



Jako Olivier PhD

I am currently employed as an Adviser: Higher Education at the Commonwealth of Learning (COL), Canada. At this intergovernmental organisation my main duties include supporting higher education institutions and governments in the commonwealth in terms of open and distance learning, employability, authentic assessment and open educational resources. I am also currently an Adjunct Professor at the University of Nova Gorica, Slovenia.

Before this I was a Professor in Multimodal Learning and I led the UNESCO Chair on Multimodal Learning and Open Educational Resources at the North-West University (NWU), South Africa. At the NWU I did research on blended learning and open education, mentored staff, acted as chairperson of our Research Ethics Committee, supervised master's and PhD students as well as doing other administrative and committee-related tasks. However, I lectured at that institution since 2010 which involved teaching, research and community engagement. I am constantly involved in advocacy and policy aspects in terms of open education and technology in education at this institution.

WORK EXPERIENCE

- Adviser: Higher Education, COL (ongoing)
- Full professor, NWU (4 years and 8 months)
- UNESCO Chair on Multimodal Learning and Open Educational Resources (3 years and 5 months)
- Associate professor (2 years and 6 months)
- Senior lecturer (3 years and 6 months)
- Lecturer (1 year and 4 months)
- School teacher (7 years and 8 months)

RESEARCH PROFILE

- Peer-reviewed articles: 36 published
- Peer-reviewed book chapters: 33 published
- Books edited: 7 published and 2 in process
- Postgraduate studies supervised: 7 Master's studies and 3 PhDs
- Postgraduate studies ongoing: 2 Master's studies and 1 PhD

TEACHING PROFILE

I started at North-West University as a lecturer in 2010 during which I taught a number of undergraduate and postgraduate modules specifically related to linguistics and language teaching. In terms of undergraduate students, I taught classes varying in size between 6 and 230 students from first year up to fourth year. These classes have included diverse students from different cultures, languages and even ages as many of our distance students have already been within the teaching profession for many years. During my time at the North-West University, I was also a guest lecturer at the University of Antwerp, Belgium for six weeks - this involved a group of about 25 undergraduate students who attended the class in person.

I have also recently been involved in teaching at master's level this involves me teaching a course entitled Open Education Design as part of the Master's in Leadership in Open Education at the University of Nova Gorica, Slovenia. This is handled fully online and involves students from all over the world.

CONTACT

E-mail: mail@jako.nom.za

SKILLS

- Open and distance learning
- Educational research
- Teaching in higher education
- Instructional design
- Classroom management
- Academic leadership and capacity building
- Language editing in English and Afrikaans
- Open licensing

FIELDS OF EXPERTISE

- Blended and multimodal learning
- Open educational resources and open educational practices
- Self-directed learning
- E-learning in language classrooms
- Microlearning
- Multilingual education
- Online multilingualism

EDUCATION

- PhD (Education)
- Master of Arts
- Postgraduate Certificate in Education
- Bachelor of Arts Honours degree
- Bachelor of Arts degree

Full Curriculum Vitae – Jako Olivier

1. PERSONAL DETAILS

Surname: Olivier
Nickname: Jako
Full names: Jacobus Alwyn Kruger

Marital status: Married to Dr Louise Olivier

E-mail: mail@jako.nom.za
olivierjako@gmail.com

Website: <http://www.jako.nom.za/>

Language profile: English (fluent: speaking, reading and writing)
Afrikaans (mother tongue; fluent)
Dutch (excellent reading and some speaking and writing)
Sesotho (basic: reading and writing)

Online profiles:

Academia.edu: <https://nwu.academia.edu/JakoOlivier>
Google Scholar: <http://scholar.google.co.za/citations?user=6PGRrQQAAAAJ>
LinkedIn: <https://www.linkedin.com/in/jako-olivier-27121820/>
ResearchGate: https://www.researchgate.net/profile/Jako_Olivier
Mendeley: <https://www.mendeley.com/profiles/jak-olivier/>
ORCID: <https://orcid.org/0000-0002-5860-6027>

2. EDUCATION

2.1 PhD (Education: teaching and learning) 2005-2010 (awarded 2011)

North-West University, Vanderbijlpark, South Africa
Title: *Accommodating and promoting multilingualism through blended learning*
[Promotor: Prof. BJJ Lombard]

2.2 Master of Arts *cum laude* (Applied linguistics: Afrikaans and Dutch) 2002-2003 (awarded 2004)

North-West University, Vanderbijlpark, South Africa
Title: *The possibilities provided by subtitling to the SABC-TV in the recognition and protection of language rights (Original Afrikaans title: 'Die moontlikhede wat onderskrifte die SABC-TV bied in die erkenning en beskerming van taalregte')*
[Supervisor: Prof. MM Verhoef; Co-supervisor: Prof. J-L Kruger and assistant supervisor: Prof. J Swanepoel.]

2.3 Postgraduate Certificate in Education (PGCE) 2003 (awarded 2004)

North-West University, Vanderbijlpark, South Africa
Subject didactics specialisation: Afrikaans, English and Technology

2.4 Bachelor of Arts Honours *cum laude* 2001 (awarded 2002)

Potchefstroom University for CHE, Vanderbijlpark, South Africa

Modules: Film and Narrative, Language Practice, Language Variation and Language Politics, Text linguistics and Translation Studies

2.5 Bachelor of Arts Degree 1998-2000 (awarded 2001)

Potchefstroom University for CHE, Vanderbijlpark, South Africa

Modules: Afrikaans and Dutch III, English III, Translation Studies III, Philosophy II, Computer Science I, Public Management and Administration I, Psychology I and Sociology I

2.6 University level courses and subjects for non-degree purposes

2.6.1 Sesotho (Southern Sotho) I – UNISA, South Africa (2000).

2.6.2 MA level study (2001): One semester – Copenhagen University, Denmark [Grant from the Danish Democracy Fund]. Subjects: Translation Studies (ECTS credits: 15); Danish Culture (ECTS credits: 8); Danish Language (ECTS credits: 8).

2.6.3 Incorporating recent technologies in teaching and learning in higher and professional education – online course presented by Dr Anita Pincas. Institute of Education, London, UK: 12 April-14 May 2010.

2.6.4 Introduction to German I (GERM111) – NWU, South Africa (2016).

2.7 Grade 12 (1997)

Afrikaans High School Sasolburg, Sasolburg, South Africa

Subjects: Afrikaans: First Language (HG), English: Second Language (HG) (distinction), Sesotho: Third Language (HG), Geography (HG), History (HG) (distinction), Mathematics (SG), Computer Science (HG).

3. PROFESSIONAL WORK EXPERIENCE

Adviser: Higher Education	Commonwealth of Learning Burnaby, Canada	Aug. 2022 – currently
Adjunct Professor of Open Education	University of Nova Gorica, Slovenia	Nov. 2021 - currently
Professor in multimodal learning	North-West University (NWU): School of Professional Studies in Education, Faculty of Education, Mahikeng, South Africa	Jan. 2018 – Aug. 2022
UNESCO Chair on Multimodal Learning and Open Educational Resources		April 2019 – Aug. 2022
Associate professor in multimodal learning	NWU: School of Professional Studies in Education, Faculty of Education	Sept. – Dec. 2017
Associate professor	NWU: School of Languages for Education, Faculty of Education	Jul. 2015 – Aug. 2017

Senior lecturer	NWU: School of Languages, Faculty of Arts – Afrikaans and Dutch	Jan. 2012 – Jun. 2015
Lecturer	NWU: School of Languages, Faculty of Arts – Afrikaans and Dutch	Sept. 2010 – Dec. 2011
Teacher	Free State Department of Education (IT, Afrikaans HL and English HL & FAL)	Apr. 2007 – Aug. 2010
Part-time lecturer	Vaal University for Technology, Vanderbijlpark (ACE: Computer literacy)	Feb. 2008 – Oct. 2009
Teacher	Hays Education, London, UK (ICT and supply teaching)	Sept. 2005 – March 2007
Teacher	Free State Department of Education (Computer Studies and English HL & FAL)	Jan. 2003 – Aug. 2005
Academic assistant	PU for CHO, Vaal Triangle Campus	Feb. 2000 – Nov. 2002

4. FUNDING AND AWARDS RECEIVED

- 4.1 2001: Only South African to receive study grant in 2001 from Danish Democracy fund to study in Denmark for a semester (August - December 2001), R30 000. Research done in translation studies and subtitling.
- 4.2 2008: One of 22 national finalists in the *Microsoft Innovative Teachers Forum Awards* (for work done with the open educational resource for IT teachers).
- 4.3 2012: Received the NWU's Institutional Teaching Excellence Award – obtained B rating; R25 000.
- 4.4 2014: Research development award from the NWU Vice rector: research and planning (research leave February to June 2014); R78 812.
- 4.5 2014/2015 NWU funding for a Scholarship of Teaching and Learning project on the use of e-study guides; R2 890.
- 4.6 2014/2015 NWU funding as part of the Innovators@Work project (NWU Academic Support Services); R35 000 (research with the use of tablets in the classroom) and R47 625.06 (selected to attend the Online Educa/20th International Conference on Technology Supported Learning & Training Conference, Berlin, Germany).
- 4.7 2015: Received the NWU's Institutional Teaching Excellence Award – R30 000; finalist for Distinguished Teaching Excellence Award.
- 4.8 2016: Received capacity building funding from the Research Focus Area: Self-directed learning to attend the International Conference on Writing Research (15th SIG Writing Conference), Liverpool, UK (2-6 July 2016); R50 000.
- 4.9 Received faculty performance bonuses for 2011, 2014 and 2016.
- 4.10 Under the top ten most productive researchers – Faculty of Arts, Potchefstroom: 2013 and 2014.
- 4.11 Received award as Most Productive Researcher – Faculty of Education Sciences, Potchefstroom: 2016.
- 4.12 Received EASA Emerging Researcher Medal 2018 (awarded 16 January 2018, Durban).
- 4.13 Received an amount of R150 700 as Research Development Grant for Y-Rated Researchers from the NRF for the project *Multimodal multiliteracies in support of self-directed learning* (running from 2018 to 2020).

- 4.14 2018-2019: Die PUK-Kanselierstrust funding of R20 000 for the *Trilingual electronic glossary for multimodal learning*.
- 4.15 Appointed to lead the UNESCO Chair on Multimodal Learning and Open Educational Resources at the NWU (confirmed August 2018).
- 4.16 Received a travel grant – Knowledge Interchange and Collaboration Programme (KIC) of the NRF: R23 000 – 2019.
- 4.17 Received funding from the NWU Strategic Funding for NWU Open Educational Resources Fellowship: R812 967 – 2021.

5. RESEARCH PROFILE

5.1 Publications

(36 articles and 33 book chapters published.)

- 5.1.1 Olivier, J. 2011. Acknowledging and protecting language rights on SABC TV through the use of subtitles. *Communicatio*, 37(2):225-241.
- 5.1.2 Olivier, J. 2011. Accommodating multilingualism in IT classrooms in the Free State province. *Southern African linguistics and applied language studies*, 29(2):209-220.
- 5.1.3 Olivier, L. & Olivier, J. 2012. (Her)stelwerk: skoolopstelle as voorbereiding vir akademiese geletterdheid op universiteitsvlak. *Tydskrif vir taalonderrig*, 46(1):30-44. [Title in English: (Re)composition: school essays as preparation for academic literacy at university level]
- 5.1.4 Olivier, J. 2013. The accommodation of multilingualism through blended learning in a high school environment. *Perspectives in education*, 31(4):43-57.
- 5.1.5 Olivier, J. 2013. Die mate van konsekwentheid in SMS-Afrikaans. *LitNet Akademies*, 10(2):479-505. <http://www.litnet.co.za/Article/die-mate-van-konsekwentheid-in-sms-afrikaans> [Title in English: The degree of consistency in SMS Afrikaans]
- 5.1.6 Olivier, L. & Olivier, J. 2013. The influence of affective variables on the acquisition of academic literacy. *Per linguam*, 29(2):56-71.
- 5.1.7 Olivier, J. 2014. A blended learning approach to teaching language variation. *Per linguam*, 30(2):51-68.
- 5.1.8 Olivier, J. 2014. Compulsory African languages in tertiary education: prejudices from news website comments. *Southern African linguistics and applied language studies*, 32(4):483-498.
- 5.1.9 Olivier, J. & Kotzé, E. 2014. Taalverskuiwing en taalhandhawing onder Afrikaanse ekspatriate. *LitNet Akademies*, 11(3) <http://www.litnet.co.za/Article/taalverskuiwing-en-taalhandhawing-onder-afrikaanse-ekspatriate> [Title in English: Language shift and language maintenance among Afrikaans expatriates]
- 5.1.10 Olivier, L. & Olivier, J. 2014. Tell-tale signs: reflection towards the acquisition of academic discourses as second languages. *Stellenbosch papers in linguistics (SPiL)*, 43:63-80.
- 5.1.11 Olivier, J. 2014. Kom *join* die PUK: die gebruik van Engels in honneursprogramme op 'n Afrikaanse universiteitskampus van die NWU. *Tydskrif vir geesteswetenskappe*, 54(4):610-634. Des. [Title in English: Come join the PUK: the use of English in honours programmes at an Afrikaans university campus of the NWU]

- 5.1.12 Olivier, J. 2014. Twitter usernames: exploring the nature of online South African nicknames. *Nomina Africana*, 28(2):55-81.
- 5.1.13 Olivier, J. 2015. Afrikaanse transtaling en taaloorgang: die napraat van Tsotsitaal en Swartafrikaans. *Stilet*, 27(2):63-82. [Title in English: *Afrikaans translanguaging and language crossing: the imitation of Tsotsitaal and Black Afrikaans*]
- 5.1.14 Breed, A., Carstens, W.A.M. & Olivier, J. 2016. Die DBAT: 'n onbekende digitale taalkundemuseum. *Tydskrif vir Geesteswetenskappe*, 56(2-1):391-409. [Title in English: *The DBAL: an unknown digital linguistics museum*]
- 5.1.15 Olivier, J. 2016. Vervlegte interaksie: implementering van 'n bring-jou-eie-toestel-benadering teenoor verskafde tabletrekenaars. *Suid-Afrikaanse Tydskrif vir Natuurwetenskap en Tegnologie*, 35(1): a1391.
<http://dx.doi.org/10.4102/satnt.v35i1.1391> [Title in English: *Blended interaction: implementing a bring-your-own-device approach versus provided tablet computers*]
- 5.1.16 Olivier, J. 2016. Blended learning in a first-year language class: evaluating the acceptance of an interactive learning environment. *Literator*, 37(2):a1288.
<http://dx.doi.org/10.4102/lit.v37i2.1288>
- 5.1.17 Olivier, L. & Olivier, J. 2016. Exploring writing apprehension among Afrikaans-speaking first-year students. *Reading & writing*, 7(1):a89.
<http://dx.doi.org/10.4102/rw.v7i1.89>
- 5.1.18 Olivier, J. 2016. A journey towards self-directed writing: a longitudinal study of undergraduate language students' writing. *Per linguam*, 32(3):28-47.
- 5.1.19 Kriel, A. & Olivier, J. 2016. Napraatswartafrikaans: konteks en persepsies van die alternatiewe gebruik van Swartafrikaans. *LitNet Akademies*, 13(3):381-423.
<http://www.litnet.co.za/napraatswartafrikaans-konteks-en-persepsies-van-die-alternatiewe-gebruik-van-swartafrikaans/> [English title: *Imitated Black Afrikaans: context and perceptions of the alternative use of Black Afrikaans*]
- 5.1.20 Olivier, J. 2016. Sesotho Online: establishing an internet-based language knowledge community. *South African Journal of African Languages*, 36(2):141-152.
- 5.1.21 Fouché, N., Van den Berg, R & Olivier, J. 2017. Carstens se raamwerk van Afrikaanse konjunksiemerkers: 'n akkurater en vollediger weergawe. *Tydskrif vir Geesteswetenskappe*, 57(3):814-836. [English title: *Carstens's framework of Afrikaans connecting words: a more accurate and complete version*]
- 5.1.22 Olivier, J. 2018. Die stand van aanlyn oop opvoedkundige hulpbronne in Afrikaans: Afrikaansonderrig as 'n gevallestudie. *Tydskrif vir Geesteswetenskappe*, 58(4-2):905-924. [English title: *The state of online open educational resources in Afrikaans: Afrikaans teaching as case study*]
- 5.1.23 Nel, M. & Olivier, J. 2018 Multimodale idiolektiese taalgebruik en skrywerskapverifikasie: 'n korpusontleding van Joan Hambidge se idiolek oor die grense van genres. *LitNet Akademies*, 15(3), 382-428.
<https://www.litnet.co.za/multimodale-idiolektiese-taalgebruik-en-skrywerskapverifikasie-n-korpusontleding-van-joan-hambidge-se-idiolk-oor-die-grense-van-genres/> [English title: *Multimodal idiolectal language use and authorship verification: a corpus analysis of Joan Hambidge's idiolect across the borders of genres*]
- 5.1.24 Olivier, J. 2018. Van oplees na self oop lees: die moontlikhede wat selfgerigte leer met behulp van oop opvoedkundige hulpbronne die letterkundeklas bied. *Stilet*, 30(1&2): 148-168. [English title: *From reading up to reading open yourself: the*

possibilities self-directed learning by means of open educational resources provide to the literature class]

- 5.1.25 Olivier, J. 2019. Exploring autonomography: the development of a self-directed writing self-rating scale. *Iranian Journal of Language Teaching Research*, 7(1):1-22.
- 5.1.26 Olivier, J. 2019. Short Instructional Videos as Multimodal Open Educational Resources for a Language Classroom. *Journal of Educational Multimedia and Hypermedia (JEMH)*, 28(4):381-409.
- 5.1.27 Wittmann, G. & Olivier, J. 2019. Professional development in fostering self-directed learning in German Second Additional Language teachers. *Per Linguam*, 35(3):125-142.
- 5.1.28 Fouché, N. & Olivier, J. 2020. Realiseringsmiddele van leksikale kohesie: 'n Raamwerk vir die onderrig van skryfvaardighede in die Afrikaansklaskamer. *LitNet Akademies*, 17(1):410-439. <https://www.litnet.co.za/die-realiserings-van-leksikale-kohesie-n-korpuslinguistiese-ondersoek-van-afrikaanssprekende-graad-6-en-graad-9-leerders-se-skrifwerk/> [Title in English: *The realisation of lexical cohesion: A corpus linguistic study of Afrikaans-speaking grade 6 and grade 9 learners' writing*]
- 5.1.29 Wittmann, G. & Olivier, J. 2020. Professional development needs of teachers of German Second Additional Language in South Africa. *Acta Germanica*, 48(1):53-73.
- 5.1.30 Olivier, J. 2020. Self-directed open educational practices for a decolonized South African curriculum: a process of localization for learning. *Journal of e-Learning and Knowledge Society*, 16(4):20-28. <https://doi.org/10.20368/1971-8829/1135330>
- 5.1.31 Nel, M. & Olivier, J. 2020. 'n Taalkundige ondersoek na die liminale ruimte tussen die akademiese en literêre wêreld: Hambidge – die grensverskuiwende rebel. *Stilet*, 32(1&2):41-62.
- 5.1.32 Wittmann, G. & Olivier, J. 2021. Blended learning as an approach to foster self-directed learning in teacher professional development programmes. *The Independent Journal of Teaching and Learning*, 16(2):71-84.
- 5.1.33 Wittmann, G. & Olivier, J. 2021. Implementing an online collaborative learning teacher professional development programme for teachers of German SAL in South Africa. *Acta Germanica*, 49(1):30-49.
- 5.1.34 Tlili, A., Altinay, F., Huang, R., Altinay, Z., Olivier, J., Mishra, S., Jemni, M. & Burgos, D. 2022. Are we there yet? A systematic literature review of Open Educational Resources in Africa: A combined content and bibliometric analysis. *PLOS ONE*, 17(1):e0262615. <https://doi.org/10.1371/journal.pone.0262615>
- 5.1.35 Huang, R., Tlili, A., Zhang, X., Sun, T., Wang, J., Sharma, R.C., Affouneh, S., Salha, S., Altinay, F., Altinay, Z., Olivier, J., Jemni, M., Wang, Y., Zhao, J. & Burgos, D. 2022. A Comprehensive Framework for Comparing Textbooks: Insights from the Literature and Experts. *Sustainability*, 14(11):6940. <https://doi.org/10.3390/su14116940>
- 5.1.36 Tlili, A., Burgos, D., Olivier, J. & Huang, R. 2022. Self-directed learning and assessment in a crisis context: The COVID-19 pandemic as a case study. *Journal of e-Learning and Knowledge Society*, 18(2):1-10. <https://doi.org/10.20368/1971-8829/1135475>

Book chapters

- 5.1.37 Olivier, J. 2019. Towards a multiliteracies framework in support of self-directed learning through open educational resources. In: Mentz, E., De Beer, J. & Bailey, R., eds. *Self-Directed Learning for the 21st Century: Implications for Higher*

- Education*. Cape Town: AOSIS. pp. 167-201.
<https://doi.org/10.4102/aosis.2019.BK134.06>
- 5.1.38 Olivier, J., Van der Westhuizen, C., Laubscher, D. & Bailey, R. 2019. The affordances of technology for teaching indigenous knowledge. In: De Beer, J., ed. *The decolonization of the curriculum project: The affordances of indigenous knowledge for Self-Directed Learning*. Cape Town: AOSIS. pp. 277-317.
<https://doi.org/10.4102/aosis.2019.BK133.10>
- 5.1.39 Olivier, J. 2020. Gliding across the digital divide with high anxiety: Electronic resource selection towards self-directed writing practice in a South African EAP context. In: Freiermuth, M.R. & Zarrinabadi, N., eds. *Technology and Language Learner Psychology*. Cham: Palgrave Macmillan. pp. 403-431.
<https://www.springer.com/us/book/9783030342111>
- 5.1.40 Olivier, J. 2020. Research Ethics Guidelines for Personalized Learning and Teaching Through Big Data. In: Burgos, D., ed. *Radical Solutions and Learning Analytics*. Singapore: Springer Nature. pp. 37-55. https://doi.org/10.1007/978-981-15-4526-9_3
- 5.1.41 Olivier, J. 2020. Self-directed Multimodal Learning to Support Demiurgic Access. In: Burgos, D., ed. *Radical Solutions and eLearning*. Singapore: Springer Nature. pp. 117-130. https://doi.org/10.1007/978-981-15-4952-6_8
- 5.1.42 Olivier, J. 2020. Self-directed multimodal learning within a context of transformative open education. In Olivier, J., ed. *Self-directed multimodal learning in higher education*. Cape Town: AOSIS. pp. 1-49.
<https://doi.org/10.4102/aosis.2020.BK210.01>
- 5.1.43 Bosch, C., Laubscher, D. & Olivier, J. 2020. The affordances of the Community of Inquiry framework for self-directed blended learning in South African research. In Olivier, J., ed. *Self-directed multimodal learning in higher education*. Cape Town: AOSIS. pp. 51-92. <https://doi.org/10.4102/aosis.2020.BK210.02>
- 5.1.44 Seeletso, M. & Olivier, J. 2020. Diffractive pathways in self-directed multimodal learning: experiences from Botswana and South Africa. In Olivier, J., ed. *Self-directed multimodal learning in higher education*. Cape Town: AOSIS. pp. 165-199.
<https://doi.org/10.4102/aosis.2020.BK210.05>
- 5.1.45 Olivier, J. 2020. Situated and culturally-appropriate self-directed multimodal learning. In Olivier, J., ed. *Self-directed multimodal learning in higher education*. Cape Town: AOSIS. pp. 235-284. <https://doi.org/10.4102/aosis.2020.BK210.07>
- 5.1.46 Olivier, J. 2021. Creating microlearning objects within self-directed multimodal learning contexts. In Corbeil, J.R., Corbeil, M.E. & Khan, B.H., eds. *Microlearning in the digital age: The design and delivery of learning in snippets*. New York, NY: Routledge Taylor & Francis. pp. 171-188.
<https://www.routledge.com/product/isbn/9780367821623>
- 5.1.47 Olivier, J. 2021. Individual Language Planning for Self-Directed Learning in Multilingual Information Technology Classrooms. In Essien, A.A. & Msimanga, A., eds. *Multilingual Education Yearbook 2021: Policy and Practice in STEM Multilingual Contexts*. Cham: Springer. pp. 117-134. https://doi.org/10.1007/978-3-030-72009-4_7
- 5.1.48 Olivier, J. 2021. Sustainable quality education through self-directed multimodal learning, for open indigenous knowledge co-creation. Leal Filho, W., Pretorius, R. & De Sousa, L., eds. *Sustainable Development in Africa: Fostering Sustainability in one of the World's Most Promising Continents*. Cham: Springer. pp. 91-107.
http://doi.org/10.1007/978-3-030-74693-3_6

- 5.1.49 Olivier, J. 2021. Online access and resources for open self-directed learning in Africa. In Burgos, D. & Olivier, J., eds. 2021. *Radical Solutions for Education in Africa: Open education and self-directed learning in the continent*. Singapore: Springer. pp. 1-16. http://doi.org/10.1007/978-981-16-4099-5_1
- 5.1.50 Olivier, J. & Wentworth, A. 2021. Self-directed learning at school and in higher education in Africa. In Burgos, D. & Olivier, J., eds. 2021. *Radical Solutions for Education in Africa: Open education and self-directed learning in the continent*. Singapore: Springer. pp. 17-39. http://doi.org/10.1007/978-981-16-4099-5_2
- 5.1.51 Olivier, J. & Trivedi, S. 2021. Self-directed learning, online mentoring and online coaching. In Burgos, D. & Olivier, J., eds. 2021. *Radical Solutions for Education in Africa: Open education and self-directed learning in the continent*. Singapore: Springer. pp. 87-104. http://doi.org/10.1007/978-981-16-4099-5_5
- 5.1.52 Olivier, J. 2021. Diluted self-directed multimodal learning guidelines: probing online advice in the context of panic pedagogy. In Mentz, E., Laubscher, D. & Olivier, J., eds. *Self-Directed Learning: An imperative for education in a complex society*. Cape Town: AOSIS. pp. 45-70. <https://doi.org/10.4102/aosis.2021.BK279.03>
- 5.1.53 Dhakulkar, A. & Olivier, J. 2021. Exploring microworlds as supporting environments for self-directed multimodal learning. In Mentz, E., Laubscher, D. & Olivier, J., eds. *Self-Directed Learning: An imperative for education in a complex society*. Cape Town: AOSIS. pp. 71-106. <https://doi.org/10.4102/aosis.2021.BK279.04>
- 5.1.54 Olivier, J. 2021. Assessing axiologocets: exploring the language of situated self-directed learning-oriented assessment. In Mentz, E. & Lubbe, A. eds. *Learning through Assessment: An approach towards Self-Directed Learning*. Cape Town: AOSIS. pp. 27-49. <https://doi.org/10.4102/aosis.2021.BK280.02>
- 5.1.55 Olivier, J. 2021. Self-directed multimodal assessment: towards assessing in a more equitable and differentiated way. In Mentz, E. & Lubbe, A. eds. *Learning through Assessment: An approach towards Self-Directed Learning*. Cape Town: AOSIS. pp. 51-69. <https://doi.org/10.4102/aosis.2021.BK280.03>
- 5.1.56 Jacobson, T.E., Mackey, T.P. & Olivier, J. 2021. Aligning metaliteracy with self-directed learning to expand assessment opportunities. In Mentz, E. & Lubbe, A. eds. *Learning through Assessment: An approach towards Self-Directed Learning*. Cape Town: AOSIS. pp. 71-97. <https://doi.org/10.4102/aosis.2021.BK280.04>
- 5.1.57 Olivier, J. 2021. The affordances of open educational resources and student-centred open pedagogy for the decolonisation of teacher education in South Africa. In Maringe, F. ed. *Higher Education in the melting pot: Emerging discourses of the 4IR and Decolonisation*. Cape Town: AOSIS. pp. 145-162. <https://doi.org/10.4102/aosis.2021.BK305.09>
- 5.1.58 Olivier, J., Oojorah, A. & Udhin, W. 2022. Exploring Perspectives on Teacher Education in the Digital Age: An Introduction. In Olivier, J., Oojorah, A. & Udhin, W., eds. *Perspectives on Teacher Education in the Digital Age*. Singapore: Springer. pp. 3-10.
- 5.1.59 Havenga, M. & Olivier, J. 2022. Robotics Simulations: Developing Essential Student Teachers' Skills for the Digital Age. In Olivier, J., Oojorah, A. & Udhin, W., eds. *Perspectives on Teacher Education in the Digital Age*. Singapore: Springer. pp. 161-177.
- 5.1.60 Olivier, J. 2022. Preparing Education students for self-directed multimodal learning for the 4IR. In Maringe, F. & Chiramba, O., eds. *The 4IR and teacher*

- education in South Africa: contemporary discourses and empirical evidence*. Cape Town: AOSIS. pp. 35-51. <https://doi.org/10.4102/aosis.2022.BK306.03>
- 5.1.61 Olivier, J., Oojorah, A. & Udhin, W. 2022. Contextualising Multimodal Learning Environments in Southern Africa. In Olivier, J., Oojorah, A. & Udhin, W., eds. *Multimodal Learning Environments in Southern Africa: Embracing Digital Pedagogies*. Cham: Palgrave Macmillan. pp. 1-8.
- 5.1.62 Lotz, C., Kruger, C. & Olivier, J. 2022. A flipped-classroom approach to mathematics teacher training: Blended learning in support of metacognition as a self-directed learning skill. In Van der Westhuizen, C., Maphalala, M.C. & Bailey, R., eds. *Blended learning environments to foster self-directed learning*. Cape Town: AOSIS. pp. 125-146.
- 5.1.63 Olivier, J., Mabiletja, M.M. & Ngwenya, E. 2022. Self-directed language learning in a blended learning environment: Perspectives of Sesotho sa Leboa and isiZulu student teachers. In Van der Westhuizen, C., Maphalala, M.C. & Bailey, R., eds. *Blended learning environments to foster self-directed learning*. Cape Town: AOSIS. pp. 171-197.
- 5.1.64 Olivier, J. & Kunene, N.A.T. 2022. Exploring virtual excursions for self-directed learning: A systematic literature review. In De Beer, J., Petersen, N., Mentz, E. & Balfour, R.J., eds. *Self-Directed Learning in the era of the COVID-19 pandemic: Research on the affordances of online virtual excursions*. Cape Town: AOSIS. pp. 101-125.
- 5.1.65 Lubbe, A., Olivier, J. & Hay, A. 2022. Assessment of virtual excursions: The affordances of posters as self-directed multimodal assessment instruments . In De Beer, J., Petersen, N., Mentz, E. & Balfour, R.J., eds. *Self-Directed Learning in the era of the COVID-19 pandemic: Research on the affordances of online virtual excursions*. Cape Town: AOSIS. pp. 197-220.
- 5.1.66 Olivier, J., Bunt, B.J. & Dhakulkar, A. 2022. Open educational practices for self-directed learning: A staff fellowship as a case study. In Olivier, J., Du Toit-Brits, C., Bunt, B.J. & Dhakulkar, A., eds. *Contextualised open educational practices: Towards student agency and self-directed learning*. Cape Town: AOSIS. pp. 1-17.
- 5.1.67 Olivier, J. & Olivier, L. 2022. Digital multilingualism for social justice through localised self-directed open education. In Olivier, J., Du Toit-Brits, C., Bunt, B.J. & Dhakulkar, A., eds. *Contextualised open educational practices: Towards student agency and self-directed learning*. Cape Town: AOSIS. pp. 19-35.
- 5.1.68 Heymans, Y., Pool, J., Bisschoff, C., Christmals, C., Ebrahim, B., Koch, R. & Olivier, J. 2022. Second-year health students' perspectives on developing open educational resources. In Olivier, J., Du Toit-Brits, C., Bunt, B.J. & Dhakulkar, A., eds. *Contextualised open educational practices: Towards student agency and self-directed learning*. Cape Town: AOSIS. pp. 157-174.
- 5.1.69 Olivier, J. & Rambow, A. 2023. Contextualising Open Educational Resources in Higher Education. In Olivier, J. & Rambow, A., eds. *Open Educational Resources in Higher Education. Future Education and Learning Spaces*. Singapore: Springer. pp. 1-13.

Textbook chapters

- 5.1.70 Van Niekerk, A. & Olivier, J. 2014. Pragmatiek. In: Carstens, W.A.M. & Bosman, N., reds. *Kontemporêre Afrikaanse taalkunde*. Pretoria: Van Schaik. pp. 275-309.

- 5.1.71 Van Niekerk, A. & Olivier, J. 2017. Pragmatiek. In: Carstens, W.A.M. & Bosman, N., reds. *Kontemporêre Afrikaanse taalkunde*. 2de uitg. Pretoria: Van Schaik. pp. 329-363.
- 5.1.72 Olivier, J. 2021. School 4.0 in the context of the Fourth Industrial Revolution. In: Van der Westhuizen, P.C., ed. *Schools as organisations*. 5th ed. Pretoria: Van Schaik.

Editorship

- Books:

Olivier, J., ed. 2020. *Self-directed multimodal learning in higher education*. Cape Town: AOSIS. <https://doi.org/10.4102/aosis.2020.BK210>

Burgos, D. & Olivier, J., eds. 2021. *Radical Solutions for Education in Africa: Open education and self-directed learning in the continent*. Singapore: Springer. <http://doi.org/10.1007/978-981-16-4099-5>

Mentz, E., Laubscher, D. & Olivier, J., eds. 2021. *Self-Directed Learning: An imperative for education in a complex society*. Cape Town: AOSIS. <https://doi.org/10.4102/aosis.2021.BK279>

Olivier, J., Oojorah, A. & Udhin, W., eds. 2022. *Perspectives on Teacher Education in the Digital Age*. Singapore: Springer. <http://doi.org/10.1007/978-981-19-4226-6>

Olivier, J., Oojorah, A. & Udhin, W., eds. 2022. *Multimodal Learning Environments in Southern Africa: Embracing Digital Pedagogies*. Cham: Palgrave Macmillan. <http://doi.org/10.1007/978-3-030-97656-9>

Olivier, J., Du Toit-Brits, C., Bunt, B. & Dhakulkar, A., eds. 2022. *Contextualised open educational practices: Towards student agency and self-directed learning*. Cape Town: AOSIS. <https://doi.org/10.4102/aosis.2022.BK345>

Olivier, J. & Rambow, A., eds. 2022. *Open Educational Resources in Higher Education: A Global Perspective*. Singapore: Springer. <https://doi.org/10.1007/978-981-19-8590-4>

- Journals:

Section editor *Literator* journal (2020-2022)

Associate Editor *Journal of Learning for Development* (2023-)

5.2 Conference papers: national – South Africa (28 papers)

- 5.2.1 LSSA/SAALA/SAALT conference, Grahamstown (26-28 June 2011) – paper: *Accommodating and promoting multilingualism through blended learning*.
- 5.2.2 LSSA/SAALA/SAALT conference, Bloemfontein (25-28 June 2012) – two papers:
 - *Individual and family language planning: any language as long as it's English*
 - *Variasietaalkunde 2.0: 'n aanlyn gemeenskapswoordeboek as hulpmiddel by die onderrig van Afrikaanse taalvariasie*.
- 5.2.3 NWU Conference on Excellence in Teaching and Innovative use of technology (ETIT), Potchefstroom (30 October-1 November 2012) – paper: *Wik en weeg: wiki's in die taalvariasieklas*.

- 5.2.4 2nd Annual SRC Conference 2013, Sunninghill, Johannesburg (24-25 April 2013) – paper: *Indigenous languages of South Africa: the language debate in African universities.*
- 5.2.5 LSSA/SAALA/SAALT conference, Stellenbosch (1-4 July 2013) – two papers:
- *'Die gesin se taallaer brand af': language maintenance and language loss of Afrikaans-speaking immigrants*
- *Die DBAT: die onontginde diamant van die Afrikaanse taalkunde* (presented with Adri Breed).
- 5.2.6 NWU Scholarship of Teaching and Learning (SoTL) Conference 2013 (19-20 Nov. 2013) – paper: *Tell-tale signs: reflection towards effective teaching of academic writing* (presented with Louise Olivier).
- 5.2.7 Seminar: Afrikaanse omgangsvariëteite in die digkuns, NWU Potchefstroomkampus (27 Sept. 2014) – paper: *"Mar hierie dêng - daar's nie 'n man in Syd-Afrika hy kan hom yt hierie hand yt vat nie": spore van Gepidginiseerde Afrikaans as omgangsvariëteit.*
- 5.2.8 NWU Scholarship of Teaching and Learning (SoTL) Conference 2014 (30-31 Oct. 2014) – paper: *Inter(net)acting: student classroom feedback by means of a web-based response system.*
- 5.2.9 LSSA/SAALA/SAALT conference, Potchefstroom (24-26 June 2015) – two papers:
- *Blended learning in a first-year linguistics class: evaluating an interactive learning environment*
- *From writing apprehension to evaluation apprehension: apprehending Daly and Miller* (presented with Louise Olivier).
- 5.2.10 NWU Conference on Excellence in Teaching and Innovative use of technology (ETIT), Potchefstroom (9-11 November 2015) – paper: *Tabletrekenaars in 'n Afrikaanse sosiolinguistiekklas: hindernis of hulpmiddel?*
- 5.2.11 HELTASA, NWU, Potchefstroom (17-20 November 2015) – paper: *Migrating to screen: supporting digital natives' acceptance of their e-habitat through an interactive learning environment.*
- 5.2.12 Teaching and learning campus seminar 2016, NWU, Vanderbijlpark (1 Junie 2016) – paper: *It is in the bag: build, blend and becoming self-directed.*
- 5.2.13 Education Association of South Africa (EASA): Annual Conference, Parys (8-11 January 2017) – paper: *Learning/constructing an instant: exploring the impact of short instructional videos in a language classroom.*
- 5.2.14 NWU Scholarship of Teaching and Learning (SoTL) Conference 2017 (21-22 Sept. 2017) – paper: *Enhancing PhD self-regulated learning through reflective diaries* (presented with Gerda Wittmann).
- 5.2.15 NWU Conference on Excellence in Teaching and Innovative use of technology (ETIT), Potchefstroom (31 October – 2 November 2017) – paper: *Multimodal learning as intersemiotic translation: reflecting on equivalence in teaching a module through face-to-face and online modalities*
- 5.2.16 Education Association of South Africa (EASA): Annual Conference, Durban (14-17 January 2018) – paper: *Multimodal learning in a language module through contact and distance modes: moving from reflexive to diffractive pathways.*
- 5.2.17 NWU Annual Teaching and Learning Conference 2018, Potchefstroom (30-31 May 2018) – paper: *Exploring classification and quality criteria for OER in an Afrikaans language teaching context.*
- 5.2.18 Conference on SDL: Self-directed learning for the 21st century: implications for higher education (5-7 November 2018), Potchefstroom – paper: *Towards a*

- multiliteracies framework in support of self-directed learning through open educational resources.*
- 5.2.19 Keynote: NADEOSA (National Association of Distance Education and Open Learning in South Africa) Annual Conference, Roodepoort (3-5 July 2019): *Diffraction pathways in multimodal self-directed learning towards demiurgic access to open education practices.*
- 5.2.20 Keynote: International Conference on Information Literacy (ICIL), Vanderbijlpark (23-25 September 2019): *Information ethics literacy for self-directed multimodal learning through open educational resources.*
- 5.2.21 NWU Annual Teaching and Learning Conference 2020, Online (27-29 October 2020): *Only the lecturer knows best (not!): exploring the role of distant education students' voices in terms culturally appropriate self-directed multimodal learning.*
- 5.2.22 Three conference papers - 4th International Self-Directed Learning Conference, 3-5 November 2021:
- *Getting the flip right: A case for preparing self-directed mathematics teachers for the 21st century through metacognitive gains* (Celizma Lotz, Corné Kruger & Jako Olivier).
 - *Exploring self-directed language learning needs in a blended learning environment: Perspectives of Sesotho sa Leboa and isiZulu student teachers* (Jako Olivier, Matome Mabletja & Emmanuel Ngwenya).
 - *NWU OER Fellows: Fostering self-directed learning through an OER development programme* (Jako Olivier, Byron Bunt & Amit Dhakulkar).
- 5.2.23 5th International Self-Directed Learning Conference, 31 October - 2 November 2022: *Renewable assessments and self-directed learning: An apposite combination* (Amit Dhakulkar & Jako Olivier)

5.3 Conference papers: international (24 papers)

- 5.3.1 Belgische Kring voor Linguïstiek, Liege, Belgium (18 May 2012) – paper: *A choice between English or English: individual and family language planning in South Africa.*
- 5.3.2 MATSDA Conference, Limerick University, Ireland (9-10 June 2012) – poster: *Developing Wiktionary content for teaching principles of language variation content and research methods to graduate students.*
- 5.3.3 Twenty-first International Conference on Learning, New York, USA. (14-17 July 2014) – paper: *Bridging language barriers through e-learning in South African high schools.*
- 5.3.4 International Conference on Writing Research (15th SIG Writing Conference), Liverpool, UK (2-6 July 2016) – paper: *Writing myself to teach: self-directed writing among South African student teachers.*
- 5.3.5 CAES International Conference 2017 - Faces of English 2: Teaching and Researching Academic and Professional English, Hong Kong, China (1-3 June 2017) – paper: *Electronic resource selection towards effective EAP self-directed writing practice.*
- 5.3.6 Biennial Teaching-learning Colloquium, Gouda, The Netherlands (20-24 November 2017) NWU-Driestar Educatief – paper: *Playing multimodally and multilingually: language attitude planning by means of an educational game at university level.*
- 5.3.7 Approaches to Multimodal Digital Environments: from theories to practices (A-MODE), Rome, Italy (20-22 June 2019) – paper: *Situated and culturally appropriate self-directed multimodal learning for education students at a South African university.*

- 5.3.8 Fourth Open and Distance Learning Conference in Namibia: The Role of Open, Distance and eLearning in the 4th Industrial Revolution (4IR), 23-25 October 2019 Windhoek, Namibia – paper: Paving the way towards success in terms of the 4th Industrial Revolution: The affordances of multimodal multiliteracies (presented with Erkkie Haipinge).
http://www.nolnet.edu.na/files/downloads/49b_NOLNET%20Proceedings.pdf
- 5.3.9 Creative Commons Global Summit 2020, Online (19-24 October 2020) – paper: *Research trends on open education in Southern Africa since 2010: a systematic review and implications* (presented with Amit Dhakulkar).
- 5.3.10 Keynote: International Conference on Digital Content Management, Online (17 May 2021): *Research ethics for digital content management in a multimodal context: Data analytics and the evanescence of research participants*.
- 5.3.11 Keynote: ITEC 2021: International Teacher Education Conference, Cyprus, Online (29 July 2021): Student-centred multimodal learning: Facilitating student agency and self-directed learning online.
- 5.3.12 Open Education Global Conference, Online (27 September – 1 October 2021) – two papers:
- *Open translanguaging as internal localization: towards inclusive and equitable access of quality OER*
- *Making open visible: A multinational undergraduate student network for mapping OER* (with Tiago Soares, Tel Amiel, Yuliana Puerta, Andrea Beatriz Bartoli, Fatima Bdair, Luca Pelerino, Robson da Cruz de Mesquita and Sebastián Zapateiro Núñez).
- 5.3.13 NOMSA21 Open Up and Connect: Education in a Digital Era online conference (6-7 December 2021) – three papers:
- *A review of OER research in Southern Africa* (with Amit Dhakulkar)
- *The fellowship of the OER ring: How to tackle the dark lord of copyright* (with Amit Dhakulkar and Byron Bunt)
- *How to Create Commons: An overview of assorted libre creation tools* (with Amit Dhakulkar).
- 5.3.14 Open Educational Practices at Texas Woman's University (OEP@TWU): Working toward a More Equitable Classroom conference (20 April 2022): *Tools for Creating the Commons* (with Amit Dhakulkar).
- 5.3.15 Keynote: Perspectives in Teaching, Learning and Assessment During COVID 19 Pandemic MIER College of Education (20 May 2022): *Self-directed learning through renewable assessments: Students as producers in open education*.
- 5.3.16 Tenth Pan-Commonwealth Forum on Open Learning (PCF10) in Calgary, Canada (14-16 September 2022):
- Paper: *Towards sustainable open educational practices: The NWU OER Fellows as a Case Study* (with Amit Dhakulkar and Byron Bunt)
- Poster: Exploring the use of Open Education Practices in undergraduate, interprofessional collaborative learning (with Yolande Heymans, Christo Bisschoff, Baaqira Ebrahim, Jessica Pool, Rhea Koch, and Christmal Christmals).
- 5.3.17 Open Education for a Better World Eduscope 2022 in Nova Gorica, Slovenia (online attendance) – three papers:
- *Optimising an open education fellowship: Promoting open education at a South African university* (with Amit Dhakulkar)
- *Adapting a Constructivist Approach to Online Learning: Exploring Emerging Needs and the Way Forward* (with Sneha Bansal and Savita Sharma)

- *Developing an OER to support reading and writing in Dagbani* (with Musah Fuseini).
- 5.3.18 Keynote: Learning Loss in the context of Korea and Australia: eSymposium, 4-5 November 2022: *Learning loss across different education sectors: Losses, Opportunities and Student Success*.

5.4 Other presentations and lectures

- 5.4.1 PanSALB, NOWLPA and NWU Language Directorate International Translation Day (Potchefstroom, 22 October 2011): *Afrikaans idioms and their origins*.
- 5.4.2 North West Province Department of Sport, Arts and Culture – International Mother Language Day (Klerksdorp, 22 February 2013): *The development of Afrikaans: standardizing a 'moedertaal'*.
- 5.4.3 Short presentation on the use of WordSmith, Signature and AntConc in the digital humanities – Corpus Linguistics workshop (Potchefstroom, 20 February 2014).
- 5.4.4 Presentation on the use of computer applications in applied linguistics – Digital Humanities Discussion Group (Potchefstroom, 10 April 2014).
- 5.4.5 Discussion on Afrikaans spelling checkers with the focus on Skryfgoed 4 – 2014 Autumn Writing School, ATKV-Skryfskool, NWU (Potchefstroom, 27 March 2014).
- 5.4.6 Research Café (postgraduate students), Faculty of Education Sciences (Potchefstroom, 5 October 2015): *Academic writing*.
- 5.4.7 SDL Discourse (Potchefstroom, 15 February 2016): *To blend or not to blend: what's new, old or perhaps even wrong?*
- 5.4.8 Research Café (postgraduate students), Faculty of Education Sciences (Potchefstroom, 20 May 2016): *Academic writing skills: phrasing, paragraphing and editing*.
- 5.4.9 NWU Academic Support Services – Effective Teaching Strategies Workshop (Potchefstroom, 29 September 2016): *Blending in or blending out: using technology on the journey towards self-directedness*.
- 5.4.10 Research Café (postgraduate students), Faculty of Education Sciences (Potchefstroom, 19 May 2017): *Academic writing skills: phrasing, paragraphing and editing*.
- 5.4.11 Research Café (postgraduate students), Faculty of Education Sciences (Potchefstroom, 29 September 2017): *The importance of research ethics and applying for ethical clearance*.
- 5.4.12 Webinar, The “Belt and Road” Open Education Learning Week, Smart Learning Institute, Beijing Normal University (21 March 2018): *Opening up OER opportunities: exploring OER affordances for vocational education in South Africa*.
- 5.4.13 Professorial inaugural address (Potchefstroom, 17 August 2018): *Multimodaling and multilingualing: charting student (open) access and (communal) success through multiliteracies*.
- 5.4.14 Presentations at the NWU Open Access Week
 - *Being able to read open educational resources: exploring multiliteracies in support of equitable open knowledge* (22 October 2018, Vanderbijlpark).
 - *Decolonizing the curriculum and equitable open knowledge: affordances of localized open educational resources* (26 October 2018, Potchefstroom).
- 5.4.15 Presentation at Botswana Open University (Gaborone, Botswana, 19 November 2018): *Reusing and revising open educational resources: multiliteracies for open epistemological and demiurgic access*.

- 5.4.16 Research Café (postgraduate students), Faculty of Education Sciences (Potchefstroom, 26 January 2019): *Research ethics and applying for ethical clearance.*
- 5.4.17 Open Education Week: 24-Hour Global CC Network Web-a-thon (Online, 5 March 2019): *Exploring the multiliteracies to support access to OER in South Africa.*
- 5.4.18 Open Education Week, North-West University (Potchefstroom, 8 March 2019): *Introducing Open Educational Resources.*
- 5.4.19 Presentations at the University of Namibia (Windhoek, Namibia, 1 April 2019):
 - *Instructional equivalence and intersemiotic translation: multimodal learning through face-to-face and online modalities*
 - *A multiliteracies framework for self-directed learning by means of OER*
- 5.4.20 Open Access Week, North-West University (Potchefstroom, 21 October 2019): *Towards lingual equity: the language of open knowledge.*
- 5.4.21 Presentation on online language platforms at the launch of the VIVA Language and Language Teaching portal (Virtuele Instituut vir Afrikaans (VivA) Taalportaal en Taalonderrigportaal) for Afrikaans which also includes open educational resources. (Online, 21 May 2020)
<https://www.youtube.com/watch?v=gPO4YjfUHQo>
- 5.4.22 SDL Colloquium (Online, 17 July 2020): *Data gathering for research during COVID-19.*
- 5.4.23 Webinar presented for Nelson Mandela University Open Education Colloquium 20 Webinar Series: *Localizing open educational resources: promoting multilingualism through open education.* (Online, 23 September 2020).
- 5.4.24 Online presentation for the Belt and Road Science Education Forum 2020: *An overview of science education in South Africa* (Online, 9 November 2020).
- 5.2.25 Seminar hosted by UNISA's UNESCO Chair on Open Distance Learning (ODL): *Self-directed multimodal learning in the Open Distance Learning space* (Online, 11 November 2020).
- 5.2.26 Invited guest speaker – presentation: *Towards becoming researcher 3.0: shifting from lector/scriptor to socially responsible academic influencer.* Durban University of Technology Council Staff & Research and Innovation Awards Ceremony 2020 (Online, 15 December 2020).
- 5.2.27 Online webinar presented for the NWU Centre for Teaching and Learning: *Introduction to open licensing and copyright for open pedagogy.* North-West University, 3 March 2021.
- 5.2.28 Webinar presented for LEarning & Teaching INnovations (LET-IN R&D), Turkey: *Collaborative Learning and Assessment in Distance Education: Student-generated Short Videos*, 1 April 2021.
- 5.2.29 Online workshop presented for UNISA: *Researching open educational resources: Recent trends and opportunities in Southern Africa*, 19 April 2021.
- 5.2.30 Online webinar presented for the NWU Centre for Teaching and Learning: *Adaptation and localisation of open educational resources.* North-West University, 21 June 2021.
- 5.2.31 Online presentation as part of the International Online Course on “Management and Monitoring of Teaching Process in Virtual Space”, Iran, Online (15 July 2021): *Challenges of digital content production.*
- 5.2.32 Online workshop presented as part of the UNISA 2021 Open Distance and e-Learning Conference: *Teaching and researching for and with openness: Towards acculturation of open educational praxis.* UNISA, 3 August 2021.

- 5.2.33 Webinar *OER for Microlearning* as part of the Open Education Week, National eLearning Center, Kingdom of Saudi Arabia (10 March 2022) together with Rory McGreal, Wayne Mackintosh, Mpine Makoe and Rami Alsakran.
- 5.2.34 Presentation *E-Learning as a Catalyst for Human Capital Development in Africa: Perspectives from South Africa* at The Seventh Annual Multi Stakeholder Forum on Science, Technology and Innovation for the SDGs on 5 May 2022 at the invitation of the South African Department of Science and Innovation.
- 5.2.35 Panel member in the *Education in times of crises* seminar which was part of the UNESCO World Higher Education Conference 2022 with professors Daniel Burgos, Anita Tabacco, Jon Mason, Katherine Wimpenny & Saida Affouneh (17 May 2022).
- 5.2.36 Online webinar presented for e/merge Africa (24 May 2022): *OER and the Decolonisation of Education in Africa*.

5.5 Reviewing of articles and project proposals/research chairs

Reviews have been done for the following journals:

- 5.5.1 Southern African linguistics and applied language studies (June 2012; April 2016; March 2017; February 2019; April 2019; November 2020)
- 5.5.2 Tydskrif vir Nederlands en Afrikaans (March 2013; March 2018)
- 5.5.3 Per Linguam (August 2013; March 2014; January 2016; July 2017; May 2018; September 2019; March 2020; November 2020)
- 5.5.4 Occupational Health Southern Africa (December 2014)
- 5.5.5 LitNet Akademies (July 2015; July 2019; October 2019; November 2019; June 2020; July 2020; February 2021; November 2021; December 2021)
- 5.5.6 Reading & Writing (October 2015; March 2020; June 2020)
- 5.5.7 Suid-Afrikaanse Tydskrif vir Natuurwetenskap en Tegnologie (November 2015)
- 5.5.8 Literator (February 2016; July 2016; February 2018; April 2018; May 2018; February 2021)
- 5.5.9 Journal for Language Teaching (October 2016; November 2016; May 2017; November 2017)
- 5.5.10 Journal of Multilingual and Multicultural Development (April 2017)
- 5.5.11 Alternation (May 2017)
- 5.5.12 Language & Education (June 2017)
- 5.5.13 Stellenbosch Papers in Linguistics Plus (July 2017; July 2020)
- 5.5.14 South African Journal of African Languages (September 2017)
- 5.5.15 Computer Assisted Language Learning (October 2017; March 2018; May 2018; October 2019; February 2020; February 2021)
- 5.5.16 International Journal of Educational Technology in Higher Education (March 2018; January 2019; February 2020)
- 5.5.17 Language Matters (April 2018; February 2020)
- 5.5.18 Progressio (October 2018)
- 5.5.19 Stilet (May 2019; April 2020)
- 5.5.20 Journal of Education (January 2020)
- 5.5.21 Perspectives in Education (May 2020; June 2020; July 2020; August 2020)
- 5.5.22 Transformation in Higher Education (July 2020)
- 5.5.23 Action Learning (August 2020)
- 5.5.24 International Review of Research in Open and Distributed Learning (IRRODL) (February 2021)
- 5.5.25 Journal of e-Learning and Knowledge Society (February 2021)
- 5.5.26 International Journal of Interactive Multimedia and Artificial Intelligence (April 2021)

- 5.5.27 Tydskrif vir geesteswetenskappe (June 2021)
- 5.5.28 Acta Germanica (June 2021)

In addition, the following reviews have been done for the NRF (South African National Research Foundation):

- 5.5.29 NRF Project review: CSUR (An investigation into the Afrikaans system of address) – October 2013
- 5.5.30 DST/NRF/DHET/NSF Research Chairs in Post School Education and Training (Teaching and Learning in PSET) – May 2017.
- 5.5.31 Evaluation of a Human and Social Dynamics funding application – July 2018.
- 5.5.32 Reviewed two applications of the South African Research Chairs Initiative (SARChI) – September 2018.
- 5.5.33 NRF Evaluation and rating of researchers – September 2018; June 2020; September 2021.
- 5.5.34 NRF Evaluation of a Fulbright Scholar application – July 2020.

5.6 Postgraduate supervision

Completed (7 Master's studies and 3 PhD studies)

- 5.6.1 Supervisor: Mariska Nel (MA) 2012-2013 (Co-supervisor: Dr PL van Schalkwyk): *Joan Hambidge se idiolek oor die grense van genres: 'n korpuslinguistiese ondersoek* (awarded May 2014).
- 5.6.2 Supervisor: Ansie Kriel (MA) 2013-2014: *Alternatiewe funksies van Swartafrikaans* (awarded May 2015).
- 5.6.3 Supervisor: Carmen du Plessis (MA) 2013-2015 (Assistant supervisor: Prof. WAM Carstens) *Die aard van Standaardafrikaans in SABC-nuusbulletins* (awarded May 2015).
- 5.6.4 Supervisor: Annelise Theunissen (MA) 2013-2015 (Co-supervisor: Dr H Kotzé) *Taalbeleid in private hoëronderwys: AROS as gevalllestudie* (awarded May 2015).
- 5.6.5 Co-supervisor: Nadine Fouché (MEd) 2014-2015 (Supervisor: Dr Ria van den Berg) *Kohesiemerkergebruik in die skryfwerk van Afrikaanssprekende Graad 6-en Graad 9-leerders* (awarded May 2015).
- 5.6.6 Co-supervisor: Vonette Smit (MA) 2014-2017 (Supervisor: Dr Herculene Kotzé) *Die ontwikkeling van 'n opleidingsmodel wat gebruik maak van rekenaar-ondersteunde tolkopleidingstoepassings vir opvoedkundige tolking* (awarded May 2018).
- 5.6.7 Promoter: Mariska Nel (PhD) 2014-2017 *Outeurskapidentifikasie en mikroblogs: 'n eksploratiewe forensiese analise in 'n digitale era* (awarded May 2018).
- 5.6.8 Member of the doctoral committee: Carina Grobler (University of Antwerp, Belgium): *Designing a model for a technology-enhanced environment developing the oral interactional competence of beginner language learners* (awarded June 2020).
- 5.6.9 Promoter: Gerda Wittmann (PhD) 2016-2020 *Recommendations towards a self-directed blended learning programme for German Second Additional Language teachers* (awarded June 2021).
- 5.6.10 Co-supervisor: Celizma Lotz (MEd) 2017-2021 (Supervisor: Dr Corné Kruger) *Implementing a flipped-classroom approach for metacognitive gains to prepare mathematics student-teachers for the 21st century* (awarded October 2021).

Running (2 Master's and 1 PhD study)

- 5.6.11 Supervisor: Lorna Solomons (MEd) 2017- (Co-supervisor: Wanda van der Merwe) *Multimodal modelling of self-directed reading comprehension strategies in the Foundation Phase to improve comprehension skills.*
- 5.6.12 Co-supervisor: Marochelle Fouche (MEd) 2020- (Supervisor: Dr Molly van Niekerk): *Guidelines for School Management Teams for the integration of fourth industrial revolution technologies in secondary schools.*
- 5.6.13 Promoter: Marianne Mathee (PhD) 2018- *Enhancing the visual literacy of first-year university students by means of multimodal mobile learning.*

5.7 Postgraduate examining

- 5.7.1 University of the Free State – *Die invloed van 'n agent se taalaksies op 'n samelewing.* June 2011 – MA.
- 5.7.2 University of the Free State – *The Implication of Integrational Semantics for Functional Translation.* November 2013 – MA.
- 5.7.3 University of Pretoria – *Designing an academic reading course for first year Medical students doing Biochemistry at the University of Namibia - criteria, strategies, evaluation and reflection.* June 2016 – PhD.
- 5.7.4 Rhodes University – *The Tablet Teacher: evaluating early literacy through technology in Northern Sotho.* February 2017 – MA.
- 5.7.5 University of KwaZulu-Natal – *Language learning per decree at university level: Exploring South African Indian students' attitudes towards isiZulu as a compulsory module at the University of KwaZulu-Natal.* August 2017 – MA.
- 5.7.6 Stellenbosch University – *Exploring the perceptions of PGCE students regarding the potential utility of blogging for teaching and learning.* October 2017 – MEd.
- 5.7.7 University of Pretoria – *Mobile technology strategies incorporated in teaching and learning activities to support English Home Language.* May 2018 – MEd.
- 5.7.8 University of the Free State – *Merkers van nostalgie in Suid-Afrikaanse advertensies aan die hand van 'n deelteoretiese konstruk van die Sosiale Representasieteorie.* August 2018 – MA.
- 5.7.9 University of KwaZulu-Natal – *The experiences of high school English Home Language educators in preparing and delivering e-learning lessons to General Education and Training (GET) learners: a qualitative study.* January 2019 – MSoc.
- 5.7.10 University of Cape Town - *Integrating lecture recording to support flexible learning and responsive pedagogies in a dual mode undergraduate law degree.* March 2019 – MEd.
- 5.7.11 University of Pretoria – *Designing Open Education Resources to facilitate cognitive and intellectual diversity for grade 5 Science learners.* July 2019 – MEd.
- 5.7.12 Stellenbosch University – *Onderwyserperspektiewe aangaande vervlegte leer as onderrig- en leerbenadering tot taalonderrig vir die 21ste-eeuse leerder.* August 2019 – MEd.
- 5.7.13 North-West University – *Towards an improved subtitle intervention in educational contexts.* January 2020 – MA.
- 5.7.14 North-West University – *Towards a framework for assessing written threat texts for forensic linguistic purposes.* January 2020 – MA.
- 5.7.15 University of the Free State – *'n Korpusgebaseerde ondersoek na kohesiepatrone as moontlike stilistiese kenmerk van outeurstyl.* March 2020 – MA.
- 5.7.16 University of South Africa – *'n Korpuslinguistiese ondersoek na pragmatiese merkers in Omgangsafrikaans.* April 2020 – MA.

- 5.7.17 Rhodes University - *An analysis of intrasemiotic and intersemiotic relations of textual and visual modes in Namibian school science textbooks*. January 2021 – MEd.
- 5.7.18 University of Johannesburg - *The enhancement of teacher knowledge of ICT integration in the classroom*. March 2021 – MEd.
- 5.7.19 University of Johannesburg - *The experiences of students at a Private Higher Education Institution of a Proprietary Learning Management System*. June 2021 – MEd.

5.8 National Research Foundation (NRF), South Africa Rating

- 5.8.1 Rating (2017-2022): Y2 (Promising young researcher).
- 5.8.2 Rating (2023-2028): C2 (Established researcher)

5.9 Citation indices

- 5.9.1 Google Scholar: *h-index: 12; i10-index: 20*
- 5.9.2 Scopus: *h-index: 4*

5.10 Editorial boards

- 5.10.1 Member of the editorial board of the *Contemporary Language Teaching journal* – <http://www.cljournal.com/>
- 5.10.2 Member of the editorial board of the *Reading & Writing journal* – <https://rw.org.za/>

5.11 Advisory and academic boards

- 5.11.1 Member of the international academic board of the Open Spaces University, Morocco – <https://www.osu.ma/>.
- 5.11.2 Member of the advisory board of SlideWiki – <https://slidewiki.eu/>.
- 5.11.3 Member of the advisory board of Open Education for a Better World (OE4BW) – <https://oe4bw.org/>.

5.12 Research projects

I have acted as principal investigator for the following projects:

- 5.12.1 Multimodal multiliteracies in support of self-directed learning (MM-SDL) (2018-2020) [9 researchers and 1 assistant]. Funded by the South African National Research Foundation.
- 5.12.2 Exploring situated and culturally-appropriate self-directed multimodal learning (2019-2020) [1 researcher and 1 assistant].
- 5.12.3 Mapping of multimodal self-directed learning and OER at higher educational institutions in Southern Africa (2020-2022) [2 researchers and 1 assistant].
- 5.12.4 Towards self-directed multimodal learning of metaliteracy for open educational resource use and creation (2020-2022) [4 researchers and 1 assistant].
- 5.12.5 Renewable assessments for self-directed learning (2021-2022) [13 researchers and 1 assistant].

6. TEACHING PROFILE

6.1 University: Postgraduate/Honours degree level

- 6.1.1 Course in Open Education Design as part of the Master's in Leadership in Open Education (University of Nova Gorica, Slovenia): 2021-currently.

- 6.1.2 Afrikaans: Language and Society – Afrikaans and Dutch subject group (NWU, South Africa – AFLG673): 2011-2015.
- 6.1.3 Afrikaans: Text Editing – Afrikaans and Dutch subject group (NWU, South Africa – AFLG671): 2013.
- 6.1.4 Afrikaans: Sentence, text and context in language teaching practice – Afrikaans for Education subject group (NWU, South Africa – TOAF672): 2016-2017.
- 6.1.5 Afrikaans: Curriculum development and assessment in language teaching: technology in language teaching – Afrikaans for Education subject group (NWU, South Africa – TOAF612): 2016-2017.
- 6.1.6 Developing and Implementing Curricula and Assessment in Language Teaching: section on technology-assisted language learning – English for Education subject group (NWU, South Africa – LTCA671): 2016.
- 6.1.7 Honours student research project supervision, NWU, South Africa: 2011-2015; 2020.

6.2 University: undergraduate level

- 6.2.1 Computer Literacy (Vaal University of Technology, South Africa – Advanced Certificate in Education– First and second year): 2008-2009.
- 6.2.2 Afrikaans normative linguistics – Afrikaans and Dutch subject group (NWU, South Africa – first year AFNP111/AFLL111): 2011-2013; 2015.
- 6.2.3 Afrikaans language history – Afrikaans and Dutch subject group (NWU, South Africa – second year AFLL211): 2013; 2015.
- 6.2.4 Afrikaans syntax – Afrikaans and Dutch subject group (NWU, South Africa – third year AFNP321): 2010-2011.
- 6.2.5 Afrikaans sociolinguistics– Afrikaans and Dutch subject group (NWU, South Africa – third year AFNP311/AFLL321): 2011-2015.
- 6.2.6 Introductory course to Afrikaans : "*Dit kom van ver af*": *Historiese ontwikkeling van het Afrikaans als 17de eeus Nederlands tot het Afrikaans van vandaag* (University of Antwerp, Belgium, 6 weeks – April/May 2012).
- 6.2.7 Translation studies (NWU, South Africa – first to third year LAPP121/221/321): July-November 2012.
- 6.2.8 Afrikaans Communication – Afrikaans for Education subject group (NWU, South Africa – first year, AFKF122): 2015.
- 6.2.9 Afrikaans Communication – Afrikaans for Education subject group (NWU, South Africa – fourth year, AFKF412): 2016.
- 6.2.10 Afrikaans for Education: normative language – Afrikaans for Education subject group (NWU, South Africa – first year AFRE121): 2016- 2017.
- 6.2.11 Afrikaans for Education: sociolinguistics and language history – Afrikaans for Education subject group (NWU, South Africa – third year AFRE321): 2016-2017.
- 6.2.12 Afrikaans for Education: Text and curriculum in the Intermediate Phase – Afrikaans for Education subject group (NWU, South Africa – first year AFRI111): 2017.
- 6.2.13 Afrikaans for Education: Text and curriculum in the Senior Phase– Afrikaans for Education subject group (NWU, South Africa – first year AFRE112; contact and distance): 2017.
- 6.2.14 Afrikaans Communication: non-mother tongue– Afrikaans for Education subject group (NWU, South Africa – fourth year, AFKF413): 2017.
- 6.2.15 Afrikaans for Education: Spelling, semantics, and dictionary use for Education – Afrikaans for Education subject group (NWU, South Africa – first year AFRE122; contact and distance): 2017.

6.3 School level

- 6.3.1 Southern Sotho (Third Language) – Afrikaans High School Sasolburg, South Africa. Grade 8 to 12 (April to May 1999).
- 6.3.2 Administrating a reading laboratory – Sasolburg High School, South Africa. Grade 8 to 11 (2003-2004).
- 6.3.3 English Home Language and First Additional Language – Sasolburg High School, South Africa. Grade 8, 9 and 10 (2005).
- 6.3.4 Computer Studies HG – Sasolburg High School, South Africa. Grade 10 (2004-2005) and grade 11 (2005).
- 6.3.5 ICT and supply teaching – various schools in London, UK. (Sept. 2005-March 2007).
- 6.3.6 Information Technology, Computer Applications Technology and Afrikaans Home Language – Sasolburg High School, South Africa. Grade 10-12 (April 2007-August 2010).

7. ADMINISTRATIVE AND COMMITTEE WORK

7.1 North-West University Institutional level

- 7.1.1 Campus representative of Senate Ad Hoc Language Policy Task Team (2011).
- 7.1.2 Member of Campus Senate (August 2016 – May 2017).
- 7.1.3 NWU ITEA (Institutional Teaching Excellence Award) Evaluator: 2013 (two candidates) and 2016 (one candidate).
- 7.1.4 Member of the NWU Senate Committee for Research Ethics (2017 – 2022).
- 7.1.5 Member of the NWU Senate Committee for Research and Innovation (2019 – 2022).
- 7.1.6 Member of the NWU Open Educational Resources Sub-Committee (2019 – 2022).

7.2 Faculty level

- 7.2.1 Faculty subject advisor (NWU, Faculty of Arts): 2014-2015.
- 7.2.2 Was a member of the Faculty Board (NWU, Faculty of Education) as representative of the Campus Senate: 2016-2017.
- 7.2.3 Ad hoc member of Faculty M&D Programme Committee (NWU, Faculty of Education): two meetings in 2016.
- 7.2.4 Alternate member of the Research Committee (NWU, Faculty of Education Sciences) 2016.
- 7.2.5 Member of the Faculty of Education Research Ethics Committee (NWU): 2016 – 2022.
Chairperson of this committee from November 2016 – 2022.
- 7.2.6 Member of the Faculty Research and Innovation Committee (NWU), 2018 – 2022.
- 7.2.7 Member of the Faculty of Education's Faculty Board (NWU), 2018 – 2022.

7.3 School/Research entity level

- 7.3.1 Active member of the Research Unit for Language and Literature in the South African Context: 2010-2015.
- 7.3.2 Sub-programme leader: Linguistics – Research Unit for Language and Literature in the South African Context: 2013-2015.

- 7.3.3 Member of the Committee for Advanced Degrees, Research Unit for Language and Literature in the South African Context: 2014-2015.
- 7.3.4 Involved in student teaching evaluations as part of work-integrated learning (2015-2017).
- 7.3.5 Member of the Research Unit Self-directed Learning's Executive and Scientific committees (2018-2022).

7.4 Subject group level

- 7.4.1 Teaching at undergraduate and honours levels (see section 6).
- 7.4.2 Creation of print and e-study guides: AFLL111, AFLL321, AFLG673 and TOAF672 [Faculty of Arts] & AFRE112, AFRE122 & AFRI111 [Faculty of Education].
- 7.4.3 Moderation of papers: AFLL121, AFLL211, AFLL311 and AFLG672 (2011-2015); LPRA322 (Subtitling, NWU Vaal Triangle Campus 2015-2016); TRL810 (Human Language Technology, University of Pretoria): 2016.
- 7.4.4 Organised honours students' mini-dissertation colloquium: 2011, 2012 and 2014.

8. MEMBERSHIP OF PROFESSIONAL AND ACADEMIC BODIES

8.1 Membership

- 8.1.1 ICDE (International Council for Open and Distance Education)
- 8.1.2 ALT (Association for Learning Technology)
- 8.1.3 ISTE (International Society for Technology in Education) [536036]
- 8.1.4 SACE (South African Council of Educators) [P 1079783]
- 8.1.5 EASA (Education Association of South Africa)
- 8.1.6 NADEOSA (National Association of Distance and Open Learning in South Africa)
- 8.1.7 Southern African Linguistics and Applied Language Society (SALALS) – previously known as the LSSA (Linguistics Society of Southern Africa)
- 8.1.8 NSSA (Names Society of Southern Africa)
- 8.1.9 South African Academy for Science and Arts (Suid-Afrikaanse Akademie vir Wetenskap en Kuns)

8.2 Other

- 8.2.1 Appointed to the advisory board of SlideWiki (an online OER for presentation slides – <https://slidewiki.eu/>) (2018 onwards).
- 8.2.2 Member of the Creative Commons Global Network – <https://network.creativecommons.org/>
- 8.2.3 Open Spaces University International Academic Board – <https://www.osu.ma/international/>
- 8.2.4 Convener of the Network of OER and Multimodal Self-Directed Learning in Southern Africa (NOMSA) - <http://nomsa.org/>

9. LEADERSHIP AND MANAGERIAL EXPERIENCE

9.1 Work context

- 9.1.1 Member of the executive committee of the Research Unit for Language and Literature in the South African Context: 2014-2015.

- 9.1.2 Sub-programme leader: Linguistics – Research Unit for Language and Literature in the South African Context: 2013-2015; worked as part of the team that prepared for a successful external evaluation of the research unit.
- 9.1.3 Member of the Faculty Board (NWU, Faculty of Education): 2016-2017; 2018-2022.
- 9.1.4 Chairperson of Faculty of Education Research Ethics Committee (EduREC) from November 2016-2022.
- 9.1.5 Project leader for the Multimodal multiliteracies in support of self-directed learning (MM-SDL) project.
- 9.1.6 Active mentor for colleagues through co-writing of articles, postgraduate supervision and project participation.

9.2 Professional and academic bodies

- 9.2.1 Member of the executive committee of the LSSA – treasurer (February 2014 - June 2018) and webmaster (February 2011 - June 2018).
- 9.2.2 Member of the executive committee of the NSSA – webmaster (2012-currently).
- 9.2.3 Webmaster for ALASA (2013-2021).
- 9.2.4 Secretary of the Potchefstroom Working Community of the South African Academy for Science and Arts (2012-2015).

10. COMMUNITY SERVICE

10.1 Online contributions

- 10.1.1 Involved in the creation of open online resources (since 1996):
 - Sesotho Online (introduction to Southern Sotho) - <http://www.sesotho.org/>
 - Bukantswe (online Sesotho dictionary) - <http://bukantswe.sesotho.org/>
 - Teach IT za (IT teacher and learner resource) - <http://www.teachitza.com/>
- 10.1.2 Created and maintained conference websites for the following:
 - Fourth Conference on South African Children's and Youth Literature, 2012
 - 26th Conference of the Association for German Studies in Southern Africa, 2013

10.2 Media

- 10.2.1 Radio interview with IFM (radio station from Port Elizabeth) regarding the use of indigenous languages at university level (21/09/2011).
- 10.2.2 Radio interview with Valley FM (radio station based in Worcester) on the importance of mother-tongue education (01/03/2012).
- 10.2.3 Interview with Delia du Toit for *Taalgenoot* on SMS-Afrikaans (23/10/2014).
- 10.2.4 Radio interview with RSG (*Ons en die onderwys*) on the UNESCO Chair on Multimodal Learning and Open Educational Resources as well as self-directed learning (07/10/2018).
- 10.2.5 Radio interview with RSG (*Ons en die onderwys*) on self-directed learning, microlearning and open pedagogy (07/06/2020).
- 10.2.6 Radio interview with RSG (*Ons en die onderwys*) on the UNESCO Chair on Multimodal Learning and Open Educational Resources (26/07/2020).
- 10.2.7 Radio interview with RSG (*Ons en die onderwys*) on metaliteracy and self-directed (02/08/2020).

13. COMPUTER LITERACY

13.1 Experience in the following programming languages/software:

- 13.1.1 Turbo Pascal 7 (1995-1998)
- 13.1.2 HTML/JavaScript (1996-)
- 13.1.3 Java (1999-)
- 13.1.4 Visual Basic (2009-2010)
- 13.1.5 Borland Delphi 2 to 7 / Turbo Delphi / Embarcadero RAD Studio XE5 (1997-)

13.2 Extensive knowledge of the following software/platforms:

- 13.2.1 Microsoft Office 2003-2016, 365 (Word, Excel, Access and PowerPoint)
- 13.2.2 SMART Interactive Whiteboard Software
- 13.2.3 TurboCAD Professional
- 13.2.4 OpenOffice 4.1.2
- 13.2.5 Macromedia Dreamweaver MX 2007
- 13.2.6 Serif PagePlus X8
- 13.2.7 Audacity
- 13.2.8 WordSmith Tools 5
- 13.2.9 AntConc 3.2.1
- 13.2.10 Canva
- 13.2.11 IBM SPSS Statistics 22
- 13.2.12 Atlas.ti 8.0

13.3 Experience with learning management systems

- 13.3.1 Sakai (eFundi)
- 13.3.2 Moodle (using and setting up)
- 13.3.3 MiTeam
- 13.3.4 Google Classroom
- 13.3.5 Microsoft Teams

13.4 Communication software/platforms used regularly

- 13.4.1 Zoom
- 13.4.2 Google Meet
- 13.4.3 Microsoft Teams
- 13.4.4 Jitsi Meet
- 13.4.5 Skype

13.5 Software development

- 13.5.1 Created a subtitling training program *SuperTitle* for the use of training subtitlers at the Vaal Triangle Campus of the Potchefstroom University for CHE / NWU (2002-2003).
- 13.5.2 Created a Sesotho electronic dictionary, *Bukantswe* (2004), in Delphi - <http://www.sesotho.web.za/bukantswe/>
Available in extended online version since 2007: <http://bukantswe.sesotho.org>