



Unisa Courses Offered For 2015

**Nina Bonderup Dohn, Petar
Jandrić, Thomas Ryberg, Maarten de
Laat**

Unisa Courses Offered For 2015:

Handbook of Open Universities Around the World Sanjaya Mishra, Santosh Panda, 2025-06-27 The Handbook of Open Universities Around the World is the first collection to provide a comprehensive and critical overview of open universities internationally Over 80 open universities have been established across five continents to provide a distance orientated class inclusive and high quality education for learners left behind by existing formal systems for higher and continuing education and lifelong learning This mission has been continually reshaped by major developments in open education learning technologies and online social networking as well as by the evolution of specific concerns such as the massification of education employability financial trends artificial intelligence and development agendas on the regional national and global levels This landmark volume analyzes and reflects on the planning organization management pedagogic skilling and employability and accreditation dimensions of 47 open universities in relation to their national and institutional contexts the internationalization of education and the integration of advanced learning technologies Featuring contributions by internationally recognized scholars practitioners and educational administrators this authoritative resource provides insights into the business model finances operations instructional systems enrollment patterns learner supports quality assurance professional development and more of today s open universities Through historical trajectories institutional profiles case studies lessons learned and best practices this book provides rich analytical perspectives on the status and challenges of single mode distance learning universities as an educational phenomenon while unpacking the premise of openness itself This Handbook is primarily written for planners managers administrators instructional designers and teaching faculty at single mode distance teaching universities who are seeking to sustain their institutions in a period of rapid change government policymakers training organizations technology providers and education think tanks who are in need of authentic and research based information on technology enabled learning modeled by open universities around the world and graduate students teaching faculty and scholars who are affiliated with online and distance education learning design and technology higher education planning and management adult education and lifelong learning and education policy and future studies Chapter 54 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4 0 license Watch a stimulating discussion between the book s volume editors and Sir John Daniel and Professor Stephen Murgatroyd on YouTube *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 SDGs Presents local and international contributions on a variety of initiatives showing how SDGs are being implemented

Handbook of Theory and Practice of Sustainable Development in Higher Education Walter Leal Filho, Constantina

Skanavis, Arminda do Paço, Judy Rogers, Olga Kuznetsova, Paula Castro, 2016-11-23 This Handbook approaches sustainable development in higher education from an integrated perspective addressing the dearth of publications on the subject It offers a unique overview of what universities around the world are doing to implement sustainable development i e via curriculum innovation research activities or practical projects and how their efforts relate to education for sustainable development at the university level The Handbook gathers a wealth of information ideas best practices and lessons learned in the context of executing concrete projects and assesses methodological approaches to integrating the topic of sustainable development in university curricula Lastly it documents and disseminates the veritable treasure trove of practical experience currently available on sustainability in higher education

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

Islamic and Muslim Studies in Australia Halim Rane, 2021-08-17 The eight articles published in this Special Issue present original empirical research using various methods of data collection and analysis in relation to topics that are pertinent to the study of Islam and Muslims in Australia The contributors include long serving scholars in the field mid career researchers and early career researchers who represent many of Australia s universities engaged in Islamic and Muslim studies including the Australian National University Charles Sturt University Deakin University Griffith University and the University of Newcastle The topics covered in this Special Issue include how Muslim Australians understand Islam Rane et al 2020 ethical and epistemological challenges facing Islamic and Muslim studies researchers Mansouri 2020 Islamic studies in Australia s university sector Keskin and Ozalp 2021 Muslim women s access to and participation in Australia s mosques Ghafournia 2020 religion belonging and active citizenship among Muslim youth in Australia Ozalp and ufurovi the responses of Muslim community organizations to Islamophobia Cheikh Hussain 2020 Muslim ethical elites Roose 2020 and the migration experiences of

Hazara Afghans Parkes 2020 *The Role of Higher Education Institutions in Climate Change Adaptation and Mitigation*

Ravinesh Rohit Prasad, 2025-03-08 This book provides the readers with a description of climate change and the role of the University in promoting climate change education. It explores the Higher Education Institutions (HEIs) curriculum at various universities worldwide and how they have incorporated climate change into the university-wide programs. The book also looks at the causes and impacts of climate change and the countries most affected by this phenomenon, particularly Fiji and Indonesia. It describes how the various sectors such as health, agriculture, and tourism have been impacted by climate change. This book also summarizes the roles of United Nations Organizations in implementing climate change education at universities. The importance of climate change education is expressed in terms of adaptation and mitigation and to foster resilience, adaptability, and adaptation to climate change. The role of university student organizations aimed at environmental protection for climate change adaptation and mitigation is also discussed in this book.

Open and Distance Education in Asia, Africa and the Middle East Olaf Zawacki-Richter, Adnan Qayyum, 2019-02-18 This book is open access under a CC BY 4.0 license. This book describes the history, structure, and institutions of open and distance education in six countries: China, India, Russia, Turkey, South Africa, and South Korea. It describes how open and distance education is evolving in a digital age to reflect the needs and circumstances of the national higher education systems in these countries. It also explores the similarities and differences between how their open and distance higher education systems are managed and structured. This book is the second in a series following *Open and Distance Education in Australia, Europe, and the Americas* (Springer, 2018). Both books compare and draw conclusions about the nature of open and distance education in the context of various national higher education systems. In a digital era characterized by the growing use of online open and distance education, this book will prove particularly valuable for policy makers and senior administrators who want to learn about establishing or expanding open and distance education services. In addition, it offers a valuable reference guide for researchers, academics, and students interested in understanding the different approaches to open and distance education.

[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 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 of e Learning

Lugalla: Rethinking Teacher Education, 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 of 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

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

Value Learning Trajectories Arniika Kuusisto, Liam Gearon, 2017 Value Learning Trajectories Theory Method Context provides a theoretical methodological and contextual framing of value learning

alongside individual life trajectories in a diverse range of international educational settings It brings together philosophical approaches on value learning with empirical research findings from Australia Austria Ethiopia Estonia Finland Germany Iran the Netherlands and the United Kingdom A critical interdisciplinary bridge between value learning and life trajectory research the volume gathers together contributions from leading and emergent researchers to facilitate evidence informed insights and future collaborations in the field **Sustainable Development Goals for Society Vol. 1** Godwell

Nhamo,Muchaiteyi Togo,Kaitano Dube,2021-06-16 Written by 43 authors from Africa Europe and Latin America this book presents 19 topics addressing poverty in the context of Sustainable Development Goals SDGs leadership in implementing SDGs and SDGs in service delivery and local government As the world has gone past five years of implementing the 2030 Agenda for Sustainable Development and the intertwined 17 SDGs new opportunities in research continue to open up Hence documenting some of the initiatives put in place around the world regarding the implementation of the SDGs is one of the aims of this publication With 10 years remaining the book further enhances the desire to scale up SDGs implementation The selection of case studies from the selected regions also provides a balance in terms of how the SDGs are being rolled out for economic growth environmental stewardship and social protection The ambition remains even with the challenge brought by the COVID 19 pandemic that preoccupied the whole of 2020 spilling over to 2021 There is no doubt that resources have been diverted but the world must stay on the course to 2030 and beyond Therefore the book is relevant for several stakeholders including the academics development partners government officials and other individuals that are involved in making sure no one is left behind in the lead to 2030 **Strategies for Facilitating Inclusive Campuses in Higher Education** Jaimie

Hoffman,Patrick Blessinger,Mandla Makhanya,2019-07-25 This volume provides educators with a global understanding of the successes and challenges associated with facilitating inclusive campuses in higher education amidst the growing diversity of students by providing evidence based strategies and ideas for implementing equity and inclusion at higher education institutions around the world Mobility, Data and Learner Agency in Networked Learning Nina Bonderup Dohn,Petar

Jandrić,Thomas Ryberg,Maarten de Laat,2020-03-26 The chapters in this book are based on selected peer reviewed research papers presented at the 11th biennial Networked Learning Conference NLC 2018 held in Zagreb and were chosen as exemplars of cutting edge research on networked learning The chapters are organized into three main sections 1 Aspects of mobility for Networked Learning in a global world 2 Use and misuse of algorithms and learning analytics 3 Understanding and empowering learners The three main sections are flanked by chapters which introduce and reflect on Networked Learning as epistemic practice The concluding chapter draws out perspectives from the chapters and discusses emerging issues The book focuses on the nature of learning and interactions as an important characteristic sought out by researchers and practitioners in this field Assessing Academic Literacy in a Multilingual Society Albert Weideman,John Read,Theo du

Plessis,2020-11-02 South African universities face major challenges in meeting the needs of their students in the area of

academic language and literacy The dominant medium of instruction in the universities is English and to a much lesser extent Afrikaans but only a minority of the national population are native speakers of these languages Nine other languages can be media of instruction in schools which makes the transition to tertiary education difficult enough in itself for students from these schools The focus of this book is on procedures for assessing the academic language and literacy levels and needs of students not in order to exclude students from higher education but rather to identify those who would benefit from further development of their ability in order to undertake their degree studies successfully The volume also aims to bring the innovative solutions designed by South African educators to a wider international audience

Research Universities in Africa Cloete, Nico, Bunting, Ian, 2018-11-09 From the early 2000s a new discourse emerged in Africa and the international donor community that higher education was important for development in Africa Within this zeitgeist of converging interests a range of agencies agreed that a different collaborative approach to linking higher education to development was necessary This led to the establishment of the Higher Education Research and Advocacy Network in Africa Herana to concentrate on research and advocacy about the possible role and contribution of universities to development in Africa This book is the final publication to emerge from the Herana project The project has also published more than 100 articles chapters reports manuals and datasets and many presentations have been delivered to share insights gained from the work done by Herana Given its prolific dissemination it seems reasonable to ask whether this fourth and final publication will offer the reader anything new This book is certainly different from previous publications in several respects First it is the only book to include an analysis of eight African universities based on the full 15 years of empirical data collected by the project Second previous books and reports were published mid project This book has benefited from an extended gestation period allowing the authors and contributors to reflect on the project without the distractions associated with managing and participating in a large scale project For the first time some of those who have been involved in Herana since its inception have had the opportunity to at least make an attempt to see part of the wood for the trees Different does not necessarily mean new An emphasis on the newness of the data and perspectives presented in this book is important because it shows that it is more than a historical record of a donor funded project Rather each chapter in this book brings to a lesser or greater extent something new to our understanding of universities research and development in Africa

Insights into Strategic Sourcing: The inextricable link to Africa's long-term industrialisation, supply chain governance and economic development : Executive Insights Series Douglas Boateng, 2024-10-07 This is a must for all practitioners scholars and researchers on strategic sourcing It succinctly provides invaluable information which is logically supported by the facts It should be the resource for all current and aspiring supply chain professionals keen to learn more about the strategic connection between sourcing company and industrial competitiveness service delivery quality and national and regional development Intaher Ambe Professor of Supply Chain Management School of Management Sciences UNISA This Executive Insights into Strategic

Sourcing is an essential and thought provoking resource for all directors new and experienced of government public and private sector organisations Not only does Professor Boateng provide insightful reflections on the role of strategic sourcing in national development he also concisely blends research real world data and best practices and experiences that help decision makers initiate sourcing practices for maximum long term company and societal benefit Lebogang Letsoalo Vice President Supply Chain Management Sasol Base Chemicals Professor Douglas BOATENG MSc EngD FCILT FSOE FIPlantE FCMI FIC FInst D FIOM FCIPS FloD CDir Africa s first ever appointed Professor Extraordinaire for supply and value chain management SBL UNISA is an International Professional certified Chartered Director and an adjunct academic Independently recognised as one of the vertical specific global strategic thinkers on procurement governance logistics and industrial engineering in the context of supply and value chain management he continues to play leading academic and industrial roles in supply chain strategy development and implementation both in Africa and around the world He holds amongst other qualifications an Institute of Directors Graduate Certificate and Diploma in Company Direction and a Doctor of Engineering Warwick He is also an elected FELLOW of Institute of Directors UK Society of Operations Engineers UK Institution of Plant Engineers UK Chartered Institute of Logistics and Transport UK Chartered Management Institute UK Chartered Institute of Procurement and Supply UK Institute of Business Consulting UK and the Institute of Operations Management UK Recognised for his outstanding contribution to the advancement of local and international aspects of supply chain management he was bestowed with a Platinum Life Time Global Achievers Award 2016 and a Life Time Achievers Award 2013 by the Chartered Institute of Procurement and Supply and its various local industry associations In 2016 Professor Boateng was honoured by CEO Titans Building Nations with a Life time Achievers Award for exceptional work done in the area of industrial engineering procurement and supply chain management in a developing world context He has also been publicly acknowledged by leading institutions including the Commonwealth Business Council for his ongoing contribution to the rapidly emerging concept of strategic sourcing and its inextricable link to Africa s long term industrialisation and socio economic development He has been an elected member of the UK s Institute of Directors for over 20 years and continues to assist organisations and CEOs with board level directional and governance matters In addition Professor Boateng has been publicly acknowledged by leading institutions including the Commonwealth Business Council for his ongoing contribution to international procurement supply chain development and governance and its link to emerging world long term socioeconomic development

Educational Access and Excellence Tapas R. Dash, Manaranjan Behera, 2018-01-30 The Association of Southeast Asian Institutions of Higher Learning ASAIHL has been playing an important role in educational development to promote innovative teaching research and cooperation among institutions of higher learning Build Bright University BBU Cambodia had organized the 2015 ASAIHL International Conference during 2 4 December at Siem Reap The main theme of the conference was Educational Access and Excellence The conference covered

three sub themes namely i cross border higher education in global context ii excellence in education through provision of technology effective teaching and research and iii student learning outcomes Delegates from France UK Japan Singapore Hong Kong India Thailand Malaysia Philippines Vietnam Taiwan East Timor Cambodia and others had participated in the conference

Universities as Living Labs for Sustainable Development Walter Leal Filho, Amanda Lange Salvia, Rudi W. Pretorius, Luciana Londero Brandli, Evangelos Manolas, Fatima Alves, Ulisses Azeiteiro, Judy Rogers, Chris Shiel, Armin da Costa, 2019-04-30 This book fills an important gap in the literature and presents contributions from scientists and researchers working in the field of sustainable development who have engaged in dynamic approaches to implementing sustainability in higher education It is widely known that universities are key players in terms of the implementation and further development of sustainability with some having the potential of acting as living labs in this rapidly growing field Yet there are virtually no publications that explore the living labs concept as it relates to sustainability and in an integrated manner The aims of this book which is an outcome of the 4th World Symposium on Sustainable Development at Universities WSSD U 2018 held in Malaysia in 2018 are as follows i to document the experiences of universities from all around the world in curriculum innovation research activities and practical projects as they relate to sustainable development at the university level ii to disseminate information ideas and experiences acquired in the execution of projects including successful initiatives and good practice iii to introduce and discuss methodological approaches and projects that seek to integrate the topic of sustainable development in the curricula of universities and iv to promote the scalability of existing and future models from universities as living labs for sustainable development The papers are innovative cross cutting and many reflect practice based experiences some of which may be replicable elsewhere Also this book prepared by the Inter University Sustainable Development Research Programme IUSDRP and the World Sustainable Development Research and Transfer Centre WSD RTC reinforces the role played by universities as living labs for sustainable development

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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