
Funza Lushaka Bursary For 2015

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An Incomplete Transition

Enhancing Teacher Professionalism and Status

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Going to University. The Influence of Higher Education on the Lives of Young South Africans

Your Guide to Case Study Research

Getting Skills Right: Good Practice in Adapting to Changing Skill Needs A Perspective on France, Italy, Spain, South Africa and the United Kingdom

Blended learning environments to foster self-directed learning

OECD Economic Surveys: South Africa 2017

Basic Education Rights Handbook

Faculty Perspectives on Vocational Training in South Africa

Critical Reflections on Teacher Education in South Africa

Shaping Tomorrow Today - SDGs from multiple perspectives

Living in a Hut in 21st Century South Africa

Youth In South Africa

Where Am I in the Picture?

Universities, Employability and Human Development

*Funza Lushaka Bursary
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CUMMINGS SANTIAGO

Annual Report OECD Publishing

The COVID-19 outbreak is worsening an already fragile economic outlook. Since 2013, growth has been modest and unemployment has been rising. Policy uncertainty has been the main driver of low confidence and subdued investment. Following a sharp fiscal deterioration in recent years, the crisis also heightened debt sustainability challenges.

[Learning to teach in post-apartheid South Africa](#) AFRICAN SUN MeDIA

The Fifth Commonwealth Teachers Research Symposium brought together teachers, researchers and education policy-makers to share experiences from

developed and developing countries both within and outside the Commonwealth.

This research event was a further contribution to ensuring that teachers with professional qualifications of good standard are able to move freely between countries of the Commonwealth and the wider world, having those qualifications and skills recognized and valued."

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

The book makes a significant contribution to critical higher education studies, specifically to graduate employability research and to capabilities and education research. The book moves beyond the simplistic conception of alleged 'gaps' in graduate skills and 'mismatches' between employers and universities, and instead

provides an innovative multi-dimensional and intersectional human capabilities conceptualisation of graduate employability. The book challenges an individualised notion of employability, instead locating employability issues in social and economic conditions, and argues that employability choices cannot be divorced from inequality. Qualitative and quantitative data from multiple case-study universities in South Africa are used to explore the perceptions and experiences of diverse students, lecturers, support officers and employers, regarding what each university is doing, or should be doing, to enhance graduate economic opportunities and contribute to inclusive development. The book will be highly relevant to students, scholars and researchers in the fields of education and

sociology, particularly those with an interest in graduate employability.

Self-directed learning research: An imperative for transforming the educational landscape Springer Nature

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

Annual Report Cambridge University Press
This book on blended learning environments to foster self-directed learning highlights the focus on research conducted in several teaching and learning contexts where blended learning had been implemented and focused on the fostering of self-directed learning. Several authors have contributed to the book, and each chapter provides a unique perspective on blended learning and self-directed learning research. From each chapter, it becomes evident that coherence on the topics mentioned is established. One of the main aspects drawn in this book, and addressed by several authors in the book, is the use of the Community of Inquiry (CoI) framework when implementing teaching and learning strategies in blended learning environments to foster self-directed learning. This notion of focusing on the CoI framework is particularly evident in both theoretical and empirical dissemination presented in this book. What makes this book unique is the fact that researchers and peers in varied fields would benefit from the findings presented by each chapter, albeit theoretical, methodological or empirical in nature – this, in turn, provides opportunities for future research endeavours to further the narrative of how blended learning environments can be used to foster self-directed learning.

OECD Economic Surveys: South Africa 2020 AFRICAN SUN MeDIA

This book will benefit specialists in the field of the education sciences. It represents significant progress in knowledge production. Self-directed learning has become increasingly important, not only for education in South Africa but also for education sciences in the international arena. This is a result of

the changing education landscape, caused by the demands of the 21st century as well as the rapid change in knowledge production. Learners should be equipped with skills to take responsibility for their own learning. New innovative strategies should be incorporated into teaching and learning in order to meet the changing demands in education. Traditional teacher-centred practices are still the norm in most South African schools and higher-education institutions and do not adequately prepare students for lifelong learning in the 21st century. The content focuses on the theory behind self-directed learning, explores strategies such as cooperative learning, problembased learning, case-based teaching and large-group teaching that enhance self-directed learning and the use of blended learning in a self-directed learning environment. The book demonstrates how self-directed learning can be enhanced in mathematics, computer-science and life-science education and through the use of student tutors for geography. Digital technology could, for example, also be used in innovative ways for education in isiZulu folk poetry. The findings are based on original empirical research and a sound theoretical-conceptual framework. In an environment of rapidly changing knowledge production, this book responds to the challenge of how to equip learners with the necessary skills to take responsibility for their own learning. The book presents innovative teaching and learning strategies for meeting the changing demands in education. Group activities, the responsibilities of learners and the obstacles that hinder their learning are analysed, and the way in which educators can support them is discussed. Educational values such as mutual trust are discussed, and self-directed assessment is explored. This is a timely collective work authored by experts who subscribe to the approach of self-directed learning. Educators should discover new teaching and learning strategies and value the integration of self-directed learning in the classroom. *Whither Opportunity?* OECD Publishing
Positionality and researcher reflexivity – how to account for one's subject position – remain as challenges for new researchers. But they also remain as challenges for experienced researchers, who are often involved in multiple research projects simultaneously. *Where Am I in the Picture?* sheds light on the idea of researcher positionality through visual methodologies, particularly in the context of studying rurality in Canada, Sweden, and South Africa. The book is intended for new and

experienced researchers seeking to decolonize their own perspectives in research in the social sciences and humanities. It incorporates photographs, drawings, and memory work to highlight the social constructedness of what counts as rural. Drawing together compelling narratives from researchers about their positionality in studying rurality, the book highlights a need for greater attention to “where we are in the picture” more broadly. It suggests that when it comes to the rural, researchers need to rethink the interplay of dominant images, insider and outsider perspectives, and what this interplay means in relation to interpretation. *Where Am I in the Picture?* presents a new vision of how to take into consideration positionality in research.

International Faculty in Higher Education Springer

In an interconnected and globally competitive environment, faculty mobility across countries has become widespread, yet is little understood. Grounded in qualitative methodology, this volume offers a cutting-edge examination of internationally mobile academics today and explores the approaches and strategies that institutions pursue to recruit and integrate international teachers and scholars into local universities. Providing a range of research-based insights from case studies in key countries, this resource offers higher education scholars and administrators a comparative perspective, helping to explain the impact that international faculty have on the local university, as well as issues of retention, promotion, salaries, and the challenges faced by these internationally mobile academics. *Postgraduate Study in South Africa* OECD Publishing

The volume provides a unique view on multidimensional crises, their interplay, and possible resolutions for sustainable life patterns and is therefore broadly related to the Sustainable Development Goals. Traditional unidimensional and technocratic strategies often fall short. Ultimately, people, their behavior and their habits are at the source of many problems. Therefore, it is imperative to take people, their multifaceted nature and the necessary learning and educational processes into account when striving towards a better life for everyone.

Using Evidence in Policy and Practice AFRICAN SUN MeDIA

Nuraan Davids and Yusef Waghid make the argument that philosophy and education are intertwined as action concepts with the potential to affect teacher education practices. This book

addresses pertinent philosophical concepts in education and how these concepts impact teaching, learning, and management as classroom practices.

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

Political transformations have a decisive power to shape education systems in general and teacher education programs in particular. How these processes unfold is especially interesting in educational systems which are not generally known to Anglo-Saxon educators, like Germany, Russia, or China. Several chapters in this volume discuss the impact of statewide political transformation on teacher education programs. Political transformation is one of the important features of societies in the second half of the 20th century. Political transformations and changing ideologies are part of the history of teaching and teacher education. It is important to be aware of this process in order to keep the accumulated experience of the teaching profession alive and contribute to present day education policy and practice. Bringing ideological-political perspectives to bear on teacher education can deepen our understanding of the relation between society and teacher education. Moreover, it highlights the pivotal role that teachers play in any society. This volume presents different ways of analyzing teacher education programs through the lens of different ideologies and the influence of societal transformations.

Philosophy and Education As Action
Routledge

This book takes a closer look at a hut-homestead and a hut-village, examining the socio-economic, political and cultural life of their inhabitants.

Guidelines and Application Forms Juta and Company Ltd

This report identifies effective strategies to tackle skills imbalances, based on five country-specific policy notes for France, Italy, Spain, South Africa and the United Kingdom.

Teacher Preparation in South Africa
Rowman & Littlefield

A collaborative series with the University of Cambridge Faculty of Education highlighting leading-edge research across Teacher Education, International Education Reform and Language Education.

OECD Economic Surveys: South Africa 2015 OECD Publishing

In preparation for its 2019-2022 Country Partnership Framework with South Africa, the World Bank Group has drafted a

Systematic Country Diagnostic (SCD) which forms the basis of this book. Its aim is to strengthen understanding of the constraints in achieving two goals in South Africa: to eliminate poverty by 2030, and to boost shared prosperity. These goals are enshrined in South Africa's Vision 2030 in the National Development Plan. This book is the result of consultations and conversations with key government departments, the National Planning Commission, the private sector, academics and trade unions. It identifies five broad policy priorities: to build South Africa's skills base; to reduce the highly skewed distribution of land and productive assets; to increase competitiveness and the country's participation in global and regional value chains; to overcome apartheid spatial patterns; and to increase the country's strategic adaptation to climate change. The key obstacle to growth that has been identified is 'the legacy of exclusion'. Undoing this is a long-term process, but renewed commitment by the political leadership to strengthen institutions and rebuild the social contract present an enormous opportunity in achieving progress towards South Africa's Vision 2030.

Low-Income Students, Human Development and Higher Education in South Africa OECD Publishing

This book asks how governments in Africa can use evidence to improve their policies and programmes, and ultimately, to achieve positive change for their citizens. Looking at different evidence sources across a range of contexts, the book brings policy makers and researchers together to uncover what does and doesn't work and why. Case studies are drawn from five countries and the ECOWAS (west African) region, and a range of sectors from education, wildlife, sanitation, through to government procurement processes. The book is supported by a range of policy briefs and videos intended to be both practical and critically rigorous. It uses evidence sources such as evaluations, research synthesis and citizen engagement to show how these cases succeeded in informing policy and practice. The voices of policy makers are key to the book, ensuring that the examples deployed are useful to practitioners and researchers alike. This innovative book will be perfect for policy makers, practitioners in government and civil society, and researchers and academics with an interest in how evidence can be used to support policy making in Africa. The Open Access version of this book, available at <https://doi.org/10.4324/9781003007043>,

has been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license

South African Schooling: The Enigma of Inequality African Books Collective

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.

Education in a New South Africa Emerald Group Publishing

This review addresses the full range of higher education issues in Ireland and offers recommendations for action within the framework of the government's ambitions for the sector.

Political Transformations and Teacher Education Programs Springer Nature

As the incomes of affluent and poor families have diverged over the past three decades, so too has the educational performance of their children. But how exactly do the forces of rising inequality affect the educational attainment and life chances of low-income children? In *Whither Opportunity?* a distinguished team of economists, sociologists, and experts in social and education policy examines the corrosive effects of unequal family resources, disadvantaged neighborhoods, insecure labor markets, and worsening school conditions on K-12 education. This groundbreaking book illuminates the ways rising inequality is undermining one of the most important goals of public education—the ability of schools to provide children with an equal chance at academic and economic success. The most ambitious study of educational inequality to date, *Whither Opportunity?*

analyzes how social and economic conditions surrounding schools affect school performance and children's educational achievement. The book shows that from earliest childhood, parental investments in children's learning affect reading, math, and other attainments later in life. Contributor Meredith Phillip finds that between birth and age six, wealthier children will have spent as many as 1,300 more hours than poor children on child enrichment activities such as music lessons, travel, and summer camp. Greg Duncan, George Farkas, and Katherine Magnuson demonstrate that a child from a poor family is two to four times as likely as a child from an affluent family to have classmates with low skills and behavior problems – attributes which have a negative effect on the learning of their fellow students. As a result of such disparities, contributor Sean Reardon finds that the gap between rich and poor

children's math and reading achievement scores is now much larger than it was fifty years ago. And such income-based gaps persist across the school years, as Martha Bailey and Sue Dynarski document in their chapter on the growing income-based gap in college completion. Whither Opportunity? also reveals the profound impact of environmental factors on children's educational progress and schools' functioning. Elizabeth Ananat, Anna Gassman-Pines, and Christina Gibson-Davis show that local job losses such as those caused by plant closings can lower the test scores of students with low socioeconomic status, even students whose parents have not lost their jobs. They find that community-wide stress is most likely the culprit. Analyzing the math achievement of elementary school children, Stephen Raudenbush, Marshall Jean, and Emily Art find that students learn less if they attend schools with high student turnover during the school year –

a common occurrence in poor schools. And David Kirk and Robert Sampson show that teacher commitment, parental involvement, and student achievement in schools in high-crime neighborhoods all tend to be low. For generations of Americans, public education provided the springboard to upward mobility. This pioneering volume casts a stark light on the ways rising inequality may now be compromising schools' functioning, and with it the promise of equal opportunity in America.

[Towards a Transformative Pedagogy for Early Childhood Care and Education](#)

University of Toronto Press

The book will focus on the emergence of a racially-divided system of teacher preparation and its dismantling post-apartheid. It will explore the policies and politics of discrepant pathways to teacher preparation within the context of international and comparative trends.

Best Sellers - Books :

- [Why A Daughter Needs A Dad: Celebrate Your Father Daughter Bond This Father's Day With This Special Picture Book! \(always In](#)
- [Hello Beautiful \(oprah's Book Club\): A Novel](#)
- [The Light We Carry: Overcoming In Uncertain Times By Michelle Obama](#)
- [A Court Of Thorns And Roses Paperback Box Set \(5 Books\)](#)
- [I Love You To The Moon And Back](#)
- [I Will Teach You To Be Rich: No Guilt. No Excuses. Just A 6-week Program That Works \(second Edition\)](#)
- [It Ends With Us: A Novel \(1\) By Colleen Hoover](#)
- [Young Forever: The Secrets To Living Your Longest, Healthiest Life \(the Dr. Hyman Library, 11\) By Dr. Mark Hyman Md](#)
- [Reminders Of Him: A Novel By Colleen Hoover](#)
- [You Will Own Nothing: Your War With A New Financial World Order And How To Fight Back By Carol Roth](#)