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**Christo van der Westhuizen,Mncedisi  
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## **Apply For 2016 At Nwu:**

### **Language and Institutional Identity in the Post-Apartheid South African Higher Education** Leketi

Makalela,2022-03-21 This book examines the intersections between education identity formation and language in post apartheid South Africa with specific attention to higher education It does so against the backdrop of the core argument that the sector plays a critical role in shaping re producing and perpetuating sectoral class sub national and national identities which in turn in the peculiar South African setting are almost invariably analogous with the historical fault lines determined and dictated by language as a marker of ethnic and racial identity The chapters in the book grapple with the nuances related to these intersections in the understanding that higher education language policies overt and or covert largely structure institutional cultures or what has been described as curriculum in higher education institutions Together the chapters examine the roles played by higher education by language policies and by the intersections of these policies and ethnolinguistic identities in either constructing and perpetuating or deconstructing ethnolinguistic identities upon which the sector was founded The introductory chapter lays out the background to the entire book with an emphasis on the policy and practice perspectives on the intersections The middle chapters describe the so called White Universities Black Universities and Middle Man Minorities Universities The final chapter maps out future directions of the discourses on language and identity formation in South Africa s higher education

**Blended learning environments to foster self-directed learning** Christo van der Westhuizen,Mncedisi C. Maphalala,Roxanne Bailey,2023-03-31 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

The Politics of Fossil Fuel Subsidies and Their Reform Jakob Skovgaard,Harro van Asselt,Harro Dirk Asselt,2018-08-23 This comprehensive volume provides the first book length account on the politics of fossil fuel subsidies This title is also available as Open Access

Self-Directed Learning in the era of the COVID-19 pandemic Josef de Beer,Neal Petersen,Elsa Mentz,Robert J. Balfour,2023-03-01 The book is devoted to scholarship in the

field of pre service teacher education with a specific focus on research into the enhancement of self directed learning and contributes to the discourse on creating a disposition towards self directed learning during the social and academic integration of first year students within higher education institutions Two chapters also deal with research on the development of self directed learning and nuanced understandings of the chosen professions of Law and Health Sciences students The target audience is scholars working in the fields of teacher education self directed learning engaging pedagogies problem based learning cooperative learning and gamification Whereas social constructivist learning theory served as an overarching theoretical framework for the virtual excursions the various chapters in the book also draw on other secondary theories such as self determination theory social interdependence theory gender theory and the with fitness model of Kounin 1970

Self-Directed Learning for the 21st Century: Implications for Higher Education Elsa Mentz,Josef de Beer,Roxanne Bailey,Per B. Bergamin,Chantelle Bosch,Adri du Toit,Roelien Goede,Aubrey Golightly,David W. Johnson,Roger T. Johnson,Corné Kruger,Dorothy Laubscher,Anitia Lubbe,Jako Olivier,Christo van der Westhuizen,Sukie van Zyl,2019-12-12 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

**Care of Older Persons** Mala Kapur Shankardass,2024-10-23 This book explores the implications and significant ethical social economic and health challenges that an ageing world population presents It provides valuable insights on concerns related to providing organizing planning and managing care for older persons in both formal and informal settings As the number of older persons increases rapidly around the globe caring for them is a very important aspect of all ageing and aged societies While in most countries the care of older persons is provided informally by family members the changing social scene family structures and work and employment patterns are leading many nations to create provisions for formal care through institutions or paid services of caregivers This book offers perspectives on formal and informal care from countries such as Japan the Netherlands the USA India South Africa and Poland among others The essays in this book underline a rights based approach and focus on ethical social economic health and legal aspects of care as they pertain to the universal phenomena of ageing as well as the specific demographic and epidemiological realities of the selected countries They discuss concerns such as long term care provisions catering to the needs of people affected by dementia providing residential care taking the needs of family care providers into account the growing requirement for paid care workers and channelizing training of both skilled and semi skilled care providers to suit the needs of older people This volume would be of interest to scholars and those working in the fields of sociology health studies age and ageing psychology

social work medical sciences nursing and public policy It will also be useful to NGO sector workers administrators as well as grassroots workers involved with the care of older persons

**Proceedings of the 18th European Conference on Games Based Learning** Kristine Kilsa,Rajiv Vaid Basaiawmoit,2024

**Materials and Technologies for Energy Supply and Environmental Engineering** Yafang Han,Ying Wu,Guangxian Li,Fu Sheng Pan,Runhua Fan,Xuefeng Liu,2016-03-20

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