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## **UPDATE ON RESEARCH ACTIVITIES AND RESEARCH OUTPUT 2014**

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**Compiled By:**

**Research and Postgraduate Studies Office**

**Great Zimbabwe University**

**P O Box 1235**

**Masvingo**

**Tel: +263 (39) 254085 ext 169/164**

**Efforts have been made to present the research output and research activities as accurately as possible, although errors might have arisen from the process of entering details of individual research. Any errors are regretted and will be corrected in the next issue of the publication.**

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## EDITORIAL

This publication gives an overview of research output and research activities at Great Zimbabwe University (GZU), for the year 2014. Research output documented herein is in the form of books, edited books, book chapters, articles in refereed journals and conference presentations, whilst research activities include public lectures, symposia, research projects, and doctoral graduates.

In summary, 2014 was a very productive year. A total of ten (10) books were produced. Of the ten (10), five (6) were authored while four (4) were edited by staff at GZU. The number of book chapters rose from thirteen (13) in 2013 to seventy three (73). This remarkable achievement was complemented by eighty six (86) articles that were published in various refereed journals. Seventy four (74) papers were presented at local and international conferences.

The year under review was also marked by several research activities, which include participation at the Research and Intellectual Expo Science Engineering Technology (RIE-SET) where we got prizes in some of the categories. The University also successfully organised one local and one international conference. In addition, various faculties conducted research workshops and research projects. Notably, four (4) academic members of staff obtained doctoral degrees. This achievement brings the total number of doctoral holders in the University to thirty-six (36).

Overall, the University has bright prospects of increasing its research output. This is against the backdrop of a steady increase in the number of registered doctoral students which is set to go a long way in further capacitating the academic members of staff towards conducting high quality research.



Prof P Gwirayi  
Director, Research and Postgraduate Studies

# Research Activities

## **SADC Food Security Research Project**

Mr. T. Murwendo and Mr. D. Chikodzi, lecturers in the Department of Physics, Geography and Environmental Sciences embarked on a SADC funded food security research project entitled, **Household food gardens: Effective and sustainable impact mitigation response to the HIV and AIDS epidemic in urban settlements in Zimbabwe**. The project was as a result of a subcontract by the Free State University, South Africa. SADC released a tune of \$82 135.00 towards the project.

The research project was expected to generate scientific evidence of the feasibility and cost-effectiveness of the use of sustainable, eco-friendly household food gardens in mitigating the impact of HIV and AIDS epidemic in Zimbabwe's urban centres. This would inform further evaluation and scale-up of suitable, best practice household food garden intervention in the urban centres.

## **Global education in teacher education: A comparative study: Australia-Zimbabwe - Sigauke, A., & Gwirayi, P.**

This research aimed at comparing views of pre-service teachers at a university in Australia with those of pre-service teachers at a similar institution in Zimbabwe on global education issues. This study is significant as it will lead to an exchange of information and resources between two countries: a developed country (Australia) and developing country (Zimbabwe). Two categories of data are expected from the study, one from each of the institutions resulting in three publications in peer-reviewed international journals.

## **Naletale National Monument Ambassador's Fund for Cultural Preservation (AFCP) Restoration Project**

The Naletale National Monument Ambassador's Fund for Cultural Preservation (AFCP) Restoration project workshop was held in Gweru from the 30<sup>th</sup> to the 31<sup>st</sup> of January 2014. It was one of the initial phases of kick starting the restoration project following the fund given to the National Museums and Monuments of Zimbabwe (NMMZ) by the American Embassy through the AFCP. The main aim of the workshop was to come up with a very comprehensive framework for the execution of the Naletale National Monument restoration and presentation project.

Most of the participants were drawn from the NMMZ based on their experience in dry stone conservation and exhibitions development. Participants were also drawn from the three local universities that are currently offering archaeology programmes namely, University of Zimbabwe (Harare), Midlands State University (Gweru) and Great Zimbabwe University which was represented by Mr. H. Chiwaura.

### **The Naletale AFCP Restoration Project 22 June -4 August 2014**



*GZU team: from left standing Melody Mutongomanya (anthropology student), Vongai Chinuwo (Heritage studies), Ramzy Mutema (Archaeology Studies) H. Chiwaura (Lecturer) Cuthbert Mutohodza (Archaeology Studies), kneeling from left Peggy Daka (Museum Studies) and Runyararo Gatsi (Archaeology, Museums and Heritage Studies)*

Following the recommendation of the workshop, GZU Archaeology Department was invited to participate in the restoration programme on the 22<sup>nd</sup> to the 4<sup>th</sup> of August 2014 and a team of 5 Archaeology, Heritage and Museum Studies led by Mr. H. Chiwaura attended the project at Naletale National Monument.





*Mr. C. Gutu delivering a lecture before commencing restoration*

### **Learning Outcomes for Students**

- Documentation of dry stone walls
- Team building
- Archaeological field techniques
- Networking

### **Deutscher Akademischer Austausch Dienst (DAAD) and Dialogue on Innovative Higher Education Strategies (DIES) Proposal Writing Workshop for Research Projects**



Four members of academic staff, Drs. E. Ganga, K. Chinyoka, P. Mabaso and Mrs S.I. Chingombe, participated in the Deutscher Akademischer Austausch Dienst (DAAD) and Dialogue on Innovative Higher Education Strategies (DIES) Proposal Writing Workshop for Research Projects that was held at the University of Cape Town from the 2<sup>nd</sup> to the 6<sup>th</sup> of June 2014 and from the 17<sup>th</sup> to the 21<sup>st</sup> of November 2014. The four were among the 33 participants who were selected from 120 applicants within the region. The workshop, which was fully funded by DAAD, the largest funding organisation in the world that support the international exchange of students and scholars, provides training to researchers and young PhD holders in developing promising research proposals for national or international research funding.



*DAAD DIES participants group photo*

### **Local Research Workshops**

Research workshops on how to write a publishable paper were conducted during the year. The workshops were aimed at improving the quality of publications by academic staff. The faculties of Agriculture and Natural Sciences, Commerce and Education, have participated in the workshops.



*Faculty of Commerce participants*





*Faculty of Commerce participants*



*Faculty of Agriculture and Natural Sciences participants*

## **Names of Society of Southern Africa (NSA) 18th Biennial International Conference**

Great Zimbabwe University (GZU) through the Faculty of Arts, in conjunction with Names Society of Southern Africa (NSA) organised and hosted the 18<sup>th</sup> biennial international conference that was held at Sprayview Hotel, Victoria Falls from 23 to 25 September 2014. NSA is a regional scholarly and academic organization committed to the study of names in Africa particularly Southern Africa. The conference brought together scholars and renowned academics from different parts of the world to discuss trends in onomastic practices under the theme “**The Way we Name Now: Reflections from the Falls**”.

The conference was well-attended with a total of sixty-three delegates from various parts of the world. Two (2) delegates were from Romania, one (1) from United States, twenty (20) from South Africa, four (4) from Zambia, one (1) from Botswana, one (1) from Lesotho, four (4) from Midlands State University, two (2) from Bindura University of Science Education and one (1) from Chinhoyi University of Technology. As a hosting university, GZU broke a record and had twenty-seven (27) academic staff who participated at the conference. A number of GZU lecturers who attended the conference became NSA members through affiliation.

Three GZU members were elected into the NSA Executive. Ms. T. Mangena was elected as the NSA Vice President while Mr. S. Ndlovu and L. Dube were elected as committee members.



*NSA conference group photo*





*NSA conference participants*

### **1<sup>st</sup> GZU Local Conference**

The Research and Postgraduate Studies Committee organised the first local conference that was held at the main campus from 7-8 October 2014 under the theme, **Knowledge, Culture and Sustainable Development in the 21<sup>st</sup> Century**. The conference was officially opened by the Acting Vice Chancellor, Dr. A. Chindanya. Prof. W. Magwa, Vice Chancellor, Reformed Church University gave the first keynote address entitled, 'In search of a new paradigm for African development: Voices from Zimbabwe'. The second keynote address was from Prof. L. O. Ugwuanyi, a visiting professor from University of Abuja in Nigeria. His presentation was entitled, 'African Philosophy and the creative art in Africa: What should they mean to each other and why?'. Twenty-four (24) academic staff presented papers at the conference. Foundational texts would be published out of the conference articles. The event was witnessed by academic staff from various faculties.



*Local conference participants*

## Research and Intellectual Expo-Science Engineering Technology (RIE-SET)

GZU participated at the Research and Intellectual Exposition – Science Engineering Technology (RIE-SET) that was held at the University of Zimbabwe from the 3<sup>rd</sup> to the 6<sup>th</sup> of September 2014 and won in the following categories:-

Visual Arts	-	First Position
Dance	-	Second Position
Poetry	-	Second Position
Choir	-	Third Position



*Mr. J. G. Mupondi and Ignatius Chitaba (a student in the Department of Curriculum Studies) displaying the visual arts at RIE-SET*



*GZU dance group performing at RIE-SET*



## **Zimbabwe Agenda for Sustainable Social and Economic Transformation (ZIMASSET) and the Post 2015 Development Agenda Conference**

The environmental club members through its patron, Mr. L. Chapungu, were involved in various research activities. Some research efforts have resulted in members being invited for conference presentations at the ZIMASSET and the Post 2015 Development Agenda Conference that was held on the 11<sup>th</sup> of September 2014 at Chevron Hotel, Masvingo. The club, through the Vice President Nomatter Mutero, a student in the Department of Physics, Geography and Environmental Science, presented a research titled “***Positioning the Environment in the ZIMASSET and the Post 2015 Development Agenda***”. The conference was organised by the Development Reality Institute (DRI), an NGO supported by the Government of Zimbabwe through the Ministry of Finance and UNDP to focus on enhancing awareness on and participation in achieving the Millennium Development Goals and the post 2015 development agenda.



*GZU Environmental Club Vice President Nomatter Mutero showing the position of the environment in the development matrix during her presentation*

In her presentation, the Vice President noted that the environment plays a pivotal role in the achievement of sustainable development. For Zimbabwe to realise its economic development goals there was need for a solid environmental-ethics grounding and a rich scientific understanding of natural and social systems. She also noted that Zimbabwe’s economic blue print (The ZIMASSET) had successfully mainstreamed environmental issues in most of its development strategies. There was potential for the economic blue print to achieve development goals without compromising the integrity of the environment.

The Director for DRI, Mr Verengai Mabika, expressed satisfaction in the participation of students in development issues especially in research and information dissemination. He encouraged students to continue producing fundable research proposals that his organisation can potentially fund.

The club sought to establish long term collaboration with organisations involved in environmental protection such as EMA, Mutirikwi Sub-catchment Council, Masvingo City Council and various other NGOs. Plans were underway to establish biodiversity hotspots in the province and experiments to assess the possibility of using water hyacinth in biogas production.



## 2014 Doctoral Graduates



**Dr Sylvester Dombo**

**Faculty of Arts, Department of History and Development Studies**

*Thesis title: Daily struggles: Private print media, the state and democratic governance in Zimbabwe in the case of the African Daily News (1956-1964) and the Daily News (1999-2003)*

*Supervisor: Dr. Thembisa Waetjen, University of KwaZulu-Natal*

### **Abstract**

This thesis employs Jurgen Habermas' theory of public sphere as an analytical tool to consider the role played by two popular private newspapers in the struggle for democracy in Zimbabwe, one case from colonial Rhodesia and the other from the post-colonial era. It argues that, functioning under repressive political regimes and in the absence of credible opposition political parties or as a platform for opposition political parties, the *African Daily News*, between 1956-1964 and the *Daily News*, between 1999-2003, played a fundamental role in opening up spaces for political freedom in the country. Each was ultimately shut down by the respective government of the time. The newspapers allowed reading publics the opportunity to participate in politics by providing a daily analytical alternative, to that offered by the government and the state media, in relation to the respective political crises that unfolded in each of these periods. The thesis examines both the information policies pursued by the different governments and the way these affected the functioning of private media in their quest to provide an 'ideal' public sphere. It explores issues of ownership, funding and editorial policies in reference to each case and how these affected the production of news and issue coverage. It considers issues of class and geography in shaping public response. The thesis also focuses on state reactions to the activities of these newspapers and how these, in turn, affected the activities of private media actors. Finally, it considers the cases together to consider the meanings of the closing down of these newspapers during the two eras under discussion and contributes to the debates about print media vis-a-vis the new forms of media that have come to the fore.



**Dr Gamuchirai Tsitsi Ndamba**  
**Faculty of Education, Department of Teacher Development**

*Thesis title: A critical review of policy on language-in-education for Africa: A case of Zimbabwe*

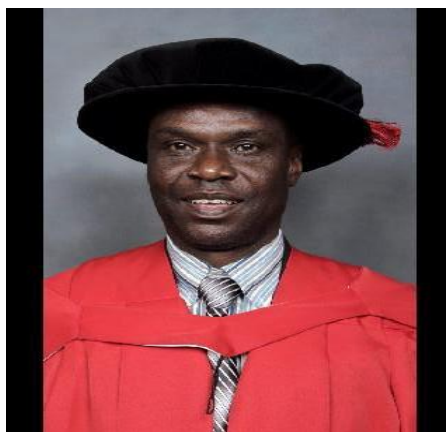
*Supervisor: Professor M. M. Van Wyk, University of South Africa*

**Abstract**

There is overwhelming evidence the world over on the pedagogical benefits of learning in the mother language. Zimbabwe recognized this significant role played by the mother tongue in education when a policy enshrined in the 1987 Education Act was enunciated. The language-in-education policy, which was amended in 2006, allows mother tongue usage up to Grade Seven. Contrary to the stated policy, primary school teachers continue to use English as the medium of instruction in primary schools. The purpose of this study was thus to explore the barriers that rural primary school teachers face in implementing the proposed policy in Masvingo District of Zimbabwe. Literature suggests that factors that inhibit implementation of a mother tongue education policy in ex-colonial African countries include state-related factors, uninformed language myths and language attitudes which support the dominant role of English. The postcolonial theory paradigm guided this study since the intention was to conduct the research as well as to contribute to how to generate teachers' participation in mother tongue policy implementation in a postcolonial context. A qualitative case study was employed where semi-structured open ended questionnaires, focus group discussions and individual interviews were used to collect data. Fifteen rural primary school teachers, three school heads and two District Schools Inspectors were purposefully selected to participate in the study. It emerged from the study that all the participants were not knowledgeable about the stipulations of the 2006 language-in-education policy. The major barriers identified include inadequate policy dialogue, unavailability of educational material resources in the mother tongue, language attitudes and individual teacher concerns which contribute to low self-efficacy. A critical analysis of the barriers to implementation success indicates that they are mainly related to postcolonial mentality where language attitudes are deeply entrenched in people's minds. Participants believed that the challenges they faced could be resolved and they proposed some intervention strategies. The study recommends that teacher education institutions should spearhead the designing of professional development modules that impart knowledge and skills on the implementation of additive bilingual education in primary schools.

**Key Words**

Mother tongue education; language-in-education policy; postcolonial theory; barriers to policy implementation; implementation failure; language attitudes; additive bilingualism; subtractive bilingualism; teacher education; implementation strategies.



**Dr Martin Musengi**  
**Faculty of Education, Department of Special Needs Education**

*Thesis title: The experience of teaching in residential schools for the deaf in Zimbabwe*  
*Supervisor: Professor Claudine Storbeck, University of the Witwatersrand*

### **Abstract**

The study sought to explore what hearing teachers know and believe about teaching deaf pupils in the three residential schools for the deaf in Zimbabwe. This was done in order to understand the meaning these teachers attach to the experience of teaching deaf learners. The study therefore highlighted how the teachers define deafness, how they perceive deaf children's ability to learn as well as what and how these pupils should be taught. This was done so as to explore the teachers' beliefs and convictions which underlie their everyday practice therefore uncovering the meaning they attach to teaching. Specifically, the study addressed the following questions: What is the meaning of teaching for hearing adults who teach deaf children in residential schools for the deaf in Zimbabwe? What do hearing teachers believe about deaf pupils' ability to learn? What do hearing teachers know about teaching deaf learners in separate residential institutions? How do hearing teachers' knowledge and beliefs relate to their experience of teaching deaf children? The study was premised on the notion that how the teachers experience teaching also informs and reinforces their beliefs and knowledge which in turn inform the teachers' experiences. Exploring this reciprocal relationship has the potential to give vital insights into initial specialist teacher-education and continuing professional development in deaf education.

A combined qualitative design informed by phenomenology and anthropology was used to collect and analyse data for the study. First, documents that inform teacher-education and other documents regulating education and disability issues in Zimbabwe were collected and analysed, largely in order to determine the context of the experience of teaching deaf pupils. Second, I provided and analysed data on my own experiences as a teacher of deaf pupils in an autoethnography. Recollection of autoethnographic data was chiefly aided by interactive introspection with other teachers of deaf pupils and the reading of critiques that were written by my superiors about my lessons at that time. Third, a focus group of up to six specialist teachers and another of the same number of non-specialist teachers discussed deaf education at each of the three residential schools. Finally, twelve teachers and the principals of the three special schools were individually interviewed. Altogether the study had fifty participants.

The study found that many teachers had hearing attitudes towards deafness. These attitudes reflected beliefs about the superiority of hearing and speaking and this informed teachers' beliefs that deaf children were deficient learners with language and experiential deficits which required remedial, therapeutic and vocational teaching. Zimbabwean Sign Language was also believed to be a deficient system of communication which teachers learned informally from their deaf pupils and which needed to be improved in order for it to become more useful for academic purposes. Challenges in deaf education were largely attributed to the learners' deficiencies and unreasonable policies in deaf education. Even though specialist and non-specialist teachers tended to have similar perceptions, the non-specialists were more introspective and they more openly acknowledged their personal deficiencies as teachers. The non-specialist teachers also raised more subject-specific challenges of teaching deaf learners. It was concluded that specialist training might be de-sensitising teachers so that they were less aware of the virtues of introspection and the need for imparting academic content, rather than dwelling on perceived deficiencies. From the teachers' accounts of their experiences, four core narratives were constructed: the heroic, martyr, surrogate parent and handicapped helper. In each type of story the meaning of teaching deaf learners is experienced in an essentially different manner. It is recommended that in order to improve the experience of teaching, it is important to critically reflect on the kinds of stories teachers are living by, and how these stories are sustained in classrooms, schools, teacher-education and in society generally. This study concludes by making other related recommendations which may improve the experience of teaching in the residential schools for the deaf in Zimbabwe.

### **Keywords**

Deaf education, Zimbabwe, teaching, deficiency, pathological, cultural, normal

**Dr Jemitias Mapira**  
**Faculty of Agriculture and Natural Sciences, Department of Physics, Geography and**  
**Environmental Science**

*Thesis title: Zimbabwe's environmental education programme and its implications for sustainable development*

*Supervisor: Professor L. L. L. le Grange, Stellenbosch University*

### **Abstract**

The study assesses Zimbabwe's environmental education programme after the promulgation of the Environmental Management Act of 2002. It finds that the dominant approach to environmental education in the country focuses on transmitting facts about the environment rather than on actions that could be taken for the environment. Furthermore, it was found that many of the research subjects lacked an in-depth knowledge of concepts such as environmental education, sustainable development and education for sustainable development. As a consequence environmental crimes such as land degradation, veld fire outbreaks, deforestation and poaching of wildlife remain challenges. Recommendations are made as to how environmental risk positions in the country could be improved.

## RESEARCH OUTPUT

### Name of author

### Publication

#### Books

**Dakwa, F. E.**

(2014). *Poems for teens*. Houston TX, United States of America: Strategic Book Publishing and Rights Co.

**Dube, L.,** Chikwiri, E.,  
Smith, A., Thomas, J. &  
Mudaala, E.

(2014). *Zambia early childhood development teacher's guide*. Lusaka, Zambia: Pearson Zambia Ltd.

**Dube, L.,** Chikwiri, E.,  
Smith, A., Thomas, J. &  
Mudaala, E.

(2014). *Zambia early childhood development pupil's book*. Lusaka, Zambia: Pearson Zambia Ltd.

**Mupfumire, I. M. &  
Jinga, N.**

(2014). *Clothing care manual*. Houston: Strategic Book Publishing and Rights Co.

**Nyoni, T. & Nyota, S.**

(2014). *Kudzidza nokudzidzisa zvirungamutauro*. Pretoria: Simba Guru Publishers.

#### Edited Books

**Dakwa, F. E.**

(2014). *Reflections on disability: An African voice*. Houston TX, United States of America: Strategic Book Publishing and Rights Co.

**Mawere, M. &  
Mubaya, T. R.**

(2014). *African cultures, memory and space: Living the past in the presence in Zimbabwean Heritage*. Cameroon, Mankon, Bamenda: Langa Research and Publishing Common Initiative Group:

**Siyakwazi, B. J.**

(2014). *In search of approaches for effective teaching, Revisited*. Booklove Publishers: Gweru.

**Zvobgo, R. J.**

(2014). *Contemporary issues in education*. College Press: Harare



### Book Chapters

- Chabata, F. & **Chiwaura, H.** (2014). Memory, space and contestations in living traditions: The case of Chitungwiza chaChaminuka Shrine in Zimbabwe. In M. Mawere and T. R. Mubaya, (Eds.), *African cultures, memory and space: Living the past in the presence in Zimbabwean heritage* (pp. 65-80). Mankon, Bamenda, Cameroon: Langaa Research and Publishing Common Initiative Group.
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- Chipatiso, D. P.** (2014). Seminar as a teaching method. In B. J. Siyakhwazi, (Ed.), *In search of approaches for effective teaching. Revisited.* (pp. 143-151). Gweru: Booklove Publishers.
- Chiwaura, H. & Mubaya, T.R.** (2014). Legislation and management of heritage landscapes in Zimbabwe. In M. Mawere and T. R. Mubaya, (Eds.), *African cultures, memory and space: Living the past in the presence in Zimbabwean heritage* (pp. 41-64). Mankon, Bamenda, Cameroon: Langaa Research and Publishing Common Initiative Group.
- Dakwa, F. E.** (2014). Attention deficit hyperactivity disorder: Is it a behavior disorder or a learning disability? In F. E. Dakwa, (Ed.), *Reflections on disability* (pp. 1-11). Houston, United States of America: Strategic Book Publishing and Rights Co.
- Dakwa, F.E** (2014). Inclusion of learners with disabilities in mainstream settings. In F. E. Dakwa, (Ed.), *Reflections on disability* (pp. 52-63). Houston, United States of America: Strategic Book Publishing and Rights Co.

Name of author	Publication
<b>Dakwa, F. E.</b>	(2014). Selected teaching and learning approaches for the gifted child. In B. J. Siyakhwazi, (Ed.), <i>In search of approaches for effective teaching. Revisited.</i> (pp. 152-164). Gweru: Booklove Publishers.
<b>Dakwa, F. E.</b>	(2014). Interview method. In C. I. O. Okeke and M. Van Wyk. <i>Educational research: An African approach</i> (pp. 293-312). Southern Africa: Oxford University Press.
<b>Dekeza, C.</b>	(2014). Brainstorming. In B. J. Siyakhwazi, (Ed.), <i>In search of approaches for effective teaching. Revisited.</i> (pp. 476-482). Gweru: Booklove Publishers.
<b>Dlomo, T. &amp; Mugweni, R.</b>	(2014). Physical education opportunities for early childhood. In R. Diehl, (Ed.), <i>Physical development in early childhood and pre-primary education 'A'</i> (pp. 1-47). Windhoek, Namibia: NAMCOL.
<b>Dlomo, T. &amp; Mugweni, R.</b>	(2014). Developing gross motor movements. In R. Diehl, (Ed.) <i>Physical development in early childhood and pre-primary education 'A'</i> (pp. 49-94). Windhoek, Namibia: NAMCOL.
<b>Dlomo, T. &amp; Mugweni, R.</b>	(2014). Developing fine muscles. In R. Diehl, (Ed.), <i>Physical development in early childhood and pre-primary education 'A'</i> (pp. 95-117). Windhoek, Namibia: NAMCOL.
<b>Dube, L.</b>	(2014). Free-paly activity as a teaching approach. In B. J. Siyakhwazi, (Ed.), <i>In search of approaches for effective teaching. Revisited.</i> (pp. 347-359). Gweru: Booklove Publishers.
<b>Dzingayi, S. &amp; Mubaya.T.R.</b>	(2014). Traditional dance as intangible heritage: In defense of the perpetuation of traditional dance and music in Zimbabwe. In M. Mawere and T. R. Mubaya, (Eds.), <i>African cultures, memory and space: Living the past in the presence in Zimbabwean heritage</i> (pp. 135-160). Mankon, Bamenda, Cameroon: Langaa Research and Publishing Common Innitiative Group.
<b>Ganga, E.</b>	(2014). The questionnaire technique. In B. J. Siyakhwazi, (Ed.), <i>In search of approaches for effective teaching. Revisited.</i> (pp. 8-20). Gweru: Booklove Publishers.

Name of author	Publication
<b>Gonye, J.</b>	(2014). Learner-centred approach/child-centred learning/student centred learning. In B. J. Siyakhwazi, (Ed.), <i>In search of approaches for effective teaching. Revisited.</i> (pp. 289-302). Gweru: Booklove Publishers.
<b>Gunhu, R. M.</b>	(2014). The play centre. In B. J. Siyakhwazi, (Ed.), <i>In search of approaches for effective teaching. Revisited.</i> (pp. 515-524). Gweru: Booklove Publishers.
<b>Hlupo, T.</b>	(2014). Games as a teaching method. In B. J. Siyakhwazi, (Ed.), <i>In search of approaches for effective teaching. Revisited.</i> (pp. 332-339). Gweru: Booklove Publishers.
<b>Hlupo, T.</b>	(2014). Panel discussion as a teaching method. In B. J. Siyakhwazi, (Ed.), <i>In search of approaches for effective teaching. Revisited.</i> (pp. 340-346). Gweru: Booklove Publishers.
<b>Kondo, F.</b>	(2014). Panel/round-table. In B. J. Siyakhwazi, (Ed.), <i>In search of approaches for effective teaching. Revisited.</i> (pp. 504-514). Gweru: Booklove Publishers.
<b>Konyana, E.G.</b>	(2014). Euthanasia in Zimbabwe? Reflections on the management of terminally-ill persons and the dying in Ndau traditions of Chimanimani and Chipinge, south-east Zimbabwe. In O. L. Danoye, (Ed.), <i>Death and life after death in African philosophy and religions: A multi-disciplinary engagement</i> (pp. 115-131). Harare: Africa Institute for Culture, Peace, Dialogue and Tolerance Studies.
<b>Konyana, S. &amp; Konyana, E.G.</b>	(2014). Cultural dynamism: Interrogating the source of conflict on death and post-burial practices among the Ndau people of Chipinge District in Zimbabwe. In O. L. Danoye, (Ed.), <i>Death and life after death in african philosophy and religions: A multi-disciplinary engagement</i> (pp. 202-218). Harare: Africa Institute for Culture, Peace, Dialogue and Tolerance Studies.
<b>Kufakunesu, M.</b>	(2014). The laboratory approach to teaching. In B. J. Siyakhwazi, (Ed.), <i>In search of approaches for effective teaching. Revisited.</i> (pp. 32-42). Gweru: Booklove Publishers.

Name of author	Publication
<b>Mabuto, M. P.</b>	(2014). Demonstration method of teaching. In B. J. Siyakhwazi, (Ed.), <i>In search of approaches for effective teaching. Revisited.</i> (pp. 428-436). Gweru: Booklove Publishers.
<b>Machingura, V.</b>	(2014). Using portfolios in teaching. In B. J. Siyakhwazi, (Ed.), <i>In search of approaches for effective teaching. Revisited.</i> (pp. 198-206). Gweru: Booklove Publishers.
<b>Madzanire, D.</b>	(2014). Simulation as a teaching strategy. In B. J. Siyakhwazi, (Ed.), <i>In search of approaches for effective teaching. Revisited.</i> (pp. 127-135). Gweru: Booklove Publishers.
<b>Madzivadondo, T.</b>	(2014). Resource person. In B. J. Siyakhwazi, (Ed.), <i>In search of approaches for effective teaching. Revisited.</i> (pp. 179-187). Gweru: Booklove Publishers.
<b>Madzokere, N.</b>	(2014). "Let the children come to me!". A reflection on the plight of children in post-colonial Zimbabwe in light of Mark 10:13". In L. Togarasei & J. Kugler (Eds.), <i>The bible and children in Africa</i> (pp. 43-61). Bamberg: University of Bamberg Press, Germany: Bible in Africa Studies 17.
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