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Doctoral Education in South Africa Springer
The Fifth Edition of the highly praised Practical Guide for Medical Teachers provides a bridge between the theoretical aspects of medical education and the delivery of enthusiastic and effective teaching in basic science and clinical medicine. Healthcare professionals are committed teachers and this book is an essential guide to help them maximise their performance. This highly regarded book recognises the importance of educational skills in the delivery of quality teaching in medicine. The

contents offer valuable insights into all important aspects of medical education today. A leading educationalist from the USA joins the book's editorial team. The continual emergence of new topics is recognised in this new edition with nine new chapters: The role of patients as teachers and assessors; Medical humanities; Decision-making; Alternative medicine; Global awareness; Education at a time of ubiquitous information; Programmatic assessment; Student engagement; and Social accountability. An enlarged group of authors from more than 15 countries provides both an international perspective and a multi-

professional approach to topics of interest to all healthcare teachers. **University on the Border** Routledge
This Research Topic covers some of the latest research on brain and behavior in health and disease in Africa. With its untapped resources and unique situations, "Neuroscience in Africa" has the potential to contribute to a better understanding of human brain function both in health and disease. The diverse African fauna display a range of specializations in brain structure/function relationships as a result of adaptations to the environment. Exploration of these may lead to insights into coping strategies which could be

extrapolated to humans. Africa's unique flora is being investigated for anti-inflammatory, antinociceptive, antioxidant, antiepileptogenic and neuroprotective properties to determine its potential for use in the treatment of human brain disorders. There is also research on neurodegenerative and infectious diseases, not only common to the global world, but also neglected tropical diseases and conditions which provide unique avenues of investigations in basic and translational neuroscience on highly debilitating disorders - and on the effects of pathogens and environmental toxins. *We Want What's Ours* Oxford University Press South Africa: The Rise and Fall of Apartheid examines the history of South Africa from 1948 to the present day, covering the introduction of the oppressive policy of apartheid when the Nationalists came to power, its mounting opposition in the 1970s and 1980s, its eventual collapse in the 1990s, and its legacy up to the present day. Fully revised, the third edition includes: new material on the

impact of apartheid, including the social and cultural effects of the urbanization that occurred when Africans were forced out of rural areas analysis of recent political and economic issues that are rooted in the apartheid regime, particularly continuing unemployment and the emergence of opposition political parties such as the Economic Freedom Fighters an updated Further Reading section, reflecting the greatly increased availability of online materials an expanded set of primary source documents, providing insight into the minds of those who enforced apartheid and those who fought it. Illustrated with photographs, maps and figures and including a chronology of events, glossary and Who's Who of key figures, this essential text provides students with a current, clear, and succinct introduction to the ideology and practice of apartheid in South Africa. *Knowledge Production and Contradictory Functions in African Higher Education* Elsevier Health Sciences Much has been written about the ever-growing demands on university leadership worldwide in

the face of increasingly complex changes and challenges from within the academy and beyond. However, as we are reminded by Johan Muller in the Introduction to this book, "there are particular features of time and place that also throw up unique problems". It is precisely 'time and place' that make this set of reflections by university leaders quite remarkable and distinguishes it from the many biographies to be found in the literature on higher education leadership. ... In the main, this collection spans two decades, the 1990s and 2000s, of unprecedented levels of change in South African higher education. Leaders in universities, as well as those responsible for higher education policy in the government and associated statutory bodies, had no neat script to work off, nor 'manuals' or prescripts of 'good' leadership or practice. Instead, there was palpable excitement about collectively imagining and nurturing a new post-apartheid higher education system, which would contribute to the social and economic development needs of the country, the deepening of democracy and which would also be globally

relevant. Most reflections touch on the coalface of leadership, which is the face-to-face interactional dimension, dealing with staff, with students, with council chairs. What comes through clearly, is the importance of what are sometimes called 'people skills'. In these accounts this is not simply presented as a human relations aptitude, for a number of reasons, first of which is the special nature of universities and their occupants. More than one points out the special challenge of managing the talented people that are academics, and their inbuilt distaste for bureaucracy, their reluctance to be managed or told what to do. The message here is consistently one of needing to be completely open with academics, the importance of maintaining the distinction between 'collegial' and 'executive' management (avoiding 'managerialism'), and the critical importance of winning and holding their trust. The inspiration for this collection arose in late 2013 in the Council on Higher Education's (CHE) Monitoring and Evaluation Directorate, the directorate responsible for conducting

research on the higher education landscape and monitoring the state of the sector. They noted that conditions besetting universities had grown increasingly complex, both globally but more especially locally, and the question arose - how had this altered the challenges to university leadership over the period between the new political dispensation and the second decade of the new millennium? More particularly, how had leaders with a proven track record of visionary and strong leadership during this period faced these challenges? How did they see the main changes that needed dealing with? What challenges did these changes pose and how were they successfully overcome? What did they think, looking back, were the main constituents of successful leadership and management? What wisdom could be distilled for posterity? The Directorate decided to invite a range of vice-chancellors and senior academic leaders who had completed their terms of office to contribute to a project that set out to gather such reflections and compile them into a

publication.

Diplomacy and Borderlands Cornell University Press

Most would agree that a learning community of practice cultivates social and intellectual development in educational settings but what are the other benefits and what does a learning community actually look like in practice? This book explores such questions as: "Are learning communities essential in education?" "How are they designed and developed?" "What difference do they make in learning?" The book contains contributions of educators who share their research and practice in designing and implementing learning communities in school, university, and professional network settings. It presents their experiences, and the "how to" of these educators who are passionate about building and sustaining learning communities to make a real difference for students, teachers, faculty, and communities. Combining scholarly and practitioner research, the book offers practical information to teachers, school and university

administrators, teacher educators, and community educators. Brief History and Description [of the Memorial Institute] Lulu.com

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. Student Politics in Africa Bookdash

"Polyvocal Professional Learning through Self-Study Research illustrates the power of "we" for innovative and authentic professional learning. The 33 contributors to this book include experienced and emerging self-study researchers, writing in collaboration, across multiple professions, academic disciplines, contexts, and continents.

These authors have noted and reviewed each other's chapters and adapted their contributions to generate a polyvocal conversation that significantly advances scholarship on professional learning through self-study research. Building on, and extending, the existing body of work on self-study research, the book offers an extensive and in-depth scholarly exploration of the how, why, and impact of professional learning through context-specific, practitioner-led inquiry. The chapters illustrate polyvocal professional learning as both phenomenon and method, with the original research that is presented in every chapter adding to the forms of methodological inventiveness that have been developed and documented within the self-study research community. "This unique book represents an inspiring step forward in self-study research. Authors from various continents provide evidence of how the "I" can be strengthened through the "we" perspective, showing convincingly how polyvocality, transdisciplinarity, and an intercultural approach

deepen professional learning. This powerful book offers important new insights for the methodology of self-study, with an impact beyond teachers and teacher educators." Fred A. J. Korthagen, Professor Emeritus at Utrecht University, The Netherlands "A fascinating set of chapters illustrate the importance of many lenses and many voices when studying one's practice. Each chapter testifies that self-study and its ties to improvement through posing thoughtful questions, collecting and analyzing relevant data, and interrogating the interpretation of one's analysis of self are global and cross-disciplinary. This book is a must-read!" Renée T. Clift, Professor and Associate Dean, University of Arizona, USA"

Research Universities in Africa African Minds

This book presents research on the intersection of self-study research, digital technologies, and the development of future-oriented practices in teacher education. It explores the changing teacher education landscape by considering issues that are central to

doing self-study: context and location; data access, generation and analysis; social and personal media; forms and transformations of pedagogy; identity; and ethics in an increasingly digital world. Self-study research on, with, and around digital technologies is highly significant in education where the rapid development and ubiquity of such technologies are an integral part of teacher educators' everyday pedagogical and research practices. Blended and virtual environments are now not only commonplaces in which to teach about teaching but also to research about teaching. The book highlights how digital technologies can enhance the pedagogies and knowledge base of teacher education research and practice while remaining circumspect of grandiose claims. Each chapter addresses aspects of doing self-study with educational technology, and provides issues for discussion and debate for readers wanting to engage in self-study.

South Africa Routledge
This handbook provides an authoritative account of social work field

education in the global south. It presents an overview of various aspects of theory and practice modules in the social work curriculum and advances in research in social work field education in the developing world through in-depth analyses and global case studies. Key features: • Discusses critical issues and new directions in the theory and practice of social work field education, challenges in field work education, decolonising field work training, developing competent social work graduates, aligning fieldwork with cultural practices in indigenous communities, the idea of clinical social work, and a comparative analysis of social work field supervision. • Integrates theory and practice of social work field education for students and teachers from diverse geographical and cultural contexts across the global south, including countries from South Asia and Asia, Africa, and Latin America and the Caribbean, covering India, Bangladesh, Pakistan, Nepal, Sri Lanka, China, Georgia, Philippine, Turkey, Papua New Guinea, Eswatini, Republic

of Trinidad & Tobago, Kenya, Nigeria, South Africa, Botswana, Chile, and Barbados. • Brings together international comparative perspectives on field work education in social work from leading experts, social work educators, and social work professionals. This handbook will be an essential resource for scholars and researchers of social work, development studies, social anthropology, sociology, education, South Asian studies, and Global South studies. It will also be useful to educators and practitioners of social work in global institutions of higher studies as well as civil society organisations.

Polyvocal Professional Learning through Self-Study Research Routledge

The volume explores and thinks through the process of decolonising the South African higher education system by examining #MustFall. The text offers theoretical insights from a historical, contemporary and multidisciplinary lens, while examining the embedded meanings of the university as an institution, idea and set of practices to show the shifts and changes that

were inaugurated by #MustFall along with the historicities that define the university both locally and globally. The retro- and prospective insights presented in the book surface the crisis of authority that places the university in a state of precarity, which is framed in the book as the 'border'. The volume proposes the concept of the 'border' (recognising its conceptual and analytical dynamism) as a generative space that can facilitate new imaginaries and articulations of this social institution: the university.

Faculty Perspectives on Vocational Training in South Africa Springer

On countless occasions in history one group with political power has taken property from a less powerful group as part of a larger strategy to dehumanize or infantilize them. The colonial expropriation of property from native peoples, the Nazi confiscation of property from Jews, the Hutu taking of property from Tutsis during and after the Rwandan genocide, and Saddam Hussein's seizing of property from the Kurds in Iraq all typify this enduring phenomenon. In such instances, the

dispossessed were subjected to deprivations of property and dignity. Subsequent governments then had to navigate the perilous landscape surrounding the return of land and other property to displaced or decimated populations. They could ignore the fact that people were deprived of their property, or they could rectify it. *We Want What's Ours* is a detailed study of South Africa's attempts to rectify the deprivation of land suffered by thousands of people under the colonial and apartheid regimes. It teaches a critical lesson about these transitions: remedying past wrongs entails more than distributing money or even returning property, because the dispossessed did not just lose their possessions, they also had their dignity taken from them. A comprehensive remedy for these 'dignity takings' involves confronting the underlying dehumanization, infantilization, and political exclusion that enabled the dispossession. That is, it requires 'dignity restoration' - a remedy based on principles of restorative justice that seeks to rehabilitate the

dispossessed and reintegrate them into the fabric of society. South Africa's colonial and apartheid-era land dispossessions are a quintessential example of 'dignity takings', and the post-apartheid government is unique because it has sought to move beyond the more common step of only providing reparations (compensation for tangible losses) and instead has tried to facilitate the restoration of the dignity of the dispossessed. Bernadette Atuahene's detailed research, and extensive interviews with over one hundred and fifty South Africans who participated in the nation's land restitution program, demonstrates what was required for this 'dignity restoration', and how successful it has ultimately been. Rooted solidly in both academic analysis and human experiences, this book serves as an invaluable resource to international organizations, government bureaucrats, policy makers, NGOs, students, and scholars interested in redress for historical injustice, defending property rights, and conflict prevention.

Race against Empire

AFRICAN SUN MeDIA
Marshaling evidence from a wide array of international sources, including the black presses of the time, Penny M. Von Eschen offers a vivid portrayal of the African diaspora in its international heyday, from the 1945 Manchester Pan-African Congress to early cooperation with the United Nations. Tracing the relationship between transformations in anti-colonial politics and the history of the United States during its emergence as the dominant world power, she challenges bipolar Cold War paradigms. She documents the efforts of African-American political leaders, intellectuals, and journalists who forcefully promoted anti-colonial politics and critiqued U.S. foreign policy. The eclipse of anti-colonial politics—which Von Eschen traces through African-American responses to the early Cold War, U.S. government prosecution of black American anti-colonial activists, and State Department initiatives in Africa—marked a change in the very meaning of race and racism in America from historical and international issues to

psychological and domestic ones. She concludes that the collision of anti-colonialism with Cold War liberalism illuminates conflicts central to the reshaping of America; the definition of political, economic, and civil rights; and the question of who, in America and across the globe, is to have access to these rights.

Being Self-Study Researchers in a Digital World African Books Collective

This book provides university teachers, leaders and policymakers with evidence on how researchers in several countries are monitoring and improving student engagement—the extent to which students are exposed to and participate in effective educational practices. It captures insights from international implementations of the National Survey of Student Engagement (NSSE), developed in the United States. In the last half decade NSSE has been adapted and used in several other countries, producing the largest international collaboration yet involving educationally relevant data on students' engagement in higher

education. Leaders of established national collaborations draw on their experiences with hundreds of institutions to contribute their insights. Framed by their cultural and educational contexts, they discuss issues concerning first-year learners, international students, part-time and distance learners, as well as teaching and leadership in support of student learning. Each chapter outlines strategies based on national case studies and presents perspectives supported by concrete examples of how these have played out in diverse settings. The book suggests mechanisms that can be used by institutions, ministries and quality agencies around the world.

Technology Driven Curriculum for 21st Century Higher Education Students in Africa Springer

Penpoints, Gunpoints, and Dreams explores the relationship between art and political power in society, taking as its starting point the experience of writers in contemporary Africa, where they are often seen as the enemy of the postcolonial state. This study, in turn, raises the

wider issues of the relationship between the state of art and the art of the state, particularly in their struggle for the control of performance space in territorial, temporal, social, and even psychic contexts. Kenyan writer, Ngugi wa Thiong'o, calls for the alliance of art and people power, freedom and dignity against the encroachments of modern states. Art, he argues, needs to be active, engaged, insistent on being what it has always been, the embodiment of dreams for a truly human world.

Learning Communities In Practice Frontiers Media SA

Various forms of academic co-operation criss-cross the modern university system in a bewildering number of ways, from the open exchange of ideas and knowledge, to the sharing of research results, and frank discussions about research challenges. Embedded in these scholarly networks is the question of whether a 'global template' for the management of both higher education and national research organisations is necessary, and if so, must institutions slavishly

follow the high-flown language of the global 'knowledge society' or risk falling behind in the ubiquitous university ranking system? Or are there alternatives that can achieve a better, 'more ethically inclined, world? Basing their observations on their own experiences, an interesting mix of seasoned scholars and new voices from southern Africa and the Nordic region offer critical perspectives on issues of inter- and cross-regional academic co-operation. Several of the chapters also touch on the evolution of the higher education sector in the two regions. An absorbing and intelligent study, this book will be invaluable for anyone interested in the strategies scholars are using to adapt to the interconnectedness of the modern world. It offers fresh insights into how academics are attempting to protect the spaces in which they can freely and openly debate the challenges they face, while aiming to transform higher education, and foster scholarly collaboration. The Southern African-Nordic Centre (SANORD) is a partnership of higher education institutions

from Denmark, Finland, Iceland, Norway, Sweden, Botswana, Namibia, Malawi, South Africa, Zambia and Zimbabwe. SANORD's primary aim is to promote multilateral research co-operation on matters of importance to the development of both regions. Our activities are based on the values of democracy, equity, and mutually beneficial academic engagement.

Research Methodology for the Business & Administrative Sciences
Austin Macauley Publishers
The Cape Peninsula University of Technology (CPUT) is one of four Universities of Technology established by the South African government in 2005 with a focus on vocational training. This book presents faculty experiences of CPUT's innovative, work-integrated learning and teaching model, as well as findings from practice-based research being done in the institution. The purpose of this volume is to be a resource for other institutions in South Africa that wish to try similar strategies, as well as a to trigger a community of practice with vocationally oriented institutions outside of South Africa.

Together We're Strong: The Story of Albertina Sisulu

African Sun Media Higher Education in South Africa should be of considerable interest to higher education researchers outside of South Africa, as well as within, for the general and comparative assessments it makes. The South African higher education researchers included within its covers have clearly engaged with research and writing from many parts of the world, which they have then applied to make sense of their own condition. - Malcolm Tight Lancaster University, UK

Mathematical Epidemiology
African Books Collective

This book examines Africa's internal and external relations by focusing on three core concepts: orders, diplomacy and borderlands. The contributors examine traditional and non-traditional diplomatic actors, and domestic, regional, continental, and global orders. They argue that African diplomats profoundly shape these orders by situating themselves within in-between-spaces of geographical and functional orders. It is in

these borderlands that agency, despite all kinds of constraints, flourishes. Chapters in the book compare domestic orders to regional ones, and then continental African orders to global ones. They deal with a range of functional orders, including development, international trade, human rights, migration, nuclear arms control, peacekeeping, public administration, and territorial change. By focusing on these topics, the volume contributes to a better understanding of African international relations, sharpens analyses of ordering processes in world politics, and adds to our comprehension of how diplomacy shapes orders and vice versa. The studies collected here show a much more nuanced picture of African agency in African and international affairs and suggest that African diplomacy is far more extensive than is often assumed. This book will be of much interest to students of diplomacy studies, African politics and International Relations.

A History of South Africa
Langaa RPCIG

The book consists of novel and empirical research in

broad areas of technology and curriculum in selected African countries. The central theme of the book is technology and the higher education curriculum. The book consists of case studies from selected African countries, namely, Lesotho; Namibia; Kenya; South Africa; Zimbabwe; Tanzania and Nigeria. These studies confirm that in this contemporary digital era, educational technology is playing an increasingly important role. It has become so

ubiquitous and fundamental in the teaching and learning. Higher education sectors across the continent are increasingly compelled to use educational technology to keep up with needs of 21st century students who want to be afforded opportunities to be able to learn in real time, anytime, and on their own terms using opportunities for creative innovation made possible by new information and

communication technologies.

Visual Global Politics

Springer Science & Business Media

From the day she was born to the day she died, Albertina Sisulu lived a life of love and sacrifice. A brave girl who rode a horse, she was a blessing to her family, to her community and to South Africa. This story of a unique and powerful woman, who stood up for her beliefs no matter what, will inspire and enchant.