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2025



University Of Pretoria Postgraduate Prospectus 2014

Katijah Khoza-Shangase, Amisha Kanji



University Of Pretoria Postgraduate Prospectus 2014:

Postgraduate Study in South Africa Liezel Frick,Puleng Motshoane,Christopher McMaster,2016-11-21 The book explores concerns about the lack of higher education transformation around issues of equity curriculum reform language and race and how students navigate higher education complexities Students self reflective abilities creativity and pragmatic approaches to surviving and succeeding are indicators that postgraduate student success is as much internally as externally determined Each chapter speaks from a uniquely South African perspective The editors have tried to remain true to the voice of each contributor while simultaneously providing a coherent body of scholarly work **EASYUNI Ultimate University Guide**

2014 EasyUni Sdn Bhd,2014-07-02 Hi there It s nice to present you once again with another hot issue of easyuni On 11 June this year we launched the unifrens social platform an extension to easyuni s existing vision of providing comprehensive and accurate information to students about colleges and universities This is another milestone in the history of easyuni as one of Asia s most popular education portals committed to helping students with their higher education plans unifrens is a social platform which allows students searching for universities and colleges with similar interests to connect with each other to help them make unbiased and community driven decisions about their higher education It also allows them to connect with students who are currently enrolled at universities who can tell them about their experiences about a particular city country university or a course unifrens is something we had been planning for a while to complement our current family of tools for students We always knew that our users would love it as they want more community driven information instead of promotional content from universities and study abroad consultants I believe this feature will democratise the way information about speci c courses countries or institutions is presented and this can only mean good news for students and their parents visitors as it helps them make more informed decisions about which course institution or country to pick Students can also pose questions to their groups which will be answered by experts and the community The feature is still in its beta stage but has gained massive traction with over 100 000 users already registered and assigned to groups Exciting isn t it The issue you re holding now has so much to offer as well So read every page and ll yourself with all the knowledge needed to make informed decisions about your higher education We Cannot Continue Like This Attie S. van

Niekerk,Sytse Strijbos,2022-07-14 We Cannot Continue Like This Facing Modernity in Africa and the West is a scholarly book strongly focused on the context of Africa with two chapters that are written by authors from the Netherlands for the purpose of a North South dialogue The main thesis of the book is based on the insight that the trajectory of modern development ought not to continue as it is It is ecologically unsustainable and continues to enlarge the gap between rich and poor The book centers on an academic analysis of current development practices mostly in Africa It addresses four topics that are often neglected in studies on development and sustainability listening to voices from Africa to counter the hegemony of the Global North recognizing the importance of spiritual issues in the secular affairs of society deriving theory from data that

was obtained and analyzed in a systematic way and was compared with existing theories and illustrating the importance of households rather than just governments businesses or academic institutions The manuscript seeks to integrate academic reflection and insights gained from practical involvement with sustainability issues in local communities and low income households with contributions from natural and social sciences and theology The authors respond to the question How can modern science and technology help to solve dilemmas such as unsustainable development

Design Commons Gerhard Bruyns, Stavros Kousoulas, 2022-05-17 This book directly links the notion of the commons with different design praxes and explores their social cultural and ecological ramifications It draws out material conditions in four areas of design interest social design commons and culture ecology and transdisciplinary design As a collection of positions the diversity of arguments advances the understanding of the commons as both concepts and modes of thinking and their material translation when contextualised in the domain of design questions In other words it moves abstract social science concepts towards concrete design debates This text appeals to students researchers and practitioners working on design in architecture architecture theory urbanism and ecology

Open and Distance Education in Asia, Africa and the Middle East Olaf Zawacki-Richter, Adnan Qayyum, 2019-02-18 This book is open access under a CC BY 4.0 license This book describes the history structure and institutions of open and distance education in six countries China India Russia Turkey South Africa and South Korea It describes how open and distance education is evolving in a digital age to reflect the needs and circumstances of the national higher education systems in these countries It also explores the similarities and differences between how their open and distance higher education systems are managed and structured This book is the second in a series following Open and Distance Education in Australia Europe and the Americas Springer 2018 Both books compare and draw conclusions about the nature of open and distance education in the context of various national higher education systems In a digital era characterized by the growing use of online open and distance education this book will prove particularly valuable for policy makers and senior administrators who want to learn about establishing or expanding open and distance education services In addition it offers a valuable reference guide for researchers academics and students interested in understanding the different approaches to open and distance education

Daily Graphic Ransford Tetteh, 2014-03-20

Archives of Times Past Cynthia Kros, John Wright, Mbongiseni Buthelezi, Helen Ludlow, Geoffrey Blundell, Jan Boeyens, Amanda Esterhuysen, Rachel King, Lize Kriel, Sekibakiba Peter Lekgoathi, Grant McNulty, Hlonipha Mokoena, Fred Morton, Muchaparara Musemwa, Ndukuyakhe Ndlovu, Sifiso Mxolisi Ndlovu, Himal Ramji, Justine Wintjes, 2022-02-01 This volume critically examines sources of evidence and material from the archive that historically have been used to tell southern Africa's pre colonial story

Building the Future: Innovation, Sustainability, and Collaboration in Construction Ramabodu Molusiwa Stephan, Clinton Aigbavboa, Samuel Herald Chikafalimani, 2025-09-26 This conference proceedings present cutting edge research that is shaping the future of the construction industry It has a strong emphasis on

sustainability digital transformation and emerging technologies It contains contributions from experts in academia industry and policy who engage in critical discussions on how artificial intelligence digitalisation and innovation can drive efficiency enhance project outcomes and modernise the sector The proceedings address key challenges including skills shortages infrastructure limitations and adoption barriers to help foster industry wide transformation The cidb conference attracted researchers industry professionals policymakers and stakeholders from across the construction sector and its proceedings offer valuable insights into emerging trends and best practices The conference proceedings are designed for those seeking to explore the intersection of technology sustainability and construction management in an evolving global landscape

A scholarly contribution to educational praxis M.A. Mokoena,J.M. (Ona) Janse van Rensburg,M. Erasmus,E. Mentz,C.B. Zulu,A. Cronje,E.K. Materechera,W.T. Dudu,A.T. Kanyimba,S.P. Raath,C. Kruger,A. Loubser,A.E. Pienaar,A. Klopper,S. Ellis,N.T. Petersen,J. de Beer,J. Varughese,A. Seugnet Blignaut,C. Els,2016-12-31 This publication contains original research targeting scientific specialists in the field of education through research endeavours grounded on a philosophical basis as well as being embedded in the empirical The research methodology of each chapter emanates from applicable philosophical assumptions in the form of an applicable theoretical and conceptual framework The latter forms a firm basis for the application of sound empiricism The content of this book adds to the body of scholarly knowledge in education In his evaluation of the book Acting Executive Dean Faculty of Education and Training Professor Akpovire Oduaran made the following remarks To a large extent the ideas put together in this book have come from data generated not just from literature found in books and journals but actual interactions with educators and the learning environment So then what the reader is offered in this volume is the articulation of ideas that have been interrogated structured and presented in surprisingly simplistic and yet incisive and academically enriching content that can match the standards of scholarship that is available in the Western World Yet what makes this book so welcome relevant and timely is the fact that it is built around Afrocentric theories and practices such as one may find in imported literature

The PhD Experience in African Higher Education John Mashayamombe,Ruth Murambadoro,uMbuso weNkosi,2022-11-08 The PhD Experience in African Higher Education edited by Ruth Murambadoro John Mashayamombe and uMbuso weNkosi addresses the growing call to invest in the humanities and social sciences by exploring the nature of doctoral training in select institutions of higher learning in South Africa In the past two decades South Africa has become a key player in the global higher education landscape and dubbed the hub for doctoral training in Africa because of its developed educational infrastructure and highly ranked universities Given South Africa s positioning the contributors in this volume argue that the government donors universities and faculty have a socio legal duty to ensure that doctoral programs in the humanities and social sciences are not offered to amass numbers of African graduates but are grounded on equipping students with both hard and soft skills necessary to succeed This is achieved by offering skills training and research apprenticeships fostered in communities of practice because as the contributors show the humanities

and social sciences are the backbone of society Furthermore they argue that treating doctoral candidates as equal partners is emancipatory because intellectual projects are best nurtured through collaborative learning

Biological Invasions in South Africa Brian W. van Wilgen, John Measey, David M. Richardson, John R. Wilson, Tsungai A. Zengeya, 2020-03-10 This open access volume presents a comprehensive account of all aspects of biological invasions in South Africa where research has been conducted over more than three decades and where bold initiatives have been implemented in attempts to control invasions and to reduce their ecological economic and social effects It covers a broad range of themes including history policy development and implementation the status of invasions of animals and plants in terrestrial marine and freshwater environments the development of a robust ecological theory around biological invasions the effectiveness of management interventions and scenarios for the future The South African situation stands out because of the remarkable diversity of the country and the wide range of problems encountered in its varied ecosystems which has resulted in a disproportionate investment into both research and management The South African experience holds many lessons for other parts of the world and this book should be of immense value to researchers students managers and policy makers who deal with biological invasions and ecosystem management and conservation in most other regions

The Place and the Writer Marshall Moore, Sam Meekings, 2021-04-08 The combined experience of authors throughout the ages offers a wealth of valuable information about the practice of creative writing However such lore can also be problematic for students and practitioners as it can be inherently additive making it difficult to abandon processes that do not work This adherence to lore also tends to be a US centric endeavor In order to take a nuanced approach to the uses and limitations of lore The Place and the Writer offers a global perspective on creative writing pedagogy that has yet to be fully explored Featuring a diverse array of cultural viewpoints from Brazil to Hong Kong Finland to South Africa this book explores the ongoing international debate about the best approaches for teaching and practicing creative writing Marshall Moore and Sam Meekings challenge areas of perceived wisdom that persist in the field of creative writing including aesthetics and politics in institutionalized creative writing the process of workshop tuition and talent anxiety in the classroom unifying theory and lore and teaching creative writing in languages other than English

Extracting the Science Jürgen F. Brune, 2010 These research papers also cover a spectrum of innovative technical solutions including computer controlled mining equipment remote monitoring of air quality and virtual reality training systems

Early Detection and Intervention in Audiology Katijah Khoza-Shangase, Amisha Kanji, 2021-02-01 A textbook with case studies for audiologists and speech pathologists to make recommendations for early detection and intervention of hearing impairments in the South African context Early hearing detection and intervention EHDI is the gold standard for any practicing audiologist and for families of infants and children with hearing impairment EHDI programs aim to identify diagnose and provide intervention to children with hearing impairment from as early as six months old as well as those at risk for hearing impairment to ensure they develop and

achieve to their potential Yet EHDI remains a significant challenge for Africa and various initiatives are in place to address this gap in transferring policy into practice within the southern African context The diversity of factors in the southern African context presents unique challenges to teaching and research in this field which has prompted this book project The South African government's heightened focus on increasing access to health care which includes ongoing Early Childhood Development ECD programs make this an opportune time for establishing and documenting evidence based research for current undergraduate and postgraduate students Early Detection and Intervention in Audiology An African Perspective aims to address this opportunity Grounded in an African context with detailed case studies this book provides rich content that pays careful attention to contextual relevance and contextual responsiveness to both identification and intervention in hearing impairment With diverse contributions from experts in local and international contexts but always with an African perspective this textbook will be an invaluable resource for students researchers and practitioners Pushing Boundaries in Postgraduate Supervision Eli Bitzer, Ruth Albertyn, Liezel Frick, Barbara Grant, Frances Kelly, 2014-04-01 This book is a very important contribution to the growing body of work on postgraduate and specifically doctoral education I find the metaphor of pushing boundaries to be very appropriate as it suggests a field of study and a range of behaviours and institutional organisational approaches to postgraduate education that are dynamic and characterised by fluidity creativity and challenge Readers will gain new theoretical perspectives ideas for improved practice and fresh perspectives on boundaries and pressing issues that deserve to be pushed and conceptualised in new ways Professor Ann Austin Higher Adult and Lifelong Education Michigan State University **Economic Shocks and Globalisation** Elsabé Loots, 2024-08-01 Over the 153 year period since 1870 the phenomenon of globalisation has been shaped and reshaped As we look back at the events that shaped our understanding of the process and its momentum before and after the Global Financial Crisis GFC it became clear that the process of globalisation has changed and continues to evolve which requires a deeper analysis The book answers the question of why the performance of the hyper globalisation period has not continued during the post GFC period after 2010 and what might be expected going forward Apart from the fact that the fourth globalisation wave period between 2010 to the early 2020s has been characterised by a range of global shocks that caused more volatility instability and uncertainty the major economic determinants of globalisation have also slowed markedly The outbreak of the COVID 19 pandemic followed by the geopolitical uncertainty and instability all caused global contagion effects around the world with economic socio economic and geopolitical consequences and responses This book aims to analyse most of these global events and shocks and attempted to gather a deeper understanding of the present drivers of globalisation and what the major trends and shifts are geo economically socio economically and geopolitically The conclusions drawn include that globalisation remains despite the current slowbalisation an integrated process that is globally entrenched yet complex cyclical multifaceted and multiplex This book is aimed at academics in economics political sciences social sciences and may also find an audience among international

policymakers and scholars at multilateral institutions such as the World Bank and the United Nations Global Perspectives on Decolonizing Postgraduate Education Gumbo, Mishack Thiza, Gaotlhobogwe, Michael, Pedzisai, Constantino, Jojo, Zingiswa Mybert Monica, Knaus, Christopher B., 2024-05-13 A deep seated issue persists in postgraduate education one that threatens the relevance of academia in our diverse and evolving world The problem at hand is the Western centric nature of postgraduate education where research paradigms methodologies and theoretical frameworks overwhelmingly reflect a Western worldview This rigid adherence to Western ideologies has left indigenous communities on the periphery of academic discourse denying them the opportunity to engage with their knowledge systems and practices Despite the richness and prevalence of indigenous knowledge the existing educational structure remains a barrier to their inclusion This disconnect is not only an academic concern but also a societal one as it hinders sustainable development and stifles the voices of indigenous scholars and students Global Perspectives on Decolonizing Postgraduate Education serves as a compelling solution to the problem at hand It offers a comprehensive roadmap to decolonize postgraduate education infusing it with indigenous approaches paradigms theories and methods Through critical examination and practical strategies this book empowers academics curriculum designers and postgraduate students to embark on a transformative journey Foreign Policy Change in Europe Since 1991 Jeroen K. Joly, Tim Haesebrouck, 2021-08-27 In the past three decades the world has witnessed many rapid and invasive changes and seems to be changing countries have adapted their foreign policies to these changes Building on a clear typology of foreign policy change and a consistent theoretical framework this book offers a comparative analysis of foreign policy change in Europe throughout the post Cold War period Along the lines of our analytical framework country experts discuss how and why the further ever more rapidly in ways that seemed only imaginable in movies This book investigates how European foreign policies of eleven European countries have changed over the past thirty years This book hereby advances our understanding of the phenomenon of foreign policy change and identifies the most important drivers and inhibitors of change **The Dynamics of Changing Higher Education in the Global South** Busani Mpofu, Sabelo Ndlovu-Gatsheni, 2020-06-29 Today there are generally universities in Africa rather than African universities The legitimacy of the university in Africa is under serious questions now because of its complicity in racism patriarchy sexism colonialism capitalism genocide epistemicide linguicide culturecide and alienation In other words the university in Africa as we know it today is elitist and exclusionary Therefore rethinking the idea of the university is fundamental to overcoming its current deficiencies in the Global South This volume bringing together a number of national case studies and macro analyses on the dynamics of changing higher education in the Global South gestures towards the desired imagined decolonial African university which should be a site of multilingualism where African indigenous languages cosmologies and ontologies become a central part of its identity and soul intolerant of epistemicides linguicides and cultural imperialism but a site of cognitive and social justice that fully embraces the idea that all human beings are born into valid

useful relevant and legitimate knowledge systems Cross-Disciplinary Approaches to Action Research and Action Learning
Mapotse, Tome Awshar, 2017-07-31 The complexity of 21st century lifestyle makes collaborative research and learning essential for all of the population both in well resourced and socio economically challenged regions Cross Disciplinary Approaches to Action Research and Action Learning is an advanced reference source including the latest scholarly research on the examination of the development of a community practice of research in order to improve problem solving in various fields Featuring extensive coverage on a broad range of topics such as social justice organizational development and global economy this publication is ideally designed for academics researchers scholars and managers seeking current research on the promotion of collaborative research and learning

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