



PGCE in Consumer Studies Education

(Qualification code for application: Full-time 4DC G01 1 and Distance 4DD G01 1)

Requirements

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- B or BSc degree in Consumer Sciences (or related field)
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Pgce At Nwu Vaal

**Bernadette Geduld, Byron J.
Bunt, Divan Jagals**

Pgce At Nwu Vaal:

Quality education Muchativugwa L. Hove, Martha Matashu, 2021-11-30 This book investigates the intersections between education social justice gendered violence and human rights in South African schools and universities The rich and multifarious tapestry of scholarship and literature emanating from South African classrooms provides a fascinating lens through which we can understand the complex consequences of the economies of education social justice imperatives gendered violence in the lives of women and children and marginalised communities The scholarship in the book challenges readers to imagine alternative futures predicated on the transformational capacity of a democratic South Africa Contributors to this volume examine the many ways in which social justice and gendered violence mirror express project and articulate the larger phenomenon of human rights violations in Africa and how in turn the discourse of human rights informs the ways in which we articulate interrogate conceptualise enact and interpret quality education The book also wrestles with the linguistic contradictions and ambiguities in the articulation of quality education in public and private spaces This book is essential reading for scholars seeking a solid grounding in exploring quality education the instances of epistemic disobedience the political implications of place and power and human rights in theory and practice

Self-Directed Learning (Prof.) Elsa Mentz, Charlene du Toit-Brits, Jean Henry Blignaut, Elize Vos, 2024-12-20 This scholarly book provides an in depth analysis of self directed learning SDL within contexts of curriculum praxis and scholarship The book presents original research from multiple authors which provides diverse perspectives and methodologies for enhancing understanding of SDL It primarily focuses on incorporating SDL into curriculum development and emphasises the significance of scholarly research in designing effective curricula The book explores the integration of technology in learning and adapts instructional strategies to meet the evolving demands of higher education and school environments Inspired by constructivism socio constructivism and context based learning theories the text presents practical strategies for educators Key topics include the implications of artificial intelligence strategies for reducing procrastination fostering SDL in homeschooling enhancing SDL attributes preparing teachers for self direction facilitating curriculum transformation and incorporating indigenous knowledge The book also covers teaching climate change education and integrating educational robotics Self Directed Learning Curriculum implementation praxis and scholarship in context is invaluable for scholars and researchers in education providing empirical findings and practical insights to inspire further research It aims to equip learners with 21st century skills preparing them for the challenges of the Fourth Industrial Revolution

Recalibrating teacher training in African higher education institutions Sifiso Sibanda, Gideon (Deon) P. van Tonder, Washington T. Dudu, 2023-03-01 This book critically examines the role of governments in promoting parity during and in post pandemic education This comes from the realisation that the pandemic has deepened the crisis by depleting the meagre resources that African countries might have devoted to normative educational practices where those on the margins would have been pushed further behind while the privileged would have

been further initiated into the cultural and capital flows of private schools and historically research intensive institutions of higher learning This has far reaching implications for the education of underprivileged citizens and education particularly modes and modalities of delivery has to be reimagined to subvert the challenges wrought by the pandemic This book significantly bridges the gap between the pre and post COVID 19 pandemic pedagogical practices and the erstwhile modalities that have been resilient over time The book focuses on ways to stave off pedagogical challenges that face countries as the global pandemic makes its mark

Towards a holistic approach to support learners at risk of interrupted development Macalane J. Malindi, Johnnie Hay, Thabo Makhalemele, 2024-02-23 The COVID 19 pandemic and the restrictions that came with it led to unprecedented disruptions in learner development and put them at risk of poor developmental outcomes It is thus important that the extent of the disruption on their development and the support needs of learners be investigated Researching the impact of the disruption should focus on holistic development In this book the authors use multiple research approaches and methods of gathering data in their respective fields to examine the impact of the disruption and determine the support needs of learners Data gathered through the different methods are processed and findings are presented The findings have implications for both practice and future research in the fields of inclusive education learner support educational psychology movement education Life Orientation and curriculum development

Diverse educational contexts and research on metacognition and motivation to enhance self-directed learning Bernadette Geduld, Byron J. Bunt, Divan Jagals, 2025-02-17 This scholarly book explores the latest education research on metacognition and self directed learning providing practical insights for educators and students As the thirteenth volume in the NWU Self Directed Learning Series it focuses on developing metacognitive skills to enhance self regulation motivation and independent thinking key competencies for success in the 21st century Metacognition plays a vital role in learning helping students plan evaluate and self assess their progress Research shows that students with strong metacognitive strategies achieve better learning outcomes apply knowledge effectively and persist through academic challenges This book offers evidence based teaching strategies to support the development of self regulated learning and motivation in diverse educational settings It examines teaching behaviour and instructional methods that foster metacognitive growth in both basic and higher education With a particular focus on the South African education landscape it extends research in cognitive developmental and applied psychology Researchers and educators will find practical approaches for integrating metacognition into various disciplines making this book a valuable resource for both undergraduate and graduate education programmes

The Language Issue in the Teaching of Mathematics in South Africa Lindiwe Tshuma, 2021-01-26 The book is the result of a five year project that culminated within the first three years in doctoral research interrogating language competency for meaningful mathematics instruction at upper primary level conducted at University of Stellenbosch in 2017 and this book in the succeeding two years The initial research project received countrywide coverage in several South African media outlets

including Times Live and Radio 2000 **Teacher Education and Institutional Change in South Africa** Glenda Kruss, 2008 In 1994 the South African teacher education landscape was fragmented across a wide variety of institutional sites

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Table of Contents Pgce At Nwu Vaal

1. Understanding the eBook Pgce At Nwu Vaal
 - The Rise of Digital Reading Pgce At Nwu Vaal
 - Advantages of eBooks Over Traditional Books
2. Identifying Pgce At Nwu Vaal
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Pgce At Nwu Vaal
 - User-Friendly Interface
4. Exploring eBook Recommendations from Pgce At Nwu Vaal
 - Personalized Recommendations

- Pgce At Nwu Vaal User Reviews and Ratings
- Pgce At Nwu Vaal and Bestseller Lists
- 5. Accessing Pgce At Nwu Vaal Free and Paid eBooks
 - Pgce At Nwu Vaal Public Domain eBooks
 - Pgce At Nwu Vaal eBook Subscription Services
 - Pgce At Nwu Vaal Budget-Friendly Options
- 6. Navigating Pgce At Nwu Vaal eBook Formats
 - ePub, PDF, MOBI, and More
 - Pgce At Nwu Vaal Compatibility with Devices
 - Pgce At Nwu Vaal Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Pgce At Nwu Vaal
 - Highlighting and Note-Taking Pgce At Nwu Vaal
 - Interactive Elements Pgce At Nwu Vaal
- 8. Staying Engaged with Pgce At Nwu Vaal
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Pgce At Nwu Vaal
- 9. Balancing eBooks and Physical Books Pgce At Nwu Vaal
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Pgce At Nwu Vaal
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Pgce At Nwu Vaal
 - Setting Reading Goals Pgce At Nwu Vaal
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Pgce At Nwu Vaal
 - Fact-Checking eBook Content of Pgce At Nwu Vaal

- Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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