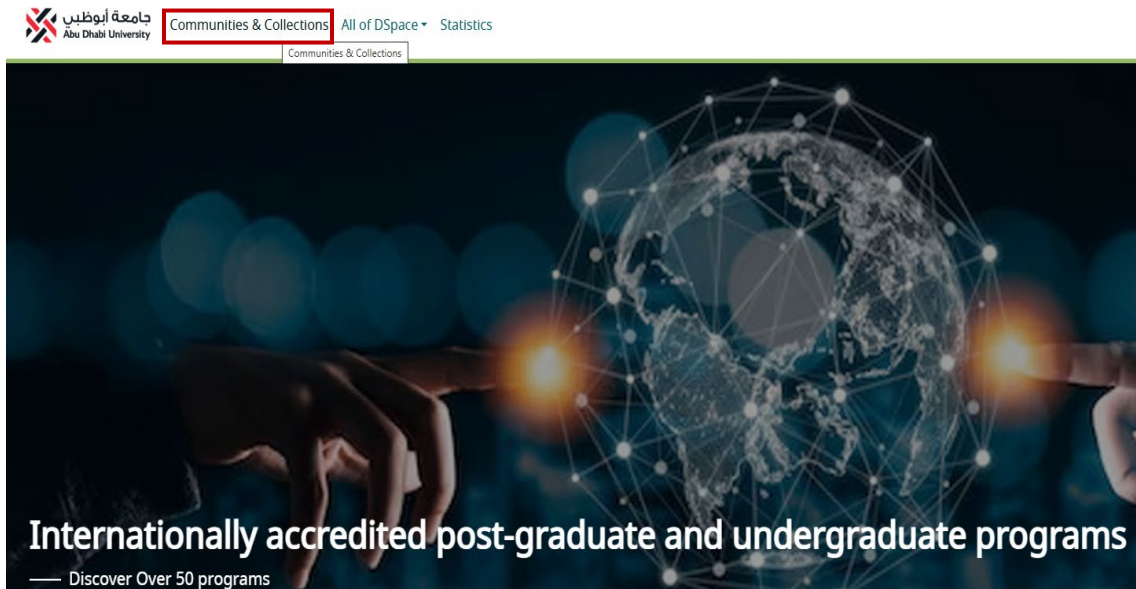


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Revitalizing pedagogy: Integrating indigenous knowledge and practices into higher education disciplines

(IGI Global, 2025) Tariq, Muhammad Usman

International education systems characterized largely by colonial influences have commonly marginalised Indigenous knowledge and worldviews in favour of Western frameworks. This legacy has limited educational experience by consolidating colonial languages, histories, and pedagogies, almost removing the cultural essence and richness of Indigenous view. In a world of globalized and multicultural people, decolonizing education and interweaving Indigenous knowledge has become a necessity for building inclusive and culturally aware learning environments. Indigenous knowledge is a holistic worldview that combines spirituality, community, and environment, it wo

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(Bilingual Publishing Group, 2025) Alhajji, Reem Abdalla Yousif; Almansoori, Afra Ghareeb; Alyammahi, Aisha

This research examines the integration of Artificial Intelligence (AI) within the English as a Foreign Language (EFL) educational sector in the United Arab Emirates (UAE), focusing on policy implementation, pedagogical implications, and practical applications. As AI rapidly transforms educational methodologies through personalized learning experiences and increased accessibility, this study investigates its long-term impact on education equity, the evolving roles of educators, and curriculum alignment with the demands of future job markets. The data collection method involved semi-structured interviews with 67 employees from the Ministry of Education, conducted

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(IGI Global, 2025) Tariq, Muhammad Usman

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Revitalizing pedagogy: Integrating indigenous knowledge and practices into higher education disciplines

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Date

2025

Authors

Tariq, Muhammad Usman

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Abstract

International education systems characterized largely by colonial influences have commonly marginalised Indigenous knowledge and worldviews in favour of Western frameworks. This legacy has limited educational experience by consolidating colonial languages, histories, and pedagogies, almost removing the cultural essence and richness of Indigenous view. In a world of globalized and multicultural people, decolonizing education and interweaving Indigenous knowledge has become a necessity for building inclusive and culturally aware learning environments. Indigenous knowledge is a holistic worldview that combines spirituality, community, and environment, it would be a good thing to include in conventional curricula. Incorporating Indigenous perspectives validates and moves towards cultural relevance, environmental stewardship, and critical global citizenship in addition to incorporating diversity of mind.

Keywords: pedagogy, knowledge ,practices,education

Citation

Tariq, M. U. (2025). Revitalizing Pedagogy: Integrating Indigenous Knowledge and Practices Into Higher Education Disciplines. In Indigenous Teaching Disciplines and Perspectives for Higher Education (pp. 379-400). IGI Global Scientific Publishing.

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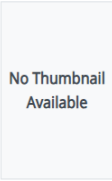
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The Nobel family



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Date

2024-03

Authors

Tol, Richard S. J.

Publisher

Springer

Abstract

Nobel laureates cluster together. 696 of the 727 winners of the Nobel Prize in physics, chemistry, medicine, and economics belong to one single academic family tree. 668 trace their ancestry to Emmanuel Stupanus, 228 to Lord Rayleigh (physics, 1904). Craig Mello (medicine, 2006) counts 51 Nobelists among his ancestors. Chemistry laureates have the most Nobel ancestors and descendants, economics laureates the fewest. Chemistry is the central discipline. Its Nobelists have trained and are trained by Nobelists in other fields. Nobelists in physics (medicine) have trained (by) others. Economics stands apart. Openness to other disciplines is the same in recent and earlier times. The familial concentration of Nobelists is lower now than it used to be. © The Author(s) 2024.

Keywords

A14, Academic genealogy, D85, Nobel prize, Research training

Citation


Tol, R. S. (2024). The Nobel family. *Scientometrics*, 129(3), 1329-1346.

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