecture of the University of Pretoria.

Inhelder, B. & Piaget, J. 1958. *The growth of logical thinking from childhood to adolescence*. New York:Basic Books.

Institute for Higher Education Policy Quality document. 2000. [Online]. Available: http://www.nea.org/he/abouthe/Quality.pdf

Information Technology Department. 2002. Work in progress. University of Pretoria.

Ives, B. & Jarvenpaa, S.L. 1996. Will the Internet revolutionize business education and research? *Sloan Management Review*, 37(3):33.

Janszen, F. 2000. *The age of innovation: Making business creativity a competence, not a coincidence.* London: Prentice Hall.

Jensen, E. 1995. Brain-based learning and teaching. South Africa: Lead the Field Africa.

Jensen, M. 2001. The African Internet - A Status Report, May 2001, [http://www3.sn.apc.org/africa/afstat.htm], retrieved on 24/10/2001.

Johns, G. 1996. Organisational behavior: Understanding and managing life at work. New York: Harper Collins.

Johnson, D.W. & Johnson, R.T. 1985. The internal dynamics of co-operative learning groups. In: Slavin, R., Sharan, S., Kagan, S., Hertz-Lazarowitz., Webb, C. & Schmuck, R. (Eds.). *Learning to cooperate, cooperating to learn*.

Johnson, B. 1997. Global trends in higher education. Paper delivered at the International Confederation on Distance Education (ICDE) conference, State University of New York, Buffalo.

Jonassen, D.H. 1991(a). Evaluating constructivist learning. *Educational Technology*, 31(9):28-33.

Jonassen, D.H. 1991 (b). Objectivism versus constructivism: Do we need a new philosophical paradigm? *Educational Technology Research & Development*, 39(3):5-14.

Jonassen, D.H., Campbell, J.P. & Davidson, M.E. 1994. Learning with Media:Restructuring the Debate. *Educational Technology Research & Development*, 42(2):31-39.

Jonassen, DH., Mayes, T. and McAleese, R. 1997. A manifesto for a constructivist approach to technology in higher education http://www.icbl.hw.ac.uk/ctl/msc/ceeag/paper11.html

Kannaiyan, S. 1997. The emergence of a unique learning system. *The Hindu*, June 24:26.

Kanuka, H., & Anderson, T. 1998. On-line social interchange, discord, and knowledge construction. *Journal of Distance Education*, 13(1): 57-74.

Katz, R.N. (Eds.). 1999. *Dancing with the devil: Information technology and the new competition in higher education*. Educause.

Kim, D.H. 1998. The link between individual and organisational learning. In: Klein, D.A. 1998. *The Strategic Management of Intellectual Capital*. Boston: Butterworth-Heinemann.

Knowles, M.S. 1989. *The making of an adult educator: An autobiographical journey.* San Francisco: Jossey-Bass.

Kolb, D.A. 1984. *Experiential as the source of learning and development*. Englewood-Cliffs, New Jersey: Prentice-Hall.

Kommers, P.A.M., Grabinger, S. & Dunlap, J.C. 1996. *Hypermedia learning environments*. New Jersey: Lawrence Erlbaum Associates.

Kommers, P, Dovgiallo, A, Petrushin, V. & Brusilovsky, P. 1997. *New media and telematic technologies for education in Eastern European countries.* Enschede:Twente University.

Kotter, J.P. 1995. Leading change: Why transformation efforts fail, *Harvard Business Review*, March/April.

Kozma, R. 2000. Reflections on the state of educational technology research and development, *Educational Technology Research and Development*, 48(1).

Kozma, R. & Johnson, J. 1991. The technology revolution comes to the classroom. *Change*, January/February 16-18.

Krempl, S. 1997. The virtual university: education in the cross light between economy, politics, and society. In Proceedings of Rufis '97: *Role of the university in the future information society*. Hlavicka, J and Kveton, K, (Eds.) UNESCO International Centre for Scientific Computing, Prague.

Kulp, R. 1999. Effective collaboration in corporate distributed learning: Ten best practices for curriculum owners, developers and instructors. Chicago: IBM Learning Services.

Lancy, D.F. 1993. *Qualitative research in education: An introduction to the major traditions*. New York: Longman.

Land, S.M. & Greene, B.A. 2000. Project-based learning with the world wide web: A qualitative study of resource integration, *Educational Technology Research and Development*, 48(1):45-67.

Landon, B. 2001. Online Educational Delivery Applications: A web tool for comparative analysis. [http://www.c2c2.ca/landonline]

Laurillard, D. 1996. Technology for Strategic Advantage. U.K: Open University.

Lazenby, K. 1998. *Constructivism and the creation of virtual campuses in higher education*. Mini-dissertation in partial fulfilment of Magister Educationis in Computer-Assisted Education. University of Pretoria.

Lazenby, K. 1999. Institution-wide implementation of WebCT at the University of Pretoria as part of the virtual campus. *International Journal of Educational Telecommunications*, 5(4):293-307.

Leadbeater, C. 2000. Living on thin air: The new economy. London: Penguin.

Leonard, D & Sensiper, S. The Role of Tacit Knowledge in Group Innovation. *California Management Review* Vol 40 (3) Spring 1998. Special Issue on Knowledge and the firm.

Levitt, B., & March, J.G. 1988. Organisational learning. *American Review of Sociology*, 14.

Lubisi, C, Wedekind, V, Parker, B. & Gultig, J. (Eds.). 1997. Understanding outcomesbased education. SAIDE.

Mager, R. 1991. *Measuring instructional results*. London: Kogan Page.

Mail & Guardian. 1997. June 6:12.

Malhotra, Y. (Ed.). 2000. Knowledge management and virtual organisations. Idea Group.

Mason, R. 1998. Models of online courses. *Asynchronous Learning Networks Magazine*, 2 (2):1-11.

Mayer, R.E. 1983. *Thinking, problem solving and cognition.* New York: W.H. Freeman & Co.

McGregor, E. B. Jr. 1991. Strategic Management of Human Knowledge, Skills & Abilities. San Francisco: Jossey-Bass.

McLendon, E. & Cronk, P. 1999. Rethinking academic management practices: A case of meeting new challenges in online delivery. *Online Journal of Distance Learning Administration*, 2 (1). [Online]. Available:
[http://www.westga.edu/~distance/mclendon21.html]
McNamara, C. 1998. Basic guide to program evaluation. [Online]. Available:

[http://www.mapnp.org/library/evaluatn/fnl_eval.htm]

McNee, B. 1999. *CIO Top 10 Issues – Global Trend Directions*. Business Solutions Expo: Dominant Trends for the IT Executive, Gallagher Estate. South Africa. Feb.

Merriam, S.B. 1998. *Qualitative research and case study applications in education*. San-Francisco: Jossey-Bass.

Merriam, S. B., and Caffarella, R.S. 1991. *Learning in Adulthood: A comprehensive guide*. San Francisco: Jossey-Bass.

Merrill, M.D. 1983. Component display theory. In: Reigeluth, C.M. (Ed.), *Instructional design theories and models: An overview of their current status*. Hillsdale, N.J: Lawrence Erlbaum.

Merrill, M.D. 1987. The new component design theory: Instructional design for courseware authoring. *Instructional Science*, 16:19-34.

Merrill, M.D., Li, Z. & Jones, M.K. 1990. Second generation instructional design (ID2). *Educational Technology*, 30(2):7-14.

Meyer, W.F., Moore, C & Viljoen, H.G. (Eds.), *Personology from individual to ecosystems*. Johannesburg: Heinemann.

Moore, C. 1997. The ecosystemic approach. In: Meyer, W.F., Moore, C & Viljoen, H.G. (Eds.), *Personology from individual to ecosystems*. Johannesburg: Heinemann.

Moore, D.M. 1997. A flexible learning system for higher education in South Africa: An implementation strategy – Inter-institutional collaboration. Presentation to the Board of

the Foundation for Open Learning in the Northern Metropolis (FOTIM), February, Pretoria.

Moore, G.A. 2nd ed 1999. Crossing the Chasm. Capstone. Moore, M.G. & Kearsley, G. 1996. *Distance education: A systems view*. California: Wadsworth.

Moore, P. 1995. Information problem solving: A wider view of library skills. *Contemporary Educational Psychology*, 20:1-31.

Mouton, J. 1996. Understanding social research. Pretoria: Van Schaik.

Nadler, D.A., & Tushman, M.L. 1995. Types of organisational change: From incremental improvement to discontinuous transformation. In: Nadler, D.A., Shaw, B. & Walton, A.E. *Discontinuous change: Leading organisational transformation.* San Francisco: Jossey-Bass.

Nadler, D.A & Tushman, M.L. 1999. The organisation of the future: Strategic imperatives and core competencies for the21st century. *IEEE Engineering Management Review* 27(4):96-107 Winter.

Naidoo, V. & Schutte, C. 2001. Virtual institutions on the African continent. In: Farrell. G.M. (Ed.). 1999. *The development of virtual education: A global perspective.* The Commonwealth of Learning, Vancouver, Canada.

Neuman, W.L. 1994. Social research methods. Boston: Allyn and Bacon.

Newell, A. & Simon, H.A. 1972. *Human problem solving*. Englewood Cliffs, N.J: Prentice-Hall.

Nickols, F. 2000. Change management 101. [Online]. Available: <u>http://homeatt.net/~nickols/change.htm</u>

Nonaka, I & Takeuchi, H. 1995. *The knowledge-creating company: How Japanese companies create the dynamics of innovation.* Oxford: Oxford University Press.

Noori, H. 1990. Managing the dynamics of new technologies: Issues in manufacturing management, N.J. Prentice-Hall. Norman, D.A. & Spohrer, J.C. 1996. Learner-centered education. *Association for Computing Machinery*, 39(4):24.

Nunan, T. 1996. *Flexible delivery – what is it and why is it part of the current educational debate?* Paper presented at HERDSA 1996 Annual conference, Perth, WA.

Oblinger, D.G. 1999. Hype, Hyperarchy, Anarchy. *NACUBO Business Officer.* October 22-31.

O'Conner, J. & McDermot, I. 1997. The art of systems thinking. London: Thorsons.

Oliver, R. & Mcloughlin, C. 1996. An investigation of the nature and form of interactions in live interactive television. *Eric document* Number 396738.

Owen, K. & Taljaard, J.F. 1996. *Handbook for the use of psychological and scholastic tests of the HSRC*. Pretoria: Human Sciences Research Council.

Page-Shipp, R., Lazenby, K., Brown, T & Tswenga, N. 2000. The SA Tertiary Education System in 2010. University of Pretoria and the Council for Science and Industrial Research.

Pea, R., & Gomez, L.M. 1992. Distributed multimedia learning environments: Why and how? *Interactive Learning Environments*, 2(2):73-109.

Peraya, D. 1994. Distance Education and the WWW. [Online]. Available URL: <u>http://tecfa.unige.ch/edu-ws94/contrib/peraya.fm.html.</u>

Pinchot III, G. 1985. Intrapreneuring. New York: Harper and Row.

Pisano, G.P. 1997. The development factory. Boston: Harvard Business School.

Pistorius, C.W.I. 2000. *Managing Technological Innovation for Competitive Advantage*. A short course presented by the Institute for Technological Innovation. June. University of Pretoria.

Pogrow, S. 1996. Reforming the wannabe reformers: why education reforms almost always end up making things worse. *Phi Delta Kappa*, 77(10), June.

Porter, A.L., Roper, A. T., Mason, T.W., Rossine, F.A. & Banks, J. 1991. *Forecasting and management of technology*. New York: John Wiley & Sons.

Prinsloo, M. 2001. Customer Relations course presented at the University of Pretoria.

Pulkkinen, J. & Ruotsalainen, M. 1997. Telematics for teacher training: The lego/logo construction kit goes on the web. *Book of Abstracts, On-line Educa Berlin International Conference on Technology Supported Learning*, Oct 29-31: 87-91.

Quinn, J.B. 1992. Intelligent Enterprise: A knowledge and service based paradigm for industry. New York: The free press.

Radcliffe, J. 2001. *Eight building blocks of CRM: A framework for success*. Gartner Research, 13 December, 1-4.

Reed, W.M., Ayersman, D.J. & Kraus, L.A. (Eds.). 1997. The effects of learning style and task type on hypermedia-based mental models. *Journal of Educational Multimedia and Hypermedia*, 6(3/4):285-304.

Reigeluth, C.M. 1999. What is instructional design theory and how s it changing? In: Reigeluth, C.M. (Ed.), *Instructional-design theories and models Volume II: A new paradigm of instructional theory*. N.J: Lawrence Erlbaum.

Richey, R. C. 2000. Reflections on the state of educational technology research and development: A response to Kozma, *Educational Technology Research and Development*, 48(1).

Roberts, E.B. 1988. What we've learned, managing invention and innovation. *Research* & *Technology Management*, 31(1):11-21.

Rogers, E 5th ed. 1995. *The diffusion of innovations*. New York: The Free Press. Rosenshine, B. & Meister C. 1992. The use of scaffolds for teaching higher-level cognitive strategies. *Educational Leadership*, April:26-33.

Ross, T.W. 1993. Bloom and hypertext: Parallel taxonomies? Ed-Tech Review, Autumn/Winter:11-16.

Roy, J. 1997. The development of distance learning. *New Straits Times*, (Malaysia) August 13:12.

Russell, B. 1991. *History of Western Philosophy*. London: Routledge.

Ryan, B. & Gross, N. 1943. The diffusion of hybrid seed corn in two Iowa communities. *Rural Sociology*, 8(1):15-24.

Schoenfeld, W.N. 1993. The necessity of "Behaviourism". Educational Technology, 33(10):5-7.

Schifter, C.C. 2000. Faculty motivators and inhibitors for participation in distance education. *Educational Technology*, March-April.

Schrum, L. & Berenfeld, B. 1997. *Teaching and learning in the information age: A guide to educational telecommunications*. Boston: Allyn and Bacon.

Senge, P., Kleiner, A., Toberts, C., Ross, R., Roth. G. and Smith, B. 1999. *The Dance of Change: The challenges of sustaining momentum in learning organisations*. Finland: WSOY.

Skinner, B.F. 1938. *The behaviour of organisms: An experimental analysis*. New York: Longman.

Slabbert, J.A. 1996. A quantum leap to excellence: The challenge for education. Manuscript for publication. University of Pretoria.

Slavin, R.E. 1983. Co-operative learning. New York: Longman.

Smith, P.L. & Ragan, T.J. 1993. Designing instructional feedback for different learning outcomes. In: Dempsey, J.V. & Sales, G.C. (Eds.). *Interactive instruction and feedback*. New Jersey: Englewood Cliffs.

South Africa 1996. *Technology-Enhanced learning in South Africa: A discussion document.* Report for the Minister of Education. Pretoria: Government Press.

South Africa. 1997. *White Paper on Higher Education*. 1997. Department of Higher Education. [Online]. Available URL: <u>http://www.polity.org.za/govdocs/white_papers/hihied.html)</u>.

Spiro, R.J., Feltovich, P.J., Jacobson, M.J. & Coulson, R.L. 1995. Cognitive flexibility, constructivism and hypertext: Random access instruction for advanced knowledge acquisition in ill-structured domains In: Steffe, L.P. & Gale, J.(Eds.). *Constructivism in education*. New Jersey: Lawrence Erlbaum Associates.

Stallings, D. 2000. The Virtual University:Legitimised at Century's End: Future Uncertain for the New Millennium. *The Journal of Academic Librarianship*, 26(1):3-14

Stata, R. 1989. Organisational learning – The key to management innovation, *Sloan Management Review*, Spring.

Steffe, L.P. & Gale, J. 1995. *Constructivism in Education*. New Jersey: Lawrence Erlbaum Associates.

Steyn, H. 1998. Project Management Methodologies. Short course: University of Pretoria.

Strauss, A. & Corbin, J. 1990. *Basics of qualitative research: Grounded theory procedures and techniques*. London: SAGE.

Svetcov, D. 2000. The virtual classroom vs. the real one. Forbes, *Best of the web*, Sept 11:50-58.

Tapscott, D. 1996. *The digital economy: Promise and peril in the age of networked intelligence*. New York: McGraw-Hill.

Teece, D.J. 1998. Capturing value from knowledge assets: The new economy, markets for know-how, and intangible assets, *California Management Review*, 40(3).

Telematic Learning and Educational Innovation, Project Time Line, 2000a.

Telematic Learning and Educational Innovation, Service Level Agreement, 2000b.

Telematic Learning and Educational Innovation, Roles, 2000 c.

Tennant, M. and Pogson, P. 1995. *Learning and Change in the adult years: A developmental perspective*. San Francisco: Jossey-Bass.

Tergan, S. 1997. Misleading theoretical assumptions in hypertext/hypermedia research. *Journal of Educational Multimedia and Hypermedia*, 6(3/4):257-283.

Tidd, J., Bessant, J. & Pavitt, K. 1997. *Managing innovation: Integrating technological, market and organisational change*. New York: Wiley.

Tovstiga, G. & Kaehler, R.C. 1998. *Transformational learning: A conceptual approach to linking technological innovation and organizational transformation*. Technology Management conference, Sydney, Australia. Feb.

Tracey, W.R. 1992. *Designing training and development systems*. 3rd ed. New York:AMACOM.

Triandis, H.C. 1995. Motivation and achievement in collectivist and individualist cultures. In: Maehr, M.L. and Pintrich, P.R. Eds. Culture, motivation and achievement, Volume 9: *Advances in motivation and achievement*. Greenwich, Conn.:JAI Press, 1995.

Tuijnman, A.C. 1996. ed. International Encyclopaedia of adult education and training, 2nd ed. Pergamon Press.

Tushman, M. & Nadler, D. 1986. Organising for Innovation. *California management review, XXVII* (3):74-92, Spring.

Twigg, C.A. & Oblinger, D.C. 1996. *Report from a joint Educom/IBM Roundtable*. Washington D.C., November 5-6.

Utterback, J.M. & Abernathy, W.J. 1975. A dynamic model of process and product innovation. *Omega* 6:639-656.

Utterback, J.M. 1994. Mastering the dynamics of innovation: How companies can seize opportunities in the face of technological change, Harvard Business School Press.

Van den Akker, J. 1999. Prnciples and methods of development research. In: Akker, J. van den, Branch, R., Gustafson, K., Nieveen, N. & Plomp, T. (Eds.), Design approaches and tools in education and training. Dortrecht: Kluwer.

Van der Kamp, M. 1996. Participation: Antecendent factors. In: Tuijnman, A.C. ed., *International Encyclopedia of adult education and training*. 2nd ed. Pergamon Press, 1996.

Van der Veen, J. & Collis, B. 1997. *Telematic tools to support group projects in higher education*. University of Twente. Report nr: CTIT/IDYLLE/D/N21.

Van Harmelen, T. 1997. *Guidelines for technology-enhanced education at the University of Pretoria*, Volume I, ITI Working Paper, No.ITI-97-9, June, Institute for Technological Innovation.

Venter, J.J. 1989. *Pieke en lyne in die westerse denkgeskiedenis.* Band1: Antieke, middeleeue, renaissance. D299/89. Potchefstroom:PU vir CHO.

Venter, J.J. 1990. *Pieke en lyne in die westerse ideëgeskiedenis*. Band 2: 'n Geskiedenis van Moderne Westerse leidende ideë. D260/90. Potchefstroom: PU vir CHO.

Vercueil, A. 2001. Organisational transformation and information technology: A systems perspective of employee perceptions. Mini-dissertation in partial fulfilment of the requirements for the degree of Master of Arts (Counselling Psychology). University of Pretoria.

Violino, B. 1997. Challenges galore. Informationweek, January 6:69-72.

Von Krogh, G. 1998. Care in knowledge creation. *California Management Review* Vol 40(3) Spring, Special Issue on Knowledge and the firm.

Von Krogh, G., Ichijo, K. & Nonaka, I. 2000. *Enabling knowledge creation: How to unlock the mystery of tacit knowledge and release the power of innovation*. Oxford University Press.

Vygotsky, L.S. 1978. *Mind in society: The development of higher psychological processes*. Cambridge, Mass.: Harvard University Press.

Wagner, E.D. 1997. Interactivity: From agents to outcomes. The key to successful teaching at a distance is still the active participation of learners. In: T.E. Cyrs (Ed.). *Teaching and learning at a distance: What it takes to effectively design, deliver, and evaluate programs (New directions for teaching and learning)*. San Francisco: Jossey-Bass.

WebCT. 2002. Available Online: [http://www.webct.com/company]

West, C.K., Farmer, J.A. & Wolff, P.M. 1991. *Instructional design: Implications from cognitive science*. Englewood Cliffs, N.J.: Prentice Hall.

White, C. 1996. Relevant social studies education: Integrating technology and constructivism. *Journal of Technology and Teacher Education*, 4(1):69-76.

Wilson, D.A. 1996. *Managing Knowledge*. Oxford: Butterworth.

Wilson, B. & Cole, P. 1993. A Review of cognitive teaching models. *ETR&D*, 39(4):47-64.

Wilson, J.J., & Mosher, D. N. 1997. The prototype of the virtual classroom. *NLII Viewpoint*, Fall/Winter [Online]. Available URL: <u>http://www.educause.edu/nlii/articles/moshwils.html</u>

Winn, W. 1990. Some implications of cognitive theory for instructional design. *Instructional Science*, 19(1):53-69.

Wittgenstein, L. 1958. Philosophical investigations. New York: Macmillan.

Wlodkowski, R.J. 1999. *Enhancing adult motivation to learn*. San Francisco: Jossey-Bass.

World Economic Forum. 1999. Global Competitiveness Report, Geneva, Switzerland [Online]. Available: <u>http://www.weforum.com/</u>

World Economic Forum, The Africa Competitiveness Report 1998, Geneva, Switzerland.

Yacci, M. 2000. Interactivity demystified: A structural definition for distance education and intelligent computer-based instruction. *Educational Technology*, July-August.

Yakimovicz, A.D. & Murphy, K.L. 1995. Constructivism and collaboration on the Internet: Case study of a graduate class experience. *Computers and Education*, 24(3):203-209. Yanosky, R., Zastrocky, M., Harris, M. & Hurley, D. 2002a. Peoplesoft in higher education. Gartner research, 25 April:1-4.

Yanosky, R., Zastrocky, M., Harris, M. & Hurley, D. 2002b. SCT in higher education. Gartner research, 2 April:1-4.

Yanosky, R., Zastrocky, M., Harris, M. & Hurley, D. 2002c. U.S. Higher education ERP magic quadrant: 1H02. Gartner research, 29 April:1-3.

Yin, R. K. 1994. 2nd ed. *Case study research: Design and methods*. Thousand Oaks, Calif.: Sage.

Zastrocky, M. 2000. Distributed learning hype cycle for higher education. Gartner research, 6 June.

Zhiting, Z. 1996. Cross-cultural portability of educational software: A communicationoriented approach. Doctoral thesis. Enschede: The University of Twente.