BIBLIOGRAPHY


GIDDENS, ANTHONY. *The consequences of modernity*. Stanford University Press, Stanford, California.


Interplace III ©, Matching People to Jobs, Belbin Associates.


Learning Pyramid.

http://cac.psu.edu/ets/presentations/CatalystTexts/pyramid.html


Longitudinal Research.
http://www.windsor.igs.net/~nhodgins/descriptive_longitudinal_research_design.html


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


OZ, EFFY. 1994. Ethics for the Information Age. Wm. C. Brown Communications, Inc. USA.


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

272
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, xvi, 16, 43, 97
Moerkerke, 25
Monitor Evaluator, 10

N
Nguyen, 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