

# **Ngfas 2013 Annual Convention**

**Atibuni, Dennis Zami**

**Higher Education** ,2023-11-02 COVID wrought havoc on the world's economic systems. Higher education did not escape the ravages brought on by the pandemic as institutions of higher education around the world faced major upheavals in their educational delivery systems. Some institutions were prepared for the required transition to online learning. Most were not. Whether prepared or not, educators rose to the challenge. The innovativeness of educators met the challenges as digital learning replaced the face-to-face environment. In fact, some of the distance models proved so engaging that many students no longer desire a return to the face-to-face model. As with all transitions, some things were lost while others were gained. This book examines practice in the field as institutions struggled to face the worst global pandemic in the last century. The book is organized into four sections on "Perils and Promises", "The State of Online Education", "Goals and Challenges of Online Learning" and "Innovations in the Age of COVID". It presents various perspectives from educators around the world to illustrate the struggles and triumphs of those facing new challenges and implementing new ideas to empower the educational process.

These discussions shed light on the impact of the pandemic and the future of higher education post-COVID. Higher education has been forever changed, and higher education as it once was may never return. While many questions arise, the achievements in meeting and overcoming the pandemic illustrate the creativity and innovativeness of educators around the world who inspired future generations of learners to reach new heights of accomplishment even in the face of the pandemic.

*2013: Memoirs of a Writer* Sheldon Burton

Webster, 2016-04-20 2013: Memoirs of a Writer by Sheldon Burton

Webster [-----]

ICTR 2018 International Conference on Tourism Research Dr

Minna Tunkkari-Eskelinen, JAMK University of Applied Science

Jyväskylä, Finland, Dr Anne Törn-Laapio, JAMK University of

Applied Science Jyväskylä, Finland, 2018-03-22 These proceedings

represent the work of researchers participating in the International

Conference on Tourism Research (ICTR 2018) which is being

hosted by JAMK University of Applied Sciences, Jyväskylä, Finland

on 23-24 March 2018.

Social Justice and Education in the 21st Century Willie

Pearson Jr., Vijay Reddy, 2021-04-10 The world is not an equal

place. There are high- and low-income countries and high- and low-income households. For each group, there are differential educational opportunities, leading to differential educational outcomes and differential labor market opportunities. This pattern often reproduces the privileges and inequalities of groups in a society. This book explores this differentiation in education from a social justice lens. Comparing the United States and South Africa, this book analyzes each country's developmental thinking on education, from human capital and human rights approaches, in both primary and higher education. The enclosed contributions draw from different disciplines including legal studies, sociology, psychology, computer science and public policy.

### **Universities, Inclusive Development and Social Innovation**

Claes Brundenius, Bo Göransson, José Manoel Carvalho de Mello, 2016-10-25 This book examines the ways in which universities can play a crucial role in inclusive development, social innovation and social entrepreneurship. It aims to prove the importance of inclusive development and inclusive innovation on economic growth and demonstrate the ways in which universities can be pioneers in this area through initiatives in social responsibility and social innovation. For example, providing access

to a university education without discrimination of race, gender, income status, or other factors would help to diminish the increasing income differentials currently being experienced in many countries, especially in the developing world. The research and studies included in this book provide insight into possible actions that can be taken by universities and public and private shareholders in inclusive development, social innovation, social entrepreneurship and overall regional economic and social development. Innovation is currently considered to be the most important and dynamic factor explaining growth and development. At the same time, the traditional view considering innovation as having to be commercialized at any price is being challenged. Lately, there has been growing interest in innovation in the public sector, particularly with respect to social innovations designed to reduce income inequality. To address these concepts, constant exchange of ideas and information between research groups became necessary. UniDev (Universities in Development – the Evolving Role of Academic Institutions in Innovation Systems and Development) is an international research group with researchers in twelve countries interested in the role of universities in development. This book features the results of research performed

by eleven research groups from UniDev country communities, presenting in-depth and comparative case studies from universities around the world, including Latin America, Northern and Eastern Europe, and sub-Saharan Africa. This title will be of interest to students, academics, researchers, and policy makers interested in the role of universities in development, social innovation and social entrepreneurship.

### **Transforming Universities in South Africa** Ihron

Rensburg, Shireen Motala, Michael Cross, 2020-08-31 Transforming Universities in South Africa: Pathways to Higher Education Reform responds to the pressing need to comprehensively review the post-apartheid experience and assess where South Africa's higher education stands across the continent and globally, particularly within the country's efforts to overcome decades of socio-economic imbalances.

**Driving Change** Gibbon, Trish, 2014-06-12 Driving Change tells a story that exemplifies a basic law of physics, known to all - the application of a relatively small lever can shift weight, create movement and initiate change far in excess of its own size. It tells a story about a particular instance of development cooperation, relatively modest in scope and aim that has nonetheless achieved

remarkable things and has been held up as an exemplar of its kind. It does not tell a story of flawless execution and perfectly achieved outcomes: it is instead a narrative that gives some insight into the structural and organisational arrangements, the institutional and individual commitments, and above all, the work, intelligence and passion of its participants, which made the SANTED Programme a noteworthy success.

**Research Anthology on Physical and Intellectual Disabilities in an Inclusive Society** Management Association, Information Resources, 2021-08-27 Discussions surrounding inclusivity have grown exponentially in recent years. In today's world where diversity, equity, and inclusion are the hot topics in all aspects of society, it is more important than ever to define what it means to be an inclusive society, as well as challenges and potential growth. Those with physical and intellectual disabilities, including vision and hearing impairment, Down syndrome, locomotor disability, and more continue to face challenges of accessibility in their daily lives, especially when facing an increasingly digitalized society. It is crucial that research is brought up to date on the latest assistive technologies, educational practices, work assistance, and online support that can be provided to those classified with a disability.

The Research Anthology on Physical and Intellectual Disabilities in an Inclusive Society provides a comprehensive guide of a range of topics relating to myriad aspects, difficulties, and opportunities of becoming a more inclusive society toward those with physical or intellectual disabilities. Covering everything from disabilities in education, sports, marriages, and more, it is essential for psychologists, psychiatrists, pediatricians, psychiatric nurses, clinicians, special education teachers, social workers, hospital administrators, mental health specialists, managers, academicians, rehabilitation centers, researchers, and students who wish to learn more about what it means to be an inclusive society and best practices in order to get there.

Women, Economic Development, and Higher Education Diane E. Eynon, 2017-06-19 This book is a multi-disciplinary exploration of the intersection, relationship, and connection between higher education, economic development, and gender in post-Apartheid South Africa. In just twenty years, South Africa has rewritten its constitution, restructured its macroeconomic growth and development policies, restructured its higher education system, and made a commitment to provide opportunity for all its citizens, specifically those who have historically been marginalized, women



and blacks. Eynon weaves together these unique perspectives to illustrate how these multiple domains map onto women and the critical role they play in the present and future of the country. Gender equality and women's empowerment and education were considered key drivers to South Africa's transformation.

Getting Skills Right: South Africa OECD,2017-07-10 This report identifies effective strategies to tackle skills imbalances in South Africa.

*Corrupted* Jonathan D Jansen,2023-02-01 In South African higher education, the images of dysfunction are everywhere. Student protests. Violence. Police presence. Rubber or real bullets. Class disruptions. Burning tyres. Damaged buildings. Injury and sometimes death. Reports of wholesale corruption. Year after year, often in the same set of universities; the problem of routine instability seems insoluble. The financial, academic and reputational costs of ongoing dysfunction are high, especially for those universities caught-up in the never-ending struggle to overcome apartheid legacies. Any number of explanations have been ventured, including a lack of resources, shortage of capacity, rural location, corrupt officials, and endemic conflict. *Corrupted* takes a deeper look at dysfunction in an attempt to unravel the root

causes in a sample of South African universities. At the heart of the problem lies the vexed issue of resources or, more pertinently, the relationship between resources and power: who gets what, and why? Whatever else it aspires to be—commonly, a place of teaching, learning, research and public duty—a university in an impoverished community is also a rich concentration of resources around which corrupt staff, students and those outside of campus all vie for access. Taking a political economic approach, Jonathan Jansen describes the daily struggle for institutional resources and offers accessible, sensible insights. He argues that the problem won't be solved through investments in 'capacity building' alone because the combination of institutional capacity and institutional integrity contributes to serial instability in universities. Rather, durable solutions would include the depoliticisation of university councils and appointments of academics with integrity and capacity to manage and lead these fragile institutions. This groundbreaking and long overdue study will offer a promising way forward for universities to better serve their communities and the country more broadly.

BRICS: building education for the future; priorities for national development and international cooperation Leclercq,

François,2014-09-22

*Postgraduate Research Engagement in Low Resource*

*Settings* Atibuni, Dennis Zami,2019-09-27 The general academic progression, and particularly research engagement, of postgraduate students is characterized by various problems such as high dropout rates, longer completion times, low graduation rates, and high repetition or retake rates. This means that there are far fewer students pursuing postgraduate studies at tertiary institutions and universities than there are at the lower levels of education. Yet, there is growing demand for postgraduate education given its strong projected association with socioeconomic transformation at national and international levels among developed and developing countries alike. *Postgraduate Research Engagement in Low Resource Settings* sets out to garner strategies for fostering efficiency of research conduct among the students and faculty so as to enhance high quality output for the envisaged personal, societal, national, and international socioeconomic transformation. Covering a range of topics such as intellectual property, mental health, and quality assurance, this book is ideal for research supervisors, higher education faculty, librarians, educators, administrators, researchers, academicians,

and students.

**Student Retention and Success in Higher Education** Mahsood Shah, Sally Kift, Liz Thomas, 2021-09-15 This book draws together international research to assess the quality of successful efforts to retain students. The editors and contributors unite diverse global research from countries who have led student retention and success projects at national, institutional, faculty or program level with positive outcomes. The book is underpinned by the philosophy that a more diverse student population requires higher education institutions to fundamentally change, in order to facilitate the success of all students. All of humanity, its economies and societies, are being pummelled by waves of pandemic-induced crises in tandem with globalisation and demographic shifts. Ultimately, this book acts as a clarion to higher education institutions to better support and retain their students, in order to create a more stable learning environment.

*The Youth Dividend* Jan H. Hofmeyr, 2012

**The Attempted Erasure of the Khoekhoe and San** Jacob Cloete, 2023-11-22 The Attempted Erasure of the Khoekhoe and San delves into the complex issue of problematic coloured identity and the ongoing erasure of the Khoekhoe and San people in South

Africa. Despite the end of apartheid, this erasure continues to persist today, starting as far back as 1652. There were two types of erasure that took place - genocide and bureaucratic. While the former is acknowledged by President Thabo Mbeki in his “I Am an African” speech, the latter began in 1828 with Ordinance 50 in the Cape Colony. From this point, the Khoekhoe and San were bureaucratically erased, culminating in the 1950 Population Registration Act. Despite these attempts, the Khoekhoe and San people resisted and fought for their identity, resulting in their continued existence in the present day. This book documents their painful journey, highlighting their struggles against subjugation and erasure since 1652.

Fees Must Fall Susan Booysen, 2016-10-01 This book explores the student discontent a year after the start of the 2015 South African #FeesMustFall revolt #FeesMustFall, the student revolt that began in October 2015, was an uprising against lack of access to, and financial exclusion from, higher education in South Africa. More broadly, it radically questioned the socio-political dispensation resulting from the 1994 social pact between big business, the ruling elite and the liberation movement. The 2015 revolt links to national and international youth struggles of the recent past and is informed

by black consciousness politics and social movements of the international left. Yet, its objectives are more complex than those of earlier struggles. The student movement has challenged the hierarchical, top-down leadership system of university management and its 'double speak' of professing to act in workers' and students' interests yet entrenching a regressive system for control and governance. University managements, while on one level amenable to change, have also co-opted students into their ranks to create co-responsibility for the highly bureaucratised university financial aid that stands in the way of their social revolution. This book maps the contours of student discontent a year after the start of the #FeesMustFall revolt. Student voices dissect colonialism, improper compromises by the founders of democratic South Africa, feminism, worker rights and meaningful education. In-depth assessments by prominent scholars reflect on the complexities of student activism, its impact on national and university governance, and offer provocative analyses of the power of the revolt.

### **Understanding Experiences of First Generation University**

**Students** Amani Bell, Lorri J. Santamaría, 2018-02-22 Over the past few decades universities have opened their doors to students whose parents and grandparents were historically excluded from

societal participation and higher education for reasons associated with racial, ethnic, socio-economic and/or linguistic diversity. Many of these students are first generation - or first in their family to attend university. While some progress has been made in responding to the needs of these internationally underserved learners, many challenges remain. This edited book features the unique and diverse experiences of first generation students as they transition into and engage with higher education whilst exploring ways in which universities might better serve these students. With reference to culturally responsive and sustaining research methodologies undertaken in Australia, Canada, New Zealand, South Africa, the UK and the USA, the contributors critically examine how these students demonstrate resilience within university, and ways in which success and challenges are articulated. Elements that are unique to context and shared across the international higher education milieu are explored. The book is replete with diverse student voices, and compelling implications for practice and future research. The studies featured are centred on underlying theories of identity and intersectionality while valuing student voices and experiences. Throughout, the emphasis is on using strengths-based indigenous and decolonised methodologies.

Through these culturally sustaining approaches, which include critical incident technique, participatory learning and action, talanoa and narrative inquiry, the book explores rich data on first generation student experiences at seven institutions in six countries across four continents.

**The Palgrave International Handbook of Higher Education Policy and Governance** Jeroen Huisman, Harry de Boer, David D. Dill, Manuel Souto-Otero, 2016-04-29 This state-of-the-art reference collection addresses the major themes, theories and key concepts related to higher education policy and governance on an international scale in one accessible volume. Mapping the field and showcasing current research and theorizations from diverse perspectives and authoritative scholars, this essential guide will assist readers in navigating the myriad concepts and themes involved in higher education policy and governance research and practice. Split into two sections, the first explores a range of policy concepts, theories and methods including governance models, policy instruments, institutionalism and organizational change, new public management and multi-level governance. The second section addresses salient themes such as institutional governance, funding, quality, employability, accountability, university rankings,



widening participation, gender, inequalities, technology, student involvement and the role of higher education in society. Global in its perspective and definitive in content, this one-stop volume will be an indispensable reference resource for a wide range of academics, students and researchers in the fields of education, education policy, sociology, social and public policy, political science and for leadership.

*Knowledge Beyond Colour Lines* Monwabisi K.

Ralarala, Salochana Lorraine Hassan, Rajani Naidoo, 2021-05-25

Knowledge remains timely in education. The need for academics to contemplate its relevance, worth, use and everything in-between deems a continuous intellectual project, rather than a conundrum to be solved. This book takes the South African context by the horns as it challenges the often dormant and traditionalist ways in which higher education spaces see knowledge. Through original research and the voices of academics and students, this book argues for repurposing knowledge generation, knowledge sharing and critical pedagogy so that more inclusive teaching and learning environments can be both imagined and sustained. The contentious tensionalities that this creates for LoLT and SoTL, in particular, are unlocked so as to trouble the South African higher

education landscape with the intent to proffer alternative pathways for a knowledge beyond colour lines. Prof Shan Simmonds (PhD) NWU This edited volume bristles with fresh scholarly approaches and insights of an emergent generation of engaged scholars grappling with the issues and problems of higher education in South Africa. The issues dealt with here are varied and encompassing. They are treated with intellectual delicacy and probing sensitivity, articulacy, informed data and bold conclusions. They serve well! Prof. Kwesi Kwaa Prah, Emeritus Professor of Sociology, University of the Western Cape Founder of the Centre for Advanced Studies of African Society

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