

527 20132014 Pre Degree Programme In The Faculty Of Humanities

Helen M. Gunter,Emiliano Grimaldi,David Hall,Roberto Serpieri

Departmental Brochure for the Bachelor, Pre-degree and Post-graduate Programmes University of Port Harcourt. Department of Religious and Cultural Studies,2018

Language Teacher Cognition Li Li,2019-10-11 This book explores the topic of teacher cognition, making use of sociocultural theory as a framework to understand what teachers know, think, believe and do in their professional contexts through 'applied' conversation analysis. The author examines what teaching and learning mean to teachers by analyzing the interactional work they do with their students, considering when and why teachers make interactive decisions as well as how they utilize new technological tools to address their pedagogical objectives. After discussing how teachers construct identities and display emotions in the classroom, she presents suggestions for language teacher education and development, pedagogy improvement and teacher knowledge. This book will be of interest to language teachers and teacher trainers, as well as students and scholars of applied linguistics and sociocultural theory.

Developing the Higher Education Curriculum Brent Carnell,Dilly Fung,2017-11-13 A complementary volume to Dilly Fung's A Connected Curriculum for Higher Education (2017), this book explores 'research-based education' as applied in practice within the higher education sector. A collection of 15 chapters followed by illustrative vignettes, it showcases approaches to engaging students actively with research and enquiry across disciplines. It begins with one institution's creative approach to research-based education - UCL's Connected Curriculum, a conceptual framework for integrating research-based education into all taught programmes of study - and branches out to show how aspects of the framework can apply to practice across a variety of institutions in a range of national settings. The 15 chapters are provided by a diverse range of authors who all explore research-based education in their own way. Some chapters are firmly based in a subject-discipline - including art history, biochemistry, education, engineering, fashion and design, healthcare, and veterinary sciences - while others reach across geopolitical regions, such as Australia, Canada, China, England, Scotland and South Africa. The final chapter offers 12 short vignettes of practice to highlight how engaging students with research and enquiry can enrich their learning experiences, preparing them not only for more advanced academic learning, but also for

professional roles in complex, rapidly changing social contexts.

Mapping research and innovation in the State of Israel Lemarchand, Guillermo A.,Leck, Eran,Tash,
April,2016-03-10

Open Knowledge Institutions Lucy Montgomery,John Hartley,Cameron Neylon,Malcolm Gillies,Eve Gray,2021-08-03
The future of the university as an open knowledge institution that institutionalizes diversity and contributes to a common resource of knowledge: a manifesto. In this book, a diverse group of authors—including open access pioneers, science communicators, scholars, researchers, and university administrators—offer a bold proposition: universities should become open knowledge institutions, acting with principles of openness at their center and working across boundaries and with broad communities to generate shared knowledge resources for the benefit of humanity. Calling on universities to adopt transparent protocols for the creation, use, and governance of these resources, the authors draw on cutting-edge theoretical work, offer real-world case studies, and outline ways to assess universities' attempts to achieve openness. Digital technologies have already brought about dramatic changes in knowledge format and accessibility. The book describes further shifts that open knowledge institutions must make as they move away from closed processes for verifying expert knowledge and toward careful, mediated approaches to sharing it with wider publics. It examines these changes in terms of diversity, coordination, and communication; discusses policy principles that lay out paths for universities to become fully fledged open knowledge institutions; and suggests ways that openness can be introduced into existing rankings and metrics. Case studies—including Wikipedia, the Library Publishing Coalition, Creative Commons, and Open and Library Access—illustrate key processes.

Early Childhood Policies and Systems in Eight Countries Tony Bertram,Chris Pascal,2016-07-29 This report provides an overview of policy strategies on early childhood education settings (from birth to primary schooling) in eight countries. Data were collected using a policy questionnaire addressed to and completed by the National Research Coordinator(s) (NRC) of Chile, the Czech Republic, Denmark, Estonia, Italy, Poland, the Russian Federation and the United States. The countries that participated provide interesting illustrations of early childhood education policy in action in a range of diverse contexts. Analysis of the systemic and structural results of ECE policy at national and, where necessary, subnational levels, enables transnational comparisons in policy and systems. Key policy changes, both underway and planned, are documented. These data reveal key findings in each of the five policy areas as covered in the questionnaire and this report: public policy; delivery models and providers; participation and enrollment; quality assurance systems; and expectations for child outcomes. In particular, the study aims to provide meaningful information for countries, states and jurisdictions across the world in relation to early childhood education, mapping the systems, structures and user pathways in place, along with the perceptions of stakeholders about the system, its functioning and impact. This comprehensive assessment of the wider policy

contexts and settings for early childhood education includes teacher/practitioner qualifications, pedagogy approaches, and opportunities for professional development. Such information will enable countries to review their early childhood education systems in an international context.

Higher Education Pathways Ashwin, Paul, Case, Jennifer M., 2018-12-14 In what ways does access to undergraduate education have a transformative impact on people and societies? What conditions are required for this impact to occur? What are the pathways from an undergraduate education to the public good, including inclusive economic development? These questions have particular resonance in the South African higher education context, which is attempting to tackle the challenges of widening access and improving completion rates in a system in which the segregations of the apartheid years are still apparent. Higher education is recognised in core legislation as having a distinctive and crucial role in building post-apartheid society. Undergraduate education is seen as central to addressing skills shortages in South Africa. It is also seen to yield significant social returns, including a consistent positive impact on societal institutions and the development of a range of capabilities that have public, as well as private, benefits. This book offers comprehensive contemporary evidence that allows for a fresh engagement with these pressing issues.

Strategic Plan 2011-2016 (Spanish) Canari, 2016

Humanising Higher Education Camila Devis-Rozental, Susanne Clarke, 2020-11-16 This book explores humanising practice within higher education (HE). It provides a fresh perspective by bringing together expert voices with empirical experience of humanising theory and practice in various areas of higher education, in order to influence and improve the way in which universities work. The book draws on Todres et. al's humanisation framework, as well other relevant theories such as positive organisational scholarship, Vygotsky's socio-cultural theory and socio-emotional intelligence. Topics include micro elements of humanisation such as transitions and the student experience, and macro elements such as the policy impact of humanising HE and sustainability. The authors demonstrate how a humanising approach can provide the catalyst for wider change and help to improve wellbeing in the community. This book offers an invaluable resource for scholars interested in teaching and learning in HE, and for HE practitioners and policy makers keen to develop a more human practice.

Sharing Knowledge, Transforming Societies Halvorsen, Tor, Orgeret, Kristin Skare, 2019-10-22 In June 2016, the Norwegian Programme for Capacity Development in Higher Education and Research for Development (Norhed) hosted a conference on the theme of 'knowledge for development' in an attempt to shift the focus of the programme towards its academic content. This book follows up on that event. The conference highlighted the usefulness of presenting the value of Norhed's different projects to the world, showing how they improve knowledge and expand access to it through co-operation. A wish for more meta-knowledge was also expressed and this gives rise to the following questions: – Is this way of co-operating contributing to the growth of independent post-colonial knowledge production in the South, based on analyses of

local data and experiences in ways that are relevant to our shared future? – Does the growth of academic independence, as well as greater equality, and the ability to develop theories different to those imposed by the better-off parts of the world, give rise to deeper understandings and better explanations? – Does it, at least, spread the ability to translate existing methodologies in ways that add meaning to observations of local context and data, and thus enhance the relevance and influence of the academic profession locally and internationally? This book, in its varied contributions, does not provide definite answers to these questions but it does show that Norhed is a step in the right direction. Norhed is an attempt to fund collaboration within and between higher education institutions. We know that both the uniqueness of this programme, and ideas of how to better utilise the learning and experience emerging from it, call for more elaboration and broader dissemination before we can offer further guidance on how to do things better. This book is a first attempt.

English-Medium Instruction in European Higher Education Slobodanka Dimova, Anna Kristina Hultgren, Christian Jensen, 2015-07-24 This volume provides a focused account of English Medium Instruction (EMI) in European higher education, considering issues of ideologies, policies, and practices. This is an essential book for academics, students, policy makers, and educators directly or indirectly implicated in the internationalization of European higher education.

The Global Innovation Index 2014 Cornell University, INSEAD, World Intellectual Property Organization, Soumitra Dutta, Bruno Lanvin, Sacha Wunsch-Vincent, 2014 The Global Innovation Index ranks the innovation performance of 143 countries and economies around the world, based on 81 indicators. This edition explores the role of the individuals and teams behind the innovation process. It sheds light on different aspects of human capital required to achieve innovation, including skilled labor; the intersection of human, financial and technological capital; talent retention; and the mobilization of highly educated people.

Didactics of Smart Pedagogy Linda Daniela, 2018-11-27 The focus on smart education has become a new trend in the global educational field. Some countries have already developed smart education systems and there is increasing pressure coming from business and tech communities to continue this development. Simultaneously, there are only fragmented studies on the didactic aspects of technology usage. Thus, pedagogy as a science must engage in a new research direction—smart pedagogy. This book seeks to engage in a new research direction, that of smart pedagogy. It launches discussions on how to use all sorts of smart education solutions in the context of existing learning theories and on how to apply innovative solutions in order to reduce the marginalization of groups in educational contexts. It also explores transformations of pedagogical science, the role of the educator, applicable teaching methods, learning outcomes, and research and assessment of acquired knowledge in an effort to make the smart education process meaningful to a wide audience of international educators, researchers, and administrators working within and tangential to TEL.

Academic Knowledge Production and the Global South Márton Demeter, 2020-10-01 This book investigates and

critically interprets the underrepresentation of the global South in global knowledge production. The author analyses the serious bias towards scholars and institutions from this region: he argues that this phenomenon causes serious disadvantages not only for authors and institutions, but global science as well by impeding the flow of fresh, innovative scholarship. This book uses a combination of field theory and world-systems analysis to explain the motives and dynamics behind the geopolitical and societal inequalities in the system of global knowledge production. Subsequently, the author offers several solutions by which these inequalities could be reduced, or even eliminated. This book will be of interest and value to scholars of knowledge inequalities, and knowledge production in the global South. “Márton Demeter’s monograph invokes rich anecdotal, empirical and scientometric evidence to delineate the contours of a world system that preserves the dominance of Western knowledge and scholars and the westernisation or peripheralisation of the rest – a system defined by geopolitical and material inequalities, socio-economic class differences, institutional elitism and publishing biases. Demeter’s work counters narratives that present academia as meritocratic and that justify disparities in world publications on the basis of pure rigour, exposing rather norms and values that perpetuate a western elitist system and peripheralise those who happen to lack this cultural capital. Demeter’s work adds to an expanding field of research documenting how Anglophone standards and biases in journal indexing, peer review and editorial board recruitment marginalise consistently the Global South. His practical and concrete suggestions to subvert this system of horizontal and vertical inequalities could not be timelier and provides momentum to decolonisation movements in higher education across the world.” —Dr Romina Istratii, SOAS University of London, UK “Márton Demeter is a scholar dedicated to revealing the inequality in academic publishing and a strong advocate for scholars from the Global South. This book is an epitome of his effort on this cause. Demeter utilizes his wealth of data including authorships, citations, journal publishers, editorial review board compositions, the reviewers and the editors of journals as strong evidence of inequality with his three-dimensional model of academic stratification. This book is a must-read for scholars both in the Global North and the Global South to reflect on the current state of academic knowledge gatekeeping and production. It will spark a dialogue between scholars to address the dominance of the Global North especially in the field of communication.” —Professor Louisa Ha, Bowling Green State University, USA “Márton Demeter’s analysis and critique of the unequal structure of global knowledge production is a powerful contribution to the global justice movement with dramatic implications for what academics in both the Global North and the Global South can do to help science and the humanities live up to their claims of meritocracy and universality. Demeter employs a useful critical combination of the world-systems perspective and Bourdieusian field theory to organize the results of his careful and sophisticated empirical studies of global knowledge production. He is an intrepid protagonist of a more egalitarian human future.” —Professor Christopher Chase-Dunn, University of California, Riverside, USA

The Evaluators’ Eye Gemma Derrick, 2018-02-08 This book offers an empirical analysis of how academic peer review

panels mediate the traditionally non-academic criterion of societal impact. The UK's 2014 Research Excellence Framework (REF2014) for the first time included an "Impact" criterion that considered how research had influenced society, beyond academia. Using a series of interviews with REF2014 Main Panel A evaluators, the book explores how a dominant definition of Impact was constructed within panels and how this led to the development of strategies around valuing it as an ambiguous object. By doing so, Derrick brings a unique perspective to Impact that is currently overlooked in the dominant Impact evaluation discourse. Through examining the evaluation procedure as a dynamic process it is argued that the best models, strategies and insights for Impact evaluation are those constructed in practice, within peer review groups. By exploring the legitimacy of peer review as a tool to assess the societal impact of research, Derrick states that the future for Impact evaluation is not to seek alternative tools where peer review seemingly fails, but instead to highlight ways in which peer review panels can work smarter. The book will be essential reading for students, academics and policy-makers working in Education, as well as researchers interested in peer review processes and the research evaluation frameworks and audit exercises globally.

Federal Service Entrance Examination ,1969

Towards Consistency and Transparency in Academic Integrity Salim Razi,Irene Glendinning,Tomáš Foltýnek,2019 This book is an outcome of the 4th International Conference «Plagiarism across Europe and Beyond» organized by Canakkale Onsekiz Mart University, Mendel University in Brno, and the European Network for Academic Integrity. The conference is co-funded by the Erasmus+ Strategic Partnerships Programme of the European Union. It aims to be a forum for sharing best practices and experiences by addressing issues of academic integrity from a wide-scope global perspective. With regards to the crucial role of ethics and honesty in academic work, universities are in need of more effective policies against infringements of academic standards. The papers in this book therefore aim to contribute to the standardization of consistent and transparent approaches to issues of academic integrity from several perspectives.

Higher Education Opportunity Act United States,2008

New Public Management and the Reform of Education Helen M. Gunter,Emiliano Grimaldi,David Hall,Roberto Serpieri,2016-07-07 New Public Management and the Reform of Education addresses complex and dynamic changes to public services by focusing on new public management as a major shaper and influencer of educational reforms within, between and across European nation states and policy actors. The contributions to the book are diverse and illustrate the impact of NPM locally but also the interplay between local and European policy spheres. The book offers: A critical overview of NPM through an analysis of debates, projects and policy actors A detailed examination of NPM within 10 nation states in Europe A robust engagement with the national and European features of NPM as a policy strategy The book actively contributes to debates and analysis within critical policy studies about the impact and resilience of NPM, and how through a

study of educational reforms in a range of political systems with different traditions and purposes a more nuanced and complex picture of NPM can be built. As such the book not only speaks to educational researchers and professionals within Europe but also to policymakers, and can inform wider education and policy communities internationally.

Computer Supported Education Susan Zvacek, Maria Teresa Restivo, James Uhomobhi, Markus Helfert, 2016-02-10
This book constitutes the refereed proceedings of the 7th International Conference on Computer Supported Education, CSEDU 2015, held in Lisbon, Portugal, in May 2015. The 34 revised full papers presented together with an invited talk were carefully reviewed and selected from 196 submissions. The papers address topics such as information technologies supporting learning; learning/teaching methodologies and assessment; social context and learning environments; domain applications and case studies; and ubiquitous learning.

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