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The search for answers to the issue of global sustainability has become increasingly urgent. In the context of higher education, many universities and academics are seeking new insights that can shift our dependence on ways of living that rely on the exploitation of so many and the degradation of so much of our planet. This is the vision that drives SANORD and many of the researchers and institutions within its network. Although much of the research is on a relatively small scale, the vision is steadily gaining momentum, forging dynamic collaborations and pathways to new knowledge. The contributors to this book cover a variety of subject areas and offer fresh insights about chronically under-researched parts of the world. Others document and critically reflect on innovative approaches to cross-continental teaching and research collaborations. This book will be of interest to anyone involved in the transformation of higher education or the practicalities of cross-continental and cross-disciplinary academic collaboration. The Southern African-Nordic Centre (SANORD) is a network of higher education institutions from Denmark, Finland, Iceland, Norway, Sweden, Botswana, Namibia, Malawi, South Africa, Zambia and Zimbabwe. Universities in the southern African and Nordic regions that are not yet members are encouraged to join. This book reconstructs the idea and practice of education. Rather than conceiving of education as a process we undergo in which our minds are shaped by a social vision, Oren Ergas turns this notion of education on its head, arguing instead that we ourselves construct education. The multitude of problems with formal education and schooling, such as violence, inequality, and low achievements, are then seen as reflections of problems of the mind, meaning that close study of the mind is necessary if these problems are to be successfully tackled. Through philosophy, neuroscience and psychology, this book proposes a new perspective on 'educational' theory, practice and research. It will be of great interest to students and teachers, scholars of education, and educational policy-makers. Various forms of academic co-operation criss-cross the modern university system in a bewildering number of ways, from the open exchange of ideas and knowledge, to the sharing of research results, and frank discussions about research challenges. Embedded in these scholarly networks is the question of whether a 'global template' for the management of both higher education and national research organisations is necessary, and if so, must institutions slavishly follow the high-flown language of the global 'knowledge society' or risk falling behind in the ubiquitous university ranking system? Or are there alternatives that can achieve a better, 'more ethically inclined, world? Basing their observations on their own experiences, an interesting mix of seasoned scholars and new voices from southern Africa and the Nordic region offer critical perspectives on issues of inter- and cross-regional academic co-operation. Several of the chapters also touch on the evolution of the higher education sector in the two regions. An absorbing and intelligent study, this book will be invaluable for anyone interested in the strategies scholars are using to adapt to the interconnectedness of the modern

world. It offers fresh insights into how academics are attempting to protect the spaces in which they can freely and openly debate the challenges they face, while aiming to transform higher education, and foster scholarly collaboration. The Southern African-Nordic Centre (SANORD) is a partnership of higher education institutions from Denmark, Finland, Iceland, Norway, Sweden, Botswana, Namibia, Malawi, South Africa, Zambia and Zimbabwe. SANORD's primary aim is to promote multilateral research co-operation on matters of importance to the development of both regions. Our activities are based on the values of democracy, equity, and mutually beneficial academic engagement. Since the 1990s, internationalisation has become key for institutions wishing to secure funding for higher education and research. For the academic community, this strategic shift has had many consequences. Priorities have changed and been influenced by new ways of thinking about universities, and of measuring their impact in relation to each other and to their social goals. Debates are ongoing and hotly contested. In this collection, a mix of renowned academics and newer voices reflect on some of the realities of international research partnerships. They both question and highlight the agency of academics, donors and research institutions in the geopolitics of knowledge and power. The contributors offer fresh insights on institutional transformation, the setting of research agendas, and access to research funding, while highlighting the dilemmas researchers face when their institutions are vulnerable to state and donor influence. Offering a range of perspectives on why academics should collaborate and what for, this book will be useful to anyone interested in how scholars are adapting to the realities of international networking and how research institutions are finding innovative ways to make North-South partnerships and collaborations increasingly fair, sustainable and mutually beneficial. Challenges to practicum! The authors have explored professional practice knowledge and the ways practicum is dealt with in teacher education. They report from Research and Development projects based on collaboration between universities and school communities. Empirical studies have been carried out in Australia, Canada, China, Denmark, Finland, Norway and Sweden. Communication about practicum is reframed. Preservice teachers' experiences during practicum serve as a point of departure for improving teacher education. The book is a must for everyone committed to quality in initial teacher education, including preservice teachers, school leaders and local supervisors. "This volume explores new and different ways to think about the construction and evaluation of the practicum that students encounter. Contributors ask the reader to consider the assumptions that the practicum is based on, question these assumptions and strive to find new and better ways to contribute to the autonomy, professionalism, and moral development of emerging teachers. The focus is clearly on creating conversational and learning spaces for students that encourage them to think explicitly about theory and its application to practice and vice versa. The book not only challenges our thinking but also provides rich examples of research and evaluation in this area, which help us to hear the voices of those involved in the practicum in fresh and insightful ways." Reflections by Roslin Brennan Kemmis, Head of the School of Education, Charles Sturt University, Wagga Wagga, Australia In recent years, India has made impressive strides in increasing literacy rates and in enabling access to education. The country now seems well set to provide universal and good quality basic education. Yet, behind this otherwise rosy picture lie serious concerns relating primarily to gender and equity. /-/-This volume provides an insightful understanding of the ground realities of primary education programmes, particularly those run by the District Primary Education Programme (DPEP). Combining secondary research with field studies conducted in six states, the contributors explore gender and social equity issues in primary education. They conclude that there is a subtle but nevertheless discernible 'hierarchy of access' to education, which has resulted in new forms of segregation in primary schools. The critical success of online instructors is their ability to engage students in the learning process. With this expertise, the online experience is extremely effective. The goal of this book is to help faculty understand the processes of teaching online and learning to be student-centered, which are the first steps toward becoming a successful online instructor. Specific topics include: an introduction to online instruction, putting it together with an overview of basic ideas, understanding course delivery including synchronous, asynchronous and hybrid instruction, integrating online and finding yourself through technology, creating participation and social presence, developing collaborative learning and the key to online success, tips for preparation and starting the course, instructor communication, developing critical thinking, and understanding the online instructor workload. An online instructor is required to read

everything, respond individually to students such as using an introductory discussion board, respond to groups of two or three that have posted information, and respond to the whole class if there are points that students should know. There are many approaches instructors must use during the online teaching experience, such as being open to differences, staying organized, practicing discipline, distinguishing between work and personal life, and being flexible. Teaching online can be time-consuming, but will be more efficient with the use of the workload strategies and the hands-on approach the authors have provided. This book will be a valuable resource for instructors who are planning a gradual transition from face-to-face or traditional teaching to the online environment. A crucial issue in the era of globalisation and internationalization, is whether the relationship between investment and finance is beneficial to growth and development. Received wisdom is that Research and Development is essential not only for maintaining productivity, but also for competing in the marketplace. Similar questions have been raised about education and its rate of 'social return; is education necessary for improving the skill of the workforce, or does it serve primarily to facilitate the adoption of these new technologies? This book brings together a case of leading international scholars to analyze the importance of education, research and human capital and the impact of financial systems on growth and development. Business education and business research has often been criticized by the business community, which claims that much of it is mainly directed at the establishment of teachers and researchers themselves, instead of distributing their knowledge to the business community. It may seem that many universities and other research institutions have turned into mere 'knowledge manufacturers', where the emphasis is more on the output volume than on quality of relevance, with little or no consideration for the end users. As universities and corporations attempt to prepare management to be alert to future changes, improved and even brand new teaching methodologies are required. The main focus of the present volume is on the distribution and selection of new knowledge. How can business educators deliver new knowledge to students and the business community more rapidly than before? How should we define the core business curriculum when new knowledge becomes old knowledge? The Routledge Companion to Drama in Education is a comprehensive reference guide to this unique performance discipline, focusing on its process-oriented theatrical techniques, engagement of a broad spectrum of learners, its historical roots as a field of inquiry and its transdisciplinary pedagogical practices. The book approaches drama in education (DE) from a wide range of perspectives, from leading scholars to teaching artists and school educators who specialise in DE teaching. It presents the central disciplinary conversations around key issues, including best practice in DE, aesthetics and artistry in teaching, the histories of DE, ideologies in drama and education, and concerns around access, inclusivity and justice. Including reflections, lesson plans, programme designs, case studies and provocations from scholars, educators and community arts workers, this is the most robust and comprehensive resource for those interested in DE's past, present and future. 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.

The university in Europe – as a central institution of society – is presently met with many new expectations challenging established practices and self-understandings of academics across Europe. In the European Union, the higher education and research system has become a foremost tool of change. Current reforms across national higher education systems are seen as a potential for creating a European Higher Education Area, as well as an opportunity to introduce EU policies and ideas addressing how reforms can contribute to promote this as an EU dimension. An argument that only reforms of the higher education institution – in particular the research university, as a European institution – can make Europe regain its competitive force and economic growth-potential has gained currency in the last decade with reference to the US. The university system of the US, particularly its highly regarded elite universities, is also held forth as a model for the developments in the EU, and thus for the reforms of the different countries of EU. In this book, however, it is demonstrated that much of the political rhetoric about the construction of the future knowledge economy of Europe and the promotion of a European Higher Education Area may contradict basic values that give Europe its identity as a cultural region. Promoting the US university as an ideal model does not do justice to the kind of problems the US is facing in their own reform efforts, nor does it reflect properly the social costs of copying such an elite system. The book raises a number of issues relating to elitism and democracy, internationalisation and regionalisation, and new forms of governance in higher education and research which current EU policies seem to neglect. This report examines the distribution of science and mathematics learning opportunities in the nation's elementary and secondary schools. Democracy and the Discourse on Relevance Within the Academic Profession at Makerere University is set against the backdrop of the spread of neoliberal ideas and reforms since the 1980s. While accepting that these ideas are rooted in a longer history, the authors reveal how neoliberalism has transformed the university sector and the academic profession. In particular, they focus on how understandings of what knowledge is relevant, and how this is decided, have changed. Taken as a whole, reforms have sought to reorient universities and academics towards economic development in various ways. Shifts in how institutions and academics achieve recognition and status, combined with the flow of public funds away from the universities and the increasing privatisation of educational services, are steadily downgrading the value of public higher education. As research universities adopt user- and market-oriented operating models, and prioritise the demands of the corporate sector in their research agendas, the sale of intellectual property is increasingly becoming a primary criterion for determining the relevance of academic knowledge. All these changes have largely succeeded in transforming the discourse around the role of the academic profession in society. In this context, Makerere University in Uganda has been lauded as having successfully achieved transformation. However, far from highlighting the allegedly positive outcomes of this reform, this book provides worrying insights into the dissolution of Uganda's academic culture. Drawing on interviews with over ninety academics at Makerere University, from deans to doctoral students, the authors provide first-hand accounts of the pressures and problems the reforms have created. Disempowered, overworked and under-resourced, many academics are forced to take on consultancy work to make ends meet. The evidence presented here stands in stark contrast to the successes claimed by the university. However, as the authors also show, local resistance to the neoliberal model is rising, as academics begin to collaborate to regain control over what knowledge is considered relevant, and wrestle with deepening democracy. The authors' careful exposé of how neoliberalism devalues academic knowledge, and the urgency of countering this trend, makes Democracy and the Discourse on Relevance Within the Academic Profession at Makerere University highly relevant for anyone working in higher education or involved in shaping policy for this sector. 1st-72nd include the annual report of the Secretary of the Board.

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