

Index

- (Ab)normal for education, 236–238
- Abstract conceptualization abilities (AC abilities), 109, 110
- Abuse, unauthorised access of, 259–261
- Academic administration, 189–191
- Academic voices of distress, 200–204
- Active experimentation abilities (AE abilities), 109, 110
- Active learning, 30, 49
- Activity blend, 49
- Admissions, 273–274
- Affective learning, 96–97
- Africa
 - COVID-19 pandemic in, 174
 - universities in, 64–65
- Africa's higher education
 - changing higher education markets, 20–24
 - COVID-19 crisis, 15
 - Digital Age, 14
 - institutions to changing pedagogy, 17
 - neoliberalism, 15–16
 - pressures from changing students, 20–24
 - pressures of COVID-19 and neoliberalism in, 18–20
 - Revolution, 16
 - risks and rewards, 30–32
 - university core values and pressures in teaching, 24–30
- African countries, 46
- African cultural traits, 294
- African cultures, 291–292
- African expectations of higher education, 295–298
 - methodology and data, 301–304
 - practical advice for African higher education institutions, 309–310
- African Union (AU), 23
- Afro-communal purpose of higher education, 297–298
 - support for, 304–308
- Alternative assessment methods, 165
- Anonymous online reporting, 256–257
- 'Anytime, anywhere' learning, 76
- Apple Operating System, 122–123
- Appraisal support, 95
- Assessment, 154, 188 (*see also* Flexible assessment)
 - adaptive approaches, 161–163
 - emergency, 154–155
 - flexibility in learning and, 155–158
 - integrated assessment designs, 161–163
 - literacy, 161
 - principles of flexible assessment, 158–161
 - strategies for embedding flexible assessment, 163–168
- Assessment emergency (*see* Emergency assessment)
- Association of Chartered Certified Accountants, 272
- Asynchronous communication, 51
- Asynchronous communication, 61
- Asynchronous learning, 135
 - tools, 220–223
- Authentication, 58
- Autonomy, 86–87
- Badges and quality assurance, 191
- 'Best of blends' approach, 64

- Blended across delivery, 49
- Blended environments
 - pitfalls of interaction and engagement in, 224–226
- Blended learning, 31, 48
 - tools, 220–223
- Blockchain consensus, 184–185
- Blockchain technology, 175, 319–320
 - academic administration, 189–191
 - architecture, 180–185
 - consensus, 184
 - context, 179
 - COVID-19 emergencies, 175–178
 - data analysis, 179
 - digital assets, 182–184
 - digital signature, and classification, 180–182
 - focus of research, 179
 - meaning, 180
 - smart contracts and smart property, 184–185
 - teaching, learning, and administration, 175–178, 185
 - teaching and learning, 186–188
- Blogs, 222
- Botswana Institute of Chartered Accountants (BICA), 272
- Botswana Qualifications Authority (BQA), 270–271
 - advisory to tertiary education sector, 277–278
- Botswana tertiary education landscape, 269
- Campus closure, 269–270
- Campus dormitory and dining, 272–273
- Capabilities approach, 159
- Care Act (2014), 253
- Caregivers, 295
- Centre for Global Development (CGD), 283
- Chartered Institute of Management Accountants, 272
- Classroom-based teaching practices, 40
- Collaboration, 87
- Collaborative engagement, 218
- Collaborative groups, 90
- Collaborative learning and teaching, 186–187
- Collaborative learning approach (CLA), 82, 87–92
- Communal relations, 308–309
- Communication synchrony, 50–54
- Community of practice, 300–301
- Competence, 225
- Computer-mediated-communication technology, 2, 51, 61
- Concrete experience abilities (CE abilities), 109, 110
- Constructivist learning, 46
- Content-based pedagogies, 76
- Context, input, process, and outcomes (CIPO), 147–148
- Context, input, process, and product impact model (CIPP model), 49
- Contingent shifting, 96
- Constructivism, 214–216
- COVID-19, 1, 108, 267–268
 - crisis, 15, 247
 - emergencies, 175–178
 - higher education landscape, 246
 - lockdowns, 246
 - outbreak, 246, 271
 - pandemic, 39, 72, 130, 174, 246, 317, 321
 - protocols, 268
- Critical reflection, 112
- Cryptography mechanism, 181
- Cultural dimensions theory, 292–293
- Culture, 291–295, 303
- Cyberattacks, 235
- Cybercriminal creativity, 236
- Cybersecurity, 246, 261

- (ab)normal for education, 236–238
- balancing educational needs, 240–241
- digital transformation, 232
- educational environment, 231–232
- in educational environments, 233–234
- in emerging digital classroom, 238–239
- security requirements, 240–241
- value of student data, 238

- Deep learning, 187
- Degree apprenticeship, 49–50
- Digital Age, 14, 75
- Digital assessments, 56–58
- Digital assets, 182–184
- Digital asynchronous learning, 53
- Digital education, 307–309
 - pedagogy, 294
- Digital era, 42–44
- Digital ethnographic approach, 49, 50
- Digital first approach, 47, 48, 64
- Digital first intervention, 49–50
- Digital first pedagogical approach, 50
- Digital harassment and abuse, 248
- Digital immigrants, 22, 42, 43
- Digital learning, 40–41 (*see also* Online learning)
 - class size, 54–56
 - communication synchrony, 50–54
 - development of empirical evidence, 46–50
 - digital assessments, 56–58
 - digital era and, 42–44
 - and digital technologies, 45–46
 - inclusion and exclusion in, 63
 - pedagogical models of, 42
 - pedagogy, 50
 - student support mechanisms, 60–63
 - systems framework, 44
 - technology, 154, 291
- Digital natives, 22, 42, 43, 249–250
- Digital poverty, 318

- Digital rich experience, 49
- Digital services, 39
- Digital signature, 180–182
- Digital synchronous learning, 53
- Digital technology, 45–46, 291
 - and pedagogy, 58–60
- Digital transformation, 232
- Digitalised trust, 180
- Distance education, 214
- Distance learning, 40, 131
- Distress academic, voices of, 200–204
- Distributed learning and teaching (*see* Collaborative learning and teaching)
- Diversity, 158–159
- Duty of care
 - concept, 246
 - for institutions, 261–262

- e-learning, 214
- Education policy, 274
- Embedding flexible assessment, strategies for, 163–168
- Emergency assessment, 154–155
- Emergency Powers (COVID-19) Act of 2020, 276
- Emergency powers (COVID-19) regulations of 2020, 275–276
- Emergency remote teaching, 130, 133–135, 197–198, 232
 - CIPP evaluation model, 146
 - evaluation, 139–140, 144
 - framework model for evaluation, 147–148
 - input evaluation, 145
 - knowledge decay theory, 135–137
 - methodology and data, 140–144
 - online teaching and, 131–133
 - self-regulated learning theory, 137–138
 - theoretical reasons for, 135
 - transactional distance theory, 138–139

- Emotional support, 95, 97
- Empirical evidence, 46–50
- Enrolment, 273–274
- Evolutionary systems, 42
- Experiential learning, 108
 - theory, 109
- Experiential transformative learning, 109–113
- Exploitative learning, 30
- External communication, 215
- Face-to-face
 - synchronous learning, 53
 - teaching, 28, 73, 93
- Financial support, 274–275
- Flexibility in learning and assessment, 155–158
- Flexible assessment
 - core principles of, 159
 - learning-focussed, 160
 - principles of, 158–161
 - shared and transparent, 160–161
- Formative assessment, 160
- Formative feedback, 160
- Freedom of Information Act 2000, 250–251
- Frequently asked questions (FAQ), 51
- ‘Fuck women disrespect them all’ (online group chat), 248
- Function segregation, 93
- Gamification, 107, 115–116
 - COVID-19, 108
 - experiential learning, 108
 - experiential transformative learning, 109–113
 - kitchen and restaurant simulations, 113–122
 - Kolb’s learning cycle, 110
 - lesson participation and grading, 123–124
 - SIMR restaurant simulation software, 124–126
 - success of intervention, 122–123
 - though SIMR Restaurant Simulation Software, 108
- Government fiscal relief instruments, 276–277
- Group Chat Scandal, 262
- Group tasks, 271
- Higher education, 246–249, 251, 253, 268
 - African expectations, 295–298
 - digital learning, 8
 - lockdown and COVID-19, 3
 - lockdown in, 2
 - non-traditional models of teaching in, 73–76
 - post-COVID-19, 1
 - systems, 41
- Higher education institutions (HEIs), 1, 40, 196, 268, 322
- Higher Education Pedagogy Series, 3
- Home kitchen phase, 114–115
- Hospitality
 - education, 108
 - management, 111
- Human culture, 292
- Human sociocultural development, 291
- Humanising pedagogy, 198–199
 - academic voices of distress, 200–204
 - methodology and data, 199–200
 - student voices, 204–210
- Hyperpersonal relationships, 60–61
- Identity, 296–297
- Inclusivity, 158–159
- Independent learning, 51
- Information Age, 14
- Information communication technologies, 14
- Informational support, 95, 98
- Instrumental support, 95, 97–98

- Integrated assessment designs, 161–163
- International higher education, 154
- Internet connectivity, 205–206
- Keyword search algorithm, 255
- Kind of learning, 30
- Kitchen and restaurant simulations, 113
 - module requirements, 113–114
 - teaching remotely, 114–122
- KitchenCut, 108
- Knowledge decay theory, 135–137
- Learning, 214–216 (*see also* Digital learning)
 - community, 310
 - disruption, 269–270
 - process, 206
 - theories and practices, 268
- Learning management systems (LMS), 28, 221–222
- Lingering effect of underinvestment in education infrastructure, 318
- Massification, 21
- Media blend, 49
- Mental health, 209–210
- Monitoring systems, 261
- Multi-modal approach, 164–165
- Multiple choice questions (MCQs), 157
- Negligence, 262
- Neoliberal capitalism, 19–20
- Neoliberalism, 15–16
 - in Africa's higher education, 18–20
- Network, unauthorised access of, 259–261
- Non-standardised, 9-item questionnaire (NSQ), 295
- Non-traditional classroom, 73
 - approaches to teaching in, 81–92
 - influences on choice of approaches to teaching in, 93–94
 - integration of aspects of teaching, 92–93
 - non-traditional models of teaching, 73–76
 - social support in, 94–98
 - understandings of, 76–81
- Non-traditional models of teaching, 73–76
- North–south cooperation, 41
- One-size-fits-all digital technology, 27, 60
- Online abuse, disclosures of, 256–257
- Online communication, 61
- Online delivery, 246
- Online distance learning, 75
- Online education, 301, 307–309
- Online harassment, 255
- Online harms, 245
 - in COVID-19 pandemic, 259–261
- Online learning, 214, 269
 - communities, 72, 77
 - and expectations of higher education, 298–301
 - interaction, 78
- Online pedagogy, 298, 301
- Online restaurant phase, 115–122
- Online safeguarding, 250
 - data collection themes, 251–253
 - evidence from practice, 253–259
 - methodology and data, 250–253
- Online safety conundrum, 246–247
- Online student engagement, 219
- Online teaching, 131–133
 - and learning, 270–271
- Online-first pedagogy, 26–27, 40
- Padlet application, 222
- Parents, 295
- Passive learning, 30
- Patchwork assessment process, 166
- Pedagogical intent, 163

- Pedagogic Realignment with Organisational Priorities and Horizon Emergent Technologies Framework (PROPHET Framework), 47
- Pedagogical arrangements, 163–168
- Pedagogical models, 40, 45
of digital learning, 42
- Pedagogical reform, 26, 33
- Pedagogy, 25, 81
- Peer-to-peer interactions, 60
- Peer-to-peer support, 97
- Phishing, 240
- Physical health, 209–210
- Piagetian theory, 215
- Post-COVID-19, 1
expectation of hybrid or blended learning models of delivery, 246
- Post-Fordism, 29
- Postgraduate students (PGS), 204
- Pre-COVID-19, 113–114
concerns, 247–249
- Principle of ‘flexibility’, 49
- Professional, statutory and regulatory bodies (PSRBs), 272
- Proof-of-stake method, 184
- Proof-of-work technique, 184
- Qualitative methods, 140
- Quality assurance, 177–178
- Quality Assurance Agency (QAA), 42, 49
- Quantitative methods, 140
- Ransomware attacks, 261
- Record keeping, 191
- Red brick university, 47
- Reflective observation abilities (RO abilities), 109, 110
- Remote teaching, 114, 138
and learning, 200, 205, 270–271
- Restaurant management team (RMT), 115
- Revised National Policy on Education, 74
- Revised Policy on Education for Botswana, 271
- Scaffolding, 96
- Self-assessment in digital assessments, 56–58
- Self-directed learning (*see* Independent learning)
- Self-efficacy development, 226
- Self-knowledge, 295
- ‘Self-programmable’ graduates, 29
- Self-realisation, 296
- Self-regulated learning theory, 137–138
- Semi-structured interviews, 50
- SIMR Restaurant Simulation Software, 108, 115, 124–126
- Smart contracts and property, 184–185
- Social constructivism, 215–216
- Social contingency and richness, 300
- Social harmony, 295–296
- Social interactionism, 214–216
- Social learning, 45
forms, 300
- Social media, 255
- Social presence, 78–79
- Social support, 60, 72
in non-traditional classroom, 94–98
types of, 95
- Social-distancing, 40
imperatives, 271
- Sociocultural theory of learning, 215
- Socratic method, 112
- Solidarity, 296–297
- South Africa in HEIs, 197
- South African President Cyril Ramaphosa, 196
- Space blend, 48–49
- Spear phishing, 240
- Staff training and university working with external agencies, 258–259

- Student interactions
 - blended learning tools, 220–223
 - in class attendance, 271–272
 - dimensions of, 217
 - interaction and student engagement, 216–220
 - pitfalls of, 224–226
- Student Representative Council, 19
- Student safeguarding
 - policies, 254–255
 - stewardship, 255–256
- Student(s), 245–250
 - admission application process, 189–190
 - authentication in digital assessments, 56–58
 - engagement, 216–220
 - identity management, 189
 - learning, 316
 - placement and work study, 272
 - student-centred learning, 74
 - student-centred principles, 74
 - student–environment interaction, 214
 - support mechanisms, 60–63
 - value of student data, 238
 - voices, 204–210
- Sub-cultures, 292
- Sub-Saharan African culture, 293–294, 299
- Summative assessment, 160
- Synchronic communication, 51
- Synchronous communication, 83
- Synchronous learning, 52
 - tools, 220–223
- Take culture in learning, 299
- Teaching, 25–26, 72, 319–320
 - blockchain in, 186–188
 - influences on framing of, 81
 - and learning, 175–178, 186–188, 216
 - in non-traditional classroom, 81–92
 - non-traditional models of, 73–76
- Technology
 - in pedagogy, 290
 - technology-based collaborative learning, 220
 - technology-enhanced learning, 40
- Territories in sub-Saharan Africa, 301
- Tertiary Education Act of 1999, 280
- Tertiary education practices
 - BQA advisory to tertiary education sector, 277–278
 - changes in, 279–281
 - COVID-19 and, 269
 - emergency powers (COVID-19) regulations of 2020, 275–276
 - government fiscal relief instruments, 276–277
 - legal instruments, 275–279
 - major policy and legislation issues, 269–275
 - policies and regulations at college and university level, 278–279
 - reforms in, 281–283
 - responsive and agile tertiary education sector, 283–285
- Text-matching software, 58
- Time and place dispersion approach (TPD approach), 82–86
- Time blend, 49
- Tokenising, 187
- Top-down pedagogies, 76
- Traditional model of teaching, 21, 271
- Traditional pedagogies, 76
- Transactional distance, 86
 - theory, 138–139
- Transactional distance approach (TDA), 82, 86–87
- Transformative learning, 30
 - experiential, 109–113
- 24-hour information technology, 60
- Undergraduate students (UGS), 204
- UNESCO, 15
- United Kingdom, 40

- Universal design for learning (UDL),
164
- Virtual classrooms, 75–76, 85
- Virtual distance, 291
- Virtual learning, 301
- Virtual learning environments (VLEs),
48, 233
- Virtue, 297
- Volume of disclosures, 257

- Warwick University Group Chat
Scandal, 247–249
- Web and Video Conferencing, 221

- Western cultures, 293, 298
- Western-style pedagogy, 82
- Wikis, 222
- Work authorship in digital
assessments, 56–58
- Work integrated learning scheme
(WIL scheme), 208–209
- World Bank, 196
- World Economic Forum, 196
- Worldviews, 291–295

- Zone of proximal development
(ZPD), 96
- Zoom-bombing, 239, 260