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Nyondo**

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Proceedings of the University of Fort Hare Teaching and Learning Conference (UFHTL 2023) Thabisa

Mayisela, Liezel Cilliers, 2024-06-18 This is an open access book Blended Learning as a Blueprint for Higher Education Transformation across the higher education landscape there is talk of consolidating the gains of COVID 19 and the leveraging of advances with blended learning to mitigate challenges and benefit student learning The main purpose of the colloquium is to explore the possibilities complexities and affordances of the Fourth Industrial Revolution 4IR in Higher Education in so far as they relate to teaching and learning This will be achieved through the interrogation of practices and experiences with respect to enablement enhancement and support of programmes and arrangements as well as students and lecturers practices and experiences

Proceedings of the 23rd European Conference on e-Learning Fernando Moriera,

Online Teaching and Learning in Higher Education Mariam Akinlolu, Manyane Makua, Nomalungelo Ngubane, 2024-06-03

This edited volume explores current practices in African higher education during and post the global pandemic It fills a gap in the existing literature by focusing on student engagement and online learning in South Africa and examines how pandemic restrictions amplified pre existing inequalities within the higher education sector The book is divided into 3 sections The first section discusses various methods of instruction and the use of online tools for facilitating learning succeeded by a section focusing on the resource implications of moving to online learning platforms from a social justice perspective and finally the last section considers issues and concerns about online assessments and quality assurance Drawing on lessons from the experiences of South African educators and students during the pandemic this book provides a knowledge base essential for the effective management of online teaching and learning in Africa It is intended for academic stakeholders to develop and engender an improved higher education climate

Online Teaching and Learning in the COVID-19 Era Felix

Maringe, Otilia Chiramba, 2023-11-30 This book examines the ongoing changes initially caused by the COVID 19 pandemic and the future prospects of teaching and learning in higher education institutions It focuses on the impact of online education on issues of learning equity and epistemic justice The transition from traditional face to face teaching to remote learning has exacerbated existing inequalities in epistemological access among higher education students despite the shortcomings of the former in this regard The book features essays by African academics who reflect on the challenges of epistemological access during the sudden shift to hybrid blended and remote teaching and learning It specifically explores the question of equitable learning in diverse home contexts drawing on both theoretical and empirical studies conducted by the authors in South African universities and the region The chapters employ the conceptual framework of epistemic injustice to define and explore various forms of such injustice providing a basis for analyzing the implications of the transition to online pedagogy

The Geopolitics of Postdigital Educational Development Michael A. Peters, Benjamin J. Green, Olivera Kamenarac, Petar

Jandrić, Tina Besley, 2025-11-03 This volume examines the evolving role of education in contemporary geopolitical landscapes

where technological innovation global networks and national interests redefine its purpose Moving beyond territorial geopolitics it explores education as a critical asset in postdigital societies embedded in techno nationalist agendas and global power structures In AI genomics nanotechnology and quantum technologies education serves dual functions shaping epistemic authority and underpinning knowledge economies These developments challenge paradigms of truth consciousness and equitable knowledge access The chapters engage with discourses on digital sovereignty postdigital privilege democracy and resistance illustrating how education restructures global power relations Synthesizing perspectives from geopolitics digital transformation and postdigital educational development it underscores understanding education as a contested terrain where global equity inclusion and ethical technological governance are negotiated This book is particularly suited for researchers of postdigital education The Geopolitics of Postdigital Educational Development is complemented by Postdigital Education for Development also edited by Michael A Peters Olivera Kamenarac Ben Green Petar Jandri and Tina Besley

ICEL2016-Proceedings of the 11th International Conference on e- Learning Prof. Dr. Rozhan M. Idrus and Dr Nurkhamimi Zainuddin,2016 **Emerging Technologies for Education** Tien-Chi Huang,Rynson Lau,Yueh-Min Huang,Marc Spaniol,Chun-Hung Yuen,2017-12-15 This book constitutes the thoroughly refereed post workshop proceedings of the Second International Symposium SETE 2017 held in conjunction with ICWL 2017 Cape Town South Africa in September 2017 The 52 full and 13 short papers were carefully reviewed and selected from 123 submissions This symposium attempts to provide opportunities for the crossfertilization of knowledge and ideas from researchers in diverse fields that make up this interdisciplinary research area **Proceedings of The Focus Conference (TFC 2022)** Manyane Makua,Mariam Akinlolu,Mashango Sithole,Phiwayinkosi Gumede,Cebo Nyondo,2023-02-08 This is an open access book It is a common cause globally that the abrupt emergence of Covid 19 wreaked havoc in all sectors including the higher education system The sudden closure of campuses as a social distancing measure to prevent community transmission has shifted face to face classes to online teaching and learning a transformative experiment for academics and students in most institutions This has thrown the focus on utilising Learning Management Systems LMS eLearning tools and platforms for effective student engagement which may have limitations of accessibility and affordability for many students The pandemic has exposed the shortcomings of the current higher education system and the need for more training of academics and practitioners in digital technology to adapt to the rapidly changing educational climate In the post pandemic situation eLearning and virtual education may become an integral part of the higher education system hence the question of re inventing higher education The higher education institutions and universities need to plan the post pandemic education and research strategies to ensure student learning outcomes and standards of educational quality With the move to online teaching and learning subsequently traditional assessments followed and were adapted and adopted for online assessment Assessments lie at the heart of the teaching process It shapes students understanding of the curriculum and determines their

ability to progress Reflections on assessments during Covid 19 abounded with the challenges that both academics and students faced regarding online assessments including cheating and quality assurance issues The focus on quality extended to the quality of teaching and learning in general Moreover the pandemic brought about the question of staff and student health and psychosocial support also became important For academics the abrupt shift to adapt to working from home and implementing online learning has led to over work low work life balance and compromised mental health With a view on constructive and futuristic discourse the sub themes of the 2022 Focus conference encapsulate the current realities in the higher education sector and beyond It further provides opportunities for an in depth analysis based on the benefit of hindsight and foresight The Organising Committee specifically coined the theme Re inventing higher education Insights trends and lessons learnt from specifically for the conference to reflect on and address the matters mentioned earlier Academics scholars and practitioners in the higher education sector are called upon to share their research and express their perspectives on the reinvention of higher education Proceedings of the Focus Conference (TFC 2024) Manyane Makua, Mariam Akinlolu, Phiwayinkosi Gumede, Mashango Sithole, Cebo Nyondo, Ntombikhona Nene, Mandlenkosi Mhlongo, 2024-12-31 This is an open access book The Teaching and Learning Development Centre TLDC at Mangosuthu University of Technology MUT invites you to the 11th Focus Conference scheduled for 14 to 16 August 2024 at Southern Sun Elangeni Hotel Durban South Africa The theme of the Conference Three Decades of Democracy reflecting on Higher Education Achievements Challenges Impact and the Future is aptly aligned with South Africa s 30 years of democracy celebration The Conference brings together leading scholars academics policymakers and practitioners in the higher education and TVET sectors to share their research and express their perspectives concerning the Conference theme and sub themes The Sword and the Pen Allister Sparks, 2016-02-29 Allister Sparks joined his first newspaper at age 17 and was pitched headlong into the vortex of South Africa s stormy politi His autobiography The Sword and the Pen Six decades on the political frontier is the story of how as a journalist he watched and chronicled and participated in his country s unfolding drama for over half a century covering events from the premiership of DF Malan to the presidency of Jacob Zuma and witnessing at close range the rise and fall of apartheid and the rise and crisis of the new South Africa In trenchant prose Sparks has written a remarkable account of both a life lived to its fullest capacity as well as the surrounding narrative of South Africa from the birth of apartheid the rise of political opposition the dawn of democracy right through to the crisis being experienced today Anyone who tries to understand what is happening in South Africa today without first digesting Allister Sparks lucid sensitive and comprehensive exploration of the country s multi faceted mind does so at his own peril Andr Brink on The Mind of South Africa His special strength is a writing talent which combines precise reportage with shrewd analysis and unusual stamina The Observer on Tomorrow is Another Country Fort Hare 1915-48: the Evolution of an African College Alexander Kerr, 1968 **ICEL2013-Proceedings of the 8th International Conference on e-Learning**

Eunice Ivala,2013-06-27 22nd European Conference on e-Learning Shawren Singh,Sarah Jane Johnston,2023-10-26 These proceedings represent the work of contributors to the 22nd European Conference on e Learning ECEL 2023 hosted by University of South Africa Pretoria South Africa on 26 27 October 2023 The Conference Co Chairs Associate Professor Sarah Jane Johnston and Associate Professor Shawren Singh both from University of South Africa Pretoria South Africa ECEL is now a well established event on the academic research calendar and now in its 22nd year the key aim remains the opportunity for participants to share ideas and meet the people who hold them The scope of papers will ensure an interesting two days The subjects covered illustrate the wide range of topics that fall into this important and ever growing area of research It is especially relevant that the conference is being hosted by UNISA this year as the university celebrates its 150th anniversary UNISA has been a pioneer in first distance and now e Learning The conference will also host the final round of the 9th e Learning Excellence Awards where innovate case histories will be presented The opening keynote presentation is given by Professor Thenjiwe Meyiwa Vice Principal for the Research Postgraduate Studies Innovation and Commercialisation at University of South Africa who will speak on The Role of African Feminisms in Shaping a Sustainable Future of Being and Learning An afternoon keynote on Thursday will be made by Dr Zolile Martin Mguda University of South Africa on the topic of ChatGPT The first year The second day of the conference will open with an address by Dr Isabel Tarling MD Limina South Africa with the title Developing Digital Standards for Learning and Teaching in South Africa s Schools With an initial submission of 100 abstracts after the double blind peer review process there are 45 Academic research papers 3 PhD research papers and 1 Masters Research paper published in these Conference Proceedings These papers represent research from Belgium Canada Chile Czech Republic France Germany Ghana Greece Hong Kong Ireland Japan Malaysia Mozambique Norway Oman Per Poland Portugal Romania Singapore South Africa Sri Lanka Sweden Switzerland Turkey and the United Kingdom **Imaging and Assessing Mobile Technology for Development** Richard Musabe,John Sören

Pettersson,2024-04-08 Imaging and assessing mobile technology for development M4D means understanding the use of appropriate technologies and services and how they directly or indirectly address socio economic challenges This book adopts various perspectives to identify the obstacles to affordable digital technologies in order to enable enhance and effect development The book plays on the tension between success reports and optimistic projections on one hand and empirical evidence of technological belly splash on the other hand The areas covered include infusion of service education in computing education the Rwandan establishment of African Centres of Excellence to promote the development of appropriate technology the metaverse s realisation in a mobile network enabled metaversity and difficulties detected when evaluating digitisation of distance learning students security awareness dissemination of agricultural information and mobile payment The decolonisation of community based media and attempts to step outside the mobile network and Internet are also covered

Perspectives on Enhancing Learning Experience Through Digital Strategy in Higher Education Munna, Afzal

Sayed,Nadda, Vipin,Allahyari, Theo Ammari,Cantafio, Giuseppe,Bilan, Sahidi,2023-07-24 Digital technology is changing the way we think operate communicate and avail services including education In recent years there has been an increasing demand in the higher education sector to implement digital transformation especially in the way we deliver education Perspectives on Enhancing Learning Experience Through Digital Strategy in Higher Education explores various factors enhancing the learning experience considers the impact of digital strategy to enhance the learning experience and analyzes learning challenges and opportunities for students in the higher education environment The book also helps improve students perceptions communication quality of education critical thinking self learning and satisfaction in higher education Covering key topics such as digital technology critical thinking and digital innovation this premier reference source is ideal for industry professionals administrators policymakers higher education faculty researchers academicians scholars practitioners instructors and students **ECEL 2020 19th European Conference on e-Learning** Prof. Dr.-Ing. Carsten Busc,,Prof. Dr. Tilo Wendler,Martin Steinicke,2020-10-29 *Measurement Methodologies to Assess the Effectiveness of Global Online Learning* Isaias, Pedro,Issa, Tomayess,Kommers, Piet,2022-02-18 While online learning was an existing practice the COVID 19 pandemic greatly accelerated its capabilities and forced educational organizations to swiftly introduce online learning for all units Though schools will not always be faced with forced online learning it is apparent that there are clear advantages and disadvantages to this teaching method with its usage in the future cemented As such it is imperative that methods for measuring and assessing the effectiveness of online and blended learning are examined in order to improve outcomes and future practices Measurement Methodologies to Assess the Effectiveness of Global Online Learning aims to assess the effectiveness of online teaching and learning in normal and pandemic situations by addressing challenges and opportunities of adoption of online platforms as well as effective learning strategies investigating the best pedagogical practices in digital learning questioning how to improve student motivation and performance and managing and measuring academic workloads online Covering a wide range of topics such as the future of education and digital literacy it is ideal for teachers instructional designers curriculum developers educational software developers academics researchers and students **ECEL 2016 - Proceedings of the 15th European Conference on e- Learning** , Proceedings of the 15th European Conference on e Learning ECEL 2016 Gerard Sekoto Lesley Spiro,1989 **South African Pressclips** ,1990-05

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