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Jicheng Xie



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Curriculum Inquiry in South African Higher Education Eli Bitzer, Nonnie Botha, 2011-11-01 At once evocative and suggestive this exemplary book gives me hope that educators and scholars across the world will seize the opportunity to self reflect and enlarge and enrich both their research and their practice in ways that will markedly contribute to the revitalisation of the higher learning in the twenty first century The urgency of the need for revitalisation of both research and practice in this domain of inquiry cannot be overstated Prof Clifton Conrad University of Wisconsin Madison USA

Universities, Employability and Human Development Melanie Walker, Samuel Fongwa, 2017-01-20 The book makes a significant contribution to critical higher education studies specifically to graduate employability research and to capabilities and education research The book moves beyond the simplistic conception of alleged gaps in graduate skills and mismatches between employers and universities and instead provides an innovative multi dimensional and intersectional human capabilities conceptualisation of graduate employability The book challenges an individualised notion of employability instead locating employability issues in social and economic conditions and argues that employability choices cannot be divorced from inequality Qualitative and quantitative data from multiple case study universities in South Africa are used to explore the perceptions and experiences of diverse students lecturers support officers and employers regarding what each university is doing or should be doing to enhance graduate economic opportunities and contribute to inclusive development The book will be highly relevant to students scholars and researchers in the fields of education and sociology particularly those with an interest in graduate employability

The Zuma Years Richard Calland, 2013-08-16 The face of power in South Africa is rapidly changing for better and for worse The years since Thabo Mbeki was swept aside by Jacob Zuma's coalition of the wounded have been especially tumultuous with the rise and fall of populist politicians such as Julius Malema the terrible events at Marikana and the embarrassing Guptagate scandal What lies behind these developments How does the Zuma presidency exercise its power Who makes our foreign policy What goes on in cabinet meetings What is the state of play in the Alliance is the SACP really more powerful than before And as the landscape shifts what are the opposition's prospects In *The Zuma Years* Richard Calland attempts to answer these questions and more by holding up a mirror to the new establishment by exploring how people such as Malema Chief Justice Mogoeng Mogoeng and DA parliamentary leader Lindiwe Mazibuko have risen so fast by examining key drivers of transformation in South Africa such as the professions and the universities and by training a spotlight on the toxic mix of money and politics *The Zuma Years* is a fly on the wall insider's approach to the people who control the power that affects us all It takes you along the corridors of government and corporate power mixing solid research with vivid anecdote and interviews with key players The result is an accessible yet authoritative account of who runs South Africa and how today

Comprehensive Internationalization John K. Hudzik, 2014-11-20 This book is a timely insight into the internationalization of higher education institutions The internationalization of higher education is a

global phenomenon but with substantial variation in how it is made operational in individual institutions Comprehensive Internationalization focuses on desirable practices in institutions and their actual approaches to implement a more integrated strategic or comprehensive global engagement across their core missions teaching research and service Part I of the book investigates a wide range of issues governing the internationalization of institutions Outlining the origins meaning and evolution toward more strategic and comprehensive forms of internationalization building an understanding of the meanings of comprehensive internationalization as well as common aspirations when linked to different types of institutions understanding the rationales and motivations for internationalization and intended results creating an institutional vision and culture to support comprehensive internationalization and implementing key strategies for successful internationalization in terms of practical actions and programs and results including identifying and ameliorating barriers engaging organizational change assessing outcomes and obtaining resources Part II of the book offers case stories from institutions across the globe which describe varying pathways toward more comprehensive internationalization Institutions were chosen to reflect the diversity of higher education and approaches to internationalization An analysis of the cases uncovers similarities and differences as well as common lessons to be learned With contributions from mainland Europe Australia the USA the UK Latin America Singapore and South Africa the global application of the book is unparalleled Comprehensive Internationalization will be of vital interest to a wide variety of higher education institutional leaders and managers as they address the problems and solutions for institutional internationalization available to them in a rapidly changing educational world and a 21st Century global environment

PC Mag ,2004-01-20 PCMag com is a leading authority on technology delivering Labs based independent reviews of the latest products and services Our expert industry analysis and practical solutions help you make better buying decisions and get more from technology

Universities and Economic Development in Africa Nico Cloete, Tracy Bailey, Peter A. M. Maassen, 2011 Universities and economic development in Africa Pact academic core and coordination draws together evidence and synthesises the findings from eight African case studies The three key findings presented in this report are as follows 1 There is a lack of clarity and agreement pact about a development model and the role of higher education in development at both national and institutional levels There is however an increasing awareness particularly at government level of the importance of universities in the global context of the knowledge economy 2 Research production at the eight African universities is not strong enough to enable them to build on their traditional undergraduate teaching roles and make a sustained contribution to development via new knowledge production A number of universities have manageable student staff ratios and adequately qualified staff but inadequate funds for staff to engage in research In addition the incentive regimes do not support knowledge production 3 In none of the countries in the sample is there a coordinated effort between government external stakeholders and the university to systematically strengthen the contribution that the university can make to development While at each of the universities there are exemplary development

projects that connect strongly to external stakeholders and strengthen the academic core the challenge is how to increase the number of these projects The project on which this report is based forms part of a larger study on Higher Education and Economic Development in Africa undertaken by the Higher Education Research and Advocacy Network in Africa HERANA HERANA is coordinated by the Centre for Higher Education Transformation in South Africa Castells in Africa Johan Muller,Nico Cloete,2017-11-28 Castells in Africa Universities and Development collects the papers produced by Manuel Castells on his visits to South Africa and publishes them in a single volume for the first time The book also publishes a series of empirically based papers which together display the multi faceted and far sighted scope of his theoretical framework and its fecundity for fine grained detailed empirical investigations on universities and development in Africa Castells in his afterword to this book always looking forward assesses the role of the university in the wake of the upheavals to the global economic order He decides the universitys function not only remains but is more important than ever This book will serve as an introduction to the relevance of his work for higher education in Africa for postgraduate students reflective practitioners and researchers Includes two previously unpublished public lectures and an Afterword by Manuel Castells **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

Knowledge Production and Contradictory Functions in African Higher Education Cloete, Nico, Maassen, Peter, 2015-03-01 Reviews This volume brings together excellent scholarship and innovative policy discussion to demonstrate the essential role of higher education in the development of Africa and of the world at large Based on deep knowledge of the university system in several African countries this book will reshape the debate on development in the global information economy for years to come It should be mandatory reading for academics policy makers and concerned citizens in Africa and elsewhere Manuel Castells Professor Emeritus University of California at Berkeley Laureate of the Holberg Prize 2012 and of the Balzan Prize 2013 The dominant global discourse in higher education now focuses on world class universities inevitably located predominantly in North America Europe and increasingly East Asia The rest of the world including Africa is left to play catch up But that discourse should focus rather on the tensions even contradictions between excellence and engagement with which all universities must grapple Here the African experience has much to offer the high participation and generously resourced systems of the so called developed world This book offers a critical review of that experience and so makes a major contribution to our understanding of higher education Sir Peter Scott former editor of Times Higher Education and Professor of Higher Education Studies University College London Institute of Education

Advances in Scattering and Biomedical Engineering Dimitrios Ioannou Fotiadis, Christos Massalas, 2004 This volume consists of the papers presented at the 6th International Workshop on Scattering Theory and Biomedical Engineering Organized every two years this workshop provides an overview of the hot topics in scattering theory and biomedical technology and brings together young researchers and senior scientists creating a forum for the exchange of new scientific ideas At the sixth meeting all the invited speakers who are recognized as being eminent in their field and more important as being stimulating speakers presented their latest achievements The proceedings have been selected for coverage in OCo Index to Scientific On the Scattering of Spherical Electromagnetic Waves by a Penetrable Chiral Obstacle C Athanasiadis et al A Factorization Methods for Maxwell's Equations A Kirsch

Acoustic Scattering by an Impenetrable Spheroid J A Roumeliotis et al Applied Mathematics Wave Dispersion Phenomena in Concrete D G Aggelis Homogenization of Maxwell s Equations in Dissipative Bianisotropic Media G Barbatis Moment s Method for Inverse Boundary Value Problems Y Kurylev Cleaning Astronomical Databases Using Hough Transforms and Renewal Strings C K I Williams et al Mesh Modeling and its Applications in Image Processing Y Yang Biomedical Engineering Autoregressive Spectral Analysis of Phrenic Neurogram Before and After Vagotomy in the Piglet S Agner Classifying Patterns Relating to the Early Development of Posttraumatic Stress Disorder Using Principal Components Analysis B Knorr et al Fingerprint Verification Based on Image Processing Segmentation Using an Onion Algorithm of Computational Geometry M Poulos et al and other papers Readership Graduate students academics and researchers in biomedical engineering bioinformatics and mathematical biology

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web a₁ angular points axes of reference axial vector b₁ b₂ c₁ centre of mass circle coefficients constant coordinates curve diagonals dicular differential direction cosines displacement $\frac{d\mathbf{r}}{dt}$ $\frac{d\mathbf{r}}{dt}$ ellipse equal expression $\mathbf{f}_1$ figure forces given point grad initial point length let $\mathbf{oa}$ let $\mathbf{oa}$ a m₁ magnitude and direction n₁ ob b oc c

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web 1 1 given two vectors $\mathbf{a}$ and $\mathbf{b}$ do the equations $\mathbf{v} = \mathbf{a} + \mathbf{b}$ and $\mathbf{v} = \mathbf{a} \times \mathbf{b}$ determine the vector $\mathbf{v}$ uniquely if so find an explicit formula of $\mathbf{v}$ in terms of $\mathbf{a}$ and $\mathbf{b}$ answer the answer is yes clearly if $\mathbf{a}$ and $\mathbf{b}$ are not orthogonal then there is no solution so

assume a and b are orthogonal vectors

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web numerically the solution is $\vec{d} = \vec{d}_0 - \vec{d}_B + \vec{d}_A$ $i10\ i5\ j2\ i3\ j3\ i12\ j5$ 6 find the unit vectors that point from a to the other points b to g in question 2 express each vector in component $\hat{i}\hat{j}$ notation

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