



ZIMBABWE OPEN UNIVERSITY

"Empowerment Through Open Learning"



Zimbabwe Open University Programmes And Qualifications

**Johannes J. Knoetze, Alfred R.
Brunsdon**



Zimbabwe Open University Programmes And Qualifications:

Managing Digital Records in Africa Mpho Ngoepe, 2022-05-23 Managing Digital Records in Africa draws on the research work of the InterPARES Trust ITrust project that investigated interrelated archival issues focusing on legal analysis infrastructure trust authentication and education within the African context This research focused book provides a legal analysis and systematic assessment of how African institutions manage digital records in four countries i e Botswana Kenya South Africa and Zimbabwe It also examines the extent to which records are managed using Internet based applications trust in such records and digital record authentication to support the auditing process Finally it provides a curriculum analysis in digital records at institutions of higher learning in 38 African countries The book s case studies illustrate the threads of discussion which span the ITrust domains of legislation infrastructure authentication trust and education in archives and records management The book can be used as a premier reference source by private and public organizations researchers educators archivists records managers and postgraduate students to make informed decisions about digital records records management systems cloud based services authenticating records and identifying universities on the continent that offer archival programmes The book may also find expression to practitioners in other fields such as law and auditing

Agricultural, Biosystems, and Biological Engineering Education Umezuruike Linus Opara, 2024-09-30 Agricultural engineering developed as an engineering discipline underpinned by physics applies scientific principles knowledge and technological innovations in the agricultural and food industries During the last century there was exponential growth in engineering developments which has improved human wellbeing and radically changed how humans interact with each other and our planet Among these Agricultural Mechanization is ranked among the top 10 in a list of 20 Top Engineering Achievements of the last century that have had the greatest impact on the quality of life While many success stories abound the problems of low appeal among students identity crises and limited job opportunities in many climes continue to trouble the discipline s future in many parts of the world Yet agriculture and agricultural engineering remain fundamental to assuring food and nutrition security for a growing global population Agricultural Biosystems and Biological Engineering Education provides the first comprehensive global review and synthesis of different agricultural biosystems and biological engineering education approaches including a detailed exposition of current practices from different regions Key Features Describes novel approaches to curriculum design and reform Outlines current and emerging epistemology and pedagogies in ABBE education Provides a framework to grow agricultural engineering in Africa and other developing regions Highlights the role of ABBE education in the context of the SDGs Presented in 3 parts and containing 42 chapters this book covers the historical evolution of agricultural engineering education and discusses the emergence of biological and biosystems engineering education It will appeal to engineers and other professionals education planners and administrators and policy makers in agriculture and other biological industries Chapters 4 11 19 32 and 41 of this book are freely available as a

downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

International Handbook of Leadership for Learning Tony Townsend, John MacBeath, 2011-07-10 The International Handbook of Leadership for Learning brings together chapters by distinguished authors from thirty one countries in nine different regions of the world. The handbook contains nine sections that provide regional overviews, a consideration of theoretical and contextual aspects, system and policy approaches that promote leadership for learning with a focus on educating school leaders for learning and the role of the leader in supporting learning. It also considers the challenge of educating current leaders for this new perspective and how leaders themselves can develop leadership for learning in others and in their organisations especially in diverse contexts and situations. The final chapter considers what we now know about leadership for learning and looks at ways this might be further improved in the future. The book provides the reader with an understanding of the rich contextual nature of learning in schools and the role of school leaders and leadership development in promoting this. It concludes that the preposition for between the two readily known and understood terms of leadership and learning changes everything as it foregrounds learning and complexifies rather than simplifies what that word may mean. Whereas common terms such as instructional leadership reduce learning to outcomes, leadership for learning embraces a much wider developmental view of learning.

The Handbook of International School Psychology Shane R. Jimerson, Thomas D. Oakland, Peter T. Farrell, 2006-09-14 The Handbook of International School Psychology will be THE major resource on the profession and its various applications in different countries. It is a must read for school psychologists and professionals from related disciplines who wish to understand, monitor and shape the field of school psychology. Scott Huebner, NCSP, University of South Carolina. This book is a very important contribution. The authors are all the most well known and respected in their countries with many years of international experience within the field. The reader gets a firsthand impression of both the vast differences and the many common aspects within the school psychological domain. The broad range of countries also shows how trends in school psychology and special education over years play an important role in cross national implementation strategies. Niels Egelund, Institute of Educational Psychology, The Danish University of Education. The Handbook of International School Psychology provides a description of the specialty of psychology devoted to the global provision of services to children and youth, their teachers and parents. Editors Shane R. Jimerson, Thomas D. Oakland and Peter T. Farrell have brought together prominent authors from 43 countries to provide valuable information and insights regarding the numerous facets of school psychology.

Key Features Offers a comprehensive overview of key areas. This Handbook addresses the context of school psychology, its origin, history and current status, and the infrastructure of school psychology. In addition, contributors examine the preparation of school psychologists, their roles, functions and responsibilities, and current issues impacting the field. Provides a balance of breadth and depth. Internationally renowned authors offer insight on the work of school psychologists around the world, such as assessing children who display

cognitive emotional social or behavioral difficulties developing and implementing intervention programs consulting with teachers parents and other relevant professionals and conducting research Reviews key trends in the field Trends influencing school psychology s international development are examined The past present and future of the International School Psychology Association ISPA are discussed as are findings from the International School Psychology Survey that examines the characteristics and responsibilities of school psychologists Intended Audience The Handbook of International School Psychology is the foremost international resource regarding school psychology It is ideal for scholars practitioners and graduate students interested in acquiring an international view of school psychology Handbook of Open Universities Around the World Sanjaya Mishra,Santosh Panda,2025-06-27 The Handbook of Open Universities Around the World is the first collection to provide a comprehensive and critical overview of open universities internationally Over 80 open universities have been established across five continents to provide a distance orientated class inclusive and high quality education for learners left behind by existing formal systems for higher and continuing education and lifelong learning This mission has been continually reshaped by major developments in open education learning technologies and online social networking as well as by the evolution of specific concerns such as the massification of education employability financial trends artificial intelligence and development agendas on the regional national and global levels This landmark volume analyzes and reflects on the planning organization management pedagogic skilling and employability and accreditation dimensions of 47 open universities in relation to their national and institutional contexts the internationalization of education and the integration of advanced learning technologies Featuring contributions by internationally recognized scholars practitioners and educational administrators this authoritative resource provides insights into the business model finances operations instructional systems enrollment patterns learner supports quality assurance professional development and more of today s open universities Through historical trajectories institutional profiles case studies lessons learned and best practices this book provides rich analytical perspectives on the status and challenges of single mode distance learning universities as an educational phenomenon while unpacking the premise of openness itself This Handbook is primarily written for planners managers administrators instructional designers and teaching faculty at single mode distance teaching universities who are seeking to sustain their institutions in a period of rapid change government policymakers training organizations technology providers and education think tanks who are in need of authentic and research based information on technology enabled learning modeled by open universities around the world and graduate students teaching faculty and scholars who are affiliated with online and distance education learning design and technology higher education planning and management adult education and lifelong learning and education policy and future studies Chapter 54 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license Watch a stimulating discussion between the book s volume editors and Sir John Daniel and Professor

Stephen Murgatroyd on YouTube *Concepts and Advances in Information Knowledge Management* Kelvin Joseph Bwalya, Nathan Mwakoshi Mnjama, Peter Mazebe II Mothataesi Sebina, 2014-04-11 Effective information and knowledge resource management is a driver of competitiveness. Many developing countries have put mechanisms in place that seek to match knowledge based economies where information has become the fuel for responsiveness, innovation and competition. *Concepts and Advances in Information Knowledge Management* brings out emerging and current discussion from the sub fields of information management in this environment. This title consists of sections on key aspects of information knowledge management and addresses knowledge management, library studies, archives and records management and information systems. Presents research aimed at harmonizing theory and practice of general information management paradigms. Gives insight into the place of archives, records management and information technology impacting socio economic value chains. Disseminates theoretical and applied models and information management system architecture emerging from cloud computing and retrieval systems.

Leading and Managing Open and Distance e-Learning (ODEL) Institutions in Africa Cuthbert Majoni, 2022-10-18 Leading and Managing Open and Distance E Learning ODeL Institutions in Africa focuses on e learning especially in developing countries in Africa. The outbreak of COVID 19 has forced most educational institutions including conventional institutions in higher education to embrace e learning as a tool to ensure that education is not paralysed but continues to thrive. However the major challenge has been shifting focus from the conventional face to face mode to the e learning mode. This calls for a change of mindset and a review of practices to ensure success in implementing e learning. This book has 12 chapters that explore the leadership theories and approaches that influence administrative practices in ODeL institutions as well as student support within library and information services, the complexities of student affairs, the inclusion of students with special needs, the contemporary issues of innovation and industrialisation and effective marketing techniques for the survival and growth of tertiary institutions. It is hoped that the recipients of this book can acquire the theoretical and practical knowledge relevant to the successful implementation of e learning.

Implementing National Qualifications Frameworks Across Five Continents Michael Young, Stephanie Matseleng Allais, 2016-04-08 This book assesses the impact and implementation of national qualifications frameworks in sixteen different countries. It presents two major lessons for policy makers thinking of introducing a National Qualifications Framework (NQF). First that an NQF is only a way of framing existing provision; it cannot on its own lead to the acquisition of skills or knowledge. Second, as an attempt to standardize learning, something that is only to a limited extent standardizable, NQFs have disadvantages as well as advantages. The research was funded by the International Labour Organization (ILO) and the European Training Foundation (ETF) and partly as a result of the ILO ETF Report. The Editors were asked by the World Bank to help them in advising the government of India on introducing a NQF for vocational qualifications. Building on the findings of the report, the editors of this book presented an NQF implementation strategy to the Government of India on behalf of the World Bank. It laid out the

steps and stages that would be involved and took account of the earlier experiences of introducing an NQF Although this strategy was prepared specifically for the Government of India others who have read it felt it deserved wider circulation The report has therefore been included in this volume Since this research was undertaken the number countries especially developing countries implementing or introducing a NQF has continued to increase This book will be of interest to policy makers and researchers This book was originally published as a special issue of the Journal of Education and Work

Zimbabwe in Transition Timothy Murithi, Aquilina Mawadza, 2011 Zimbabwe's Transition to Democracy in the post independence era has been a very difficult one To date there have been a number of sustained efforts by various local regional and international actors to move Zimbabwe towards democracy as well as attempts to find a lasting solution to the political and economic crises that seriously affected the country's progress from the late 1990s However these attempts have been less successful mainly because Zimbabwe has complex political and economic problems with interlocking national regional and international political and economic dimensions rooted in both historical and contemporary factors and developments To understand the complexities of the challenges to Zimbabwe's transition to democracy as well as prospects for political change and democracy in the country Zimbabwe in Transition critically examines both the historical and contemporary dynamics shaping political and economic developments in the country taking into account voices from a broad spectrum of Zimbabwean society including civil society faith based communities the diaspora women community leaders the media youth and regional actors such as SADC and the AU Book jacket [From African Peer Review Mechanisms to African Queer Review Mechanisms?](#) Nhemachena, Artwell, Warikandwa, Tapiwa Victor, 2019-04-22 Tracing recent bouts of globalised Mugabephobia to Robert Mugabe's refusal to be neoimperially penetrated this book juxtaposes economic liberalisation with the mounting liberalisation of African orifices Reading land repossession and economic structural adjustment programmes together with what they call neoimperial structural adjustment of African orifices the authors argue that there has been liberalisation of African orifices in a context where Africans are ironically prevented from repossessing their material resources Juxtaposing recent bouts of Mugabephobia with discourses on homophobia the book asks why empire prefers liberalising African orifices rather than attending to African demands for restitution restoration and reparations Noting that empire opposes African sovereignty autonomy and centralisation of power while paradoxically promoting transnational corporations centralisation of power over African economies the book challenges contemporary discourses about shared sovereignty distributed governance heterarchy heteronomy and onticology Arguing that colonialists similarly denied Africans of their human essence the tome problematises queer sexualities homosexuality ecosexuality cybersexuality and humanoid robotic sexuality all of which complicate supposedly fundamental distinctions between human beings and animals and machines Provocatively questioning queer sexuality and liberalised orifices that serve to divert African attention from the more serious unfinished business of repossessing material resources the book insightfully compares Robert Gabriel Mugabe

Thomas Sankara and Julius Kambarage Nyerere who emphasised the imperatives of African autonomy ownership control and sovereignty over natural resources Observing Africans interest in repossessing ownership and control over their resources the book wonders why so much queer international attention is focused on foisting queer sexuality while downplaying more burning issues of resource repossession human dignity equality and equity craved by Africans for whom life is not confined to sexuality With insights for scholars in sociology development studies law politics African studies anthropology transformation decolonisation and decoloniality the book argues that liberal democracy is a fa ade in a world that is actually ruled through criminocracy

Policy for Open and Distance Learning H. D. Perraton, Helen Lentell, 2004 This book considers the questions that planners and policy makers in open and distance learning need to address at any level of education

Handbook of Trends and Innovations Concerning Library and Information Science Barbara Jane Holland, 2025-06-02 The field of library and information science LIS is constantly evolving and adapting to the changing needs and expectations of users society and technology This book provides trends and innovations that are emerging in library and information science with a multidisciplinary approach

International Guidelines on Open and Distance Teacher Education D. Bhaskara Rao, 2004 Contents What is Wrong with Teacher Education Is Distance Education Relevant What Has It Been Used for How is It Planned And Managed What Technologies Can We Use How Can You Fund It How Do Teachers Learn Practical Skills How Can We Assess It

Teaching Psychology around the World Victor Karandashev, Sherri McCarthy, Michael Stevens, 2009-05-05 This book brings together current information on the teaching and practice of psychology collected by experts in the field from throughout the world It is highly recommended by prominent U S psychologists Dr Ann O Roark President of the International Council of Psychologists ICP Dr Wilbert McKeachie and Dr Phillip Zimbardo former President of the American Psychological Association APA and well known international textbook author Here are what other leaders in the discipline say about the book

Handbook of Research on Humanizing the Distance Learning Experience Northcote, Maria, Gosselin, Kevin P., 2016-11-08 Distance learning is becoming increasingly prevalent in educational settings around the world as it provides more flexibility and access to classes for students and educators alike While online classrooms are proving to be popular there is a significant gap in the personalization and humanization of these courses The Handbook of Research on Humanizing the Distance Learning Experience features empirical research on promoting the personalization of online learning courses through presence emotionality and interactivity within digital classrooms Highlighting best practices and evaluating student perceptions on distance learning this handbook will appeal to researchers educators course designers professionals and administrators

A critical engagement with theological education in Africa Johannes J. Knoetze, Alfred R. Brunsdon, 2022-02-07 The higher education landscape has arguably become one of the most arduous to traverse More so in the African context where a host of variables continuously challenge educators to reflect critically on their philosophies and practices as they engage an ever changing audience In this book a critical engagement with theological education in Africa is

offered As the book originates from South Africa it is presented as a South African perspective although contributors are situated across the African continent and abroad The common denominator is that all contributors are in some way or another invested in theological education in Africa The main contribution of this collaborative work is to be sought in the insights it offers on four main areas of theological education A historical and current orientation on theological education in Africa some paradigm shifts in theological education in Africa ministerial formation needs versus theological education challenges and a critical reflection on elective models and methods The book presents the original and innovative research of scholars for fellow scholars involved in theological higher education as it is grounded in the respective fields of interest of each contributor It contributes to a better understanding of the complex African theological higher education landscape that is also mindful of post COVID 19 realities Methodologically the work draws on a combination of methods including literature studies empirical work and in some cases sectional offerings from doctoral studies as indicated in the various chapters

Distance Education for Teacher Training Hilary Perraton, 2002-03-11 Distance education combining the use of correspondence texts broadcasting and limited opportunities for face to face study has been used in at least a hundred teacher training programmes over the last 25 years Distance Education for Teacher Training is the first comparative review of the use of distance education and open learning for the training and upgrading of teachers The book contains case studies using a broadly common format both to describe and analyse distance teacher training programmes in eleven countries across five continents The case studies describe the methods used to examine how far the craft of teaching can be studied at a distance Using a standardised microeconomic framework they provide unique data on the comparative costs of training teachers by distance and conventional methods The authors then draw general conclusions about the advantages and drawbacks of using distance education or open learning about the conditions for success and about comparative effects and costs Distance Education for Teacher Training will be of value to all concerned with teacher education whether in developing or industrialised countries and to those working in and planning for distance education and open learning

Inclusion as Social Justice ,2020-07-13 Inclusion as Social Justice Theory and Practice in African Higher Education discusses the extent to which education enables equitable social access for diverse student populations in the context of historical sidelining of indigenous knowledge systems and epistemic injustice of colonial epistemologies in Africa The goal is to theoretically unpack the social differentials and micro inequities that practically disempower diverse students in African higher education To this end the book features aspects of diversity such as gender rurality refugee status and disability in general with hearing and visual impairment as prime illustrations It is argued that despite the ethically defensible and socially just policy and structural interventions for transforming higher education meant to redress the legacy of colonial injustices urban universities present epistemological equity challenges for students from rural communities Similarly the opaque fate of students displaced from their home countries and currently studying in universities in host countries is analyzed The book

illustrates the access case for gender and disability in higher education using empirical studies and examples from Tanzania Kenya Ethiopia Zimbabwe and South Africa Challenges facing students in higher education in these countries and the strategies the students devise to succeed in the institutions are analyzed

Morgan Richard Tsvangirai's Legacy Ngonidzashe Marongwe, 2022-03-11 Morgan Richard Tsvangirai is arguably the most polarising figure and advocate of democracy and human rights in the history of opposition politics in Zimbabwe He is as much a topic of debate in Zimbabwe and beyond as the late president Robert Gabriel Mugabe Tsvangirai's legacy like Mugabe's remains indisputably controversial and conflicted Broadly the divided opinion on the Tsvangirai legacy can be represented firstly by those who argue that Tsvangirai was the champion of democracy and the face of the struggle for human rights in Zimbabwe In this light Tsvangirai has been variously described as a selfless people's hero a colossus of the struggle for democracy the commander of the struggle a symbol of courage and resistance and the doyen of constitutionalism in Zimbabwe On the other hand critics have described Tsvangirai as a sell out a Judas Iscariot traitor and coward among other nefarious and pejorative characterisations Drawing on all these opinions and the various characterisations of Tsvangirai this book provides a comprehensive and multi disciplinary appraisal of a gigantic trade unionist and political figure who in his life and in death inspires different narratives emotions and values This book is therefore about a mortal but living figure who left an indelible mark on Zimbabwe Africa and the rest of the world in fields such as trade unionism governance and politics As such the book is handy for students and practitioners in African studies political science policy studies economics history global studies and development studies

Distance Education for Teacher Training H. D. Perraton, 1993 First published in 2002 Routledge is an imprint of Taylor Francis an informa company

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