

Unizulu Nrf Application Forms For 2015

One World, Many Knowledges Halvorsen, Tar,Vale, Peter.2016-05-12 Various forms of academic co-operation criss-cross the modern university system in a bewildering number of ways, from the open exchange of ideas and knowledge, to the sharing of research results, and frank discussions about research challenges. Embedded in these scholarly networks is the question of whether a 'global template' for the management of both higher education and national research organisations is necessary, and if so, must institutions slavishly follow the high-flown language of the global 'knowledge society' or risk falling behind in the ubiquitous university ranking system? Or are there alternatives that can achieve a better, 'more ethically inclined, world? Basing their observations on their own experiences, an interesting mix of seasoned scholars and new voices from southern Africa and the Nordic region offer critical perspectives on issues of inter- and cross-regional academic co-operation. Several of the chapters also touch on the evolution of the higher education sector in the two regions. An absorbing and intelligent study, this book will be invaluable for anyone interested in the strategies scholars are using to adapt to the interconnectedness of the modern world. It offers fresh insights into how academics are attempting to protect the spaces in which they can freely and openly debate the challenges they face, while aiming to transform higher education, and foster scholarly collaboration. The Southern African-Nordic Centre (SANORD) is a partnership of higher education institutions from Denmark, Finland, Iceland, Norway, Sweden, Botswana, Namibia, Malawi, South Africa, Zambia and Zimbabwe. SANORD's primary aim is to promote multilateral

research co-operation on matters of importance to the development of both regions. Our activities are based on the values of democracy, equity, and mutually beneficial academic engagement. Strengthening Postgraduate Supervision Sioux McKenna, Jenny Clarence-Fincham, Chrissie Boughey, Harry Wels, Henk van der Heavel. 2017-03-22 An excellent collection of diverse and deeply reflective perspectives. All offer insights into the multiple challenges confronted in improving the quality and depth of postgraduate supervision, increasing throughput, and dealing with complexity. What is also affirmed is the importance of individual capability in supervision that is developed and nurtured over time, and through arduous effort. The book will be of value to novice supervisors and to more experienced ones. Policy makers, planners and administrators looking to enlarge their understanding of the postgraduate terrain in all its complexities will find the mix of theoretical and practical lenses through which the topic is approached particularly illuminating. - Professor Narend Baijnath, Chief Executive Officer, Council on Higher Education

Linking Universities and Marginalised Communities Glenda Kruss, Michael Gastrow. 2015 South African universities are mandated to promote scholarship that is socially and economically responsive to local contexts. The contribution of universities to innovation is a key driver of economic and social development, but should be more effectively harnessed to address poverty and inequality. Linking Universities and Marginalised Communities examines how South African universities engage with the informal sector in marginalised communities to improve livelihoods through inclusive innovation. The knowledge imperatives of universities are explored in relation to the public good and social justice, and the roles of innovation and technology transfer. Case studies provide examples of coherence between teaching, research, innovation and community engagement, and illustrate the enablers and constraints to such interaction--Page 4 of cover.

Postgraduate Study in South Africa Liezel Frick.2016-11-21 The book explores concerns about the lack of higher education transformation around issues of equity, curriculum reform, language and race, and how students navigate higher education complexities. Students' self-reflective abilities, creativity and pragmatic approaches to surviving and succeeding are indicators that postgraduate student success is as much internally as externally determined. Each chapter speaks from a uniquely South African perspective. The editors have tried to remain true to the voice of each contributor, while simultaneously providing a coherent body of scholarly work.

Self-directed Learning Research: An Imperative for Transforming the Educational Landscape Izak Oosthuizen.2016 This book will benefit specialists in the field of the education sciences. It represents significant progress in knowledge production. Self-directed learning has become increasingly important, not only for education in South Africa but also for education sciences in the international arena. This is a result of the changing education landscape, caused by the demands of the 21st century as well as the rapid change in knowledge production. Learners should be equipped with skills to take responsibility for their own learning. New innovative strategies should be incorporated into teaching and learning in order to meet the changing demands in education. Traditional teacher-centred practices are still the norm in most South African schools and higher-education institutions and do not adequately prepare students for lifelong learning in the 21st century. The content focuses on the theory behind self-directed learning, explores strategies such as cooperative learning, problembased learning, case-based teaching and large-group teaching that enhance self-directed learning and the use of blended learning in a self-directed learning environment. The book demonstrates how self-directed learning can be enhanced in mathematics, computer-science and life-science education and through the use of student tutors for geography.

Digital technology could, for example, also be used in innovative ways for education in isiZulu folk poetry. The findings are based on original empirical research and a sound theoretical-conceptual framework. In an environment of rapidly changing knowledge production, this book responds to the challenge of how to equip learners with the necessary skills to take responsibility for their own learning. The book presents innovative teaching and learning strategies for meeting the changing demands in education. Group activities, the responsibilities of learners and the obstacles that hinder their learning are analysed, and the way in which educators can support them is discussed. Educational values such as mutual trust are discussed, and self-directed assessment is explored. This is a timely collective work authored by experts who subscribe to the approach of self-directed learning. Educators should discover new teaching and learning strategies and value the integration of self-directed learning in the classroom.

Science Communication in South Africa Weingart, Peter, Joubert, Marina, Facade, Bankole
.2020-01-18 Why do we need to communicate science? Is science, with its highly specialised language and its arcane methods, too distant to be understood by the public? Is it really possible for citizens to participate meaningfully in scientific research projects and debate? Should scientists be mandated to engage with the public to facilitate better understanding of science? How can they best communicate their special knowledge to be intelligible? These and a plethora of related questions are being raised by researchers and politicians alike as they have become convinced that science and society need to draw nearer to one another. Once the persuasion took hold that science should open up to the public and these questions were raised, it became clear that coming up with satisfactory answers would be a complex challenge. The inaccessibility of scientific language and methods, due to ever increasing specialisation, is at the base of its very success. Thus, translating

specialised knowledge to become understandable, interesting and relevant to various publics creates particular perils. This is exacerbated by the ongoing disruption of the public discourse through the digitisation of communication platforms. For example, the availability of medical knowledge on the internet and the immense opportunities to inform oneself about health risks via social media are undermined by the manipulable nature of this technology that does not allow its users to distinguish between credible content and misinformation. In countries around the world, scientists, policy-makers and the public have high hopes for science communication: that it may elevate its populations educationally, that it may raise the level of sound decision-making for people in their daily lives, and that it may contribute to innovation and economic well-being. This collection of current reflections gives an insight into the issues that have to be addressed by research to reach these noble goals, for South Africa and by South Africans in particular.

University Teaching and Learning Lotte Rienecker.2015 University Teaching and Learning is based on the notion that good teaching is focused on student learning. Therefore, the central topic of this book is learning activities, both in and between teaching sessions. The book includes experience- and research-based suggestions for how to plan, conduct, evaluate, and develop teaching within the framework provided by the university and research, whether this be traditional lectures and supervision tasks, case work and project work, or e-learning. The book furthermore equips the individual teacher with tools to reflect the theoretical foundation of his or her teaching. University Teaching and Learning is co-authored by a number of lecturers, developers, and researchers affiliated with the Danish Network for Educational Development in Higher Education. [Subject: Higher Education]

Doctoral Education in South Africa Cloete, Nico,Mouton, Johann.2015-12-08 Worldwide, in Africa

and in South Africa, the importance of the doctorate has increased disproportionately in relation to its share of the overall graduate output over the past decade. This heightened attention has not only been concerned with the traditional role of the PhD, namely the provision of future academics; rather, it has focused on the increasingly important role that higher education - and, particularly, high-level skills - is perceived to play in national development and the knowledge economy. This book is unique in the area of research into doctoral studies because it draws on a large number of studies conducted by the Centre of Higher Education Trust (CHET) and the Centre for Research on Evaluation, Science and Technology (CREST), as well as on studies from the rest of Africa and the world. In addition to the historical studies, new quantitative and qualitative research was undertaken to produce the evidence base for the analyses presented in the book. The findings presented in *Doctoral Education in South Africa* pose anew at least six tough policy questions that the country has struggled with since 1994, and continues to struggle with, if it wishes to gear up the system to meet the target of 5 000 new doctorates a year by 2030. Discourses framed around the single imperatives of growth, efficiency, transformation or quality will not, however, generate the kind of policy discourses required to resolve these tough policy questions effectively. What is needed is a change in approach that accommodates multiple imperatives and allows for these to be addressed simultaneously.

A scholarly inquiry into disciplinary practices in educational institutions Connie B. Zulu, Izak J. Oosthuizen, Charl C. Wolhuter, Corene de Wet, Rika Joubert, Ansie E. Kitching, Michael L. Marumo, Zahraa McDonald, Nicholas T. Mollo, Louis J. Oosthuizen, Ferdinand J. Potgieter, Bianke van Rooyen, Marius H. Smit, Amos T. Thebenyane, Andre van der Bijl, Johannes (Hannes) L. van der Walt. 2019-12-12 This book is a collection of chapters based on original research dealing with issues

of discipline and disciplinary practices in educational institutions. The aim of the book is to provide a scholarly and scientific perspective on the current state of discipline and disciplinary practices in schools and tertiary education settings. The issue of discipline is investigated from diverse paradigmatic and methodological perspectives, presenting empirical as well as also philosophical research. The empirical perspective includes quantitative (positivistic), qualitative (interpretive) and mixed methods (pragmatic), designs and worldviews. This book offers a ground-breaking contribution to the field of learner and student discipline, with insights into disciplinary practices and issues in educational institutions not hitherto researched, such as Technical Vocational Education and Training colleges and universities.

Information and Communication Technologies for Development Jyoti Choudrie, M. Sirajul Islam, Fathul Wahid, Julian M. Bass, Johanes Eka Priyatma. 2017-05-15 This book constitutes the refereed proceedings of the 14th IFIP WG 9.4 International Conference on Social Implications of Computers in Developing Countries, ICT4D 2017, held in Yogyakarta, Indonesia, in May 2017. The 60 revised full papers and 8 short papers presented together with 3 keynotes were carefully reviewed and selected from 118 submissions. The papers are organized in the following topical sections: large scale and complex information systems for development; women empowerment and gender justice; social mechanisms of ICT-enabled development; the data revolution and sustainable development goals; critical perspectives on ICT and open innovation for development; the contribution of practice theories to ICT for development; agile development; indigenous local community grounded ICT developments; global sourcing and development; sustainability in ICT4D; and information systems development and implementation in Southeast Asia. Also included are a graduate student track, current issues and notes. The chapter 'An Analysis of Accountability

Concepts for Open Development' is open access under a CC BY 4.0 license via link.springer.com.
Reflections of South Africa Student Leaders 1994-2017 Thierry M Luescher,Denyse Webbstock,Ntokozo Bhengu.2020-10-09 Reflections of South African Student Leaders 1994-2017 brings together the reflections of twelve former SRC leaders from across the landscape of South African universities. Each student leader's reflections are presented in a dedicated chapter that draws closely on an interview conducted in the course of 2018/19 which was followed by an interactive process of co-editing, correcting, and approving the chapter between the researchers and the student leaders. This work was published by Saint Philip Street Press pursuant to a Creative Commons license permitting commercial use. All rights not granted by the work's license are retained by the author or authors.

Management of Research Infrastructures: A South African Funding Perspective Rakeshnie Ramoutar-Prieschl,Sepo Hachigonta.2020-01-01 This open access book provides an overview of the building blocks necessary for managing, steering and guiding the establishment of a research infrastructure (RI). It offers valuable insights into RI investment, access and management at the academic, grants management, agency and policy level, and serves as a useful guide for the research community, students, and those in the private sector wishing to understand the approaches and opportunities involved in the establishment, maintenance and management of research infrastructure platforms. Presenting a holistic view of RI investment and granting cycles from a South African perspective, the books target audience includes those working in science diplomacy, policymaking and science grants councils (especially in Africa) as well as funders and donors.

The Value of Shame Elisabeth Vanderheiden,Claude-Hélène Mayer.2017-04-06 This volume combines empirical research-based and theoretical perspectives on shame in cultural contexts and

from socio-culturally different perspectives, providing new insights and a more comprehensive cultural base for contemporary research and practice in the context of shame. It examines shame from a positive psychology perspective, from the angle of defining the concept as a psychological and cultural construct, and with regard to practical perspectives on shame across cultures. The volume provides sound foundations for researchers and practitioners to develop new models, therapies and counseling practices to redefine and re-frame shame in a way that leads to strength, resilience and empowerment of the individual.

Erectile Dysfunction Kenia Nunes.2012-02-29 Erectile dysfunction is a widespread problem, affecting many men across all age groups and it is more than a serious quality of life problem for sexually active men. This book contains chapters written by widely acknowledged experts, each of which provides a unique synthesis of information on emergent aspects of ED. All chapters take into account not only the new perspectives on ED but also recent extensions of basic knowledge that presage directions for further research. The approach in this book has been to not only describe recent popular aspects of ED, such as basic mechanism updates, etiologic factors and pharmacotherapy, but also disease-associated ED and some future perspectives in this field.

Mathematics Teaching and Professional Learning in sub-Saharan Africa Kakoma Luneta.2021-12-09 The book represents a crop of wide-ranging research conducted by renown scholars in sub-Saharan Africa revolving around mathematics teaching and professional development programs for mathematics teachers. The research-based proposals and actual how-to-conduct professional development initiatives that enhance effective mathematics instruction are rooted in teacher input and informed by learners' errors and misconceptions. The book provides a comprehensive snapshot on mathematics teaching, learning and effective professional development

programmes for mathematics teachers in sub-Saharan Africa. It is the only research output that advances and disseminates issues of mathematics education and research in the region with input from South Africa, Kenya, Rwanda, Uganda, Malawi, Namibia, Lesotho, Ethiopia and Zimbabwe.

Student Movements in Late Neoliberalism Lorenzo Cini, Donatella della Porta, César Guzmán-Concha. 2021-08-22 This book inquires into the global wave of student mobilizations that have arisen in the aftermath of the economic crisis of 2008, accounting for their historical and sociological significance. More specifically, its eleven chapters explore the role of students as political actors: their ability to build effective organizations, to make political alliances with other actors, and to win public consensus, as well as their impact on cultural, political, and policy outcomes. To do so, the volume examines case studies in England, Chile, South Africa, Quebec, and Hong Kong, covering Europe, Africa, Asia, and North and Latin America. Grouped into two major sections, the collection covers the organizational structures of student movements and their alliances and outcomes. Ultimately, this volume examines the understudied political aspects of student unrest, exploring how student mobilizations—driven by indebtedness, precariousness, the corporatization of the university, and other issues—correspond to larger processes of change with wider implications in society.

Community Psychology in South Africa Maretha Visser, Anne-Gloria Moleko. 2012

From Hope to Action through Knowledge Ramesh Bharuthram, Larry Pokpas. 2020-10-27 Its November 2001. A university in dire straits, financially bankrupt burdening a debt in excess of R100-million, a disillusioned and demoralised staff complement still reeling from the trauma of retrenchments, coupled with an academic project facing collapse as student numbers dwindle by a third to less than 10 000. Is there a future for such an institution, described by some as a 'basket case' with very bleak prospects of survival? This was the landscape that confronted the newly-

appointed Vice-Chancellor and Chief Executive Officer (CEO) of the University of the Western Cape. Fast forward to December 2014. The CEO retires from office, bestowing upon his successor a financially sound institution with a flourishing academic project, recording unprecedented achievements, enriching the lives of more than 20 000 students, and widely acknowledged as a research-led university. This book narrates how visionary leadership with the steadfast belief that your past does not determine your future, galvanised an entire organisation into believing that a better outcome was indeed achievable, and the will to move forward as a collective with a redefined purpose and commitment to achieve that which was once deemed impossible.

Reflections of South African University Leaders: 1981 to 2014 Council on Higher Education. 2016-03-17 Much has been written about the ever-growing demands on university leadership worldwide in the face of increasingly complex changes and challenges from within the academy and beyond. However, as we are reminded by Johan Muller in the Introduction to this book, there are particular features of time and place that also throw up unique problems. It is precisely 'time and place' that make this set of reflections by university leaders quite remarkable and distinguishes it from the many biographies to be found in the literature on higher education leadership. ... In the main, this collection spans two decades, the 1990s and 2000s, of unprecedented levels of change in South African higher education. Leaders in universities, as well as those responsible for higher education policy in the government and associated statutory bodies, had no neat script to work off, nor 'manuals' or prescripts of 'good' leadership or practice. Instead, there was palpable excitement about collectively imagining and nurturing a new post-apartheid higher education system, which would contribute to the social and economic development needs of the country, the deepening of democracy and which would also be globally relevant. Most reflections

touch on the coalface of leadership, which is the face-to-face interactional dimension, dealing with staff, with students, with council chairs. What comes through clearly, is the importance of what are sometimes called 'people skills'. In these accounts this is not simply presented as a human relations aptitude, for a number of reasons, first of which is the special nature of universities and their occupants. More than one points out the special challenge of managing the talented people that are academics, and their inbuilt distaste for bureaucracy, their reluctance to be managed or told what to do. The message here is consistently one of needing to be completely open with academics, the importance of maintaining the distinction between 'collegial' and 'executive' management (avoiding 'managerialism'), and the critical importance of winning and holding their trust. The inspiration for this collection arose in late 2013 in the Council on Higher Education's (CHE) Monitoring and Evaluation Directorate, the directorate responsible for conducting research on the higher education landscape and monitoring the state of the sector. They noted that conditions besetting universities had grown increasingly complex, both globally but more especially locally, and the question arose - how had this altered the challenges to university leadership over the period between the new political dispensation and the second decade of the new millennium? More particularly, how had leaders with a proven track record of visionary and strong leadership during this period faced these challenges? How did they see the main changes that needed dealing with? What challenges did these changes pose and how were they successfully overcome? What did they think, looking back, were the main constituents of successful leadership and management? What wisdom could be distilled for posterity? The Directorate decided to invite a range of vice-chancellors and senior academic leaders who had completed their terms of office to contribute to a project that set out to gather such reflections and compile them into a publication.

African Feminisms Alicia C. Decker, Gabeba Baderoon. 2018-11-26 This special issue, edited by the co-directors of the African Feminist Initiative (AFI) at Pennsylvania State University, is a partnership between Meridians and the AFI. The issue builds on the AFI's work to promote the study of African feminist thought and activism within the U.S. academy and to create equitable partnerships between scholars and practitioners of African feminism. Through the multiplicity of feminisms theorized in this issue, contributors challenge patriarchal ideologies and structures on myriad fronts, both on the African continent and beyond. The issue includes poetry, memoirs, essays, interviews, reflections, and testimonials on African feminisms, addressing such topics as hip hop, ethnography, secessionist movements, saving Nigerian girls, and women's writing. Contributors. Gabeba Baderoon, Abena P. A. Busia, Ginetta E. B. Candelario, Msia Kibona Clark, Alicia C. Decker, Chipso Dendere, Abosede George, Tsitsi Jaji, Selina Makana, Patricia McFadden, Anne Moraa, Jacqueline-Bethel Tchouta Mougoué, Neo Sinxolo Musangi, Wambui Mwangi, Aziza Ouguir, Charmaine Pereira, Fatima Sadiqi, Toni Stuart, Makhosazana Xaba, Ntokozo Yingwana

Teaching Strategies for Quality Teaching and Learning Roy Killen. 2010 A practical guide to effective teaching for educators in all instructional settings, this account provides an introduction to nine teaching strategies considered to be the most useful for a majority of teachers. While questions and exercises are included to help readers develop their understanding of teaching strategies and reflective practice, the ideas developed in the book can be used to prompt learners to delve deeper into issues of personal interest. Electronic lesson plans, assessment templates, PowerPoint slides, and other lecturer support material are also available from the publisher to prescribing institutions. *Guidelines and Application Forms* .1992

South African National HIV Prevalence, Incidence, Behaviour and Communication Survey,

2017 Sue Randall.2019

Creating Effective Teaching and Learning Spaces Eunice Ndeto Ivala,Zilungile Lungi

Sosibo.2021-06-09 Higher education in post-apartheid South Africa was always likely to attract academic interest, and yet there remains a dearth of research on creating teaching and learning spaces suitable for students from diverse backgrounds. Using examples from higher education institutions across the Southern African Developing Community (SADC) region, this volume explores the ways teaching and learning spaces are being used to advance the transformation agenda of higher education in these regions, and provides concrete recommendations for the future. The book is sure to appeal to academics from a variety of disciplines - from African, African American and ethnic studies to education and sociology. It will be of particular interest to teacher trainers, administrators and policy-makers working in higher education, and anyone else with a stake in managing cultural diversity in education.

Third Space, Information Sharing, and Participatory Design Preben Hansen,Ina Fourie,Anika Meyer.2021-06-18 Society faces many challenges in workplaces, everyday life situations, and education contexts. Within information behavior research, there are often calls to bridge inclusiveness and for greater collaboration, with user-centered design approaches and, more specifically, participatory design practices. Collaboration and participation are essential in addressing contemporary societal challenges, designing creative information objects and processes, as well as developing spaces for learning, and information and research interventions. The intention is to improve access to information and the benefits to be gained from that. This also applies to bridging the digital divide and for embracing artificial intelligence. With regard to research and practices within information behavior, it is crucial to consider that all users should be involved.

Many information activities (i.e., activities falling under the umbrella terms of information behavior and information practices) manifest through participation, and thus, methods such as participatory design may help unfold both information behavior and practices as well as the creation of information objects, new models, and theories. Information sharing is one of its core activities. For participatory design with its value set of democratic, inclusive, and open participation towards innovative practices in a diversity of contexts, it is essential to understand how information activities such as sharing manifest itself. For information behavior studies it is essential to deepen understanding of how information sharing manifests in order to improve access to information and the use of information. Third Space is a physical, virtual, cognitive, and conceptual space where participants may negotiate, reflect, and form new knowledge and worldviews working toward creative, practical and applicable solutions, finding innovative, appropriate research methods, interpreting findings, proposing new theories, recommending next steps, and even designing solutions such as new information objects or services. Information sharing in participatory design manifests in tandem with many other information interaction activities and especially information and cognitive processing. Although there are practices of individual information sharing and information encountering, information sharing mostly relates to collaborative information behavior practices, creativity, and collective decision-making. Our purpose with this book is to enable students, researchers, and practitioners within a multi-disciplinary research field, including information studies and Human-Computer Interaction approaches, to gain a deeper understanding of how the core activity of information sharing in participatory design, in which Third Space may be a platform for information interaction, is taking place when using methods utilized in participatory design to address contemporary societal challenges. This could also apply for information behavior

studies using participatory design as methodology. We elaborate interpretations of core concepts such as participatory design, Third Space, information sharing, and collaborative information behavior, before discussing participatory design methods and processes in more depth. We also touch on information behavior, information practice, and other important concepts. Third Space, information sharing, and information interaction are discussed in some detail. A framework, with Third Space as a core intersecting zone, platform, and adaptive and creative space to study information sharing and other information behavior and interactions are suggested. As a tool to envision information behavior and suggest future practices, participatory design serves as a set of methods and tools in which new interpretations of the design of information behavior studies and eventually new information objects are being initiated involving multiple stakeholders in future information landscapes. For this purpose, we argue that Third Space can be used as an intersection zone to study information sharing and other information activities, but more importantly it can serve as a Third Space Information Behavior (TSIB) study framework where participatory design methodology and processes are applied to information behavior research studies and applications such as information objects, systems, and services with recognition of the importance of situated awareness.

Invited Lectures from the 13th International Congress on Mathematical Education Gabriele Kaiser, Helen Forgasz, Mellony Graven, Alain Kuzniak, Elaine Simmt, Binyan Xu. 2018-02-06 The book presents the Invited Lectures given at 13th International Congress on Mathematical Education (ICME-13). ICME-13 took place from 24th- 31st July 2016 at the University of Hamburg in Hamburg (Germany). The congress was hosted by the Society of Didactics of Mathematics (Gesellschaft für Didaktik der Mathematik - GDM) and took place under the auspices of the International Commission

on Mathematical Instruction (ICMI). ICME-13 - the biggest ICME so far - brought together about 3500 mathematics educators from 105 countries, additionally 250 teachers from German speaking countries met for specific activities. The scholars came together to share their work on the improvement of mathematics education at all educational levels.. The papers present the work of prominent mathematics educators from all over the globe and give insight into the current discussion in mathematics education. The Invited Lectures cover a wide spectrum of topics, themes and issues and aim to give direction to future research towards educational improvement in the teaching and learning of mathematics education. This book is of particular interest to researchers, teachers and curriculum developers in mathematics education.

The Prince Edward Islands Steven Chown, Pierre William Froneman. 2008-06-01 This book provides a modern, synthetic overview of what is known about the structure, functioning and interactions of marine and terrestrial systems at the Prince Edward Islands. Building on more than 50 years of biological, geological, meteorological, and oceanographic research, it demonstrates not only how inextricably linked marine and terrestrial systems at the islands are, but also how global environmental challenges, such as climate change, biological invasions, and over exploitation, are playing out at the regional and local levels in the Southern Ocean.

The 'Resource' Approach to Mathematics Education Luc Trouche, Ghislaine Gueudet, Birgit Pepin. 2019-11-29 This edited volume will help educators better analyze methodological and practical tools designed to aid classroom instruction. It features papers that explore the need to create a system in order to fully meet the uncertainties and developments of modern educational phenomena. These have emerged due to the abundance of digital resources and new forms of collective work. The collected papers offer new perspectives to a rising field of research known as

the Documentational Approach to Didactics. This framework was first created by the editors of this book. It seeks to develop a deeper understanding of mathematics teaching expertise. Readers will gain insight into how to meet the theoretical questions brought about by digitalization. These include: how to analyze teachers' work when they prepare for their teaching, how to conceptualize the relationships between individual and collective work, and how to follow the related processes over the long term. The contributors also provide a comparative view in terms of contrasting selected phenomena across different educational cultures and education systems. For instance, they consider how differences in curriculum resources are available to teachers and how teachers make use of them to shape instruction. Coverage also considers the extent to which teachers make use of additional material, particularly those available through the global marketplace on the Internet. This book builds on works from the Re(s)ources 2018 Conference, Understanding teachers' work through their interactions with resources for teaching, held in Lyon, France.

Higher Education Transformation Nico Cloete.2000

Critical management studies in the South African context Geoff A. Goldman,C.W.

Callaghan,Gregory John Lee,Nthabiseng V. Moraka,Hester Nienaber,Shaun Ruggunan,Whitey (Tjaart Nicholaas) van der Linde.2016-12-31 The purpose of this book is to establish the first formalised scholarly work on critical management studies (CMS) in the South African context. The book is a collection of seven chapters, six of which employ a conceptual methodology and one of which follows an interpretive paradigm employing qualitative methods of inquiry. CMS is a relatively young school of thought, arising in the early 1990s and still very much a peripheral movement within the academic discipline of management. South Africa has very little scholarship on CMS as precious few scholars work in this space. Furthermore, publication opportunities are virtually non-existent as

CMS is virtually unknown in the South African community of management scholars. Thus, this book represents the first academic work on CMS published in South Africa, written and reviewed by scholars who are familiar with the field. The primary target readership would be management academics, but it could also be a useful reference for postgraduate students in management.

A Century of Geography at Stellenbosch University 1920-2020 Gustav Visser, Jan de Waal. 2020-09-28 A Century of Geography at Stellenbosch University 1920-2020 focuses on the establishment and development of geography as an academic discipline at Stellenbosch, South Africa's founding geography department. The ways in which the department currently operates are deemed fundamentally joined to its past and pave the way for the evolution of geography and its various subdisciplines going forward. The investigation seeks to highlight the development of the discipline and its institutionalisation as part of the academic offerings of the university, while providing details about the teaching and research conducted, as well as of the people who contributed to these endeavours. It also furnishes the academic geography community at Stellenbosch, and geography more broadly, with some insights into its past development and more recent changes, along with a complete bibliography of conducted research.

Postgraduate Supervision Magda Fourie-Malherbe, Ruth Albertyn, Eli Bitzer. 2016-11-21 The 24 chapters contained in this volume provide diverse but also congruent perspectives on future foci for research into postgraduate education and supervision in the knowledge society. The chapters move from deliberations on challenges for postgraduate supervision at macro level (such as the pressure to increase postgraduate output and the implications of increasingly managerialist institutions) to meso level matters (the form and function of postgraduate education in specific countries) to the micro (rich case studies of individual institutions, programmes and supervisors).

Multilingual Education for Africa H. Ekkehard Wolff.

Community Nutrition for Developing Countries Norman J. Temple ,Nelia Steyn.2016-03-31 Nutrition textbooks used by universities and colleges in developing countries have very often been written by scholars who live and work in North America or the United Kingdom. And while the research and information they present is sound, the nutrition-related health challenges with which developing countries must grapple differ considerably from those found in highly industrialized Western nations. The primary aim of Community Nutrition for Developing Countries is to provide a book that meets the needs of nutritionists and other health professionals living and working in developing countries. Written by both scholars and practitioners, the volume draws on their wealth of knowledge, experience, and understanding of nutrition in developing countries to provide nutrition professionals with all the information they require. Each chapter addresses a specific nutrition challenge currently faced by developing countries such as food security, food safety, disease prevention, maternal health, and effective nutrition policy. In addition, the volume serves as an invaluable resource for those developing and implementing nutrition education programmes. With an emphasis on nutritional education as a means to prevent disease and effectively manage health disorders, it is the hope of the nearly three dozen contributors to this work that it will enhance the health and well-being of low-income populations throughout the world.

Africa's Soft Power Oluwaseun Tella.2021-05-23 This book investigates the ways in which soft power is used by African countries to help drive global influence. Selecting four of the countries most associated with soft power across the continent, this book delves into the currencies of soft power across the region: from South Africa's progressive constitution and expanding multinational corporations, to Nigeria's Nollywood film industry and Technical Aid Corps (TAC) scheme, Kenya's

sport diplomacy, fashion and tourism industries, and finally Egypt's Pan-Arabism and its reputation as the cradle of civilisation. The book asks how soft power is wielded by these countries and what constraints and contradictions they encounter. Understandings of soft power have typically been driven by Western scholars, but throughout this book, Oluwaseun Tella aims to Africanise our understanding of soft power, drawing on prominent African philosophies, including Nigeria's Omolúwàbí, South Africa's Ubuntu, Kenya's Harambee, and Egypt's Pharaonism. This book will be of interest to researchers from across political science, international relations, cultural studies, foreign policy and African Studies. The Open Access version of this book, available at <http://www.taylorfrancis.com/books/e/9781003176022>, has been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license

Mathematical Modelling and Applications Gloria Ann Stillman, Werner Blum, Gabriele Kaiser. 2017-11-05 This volume documents on-going research and theorising in the sub-field of mathematics education devoted to the teaching and learning of mathematical modelling and applications. Mathematical modelling provides a way of conceiving and resolving problems in the life world of people whether these range from the everyday individual numeracy level to sophisticated new problems for society at large. Mathematical modelling and real world applications are considered as having potential for multi-disciplinary work that involves knowledge from a variety of communities of practice such as those in different workplaces (e.g., those of educators, designers, construction engineers, museum curators) and in different fields of academic endeavour (e.g., history, archaeology, mathematics, economics). From an educational perspective, researching the development of competency in real world modelling involves research situated in crossing the boundaries between being a student engaged in modelling or mathematical application to real world

tasks in the classroom, being a teacher of mathematical modelling (in or outside the classroom or bridging both), and being a modeller of the world outside the classroom. This is the focus of many of the authors of the chapters in this book. All authors of this volume are members of the International Community of Teachers of Mathematical Modelling (ICTMA), the peak research body into researching the teaching and learning of mathematical modelling at all levels of education from the early years to tertiary education as well as in the workplace.

African Scholarly Publishing Alois Mlambo.2006 This book is built on the debates emanating from a seminar on scholarly publishing in Africa held in Arusha, Tanzania in 2002, organised by the Dag Hammarskjöld Foundation, the African Books Collective and the International Network for the Availability of Scientific Publications (INASP).

Muscle Cell and Tissue Kunihiro Sakuma.2018-10-10 In order to complete tissue regeneration, various cells (neuronal, skeletal and smooth) interact coordinately with each other. This book, *Muscle Cell and Tissue - Current Status of Research Field*, deals with current progress and perspectives in a variety of topics on the skeletal and smooth muscle, stem cells, regeneration, disease or therapeutics. Novel applications for cell and tissue engineering including cell therapy, tissue models and disease pathology modeling are introduced. This book also deals with the differentiation/de-differentiation process of vascular smooth muscle cells in health and disease. Furthermore, natural products to reverse metabolic syndromes are descriptively reviewed. These chapters can be interesting for graduate students, teachers, physicians, executives and researchers in the field of molecular biology and regenerative medicine.

Literary Studies in English Tess Clarke.2016-06-03 This book aims to examine multiple literary texts and works by applying various cultural and literary theories & criticism. The application of these

theories helps in deciphering novel meanings and understanding of the textual elements. The book encompasses texts and articles from the literary canon as well as contemporary literature from around the world which offer a broader perspective on the interaction between various socio-cultural elements that shape literary works. It aims to understand the formation of new meanings and paradigms that emerge out these literary analyses and reviews. This book is a great resource for all the students, academicians and critics who are looking for recent perspectives on different literary texts and works.

Critical Issues in South African Education Charl C. Wolhuter.2020-12-31 The main thesis of this book is that, given that South African education faces major challenges, the BRICS (Brazil, Russia, India, China and South Africa) constellation of states offers — thus far overlooked — a valuable tertium comparationis, a source of international comparative perspectives, to inform the domestic scholarly discourse on education. This book first investigates the national contexts and development of education in the BRICS countries, arguing that this grouping represents a valuable but yet overlooked field for illuminating South African education issues with international perspectives. The book consists of chapters arguing for and illustrating this thesis from a variety of angles. Common to all chapters is that authors used the comparative method in education, that is comparing the national education system, in their education societal context interrelationships, of the BRICS countries. The chapters focus on a number of critical issues in South African education, including the language of learning and teaching issue, the alignment of the world of education with the world of work, early childhood education, and the development of world-class universities. Regarding the last, for example, China has been the terrain of the most intensive national projects of establishing world-class universities, with Project 985, Project 211, and the “Double First Class University”

project. The chapters demonstrate what South Africa, in approaching her education issues, can learn from the experience of the BRICS countries.

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