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Seán Bracken, Katie Novak

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International Handbook of Distance Education Terry Evans, Margaret Haughey, David Murphy, 2008-02-13 Distance education is arguably one of the major developments in education during the 20th Century This title explores the array of distance education theories and practices as they have been shaped by the late 20th Century and then positions these in terms of the contemporary circumstances of the 21st Century The Origin and Growth of Geography as a discipline at South Africa Universities Gustav Visser, 2016-09-20 The publication provides the first comprehensive text that reflects on a century of the development of geography as an academic discipline at South African universities The book showcases a broad and textured review of South Africa's geography departments their staff members their times and the different Geographies they engaged in The book lays the foundation from which more expansive individual departmental histories can be written in the future **ICEL2015-10th International Conference on e-Learning** Dr Carlton Watson, 2015-06-12 These proceedings represent the work of researchers participating in the 10th International Conference on e Learning ICEL 2015 which is being hosted this year by the College of the Bahamas Nassau on the 25 26 June 2015 ICEL is a recognised event on the International research conferences calendar and provides a valuable platform for individuals to present their research findings display their work in progress and discuss conceptual advances in the area of e Learning It provides an important opportunity for researchers and managers to come together with peers to share their experiences of using the varied and expanding range of e Learning available to them With an initial submission of 91 abstracts after the double blind peer review process there are 41 academic Research papers and 2 PhD papers Research papers published in these Conference Proceedings These papers come from some many different countries including Australia Belgium Brazil Canada China Germany Greece Hong Kong Malaysia Portugal Republic of Macedonia Romania Slovakia South Africa Sweden United Arab Emirates UK and the USA A selection of the best papers those agreed by a panel of reviewers and the editor will be published in a conference edition of EJEL the Electronic Journal of e Learning www ejel com These will be chosen for their quality of writing and relevance to the Journal's objective of publishing papers that offer new insights or practical help into **Biodiversity and Education for Sustainable Development** Paula Castro, Ulisses M. the application e Learning Azeiteiro, Paula Bacelar-Nicolau, Walter Leal Filho, Anabela Marisa Azul, 2016-05-26 This book gathers interdisciplinary reflections from researchers educators and other experts on the subject of biodiversity closer to education and learning The book also highlights its role as an added value to strategic principles for healthy ecosystems and sustainable human development It promotes critical thinking and foster practices and attitudes for Education for Sustainable Development reconciling education with principles of human behaviour and nature Readers especially find this book a timely resource in light of the Strategic Plan for Biodiversity 2011 2020 the Aichi Targets and the new EU biodiversity strategy Our life insurance our natural capital an EU biodiversity strategy to 2020 Along with the challenge of ecosystems and public health

biodiversity conservation is essential for humanity s continued security and sustainability as it touches on all aspects of people s lives <u>Lugalla: Rethinking Teacher Education</u>, 2023-06-27 Rethinking Teacher Education Improvement Innovation and Change is the result of the conference organised by The Aga Khan University Institute for Educational Development East Africa AKU IED EA on education in Uganda in 2017 The Conference gathered participants from nine countries to deliberate on a cross section of factors regarding teacher education in the region and landscaping the same on global perspectives The choice of the conference theme was inspired by a need to consider new systems policies structures and reforms to help drive sustainable education for the development of nations in the East African region A variety contributors participated from across the education landscape and included researchers working in higher education practitioners such as teachers in schools tutors instructors in colleges and lecturers and professors at universities Also contributing were non governmental organisations with interests in education and student learning outcomes civil society organisations whose interests navigate the role education plays in social and national development policy makers and curriculum developers librarians publishers booksellers and teacher trainees all of who shared their rich experiences and perspectives on teacher education in the 21st century in East Africa and globally Legal pedagogy, practice and curriculum transformation: What does the future hold and look like? Charles Maimela ,2025-07-18 In an era marked by rapid technological innovation and complex socio political shifts legal education stands at a critical crossroads This timely publication explores the imperative for a curriculum that is both responsive and resilient capable of adapting to the evolving needs of students institutions and society at large Blending theoretical analysis with practical insight the book offers forwardthinking strategies to navigate the multifaceted challenges of curriculum transformation Drawing on the lived experiences and reflections of law educators across diverse institutions it provides a unique lens into how curriculum innovation can enhance teaching learning and research in the legal academy More than a commentary this book is a call to action a vital resource for educators academic leaders and policymakers committed to ensuring the continued relevance excellence and social responsiveness of legal education in the 21st century

Transforming Teaching and Learning Experiences for Helping Professions in Higher Education ,2023-02-27 Higher education has transformed and continues to transform in this century because of decolonizing the curriculum and the COVID 19 pandemic which have added an indelible mark to the methodology of teaching and learning Learning spaces have become open to more people through privatization massification e learning platforms and internationally mobile academics allowing individuals from diverse backgrounds to enter the academic and helping professions space Educators need to reskill repurpose redesign and reimagine for a world that is rapidly evolving New ways of teaching need to consider nuances of decolonization of the curriculum deep understanding of subjects transformative ways of imparting knowledge and technology enhanced learning needs to be embraced Thus the teaching and learning spaces in developed and developing environments move beyond the classroom to prepare 21st century citizens to embrace life long learning Furthermore the content as well as

processes involved in teaching and learning must be explored thoughtfully that includes the perspectives of a more inclusive wave of educators and students Thus this book has implications for a global scholarship specifically during disruptive times in Higher Education It is hoped that the book stimulates reflections so that the reader draws inspiration to find contextual relevance that extends into the real world Higher Education and Sustainability Ulisses Manuel de Miranda Azeiteiro, J. Paulo Davim, 2019-08-30 The book provides descriptions of experiences from research and educational sustainability projects and the role HEIs can play together with contributions presenting a variety of initiatives showing how SDGs are being implemented The book promotes the theoretical and practical understanding on this thematic and disseminates knowledge and international research and cooperation Contributions cover the role of SDGs in advancing implementation of sustainable development sustainability in higher education the role of universities in sustainable development new paths towards sustainable development and e learning contributions Features Focuses on theoretical and practical understanding on Sustainability Higher Education and SDGs to disseminate knowledge and promote research and cooperation Includes lessons learned from sustainability research and educational challenges presenting case studies technological developments outputs of research and studies best practices and examples of successful projects Discusses relevant and international perspectives on sustainability higher education and SGDs Presents local and international contributions on a variety of initiatives showing how SDGs are being implemented Transforming Higher Education Through Universal Design for Learning Seán Bracken, Katie Novak, 2019-02-21 Providing insight into the background theory and practical applications of Universal Design for Learning UDL Transforming Higher Education through Universal Design for Learning An International Perspective examines and shares best practice in UDL implementation worldwide to provide strategies for strengthening student accessibility engagement and learning outcomes through the development of flexible learning environments Drawing upon insightful research based contributions from educators and student service specialists in Australia Belgium Brazil Canada Ireland Israel Norway South Africa Spain the UK and all across the USA this book considers diversity in the form of disability minority ethnic groups gender identities first generation university students and varying socio economic backgrounds brings together key thinkers and actors in the field of UDL and expertly maps its practices to the higher educational domain explores the multiple means of representation expression and engagement that combine to create a successful UDL framework Each chapter not only provides a different perspective of how UDL has helped meet the needs of all students to ensure that education is accessible culturally responsive and socially just but also considers how this can then be implemented into higher education environments the world over This book is a crucial read for those who want to make a positive difference in higher education provision and outcomes **Curriculum Development and Online Instruction for** the 21st Century Fudge, Tamara Phillips, Ferebee, Susan Shepherd, 2021-06-25 The world of education has undergone major changes within the last year that have pushed online instruction to the forefront of learning Thanks to the COVID 19

pandemic online learning has become paramount to the continued and uninterrupted teaching of students and has forced students and teachers alike to adjust to an online learning environment Though some have already returned to the traditional classroom or plan to very soon others have begun to appreciate the value of online education initiatives that had previously been discussed but never acted upon as they have been in the past year With plenty of positive and negative aspects online learning is a complex issue with numerous factors to consider It is an issue that must be studied and examined in order to improve in the future Curriculum Development and Online Instruction for the 21st Century examines the issues and difficulties of online teaching and learning as well as potential solutions and best practices. This book includes an examination on the value of teaching fully via the internet as well as the challenges inherent in the training of teachers to teach in online environments While addressing key elements of remote learning such as keeping student data safe as well as methods in which to engage students this book covers topics that include assessment tools teaching deaf students web technology and standardized curricula Ideal for K 12 teachers college faculty curriculum developers instructional designers educational software developers administrators academicians researchers and students this book provides a thorough overview of online education and the benefits and issues that accompany it The Mobile Learning Voyage - From Small Ripples to Massive Open Waters Tom H. Brown, Herman J. van der Merwe, 2015-10-14 This book constitutes the proceedings of the 14th International Conference on Mobile and Contextual Learning mLearn 2015 held in a cruise ship leaving from and arriving to Venice Italy in October 2015 The 22 revised full papers and 6 short papers presented were carefully reviewed and selected from 81 submissions. The papers deal with the topics related to the theme of the conference. The mobile learning voyage from small ripples to massive open waters The conference theme paid tribute to the developments that brought mobile learning from its infancy steps in the early 2000s to maturity in 2015 while simultaneously paying the way for the broad and open waters ahead with new developments and progress in mobile learning and emerging ambient technologies

Decolonisation in Universities Jonathan Jansen, 2019-08-01 In this collection of case studies and stories from the field South African scholars come together to trade stories on how to decolonise the university 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 Knowledge, Curriculum and Equity Brian Barrett, Ursula Hoadley, John Morgan, 2017-07-20 In 2008 the first in a series of symposia established a social realist case for knowledge as an alternative to the relativist tendencies of the constructivist post structuralist and postmodernist approaches dominant in the sociology of education The second symposium focused on curriculum and the development of a theoretical language grounded in social realism to talk about issues of knowledge and curriculum Finally the third symposium brought together researchers in a broad range of contexts to build on these ideas and arguments and with a concerted empirical focus bring these social realist ideas and arguments into conversation with data Knowledge Curriculum and Equity Social Realist Perspectives contains the work of the third symposium where the strengths and gaps in the social realist approach are identified and where there is critical recognition of the need to incrementally extend the theories through empirical study Fundamentally the problem that social realism is seeking to address is about understanding the social conditions of knowledge production and exchange as well as its structuring in the curriculum and in pedagogy The central concern is with the on going social reproduction of inequality through schooling and exploring whether and how foregrounding specialised knowledge and its access holds the possibility for interrupting it This book consists of 13 chapters by different authors working in Oceania Asia Europe Africa and North America From very different vantage points the authors focus their theoretical and empirical sights on the assumptions about knowledge that underpin educational processes and the pursuit of more equitable schooling for all ECEL2015-14th European Conference on e-Learning, Amanda Jefferies and Marija Cubric ,2015-10-13 These Proceedings represent the work of contributors to the 14th European Conference on e Learning ECEL 2015 hosted this year by the University of Hertfordshire Hatfield UK on 29 30 October 2015 The Conference and Programme Co Chairs are Pro fessor Amanda Jefferies and Dr Marija Cubric both from the University of Hertfordshire The conference will be opened with a keynote address by Professor Patrick McAndrew Director Institute of Educational Tech nology Open University UK with a talk on Innovating for learning designing for the future of education On the second day the keynote will be delivered by Professor John Traxler University of Wolverhampton UK on the subject of Mobile Learning No Longer Just e Learning with Mobiles ECEL provides a valuable platform for individuals to present their research findings display their work in progress and discuss conceptual advances in many different branches of e Learning At the same time it provides an important opportunity for members of the EL community to come together with peers share knowledge and exchange ideas With an initial submission of 169 abstracts after the double blind peer review process there are 86 academic papers 16 Phd Papers 5 Work in Progress papers and 1 non academic papers in these Conference Proceedings These papers reflect the truly global nature of research in the area with contributions from Algeria Australia Austria Belgium Botswana Canada Chile Cov entry Czech Republic Denmark Egypt England Estonia France Germany Ireland Japan Kazakhstan New

Zealand Nigeria Norway Oman Portugal Republic of Kazakhstan Romania Saudi Arabia Scotland Singapore South Africa Sweden the Czech Republic Turkey Uganda UK United Arab Emirates UK and USA Zimbabwe A selection of papers those agreed by a panel of reviewers and the editor will be published in a special conference edition of the EJEL Electronic Journal ICEL 2017 - Proceedings of the 12th International Conference on e-Learning Laurie of e Learning www ejel org O. Campbell, Richard Hartshorn, 2017 Encyclopedia of Organizational Knowledge, Administration, and Technology Khosrow-Pour D.B.A., Mehdi, 2020-09-29 For any organization to be successful it must operate in such a manner that knowledge and information human resources and technology are continually taken into consideration and managed effectively Business concepts are always present regardless of the field or industry in education government healthcare not for profit engineering hospitality tourism among others Maintaining organizational awareness and a strategic frame of mind is critical to meeting goals gaining competitive advantage and ultimately ensuring sustainability The Encyclopedia of Organizational Knowledge Administration and Technology is an inaugural five volume publication that offers 193 completely new and previously unpublished articles authored by leading experts on the latest concepts issues challenges innovations and opportunities covering all aspects of modern organizations Moreover it is comprised of content that highlights major breakthroughs discoveries and authoritative research results as they pertain to all aspects of organizational growth and development including methodologies that can help companies thrive and analytical tools that assess an organization s internal health and performance Insights are offered in key topics such as organizational structure strategic leadership information technology management and business analytics among others. The knowledge compiled in this publication is designed for entrepreneurs managers executives investors economic analysts computer engineers software programmers human resource departments and other industry professionals seeking to understand the latest tools to emerge from this field and who are looking to incorporate them in their practice Additionally academicians researchers and students in fields that include but are not limited to business management science organizational development entrepreneurship sociology corporate psychology computer science and information technology will benefit from the research compiled within this Global Citizenship, Common Wealth and Uncommon Citizenships ,2018-08-16 This set of essays publication critically analyze global citizenship by bringing together leading ideas about citizenship and the commons in this time that both needs and resists a global perspective on issues and relations Education plays a significant role in how we come to address these issues and this volume will contribute to ensuring that equity global citizenship and the common wealth provide platforms from which we might engage in transformational collective work The authors address the global significance of debates and struggles about belonging and abjection solidarity and rejection identification and othering as well as love and hate Global citizenship as a concept and a practice is now being met with a dangerous call for insularism and a protracted ethno nationalism based on global economic imperialism movements for white supremacy and miscegenation

various forms of religious extremism and identity politics but which antithetically also comes from the anti globalization movement focused on building strong sustainable communities We see a taming of citizens that contributes to the taming of what we understand as the public sphere and the commons the places of cultural natural and intellectual resources that are shared and not privately owned The work of global citizenship education is distinguishable from the processes of a deadly globalization or destruction of the world that responds to the interlocking issues that make life on the planet precarious for human and non humans everywhere albeit an unequal precarity This book is an invitation into a conversation that explores and makes visible some of the hidden chasms of oppression and inequity in the world It is meant to provoke both argument and activism as we work to secure common spaces that are broadly life sustaining Contributors are Ali A Abdi Sung Kyung Ahn Chouaib El Bouhali Xochilt Hern ndez Carrie Karsgaard Marlene McKay Michael O Sullivan Christina Palech Karen Pashby Karen J Pheasant Neganigwane Thashika Pillay Ashley Rerrie Grace J Rwiza Toni Samek Lynette Shultz Harry **Curriculum Challenges and Opportunities in a** Smaller Crain Soudien Derek Tannis and Irene Friesen Wolfstone **Changing World** Bill Green, Philip Roberts, Marie Brennan, 2021-03-18 This book brings together voices and perspectives from across the world and draws in a new generation of curriculum scholars to provide fresh insight into the contemporary field By opening up Curriculum Studies with contributions from twelve countries including every continent the book outlines and exemplifies the challenges and opportunities for transnational curriculum inquiry While curriculum remains largely shaped and enabled nationally global policy borrowing and scholarly exchange continue to influence local practice Contributors explore major shared debates and future implications through four key sections Decolonising the Curriculum Knowledge Questions and Curriculum Dilemmas Nation History Curriculum and Curriculum Challenges for the Future

The walk without limbs: Searching for indigenous health knowledge in a rural context in South Africa Gubela Mji, Melanie Alperstein, Nondwe Bongokazi Mlenzana, Karen Galloway, Chioma Ohajunwa, Lieketseng Ned, Ntombekhaya Tshabalala, 2019-12-12 In a country as diverse as South Africa sickness and health often mean different things to different people so much so that the different health definitions and health belief models in the country seem to have a profound influence on the health seeking behaviour of the people who are part of our vibrant multicultural society This book is concerned with the integration of indigenous health knowledge IHK into the current Western orientated Primary Health Care PHC model The first section of the book highlights the challenges facing the training of health professionals using a curriculum that is not drawing its knowledge base from the indigenous context and the people of that context Such professionals will later recognise that they are walking without limbs in matters pertaining to health The area that was chosen for conducting the research was KwaBomvana in Xhora Elliotdale Eastern Cape province South Africa The people who reside there are called AmaBomvana The area where the Bomvana peoples reside is served by Madwaleni Hospital and eight surrounding clinics Qualitative ethnographic feminist methods of data collection supported the research done for

Section 1 of the book Section 2 comprises the translation and implementation of PhD study outcomes and had contributions from various researchers In the critical research findings of the PhD study older Xhosa women identify the inclusion of social determinants of health as vital to the health problems they managed within their homes For them each disease is linked to a social determinant of health and the management of health problems includes the management of social determinants of health For them it is about the health of the home and not just about the management of disease They believe that healthy homes make healthy villages and that the prevention of the development of disease is related to the strengthening of the home Health and illness should be seen within both physical and spiritual contexts without health there can be no progress in the home When defining health the older Xhosa women add three critical components to the WHO health definition namely food security healthy children and families and peace and security in their villages Prof Mji further proposes that these three elements should be included in the next revision of the WHO health definition because they are not only important for the Bomvana people where the research was conducted but also for the rest of humanity In light of the promise of National Health Insurance and the revitalisation of PHC this book proposes that these two major national health policies should take cognisance of the IHK utilised by the older Xhosa women In addition to what this research implies these policies should also take note of all IHK from the indigenous peoples of South Africa Africa and the rest of the world and that there should be a clear plan as to how the knowledge can be supported within a health care systems approach Sustainable Development Goals and Institutions of Higher Education Godwell Nhamo, Vuyo Mjimba, 2019-09-14 This volume brings together both theoretical and case study based contributions to the implementation of the Sustainable Development Goals SDGs in Institutions of Higher Education IHE presenting an impactful combination of authors from both developing and developed countries While most current publications addressing the SDGs and education focus on sustainable development in general and specific topics such as climate change or energy this book attempts to accelerate the localisation of the SDGs by presenting opportunities and innovations offered in various universities and campuses regarding SDGs localisation The book seeks to provide an important contribution to the global dialogue on IHE and the SDGs and will be of interest to academics and researchers engaged in the SDGs and education as well as government agencies and other interested stakeholders The book focuses on curriculum and learning matters research and development as well as community engagement Case studies detail the integration of SDGs in academic and professional development new approaches to implementing sustainability science instruction improvements in teaching practices to enhance teacher competence and responsible management education Additional focus is placed on the alignment of the SDGs in higher education with the other goals emphasizing technological innovation for improved human health and environmental management and climate change policies and action plans Interdisciplinary solutions for pressing environmental problems are also provided making sure that no one is left behind in realising these global development goals

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