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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 the application e Learning

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

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

Proceedings of the 4th International Conference on Progressive Education 2022 (ICOPE 2022) Ryzal Perdana, Sunyono, Gede Eka Putrawan, Trio Yuda Septiawan, Bayu Saputra, 2023-05-27 This is an open access book Fostering Synergy and Innovation in Digital Learning Environments The 4th ICOPE 2022 is an international conference in education with the theme of fostering synergy and innovation in digital learning environments It is organized by the faculty of teacher training and education at the University of Lampung Indonesia Bandar Lampung the capital city of Lampung Province will be the host of this event It will be taken place on the 15th 16th of October 2022 This conference involves keynote speakers from Indonesia USA Malaysia and Australia It is intended to be a forum to convey specific alternatives and significant breakthroughs in rapid social development Therefore this event aims to kindly appeal to scholars academics researchers experts practitioners and university students to take part and share outlooks experiences research findings and recent trends of research in the milieu of education In doing so it is expected that attendees can gain advanced understanding and insights into offering solutions to problems The 4th ICOPE 2022 invites and welcomes you to submit your works on various topics related to the Scope of the Conference All submitted abstracts and papers will undergo a blind peer review process to ensure their quality relevance and originality After carrying the burden coming from Covid 19 and its dynamic it tremendously needs to adjust various social aspects especially from an education perspective This term covers a broad spectrum concerning numerous dimensions of social life at individual group nation state regional and global levels Therefore adapting process insists on the seriousness of the global community to cooperate within the unpredictable complexities

Epistemic Freedom in Africa Sabelo Ndlovu-Gatsheni, 2018-06-27 Epistemic Freedom in Africa is about the struggle for African people to think theorize interpret the world and write from where they are located unencumbered by Eurocentrism The imperial denial of common humanity to some human beings meant that in turn their knowledges and experiences lost their value their epistemic virtue Now in the twenty first century descendants of enslaved displaced colonized and racialized peoples have entered academies across the world proclaiming loudly that they are human beings their lives matter and they were born into valid and legitimate knowledge systems that are capable of helping humanity to transcend the current epistemic and systemic crises Together they are engaging in diverse struggles for cognitive justice fighting against the epistemic line which haunts the twenty first century The renowned historian and decolonial theorist

Sabelo J Ndlovu Gatsheni offers a penetrating and well argued case for centering Africa as a legitimate historical unit of analysis and epistemic site from which to interpret the world whilst simultaneously making an equally strong argument for globalizing knowledge from Africa so as to attain ecologies of knowledges This is a dual process of both deprovincializing Africa and in turn provincializing Europe The book highlights how the mental universe of Africa was invaded and colonized the long standing struggles for an African university and the trajectories of contemporary decolonial movements such as Rhodes Must Fall and Fees Must Fall in South Africa This landmark work underscores the fact that only once the problem of epistemic freedom has been addressed can Africa achieve political cultural economic and other freedoms This groundbreaking new book is accessible to students and scholars across Education History Philosophy Ethics African Studies Development Studies Politics International Relations Sociology Postcolonial Studies and the emerging field of Decolonial Studies The Open Access versions Chapter 1 and Chapter 9 available at <https://doi.org/10.4324/9780429492204> have been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license

The Future of Technology Education P John Williams, Alister Jones, Cathy Bunting, 2014-11-17 Twenty five years ago there was increasing optimism in policy curriculum and research about the contribution that technology education might make to increased technological literacy in schools and the wider population That optimism continues although the status of technology as a learning area remains fragile in many places This edited book is offered as a platform from which to continue discussions about how technology education might progress into the future and how the potential of technology education to be truly relevant and valued in school learning can be achieved The book results from a collaboration between leading academics in the field the wider group of authors having had input into each of the chapters Through the development of a deep understanding of technology based on a thoughtful philosophy pathways are discussed to facilitate student learning opportunities in technology education Consideration is given to the purposes of technology education and how this plays out in curriculum pedagogies and assessment Key dimensions including design critique students cultural capital are also explored as are the role and place of political persuasion professional organisations and research that connects with practice The discussion in the book leads to a conclusion that technology education has both an ethical and moral responsibility to support imaginings that sustain people and communities in harmony and for the well being of the broader ecological and social environment

Holocaust Memory and Racism in the Postwar World Shirli Gilbert, Avril Alba, 2019-07-08 Holocaust Memory and Racism in the Postwar World is intended for students and scholars of Holocaust and genocide studies professionals working in museums and heritage organizations and anyone interested in building on their knowledge of the Holocaust and the discourse of racism

Higher education in a globalising world Peter Mayo, 2019-07-04 This book focuses on current policy discourse in Higher Education with special reference to Europe It discusses globalisation Lifelong Learning the EU's Higher Education discourse this discourse's regional ramifications and alternative practices in Higher

Education from both the minority and majority worlds with their different learning traditions and epistemologies It argues that these alternative practices could well provide the germs for the shape of a public good oriented Higher Education for the future It theoretically expounds on important elements to consider when engaging Higher Education and communities discussing the nature of the term community itself Special reference is accorded to the difference that lies at the core of these ever changing communities It then provides an analysis of an on the ground project in University community engagement before suggesting signposts for further action at the level of policy and provision

Teacher Development for Content-Based Language Education Susan Ballinger, Ruth Fielding, Diane J. Tedick, 2024-09-10 This book fills a large gap in our understanding of how to prepare teachers for the challenging but increasingly popular task of integrating content and language instruction It brings together findings on content based teacher education from Africa Asia Australia Europe and North America in order to inform researchers and teacher educators and enable them to play a critical role in the continued success of such programs It offers a solid grounding in theories and applications of content based approaches with empirical studies investigating teacher identity materials design use of cognitive discourse functions and best practices for teacher education Responding to the growing popularity of content based programs and the shortage of qualified teachers for these contexts this book promotes teacher researcher collaboration and provides support for trainee teachers in service teachers and course leaders

Core Capabilities for Industry 4.0 Arthur Cropley, David Cropley, 2021-06-14 Mit der Industrie 4 0 wandeln sich die Anforderungen an Ingenieurinnen und Ingenieure Neue Möglichkeiten durch Entwicklungen in der Künstlichen Intelligenz erfordern neben lebenslangem Lernen auch ein hohes Maß an Kreativität Die Autoren geben neue Impulse für die Gestaltung einer Industrie 4 0 orientierten Ingenieursausbildung die Kompetenzen für die Arbeitswelt von morgen vermittelt Aufbauend auf grundlegenden Informationen zur Industrie 4 0 werden u a Konzepte der Problemlösung des Wissensmanagements des lebenslangen Lernens und der Kreativitätsforschung vorgestellt und ihr Nutzen für eine zukunftsorientierte Ingenieursausbildung beprft Der Band richtet sich unter anderem an Lehrende und Studierende aber auch an Forschende sowie Praktiker innen With Industry 4 0 the demands on engineers are changing new opportunities arising from developments in artificial intelligence require not only lifelong learning but also a high degree of creativity The authors provide new impulses for the design of an Industry 4 0 oriented engineering education that promotes the growth of competencies for the working world of tomorrow Building on basic information on Industry 4 0 concepts from areas such as problem solving knowledge management lifelong learning and creativity research are presented and their usefulness for future oriented engineering education reviewed The volume is aimed not only at teachers and students but also at researchers and practitioners

Achieving Nelson Mandela University? Sibongile Muthwa, Denver A. Webb, 2024-08-20 South Africa's higher education sector is rooted in the country's divided past A significant State driven restructuring from around 1997 to 2005 resulted in what is largely the current configuration of public universities But just over two decades

later for a variety of reasons the higher education sector in South Africa appears beset with numerous challenges Nelson Mandela University is one of the public universities that emerged from the restructuring process The university is in an ongoing state of evolution of becoming It developed out of the amalgamation of the University of Port Elizabeth Port Elizabeth Technikon and incorporation of the Port Elizabeth campus of Vista University as Nelson Mandela Metropolitan University in 2005 In 2017 it was renamed Nelson Mandela University after the world renowned statesman rather than the metropolitan area in which the university is primarily located The renaming was conceptualised as more than a marketing opportunity to rebrand the university but as an opportunity to reorientate the university to reposition Nelson Mandela University as an engaged and socially embedded university in the service of society striving to be the academic expression of the values and ethos of its iconic namesake Endeavouring to be something greater and different from the norm imbues its strategy public statements and practices The determination to achieve Mandela University serves or is intended to serve as both an organising principle and a lodestar A cross section of writers from different backgrounds situates Nelson Mandela University within the contemporary historical moment from which it emerged and examines its subsequent evolution While Nelson Mandela University has performed the usual work expected of any university it has also sought to turn the university outwards to achieve a higher purpose framing itself as a values based university on a journey to become something else In Achieving Nelson Mandela University the university attempts to give an account of itself The book is an intellectual and scholarly reflection on where the university has come from and where it is seeking to go

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

Music and Play in Early Childhood Education Fanny M. Y. Chung, 2022-10-11 This book provides critical insights into the interplay of sociocultural change and educational practices by elucidating the trajectory of Hong Kong's early childhood music education system It presents an extensive analysis of

postcolonial music education in relation to globalization westernization cosmopolitanism and nationalization It makes contributions to the theoretical arguments that can be used to interpret the impact of China on the previously Western orientation of education in Hong Kong This book also explicitly problematizes the theoretical foundations of mandated policies such as play based learning and moral education in early childhood through music in Hong Kong and across the globe The analysis of historical context political influences and education ideologies in Hong Kong s early childhood education subsystem provides fertile ground for a thorough understanding of the meaning and implications of globalization in education at multiple levels Many empirical based discussions in this book reflect the ideologies trends and practices of music education globally Framed by Bandura s social cognitive theory the empirical studies discussed in the book explore the self efficacy and practices of education leaders and teachers reflecting the contemporary challenges of music education Ultimately it makes a vital contribution by offering a new conceptual model of music teacher education within a globally resonant framework

Predictive Models for School Leadership and Practices Amzat, Ismail Hussein, 2018-09-07

A successful administrator is one who applies suitable or appropriate leadership styles in various situations or contexts It is crucial to investigate how effective administrators lead their organizations in challenging and difficult times as well as promote the accomplishments of their organization Predictive Models for School Leadership and Practices is an essential reference source that discusses academic administration as well as administrative effectiveness in achieving organizational goals Featuring research on topics such as teacher collaboration school crisis management and ITC integration this book is ideally designed for principals researchers academics educational policymakers and teachers seeking coverage on academic leadership and leadership models

Cross-Disciplinary Approaches to Action Research and Action Learning

Mapotse, Tome Awshar, 2017-07-31 The complexity of 21st century lifestyle makes collaborative research and learning essential for all of the population both in well resourced and socio economically challenged regions Cross Disciplinary Approaches to Action Research and Action Learning is an advanced reference source including the latest scholarly research on the examination of the development of a community practice of research in order to improve problem solving in various fields Featuring extensive coverage on a broad range of topics such as social justice organizational development and global economy this publication is ideally designed for academics researchers scholars and managers seeking current research on the promotion of collaborative research and learning

Intellectual Decolonisation

George Hull, 2024-10-18 This book puts contemporary calls for decolonisation in context Featuring an interdisciplinary team of scholars from around the world the book explores and critically assesses the diverse theoretical visions which inform calls for decolonisation of the mind today Contemporary calls to decolonise focus less on politico economic relations between states more on culture and ideas Sometimes museums are the target sometimes universities or academic disciplines sometimes entire legal systems Commentators and activists speak out for others against intellectual decolonisation decolonisation of the mind But what is

the colonisation which intellectual decolonisation undoes Under what circumstances can inculcation or acceptance of ideas constitute colonialism As this book demonstrates advocates of intellectual decolonisation give very different indeed incompatible answers to these questions Critically examining conceptualisations of decolonisation spanning a century and four continents the book explores what is at stake in the choice between these theoretical alternatives Some see the aim of decolonisation as truth via the removal of distorting effects of power and bias Others troublingly subordinate truth and knowledge to ethnic or regional identity potentially paving the way for culturally authoritarian politics Intellectual Decolonisation Critical Perspectives is an indispensable resource for teachers students and scholars seeking to deepen their understanding of debates about decolonisation of the mind Individual chapters will interest researchers of the new right wing ethnonationalist political ideologies emerging in Europe Asia and Africa Originally published as a special issue of Social Dynamics this book is also a guide for anyone wondering what decolonisation is all about The Routledge Handbook of Language and the Global South/s Sifre Makoni, Anna Kaiper-Marquez, Lorato Mokwena, 2022-08-25 This Handbook centers on language s in the Global South s and the many ways in which both language and the Global South are conceptualized theorized practiced and reshaped Drawing on 31 chapters situated in diverse geographical contexts and four additional interviews with leading scholars this text showcases Issues of decolonization Promotion of Southern epistemologies and theories of the Global South s A focus on social applied linguistics An added focus on the academy A nuanced understanding of global language scholarship It is written for emerging and established scholars across the globe as it positions Southern epistemologies language scholarship and decolonial theories into scholarship surrounding multiple themes and global perspectives 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 **The Wiley Handbook of Action Research in Education** Craig A. Mertler, 2019-02-06 Comprehensive overview of the theoretical conceptual and applied practical presentations of action research as it is found and conducted solely in educational settings The Wiley Handbook of Action Research in Education is the first book to offer theoretical conceptual and applied practical presentations of action research as it is found and conducted solely in educational settings Covering primarily PK 12 educational settings the book utilizes a cross section of international authors and presentations to provide global perspectives on action research in education Part I of The Wiley Handbook of Action Research in Education focuses on various foundational aspects and issues related to action research Part II is centered on chapters that present theories and principles that help to guide the use of action research in educational contexts Part III focuses on specific applications of educational action research in practice Part IV provides an outlet for seven educational practitioners to share their experiences in conducting action research Each of these authors also discusses the importance and value that action research has had on him or her both professionally and personally Discuss action research in PK 12 as well as in higher education settings The first book to focus on the importance and application of action research exclusively in educational settings Offers world perspectives on action research in education Written by a team of international scholars The Wiley Handbook of Action Research in Education is an excellent book for advanced undergraduate students graduate students and scholars studying and or researching educational action research *Introducing James H. Cone* Anthony G Reddie, 2022-07-31 It is rarely the case that an intellectual movement can point to an individual figure as its founder Yet James Cone has been heralded as the acknowledged genius and the creator of black theology In nearly 50 years of published work James Cone redefined the intent of academic theology and defined a whole new movement in intellectual thought In *Introducing James H Cone* Anthony Reddie offers us an accessible and engaging assessment of Cone s legacy from his first book *Black Theology and Black Power* in 1969 through to his final intellectual autobiography *I Said I wasn t Gonna Tell Nobody* in 2018 It is an indispensable field guide to perhaps the greatest black theologian of recent times

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