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# Pretoria University Courses

**Ann-Louise de Boer, Pieter du  
Toit, Detken Scheepers, Theo Bothma**

## **Pretoria University Courses:**

Whole Brain® Learning in Higher Education Ann-Louise de Boer, Pieter du Toit, Detken Scheepers, Theo Bothma, 2013-10-31 Facilitating of learning in higher education can be transformed through the use of Whole Brain learning. Whole Brain Learning in Higher Education argues that facilitating learning in Higher Education should undergo transformation in order to develop the full academic potential of all stakeholders following the principles of action research. Empirical data was collected from participants in a number of projects across diverse disciplines. Participants included students, academic staff, instructional designers, and professionals attending short courses at tertiary level. A number of case studies are discussed as evidence for the value of the proposed model for higher education. This title consists of seven chapters covering the theoretical framework, baseline study, professional development studies in Whole Brain application, learning material that makes a difference, multidisciplinary collaboration, and the way forward. Defines Whole Brain learning. Explains the rationale behind Whole Brain learning. Demonstrates how the model can be applied in facilitating Whole Brain learning in order to develop the full academic potential of students. World List of Universities / Liste Mondiale des Universités F. Eberhard, 2020-10-26 No detailed description available for World List of Universities. Liste Mondiale des Universités. *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. Assessing Academic Literacy in a Multilingual Society Albert Weideman, John

Read, Theo du Plessis, 2020-11-02 South African universities face major challenges in meeting the needs of their students in the area of academic language and literacy The dominant medium of instruction in the universities is English and to a much lesser extent Afrikaans but only a minority of the national population are native speakers of these languages Nine other languages can be media of instruction in schools which makes the transition to tertiary education difficult enough in itself for students from these schools The focus of this book is on procedures for assessing the academic language and literacy levels and needs of students not in order to exclude students from higher education but rather to identify those who would benefit from further development of their ability in order to undertake their degree studies successfully The volume also aims to bring the innovative solutions designed by South African educators to a wider international audience **Reimagining**

**Effective Stakeholder Governance Practices in Higher Education** Felix Omal, 2023-06-22 This book examines the role of the university governing council and the changing nature of university governance using a case study from a South African university The book considers the key challenging features of South African higher education in relation to current competing international trends in higher education governance It shows how major decision makers within the university operate within competing governance knowledge domains to exercise good practice within turbulent institutional contexts These diverse institutional cultures are examined in terms of their contribution to various governance practices presenting an emerging model of university governance known as the structural systemic cultural model Throwing light on the nature of challenges associated with the governance of universities in the post apartheid era this book will be of interest to academics researchers and postgraduate students in the fields of higher education comparative education and education governance Also it will appeal to university councils and management across Africa *World List of Universities / Liste Mondiale des Universités 1985-1986* D. J. Aitken, 2021-03-22 No detailed description available for World List of Universities Liste Mondiale des Universit s 1985 1986 **Southern African Perspectives on Sustainable Tourism Management** Jarkko

Saarinen, Berendien Lubbe, Naomi N. Moswete, 2022-05-31 This edited collection focuses on tourism development sustainability and local change in southern Africa The book offers a range of both conceptual and applied perspectives that address various changes in southern African tourism and community development relations The key drivers of change that include climate change and globalization form the context for the diverse and interesting set of case studies from the region The main conceptual grounds of the book cover sustainability sustainable development goals SDGs responsibility vulnerability adaptation resilience governance local development and inclusive growth In this book sustainability is seen as one of the most important issues currently facing the tourism sector affecting all types and scales of tourism operations and environments in the region Tourism is an increasingly important economy in the southern African region and the industry is creating changes for communities and environment while also facing major challenges caused by global trends and changes The book offers a case study driven approach to sustainability needs of tourism development in local community contexts The

case study chapters are linked through the book's focus on sustainable tourism and local community development. Through emphasizing the need to understand both global change and local contexts in sustainable tourism development, this book is a valuable resource for all those working in the field. *Research Universities in Africa* Nico Cloete, Ian Bunting, 2018-11-09

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.

**Community Engagement in Higher Education** Manju Singh, Purva Bhatt, Wafa Singh, Kumar Sambhav Pareek, 2023-06-19 This book explores the finer nuances of community engagement in Indian higher education, ranging from theory to practice. It contextualizes the concept and practice of community engagement in the contemporary context, capturing global experiences, insights, and varied standpoints. The volume also identifies gaps present in the system and recommends solutions for the successful implementation and scaling up of the practice of community engagement, not only in India but also at the global level. It also brings to the forefront opinions, perspectives, and experiences of stellar women and their valuable scholarship, with the aim of addressing the gender gap in the field of knowledge production on community engagement. The book will be of interest to scholars, teachers, and researchers of education, higher education, and sociology of education. It will also be useful for academicians, think tanks, higher education administration, policymakers, civil society organizations, higher education institutions, and those interested in the study of community engagement.

**Innovations in online teaching and learning** Judah P. Makonye, Nokulunga S. Ndlovu, 2023-03-01 This book's research is on online

pedagogical approaches devised by teacher educators and researchers to circumvent a face to face curriculum delivery during the COVID 19 pandemic The challenge faced by educators was that they were uncertain of how to use digital technologies in teaching learning and assessment productively This book reports on case studies on teaching student teachers with technology in a way that advanced not only communication but also the cognitive growth of students in relation to disciplinary knowledge The scholars from South African universities used both conceptual and empirical methodologies mostly in qualitative set ups The scholarly contributions in this book are varied They cover theoretical nuances for ICT use in education considerations for the use of computers in the classroom pedagogical thinking and pedagogical integration of ICTs in education affordances of iPads in visible teaching and learning supporting student cognition in Languages Mathematics Science Engineering Graphics and Design with ICTs The use of software applications such as GeoGebra and Excel in teaching and learning mathematics is researched among others The rich discussions that emerged from their research enable academics to learn from others innovative moments that came as a result of pandemic pressure The recommendations in this book can be used in blended learning beyond the COVID 19 era as curriculum delivery methods are bound to change The value of this book is that it reports on pedagogical innovations in using digital technologies in teacher education Researchers have an opportunity to learn from this book how to deal with the tantalising teaching and learning problem of our time How can the use of digital technology transform teaching and learning in general and teacher education in particular

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