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MARSHALL CHAMBERS

ECIE2015-10th European Conference on Innovation and Entrepreneurship Springer Nature

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.

Accessing Post-School Studies

Springer Nature

Universities of the 21st century and beyond must be about teaching, learning, research excellence, creativity and innovation as much as they must be about enabling the destiny of students, communities and nations to realize their potential. UJ succeeded in her vision and responsibilities to transform the divisions, prejudices and limitations that often restrain the advancement of society. The story of UJ's transition to an inclusive, diverse, dynamic, bold and purposeful institution of learning demands to be read by everyone, South African, African and beyond. It is a story of how to be an object rather than the subject of history, while dynamically shaping our shared futures, laying a solid foundation for future generations to be advocates and architects for social change and cohesion. It is a story of courageous and visionary leadership. The book offers our nation profound lessons in leadership that should enrich all our efforts to transform institutions in a sustainable way, to play a meaningful role in building ONE NATION. - DR WENDY LUHABE, Economic Activist, Social Entrepreneur, First Chancellor of the University of Johannesburg

Advances in Biomedical Informatics
Springer

In a world where new technologies are being developed at a dizzying pace, how can we best approach oral genres that represent heritage? Taking an innovative and interdisciplinary approach, this volume explores the idea of sharing as a model to construct and disseminate the knowledge of literary heritage with the people who are represented by and in it. Expert contributors interweave sociological analysis with an appraisal of the transformative impact of technology on literary and cultural production. Does technology restrict, constraining the experience of an oral performance, or does it afford new openings for different aesthetic experiences? Topics explored include the Mara Cultural Heritage Digital Library, the preservation of Ewe heritage material, new eresources for texts in Manding languages, and the possibilities

of technauriture. This timely and necessary collection also examines to what extent digital documents can be and have been institutionalised in archives and museums, how digital heritage can remain free from co-option by hegemonic groups, and the roles that exist for community voices. A valuable contribution to a fast-developing field, this book is required reading for scholars and students in the fields of heritage, anthropology, linguistics, history and the emerging disciplines of multi-media documentation and analysis, as well as those working in the field of literature, folklore, and African studies. It is also important reading for museum and archive curators.

Cinematic Imaginaries of the African City
Springer

The book considers urban mobilities and immobilities in the Global South through an exploration of the theoretical and methodological entry points that can be used to further the agenda of transport planning. Transport system improvements can (and do) have complex and unequal impacts on different sectors of society. Conventional approaches to analysing travel demand and transport system performance developed in the 'Global North' are typically ill-equipped to identify and understand the complexities and inequities in urban areas of the Global South. Using case studies from urban Africa and Asia, the book addresses the need to understand the 'lived world' of mobilities and use this knowledge to address issues that are central to our urban existence in the 21st century.

The Postcolonial Condition of Names and Naming Practices in Southern Africa
AFRICAN SUN MeDIA

These proceedings represent the work of contributors to the 10th European Conference on Innovation and Entrepreneurship (ECIE 2015), hosted this year by The University of Genoa, Italy on the 17-18 September 2015. The Conference Chair is Prof Luca Beltrametti and the Programme Co-chairs are Prof Renata Paola Dameri, Prof. Roberto Garelli and Prof. Marina Resta, all from the University of Genoa. ECIE continues to develop and evolve. Now in its 10th year the key aim remains the opportunity for participants to share ideas and meet the

people who hold them. The scope of papers will ensure an interesting two days. The subjects covered illustrate the wide range of topics that fall into this important and growing area of research. The opening keynote presentation is given by Marco Doria – Mayor of Genoa on the topic of Innovation and entrepreneurship in Genoa: past, present and future. A second keynote will be given by Flavia Marzano from the National board for innovation and Italian digital agenda on the topic of Innovation: New visions not just new technologies. The second day Keynote will be given by Roberto Santoro, President of the European Society of Concurrent Engineering Network (ESoCE Net) on the topic of People Olympics for healthy and active living: A people driven social innovation platform. In addition to the main themes of the conference there are a number of specialist mini tracks on topics including Innovation and strategy, Entrepreneurship education in action, The theory and practice of collaboration in entrepreneurship and Challenges for entrepreneurship and innovation in the 21st Century. With an initial submission of 275 abstracts, after the double blind, peer review process there are 88 Academic research papers, 6 PhD research papers, 1 Masters Research paper, 4 work-in-progress papers and 1 Non-academic paper published in these Conference Proceedings. These papers represent research from Australia, Brazil, Bulgaria, Colombia, Croatia, Cyprus, Czech Republic, Denmark, Egypt, Finland, , France, Germany, Ghana, Greece, Hungary, India, Iran, Ireland, Israel, Italy, Japan, Kazakhstan, , Kuwait, Lithuania, Malaysia, Mexico, Netherlands, New Zealand, Nigeria, Norway, Poland, Portugal, Romania, Romania, Russia, Russian Federation, Saudi Arabia, South Africa, Spain, Sweden, Thailand, Thailand, UK and USA

Urban Mobilities in the Global South Africa
Institute of South Africa

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.

Corporate Social Responsibility in the 21st Century Academic Conferences and publishing limited

This volume discusses the increasing occurrence of floods and tornadoes in Southern Africa over the last few years. The book discusses existing flood and tornado management protocols, indigenous approaches to mitigate disaster risk, urban and peri-urban flooding, tornado-induced flooding and windstorms, and the challenges and vulnerabilities associated with rural and transboundary floods. The book offers planning and recovery strategies to minimise impacts from these events through sustainable means. Such means include sustainable drainage systems, waste management in harbors and beaches, community engagement in flood-prone areas, and improved food security measures in urban poor households. Indigenous Studies: Breakthroughs in Research and Practice African Sun Media Breaking a Rainbow, Building a Nation is a first-hand account of the university protests that gripped South Africa between 2015 and 2017, widely better known as the #FeesMustFall. Chikane outlines the nature of student politics in the country before, during and after the emergence of #MustFall politics, exploring the political dynamics that informed and drove the student protests, and the effect that these #MustFall movements have had on the nature of youth politics in the country. Chikane looks at how the current nature of youth politics is different from previous youth upheavals that have defined South Africa, specifically due to the fact that the protests were being led by so-called coconuts, who are part of the black elite. Breaking a Rainbow, Building a Nation poses the provocative question, can coconuts be trusted with the revolution?

The Origin and Growth of Geography as a discipline at South Africa Universities Pan Macmillan South Africa

The Postcolonial Condition of Names and Naming Practices in Southern Africa represents a milestone in southern African onomastic studies. The contributors here are all members of, and speakers of, the cultures and languages they write about, and, together, they speak with an authentic African voice on naming issues in the southern part of the African continent. The volume's overarching thesis is that names are important yet often underestimated socio-political-cultural sites on which some of the most significant events and processes in the post-colony can be read. The onomastic topics covered in the book range from the

names of traditional healers and male aphrodisiacs to urban landscapes and street naming, from the interface between Chinese and African naming practices to the names of bands of musicians and mini-bus taxis. There is a strong section on literary onomastics which explores how names have been variously deployed by southern African fiction writers for certain semantic, aesthetic and ideological effects. The cultures and languages covered in this volume are equally wide-ranging, and, while some authors focus on single languages and cultures (for example Thembu, Xhosa, Shona), others look at inter-cultural influences such as the influence of the Portuguese and Chinese languages on Shona naming. Written by Professor Adrian Koopman Emeritus Professor, University of KwaZulu-Natal

ECEL 2019 18th European Conference on e-Learning Routledge

This publication makes a valuable contribution to often problematic and pertinent South African higher education issues such as student access and success, student learning, student support and student engagement. In this regard, the authors draw on the works of higher education theorists such as Kuh, Tinto, Marton and Saeljoe. The book is primarily a helpful resource for South African learners in school, students at universities, life orientation teachers, as well as parents of prospective university students. It will especially assist students to adapt to the university environment.

Object Medleys IGI Global

There has been a growth in the use, acceptance, and popularity of indigenous knowledge. High rates of poverty and a widening economic divide is threatening the accessibility to western scientific knowledge in the developing world where many indigenous people live.

Consequently, indigenous knowledge has become a potential source for sustainable development in the developing world. The Handbook of Research on Theoretical Perspectives on Indigenous Knowledge Systems in Developing Countries presents interdisciplinary research on knowledge management, sharing, and transfer among indigenous communities. Providing a unique perspective on alternative knowledge systems, this publication is a critical resource for sociologists, anthropologists, researchers, and graduate-level students in a variety of fields.

Searching for Sharing Taylor & Francis
How do we get at the meanings of everyday (and not so everyday) objects, and how might these meanings enrich

educational research? The study of objects is well established in fields such as archaeology, art history, communications, fine arts, museum studies, and sociology—but is still developing in education. *Object Medleys: Interpretive Possibilities for Educational Research* brings together 37 educational researchers from wide-ranging contexts and multiple knowledge fields to a dialogic space in which subjects and objects, living and nonliving, entangle as medleys to open up understandings of connections made with, between, and through objects. *Object Medleys* offers diverse, innovative modes and lenses for representing, interpreting, and theorising object studies. The book is distinctive within scholarship on object inquiry in that much of the research has been conducted within Southern African educational contexts. This is complemented by contributions from scholars based in Canada and the United Kingdom. The original research represented in each peer-reviewed chapter expands academic conversations about what counts as data and analysis in educational research. Overall, *Object Medleys* illuminates the applied and theoretical usefulness of objects in response to pressing educational and societal questions. “*Object Medleys* is a rich and fascinating exploration of new possibilities, with potential for research, teaching, and learning that seems almost unlimited. This book is a rich assembly of affordances for exploring and widening the role of objects in educational research. It relocates attention from language and text towards embodied and material storytelling practices where new and marginalised ways of expression can find their ways into classrooms, thereby opening completely new avenues of teaching and learning.” – Kenneth Mølbjerg Jørgensen, Professor, Aalborg University, Denmark “In a time when materiality is being brought at the centre of critical inquiry in the social sciences and humanities, this edited collection offers unique insights into the relationship between objects, subjectivities, and learning. Beautifully written and cogently argued, the book breaks new ground by casting a critical spotlight on artefacts that might appear mundane at first sight but, on closer inspection, reveal complex patterns of educational potential.” – Tommaso M. Milani, Associate Professor, University of the Witwatersrand, Johannesburg, South Africa
[Africa Must Deal with Blats for Its True Decolonisation](#) IGI Global
 This volume addresses questions at the intersections of cinematic form and the

African city. It examines the contribution of cinema and audiovisual media to our understanding and experience of contemporary cities from an African perspective. “Reading” the African city as form, this volume problematizes the circulation of terms such as “Afropolitanism,” “Afro-polis”, “Afro-modernity” and “Afro-urbanity”, which often define the kinds of sentiments invested in or associated with the African city. Situated within an interdisciplinary matrix that reads the urban African cinematic form through affect theory and the city as a matrix of feeling, critical black geography and the racialized construction of city spaces, the urban as a temporal consciousness, and representations of social inequalities and urban geographies of exclusion, this edited volume frames the city and screenscapes as co-constitutive, foregrounding the diegetic and extra-diegetic elements that inform the “African urban”. Chapters engage thematic areas such as aesthetics and African cinematic urban form; visibility and the infrastructures of the African city; audiovisual narratives, social inequality, and urban geographies of exclusion. *Cinematic Imaginaries of the African City* is a significant new contribution to African Studies and will be a great resource for academics, researchers, and advanced students of African Studies, Media and Cultural Studies, Visual Studies, and Sociology. The chapters included in this book were originally published as a special issue of *Social Dynamics: A Journal of African Studies*.

Cognitive Disorders Unisa Press

This book inquires into the global wave of student mobilizations that have arisen in the aftermath of the economic crisis of 2008, accounting for their historical and sociological significance. More specifically, its eleven chapters explore the role of students as political actors: their ability to build effective organizations, to make political alliances with other actors, and to win public consensus, as well as their impact on cultural, political, and policy outcomes. To do so, the volume examines case studies in England, Chile, South Africa, Quebec, and Hong Kong, covering Europe, Africa, Asia, and North and Latin America. Grouped into two major sections, the collection covers the organizational structures of student movements and their alliances and outcomes. Ultimately, this volume examines the understudied political aspects of student unrest, exploring how student mobilizations—driven by indebtedness, precariousness, the corporatization of the

university, and other issues—correspond to larger processes of change with wider implications in society.

Sustainable Intensification for Agroecosystem Services and Management African Books Collective

This is an open access book. It is a common cause globally that the abrupt emergence of Covid-19 wreaked havoc in all sectors, including the higher education system. The sudden closure of campuses as a social distancing measure to prevent community transmission has shifted face-to-face classes to online teaching and learning, a transformative experiment for academics and students in most institutions. This has thrown the focus on utilising Learning Management Systems (LMS), eLearning tools and platforms for effective student engagement, which may have limitations of accessibility and affordability for many students. The pandemic has exposed the shortcomings of the current higher education system and the need for more training of academics and practitioners in digital technology to adapt to the rapidly changing educational climate. In the post-pandemic situation, eLearning and virtual education may become an integral part of the higher education system, hence the question of re-inventing higher education. The higher education institutions and universities need to plan the post-pandemic education and research strategies to ensure student learning outcomes and standards of educational quality. With the move to online teaching and learning, subsequently, traditional assessments followed and were adapted and adopted for online assessment. Assessments lie at the heart of the teaching process. It shapes students’ understanding of the curriculum and determines their ability to progress. Reflections on assessments during Covid-19 abounded with the challenges that both academics and students faced regarding online assessments, including cheating and quality assurance issues. The focus on quality extended to the quality of teaching and learning in general. Moreover, the pandemic brought about the question of staff and student health and psychosocial support also became important. For academics, the abrupt shift to adapt to working from home and implementing online learning has led to over-work, low work-life balance and compromised mental health. With a view on constructive and futuristic discourse, the sub-themes of the 2022 Focus conference encapsulate the current realities in the higher education sector and beyond. It further provides opportunities

for an in-depth analysis based on the benefit of hindsight and foresight. The Organising Committee specifically coined the theme, Re-inventing higher education: Insights, trends and lessons learnt from, specifically for the conference to reflect on and address the matters mentioned earlier. Academics, scholars, and practitioners in the higher education sector are called upon to share their research and express their perspectives on the reinvention of higher education.

Corporate Finance and Financial Development BoD – Books on Demand

While the community college is a longstanding institutional type within the U.S., the success of this model has recently garnered international attention. As countries outside the U.S. grapple with issues regarding access and affordability of higher education opportunity, the concept of the community college has gained traction. This issue explores: The global expansion and development of the community college model in various countries and regions around the world, Insights into the establishment and sustainability of these institutions in other countries through research and analysis, and Case studies that focus on the development and implementation process of community colleges amid various social, political, and economic contexts. This is the 177th volume of this Jossey-Bass quarterly report series. Essential to the professional libraries of presidents, vice presidents, deans, and other leaders in today's open-door institutions, *New Directions for Community Colleges* provides expert guidance in meeting the challenges of their distinctive and expanding educational mission.

University on the Border Academic Conferences and publishing limited

The aim of this book is to better understand the phenomenon of HIV in a country that has faced the fullest might of the disease and yet, after first faltering, has made more progress than any other country in the world in its response to HIV. It aims to reflect the complexity of this narrative and the range of widely differing insights by featuring what is likely the largest number of contributors in a single

publication on the subject in South Africa, as well as a full spectrum of specialised areas, ranging from high-end science to personal reflections.

African Security in the Anthropocene
African Sun Media

Tensions in South African universities have traditionally centred around equity (particularly access and affordability), historical legacies (such as apartheid and colonialism), and the shape and structure of the higher education system. What has not received sufficient attention, is the contribution of the university to place-based development. This volume is the first in South Africa to engage seriously with the place-based developmental role of universities. In the international literature and policy there has been an increasing integration of the university with place-based development, especially in cities. This volume weighs in on the debate by drawing attention to the place-based roles and agency of South African universities in their local towns and cities. It acknowledges that universities were given specific development roles in regions, homelands and towns under apartheid, and comments on why sub-national, place-based development has not been a key theme in post-apartheid, higher education planning. Given the developmental crisis in the country, universities could be expected to play a more constructive and meaningful role in the development of their own precincts, cities and regions. But what should that role be? Is there evidence that this is already occurring in South Africa, despite the lack of a national policy framework? What plans and programmes are in place, and what is needed to expand the development agency of universities at the local level? Who and what might be involved? Where should the focus lie, and who might benefit most, and why? Is there a need perhaps to approach the challenges of college towns, secondary cities and metropolitan centers differently? This book poses some of these questions as it considers the experiences of a number of South African universities, including Wits, Pretoria, Nelson Mandela University and especially Fort Hare as one of its post-centenary challenges.

Decolonising Journalism Education in South Africa African Minds

As a movement, transhumanism aims to upgrade the human body through science, constantly pushing back the limits of a person by using cutting-edge technologies to fix the human body and upgrade it beyond its natural abilities.

Transhumanism can not only change human habits, but it can also change learning practices. By improving human learning, it improves the human organism beyond natural and biological limits. The *Handbook of Research on Learning in the Age of Transhumanism* is an essential research publication that discusses global values, norms, and ethics that relate to the diverse needs of learners in the digital world and addresses future priorities and needs for transhumanism. The book will identify and scrutinize the needs of learners in the age of transhumanism and examine best practices for transhumanist leaders in learning. Featuring topics such as cybernetics, pedagogy, and sociology, this book is ideal for educators, trainers, instructional designers, curriculum developers, professionals, researchers, academicians, policymakers, and librarians.

Higher education for public good AOSIS

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.