

BRONNELYS

- ALLPORT, G.W. 1961. *Pattern and Growth in Personality*. New York: Holt, Rinehart and Winston.
- ANDERSEN, B.F. 1975. *Cognitive Psychology The study of knowing, learning and thinking*. New York: Academic Press.
- ARBIB, M.A. & HESSE M.B. 1987. *The construction of reality*. Cambridge: Cambridge University Press.
- ATKINSON, B.J. & HEATH, A.W. 1987. Beyond objectivism and relativism: Implications for family therapy research. *Journal of Strategic and Systemic Therapies*, 6(1), 8-17.
- BADENHORST, J.W. 1993. *Akademiese onderprestasie van Universiteitstudente*. Ongepubliseerde M.Ed-verhandeling, Universiteit van Suid-Afrika: Pretoria.
- BALE, L.S. 1995. Gregory Bateson, Cybernetics and the Social/behavioral Sciences. *Cybernetics and Human Knowing*, 3(1), 27-45.
- BATESON, G. 1972. *Steps to an Ecology of Mind*. London: Intertext Books.
- BATESON, G. 1979. *Mind and Nature: A Necessary Unity*. New York: Dutton.
- BAUERSFELD, H. & BIELEFELD, F.R.G. 1992. Activity Theory and Radical Constructivism. *Cybernetics & Human Knowing*, 1(2-3), 15-25.
- BIGGS, J.B. 1984. Learning Strategies, Student motivation patterns and subjectively perceived success. In: Kirby, J.R. (ed). *Cognitive Strategies and Educational Performance*, 111-134. New York: Academic Press.

- BIGGS, J.B. 1985. The role of metacognition in study processes. *British Journal of Educational Psychology*, 55, 185-212.
- BIGGS, J.B. 1987a. *Student Approaches to Learning and Studying*. Melbourne: Australian Council for Education Research.
- BIGGS, J.B. 1987b. *The Study Process Questionnaire Manual*. Melbourne: Australian Council for Educational Research.
- BIGGS, J. 1993. What do inventories of students' learning processes really measure? A theoretical review and clarification. *British Journal of Educational Psychology*, 63, 3-19.
- BIGGS, J.B & TELFER, R. 1987. *The Process of Learning*. Sydney: Prentice-Hall of Australia.
- BOTHA, T.R. 1988. *Motivering enkele dissonante dimensies*. Pretoria: HAUM.
- BUSATO, V.V., PRINS, F.J., ELSHOUT, J.J. & HAMAKER, C. 1999. The relation between learning styles, the Big Five personality traits and achievement motivation in higher education. *Personality and Individual Difference*, 26, 129-140.
- CANO-GARCIA, F. & JUSTICIA-JUSTICIA, F. 1994. Learning strategies, styles and approaches: an analysis of their interrelationships. *Higher Education*, 27, 239-260.
- CHAIKLIN, S. 1992. From Theory to Practice and Back Again: What does postmodern Philosophy Contribute to Psychological Science? In: Kvale, S. (ed). *Psychology and Postmodernism*, 194-208. London: SAGE Publications.
- DAS, J.P., NAGLIERI, J.A. & KIRBY, J.R. 1994. *Assessment of Cognitive Processes: The PASS Theory of Intelligence*. Boston: Allyn & Bacon.
- DAVIS, E.C., NUR, H. & RURU, S.A.A. 1994. Helping Teachers and Students Understand Learning Styles. *English Teaching Forum*, July(27), 12-15.

- DEMING, M.P., VALERI-GOLD, M. & IDLEMAN, L.S. 1994. The reliability and validity of the Learning and Study Strategies Inventory (LASSI) with college developmental students. *Research and Instruction*, 33(4), 309-318.
- DOLL, W.E. 1989. Foundations for a postmodern curriculum. *Journal of Curriculum Studies*, 21(3), 243-254.
- DONALDSON, R.E. 1992. Cybernetics & Human Knowing: one possible prolegomenon. *Cybernetics & Human Knowing*, 1(1), 5-8.
- DU PRÉ, R.H. & PRETORIUS, K. 2001. *CTP Policy on RPL*. Pretoria: Technikon Pretoria.
- DU TOIT, A.P. 1999. *Kognitiewe Filosofie (Denke)*. Departement Filosofie, Universiteit van Pretoria: Pretoria.
- DU TOIT, P.H. 1988. *Onderrigstrategieë vir leereffektiwiteit op tersiêre onderwysvlak*. Ongepubliseerde M.A-verhandeling, Universiteit van Pretoria: Pretoria.
- EISELEN, R. Mei 2000. Persoonlike mededeling.
- ENTWISTLE, N. 2001. Styles of learning and approaches to studying in higher education. *Kybernetes*, 30(5/6), 593-602.
- ERASMUS, T. & DE BEER, C.R. 1996. *Verslag: Ondersoek na Eksamenerings/Evaluering aan die Universiteit van Pretoria*. Kantoor van die Vise-Rektor, Universiteit van Pretoria: Pretoria.
- ERTMER, P.A. & NEWBY, T.J. 1996. The expert learner: strategic, self-regulated and reflective. *Instructional Science*, 24, 1-24.

- FATT, J.P.T. 2000. Understanding the Learning Styles of Students: Implications for Educators. *International Journal of Sociology and Social Policy*, 20(11/12), 31-45.
- FORD, D.H. & LERNER, R.M. 1992. *Developmental Systems Theory An Integrative Approach*. Newbury Park: SAGE.
- FREEDMAN, J. & COMBS, G. 1996. *Narrative Therapy The Social Construction of Preferred Realities*. New York: W.W.Norton & Co.
- FURNHAM, A., JACKSON, C.J. & MILLER, T. 1999. Personality, learning style and work performance. *Personality and Individual Differences*, 27, 1113-1122.
- GEIGER, M.A. Maart 2000. Persoonlike e-pos ontvang.
- GEIGER, M.A., BOYLE, E.J. & PINTO, J.R. 1993. An examination of ipsative and normative versions of Kolb's revised Learning Style Inventory. *Educational and Psychological Measurement*, 53, 717-726.
- GERGEN K.J. 1994. *Realities and Relationships Soundings in Social Construction*. Cambridge: Harvard University Press.
- GERMANA, J. 2000. The Whole and Main Ideas of Systems Science. *Systems Research and Behavioral Science*, 17, 311-313.
- GLANVILLE, R. 1997. A Cybernetic Musing: Communication: Conversation 2. *Cybernetics & Human Knowing*, 4(2-3), 99-104.
- GLANVILLE, R. 1998. The (Cybernetic Musing): The Gestation of Second Order Cybernetics, 1968-1975 – A Personal Account. *Cybernetics & Human Knowing*, 5(2), 85-95.

- GULICK, R.M. 1979. Decision Analysis as a learning Strategy. In: O'Neil, H.F. & Spielberger, C.D. (eds). *Cognitive and Affective Learning Strategies*, 249-274. New York: Academic Press.
- HAIR, J.F., ANDERSON, R.E., TATHAM, R.L. & BLACK, W.C. 1998. *Multivariate Data Analysis*. 5th edition. New Jersey: Prentice Hall.
- HALFORD, G.S. 1993. *Children's Understanding The Development of Mental Models*. Hillsdale, New Jersey: Lawrence Erlbaum Associates.
- HANSON, B.G. 1995. *General Systems Theory Beginning with Wholes*. Toronto: Taylor & Francis.
- HARTEVELD, P., DE STADLER, L.G. & HAUPTFLEISCH, D.C. 1992. *Woordkeusegids. 'n Kerntesourus van Afrikaans*. Halfweghuis: Southern Boekuitgewers.
- HOFFMAN, L. 1990. Constructing realities: An art of lenses. *Family Process*, 29(1), 1-12.
- HOUSTON, J.P. 1986. *Fundamentals of Learning and Memory*. New York: HBJ Inc.
- HOWE, M.J.A. 1998. *A Teacher's Guide to the Psychology of Learning*. Cambridge: Basil Blackwell.
- JOHNSON, D.K. 1996. The View from Somewhere: A Philosophical Critique of radical Constructivism. *Cybernetics & Knowing*, 3(4), 3-17.
- JOHNSON-LAIRD, P. 1983. *Mental Models*. Cambridge: Harvard University Press.
- KERLINGER, F.N. 1986. *Foundations of Behavioral Research*. 3rd edition. New York: Holt, Rinehart & Winston.

- KIMBLE, G.A. 1979. Cognitive psychology and Learning Strategies. In: O'Neil, H.F. & Spielberger, C.D. (eds). *Cognitive and Affective Learning Strategies*, 99-108, New York: Academic Press.
- KLINE, P. 1993. *The Handbook of Psychological Testing*. New York: Routledge.
- KOLB, D.A. 1984. *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, New Jersey: Prentice-Hall.
- KOLB, D.A. 1985. *LSI Learning-Style Inventory*. Massachusetts: McBer & Co.
- KORF, G.J. 2002. *An exploratory investigation into the interrelationship between locus of Control and dysthymic depression*. Unpublished Ph.D thesis, Canterbury Christ Church University College: London. (Electronic copy).
- KRITZINGER, M.S.B. & EKSTEEN, L.C. 1989. *Beknopte Verklarende Woordeboek*. Pretoria: J.L. van Schaik.
- KRUGER, D.J. 1996. *Die geskiktheid van die Biggs-studieproses vryeels vir Universiteitstudente in hulle eerste jaar*. Ongepubliseerde M.A-verhandeling, Universiteit van Pretoria: Pretoria.
- KVALE, S. 1992. Postmodern Psychology: A Contradiction in terms? In: Kvale, S. (ed). *Psychology and Postmodernism*, 31-57. London: SAGE Publications.
- LACHMAN, R., LACHMAN, J. & BUTTERFIELD, E.C. 1979. *Cognitive Psychology and information processing: An introduction*. New York: John Wiley & Co.
- LAMONTAGNE, L.L. & HEPWORTH, J.T. 1991. Issues in the measurement of Children's Locus of Control. *Western Journal of Nursing Research*, 13(1), 67-83.
- LASZLO, E. 1972. *Introduction to Systems Philosophy. Toward a New Paradigm of Contemporary Thought*. New York: Gordon and Breach Science Publishers.

- LATEGAN, F. E. 1991. Leergemotiveerdheid by die volwassene as leerder. *Lyra Academica*, 6(2), 72-88.
- LAWSON, M.J. 1984. Being Executive about Metacognition. In: Kirby, J.R. (ed). *Cognitive Strategies and Educational Performance*, 89-109. New York: Academic Press.
- LAX, W.D. 1994. Postmodern Thinking in a Clinical Practice. In: McNamee, S & Gergen, K. (eds). *Therapy as Social Construction*, 69-85. SAGE: London.
- LOMBARD, E. 1999. 'n Kritis-opvoedkundige ondersoek na die akademiese ondersprestasie van afstandsonderrigstudente aan die Universiteit Vista. Ongepubliseerde D.Ed-proefskrif, Universiteit van Suid-Afrika: Pretoria.
- LYOTARD, J-F. 1984. *The Postmodern Condition: A Report on Knowledge*. Minneapolis: University of Minnesota Press.
- LUHMAN, N. 1995. Why "Systems Theory?" *Cybernetics & Knowing*, 3(2), 3-10.
- LUTZ, J. 1994. *Introduction to Learning & Memory*. Belmont, California: Brooks/Cole.
- MANDEVILLE, T.F. & MANCHACA, V. 1994. Group oral Exams: Exploring Assessment Techniques for new Instructional Paradigms. *Research and Instruction*, 33(4), 319-325.
- MANSFIELD, D.L. & MURRELL, P. 1991. The use of student learning styles in teaching world politics. *Innovative Higher Education*, 15(2), 127-136.
- MARSHALL, I. & ZOHAR, D. 1997. *Who's Afraid of Schrödinger's Cat? The New Science Revealed: Quantum theory, Relativity, Chaos and the New Cosmology*. London: Bloomsbury.

- MEHL, M.C. 1988. Academic support: developmental giant or academic pauper? *South African Journal for Higher Education*, 2(1), 73-75.
- MEYER, B.J. 1979. *Die Fisiologiese Basis van Geneeskunde*. Pretoria: HAUM.
- MINISTRY OF EDUCATION. April 1997. Draft White Paper on Education Notice 712, *Government Gazette*, 382(17944). Pretoria: Government Printers.
- MONTEITH, J.L.D. & K. 1993. Metakognisie, leerstrategieë en motivering vir doeltreffende leer. *Suid-Afrikaanse Tydskrif vir Hoër Onderwys*, 7(3), 90-93.
- MOWRER, O.H. 1968. Ego Psychology, Cybernetics and Learning Theory. In: Buckley, W. (ed). *Modern Systems Research for the behavioral Scientist A Sourcebook*, 337-342. Chicago: Aldine Publishing Company.
- MULLER, R.B., BEHRENS, J.T., NEWMAN, D. & GREENE, B.A. 1993. Goals and perceived ability: Impact on student valuing, self-regulation, and persistence. *Contemporary Educational Psychology*, 18, 2-14.
- MURRAY, J. 1998. Information, Communication and technology – what can second order cybernetics contribute to the literacy debate. *Cybernetics & Human Knowing*, 5(2), 43-57.
- NEUMAN, W.L. 1994. *Social Research Methods Qualitative and Quantitative Approaches*. Boston: Allyn and Bacon.
- NIENABER, A.W. 1981. 'n Evaluering van 'n Studiemetodevoortligtingstegniek. Ongepubliseerde M.A-verhandeling, Potchefstroomse Universiteit vir Christelike Hoër Onderrig: Potchefstroom.
- NIST, S.L., MEALEY, D.L., SIMPSON, M.L. & KROC, R. 1990. Measuring the affective and cognitive growth of regularly admitted and developmental studies

- students using the Learning and Strategies Inventory (LASSI). *Reading Research and Instruction*, 30(1), 44-49.
- OLEJNIK, S. & NIST, S.L. 1992. Identifying latent variables measured by the Learning and Strategies Inventory (LASSI). *Journal of Experimental Education*, 60(2), 151-159.
- O'SULLIVAN, J.T. & HOWE, M.L. 1995. Metamemory and memory construction. *Consciousness and Cognition*, 4, 104-110.
- PEROLD, J.J. 2000. *Paradox and Pedagogy: The Double Bind Hypothesis and the Culture of Teaching and Learning in South African Schools*. Unpublished M.A dissertation, University of Pretoria: Pretoria.
- PICKWORTH, G.E. 1997. *An Integration of the Theories of JL Holland and DA Kolb: A Theoretical and empirical study of vocational personality and Learning Style Types*. Unpublished Ph.D thesis, University of Pretoria: Pretoria.
- PROCHASKA, J.O., DICLEMENTE, C.C. & NORCROSS, J.C. 1992. In search of how people change. *American Psychologist*, September, 1102-1114.
- PUNTAMBEKAR, S. 1995. Helping students learn "how to learn" from texts: Towards an ITS for developing metacognition. *Instructional Science*, 23, 163-182.
- RADEMEYER, M.M. & SCHEPERS, J.M. 1998. Voorspelling van die Akademiese Sukses van Eerstejaarstudente, *Tydskrif vir Bedryfsielkunde*, 24(1), 33-40.
- RAMSDEN, P. 1988. Context and Strategy. In: Schmeck, R.R. *Learning Strategies and Learning Styles*, 159-184. New York: Plenum Press.
- REED, S.K. 2000. *Cognition Theory and Applications*. 5th edition. San Diego: Wadsworth.

- RICHARDS, J. & VON GLASERSFELD, E. 1979. The Control of Perception and the Construction of Reality Epistemological Aspects of the Feedback-Control System. *Dialectica*, 33(1), 37-57.
- RIDING, R. & CHEEMA, I. 1991. Cognitive Styles – an overview and integration. *Educational Psychology*, 11 (3&4), 193-15.
- RIDING, R & RAYNER, S. 1998. *Cognitive Styles and Learning Strategies. Understanding Style Differences in Learning and Behaviour*. London: David Fultam Publishers.
- RIDLEY, D.S., SCHUTZ, P.A., GLANZ, R.S. & WEINSTEIN, C.E. 1992. Self-regulated learning: the interactive influence of metacognitive awareness and goalsetting. *Journal of Experimental Education*, 60(4), 293-306.
- ROTTER, J.B. 1966. Generalized expectancies for internal versus external control of reinforcement. *Psychological Monographs*, 80(1), whole no. 609.
- SADLER-SMITH, E. 1996. Learning Styles: a holistic approach. *Journal of European Industrial Training*, (20)7, 29-36.
- SADLER-SMITH, E. 2001. The relationship between learning style and cognitive style. *Personality and Individual Differences*, 30, 609-616.
- SCHAAP, P. Julie 1999. Persoonlike mededeling.
- SCHEPERS, J.M. 1998a *Die Lokus van Beheer-vraelys: Konstruksie en Evaluering van 'n nuwe meetinstrument*. Ongepubliseer, Departement Menslike Hulpbronbestuur, Randse Afrikaanse Universiteit: Johannesburg.
- SCHEPERS, J.M. 1998b. *Locus-of Control Inventory*. Johannesburg: Rand Afrikaans University.
- SCHEPERS, J.M. Junie 1999. Persoonlike medeling

- SCHMECK, R.R. 1988a Strategies and Styles of Learning. In: Schmeck, R.R. (ed). *Learning Strategies and Learning Styles*, 317-347. New York: Plenum Press.
- SCHMECK, R.R. 1988b. An Introduction to Strategies and Styles of Learning. In: Schmeck, R.R. (ed). *Learning Strategies and Learning Styles*, 3-19. New York: Plenum Press.
- SCHRAG, C.O. 1992. *The Resources of Rationality A Response to the Postmodern Challenge*. Bloomington: Indiana University Press.
- SCHRAW, G. & DENNISON, R.S. 1994. Assessing metacognitive awareness. *Contemporary Educational Psychology*, 19, 460-475.
- SCHWARZ, E. 1997. Toward a Holistic Cybernetics. From Science through Epistemology to being. *Cybernetics & Human Knowing*, 4(1), 17-49.
- SCOTT, B. 2001. Gordon Pask's contribution to psychology. *Kybernetes*, 30(7/8), 891-901.
- SELMES, I.P. 1986. Approaches to normal learning tasks adopted by senior secondary school pupils. *British Educational Research Journal*, 12(1), 116-129.
- SHIBUTANI, T. 1968. A Cybernetic Approach to Motivation. In: Buckley, W. (ed). *Modern Systems Research for the behavioral Scientist A Sourcebook*, 337-342. Chicago: Aldine Publishing Company.
- SINGER, R.N. & GERSON, R.F. 1979. Learning strategies, Cognitive Processes and Motor Learning. In: O'Neil, H.F. & Spielberger, C.D. (eds). *Cognitive and Affective Learning Strategies*, 215-248. New York: Academic Press.
- SLABBERT, J.A. 1988. *Die Ontwikkeling van 'n metaleermodel*. Ongepubliseerde D.Ed proefskef, Universiteit van Pretoria: Pretoria.

- SLABBERT, J.A. 1989. Metaleer – 'n model. *Suid-Afrikaanse Tydskrif vir Opvoedkunde*, 9, 158-165.
- SPIELBERGER, C.D., GONZALEZ, H.P. & FLETCHER, T. 1979. Test Anxiety reduction, Learning strategies and Academic Performance. In: O'Neil, H.F. & Spielberger, C.D. (eds). *Cognitive and Affective Learning Strategies*, 111-132. New York: Academic Press.
- SPRING, H.T. 1985. Teacher decisionmaking – a metacognitive approach. *The Treading Teacher* 39(3), 290-295.
- SPSS. 1999. *Statistical Package for Social Sciences 10.0*. Chicago: SPSS Inc.
- STERNBERG, R.J. 1999. *Cognitive Psychology*. 2nd edition. Fort Worth: Harcourt Brace College Publishers.
- STRONACH, I. & MCIURE, M. 1997. *Educational Research Undone: The Postmodern Embrace*. Buckingham: Open University Press.
- SVENSSON, L. 1977. On Qualitative differences in learning: III – Study skill and learning. *British Journal of Educational Psychology*, 47(3), 233-243.
- TENNANT, M. 1993. *Psychology and Adult Learning*. New York: Routledge.
- THYSSEN, O. 1995. Some Basic Notions in the Systems Theory of Niklas Luhman. *Cybernetics & Human Knowing*, 3(2), 13-23.
- TICKLE, S. 2001. What have we learnt about student learning? A review of the research on study approach and style. *Kybernetes*, 30(7/8), 955-969.
- TULL, D.S. & HAWKINS, D.I. 1993. *Marketing Research Measurement & Method*. 6th edition. New York: Macmillan Publishing Company.

- VACCARI, E. 1998. Knowledge as Modelling. *Cybernetics & Human Knowing*, 5(2), 59-72.
- VAN SCHALKWYK, G.J. 1998. 'n Sisteemparadigma vir Musieksielkunde. Ongepubliseerde D.Phil-proefskrif, Universiteit van Pretoria: Pretoria.
- VISSEER, M. 2001. *Lewensvaardigheidsopleiding as MIV/VIGS voorkomingsstrategie: 'n sisteemteoretiese evaluering*. Ongepubliseerde D.Phil-proefskrif, Universiteit van Pretoria: Pretoria.
- VON BERTALANFFY, L. 1968. *General Systems Theory Foundations, Development, Applications*. New York: George Braziller.
- VON FOERSTER, H. 1984. *Observing Systems*. Seaside, CA: Intersystems Publications.
- VON GLASERSFELD, E. 1988. The reluctance to change a way of thinking. *Irish Journal of Psychology*, 9, 83-90.
- VON GLASERSFELD, E. 1995. *Radical Constructivism A Way of Knowing and Learning*. London: The Falmer Press.
- WEGENER, D.T. & FABRIGAR, L.R. 2000. Analysis and Design for Non-experimental Data: Addressing Causal and Noncausal Hypotheses. In: Reiss, H.T. & Judd, C.M. (eds). *Handbook in Social Studies and Personality Psychology*, 412-450. Cambridge: Cambridge University Press.
- WEINSTEIN, C.E., PALMER, D.R. & SCHULTE, A.C. 1987. *LASSI Learning And Study Strategies Inventory*. Florida: H&H Publishing Company, Inc.
- WEINSTEIN, C.E., UNDERWOOD, V.L., WICKER F.W. & CUBBERLY, W.E. 1979. Cognitive Learning Strategies: Verbal and Imaginal Elaboration. In: O'Neil, H.F. & Spielberger, C.D. *Cognitive and Affective Learning Strategies*, 45-76. New York: Academic Press.

WIENER, N. 1945. *Cybernetics: or Control and Communication in the Animal and the Machine*. Cambridge: MIT Press.

WIENER, N. 1951. *Cybernetics*. New York: John Wiley & Sons, Inc.

WINNE, P.H. 1996. A metacognitive view of individual differences in self-regulated learning. *Learning and Individual Differences*, 8(4), 327-353.

WINTERGERST, A.C., DECAPUA, A. & ITZEN, R.C. 2001. The construct validity of one learning styles instrument. *System*, 29, 385-403.

ZIMMERMAN, B.J. 1986. Becoming a Self-regulated Learner: Which Are the Key Processes? *Contemporary Educational Psychology*, 11, 307-313.

ZIMMERMAN, M.A. 1995. Psychological Empowerment: Issues and Illustrations. *American Journal of Community Psychology*, 23(5), 581-600.