

Example of a master schedule

Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
06:00-07:00	Breakfast; commuting; office					Relax	Family & Relaxation
07:00-08:00						x	
08:00-09:00						x	
09:00-10:00						x	
10:00-11:00						x	
19:00-20:00	Dinner	Dinner	Dinner	Dinner	Dinner	Relax	x
20:00-21:00	x	Meeting	x	Meeting	x		x
21:00-22:00	x	x	x	x	x		x
22:00-23:00	x	x	x	x	x		Relax
23:00-24:00	x	x	x	x	x		

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ICEL2015-10th International Conference on e-Learning Dr Carlton Watson, 2015-06-12 These proceedings represent the work of researchers participating in the 10th International Conference on e Learning ICEL 2015 which is being hosted this year by the College of the Bahamas Nassau on the 25 26 June 2015 ICEL is a recognised event on the International research conferences calendar and provides a valuable platform for individuals to present their research findings display their work in progress and discuss conceptual advances in the area of e Learning It provides an important opportunity for researchers and managers to come together with peers to share their experiences of using the varied and expanding range of e Learning available to them With an initial submission of 91 abstracts after the double blind peer review process there are 41 academic Research papers and 2 PhD papers Research papers published in these Conference Proceedings These papers come from some many different countries including Australia Belgium Brazil Canada China Germany Greece Hong Kong Malaysia Portugal Republic of Macedonia Romania Slovakia South Africa Sweden United Arab Emirates UK and the USA A selection of the best papers those agreed by a panel of reviewers and the editor will be published in a conference edition of EJEL the Electronic Journal of e Learning www.ejel.com These will be chosen for their quality of writing and relevance to the Journal s objective of publishing papers that offer new insights or practical help into the application e Learning

Educational Access and Excellence Tapas R. Dash, Manaranjan Behera, 2018-01-30 The Association of Southeast Asian Institutions of Higher Learning ASAIHL has been playing an important role in educational development to promote innovative teaching research and cooperation among institutions of higher learning Build Bright University BBU Cambodia had organized the 2015 ASAIHL International Conference during 2 4 December at Siem Reap The main theme of the conference was Educational Access and Excellence The conference covered three sub themes namely i cross border higher education in global context ii excellence in education through provision of technology effective teaching and research and iii student learning outcomes Delegates from France UK Japan Singapore Hong Kong India Thailand Malaysia Philippines Vietnam Taiwan East Timor Cambodia and others had participated in the conference

Activating Academia for an Era of Colliding Crises Alison Julia Katherine Green, Adam R. Aron, James Dyke, 2025-10-28 While there has been discussion for decades about the need to rethink the core purpose of academia to enable all to live well on a planet of finite resources humanity s present predicaments point to a paradox at the heart of the academic enterprise Although academic institutions have originated research and innovations that underpin much of what we view as development and progress these same advances are also responsible for the global crises we now face Indeed many voices are now arguing that academia can and must do more to drive the transformative change that is needed if we are to avert the imminent catastrophe that is almost upon us The Alliance for Sustainability leadership in Education EAUC in conjunction with Second Nature and the United Nations Environment s Youth and Education Alliance announced in 2019 that over 7 000 higher and

further education institutions across six continents were declaring a climate emergency with a three point plan for action as part of the Race to Zero This enshrined a bolder commitment from academia to play its part in achieving net zero greenhouse gas emissions While there has been success over several decades in fostering Education for Sustainable Development ESD and in embedding sustainability in curricula the efficacy of this has arguably been limited by the disciplinary silos in which academics find themselves Similarly the research and scholarly work that is needed to fully understand planetary limits transcends the traditional silos of academic disciplines This Research Topic then will examine what needs to change to optimise ESD and transdisciplinary approaches to research and teaching It will explore ways in which theories of change can be brought to bear on these issues Our Research Topic also centres on the responsibility acknowledged increasingly by academics for academic institutions and sectors and for academics themselves to do more As trusted educators communicators and policy influencers academia has unique potential and responsibility to guide students and society through this transition to a better future In the case of many academics this means embracing advocacy and activism as their moral responsibility at this point in humanity s history To this end the Research Topic will consider ways in which climate justice principles may be used to explore the responsibilities of academic institutions as one example of an actor with the capacity to influence the drivers of climate breakdown to act In some nations academic institutions have fallen prey to a set of neoliberal assumptions that have arguably diminished the agency of individual academics The marketisation of higher education is rife in some nations e g UK and US and while some academics have documented rising inequality a deepening climate and ecological crisis socio economic breakdown and the deteriorating psychological and physical well being these engender they have so far proven mostly powerless to reorient their fields to confront these challenges at the institutional level Consequently they remain unable to pursue an agenda for change that benefits their students and wider society This Research Topic welcomes research that explores actions available to academics from diverse perspectives including models of behavioural change Decades of research have shown that warnings do not work and that evidence based recommendations do not necessarily translate into policy or institutional change Academics increasingly refer to a broken science society contract suggesting that calls to listen to the science and expectations that warnings issued by scientists will be heeded reflect a depoliticized view of the relationships between science and society This failure to recognise the intricate ways in which science and policy are connected raises questions about the neutrality of research and the academic enterprise Our Research Topic invites articles that explore how we might re make the science society contract Questions about the independence and interdependence of research and teaching inevitably arise when academic institutions are in receipt of funds from corporations charities foundations and individuals Institutions can be compromised by vested interests often in the form of corporate interests that can influence research curriculum and staff appointments and the will of senior management to address this problem is poor While there are laudable initiatives aimed at resolving intersecting challenges

and promoting transdisciplinary approaches in higher education it is fair to say that increasing numbers of academics globally realise that we are not set up to ready society for an era of colliding environmental and social crises Many fear that academia is guilty of perpetuating the problems that have created this crisis And while growing numbers hold this view few have ready answers as to what more academics and academic institutions can do In spite of this some academics have chosen to step outside of their conventional roles embracing advocacy and activism either taking individual action outside of their role or seeking to drive change within their institutions One problem is that action is fragmented often reliant upon the energies and tenacity of one or more individuals who have sought to re define their roles to embrace the responsibility they feel to act The Research Topic will serve to aggregate work on academic activism and to raise awareness of ways in which academics can act It will also examine the notion that we need to remake the science society contract and will explore what that entails The Research Topic will explore the interrelations between science and society and highlight the need to examine political dimensions of decision making and knowledge production To begin to provide answers to the questions of what it is that academics can do to drive transformational change this Research Topic brings together voices from diverse disciplines and nations Their voices have in common one thing each has reflected on or re imagined their role and purpose as an academic and each has embraced advocacy or activism The articles will be organised around three broad themes i In what ways are our academic institutions either failing or succeeding We invite articles that expose the overt and covert influences on academia such as neoliberal structures and fossil fueled research agendas We also invite articles centred on examples of good practice such as initiatives to foster transdisciplinary approaches to research and education ii Trailblazers for transformative change We invite case studies and critiques from the front lines from academics exploring and putting into practice their own take on What can I do Evaluations of what has and has not worked to drive change at the institutional and individual levels are welcomed iii The disruptors that are already initiating transformations in HE The growth of for profit private providers open access teaching resources and other online approaches that threaten the business models of existing public and nonprofit institutions who struggle to compete with the relevance and just in time education that is becoming available via novel actors We welcome articles exploring the potential for disruption

Adoption and impact of OER in the Global South Cheryl Hodgkinson-Williams, Brazil Arinto, 2017-12-29 Education in the Global South faces several key interrelated challenges for which Open Educational Resources OER are seen to be part of the solution These challenges include unequal access to education variable quality of educational resources teaching and student performance and increasing cost and concern about the sustainability of education The Research on Open Educational Resources for Development ROER4D project seeks to build on and contribute to the body of research on how OER can help to improve access enhance quality and reduce the cost of education in the Global South This volume examines aspects of educator and student adoption of OER and engagement in Open Educational Practices OEP in secondary and tertiary education as well as

teacher professional development in 21 countries in South America Sub Saharan Africa and South and Southeast Asia The ROER4D studies and syntheses presented here aim to help inform Open Education advocacy policy practice and research in developing countries

Indo-Mozambicans in Maputo, 1947-1992 Nafeesah Allen, 2022-11-01 This book explores the experiences of Indo Mozambicans citizens and residents of Mozambique who can trace their origins to the Indian subcontinent a region affected by competing colonialisms during the twentieth century Drawing from ethnographic interviews the author illustrates why migration developed as both an identity marker and a survival tool for Indo Mozambicans living in Maputo in response to the series of independence movements and prolonged period of geo political uncertainty that extended from 1947 to 1992 A unique examination of post colonialism the book argues that four pivotal moments in history forced migratory patterns and ethnic identity formations to emerge among Indo Mozambicans namely the end of the British empire in India and the subsequent partition of India and Pakistan in 1947 the end of the Portuguese empire in India with the annexation of Goa Daman and Diu in 1961 the independence of Mozambique from Portugal in 1975 and the civil war of Mozambique from 1977 to 1992 Framing these historical markers as trigger points for shifts in migration and identity formation this book demonstrates the layered experiences of people subject to Portuguese colonialism and highlights the important perspective of those left behind in migration studies

The Transformation of Academic Work James Goodman, Claire Parfitt, Keiko Yasukawa, 2023-09-19 This book offers a unique grounded analysis of recent crises and transformations in academic work It charts international and Australia based efforts to overcome academic fragmentation and precarity and to advance agendas for the public university It is based on extensive qualitative interviews with academics and managers across several universities in Australia It finds new grounds for universal universities with decent jobs to serve the public good The book is aimed at students and scholars from sociology education politics and industrial relations and a wider readership concerned about the future of universities Analysis centres on a trade union led initiative in Australia aimed at decasualising universities and ensuing debates about the impact of academic fragmentation The authors argue for strengthening the teaching research nexus as the foundation stone for public purpose universities

Relational and Critical Perspectives on Education for Sustainable Development Margaretha Häggström, Catarina Schmidt, 2022-07-18 This volume focuses on the fourth Sustainable Development Goal SDG education to look at sustainability from various angles with the purpose of challenging preconceptions about what sustainable education might entail and how it should be conducted To this end the book assembles scholars from various research fields and disciplines who are willing to be at the cutting edge regarding sustainability and education on all levels with students in the ages of 6 15 Through this approach the text points towards a wild pedagogy in line with post sustainable thinking This involves agency and the role of nature itself as a co educator and promotes cultural changes and explorative processes of finding the wild the unknown and complexity in nature and thus of challenging the human need for control This approach is also in line with the 2030 Agenda an attempt to move

from advocating predetermined behavioural change to embracing a pluralistic perspective on sustainability based on holistic views on education. Such views include curiosity, wonderment, compassion, and agency as guiding lights. The book is structured into three sections based on three interrelated strands. These strands are in various ways dependent on one another and further engaged with bringing education theory and practice together. These strands are 1. Belonging and sensing, 2. Critical thinking, social justice, and action competence, and 3. Creating hope in a vanishing world. These strands aim to increase our access to and understanding of the ways in which sustainability can be integrated into education and why. The purpose of the text is to encourage educators of all kinds and levels, as well as scholars in different fields, to explore new perspectives on education for sustainable development. The book examines probes in diverse academic fields and focuses on how to combine different approaches and content, and therefore everyone interested in interdisciplinary and cross-curricular teaching and learning should find this work enlightening. ICEL 2018 13th International Conference on e-Learning Professor Eunice Ivala, 2018-07-05

The Experience of Being First in Family at University Sharron King, Ann Luzeckyj, Ben McCann, 2019-10-26 This book provides an in-depth analysis of what it means to be the first in family at university. It examines the factors that influence first-in-family students' decisions to enrol, attend, and continue at university, and how their hopes, dreams, and ambitions for the future affect their university experience. Using survey data and semi-structured interviews, the book offers valuable and far-reaching insights into the first-in-family student experience and provides recommendations for future practice at the national and institutional level for teaching and professional staff, as well as for first-in-family students. As universities face intense competition for students and growing economic constraints due to funding cuts and increasing costs, this book comes at a critical time.

Evaluating Global Accreditation Standards for Higher Education Naim, Arshi, Saklani, Alok, Khan, Shad Ahmad, Malik, Praveen Kumar, 2024-04-22 Higher education institutions must urgently overcome the difficulty of negotiating the complex web of international accreditation standards in a rapidly globalized world. Academic researchers, teachers, and administrators struggle with the intricacy of making sure their programs adhere to strict standards while still attempting to maintain their competitiveness on a global level. These organizations run the risk of stagnation and missing out on possibilities for advancement and recognition if there is no clear path forward. Evaluating Global Accreditation Standards for Higher Education is a comprehensive guide for overcoming the modern accreditation conundrum. This invaluable resource equips academic scholars and professionals with the tools and knowledge they need to successfully navigate the accreditation process at both local and international levels. From program criteria and curriculum development to faculty professional development and alumni engagement, this book offers a roadmap to excellence. By following the expert guidance within these pages, institutions can unlock their potential, achieve accreditation, and gain the recognition they deserve.

On Class, Race, and Educational Reform Antonia Darder, Cleveland Hayes II, Howard Ryan, 2023-03-23 On Class, Race, and Educational Reform provokes new dialogue between

Marxists critical race theory scholars and other race inspired educational theorists with the aim of countering racism and class inequalities The book opens with a lead chapter by Howard Ryan a doctoral student with a background in teaching and labor organizing that substantively engages questions of class race and educational reform In response to the opening chapter educational theorists from Germany South Africa the UK and the USA provide insightful and penetrating responses highlighting the differences and similarities in perspectives The responses show how educators can overcome theoretical differences to create international collaborations and educational campaigns of solidarity that counter the treacherous impact of racism and class inequalities in the classroom and beyond The book includes a Foreword by Stephen Brookfield University of St Thomas USA and an Afterword by Cheryl Matias University of Kentucky USA [Annual Report ...](#) South Africa. Department of Higher Education and Training,2016

Utilisation of South African Research on Higher Education Jan Botha ,Gabriele Vilyte,2021-10-26 The relationship between research on the one hand and policy practice on the other hand is complicated and collaboration between scholars in research on higher education RHE and institutional research IR practitioners is often lacking This book marks a collaborative effort of a diverse range of South African RHE and IR scholars and asks the overarching questions What do we know about the utilisation of South African research on higher education SARHE and its subset of research known as Institutional Research How and by whom is this research used The book begins by looking at the historical underpinnings of SARHE and delineating the shape and size of this body of research This is followed by a series of case studies on South African Higher Education institutions and governmental bodies investigating how when and by whom are research on higher education and institutional research used in the decision making of these organisations This book is the first of its kind in South Africa and sets out to lay the groundwork for further research into the use uptake and utilisation of RHE and IR in this country

The Origin and Growth of Geography as a discipline at South Africa Universities Gustav Visser,Ronnie Donaldson,Cecil Seethal,2016-09-20 [Annual Report](#) South Africa. Department of Basic Education,2016

Climate Change, Variability and Sustainable Food Systems Victor Owusu,Bright Asante,Emmanuel Donkor,Abiodun Ogundeji,Enoch Owusu-Sekyere,2023-02-16

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