

## BIBLIOGRAPHY

- ANDREWS, S.J. 1994. Some cultural and perceptual implications of courseware development and the use of technology within a multicultural, multilingual society (A cautionary tale). *Computer-Assisted Education and Training in Developing Countries*, edited by P.M. Alexander: 7-13.
- ARGYLE, M. 1991. *Cooperation: The basis of sociability*. Kogan Page. London.
- ARGYRIS, C. 1990. *Overcoming Organizational Defenses: Facilitating Organizational Learning*. Allyn & Bacon. Boston, USA.
- ARGYRIS, C., PUTNAM, R., MACLEAN SMITH, D. 1985. *Action Science - Concepts, Methods, and Skills for Research and Intervention*. Jossey-bass. San Francisco.
- BARRETT, MICHAEL, SAHAY, SUNDEEP AND WALSHAM, GEOFF. 1996. Understanding IT and social transformation: Development and illustration of a conceptual scheme. *Proceedings of the 17<sup>th</sup> ICIS Conference*, Cleveland, OH: 42-50.
- BELBIN, R. MEREDITH. 1993. *Team Roles at Work*. Butterworth-Heineman. Oxford, England.
- BELBIN, R. MEREDITH. 1981. *Management Teams. Why They Succeed or Fail*. Butterworth-Heineman. Oxford, England.
- BEMBRIDGE, T.J. June 1995. *Guidelines for Research Proposal Writing*. FRD Programme Series No 23.

- BLIGNAUT, R.J. & VENTER, I.M. 1999. *Towards the 21<sup>st</sup> Century – new trends in tertiary education*. Technical Report, UWC/TRB/99-01. University of the Western Cape. Bellville.
- BLIGNAUT, R.J. & VENTER, I.M. 1998a. Teamwork: Can it equip university science students with more than rigid subject knowledge? *Computers & Education*, 31(3): 265 - 279.
- BLIGNAUT, R.J. & VENTER, I.M. 1998b. *Alternative Teaching Methods in Statistics Explored*. Technical Report, UWC/TRB/98-01. University of the Western Cape. Bellville.
- BLIGNAUT, R.J., VENTER, I.M. & STOLTZ, D. 1998. “Chalk-and-talk” versus Cooperative Learning. A Comparative Study. *Proceedings of the 15<sup>th</sup> IFIP World Congress*, edited by Gordon Davies. Vienna/Austria and Budapest/Hungary: 139-148.
- BOLAND, R.J. & HIRSCHHEIM, R.A. 1987. *Critical Issues in Information Systems Research*. John Wiley & Sons. New York: 363 - 379.
- BORCHERDS, M.M., ENGLISH, P.J., FIELDING, M.L., HONIKMAN, K.S., JACOBS, G.A., KURGAN, A.Z., PICKERING-DUNN, E.K., STEYN, M.E., VAN DER MERWE, N.M. 1993. *Handbook. Guide to Effective Spoken and Written Communication*. Juta & Co. Ltd. Parow, South Africa.
- BOT, M. 1997. School Register of Needs: A Provincial Comparison of School Facilities. *Edusource Data News* 17: 1-4.
- BOUGHEY, CHRISSIE. 1993. A schema theoretical view of the reading process. *Language Across the Curriculum*, edited by Brenda Leibowitz. University of the Western Cape, Academic Development Centre, Occasional Publications. 2: 1-15.

*Bibliography*

- BRODIE, KARIN MICHELLE. 1995. *Small-group work and ownership of mathematical knowledge*. Unpublished M.Ed. Thesis, University of the Witwatersrand.
- BURRELL, G. & MORGAN, G. 1979. *Sociological Paradigms and Organisational Analysis*. Heinemann. London.
- BUZAN, TONY. 1995. *The Mind Map Book*. BBC Books. London.
- CHECKLAND, P. & SHOLES, J. 1990. *Soft Systems Methodology in Action*. John Wiley & Sons. New York.
- COHEN, ELIZABETH G. 1994. Restructuring the classroom: Conditions for productive small groups. *Review of Educational Research*. 64(1): 1-35.
- CRAIG, A. P. 1989. The conflict between the familiar and unfamiliar. *South African Journal of Higher Education* 3(1): 166-171.
- CURRICULUM 2005, LIFELONG LEARNING FOR THE 21<sup>ST</sup> CENTURY. 1997. Issued by the National Department of Education. South Africa.
- DAVIS, GORDON B., GORGONE, JOHN T., COUGER, J. DANIEL, FEINSTEIN, DAVID L., LONGENECKER, HERBERT E. 1997. *IS'97 Model Curriculum and Guidelines for Undergraduate Degree Programs in Information Systems*.
- DE BONO, EDWARD. 1992. *Serious Creativity*. Harper Collins Publishers. London.
- DE BONO, EDWARD. 1967. *The Use of Lateral Thinking*. Penguin Books. England.

- DE VILLIERS, CARINA. 1996a. *The integration of information technology in a co-operative learning environment*. Unpublished D.Com. (Informatics) - Thesis, University of Pretoria.
- DE VILLIERS, CARINA. 1996b. *Cooperative learning notes*. Cooperative Learning Workshop presented at SACLA '96.
- DE VILLIERS, CARINA & ROODE, DEWALD. 1995. An alternative teaching approach for information systems. *Proceedings SAICSIT-95*, edited by A.L. Steenkamp: 275-282.
- DENNING, PETER J. 1993. Designing new principles to sustain research in our universities. *Communications of the ACM*, 36(7): 99-104.
- DENNING, PETER J. 1992. Educating a new engineer. *Communications of the ACM*, 35(12): 83-97.
- DETTMER, PEGGY, DYCK, NORMA & THURSTON, LINDA. 1996. *Consultation, Collaboration, and Teamwork*. Allyn & Bacon, a Simon & Schuster Company, Needham Heights, MA 02194.
- DOCHY, FILIP J.R. & MOERKERKE, GEORGE. 1997. Assessment as a major influence on learning and instruction. *Educational Testing and Assessment: Lessons from the Past, Directions for the Future* edited by Lorin W. Anderson. *International Journal of Educational Research* 24(5): 415-431.
- DU PLOOY, MALLORY JOHN. 1993. *'n Ondersoek in sekondêre skole na die effek van 'n kooperatiewe leerbenadering op tussengroepverhoudinge*. Unpublished D.Ed. - Thesis, University of Port Elisabeth.
- DU PLOOY, N.F. 1993. The "human" side of Information Systems. *Proceedings of the Eighth Annual Conference of the International Academy of Information Management*, Orlando, Florida: 545-564.



*Bibliography*

- DU PLOOY, N.F. 1998. *An analysis of the human environment for the adoption and use of information technology*. Unpublished D.Com.(Informatics) - Thesis, University of Pretoria.
- DURNDELL, A. & THOMSON, K. 1997. Gender and computing: a decade of change? *Computers & Education*, 28(1): 1-9.
- DURNDELL, A. & LIGHTBODY, P. 1993. Gender and computing: change over time? *Computers & Education*, 21(4): 331-336.
- ENDER, RICHARD L. 1991. Determinates of computer competency learning. *Proceedings of the International Academy for Information Management*, edited by Robert W. Stone: 30-43.
- EVANS, GERALD E. & SIMKIN, MARK G. 1994. What best predicts computer proficiency? *Communications of the ACM*, 32(11): 1322-1327.
- FLOOD, R.L. & JACKSON, M. C. 1992. *Creative Problem-solving: Total Systems Intervention*. John Wiley & Sons. New York.
- FOUNTAIN, DICK. 1994. Functional programming comes of age. *Byte*, 19(8): 183.
- FOURIE, ERNA & HENNING, ELIZABETH. 1994. Computer literacy in a squatter community school in South Africa. *Computer-Assisted Education and Training in Developing Countries*, edited by P.M Alexander: 79-84.
- FRANCES, LESLIE J. 1993. Measuring attitude towards computers among undergraduate college students: The effective domain. *Computers & Education*, 20 (3): 251-255.
- FREER, K.J. & ENOCH, L.F. 1994. Small group/collaborative literacy instruction: Lessons learned – future directions. *Adult Basic Education*, 4(3): 129 –143.

*Bibliography*

- GAEDE, OWEN F. 1994. Emerging and converging technologies: Implications for Education and Training. *Computer-Assisted Education and Training in Developing Countries*, edited by P.M. Alexander: 91-95.
- GIDDENS, ANTHONY. *The consequences of modernity*. Stanford University Press, Stanford, California.
- HABERMAS, JÜRGEN. 1987. *The theory of communicative action: Volume 2, The critique of functionalist reason*, translated by Thomas McCarthy. Polity Press. Cambridge, UK.
- HABERMAS, JÜRGEN. 1981. *Theorie des kommunikativen Handelns. Band I, Handlungsrationalität und gesellschaftliche Rationalisierung*. Suhrkamp Verlag. Frankfurt am Main.
- HABERMAS, JÜRGEN. 1974. *Theory and Practice*, translated by John Viertel. Heinemann. London.
- HABERMAS, JÜRGEN. 1971. *Knowledge and Human Interests*, translated by Jeremy J Shapiro. Beacon Press. Boston.
- HANSEN, KLAUS-HENNING. 1993. Teachers' choices of content and context in computer-education courses. *Computers & Education*, 21(1/2): 17-23.
- HART, GENEVIEVE, MAKHUBELA, LULAMA, SMITH, MIKE, VENTER, ISABEL & WALKER, MELANIE. 1996. Different Angles of Vision: Teaching tales from the University of the Western Cape. *Teaching in Higher Education*, 1(2): 193 – 211.
- HILKE, E.V. 1990. *Cooperative learning*. Bloomington: Phi Delta Kappa.

*Bibliography*

- HIRSCHHEIM, RUDY & KLEIN, HEINZ K. 1989. Four paradigms of Information Systems development. *Communications of the ACM*, 32(10): 1199 – 1216.
- HOLD, S.M. 1986. A synthesis of research on organisational collaboration. *Educational Leadership*, 43(5): 22-26.
- HOYT, K.A. 1978. *A concept of collaboration in career education*. Washington D.C. U.S. Office of Education.
- KENNEDY, I.N. 1984. Interplace III ©, Matching People to Jobs, Belbin Associates.
- INTRONA, LUCAS D. 1997. *Management, Information and Power*. MacMillan Press Ltd. Hampshire and London.
- IVANCEVICH, JOHN M. & MATTESON, MICHAEL T. 1996. *Organizational Behavior and Management*. 4<sup>th</sup> Edition. IRWIN. Chicago.
- JAQUES, DAVID. 1991. *Learning in Groups*. 2<sup>nd</sup> Edition. Kogan Page Limited. London.
- JOHNSON, DAVID W. & JOHNSON, ROGER T. 1990. Social skills for successful group work. *Educational Leadership*. December 1989/January 1990: 29-33.
- JOHNSON, D.W., JOHNSON, R.T. & HOLUBEC, E.J. 1994. *The Nuts and Bolts of Cooperative Learning*. Interaction Book Company. Minnesota.
- JÖNSSON, STEN. 1991. Action Research. *Information Systems Research: Contemporary Approaches and Emergent Traditions*, edited by H.E. Nissen, H.K. Klein & R. Hirschheim, Elsevier Science Publishers B.V. North Holland: 371 – 396.

*Bibliography*

- JOST, KAREN LEE & SCHNEEBERGER, SCOTT L. 1994. Educational technology adoption and implementation: Learning from information systems research. *Canadian Journal of Educational Communication*, 23(3): 213-230.
- JUNG, CARL. 1977. Psychological Types, translated by R.F.C. Hull. *Collected Works of C.G. Jung*. Volume 6, Bollingen Series XX. Princeton University Press: 12-13, 28, 68.
- KENNEDY, I.M. 1994. Cooperative learning and computers understanding the partnership. *Computer-Assisted Education and Training in Developing Countries*, edited by P.M. Alexander: 139-144.
- KLEIN, HEINZ K. & MYERS, MICHAEL D. 1999. A set of principles for conducting and evaluating interpretive field studies in information systems. *MIS Quarterly*, 23(1): 67 – 93.
- KOLB, DAVID A. 1984. *Experiential Learning*. Prentice-Hall, Inglewood Cliffs. New Jersey.
- Learning Pyramid.  
<http://cac.psu.edu/ets/presentations/CatalystTexts/pyramid.html>
- LEE, ALLEN S. 1993. Electronic mail as a medium for rich communication: An empirical investigation using hermeneutic interpretation. *Proceedings of the 14<sup>th</sup> International Conference on Information Systems* edited by Degross, Janice I. et al., Orlando, Florida: 13 – 21.
- LEE, ALLEN S. 1991. Integrating positivist and interpretive approaches to organizational research. *Organization Science*, 2(4): 342-365.



*Bibliography*

LIDTKE, DORIS K., STOKES, GORDON E., HAINES, JIMMIE & MULDER, MICHAEL C. 1999. ISCC'99 An Information Systems-Centric Curriculum Program Guidelines for Educating the Next Generation of Information Systems Specialists in Collaboration with Industry. *Americas Conference on Information Systems*. Milwaukee, Wisconsin, USA.

LIEBENAU, J. & BACKHOUSE, J. 1990. *Understanding Information*. MacMillan. London.

LINCOLN, YVONNA S. & GUBA, EGON G. 1985. *Naturalistic Inquiry*. Sage Publications.

LIVINI, LEAH. 1993. A model of effective computer-based science education. *Suid-Afrikaanse Tydskrif vir Wetenskap*: 387-389.

Longitudinal Research.

[http://www.windsor.igs.net/~nhodgins/descriptive\\_longitudinal\\_research\\_design.html](http://www.windsor.igs.net/~nhodgins/descriptive_longitudinal_research_design.html)

MAKRAKIS, VASILIOS. 1993. Gender and computing in schools in Japan: The "We can, I can't" paradox. *Computers & Education*, 20(2): 191-198.

MOERKERKE, G. 1996. *Assessment of flexible learning*. Lema B.V. Utrecht.

MONYEKI, M.P. 1994. Matriculation results are a good determining factor for success in a technikon computer data processing course. *Proceedings of the FRD Grantees Report Back Seminar*: 18-29.

MYERS, M. D. *Qualitative Research in Information Systems*.  
<http://www.misq.org/misqd961/isworld/index.html>

*Bibliography*

- NGWENYAMA, OJELANKI K. 1991. The critical social theory approach to information systems: problems and challenges. *Information Systems Research*, edited by Nissen, H.E., Klein, H.K., Hirschheim, R. Elsevier Science Publishers B.V. The Netherlands: 267 – 279.
- NGWENYAMA, OJELANKI K. & LEE, ALLEN. S. 1997. Communication richness in electronic mail: Critical social theory and the contextuality of meaning. *MIS Quarterly*, 21(2): 145-167.
- OLSON, JUDITH S., CARD, STUART K., LANDAUER, THOMAS K., OLSON, GARY K., MALONE, THOMAS & LEGGET, JOHN. 1993. Computer-supported co-operative work: Research issues for the 90s. *Behaviour & Information Technology*, 12(2): 115-129.
- OZ, EFFY. 1994. *Ethics for the Information Age*. Wm. C. Brown Communications, Inc. USA.
- PANDIT, N.R. 1996. The creation of theory: A recent application of the Grounded Theory Method. *The Qualitative Report*, 2(4). <http://www.nova.edu/ssss/QR/QR2-4/pandit.html>
- POPPLETON, MICHAEL R. & ROBINSON, ANNE E. 1994. Adding Value and Realism to Group Coursework. *Proceedings of the Second All-Ireland Conference on Teaching of Computing*. Dublin, Ireland.
- PRETORIUS, JAN HENDRIK OTTO. 1994. Unpublished Masters Thesis: *Ontwikkeling van die Probleemoplossingsvermoë van Eerstejaarstudente in Informatika*. University of Pretoria.
- RAINER, MARK. 1999. The myth of graduate unemployability: A different perspective. *The Graduate*. Newsletter of the HRSC. Pretoria: 8-9.
- REELER, LESLEY. 1994. Letters to the editor. *Informatics* 3.

*Bibliography*

REINEN, INGEBORG & PLOMP, TJEERD. 1993. Some gender issues in educational computer use: results of an international comparative survey. *Computer Education*, 20(4): 353-365.

REVANS, REG W. 1980. *Action Learning - New Techniques for Management*. Blond & Briggs, London.

ROETS, RINETTE. 1994. The effects of computer literacy training on educationally disadvantaged pupils. *Proceedings of the Fifth Annual CISNA Conference*: 349-367.

ROODE, DEWALD. 1993. Implications for teaching of a process-based research framework for information systems. *Proceedings of the 8<sup>th</sup> LAIM (International Academy for Information Management) Conference*. Orlando: 61-78.

ROSS, CHARLES. 1997. The renaissance of education, in *Computer Bulletin*, April: 9-11.

ROWLEY, JENNY. 1994. Teaching IT skills in higher education. *Computer Bulletin*, February: 9-11.

RYDER, M. 1999. *Action Research*.

[http://www.cudenver.edu/~mryder/itc\\_data/act/res.html](http://www.cudenver.edu/~mryder/itc_data/act/res.html)

SAS Institute Inc. 1989. *SAS/STAT® User's Guide*, Version 6. Fourth Edition. Volume 1 & 2, Cary, NC.

SCHÖN, D. A. 1983. *The Reflective Practitioner*. Basic Books, New York.

SCHULTZE, ULRIKE. 1999. A confessional account of an ethnography about knowledge work. Accepted for publication in *MIS Quarterly*.

<http://www.cox.smu.edu/faculty/uschultz/research/misq99.pdf>

- SENGE, PETER M. 1990. *The Fifth Discipline. The Art & Practice of the Learning Organization*. Doubleday. New York.
- SENIOR, BARBARA. 1997. Team role and team performance: Is there 'really' a link? *Journal of Occupational and Organizational Psychology*, 71: 241 - 258.
- SHARAN, YAEL & SHARAN, SHLOMO. 1990. Group Investigation Expands Cooperative Learning. *Educational Leadership*: 1- 21.
- SHASHAANI, LILY. 1993. Gender-based differences in attitudes towards computers. *Computers & Education*, 20(2): 169-181.
- SOLTIS, JONAS F. 1984. On the nature of educational research. *Educational Researcher*, 13(10): 5-10.
- STRAUSS, J. & CORBIN, J. 1990. *Basics of qualitative research: Grounded theory procedures and techniques*. Sage. London.
- SUTHERLAND, FRANCES & SCHULTZE, ULRICKE. 1992. Preparing undergraduates for end-user computing. *Proceedings of the 22nd SACLA Conference* : 9.
- TERRY, P.D. 1995. Umbriel – imperative programming for unsophisticated students. *ACM SIGCSE Bulletin*, 20(3): 7-14.
- THOMPSON, NOEL. 1991. Computers, curriculum and the learning environment. *Computers & Education*, 16(1): 1-5.
- TOOMBS, KAREN. 1990. The potential of the computer to extend our abilities to think - myth or miracle? *New Perspectives No 3 (part II)*: 62-67.
- TORKZADEH, G. & KOUFTEROS, X. 1993. Computer user training and attitudes: a study of business undergraduates. *Behaviour & Information Technology* 12(5): 284-292.



*Bibliography*

- TUCKMAN, B.W. & JENSEN, M. 1977. Stages of small group development revisited. *Groups and Organisation Studies*: 419 –427.
- VAN WYK, C. 1995. *A literature survey on: Possible implementations of a computer literacy curriculum*. Unpublished Honours Project. UWC: 1-8.
- VENTER, I.M. 1997. Teams, trying or terrific? A co-operative approach to the learning of Computer Science. *Academic Development*, 3(2): 3-18.
- VENTER, I.M. & BLIGNAUT, R.J. 1998. *A Changing World Necessitates New Teaching Methodologies*. Technical Report, UWC/TRB/98-02. University of the Western Cape. Bellville.
- VENTER, I.M., BLIGNAUT, R.J. & STOLTZ, D. 1998. Collaborative learning paves the way to lifelong learning. Poster. *The 15<sup>th</sup> IFIP World Congress 1998: Teleteaching*.
- VENTER, I.M. & BLIGNAUT, R.J. 1997. *Computer Science a team effort? Using Psychometric Profiles in Team Construction*. Technical Report, UWC/TRB/97-01. University of the Western Cape. Bellville.
- VENTER, I.M. & BLIGNAUT, R.J. 1996. Approach to computer literacy in a third world setting. *Computers & Education*, 27(1): 23-30.
- VENTER, I.M. & BLIGNAUT, R.J. 1996. *Understanding Factors that Influence Success Rate of Students in Computer Literacy (1995 Follow-up Survey)*. Technical Report UWC-TRB/96-01. University of the Western Cape. Bellville.
- VENTER, I.M. & BLIGNAUT, R.J. 1995. *Understanding Factors that Influence Success Rate of Students in Computer Literacy*. Technical Report UWC-TRB/95-02. University of the Western Cape. Bellville.

*Bibliography*

- VENTER, I.M. & STOLTZ, D. 1995. *Teamwork and Cooperative Learning in Computer Science*. Technical Report UWC-TRB/95-03. University of the Western Cape. Bellville.
- WANG, C. 1998. Applying collaborative learning for enriching adult distance learning via community cable television. *Part II of the Proceedings of the 15<sup>th</sup> IFIP World Computer Congress*, edited by Gordon B. Davis. Vienna/Austria and Budapest/Hungary: 1057-1073.
- WATTS, A.G. & MCNAIR, STEPHAN. 1995. Towards a Strategy for Lifelong Guidance to Support Lifelong Learning and Work, in Bradshaw, David et al.: *Bringing Learning to Life*. The Falmer Press, London.
- WHETTEN, DAVID A. 1989. What constitutes a theoretical contribution? *Academy of Management Review* 14(4): 490-495.
- WILD, ROSEMARY H. & WINNIFORD, MARY ANNE. 1993. Remote collaboration among students using electronic mail. *Computers & Education*, 21(3): 193-203.
- WOODROW, JANICE E. 1991a. Determinants of student teacher computer literacy achievement. *Computers & Education*, 16(3): 247-257.
- WOODROW, JANICE E. 1991b. Locus of control and computer attitude as determinants of computer literacy of student teachers. *Computer Education*, 16(3): 237-246.
- YIN, R.K. 1994. *Case Study Research, Design and Methods*. 2<sup>nd</sup> Edition. Sage Publications. Newbury Park.

*Bibliography*

ZAR, JERROLD H. 1984. *Biostatistical Analysis*. Second Edition. Prentice-Hall. New Jersey.

ZUBOFF, S. 1988. *In the Age of the New Machine: The Future of Work and Power*. Basic Books. New York.

*(Faint, illegible text from the reverse side of the page)*

## INDEX

- A**
- A Conceptual Framework for small group learning in the field of information technology, 187
  - Acknowledgments, xiv
  - Action Learning, 7
  - Appendix
    - A, 217
    - B, 225
    - C, 226
    - D, 227
  - Argyris, 65
  - Assessment, 54
- B**
- Barrett, 181
  - Belbin, 7, 20, 39, 67, 81, 165
    - Roles & descriptions, 82
    - Team roles, 84
  - Bibliography, 257
  - Boland*, 3
  - Bot, 114
  - Brain hemispheres, 43
  - British Medical Journal, 30
  - Burrell & Morgan, 57
  - Buzan, 45
- C**
- CASE STUDY
    - 1, 79
    - 2, 93
    - 3, 114
    - 4, 130
    - 5, 143
  - CATWOE, 63
  - Chapter*
    - 1, 1
    - 2, 28
    - 3, 57
    - 4, 77
    - 5, 169
    - 6, 187
    - 7, 201
  - Checkland & Scholes, 61
  - Cohen, 25, 94
  - Collaborative learning, 29
  - Completer-Finisher, 11
  - Cooperative learning, xv, 28
  - Co-ordinator, 10
  - Craig, 34
- C**
- Critical approach, 61
  - Critical social theory, 171
  - Curriculum '91, 2
  - Curriculum 2005, 49
- D**
- De Bono, 46
  - De Villiers, 32
  - Denning, 36, 93
  - Du Plooy, 77
  - Du Plooy, Introna and Roode, 59
- F**
- Findings, Discussion and Evaluation, 201
- G**
- Giddens, 181
  - Glossary, xv
  - Grounded theory, xvi, 169
  - Group development, 35
- H**
- Habermas, 171
  - Hemispheres of the brain, 44
  - Hermeneutics, 176
  - Hilke, 28
  - Hold, 29
  - Hoyt, 29
  - Human Condition, xvi
- I**
- Implementer, 11
  - Information richness, xv
  - Internet, xvi, 1
  - Interplace IV, 40
  - Interpretation of Results, 169
  - Interpretive
    - Approach, 61
    - Field studies, 188
  - Introna, 176
  - ISCC'99, 2
  - Ivancevich & Matteson, 35



## J

Jaques, 20, 32, 53  
 Jigsaw, 37  
 Jigsaw II, 38  
 Johnson, 31  
 Johnson & Johnson, 22  
 Jönsson, 60

## K

Klein & Myers, 187  
 Knowledge Interests, xvii, 171  
 Kolb, 24, 34, 49

## L

Lateral thinking, 46  
 Learning  
   Action. *See* Action Learning  
   Areas. *See* Curriculum 2005  
   Collaborative, 29  
   Cooperative, xv, 28  
   P-learning, 7  
   Pyramid, 52  
   Q-Learning, 7  
   Style Inventory. *See* LSI  
   Styles, 47  
 Lee, 176  
 List of illustrations, xi  
 List of Tables, xiii  
 Literature Survey, 28  
 Longitudinal research, 4  
 LSI, 47

## M

META STUDY, 159  
 Mind map, xvii, 16, 43, 97  
 Moerkerke, 25  
 Monitor Evaluator, 10

## N

Ngwenyama, 171  
 Nomenclature. *See* Glossary

## O

OBE, 49  
 Outcomes Based Education. *See* OBE

## P

Pandit, 164  
 Plant, 10  
 Positivist approach, 61

## Q

Questionnaire  
   Teamwork and Cooperative Learning,  
   217

## R

Reflection-in-action, 226  
 Reflective conversation protocol, xvii  
 Research methodology discussed, 57  
 Research question framework. *See* Du  
   Plooy, Introna and Roode  
 Resource Investigator, 10  
 Roles  
   Acting, 43  
   Control, 42  
   Ideas, 41  
   Leadership, 41  
   Social, 42  
   Support, 42  
   Thinking, 42  
 Ross, 24, 128

## S

SAQA, 50  
 Schön's reflective conversation protocol,  
   226  
 Senge, 84  
 Shaper, 10  
 Sharan, 35  
 Sociological paradigms, 58  
 Soft Systems Methodology, xviii. *See*  
   SSM  
 Specialist, 11  
 Sperry, 43  
 SSM, 61  
 Statement and Analysis of the Problem,  
   1  
 Strauss & Corbin, 170  
 Students Teams-Achievement Division,  
   38

## T

Table of Contents, iv  
 TCI method, xviii, 33  
 Team  
   Construction, 37  
   Role, xviii  
   Role methodology, 10  
 Teams-Games-Tournament, 38  
 Teamworker, 11  
 The problem revisited, 77  
 Theme-centred interaction. *See* TCI

**U**

Unstructured interviews, xviii  
  Questions, 225  
UWC, xix

**W**

Whetten, 207  
WORLDWIDE WEB, xix, 1