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Advances in Operations Research Education

Jeroen Beliën 2018-02-16 This edited monograph contains a comprehensive

overview of educational developments in the fields of operations research (OR) and management science (MS). The book outlines key factors in OR/MS curricular

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programs and analyses different approaches regarding student enrollment and failure rates. The approach is genuinely international, whereas the focus lies on the European level. The target audience primarily comprises public policy planners in education, deans and school directors as well as program coordinators.

**Gender, Protests and Political Change in Africa** Awino Okech 2020-07-03 This book brings together conceptual debates on the impact of youth-hood and gender on state building in Africa. It offers contemporary and interdisciplinary analyses on the role of protests as an alternative route for citizens to challenge the ballot box as the only legitimate means of ensuring freedom. Drawing on case studies from seven African countries, the contributors focus on specific political moments in their respective countries to offer insights into how the state/society social contract is

contested through informal channels, and how political power functions to counteract citizen's voices. These contributions offer a different way of thinking about state-building and structural change that goes beyond the system-based approaches that dominate scholarship on democratization and political structures. In effect, it provides a basis for organizers and social movements to consider how to build solidarity beyond influencing government institutions. Chapters 3, 5, and 6 are available open access under a Creative Commons Attribution 4.0 International License via [link.springer.com](http://link.springer.com).

*Advanced Certificate in Procurement and Supply Operations* Elaine Porteous 2019 This study guide for the elective module Socially Responsible Warehousing and Distribution (L3M6) forms part of the CIPS Level 3 Certificate in Procurement and Supply Operations qualification. The study guide

follows the syllabus guide with a chapter dedicated to each of the learning outcomes. On completion of this book you will:  
understand the concepts of sustainability and corporate social responsibility (CSR);  
understand environmental impacts;  
understand methods for the storage and movement of inventory.

*Process Engineering Renewal 1* Éric Schaeer  
2020-05-05 Process engineering emerged at the beginning of the 20th Century and has become an essential scientific discipline for the matter and energy processing industries. Its success is incontrovertible, with the exponential increase in techniques and innovations. Rapid advances in new technologies such as artificial intelligence, as well as current societal needs – sustainable development, climate change, renewable energy, the environment – are developments that must be taken into account in industrial renewal. Process

Engineering Renewal 1 – the first volume of three – focuses on training, demonstrating the need for innovation in order for the field to have a framework that is sustainable, in a highly changeable world.

**Intelligence in the Era of Big Data** Rolly Intan  
2015-03-12 This book constitutes the refereed proceedings of the 4th International Conference on Soft Computing, Intelligent Systems, and Information Technology, ICSIIT 2015, held in Bali, Indonesia, in March 2015. The 34 revised full papers presented together with 19 short papers, one keynote and 2 invited talks were carefully reviewed and selected from 92 submissions. The papers cover a wide range of topics related to intelligence in the era of Big Data, such as fuzzy logic and control system; genetic algorithm and heuristic approaches; artificial intelligence and machine learning; similarity-based models; classification and clustering

techniques; intelligent data processing; feature extraction; image recognition; visualization techniques; intelligent network; cloud and parallel computing; strategic planning; intelligent applications; and intelligent systems for enterprise, government and society.

*ICTR 2021 4th International Conference on Tourism Research* Prof Cândida Silva  
2021-05-20 Conference Proceedings of 4th International Conference on Tourism Research

*Threat Mitigation and Detection of Cyber Warfare and Terrorism Activities* Korstanje, Maximiliano E. 2016-11-22 Technology provides numerous opportunities for positive developments in modern society; however, these venues inevitably increase vulnerability to threats in online environments. Addressing issues of security in the cyber realm is increasingly relevant and critical to society. Threat Mitigation and

Detection of Cyber Warfare and Terrorism Activities is a comprehensive reference source for the latest scholarly perspectives on countermeasures and related methods to enhance security and protection against criminal activities online. Highlighting a range of topics relevant to secure computing, such as parameter tampering, surveillance and control, and digital protests, this book is ideally designed for academics, researchers, graduate students, professionals, and practitioners actively involved in the expanding field of cyber security.

*Cyber Physical Systems Approach to Smart Electric Power Grid* Siddhartha Kumar Khaitan 2015-01-02 This book documents recent advances in the field of modeling, simulation, control, security and reliability of Cyber- Physical Systems (CPS) in power grids. The aim of this book is to help the reader gain insights into working of CPSs

and understand their potential in transforming the power grids of tomorrow. This book will be useful for all those who are interested in design of cyber-physical systems, be they students or researchers in power systems, CPS modeling software developers, technical marketing professionals and business policy-makers.

*A Question of Power* Bessie Head  
2012-10-01 In the village of Motabeng, Botswana - the place of sand - Elizabeth and her son have made their new home, far away from their old life in South Africa. But the past cannot be conveniently left behind at the border. Even though she may be free to reinvent herself in this new country, Elizabeth's mixed racial heritage and urban ways mark her as an outsider. A mind-bending novel that takes the reader in and out of sanity, this semi-autobiographical work tracks Elizabeth's struggle to emerge from the oppressive social situation in which

she finds herself and from the nightmares and hallucinations that torment her.

**Re-imagining Curriculum** Lynn Quinn  
2019-11-15 The book argues that academics, academic developers and academic leaders need to undertake curriculum work in their institutions that has the potential to disrupt common sense notions about curriculum and create spaces for engagement with scholarly concepts and theories, to re-imagine curricula for the changing times. Now, more than ever in the history of higher education, curriculum practices and processes need to be shared; the findings of research undertaken on curriculum need to be disseminated to inform curriculum work. We hope the book will enable readers to look beyond their contextual difficulties and constraints, to find spaces where they can dream, and begin to implement, innovative and creative solutions to what may seem like intractable

challenges or difficulties.

### **Educating Citizen Designers in South Africa**

Elmarie Costandius 2018-09-07

*Educating Citizen Designers in South Africa* is the first book of its kind to appear in post-apartheid South Africa and it is therefore both overdue and extremely welcome. The book aims at sharing critical citizenship design teaching and learning pedagogies by including contributions from a range of design educators, and one student, who work in different design disciplines, such as architecture, graphic and product design. Critical citizenship education is explicated in relation to a range of theories and new and existing models. Numerous contemporary case studies and examples of design projects from a range of South African Higher Education Institutions are included. As such, a variety of perspectives emerge, including the consensual, where the aim of critical citizenship education is viewed as

promoting social justice, shared values and critical thinking, to the conflicting ? where critiques are levelled against conceptions of critical citizenship education. Contentious, contesting and contradictory views are inevitable and necessary given the South African context as it is only in open debate that the one point of agreement among the authors, the need for social change, can be worked towards. -Prof Deirdre Pretorius, Univeristy of Johannesburg

### **Investing in Information**

Andy Bytheway 2014-11-28 This book gathers together, in a new way, established and contemporary thinking about how to get the best out of information technology and information systems investments. Working managers who are beset by the complexities of information management in the age of Big Data and the Social Web, and students who are trying to make sense of information management in a chaotic world that is more

and more driven by the Internet, will all benefit from this new treatment of a long-standing and problematic domain. Importantly, the book reveals and clarifies the dependencies that exist between the inner world of information technology and the outer world of people and organisations at work. The book differs from other books in its reflective approach. It avoids lengthy, descriptive, and prescriptive dogma. Rather, it provides tools for thinking about information management and it identifies strategic and tactical options at six levels: from the simple consideration of information technology and information systems, right through to issues of organisational performance and business strategy. At the heart of the matter are two critical and tightly connected issues: the ways that we conceive and manage an organisation's processes, and the ways that we conceive and manage the information that an

organisation needs to sustain those processes. The six-level framework that achieves this clarity is the "Information Management Body of Knowledge" (familiarly known as the "IMBOK"). This easy-to-understand and easy-to-remember framework has been found to be extremely useful in business, in government, in civil society and in education. Throughout the book, selected research papers are identified and summarised. There are also summary chapters from three different operational perspectives: performance and competency assessment using the IMBOK, undertaking research into related issues, and a review of parallel expert thinking. This book stands as a reference point and resource for all those who need to straddle the disparate worlds of "information technology" and "business". It provides firm pedagogical foundations for courses dealing with business management in the

information age, and it provides a sound reference framework for researchers who need to position research projects related to information technology and information systems in a wider context. For busy managers, who simply wish to identify, understand and successfully manage information technology-related opportunities, it provides an ideal arrangement of ideas and tools that will help them.

*Writing Centres in Higher Education* Laura Dison 2017-01-01 Writing Centres in South Africa, and globally, are now well established academic support centres within many universities. Historically tasked with supporting students as they grapple with the demands of academic writing, many centres are now moving beyond their own walls to work with academic tutors, lecturers and departments to rethink the ways in which knowledge is transformed into

different kinds of disciplinary writing. This move raises pertinent questions for writing centre directors, tutors/consultants, and for the universities that house them: how does a centre, tasked with supporting more general academic literacy development through writing pedagogies, initiate students into a range of particularised discourse communities? How do writing centre staff and disciplinary lecturers negotiate their shared, and separate, concerns for student learning through collaborative writing development projects? How do writing centres work with assignments and forms of literacy that challenge them to reconfigure their own pedagogical practices and expand their conceptions of writing support? How do writing centres maintain their core focus as they move flexibly beyond their own spaces to understand the nature of disciplinary writing? This collection of essays reflects on

the ways in which writing centres in South Africa are working in and across disciplines. Institutional constraints and challenges that arise from these collaborations are addressed and opportunities for transforming teaching and learning spaces are explored. The chapters speak to the global move in higher education to reconsider how knowledge is made, who makes it, and how support and development opportunities for students and lecturers should be created and sustained across the disciplines. This volume contributes to the body of knowledge in the growing field of the scholarship of teaching and learning in higher education in South Africa. It builds on the work of the first collection of such essays: *Changing Spaces: Writing Centres and Access to Higher Education* (Eds. A. Archer and R. Richards, 2011, SUN PReSS) to understand why working within the disciplines is so critical for writing

development in a South African context. **Hydropedology** Henry Lin 2012-07-09  
Hydropedology is a microcosm for what is happening in Soil Science. Once a staid discipline found in schools of agriculture devoted to increasing crop yield, soil science is transforming itself into an interdisciplinary mulch with great significance not only for food production but also climate change, ecology, preservation of natural resources, forestry, and carbon sequestration. Hydropedology brings together pedology (soil characteristics) with hydrology (movement of water) to understand and achieve the goals now associated with modern soil science. The first book of its kind in the market Highly interdisciplinary, involving new thinking and synergistic approaches Stimulating case studies demonstrate the need for hydropedology in various practical applications Future directions and new

approaches are present to advance this emerging interdisciplinary science Innovation, Entrepreneurship and Sustainability Norbert Grünwald 2015-06-03 The ICEBE conference in Windhoek is the sixth in a series of annual conferences on engineering and business education. It is organized by the Robert-Schmidt-Institute (University Wismar), hosted by Polytechnic of Namibia and co-organised by University of Applied Sciences Jena. The conferences were held in Sibiu (Romania), Manila (Philippines), Cape Town (South Africa) and Wismar (Germany). The theme of the Windhoek Conference is “Innovation, Entrepreneurship and Sustainability which describes the emphasis that is laid on always using these three terms in combination, i.e., not to consider one in isolation from the others. Thus the primary target of this conference is to provide the delegates with cross-disciplinary thinking

related to the three main streams in engineering and business education. **Learning to teach in post-apartheid South Africa** Yusuf Sayed 2018-11-28 Teacher education programmes seek to provide student teachers with the knowledge and expertise to provide quality teaching and learning in a diverse and challenging school context. Learning to Teach in post-apartheid South Africa: Student Teachers' Encounters with Initial Teacher Education addresses the complexities of teacher education programmes in preparing students to teach. It adds to the knowledge about teacher education, contributing critical understanding of education and the schooling system. The book provides important insights to deepen researchers, academics, teacher education providers, policy-makers, and students' understanding of the importance to address equity,

redress, and quality in South African education in a post-apartheid era. This book further helps to build student teachers' capacities to work creatively and to become active and critical agents of transformation. It ultimately outlines the challenges face in designing and delivering successful Initial Teacher Education programmes, and the impact this has on delivering equitable and quality education.

**The Mathematics Education for the Future Project - Proceedings of the 14th International Conference**

Alan Rogerson 2017-07-01 This volume contains the papers presented at the International Conference on Challenges in Mathematics Education for the Next Decade held from September 10-15, 2017 in Balatonfüred, Hungary. The Conference was organized by The Mathematics Education for the Future Project – an international educational project founded in 1986.

**A Guide to Graph Colouring** R.M.R. Lewis 2015-10-26 This book treats graph colouring as an algorithmic problem, with a strong emphasis on practical applications. The author describes and analyses some of the best-known algorithms for colouring arbitrary graphs, focusing on whether these heuristics can provide optimal solutions in some cases; how they perform on graphs where the chromatic number is unknown; and whether they can produce better solutions than other algorithms for certain types of graphs, and why. The introductory chapters explain graph colouring, and bounds and constructive algorithms. The author then shows how advanced, modern techniques can be applied to classic real-world operational research problems such as seating plans, sports scheduling, and university timetabling. He includes many examples, suggestions for further reading, and historical notes, and the book is

supplemented by a website with an online suite of downloadable code. The book will be of value to researchers, graduate students, and practitioners in the areas of operations research, theoretical computer science, optimization, and computational intelligence. The reader should have elementary knowledge of sets, matrices, and enumerative combinatorics.

**Science Education and Curriculum in South Africa** Oscar Koopman 2016-11-01

This book explores the impact of the socio-historical, political, and economic environment in South Africa, both during and after Apartheid. During this time, the South African education system demonstrated an interest in a specific type of knowledge, which Koopman refers to as 'a science of government'. This 'science of government' leaves the learners with a blurred understanding of science that is disconnected from external nature and

human nature, and is presented as a series of abstract concepts and definitions. The book also investigates the dialectical tensions between the science curriculum and the role of the teacher as an active implementer of the curriculum. The book draws on the work of various phenomenological scholars, namely Edmund Husserl, Martin Heidegger, Merleau-Ponty, and Max van Manen to discuss these tensions.

**Science, Technology and Innovation Policies for Inclusive Growth in Africa**

Achim Gutowski 2020-04 The volume analyses major strategic and policy issues. How to make Science, Technology and Innovation (STI) Policies relevant for inclusive growth strategies in Africa so that socio-economic transformation strategies will take off. The first part discusses the issues of human skills development as part of STI policies, based on visions, strategic

plans and country cases (for Cameroon, Nigeria and Mauritania). The second part looks at STI Policies for Economic Transformation, focussing on country case studies (for Egypt and Tunisia). A third part presents book reviews and book notes.

### **Understanding Social Media 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.

*Postgraduate Supervision* Magda Fourie-Malherbe 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).

*Creating Effective Teaching and Learning Spaces: Shaping Futures and Envisioning Unity in Diversity and Transformation*

Zilungile Lungi Sosibo 2021-09-07  
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.

**Architecture** Francis D. K. Ching  
2012-07-16 A superb visual reference to the principles of architecture Now including interactive CD-ROM! For more than thirty years, the beautifully illustrated *Architecture: Form, Space, and Order* has been the classic introduction to the basic vocabulary of architectural design. The updated Third Edition features expanded sections on circulation, light, views, and site context, along with new considerations of environmental factors, building codes, and contemporary examples of form, space, and order. This classic visual reference helps both students and practicing architects understand the basic vocabulary of architectural design by examining how form and space are ordered in the built environment.? Using his trademark meticulous drawing, Professor Ching shows the relationship between fundamental

elements of architecture through the ages and across cultural boundaries. By looking at these seminal ideas, *Architecture: Form, Space, and Order* encourages the reader to look critically at the built environment and promotes a more evocative understanding of architecture. In addition to updates to content and many of the illustrations, this new edition includes a companion CD-ROM that brings the book's architectural concepts to life through three-dimensional models and animations created by Professor Ching.

**Higher Education, Community Engagement and Entrepreneurship in Southern Africa** I. G. Govender 2021-02-24  
This volume explores the pressing issues of entrepreneurship education and development in Southern Africa. It discusses the various roles of higher education institutions in enhancing entrepreneurship in localised communities, and provides a systematic solution for improving the

Southern African economy by realising the importance of empowering the youth with entrepreneurial skills. In addition, successful development requires effective policies and contemporary approaches to both community engagement and entrepreneurship management. The book uses different Southern African case studies to discuss the various issues and innovations in entrepreneurship in the country.

*The Teaching of Commercial Subjects 1921*

### **Student Movements in Late**

**Neoliberalism** Lorenzo Cini 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.

### **Decolonisation in Universities**

Jonathan Jansen 2019-04-01 Shortly after the giant bronze statue of Cecil John Rhodes came down at the University of Cape Town,

student protestors called for the decolonisation of universities. It was a word hardly heard in South Africa's struggle lexicon and many asked: What exactly is decolonisation? This edited volume brings together the best minds in curriculum theory to address this important question. In the process, several critical questions are raised: Is decolonisation simply a slogan for addressing other pressing concerns on campuses and in society? What is the colonial legacy with respect to curriculum and can it be undone? How is the project of curriculum decolonisation similar to or different from the quest for postcolonial knowledge, indigenous knowledge or a critical theory of knowledge? What does decolonisation mean in a digital age where relationships between knowledge and power are shifting? The book combines strong conceptual analyses with novel case studies of attempts to 'do decolonisation' in settings

as diverse as South Africa, Uganda, Tanzania and Mauritius. Such a comparative perspective enables reasonable judgements to be made about the prospects for institutional take-up within the curriculum of century-old universities.

### **The Transformative Power of Language**

Russell H. Kaschula 2020-08-31 A new study of the importance of language for sociocultural change in Africa, from postcolonial to globally competitive knowledge societies.

*Visual Cultures of Africa* Mary Clare Kidenda 2022-04-06 The voices in this book offer a multi-perspectival approach to Africa, focusing on the skills and the knowledge underpinning visual cultural expressions ranging from Akan symbolism to embodied performances by dancers and storytellers, even re-designed models of Western cars. Educators, designers, artists, critics, curators, and custodians based both in

Africa and in Europe are configuring spaces for public, private, institutional as well as digital conversation – whether through pottery or portraiture, furniture or film, shoes or selfies, buildings or books. Readers are encouraged to question how African visual cultures are both ‘in’ and ‘of’; identifying and confrontational; post- and decolonial; preserved and practised; old and new; borrowed and authentic; composite and complete; rooted and soaring. Disciplines being engaged include visual culture studies, media studies, performance studies, orature, literature, art and design – as well as their histories. The editors Mary Clare Kidenda, Lize Kriel and Ernst Wagner represent three nodes in the Exploring Visual Cultures north-south collaborative network: The Technical University of Kenya, the University of Pretoria in South Africa and Munich Academy of Fine Arts in Germany. Activity Theory, Authentic Learning and

Emerging Technologies Vivienne Bozalek 2014-09-15 Although emerging technologies are becoming popularised for teaching, learning and research, the relationship between their use and transformative effects on higher education remain largely unexplored. This edited collection seeks to fill this gap by providing a nuanced view, locating higher education pedagogical practices at an intersection of emerging technologies, authentic learning and activity systems. Providing numerous case studies as examples, the book draws from a wide range of contexts to illustrate how such a convergence has the potential to track transformative teaching and learning practices in the higher education sector. Chapters provide the reader with a variety of transformative higher education pedagogical practices in southern contexts, theorised within the framework of Cultural Historical Activity Theory (CHAT) and tool

mediation, while using authentic learning as a pedagogical model upon which this theoretical framework is based. The topics covered in the book have global relevance, with research paying particular attention to South Africa, Australia and New Zealand, where the authors are based. The book will be of interest to educators, researchers and practitioners in higher education, as well as those interested in emerging technologies in education more generally.

*ECEL 2021 20th European Conference on e-Learning* Prof. Dr.-Ing. Carsten Busch  
2021-10-28

*Telling Stories Differently* Janet Condy  
2015-09-01 The aim of this book is to share a relatively loose collection of studies using digital storytelling as a pedagogical tool in Cape Peninsula University of Technology (CPUT). The book takes an informed social justice approach to teaching and learning, at the heart of which is the exploration of DST

as a practice of voice and agency. Voice and agency are important in excavating and recovering subjugated identities, and moving the concerns of those occupying subaltern spaces to the mainstream of teaching and learning. Yet this discursive shift is not without inherent challenges. Multi-modal technologies are reflective of wider inequities in the so-called technological divide. Whilst this is a book about higher education, there are important lessons for schooling. On the one hand, the book is a powerful demonstration of the potential of DST for enhancing learning in schools, particularly in schools serving the poor and marginalised. On the other hand, improving teaching and learning in higher education, through the creative use of technology, is essential to overcome the learning challenges of those entering tertiary level institutions.

Library Staffing for the Future 2015-12-09

This latest volume contains approaches from researchers around the world. The chapters explore such issues as skills-building and other professional development activities, changing demographic profiles of staff, changing modes of resource provision, succession planning, remote work, and planning for Linked Data.

### **Enlarging the Scope of Peace**

**Psychology** Mohamed Seedat 2016-12-06

With the major goal of building an inclusive international community that promotes peace-related research and action, this volume reflects on local, national and global peace engagement and works towards transdisciplinary understandings of the role of psychology in peace, conflict, and violence. Drawn primarily from 14th Biennial International Symposium on the Contributions of Psychology, the chapters focus on peacemaking--or the pursuit of harmony in human relations-- and

peacebuilding--or equity in human relations-- with a special emphasis on voices from typically underrepresented areas in psychology, such as the Global South. In order to move beyond a Western-centered idea of peace psychology, the volume is divided into two major parts. The first half of the volume puts an emphasis on peace psychology research and praxis in a number of geohistorical contexts, including Malaysia, Northern Ireland, Thailand, and Kashmir, that bear on conflict, harmony and equity in human relations. Chapters in the second half of the volume fulfill the mandate of Biennial Symposia; namely, to create more equity in the production of peace theory and praxis by bringing forward the voices of scholars and change agents that are often unheard in peace discourses, including a number of scholars and chapters from South Africa. Additionally, throughout the chapters, the authors and editors of the

volume emphasize emancipatory agendas as an important alternative to militarism and state-sponsored violence. With the aim of bringing forward voices from cultures and situations that are typically not included or highly visible in peace discourses, *Enlarging the Scope of Peace Psychology in Invited and Invented Spaces: African and World-Regional Contributions* is a thought-provoking, timely, and informative work. Psychologists, anthropologists, sociologists, political scientists, activists, public-policy makers, and all those interested in promoting peace and justice, are sure to find this an invaluable and illuminating resource.

**ICTR 2018 International Conference on Tourism Research** Dr Minna Tunkkari-Eskelinen, JAMK University of Applied Science Jyväskylä, Finland 2018-03-22  
These proceedings represent the work of researchers participating in the International

Conference on Tourism Research (ICTR 2018) which is being hosted by JAMK University of Applied Sciences, Jyväskylä, Finland on 23-24 March 2018.  
*Institutional Research in South African Higher Education* Jan Botha 2016-11-01  
The book provides a thorough overview of Institutional Research (IR) ? i.e. applied higher education research undertaken within universities ? in South Africa. It is a collection of essays focusing on the character and institutional setting of IR; how IR is embedded into the mechanisms of steering, shaping and reforming higher education; and what the major results were of IR in select thematic areas. The book is a valuable resource for higher education researchers and social researchers in South Africa interested in higher education. It also deserves to be read by practitioners and policymakers in the field of higher education in South Africa. It serves as an

interesting case study for higher education researchers all over the world.

### **Doctoral Education in South Africa**

Cloete, Nico 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.

### **ICEL 2017 - Proceedings of the 12th**

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