



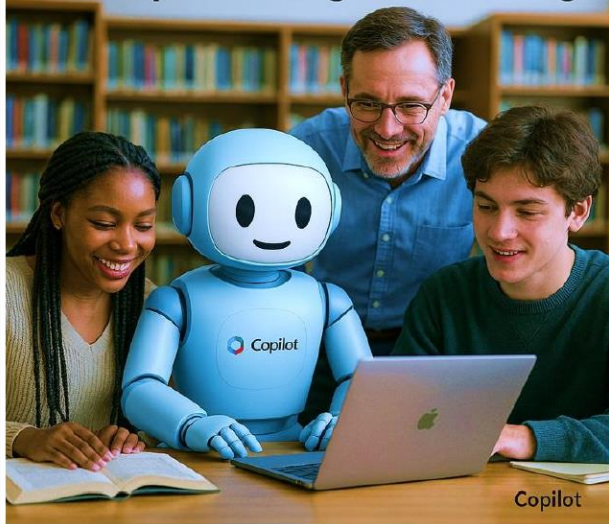
Magazine EDUCATION

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The Business of Education for School Decision Makers

AI Amplifies Original Thinking



Copilot

AI in the classroom



From shelves to minds



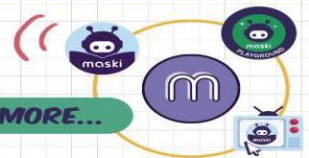
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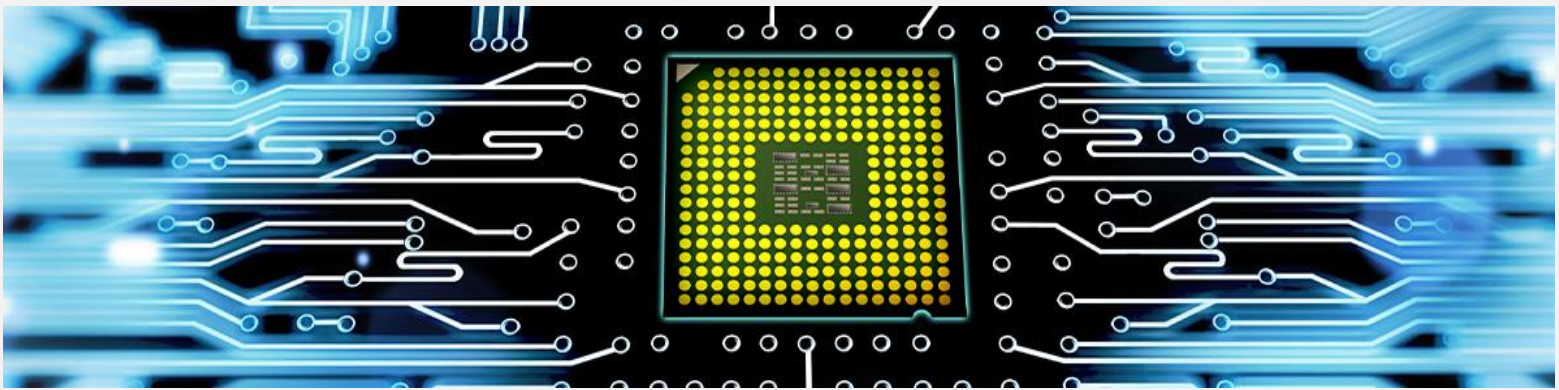
Women's Month



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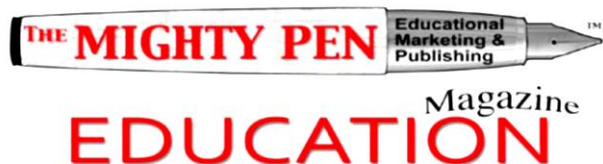
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Editor's Column

Women in education

As we celebrate South African Women's Month in August, it is interesting to note that the global trends tend to reflect our nations challenges around women in education.

Investing in girls' education transforms communities, countries and the entire world. Girls who receive an education are less likely to marry young and more likely to lead healthy, productive lives. This is according to ongoing research conducted by UNICEF. They earn higher incomes, participate in the decisions that most affect them, and build better futures for themselves and their families.

Girls' education strengthens economies and reduces inequality. It contributes to more stable, resilient societies that give all individuals – including boys and men – the opportunity to fulfil their potential.

But education for girls is about more than access to school. It's also about girls feeling safe in classrooms and supported in the subjects and careers they choose to pursue – including those in which they are often under-represented.

Despite evidence demonstrating how central girls' learning is to development, gender disparities in education persist.

Around the world, 119 million girls are out of school, including 34 million of primary school age, 28 million of lower-secondary school age, and 58 million of upper-secondary school age. In countries affected by conflict, girls are more than twice as likely to be out of school than girls living in non-affected countries.

The reasons are many. Barriers to girls' education – like poverty, child marriage and gender-based violence – vary among countries and communities. Poor families often favour boys when investing in education.

In some places, schools do not meet the safety, hygiene or sanitation needs of girls. In others, teaching practices are not gender-responsive and result in gender gaps in learning and skills development.

Gender-equitable education systems empower girls and boys and promote the development of life skills – like self-management, communication, negotiation and critical thinking – that young people need to succeed. They close skills gaps that perpetuate pay gaps and build prosperity for entire countries.

An education free of negative gender norms has direct benefits for boys, too. In many countries, norms around masculinity can fuel disengagement from school, child labour, gang violence and recruitment into armed groups. The need or desire to earn an income also causes boys to drop out of secondary school, as many of them believe it is not relevant to work opportunities.

Blessings in education

Janos Bozsik
Editor

AI in the classroom – reflections & realities

Our previous issue focused on AI in teaching - this article shares classroom experiences

Jil Hrdliczka, Founder of Knowledge Network, provides her insights on AI's role in learning: "When AI is invited into the classroom, it becomes an active part of the teaching and learning journey. Guided by the teacher, students learn to use AI alongside other tools, integrating it into research, coding, and robotics.

"Each interaction with AI supports essential skills: communication, literacy, listening, critical thinking, safety, teamwork, and personal growth.

"Rather than teaching these skills in isolation, properly guided AI use weaves them together in meaningful, real-time learning experiences.

"These moments are not just about technology. They are about empowering students to think clearly, collaborate kindly, and engage confidently with the world around them."

What we focus on

This article will highlight feedback from a Grade 4 to 7 teacher and her students, as well as from Grade 6 pupils at a remedial school - inclusive of students with ADHD, dyslexia, and autism.

"These students completed their first research project on the black-footed cat, using AI as a supportive tool to gather information. Their experience highlights how AI can scaffold learning for diverse needs, fostering independence and curiosity," explains Jil.

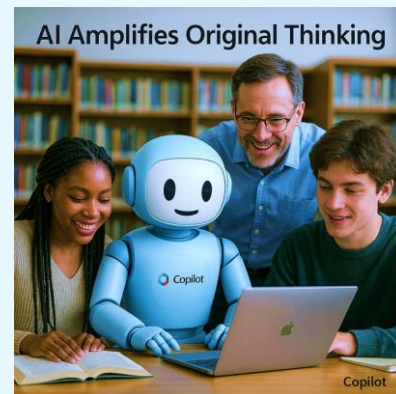
We also hear from Janet, who is the skills for schoolwork and coding teacher at a school known for innovation and student well-being. As part of the Knowledge Network beta testing programme, Janet tests lessons on new technologies like AI, Python, Small Basic and others, before rolling out to more schools.

We conclude this article with insights from a teacher at a bring-your-own-device school, where students use whichever device they have on hand. Although the school maintains a strict no-smartphone policy during regular hours, it allows students to use their smartphones as tools during integration classes and exams.

Early encounters with AI

According to their teacher, the Grade 4 to 7 classes experienced their first AI lesson:

"Their reactions varied from excitement, curiosity to amazement and wonder. I emphasised we do not need to be afraid of AI if we use it correctly and responsibly. The students were fascinated by



the idea that machines can 'think' or make decisions, even though they had some pre-knowledge of what AI was. Initially many students said the general fear about AI was that 'it would take over the world'. Overall, the lessons generated an enthusiasm amongst students to go home and use their newly taught skills further."

The positive feedback from the students in her classroom included: "AI is the best thing that I have experienced, and it really helps me find facts faster."

And: "AI is super fun to use, and I think it's a great alternative to regular learning and I will use this way more."

Grade 6 students from a remedial school share their experience

"It was fun. I used Copilot to help me get information on the black-footed cat and to get pictures. Copilot was useful. It was a good project."

"Honestly, I had never heard of these cats until I did this research. I find these cats really cute and think it is quite sad these little kitties are vulnerable. I used Copilot. I asked Copilot for information about the black-footed cat, where it got the info from and to show me how the cat looked."

"My opinion is that the black-footed cat is extremely clever and shy. I used Copilot for information."

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Skills for schoolwork: we all need excellent skills in all areas of computer use, from writing, drawing, layout, research and referencing to charting, number crunching, animation, sound, video, presenting data for projects using business-standard and newly released tools.

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Janet's journey - from IT foundations to AI fluency

While the black-footed cat project showcased how AI can support diverse learners in their first research experience, other schools are building on years of digital integration.

Janet, a teacher at a way-up-north school known for innovation and student well-being, reflects on how her students progressed from foundational IT skills to confident use of AI, highlighting what's possible when digital literacy is nurtured over time.

"My school has been part of the Knowledge Network® (KN) family for years, using the PLP (ILAMM) programme to build strong digital foundations," says Janet.

"From Word and PowerPoint to Excel, our learners are not just playing with tech - they are mastering it. By Grade 7, they can confidently put together a slick presentation, create polished documents, insert charts from Excel, and reference their own research (no more 'I just found it online!')."

She continues: "This year, we have added a modern twist: AI! Learners are being introduced to artificial intelligence in a fun, responsible way - asking good questions, thinking critically, and using it to boost their creativity. Five years ago, we added coding to the mix, starting from scratch – literally - with Scratch Jr. Today, learners are designing their own animated sprites (characters) in PowerPoint, uploading them into Scratch 3, and coding their animated movement.

"Coding days bring equal parts frustration and excitement, but there is nothing better than hearing 'It works!' echo through the classroom. We are proud of the digital confidence our learners are building. They are not just ready for high school - they are ready for a digital future."

The ILAMM methodology used during classes challenges, extends, and develops students without overwhelming them.

By equipping students with coping skills, nurturing confidence, and gently raising the bar, it encourages students to elevate their own standards, work ethic, and results.

High school integration - adapting across devices

"The first thing students learned was no matter which device they have, with their own skills and work they can score outstanding results in research projects. Students were exposed to Gemini for the first time on their smartphones, tablets, and laptops," says a teacher from a secondary school with a bring-your-own-device model.



"They learned that out of all the skills needed for thorough, verified research, specific, and carefully thought-through communication with AI is the most important, especially when using AI in a language that is not your strongest.

"Teacher-led AI use integrates skills often taught in isolation. These include real-time communication, critical thinking, language, grammar, tone, verifying sources, and citing styles.

"As well as website terminology, generating a meaningful, cross-checked bibliography, netiquette, online image, original thinking, academic integrity, and teacher collaboration."

Knowledge Network founder Jil Hrdliczka concludes:

"Across these classrooms, AI is amplifying original thinking. When guided by skilled teachers, students learn to use technology not just to find answers, but to ask better questions."

5 Pieces of Advice for Teachers, Tech Coaches, and Principals to Increase Student Engagement

Honor student and teacher voices

allow students and teachers to share what's working and what's not working

Bring hope into your school and classroom

emphasize importance of empathy, the importance of optimism as a leader

Remain positive

the motto during this time is "this too shall pass."

Reestablish norms

educational instruction will move back to the classroom and students will have to readjust to the new environment.

Self-care

teachers are unable to fully educate students without taking care of themselves first

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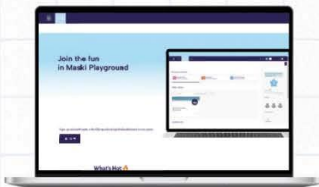


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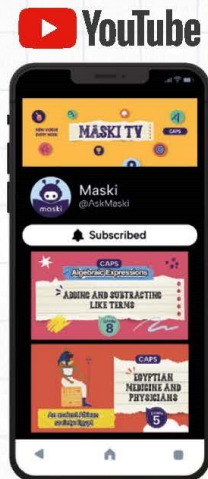
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AI-enhanced – Learning Management Systems

A new benchmark for technology-enabled learning in the country marks the beginning of a transformative, technology-driven learning experience for over 65 000 students in the tertiary education industry.

The Independent Institute of Education (The IIE) has designed a comprehensive education technology ecosystem with Brightspace, the flagship platform of global EdTech leader D2L, as its foundation. This includes The IIE's tertiary education brands and Evolve Online School, representing the largest implementation of the Brightspace platform in South Africa to date.

Brightspace is a cutting-edge learning management system (LMS) that moves beyond the limitations of traditional, static content delivery of traditional LMS platforms. It seamlessly integrates advanced digital tools, artificial intelligence, and interactive features to create engaging, data-informed educational experiences.

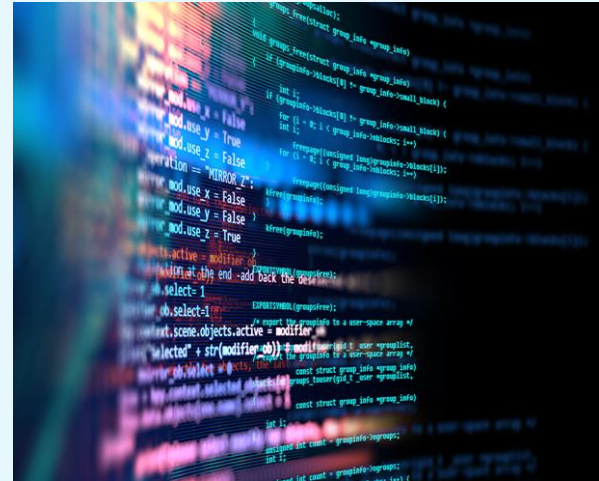
"This strategic investment underscores The IIE's commitment to redefining higher education in South Africa through innovation, scalability, and student-centric design," says Louise Wiseman, Managing Director of The IIE's Varsity College, Vega & IIE MSA.

Brightspace serves over 20 million students globally across schools, higher education institutions, enterprises, and membership organisations. Its adoption by The IIE marks a groundbreaking shift in South Africa's higher education landscape, as it is among the first platforms of its kind to seamlessly integrate sophisticated content authoring tools, world-class accessibility features, a student-centric design, and advanced learning analytics.

Unlike traditional learning management systems used in South Africa, Brightspace offers a seamless, intuitive user experience with unparalleled customisation and interactivity.

Dr Mario Landman, Head of Education Technology and Innovation at The IIE, says the institution selected Brightspace after an extensive evaluation of the world's leading LMS platforms. The selection process prioritised feature richness, user experience, scalability and alignment with the organisation's commitment to delivering an enhanced and future-focused academic product.

Brightspace emerged as the optimal choice due to its advanced tools, customisation capabilities and collaborative features.



Artificial Intelligence

One of its key strengths is its interactive, AI-enhanced content creation tools, which allow educators to develop dynamic course materials - such as videos and gamified elements - without the need for advanced technical expertise. This capability promotes greater student engagement and personalisation of learning by moving beyond the static content delivery model typical of traditional LMS platforms.

Additionally, the platform provides Advanced Learning Analytics that enable educators to monitor student progress, identify challenges, and optimise outcomes. This data-driven approach empowers institutions to make informed decisions to enhance teaching and learning. It also supports modern pedagogies and is scalable and flexible.

"Brightspace is a game-changer for the higher education sector in South Africa, where diverse student populations require tailored educational solutions to ensure each student has the opportunity and ability to perform to the best of their ability, and to ensure consistently superior academic outcomes," Wiseman concludes.

Women's challenge – celebrates empowerment



Glenrose Xaba successfully defended her 10km title



Sea of green – thousands of women participate

While the streets around SuperSport Park in Centurion echoed with the joy and strength of 17 000 women participating in the sold-out SPAR Women's Challenge Tshwane this August month, the true heartbeat of the event was the incredible impact made far beyond the finish line.

Hosted in Women's Month, the 2025 edition of the SPAR Women's Challenge Tshwane once again proved that this iconic event is about so much more than a race. It is a rallying cry for community, empowerment, and giving back.

As part of the My SPAR My Community campaign, over R350 000 was donated to organisations doing vital work to support and uplift women across the region. These include charities focused on early childhood development, educational support, the fight against Gender-Based Violence, and burn victim care at the Nelson Mandela Children's Hospital.

Initiative for girls in school

A significant highlight of this year's event was the ongoing SPAR End Period Poverty campaign, aimed at eradicating period poverty by 2030.

Thanks to the sanitary pad donation drive and the support of thousands of participants, 4 000 schoolgirls will now be able to stay in school for another month, removing a critical barrier to education.

"Empowerment starts with dignity," says Mpudi Maubane, National PR, Communications & Sponsorships Manager at SPAR. "By tackling challenges like period poverty and supporting GBV prevention programmes, we are making bold strides toward a future where every schoolgirl has the opportunity to thrive."

Elite athletes were also recognised for their incredible talent, with Glenrose Xaba taking top honours in the 10km race and walking away with R43 000 in prize money.

In total, R195 500 in prize money was awarded – all to women – underlining SPAR's commitment to creating tangible opportunities for female athletes to succeed.

The day was also filled with moments of joy and celebration. In a highlight that had the entire stadium cheering, one lucky participant won a brand-new Hyundai Exter worth R269 000, adding even more excitement to an already memorable event.

The SPAR Women's Challenge Tshwane continues to be more than a race – it is a movement. One that celebrates resilience, honours womanhood, and builds a better, more equitable future for all.

When women thrive, communities and families thrive. This event is a celebration of SPAR's strategic and heartfelt platform to invest back into the lives and futures of women, mothers and schoolgirls.

From shelves to minds – the role of paper books

The Paper Manufacturers Association of South Africa (PAMSA) has released findings from its recent survey on book ownership, revealing that 31% of respondents own fewer than 10 books – a modest improvement from 41% reported in 2022. However, access to books remains a significant challenge for many South Africans.

The survey also found that approximately 67% of respondents own 50 books or fewer, while 17.4% reported owning more than 100 books. This represents a slight positive shift from 2022, when 80% of respondents said they owned 50 or fewer books and only 8.6% possessed more than 100.

“While we’re seeing some improvement in book ownership, the numbers still paint a concerning picture,” says Jane Molony, executive director of PAMSA. “Access to printed books, particularly for young children, is crucial for developing literacy skills and fostering a reading culture.”

The survey results come at a critical time, as literacy rates in South Africa continue to face challenges of unequal early learning outcomes and extremely poor primary school literacy with nearly 80% of Grade 4 learners struggling to read for meaning. Additionally, only 2% of children’s books published commercially in South Africa are in local African languages, despite eight out of 10 people speaking a home language other than English or Afrikaans.

National book distribution

To be part of the solution, PAMSA has announced its support of the current *Book Dash* campaign, an initiative that aims to make books more accessible to young readers.

Book Dash has already distributed over 4.5 million books to children across South Africa and creates books in multiple local languages.

Dorette Louw, director of programmes and operations at *Book Dash*, adds, “According to National Reading Barometer 2023, the vast majority of South African adults agree that reading to children before they can talk helps them learn, but sadly only about a third of parents actually read with children aged 6 and under.”

Louw explains that just like other healthy lifestyle habits, like eating well or exercising, there’s a gap between awareness and action. “Even when parents know it’s important to share books with preverbal children, they need an incentive or ‘nudge’ to actually do it.”



Books are not dead

Paper-based books remain popular among readers, with the survey showing that 34.7% of respondents prefer physical books for leisure reading, compared to 7.4% who opt for tablets or e-readers. Notably, 57.6% of respondents disagree or strongly disagree with the statement that “print is dead”.

“Paper books play a vital role in early childhood development and literacy, and create a stronger educational foundation,” Molony explains. “Research consistently shows that paper-based materials promote better reading comprehension and information retention compared to digital formats. This is particularly important for developing brains.”

The commitment to *Book Dash* aligns with PAMSA’s goal of promoting literacy and sustainable paper usage.

Paper books are not only renewable and recyclable, but can be easily shared and passed along, extending their impact within communities.

Through initiatives like the *Book Dash* partnership, PAMSA aims to help address the book access gap in South Africa and contribute to improving literacy rates, particularly among young readers who need exposure to books in their early developmental years.

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School subject choice – with a tertiary view

It is vital to consider the critical link between Grade 10 subject choices and their impact on a student's Admission Point Score (APS). This key metric is used by universities to determine eligibility, and by making informed choices, parents and students can strategically position themselves for academic success and future opportunities.

South Africa's public universities are only able to accommodate a fraction of applicants annually, creating a highly competitive landscape. The APS, calculated from a student's top six subjects (excluding Life Orientation) in the National Senior Certificate (NSC), is the cornerstone of university eligibility.

Each subject contributes points based on final exam results, making Grade 9 subject choices a pivotal decision that directly impacts a student's APS and future prospects. It is important to note that the *APS applies to public universities*, but that private higher education institutions have multiple pathways to support students in building the career or profession they desire to follow.

How strategic subject choices can boost APS scores

Darren Purdon, Academic Project Manager at ADvTECH, explains: "Grade 9 subject choices are a critical step in shaping a student's future APS. By selecting subjects that align with their strengths and interests, students can maximize their scores, improving their chances of securing public university placement."

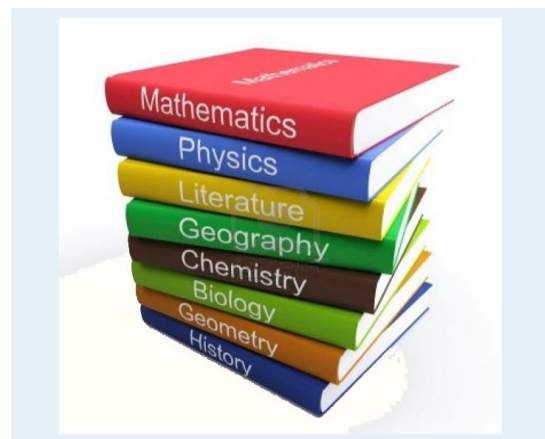
A common misconception is that Mathematics and Physical Sciences are mandatory for public university admission. While essential for fields like engineering or medicine, many programmes, including humanities, social sciences, business, and education, accept Mathematical Literacy.

For students who struggle with Mathematics, opting for Mathematical Literacy can lead to higher marks, and thus a higher APS. For example, a 75% in Mathematical Literacy contributes more APS points than a 40% in Mathematics, significantly boosting admission prospects.

IEB curriculum and subject dependencies

In the IEB curriculum, subject dependencies add complexity to APS planning. For instance, Physical Sciences requires core Mathematics, meaning a switch to Mathematical Literacy in Grade 11 forces students to drop Physical Sciences and potentially pick up new subjects midstream.

This can disrupt academic progress and lower APS potential due to the challenge of mastering new material.



Life Orientation & other alternatives

While Life Orientation is excluded from APS calculations, some programmes, such as Health Sciences, may require a minimum achievement level (e.g. 80%). Strong performance in all subjects, including Life Orientation, also builds skills like critical thinking and resilience, which support academic success.

"For students not pursuing higher education, a high APS can still enhance access to vocational training, addressing South Africa's shortage of skilled artisans in fields like construction and manufacturing," Purdon says.

Choosing subjects based on external pressure rather than aptitude can lead to stress, burnout, and lower marks, directly impacting APS scores.

When students are passionate about their subjects, they perform better, which translates to a higher APS.

By fostering open discussions, leveraging school support systems, and using the right tools, families can ensure choices that maximize APS scores and unlock a range of future opportunities.

So, plan ahead for today's decisions.

Matric mid-terms – a success strategy for finals

The Matric mid-term exam results serve as a critical checkpoint toward the final Matric exams later this year. These mid-term results are more than just grades; they're a valuable tool to assess progress, identify areas for improvement, and build a solid strategy for success in the National Senior Certificate (NSC) examinations.

"With the finals marking the culmination of their school careers, Grade 12s can use their mid-term results to guide their preparation and boost their goals," says Adrian Garden, Dean: Academic at Rosebank College.

Matrics might be in for a shock after mid-term exams, feeling that they are skating on thin ice with regards to passing at the end of the year, or gaining access to university study. However, it should be noted that there is still enough time to turn things around with effort and focus.

Reflect on your performance

Your mid-term results offer a clear snapshot of where you stand academically. Take time to analyse your marks subject by subject. Then, seek to understand patterns. Are your marks lower due to poor time management, lack of understanding, or incomplete preparation?

Set realistic goals

Mid-term results provide a baseline for setting achievable goals for the finals and you should use your marks to guide your aspirations. Seek to aim for improvement and to align with university entrance requirements.

Create a detailed study plan

When creating your study plan, seek to prioritise weak areas, reinforce strengths, and incorporate active learning. Garden advises Matrics to allocate more time to study subjects or topics where they under-performed, even though motivation might not naturally flow in that direction.

Seek the support you need

Everyone needs a little help sometimes, so seek it early if you feel the need. Additional support can come in several forms, including from teachers, tutors and study groups, online resources, or parents/guardians.

Practise time management and exam techniques

Mid-term exams simulate the pressure of the finals, so use your experience to refine your exam skills by reviewing mistakes, practising past papers and honing answering techniques. Go through your papers to understand where you lost marks. Was it



due to misreading questions, incomplete answers, or running out of time?

When doing past papers, familiarise yourself with the format and question types, and time yourself to improve pacing. Learn how to structure essays, show calculations clearly, or tackle multiple-choice questions strategically.

Maintain mental clarity

The road to the Matric finals can be intense, but your mid-term results can fuel your motivation. Remind yourself of your goals, whether it's earning a Bachelor's pass, qualifying for a specific university programme, or achieving a distinction. Then aim for small wins, consistently, every day during every study session.

Don't panic! Exercise, eat healthily, and get enough sleep to stay focused. If your mid-term results were disappointing, don't dwell on them. Instead, view them as a chance to course-correct and build resilience.

"Matric mid-term results are not the end of the road but are, by design, a guidepost to help you navigate toward a successful final exam," says Garden.

By viewing it as such, and by giving it your all in the coming months, you will be able to successfully pass Matric and pursue your dreams of further study. Stay focused, resilient, and remember that every step you take now brings you closer to achieving your dreams.



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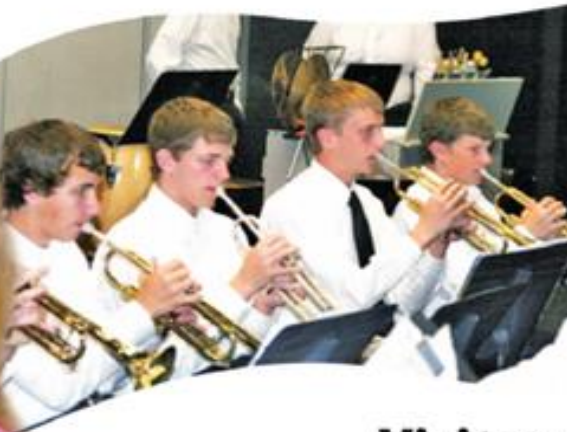
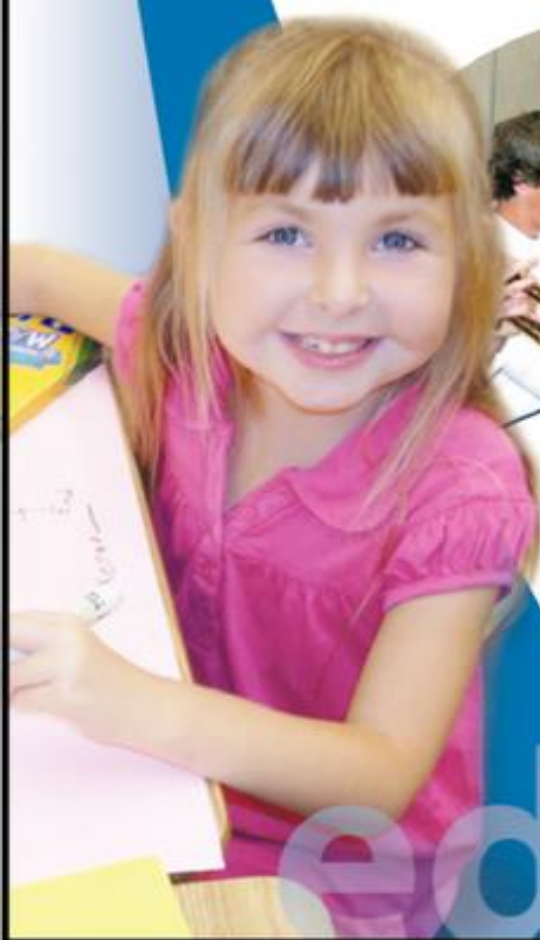
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Bridging the gap – between mining & higher ed

A new partnership between NWU Enterprises (Pty) Ltd and PRISMA Training Solutions, is set to reshape mining education in South Africa. This collaboration connects practical vocational training with academic progression to address critical skills needs in the country's mining sector.

In signing a Memorandum of Understanding (MOU), the institutions have committed to a coordinated approach that bridges the gap between entry-level mining training and higher education, enabling learners to progress seamlessly through all stages of their career development.

A cohesive pathway for mining careers

The partnership delivers a structured learning pathway that spans foundational training through to advanced academic qualifications, responding to the mining sector's need for competent, work-ready talent across all levels.

PRISMA will provide training at National Qualifications Framework (NQF) levels 1 to 4, focusing on operational and safety-critical skills. NWU Enterprises (Pty) Ltd, in collaborations with North-West University will quality assure the content of the relevant courses. This allows learners to gain practical experience early, while keeping open a clear route to supervisory and management roles through academic advancement.

"Not every school-leaver is ready for university," says Jacques Farmer, Managing Director of PRISMA. "We give learners a practical entry point into the sector. They can build skills with us while gaining experience, then continue their development through NWU's academic programmes. It's a lifelong learning journey."

NWU Enterprises (Pty) Ltd helps ensure the two learning streams align effectively. This integrated approach addresses a long-standing challenge in South African mining education, where vocational training has often lacked formal links to higher education.

National reach and global standing

"We believe this model can benefit learners far beyond the province," says Farmer. "And with North-West University ranked among the top 4% of universities globally, the credibility this collaboration via NWU Enterprises brings is significant for learners and employers alike."

Ultimately, this partnership collaboration is opening doors for learners who may never have considered university as part of their education or training journey - until now."



(L – R): Jacques Farmer: MD at PRISMA, Sadha Govender: GM Project Management at NWU Enterprises, Jan Harm Badenhorst: Business Development Manager at NWU Enterprises

Empowering learners & employers

For mining employers, the collaboration creates a flexible and reliable training pipeline. Workers trained by PRISMA gain practical, job-ready skills, while access to NWU's academic programmes offers opportunities for continued professional development in fields such as mining engineering, metallurgy, and environmental management.

The model supports workplace skills plans, tax incentives, and bursary alignment, giving employers a strategic tool to grow internal talent.

Rolling out the vision

With the MOU signed, NWU Enterprises (Pty) Ltd and PRISMA will begin rolling out joint initiatives across South Africa. Early priorities include engaging with schools to promote mining career pathways, introducing the integrated model to current industry partners, and exploring flexible learning options for working professionals.

"As NWU's commercial arm, we are committed to facilitating collaborations that create accessible and responsive education," says Duncan Raftesath, Chief Executive Officer of NWU Enterprises.

"Together, we are opening pathways that support learners at all levels, whether starting underground or in the lecture halls."



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The psychology – behind distance learning

The percentage of students opting for distance learning is rapidly growing year on year, and this mode of study is today recognised as a viable, credible approach to further education.

Many prospective students opt for this route due to financial constraints, as distance learning is more affordable than traditional on-campus programmes, or because of family responsibilities that make it difficult to relocate or attend classes full-time. Additionally, distance learning provides opportunities for those with work commitments or other obligations, allowing them to balance their educational aspirations with existing responsibilities.

For prospective students considering this route, it is important to understand that making a success of distance learning requires an understanding of the mindset and approach required, as well as a healthy dose of institutional support.

“Understanding the psychological factors that influence learning outcomes, and aligning this understanding with practical considerations, can make a significant positive impact,” says Elbie Liebenberg, General Manager at Oxbridge Academy.

Growth mindset - set goals & track progress

Establishing clear goals helps students stay motivated and focused. This aligns with the concept of self-efficacy, where believing in one's ability to succeed enhances persistence and engagement.

Need for connection - leverage support & peer structures

While distance learning might seem isolating, incorporating social elements such as discussion forums, group projects, and virtual study groups can foster a sense of community and belonging. This social support is vital for maintaining motivation and combating feelings of isolation, and any good distance learning institution will incorporate some element of group discussion or support.

Manage cognitive load - optimise for information processing

Strategies like breaking tasks into smaller chunks, using productivity tools, and creating a conducive study environment can help manage cognitive load and improve learning outcomes.

Managing cognitive load is rooted in the psychological concept of information processing capacity. By breaking down complex tasks into manageable parts and utilising tools that streamline workflow, learners can reduce mental strain and enhance their ability to absorb and retain information.



Self-efficacy & development - seek regular feedback & reflect

Regular feedback is crucial for building self-efficacy and guiding learning progress. Reflecting on feedback and incorporating it into future learning strategies can enhance cognitive development and motivation. This reflective practice also supports the development of professional competence in distance education.

Intrinsic motivation - increased job satisfaction & performance

Distance learning requires self-motivation and autonomy – qualities that are in high demand in the workplace. It is for this reason that employees studying via this method while also working will likely be star performers in a company.

By supporting employees in pursuing distance education, companies can tap into the intrinsic motivation and autonomy that drive success in remote learning environments. This fosters a sense of self-determination among staff, leading to increased job satisfaction and loyalty. Employers benefit from a more skilled workforce without the disruption of traditional campus-based courses, as distance learning allows employees to study flexibly around their work commitments. This flexibility not only improves work/life balance but also enhances cognitive engagement and problem-solving skills.



Magazine EDUCATION

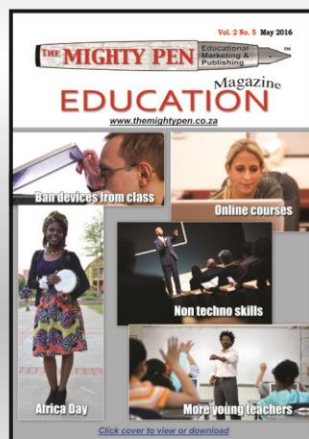
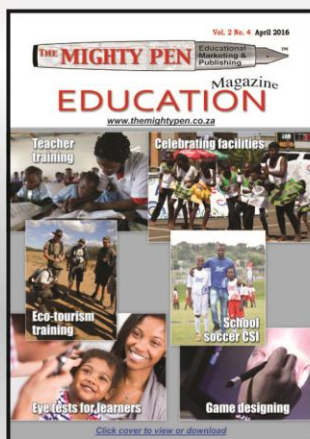
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