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MOOCs and Open Education in the Global South Ke Zhang 2019-11-05 With e-learning technologies evolving and expanding at high rates, organizations and institutions around the world are integrating massive open online courses (MOOCs) and other open educational resources (OERs). MOOCs and Open Education in the Global South explores the initiatives that are leveraging these flexible systems to educate, train, and empower populations previously denied access to such opportunities. Featuring contributors leading efforts in rapidly changing nations and regions, this wide-ranging collection grapples with accreditation, credentialing, quality standards, innovative assessment, learner motivation and attrition, and numerous other issues. The provocative narratives curated in this volume demonstrate how MOOCs and OER can be effectively designed and implemented in vastly different ways in particular settings, as detailed by experts from Asia, Latin America, the Middle East, Africa, the Pacific/Oceania, and the Caribbean. This comprehensive text is an essential resource for policy makers, instructional designers, practitioners, administrators, and other MOOC and OER community stakeholders.

Process Engineering Renewal 1 Éric Schaer 2020-05-05 Process engineering emerged at the beginning of the 20th Century and has become an essential scientific discipline for the matter and energy processing industries. Its success is incontrovertible, with the exponential increase in techniques and innovations. Rapid advances in new technologies such as artificial intelligence, as well as current societal needs – sustainable development, climate change, renewable energy, the environment – are developments that must be taken into account in industrial renewal. Process Engineering Renewal 1 – the first volume of three – focuses on training, demonstrating the need for innovation in order for the field to have a framework that is sustainable, in a highly changeable world.

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

MOOCs and Open Education Around the World Curtis J. Bonk 2015-06-12 As new digital

forms of formal and informal learning proliferate, there is an increasing need to better understand how people in different regions of the world are implementing massive open online courses (MOOCs) and other forms of open educational resources (OERs). Educators, researchers, politicians, and numerous other stakeholders want to grasp what the outcomes of these initiatives are and how they can be improved. Ongoing e-learning developments related to both technology and pedagogy have pushed institutions and organizations to grapple with issues of accreditation, credentialing, quality standards, innovative assessment, and learner motivation and attrition, among other areas of concern. In response, *MOOCs and Open Education Around the World* explores and illuminates unique implementations of MOOCs and open education across regions and nations. The book also focuses on the various opportunities as well as the dilemmas presented in this rapidly evolving age of technology-enabled learning. What are the different delivery formats, interaction possibilities, assessment schemes, and business models? What are the key controversies or issues that must be discussed and addressed? This edited collection explains MOOCs and open education trends and issues in a variety of contexts, shares key research findings, and provides practical suggestions and recommendations for the near future.

Learning to teach in post-apartheid South Africa Yusuf Sayed 2018-11-28 Teacher education programmes seek to provide student teachers with the knowledge and expertise to provide quality teaching and learning in a diverse and challenging school context.

Learning to Teach in post-apartheid South Africa: Student Teachers' Encounters with Initial Teacher Education addresses the complexities of teacher education programmes in preparing students to teach. It adds to the knowledge about teacher education, contributing critical understanding of education and the schooling system. The book provides important insights to deepen researchers, academics, teacher education providers, policy-makers, and students' understanding of the importance to address equity, redress, and quality in South African education in a post-apartheid era. This book further helps to build student teachers' capacities to work creatively and to become active and critical agents of transformation. It ultimately outlines the challenges face in designing and delivering successful Initial Teacher Education programmes, and the impact this has on delivering equitable and quality education.

Practice-based Learning in Higher Education Monica Kennedy 2015-02-10 This book addresses issues confronting universities' attempts to integrate practice-based learning in higher education curriculum, yet which reveals the jostling of cultures which exist within and amongst the academy, industry, government and professional bodies and other educational providers. The book engages theory in practices, and draws upon research highlighting the issues and transactions that emerge with implementation of work integrated learning arrangements as uses these resources to discuss and develop further both theoretical premises and procedural contributions. The illustrative cases derive utilise metaphors of culture in their exploration of the epistemologies, structures, politics, histories and rituals which constrain program opportunity and success in making these advances. The volume comprises two main sections, the first laying out focal issues in the integration of learning and work in higher education. This section presents the issues at multiple levels of analysis and in theoretical terms. This section provides a foundation for the second section of the book which introduces a number of research studies illustrative of the issues theorised in the first. The cases highlight the practice of workplace and higher education pedagogy. They provide thick descriptions of experiences of integration and are explicitly focused on the implementation of work integrated programs in higher education. The volume commences with an introductory chapter which sets out the range of issues addressed both theoretically

and through illustration in the book and a final chapter critically reviews the contributions and acts to provide a cohesive picture of the learning practices of work and higher education and the possibilities of their integration.

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

Library Staffing for the Future 2015-12-09 This latest volume contains approaches from researchers around the world. The chapters explore such issues as skills-building and other professional development activities, changing demographic profiles of staff, changing modes of resource provision, succession planning, remote work, and planning for Linked Data.

Architecture Francis D. K. Ching 2012-07-16 A superb visual reference to the principles of architecture Now including interactive CD-ROM! For more than thirty years, the beautifully illustrated *Architecture: Form, Space, and Order* has been the classic introduction to the basic vocabulary of architectural design. The updated Third Edition features expanded sections on circulation, light, views, and site context, along with new considerations of environmental factors, building codes, and contemporary examples of form, space, and order. This classic visual reference helps both students and practicing architects understand the basic vocabulary of architectural design by examining how form and space are ordered in the built environment. Using his trademark meticulous drawing, Professor Ching shows the relationship between fundamental elements of architecture through the ages and across cultural boundaries. By looking at these seminal ideas, *Architecture: Form, Space, and Order* encourages the reader to look critically at the built environment and promotes a more evocative understanding of architecture. In addition to updates to content and many of the illustrations, this new edition includes a companion CD-ROM that brings the book's architectural concepts to life through three-dimensional models and animations created by Professor Ching.

The Aims of Higher Education Harry Brighouse 2015-05-04 This book features a group of top-notch philosophers tackling some of the biggest questions in higher education: What role should the liberal arts have in a college education? Should colleges orient themselves to the educational demands of the business sector? What is the role of highly selective colleges in the public sphere? To what extent should they be subsidized directly, or indirectly, by the public? Should they simply teach students skills and academic knowledge, or should they play a role in shaping character, and if so to what end? Should highly selective colleges admissions practices give an edge to racial minorities, or legacies, or poor students? How much should the public purse subsidize disadvantaged students attending such institutions? These questions are fundamentally about moral and political values questions of distributive justice and of what constitutes valuable education. Philosophers are trained to identify value considerations in great detail indeed, often with more precision than is ever needed for practical purposes! but most disagreements about policy and practice proceed with minimal attention to the values assumed on either side, and all sides can benefit from more clarity about exactly what moral values are at play. The philosophers here, then, address some of the fundamental questions underlying debates about higher education and in ways that are interesting and accessible to others."

Fulfilling Our Potential Great Britain: Department for Business, Innovation and Skills 2015-11-13 This consultation contains proposals to reshape the higher education landscape to have students at its heart. Its core aims are to raise teaching standards, provide greater focus on graduate employability, widen participation in higher education, and open up the sector to new high-quality entrants. This document sets out proposals for how the Government's

manifesto commitment to introduce a Teaching Excellence Framework will deliver better value for money for students, employers and taxpayers. It also sets out plans to drive social mobility by further increasing higher education participation by those from disadvantaged and under-represented groups. This consultation proposes a new single gateway for entry to the sector, which would create a common system for all providers. It sets out proposed new architecture for the higher education system, to reflect the way higher education is now funded by students, and to reduce the regulatory burden on the sector. Finally, this consultation considers the potential implications of these changes for the research landscape.

Understanding Social Media

Environmental Management in South Africa R. F. Fuggle 1992

Telling Stories Differently Janet Condy 2015-09-01 The aim of this book is to share a relatively loose collection of studies using digital storytelling as a pedagogical tool in Cape Peninsula University of Technology (CPUT). The book takes an informed social justice approach to teaching and learning, at the heart of which is the exploration of DST as a practice of voice and agency. Voice and agency are important in excavating and recovering subjugated identities, and moving the concerns of those occupying subaltern spaces to the mainstream of teaching and learning. Yet this discursive shift is not without inherent challenges. Multi-modal technologies are reflective of wider inequities in the so-called technological divide. Whilst this is a book about higher education, there are important lessons for schooling. On the one hand, the book is a powerful demonstration of the potential of DST for enhancing learning in schools, particularly in schools serving the poor and marginalised. On the other hand, improving teaching and learning in higher education, through the creative use of technology, is essential to overcome the learning challenges of those entering tertiary level institutions.

Continuity, Complexity, and Change Michael Anthony Samuel 2015-12

A scholarly inquiry into disciplinary practices in educational institutions Connie B. Zulu 2019-12-12 This book is a collection of chapters based on original research dealing with issues of discipline and disciplinary practices in educational institutions. The aim of the book is to provide a scholarly and scientific perspective on the current state of discipline and disciplinary practices in schools and tertiary education settings. The issue of discipline is investigated from diverse paradigmatic and methodological perspectives, presenting empirical as well as also philosophical research. The empirical perspective includes quantitative (positivistic), qualitative (interpretive) and mixed methods (pragmatic), designs and worldviews. This book offers a ground-breaking contribution to the field of learner and student discipline, with insights into disciplinary practices and issues in educational institutions not hitherto researched, such as Technical Vocational Education and Training colleges and universities.

Investing in Information Andy Bytheway 2014-11-28 This book gathers together, in a new way, established and contemporary thinking about how to get the best out of information technology and information systems investments. Working managers who are beset by the complexities of information management in the age of Big Data and the Social Web, and students who are trying to make sense of information management in a chaotic world that is more and more driven by the Internet, will all benefit from this new treatment of a long-standing and problematic domain. Importantly, the book reveals and clarifies the dependencies that exist between the inner world of information technology and the outer world of people and organisations at work. The book differs from other books in its reflective approach. It avoids lengthy, descriptive, and prescriptive dogma. Rather, it provides tools for

thinking about information management and it identifies strategic and tactical options at six levels: from the simple consideration of information technology and information systems, right through to issues of organisational performance and business strategy. At the heart of the matter are two critical and tightly connected issues: the ways that we conceive and manage an organisation's processes, and the ways that we conceive and manage the information that an organisation needs to sustain those processes. The six-level framework that achieves this clarity is the "Information Management Body of Knowledge" (familarly known as the "IMBOK"). This easy-to-understand and easy-to-remember framework has been found to be extremely useful in business, in government, in civil society and in education. Throughout the book, selected research papers are identified and summarised. There are also summary chapters from three different operational perspectives: performance and competency assessment using the IMBOK, undertaking research into related issues, and a review of parallel expert thinking. This book stands as a reference point and resource for all those who need to straddle the disparate worlds of "information technology" and "business". It provides firm pedagogical foundations for courses dealing with business management in the information age, and it provides a sound reference framework for researchers who need to position research projects related to information technology and information systems in a wider context. For busy managers, who simply wish to identify, understand and successfully manage information technology-related opportunities, it provides an ideal arrangement of ideas and tools that will help them.

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.

Life History Research Rubby Dhunpath 2009 Much has been written about lifehistory research in recent times. It has been paraded as a counterculture to the traditional research canon, and celebrated as a genre that promotes methodological pluralism. However, lifehistory researchers have an obligation to transcend spurious claims about the perceived merits of the methodology and extend the debates around how the genre simultaneously problematises and responds to the competing challenges of Epistemology, Methodology and Representation. In conceiving of each of the chapters from an epistemological perspective, the authors focus on how their individual work has crossed or expanded traditional borders of epistemology and ontology; of how the work has satisfied the rigours of thesis production and contributed to changing conceptions of knowledge, what knowledge gets produced and how knowledge is produced when we make particular methodological choices. Since any

methodological orientation is invariably selective, and the researcher is always involved and implicated in the production of data, the authors focus on what selections they have made in their projects, what governed these choices, what benefits/deficits those choices yielded, and what the implications of their research are for those meta-narratives that have established the regimes of truth, legitimacy, and veracity in research. Knowledge production is inextricably linked to representation. In the process of articulating their findings, each author made particular representational choices, sometimes transgressing conventional approaches. The book explores why these choices were made and how the choices influenced the kinds of knowledge generated. The book provides theoretical justifications for these transgressions and reflect on how the experience of representation helped disrupt the authors' essentialist notions of research production and for whom it is produced. This book is not another celebration of lifehistory as a counterculture. The book hopes to be a deeply critical contribution to disrupt notions around epistemological authority, voice and power and how these are mediated by the delicate relations of the researcher and researched. The problematises and complicates the assumptions that frame this genre with a view to highlighting the potential hazards of the method while demonstrating its potentiality in shaping our conceptions of Ethics, Methodology and Representation.

Writing Centres in Higher Education Laura Dison 2017-01-01 Writing Centres in South Africa, and globally, are now well established academic support centres within many universities. Historically tasked with supporting students as they grapple with the demands of academic writing, many centres are now moving beyond their own walls to work with academic tutors, lecturers and departments to rethink the ways in which knowledge is transformed into different kinds of disciplinary writing. This move raises pertinent questions for writing centre directors, tutors/consultants, and for the universities that house them: how does a centre, tasked with supporting more general academic literacy development through writing pedagogies, initiate students into a range of particularised discourse communities? How do writing centre staff and disciplinary lecturers negotiate their shared, and separate, concerns for student learning through collaborative writing development projects? How do writing centres work with assignments and forms of literacy that challenge them to reconfigure their own pedagogical practices and expand their conceptions of writing support? How do writing centres maintain their core focus as they move flexibly beyond their own spaces to understand the nature of disciplinary writing? This collection of essays reflects on the ways in which writing centres in South Africa are working in and across disciplines. Institutional constraints and challenges that arise from these collaborations are addressed and opportunities for transforming teaching and learning spaces are explored. The chapters speak to the global move in higher education to reconsider how knowledge is made, who makes it, and how support and development opportunities for students and lecturers should be created and sustained across the disciplines. This volume contributes to the body of knowledge in the growing field of the scholarship of teaching and learning in higher education in South Africa. It builds on the work of the first collection of such essays: *Changing Spaces: Writing Centres and Access to Higher Education* (Eds. A. Archer and R. Richards, 2011, SUN PReSS) to understand why working within the disciplines is so critical for writing development in a South African context.

Activity Theory, Authentic Learning and Emerging Technologies Vivienne Bozalek 2014-09-15 Although emerging technologies are becoming popularised for teaching, learning and research, the relationship between their use and transformative effects on higher education remain largely unexplored. This edited collection seeks to fill this gap by providing a nuanced view, locating higher education pedagogical practices at an intersection of emerging

technologies, authentic learning and activity systems. Providing numerous case studies as examples, the book draws from a wide range of contexts to illustrate how such a convergence has the potential to track transformative teaching and learning practices in the higher education sector. Chapters provide the reader with a variety of transformative higher education pedagogical practices in southern contexts, theorised within the framework of Cultural Historical Activity Theory (CHAT) and tool mediation, while using authentic learning as a pedagogical model upon which this theoretical framework is based. The topics covered in the book have global relevance, with research paying particular attention to South Africa, Australia and New Zealand, where the authors are based. The book will be of interest to educators, researchers and practitioners in higher education, as well as those interested in emerging technologies in education more generally.

Threshold Concepts in Practice Ray Land 2016-07-09 "Threshold Concepts in Practice brings together fifty researchers from sixteen countries and a wide variety of disciplines to analyse their teaching practice, and the learning experiences of their students, through the lens of the Threshold Concepts Framework. In any discipline, there are certain concepts – the 'jewels in the curriculum' – whose acquisition is akin to passing through a portal. Learners enter new conceptual (and often affective) territory. Previously inaccessible ways of thinking or practising come into view, without which they cannot progress, and which offer a transformed internal view of subject landscape, or even world view. These conceptual gateways are integrative, exposing the previously hidden interrelatedness of ideas, and are irreversible. However they frequently present troublesome knowledge and are often points at which students become stuck. Difficulty in understanding may leave the learner in a 'liminal' state of transition, a 'betwixt and between' space of knowing and not knowing, where understanding can approximate to a form of mimicry. Learners navigating such spaces report a sense of uncertainty, ambiguity, paradox, anxiety, even chaos. The liminal space may equally be one of awe and wonderment. Thresholds research identifies these spaces as key transformational points, crucial to the learner's development but where they can oscillate and remain for considerable periods. These spaces require not only conceptual but ontological and discursive shifts. This volume, the fourth in a tetralogy on Threshold Concepts, discusses student experiences, and the curriculum interventions of their teachers, in a range of disciplines and professional practices including medicine, law, engineering, architecture and military education. Cover image: Detail from 'Eve offering the apple to Adam in the Garden of Eden and the serpent' c.1520–25. Lucas Cranach the Elder (1472–1553). Bridgeman Images. All rights reserved.

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

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

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

The Educator as Mediator of Learning Marietha M. Nieman 2006 This title focuses on the fundamentals of supervision and how supervision can be utilised effectively. The authors are involved in the fields of education, counseling and clinical psychology.

Co-creating Learning and Teaching Catherine Bovill 2020-04-20 Co-creation of learning and teaching, where students and staff collaborate to design curricula or elements of curricula, is an important pedagogical idea within higher education, key to meaningful learner engagement and building positive student-staff relationships. Drawing on literature from schools' education, and using a range of examples from universities worldwide, this book highlights the benefits of classroom-level, relational, dialogic pedagogy and co-creation. It includes a focus on the classroom as the site of co-creation, examples of practice and practical guidance, and a unique perspective in bringing together the concept of co-creation with relational pedagogy within higher education learning and teaching. Critical Practice in Higher Education provides a scholarly and practical entry point for academics into key areas of higher education practice. Each book in the series explores an individual topic in depth, providing an overview in relation to current thinking and practice, informed by recent research. The series will be of interest to those engaged in the study of higher education, those involved in leading learning and teaching or working in academic development, and individuals seeking to explore particular topics of professional interest. Through critical engagement, this series aims to promote an expanded notion of being an academic – connecting research, teaching, scholarship, community engagement and leadership – while developing confidence and authority.

Doctoral Education in South Africa Cloete, Nico 2015-12-08 Worldwide, in Africa and in South Africa, the importance of the doctorate has increased disproportionately in relation to its share of the overall graduate output over the past decade. This heightened attention has not only been concerned with the traditional role of the PhD, namely the provision of future academics; rather, it has focused on the increasingly important role that higher education - and, particularly, high-level skills - is perceived to play in national development and the knowledge economy. This book is unique in the area of research into doctoral studies because it draws on a large number of studies conducted by the Centre of Higher Education Trust (CHET) and the Centre for Research on Evaluation, Science and Technology (CREST), as well as on studies from the rest of Africa and the world. In addition to the historical studies, new quantitative and qualitative research was undertaken to produce the evidence base for the analyses presented in the book. The findings presented in Doctoral Education in South Africa pose anew at least six tough policy questions that the country has struggled with since 1994, and continues to struggle with, if it wishes to gear up the system to meet the target of 5 000 new doctorates a year by 2030. Discourses framed around the single imperatives of growth, efficiency, transformation or quality will not, however, generate the kind of policy discourses required to resolve these tough policy questions effectively. What is needed is a change in approach that accommodates multiple imperatives and allows for these to be addressed simultaneously.

Multilingualism and Education Gail Prasad 2022-05-31 "For decades, international

researchers and educators have sought to understand how to address cultural and linguistic diversity in education. This book offers the keys to doing so: it brings together short biographies of 36 scholars, representing a wide range of universities and countries, to allow them to reflect on their own personal life paths, and how their individual life experiences have led to and informed their research. This approach highlights how theories and concepts have evolved in different contexts, while opening up pedagogical possibilities from diverse backgrounds and enriched by the life experiences of leading researchers in the field. Beyond these questions, the book also explores the dynamic relationships between languages, power and identities, as well as how these relationships raise broader societal issues that permeate both global and local language practices. It is essential reading for students, teacher educators, and researchers interested in the impact of multilingualism on education"--

Changing Patterns of Teacher Education in South Africa Keith Lewin 2003 This book explores policy and practice in Teacher Education in South Africa and their implications for the future. It arises from the work of the Multi Site Teacher Education Research Programme (MUSTER) co-ordinated by the University of Sussex in five countries, of which South Africa is one. Teacher education in South Africa is in transition. The first wave of educational reform rightly focused on the need to develop a post-apartheid school curriculum and the new structures that were needed to support different approaches to learning. Teacher education was made a Provincial competence and left largely untouched until new norms and standards and a regulatory framework began to be developed.

Advanced Certificate in Procurement and Supply Operations Elaine Porteous 2019 This study guide for the elective module Socially Responsible Warehousing and Distribution (L3M6) forms part of the CIPS Level 3 Certificate in Procurement and Supply Operations qualification. The study guide follows the syllabus guide with a chapter dedicated to each of the learning outcomes. On completion of this book you will: understand the concepts of sustainability and corporate social responsibility (CSR); understand environmental impacts; understand methods for the storage and movement of inventory.

Advanced Sorption Process Applications Serpil Edebalı 2019-02-20 At the beginning of the twenty-firstst century, separation processes presented a comprehensive application of the major operations performed by various industries, such as chemical, food, environmental, and biotechnology. Sorption, one of the preferred separation processes because of its effectiveness at different interfaces, has caught the attention of many scientists. This book is aimed at gaining a general knowledge of sorption and a number of extremely important applications, as well as recognizing its functions and paramount importance in chemical and biochemical plants, including environmental treatment. Moreover, progress in the phenomenon is highlighted in this book. To help provide instruction in the important sorption processes, we have chosen authors who have extensive industrial and academic experience in closing the gap between theory and practice. Crucial progress in the theoretical information section of sorption has been achieved, mainly through the development of new techniques that examine the usage of various sorbents, including nanomaterials for the removal of various pollutants. We have subdivided the book into several sections, one of which is focused on applications of the sorption process, which presents real results of the recent studies and gives a source of up-to-date literature. The relationship between the sorption process and isotherm and kinetics modeling is analyzed in another chapter. This book will be a reference book for those who are interested in sorption techniques from various industries.

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.

From School to Higher Education? Michael Cosser 2002 This substantive report is essential reading for those involved in higher education planning and policy-making.

Excellence Without a Soul Harry Lewis 2007-08-14 America's great research universities are the envy of the world—and none more so than Harvard. Never before has the competition for excellence been fiercer. But while striving to be unsurpassed in the quality of its faculty and students, Universities have forgotten that the fundamental purpose of undergraduate education is to turn young people into adults who will take responsibility for society. In Excellence Without a Soul, Harry Lewis, a Harvard professor for more than thirty years and Dean of Harvard College for eight, draws from his experience to explain how our great universities have abandoned their mission. Harvard is unique; it is the richest, oldest, most powerful university in America, and so it has set many standards, for better or worse. Lewis evaluates the failures of this grand institution—from the hot button issue of grade inflation to the recent controversy over Harvard's handling of date rape cases—and makes an impassioned argument for change. The loss of purpose in America's great colleges is not inconsequential. Harvard, Yale, Stanford—these places drive American education, on which so much of our future depends. It is time to ask whether they are doing the job we want them to do.

Pedagogy of Vulnerability Edward J. Brantmeier 2020-03-01 The purpose of this text is to elicit discussion, reflection, and action specific to pedagogy within education, especially higher education, and circles of experiential learning, community organizing, conflict resolution and youth empowerment work. Vulnerability itself is not a new term within education; however the pedagogical imperatives of vulnerability are both undertheorized in educational discourse and underexplored in practice. This work builds on that of Edward Brantmeier in Re-Envisioning Higher Education: Embodied Pathways to Wisdom and Transformation (Lin, Oxford, & Brantmeier, 2013). In his chapter, "Pedagogy of vulnerability: Definitions, assumptions, and application," he outlines a set of assumptions about the term, clarifying for his readers the complicated, risky, reciprocal, and purposeful nature of vulnerability, particularly within educational settings. Creating spaces of risk taking, and consistent mutual, critical engagement are challenging at a moment in history where neoliberal forces impact so many realms of formal teaching and learning. Within this context, the divide between what educators, be they in a classroom or a community, imagine as possible and their ability to implement these kinds of pedagogical possibilities is an urgent conundrum worth exploring. We must consider how to address these disconnects; advocating and envisioning a more holistic, healthy, forward thinking model of teaching and learning. How do we create cultures of engaged inquiry, framed in vulnerability, where educators and students are compelled to ask questions just beyond their grasp? How can we all be better equipped to ask and answer big, beautiful, bold, even uncomfortable questions that fuel the heart of inquiry and perhaps, just maybe, lead to a more peaceful and

just world? A collection of reflections, case studies, and research focused on the pedagogy of vulnerability is a starting point for this work. The book itself is meant to be an example of pedagogical vulnerability, wherein the authors work to explicate the most intimate and delicate aspects of the varied pedagogical journeys, understandings rooted in vulnerability, and those of their students, colleagues, clients, even adversaries. It is a work that “holds space.”

Information and Communication Technologies for Development Jyoti Choudrie 2017-05-15
This book constitutes the refereed proceedings of the 14th IFIP WG 9.4 International Conference on Social Implications of Computers in Developing Countries, ICT4D 2017, held in Yogyakarta, Indonesia, in May 2017. The 60 revised full papers and 8 short papers presented together with 3 keynotes were carefully reviewed and selected from 118 submissions. The papers are organized in the following topical sections: large scale and complex information systems for development; women empowerment and gender justice; social mechanisms of ICT-enabled development; the data revolution and sustainable development goals; critical perspectives on ICT and open innovation for development; the contribution of practice theories to ICT for development; agile development; indigenous local community grounded ICT developments; global sourcing and development; sustainability in ICT4D; and information systems development and implementation in Southeast Asia. Also included are a graduate student track, current issues and notes. The chapter ‘An Analysis of Accountability Concepts for Open Development’ is open access under a CC BY 4.0 license via link.springer.com.

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

Microporous and Mesoporous Materials Reza Sabet Dariani 2016-08-24
The aim of this book has been to explore the variety of phenomena associated with the major forms of the material, while laying the foundation for a clear and detailed working and understanding of the materials. We tried to present new types of advanced materials, which are currently a hot topic, and provide readers with a selective review of important improvements in the field. I believe that every chapter in this book presents the progress in the subject and describes the latest advances in microporous and mesoporous materials.

Postgraduate Supervision Magda Fourie-Malherbe 2016-11-21
The 24 chapters contained in this volume provide diverse but also congruent perspectives on future foci for research into postgraduate education and supervision in the knowledge society. The chapters move from deliberations on challenges for postgraduate supervision at macro level (such as the pressure to increase postgraduate output and the implications of increasingly managerialist institutions) to meso level matters (the form and function of postgraduate education in specific countries) to the micro (rich case studies of individual institutions, programmes and supervisors).

The Teaching of Commercial Subjects

