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KERR SANCHEZ

Becoming a teacher Routledge

“This book is especially timely and will be very influential in the acknowledgment of the importance of institutional transformation in the context of heritage in postcolonial universities in South Africa, Africa, and globally.” Dr Mathias Alubafi Fubah
Human Sciences Research Council “This book is a significant contribution to

Higher Education globally in doing Transformation and doing change in Institutional Culture. It is a powerful reference point and resource for transformation offices/social justice units in South Africa and globally as we continue to engage with the Hard Science of Change. Visual Redress provides insight into the specific choices made by Stellenbosch University in relation to its location and healing institutionally harmed communities. We must learn from this as we continuously engage with our praxis.” Dr Bernadette

Judith Johnson Director: Transformation and Employment Equity Office University of the Witwatersrand

Doctoral Education in South Africa

AOSIS

We Cannot Continue Like This: Facing Modernity in Africa and the West is a scholarly book strongly focused on the context of Africa, with two chapters that are written by authors from the Netherlands for the purpose of a North-South dialogue. The main thesis of the book is based on the insight that the trajectory of modern development ought not to continue as it is. It is ecologically unsustainable and continues to enlarge the gap between rich and poor. The book centers on an academic analysis of current development practices, mostly in Africa. It addresses four topics that are

often neglected in studies on development and sustainability: listening to voices from Africa to counter the hegemony of the Global North; recognizing the importance of spiritual issues in the secular affairs of society; deriving theory from data that was obtained and analyzed in a systematic way, and was compared with existing theories; and illustrating the importance of households rather than just governments, businesses or academic institutions. The manuscript seeks to integrate academic reflection and insights gained from practical involvement with sustainability issues in local communities and low-income households, with contributions from natural and social sciences and theology. The authors respond to the question:

How can modern science and technology help to solve dilemmas such as unsustainable development?

Human rights in diverse education contexts AFRICAN SUN MeDIA

Men in the pulpit, women in the pew?

Addressing gender inequality in Africa is that rarest of gems ? a work that takes a fresh look at familiar biblical teachings, and cause us to question what we have been accepting as a matter of course for so long.

Self-directed multimodal learning in higher education African Sun Media

The main thrust of this book is to examine whether Africa is in a position to benefit from the digital age, given the continent's many development challenges and slow adoption of digital technologies. While there is substantial

literature on the digital economy and the quickening pace of the Fourth Industrial Revolution (4IR), comparatively little research has been conducted on what the digital age means for Africa. This book aims to close this research gap by using various qualitative and quantitative research methodologies to arrive at a cross-section of original findings and perspectives on how Africa can capitalise on the benefits of digital developments, including their potential to create jobs and bring about more inclusive growth. The book's main contribution is its coverage of a range of topics that will affect Africa's digital future, including industrialisation, global value chains, transport and logistics, trade facilitation, labour-market dynamics, employment and education.

The theme of digital trade forms a backdrop to many of the chapters, along with references to the COVID-19 pandemic. The book acknowledges that although African countries should learn from international best practices, they need to chart their own course according to their own particular circumstances. By adopting a digital mindset, countries should be able to diversify economically and extend their market reach across the continent. Furthermore, while Africa should be looking to the future and determining how digital technologies can become effective tools of sustainable development, the continent has much catching up to do.

University of Stellenbosch 100 Years

Walter de Gruyter GmbH & Co KG

This book deliberates on developments

related to Knowledge Pathing: Multi-, Inter- and Trans-Disciplining in Social Sciences. The book explores the value of this vexed concept in advancing the course for multi-, inter- and trans-disciplinary perspectives, methodologies, theories and epistemologies of knowledge pathing. The discourse on knowledge pathing remains critical in advancing debates and dialogues in the humanities and social sciences spaces of research and studies. This book makes a significant contribution to the scholarly understanding of indigenous knowledge research by focusing on problematising local indigenous community research from Afro-sensed perspectives. The field of indigenous knowledge research and higher education in Africa is complex. Yet, across the continent, higher

education has been the sector to least embrace Indigenous Knowledge Systems (IKS) or regard indigenous science as a legitimate source of inspiration for the development of youth and local communities. Higher education institutions and local indigenous communities should thus generate knowledge and power through research. On the other hand, higher education researchers should use their research processes and skills for cross-beneficiation when engaging local indigenous communities. This book embodies the current discourse on decolonisation and the use of indigenous knowledge in research and is intended for research specialists in the field of indigenous knowledge systems.

Intercultural Encounters AOSIS

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.

Leadership Approaches to Negotiate Challenges in a Changing Education Landscape African Books Collective

The main thesis of this book is that, given that South African education faces major challenges, the BRICS (Brazil, Russia, India, China and South Africa)

constellation of states offers — thus far overlooked — a valuable tertium comparationis, a source of international comparative perspectives, to inform the domestic scholarly discourse on education. This book first investigates the national contexts and development of education in the BRICS countries, arguing that this grouping represents a valuable but yet overlooked field for illuminating South African education issues with international perspectives. The book consists of chapters arguing for and illustrating this thesis from a variety of angles. Common to all chapters is that authors used the comparative method in education, that is comparing the national education system, in their education societal context interrelationships, of the BRICS

countries. The chapters focus on a number of critical issues in South African education, including the language of learning and teaching issue, the alignment of the world of education with the world of work, early childhood education, and the development of world-class universities. Regarding the last, for example, China has been the terrain of the most intensive national projects of establishing world-class universities, with Project 985, Project 211, and the “Double First Class University” project. The chapters demonstrate what South Africa, in approaching her education issues, can learn from the experience of the BRICS countries.

World List of Universities AOSIS

• The 24 chapters contained in this

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

Verlede, Hede en Toekoms Van Die Universiteit Van Stellenbosch

Wipf and Stock Publishers

This book brings together fifteen essays

investigating aspects of interculturality. Like its author, it operates at the borderline between social anthropology and intercultural philosophy. It seeks to make a contribution to intercultural philosophy, by formulating with great precision and painful honesty the lessons deriving from extensive intercultural experiences as an anthropologist. Its culminating section presents an intercultural philosophy revolving on the tenet 'cultures do not exist'. The kaleidoscopic nature of intercultural experiences is reflected in the diversity of these texts. Many belong to a field that could be described as "meta-anthropology", others are more clearly philosophical; occasionally they spill over into belles lettres, ancient history, and comparative cultural and

religious studies. The ethnographic specifics supporting the arguments are diverse, deriving from various African situations in which the author has conducted participatory field research (Tunisia, Zambia, Botswana, and South Africa).

Men in the Pulpit, Women in the Pew?

Walter de Gruyter GmbH & Co KG

Focusing on the future of tourism, Sustainable Tourism Dialogues in Africa is inclusive of experienced and emerging researchers, as well as incorporating local stakeholders in the tourism industry: architects, tourism operators, sustainable tourism lobbyists, policy makers, archaeologists, and geographers. The editors are frontline sustainable tourism advocates in Africa, and the book's thematic content is

derived from 30 inter-university seminars on sustainable tourism hosted by Sustainable Travel & Tourism Agenda Kenya from 2017 to November 2019. These seminars involved the participation of 17 universities in Kenya, tourism operators, conservationists, developmentalists, investors, policy makers, and students. Every chapter is a voice projecting aspirations for the responsible management of tourism in Africa and promoting the ideals of sustainable tourism that young people in Africa advocate for the industry's future. In so doing, the authors pinpoint the necessary actions for bringing about transformations in sustainable development of tourism. The book thus seeks to encourage debate, while facilitating the development of both

theoretical and practical foundations for managing tourism sustainably in Africa. *A Century of Geography at Stellenbosch University 1920-2020* AOSIS

BRICS is a significant player in the international arena. Thus, it is important for South Africa as a member of BRICS to explore the implications of the external and internal influences of BRICS. This includes comprehensive understanding of the international and national involvement of BRICS in education provision and introducing discovered influences in South African educational planning. The size of BRICS as international player, in different areas and on different levels, necessitates the research of its functioning and in this case the role of BRICS regarding education provisioning. Therefore, this

research and analysis of the contribution of BRICS in education provision are an important addition to the field of effective Education. Through the preliminary literature reviews, we noticed that current studies often are quantitative in nature and lack comparative qualitative exploration about education development in BRICS countries. For this reason, the book titled BRICS Education: A new dawn, will contribute to the flourishing of quality education in South Africa and all BRICS nations. The book will also aim to encourage researchers to join efforts with other researchers of the five member states in order to learn from each other and to address common challenges. To that end, this research will generate scientific knowledge meant

to maximize the readers, understanding of the current realities of the education aims at the national (each member state) and collective (BRICS organization) level. The authors of the book are interested in comparing the educational aims across the BRICS countries and explore how successfully these aims are being implemented on-the-ground. Through the discovering of similarities and differences in the educational aims of the five member states and the educational objectives of the BRICS-organization the readers of the book will be able to identify best practices that will allow member states to fulfill the education aims of the BRICS organization at large.

Multilingual Higher Education AOSIS
This book aims to provide an overview of

theoretical and practical considerations in terms of self-directed multimodal learning within the university context. Multimodal learning is approached in terms of the levels of multimodality and specifically blended learning and the mixing of modes of delivery (contact and distance education). As such, this publication will provide a unique snapshot of multimodal practices within higher education through a self-directed learning epistemological lens. The book covers issues such as what self-directed multimodal learning entails, mapping of specific publications regarding blended learning, blended learning in mathematics, geography, natural science and computer literacy, comparative experiences in distance education as well as situated and

culturally appropriate learning in multimodal contexts. This book provides a unique focus on multimodality in terms of learning and delivery within the context of self-directed learning. Therefore, the publication would not only advance the scholarship of blended and open distance learning in South Africa, but also the contribute to enriching the discourse regarding self-direction. From this book readers will get an impression of the latest trends in literature in terms of multimodal self-directed learning in South Africa as well as unique empirical work being done in this regard.

Self-Directed Learning for the 21st Century: Implications for Higher Education AOSIS

Inclusive education has been phased into South Africa since 2001 but relies

heavily upon adequate support services to support learners and teachers experiencing barriers to learning and development. This book focuses on the different levels of support provided in South African education – from School-based Support Teams to District-based Support Teams through to special and full-service schools, and how these could be reconceptualised to provide improved support to learners and teachers.

Current research indicates that inclusive education is being implemented in varied and fragmented forms across the country, and the point of departure of this work is that education support services need to be improved and reconceptualised to ensure better support for inclusive education.

1983 AOSIS

This book is devoted to scholarship in the field of self-directed learning in the 21st century, with specific reference to higher education. The target audience of the book includes scholars in the field of self-directed learning and higher education. The book contributes to the discourse on the quality of education in the 21st century and adds to the body of scholarship in terms of self-directed learning, and specifically its role in higher education. Although all the chapters in the book directly address self-directed learning, the different foci and viewpoints raised make the book a rich knowledge bank of work on self-directed learning.

Moral Issues in the Natural Sciences and Technologies AOSIS

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.

[We Cannot Continue Like This](#) Walter de Gruyter GmbH & Co KG
Twentieth- and Twenty-First-Century Song Cycles: Analytical Pathways Toward Performance presents analyses of fourteen song cycles composed after the turn of the twentieth century, with a focus on offering ways into the musical and poetic structure of each cycle to performers, scholars, and students alike. Ranging from familiar works of twentieth-century music by composers such as Schoenberg, Britten, Poulenc, and Shostakovich to lesser-known works by Van Wyk, Sviridov, Wheeler, and Sánchez, this collection of essays captures the diversity of the song cycle repertoire in contemporary classical

music. The contributors bring their own analytical perspectives and methods, considering musical structures, the composers' selection of texts, how poetic narratives are expressed, and historical context. Informed by music history, music theory, and performance, Twentieth- and Twenty-First-Century Song Cycles offers an essential guide into the contemporary art-music song cycle for performers, scholars, students, and anyone seeking to understand this unique genre.

A New Dawn AOSIS

A Century of Geography at Stellenbosch University 1920-2020 focuses on the establishment and development of geography as an academic discipline at Stellenbosch, South Africa's founding geography department. The ways in

which the department currently operates are deemed fundamentally joined to its past and pave the way for the evolution of geography and its various subdisciplines going forward. The investigation seeks to highlight the development of the discipline and its institutionalisation as part of the academic offerings of the university, while providing details about the teaching and research conducted, as well as of the people who contributed to these endeavours. It also furnishes the academic geography community at Stellenbosch, and geography more broadly, with some insights into its past development and more recent changes, along with a complete bibliography of conducted research.

Learning through assessment Univ of

California Press

Hierdie herdenkingsbundel vertel die verhaal van wyle Russel Hayman Botman wat skielik oorlede is aan die begin van sy tweede termyn as Rektor en Visekanselier van die Universiteit Stellenbosch. Botman se verhaal vanaf sy vroegste kinderjare tot sy laaste dag as rektor word vertel. Huldeblyke en herdenkingsbundels kan uiteraard nooit uitgeput raak nie. Dit vertel 'n kleurrike verhaal uit bepaalde oogpunte. Nogtans dien dit as uitnodiging, inspirasie en aansporing vir ander wat 'n verbintenis met Botman het om ook hulle stories oor hom te vertel.

Reconceptualising education support services in South Africa

African Minds

This book disseminates original research

on learning in and from practice in pre-service teacher education. Authors such as Lederman and Lederman describe the student teaching practicum (or work-integrated learning [WIL]), which is an essential component of pre-service teacher education, as the 'elephant in the room'. These authors note that 'the capstone experience in any teacher education programme is the student teaching practicum... [a]fter all, this is where the rubber hits the road'. However, many teacher educators will agree that this WIL component is sometimes very insufficient in assisting the student teacher to develop their own footing and voice as a teacher. This is the 'gap' that this research book addresses. Most of the chapters in the book report empirical data, with the

exception of two chapters that can be categorized as systematic reviews. WIL is addressed from various angles in the chapters. Chapter 6 focuses on research related to what makes Finnish teacher education so effective, and in Chapter 4 researchers of the University of Johannesburg disseminate their findings on establishing a teaching school (based on Finnish insights) in Johannesburg. Chapter 3 highlights the challenges faced in open-and distance learning teacher education contexts. Several of the chapters disseminate research findings on alternative interventions to classic WIL, namely, where “safe spaces” or laboratories are created for student teachers to learn and grow professionally. These could either be simulations, such as software

programmes and avatars in the intervention described in Chapter 2; student excursions, as the findings in chapters 5, 7 and 10 portray; or alternative approaches to WIL (e.g. Chapters 11 and 12). The book is devoted to scholarship in the field of pre-service teacher education. The target audience is scholars working in the fields of pre-service teacher education, work-integrated learning, and self-directed learning. The book makes a unique contribution in terms of firstly its extensive use of Cultural-Historical Activity Theory as a research lens, and secondly in drawing on various theoretical frameworks. Both quantitative and qualitative research informed the findings of the book.

General Catalogue of Printed Books

Multilingual Matters

This book reflects academically on important and relevant natural scientific disciplines, important technologies and related media to determine and communicate the moral issues and challenges within those specific fields of study, and how to deal with them morally and from a multidimensional South African context. It aims to add scientific, technological and ethical value, locally and globally, by reflecting mainly from the viewpoint of a specific scholars, writing about the most pressing moral issues or challenges raised by problems within their specific field of study. It is written mainly from a qualitative methodological perspective, including autobiographical and participatory views. The co-authors

present in respective chapters their research systematically and intersectionally, based on profound theoretical analysis and reasoning. Current research in the basic and implied sciences and technologies requires sound ethical practice based on a defensible moral stance. Moral norms, in our view, are deeply grounded and evolved convictions about justice and injustice, right and wrong, good and bad. It is not about rules. This scholarly book combines the insights and expertise of established South African scholars from different disciplines and backgrounds. The contributors are all deeply committed to the value and validity of science and ethical practice across the moral spectrum. Open and responsible discussions around this topic can lead to

the introduction of moral guidelines and regulations to protect the rights of individuals, animals and the environment, while simultaneously facilitating the growth of scientific practice. This collected work, with its

very specific and carefully selected grouping of academic fields, aims to innovatively assist in alleviating the shortage of academic publications reflecting on the moral issues in these specific fields.