

## Unisa Early Childhood Development Question Papers

*The face of education is constantly being transformed due to rapid changes in technology. It is imperative that leadership trends and techniques be evaluated in the educational field, particularly in reference to alternative learning programs. Administrative Leadership in Open and Distance Learning Programs is a pivotal scholarly resource that discusses emerging issues surrounding the administration of non-traditional education practices. Highlighting relevant topics that include policy development, quality assurance, accreditation, and assessment systems, this publication is an ideal reference source for educators, academicians, graduate students, and researchers that are interested in the progression of open and distance education.*

*Shortly after the giant bronze statue of Cecil John Rhodes came down at the University of Cape Town, student protestors called for the decolonisation of universities. It was a word hardly heard in South Africa's struggle lexicon and many asked: What exactly is decolonisation? This edited volume brings together the best minds in curriculum theory to address this important question. In the process, several critical questions are raised: Is decolonisation simply a slogan for addressing concerns on campuses and in society? What is the colonial legacy with respect to curriculum and can it be undone? How is the project of curriculum decolonisation similar to or different from the quest for postcolonial knowledge, indigenous knowledge or a critical theory of knowledge? What does decolonisation mean in a digital age where relationships between knowledge and power are shifting? The book combines strong conceptual analyses with novel case studies of attempts to 'do decolonisation' in settings as diverse as South Africa, Uganda, Tanzania and Mauritius. Such a comparative perspective enables reasonable judgements to be made about the prospects for institutional take-up within the curriculum of century-old universities.*

*This contributed volume reviews the lessons that may be learned from trying to integrate distance learning strategies with face-to-face teaching methods. It contains practical examples from education, commerce and industry.*

*In 2013 and in 2014 respectively, the South African Association of Political Studies (SAAFS) and Politikon (the South African Journal of Political Studies) celebrate their 40th anniversary. Also, in April 2014 South Africa celebrates twenty years since the advent of the post-Apartheid democracy, and the birth of the 'rainbow nation'. This book provides a timely account of the birth and evolution of South African politics over the past four decades, but also of the study of Political Science and International Relations in this country. Fourteen political scientists contribute chapters to this volume, situating the study of politics within its global context and recounting the development of politics as a field of study at South African universities. The fourteen contributions evaluate the state of the discipline(s) and suggest conclusions that are surprising and in many instances unsettling, not only with regards to what and how politics is taught, but also how its study has variously gained and lost pertinence for South Africans' understanding of their own polity as well as its place in the world. The implications are uncomfortable, and pose interesting challenges for South African scholarship, pedagogy and national self-reflection. This book was published as a special issue of Politikon.*

*International Perspectives and Approaches*

*Sustainable Development Goals for Society Vol. 1*

*Higher Education and Sustainability*

*Utilisation of South African Research on Higher Education*

*Handbook of Theological Education in World Christianity*

*Belonging and Sensing in a Vanishing World*

*Practising Education, Training and Development in South African Organisations*

*This volume brings together both theoretical and case study based contributions to the implementation of the Sustainable Development Goals (SDGs) in Institutions of Higher Education (IHE), presenting an impactful combination of authors from both developing and developed countries. While most current publications addressing the SDGs and education focus on sustainable development in general and specific topics such as climate change or energy, this book attempts to accelerate the localisation of the SDGs by presenting opportunities and innovations offered in various universities and campuses regarding SDGs localisation. The book seeks to provide an important contribution to the global dialogue on IHE and the SDGs, and will be of interest to academics and researchers engaged in the SDGs and education, as well as government agencies and other interested stakeholders. The book focuses on curriculum and learning matters, research and development as well as community engagement. Case studies detail the integration of SDGs in academic and professional development, new approaches to implementing sustainability science instruction, improvements in teaching practices to enhance teacher competence, and responsible management education. Additional focus is placed on the alignment of the SDGs in higher education with the other goals, emphasising technological innovation for improved human health and environmental management, and climate change policies and action plans. Interdisciplinary solutions for pressing environmental problems are also provided, making sure that no one is left behind in realising these global development goals.*

*When online learning began more than two decades ago, many universities envisioned the creation of international student markets, but this has only recently become a reality. The emergence of a global economy, advances in technology, increased market competition, reduced funding, and the growing desire for degrees from internationally recognized universities have created opportunities that promote transnational degrees.Transnational Distance Learning and Building New Markets for Universities presents the opportunities, methods, issues, and risks involved in extending university education across national borders. It is important to understand cultural, financial, and legal issues, as well as management approaches, academic delivery options, and business considerations needed to create quality programs that are marketable and cost effective in reaching emerging international markets. The purpose of the book is to review how to reach emerging international markets, increase access to education, and do so at a profit.*

*Inclusive Leadership in Higher Education examines leadership efforts that move beyond simple diversity programs in the journey towards the institutional transformation necessary to create inclusive educational environments. Chapter contributors from higher education institutions across the globe share how leadership is developed and implemented at all levels to create more inclusive organizational cultures. Diverse chapters address the forces and factors associated with organizational change while examining leadership theory, policy, and practices. This important volume provides a comparative perspective, highlighting common themes across a range of institutional and cultural contexts to help leaders promote an organizational mind-set and culture of inclusion and inclusiveness.*

*Factors of quality education to students relies heavily on the actions of an institution's administrative staff. Effective leadership strategies allow for the continued progress of modern educational initiatives. It is crucial to investigate how effective administrators lead their organizations in challenging and difficult times and promote the accomplishments of their organization. Research Anthology on Preparing School Administrators to Lead Quality Education Programs is a vital reference source that offers theoretical and pedagogical research concerning the management of educational systems on both the national and international scale. It also explores academic administration as well as administrative effectiveness in achieving organizational goals. Highlighting a range of topics such as strategic planning, human resources, and school culture, this multi-volume book is ideally designed for educators, administrators, principals, superintendents, board members, researchers, academicians, policymakers, and students.*

*Language Policy in Higher Education*

*Decolonisation in Universities*

*Selected topics of global relevance*

*ECTW2009*

*Theological Perspectives, Ecumenical Trends, Regional Surveys*

*Higher Education Perspectives*

*The Story of the South Africa Norway Tertiary Education Development Programme*

*Novel trends and innovations have enhanced contemporary educational environments. When applied properly, these computing advances can create enriched learning opportunities for students. Mobile Technologies and Augmented Reality in Open Education is a pivotal reference source for the latest academic research on the integration of interactive technology and mobile applications in online and distance learning environments. Highlighting scholarly perspectives across numerous topics such as wearable technology, instructional design, and flipped learning, this book is ideal for educators, professionals, practitioners, academics, and graduate students interested in the role of augmented reality in modern educational contexts.*

*Education has become the number one demanded commodity for social and economic transformation for both developing and developed economies. Thus the number of persons going and returning to school has become too big to be handled by existing brick and mortar learning institutions. Besides, the majority of lifelong learners do not have the time to become full-time students. Distance education is becoming the solution to the aforementioned challenges. It has been defined as the mode of study where the learner is separated in time and space from the institution and tutors providing the tuition.*

*In today's global knowledge economy, competition for the best and brightest workers has intensified. Highly skilled workers are an asset to companies, knowledge institutions, cities, and regions as they contribute to knowledge creation, innovation, and economic growth and development. Skilled migrants cross, and many times straddle, international borders to pursue professional opportunities. These spatial relocations provide opportunities and challenges for migrants and the cities and regions they inhabit. How have international skilled migratory flows been formed, sustained, and transformed over multiple spaces and scales? How have these processes affected cities and regions? And how have multiple stakeholders responded to these processes? The contributors to this book bring together perspectives from economic, social, urban, and population geography in order to address these questions from a myriad of angles. Empirical case studies from different regions illuminate the multiscaled processes of international skilled migration. In particular, the contributions rethink skilled migration theories and provide insights into: the experiences of highly skilled labor migrants and international students; issues related to transnational activities and return migration; and policy implications for both immigrant source and destination countries. It also charts a future research agenda for international skilled migration research. Rethinking International Skilled Migration provides a comparative perspective on the experiences of skilled migrants across the local, regional, national, and/or global scale, paying particular attention to spatial and place-based dimensions of international skilled migration. It will be of interest to scholars and professionals in international migration, regional and national development policymakers, international businesses, and NGOs.*

*This title is part of UC Press's Voices Revived program, which commemorates University of California Press's mission to seek out and cultivate the brightest minds and give them voice, reach, and impact. Drawing on a backlist dating to 1893, Voices Revived makes high-quality, peer-reviewed scholarship accessible once again using print-on-demand technology. This title was originally published in 1982.*

*ICEL2016-Proceedings of the 11th International Conference on e-Learning*

*Internationalisation and the Student Voice*

*Mobile Technologies and Augmented Reality in Open Education*

*The Last Forty Years*

*Transnational Distance Learning and Building New Markets for Universities*

*Administrative Leadership in Open and Distance Learning Programs*

*Distance education is arguably one of the major developments in education during the 20th Century. This title explores the array of distance education theories and practices as they have been shaped by the late-20th Century and then positions these in terms of the contemporary circumstances of the 21st Century.*

*These proceedings represent the work of researchers participating in the 10th International Conference on e-Learning (ICEL 2015) which is being hosted this year by the College of the Bahamas, Nassau on the 25-26 June 2015. ICEL is a recognised event on the International research conferences calendar and provides a valuable platform for individuals to present their research findings, display their work in progress and discuss conceptual advances in the area of e-Learning. It provides an opportunity for researchers to share their experiences of using the varied and expanding range of e-Learning available to them. With an initial submission of 91 abstracts, after the double blind, peer review process there are 41 academic Research papers and 2 PhD papers. Research papers published in these Conference Proceedings. These papers come from some many different countries including: Australia, Belgium, Brazil, Canada, China, Germany, Hong Kong, Malaysia, Portugal, Republic of Macedonia, Romania, South Africa, Spain, Sweden, Switzerland, Taiwan, Thailand, Turkey, United Kingdom, United States of America, Vietnam, and Zimbabwe. The selection of the best papers – those agreed by a panel of reviewers and the editor will be published in a conference edition of EJEL (the Electronic Journal of e-Learning www.ejel.com). These will be chosen for their quality of writing and relevance to the Journal's objective of publishing papers that offer new insights or practical help into the application of e-Learning.*

*The publication provides the first comprehensive text that reflects on a century of the development of geography as an academic discipline at South African universities. The book showcases a broad and textured review of South Africa's geography departments, their staff members, their times, and the different Geographies they engaged in. The book lays thefoundation from which more expansive individual departmental histories can be written in the future.*

*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 of action research and action learning, this book provides a comprehensive overview of the field. It is an essential reference source for researchers, practitioners, and students alike. This book is an essential reference source for researchers, practitioners, and students alike. This book is an essential reference source for researchers, practitioners, and students alike.*

*Interim Policy for Early Childhood Development*

*Distance Education*

*Communication Research*

*Relational and Critical Perspectives on Education for Sustainable Development*

*ICEL2015-10th International Conference on e-Learning*

*Research Anthology on Preparing School Administrators to Lead Quality Education Programs*

*Sustainable Development Goals and Institutions of Higher Education*

*Twenty-twenty hindsight means perfect understanding of events only after they have happened. In his book, Mosiuoa Sekese looks back on his life in the old and new South Africa and gives his own perceptive interpretation of the past events. Sekese suffered discrimination and prejudice under the old apartheid government as well as the new, democratic regime. His story is highly personal, but provides the reader with unique insights into the social and educational challenges that South Africa continues to grapple with. I had a quick read and I find the content heart-breaking but fascinating. Especially as a white South African you are drawing me into a world that I always knew existed, but which few people have the guts and conviction to paint into words. Louise Heystek-Emerton: CEO Wordwise/Khuluma Awethu*

*The Handbook of Theological Education in World Christianity is the first attempt to map and analyze developments in theological education on a global scale. This volume, with contributions from 98 leaders in theological education from around the world, provides a comprehensive introduction to the major themes and contexts in the international discourse on theological education, surveys of the issues and challenges faced in different regions, and introductory essays on the developments in the major denominational families in World Christianity. The editors are Dietrich Werner, World Council of Churches, Geneva; David Esterline, McCormick Theological Seminary, Chicago; Namsoon Kang, Brite Divinity School, Fort Worth; and Joshua Raja, Queen's Foundation, Birmingham.*

*In today's increasingly inter-connected, knowledge-based world, language policy in higher education is rapidly becoming a crucial area for all societies aiming to play a part in the global economy. The challenge is double faced: how can universities retain their crucial role of creating the intellectual elites who are indispensable for the running of national affairs and, at the same time, prepare their best-educated citizens for competition in a global market? To what extent is English really pushing other languages out of the academic environment? Drawing on the experience of several medium-sized language communities, this volume provides the reader with some important insights into how language policies can be successfully implemented. The different sociolinguistic contexts under scrutiny offer an invaluable comparative standpoint to understand what position can - or could - be occupied by each language at the level of higher education.*

*This title presents the management of Early Childhood Development (ECD) centres for children from birth to nine years old.*

*Opportunities and Challenges for Achieving Sustainable Development Goals*

*New Directions for Community Colleges, Number 177*

*Reflecting Society in Higher Education*

*Techniques, Methods and Applications*

*Global Development of the Community College Model*

*ICEL2013-Proceedings of the 8th International Conference on e-Learning*

*The Case of Medium-Sized Languages*

*Written by 43 authors from Africa, Europe and Latin America, this book presents 19 topics addressing poverty in the context of Sustainable Development Goals (SDGs), leadership in implementing SDGs, and SDGs in service delivery and local government. As the world has gone past five years of implementing the 2030 Agenda for Sustainable Development and the intertwined 17 SDGs, new opportunities in research continue to open up. Hence, documenting some of the initiatives put in place around the world regarding the implementation of the SDGs is one of the aims of this publication. With 10 years remaining, the book further enhances the desire to speed up SDGs implementation. The selection of case studies from the selected regions also provides a balance in terms of how the SDGs are being rolled out for economic growth, environmental stewardship and social protection. The ambition remains even with the challenge brought by the COVID-19 pandemic that preoccupied the whole of 2020, spilling over to 2021. There is no doubt that resources have been diverted, but the world must stay on the course to 2030 and beyond. Therefore, the book is relevant for several stakeholders including the academics, development partners, government officials and other individuals that are involved in making sure no one is left behind in the lead to 2030.*

*An in-depth look at the changing sociolinguistic dynamics that have influenced South African society. To date, there has been no published textbook which takes into account changing sociolinguistic dynamics that have influenced South African society. Multilingualism and Intercultural Communication breaks new ground in this arena. The scope of this book ranges from macro-sociolinguistic questions pertaining to language policies and their implementation (or non-implementation) to micro-sociolinguistic observations of actual language-use in verbal interaction, mainly in multilingual contexts of Higher Education (HE). There is a gradual move for the study of language and culture to be taught in the context of (professional) disciplines in which they would be used, for example, Journalism and African languages, etc. The book caters for this growing market. Because of its multilingual nature, it caters to English and Afrikaans language speakers, as well as the Sotho and Nguni language groups – the largest languages in South Africa [and also increasingly used in the context of South African Higher Education]. It brings together various inter-linked disciplines such as Sociolinguistics and Applied Language Studies, Media Studies and Journalism, History and Education, Social and Natural Sciences, Law, Human Language Technology, Music, Intercultural Communication and Literary Studies. The unique cross-cutting disciplinary features of the book will make it a must-have for twenty-first century South African students and scholars and those interested in applied language issues.*

*Driving Change tells a story that exemplifies a basic law of physics, known to all - the application of a relatively small lever can shift weight, create movement and initiate change far in excess of its own size. It tells a story about a particular instance of development cooperation, relatively modest in scope and aim that has nonetheless achieved remarkable things and has been held up as an exemplar of its kind. It does not tell a story of flawless execution and perfectly achieved outcomes: it is instead a narrative that gives some insight into the structural and organisational arrangements, the institutional and individual commitments, and above all, the work, intelligence and passion of its participants, which made the SANTEd Programme a noteworthy success.*

*The book provides descriptions of experiences from research and educational sustainability projects and the role HEIs can play together with contributions presenting a variety of initiatives showing how SDGs are being implemented. The book promotes the theoretical and practical understanding on this thematic and disseminates knowledge and international research and cooperation. Contributions cover the role of SDGs in advancing implementation of sustainable development, sustainability in higher education, the role of universities in sustainable development, new paths towards sustainable development and e-learning contributions. Features Focuses on theoretical and practical understanding on Sustainability, Higher Education and SDGs to disseminate knowledge and promote research and cooperation Includes lessons learned from sustainability research and educational challenges presenting case studies, technological developments, outputs of research and studies, best practices and examples of successful projects Discusses relevant and international perspectives on sustainability, higher education and SGD Presents local and international contributions on a variety of initiatives showing how SDGs are being implemented*

*ICEL2016*

*Open and Distance Learning*

*Memoirs of the Old and New South Africa*

*Rethinking International Skilled Migration*

*Multilingual Universities in South Africa*

*The Origin and Growth of Geography as a discipline at South Africa Universities*

*Cross-Disciplinary Approaches to Action Research and Action Learning*

*This volume provides educators with a global understanding of the successes and challenges associated with facilitating inclusive campuses in higher education amidst the growing diversity of students by providing evidence-based strategies and ideas for implementing equity and inclusion at higher education institutions around the world.*

*This groundbreaking volume seeks to take the first steps in analyzing the impact of internationalization initiatives from student perspectives. As programs are increasingly delivered overseas and we seek to offer domestic students an international experience, how do we know what works for students and what does not? Encompassing the fast-growing global imperative is a significant challenge for higher education and this collection identifies opportunities for enrichment of the curriculum and learning experiences for students. The book provides essential reading for anyone engaged in internationalization and wishing to learn more about the impact on students of a range of initiatives in order to apply the lessons in their own contexts. Chapters include student responses to the following learning contexts: "traditional" international contexts, where students study outside their home country for shorter or longer periods; "trans-national" programs where students study at home or in another country; domestic students studying in their home country, with staff seeking to internationalize the curriculum; students having transformational international experiences in other countries through service learning/volunteering, or study abroad*

*As schools continue to explore the transition from traditional education to teaching and learning online, new instructional design frameworks are needed that can support with the development of e-learning content. The e-learning frameworks examined within this book have eight dimensions: (1) institutional, (2) pedagogical, (3) technological, (4) interface design, (5) evaluation, (6) management, (7) resource support, and (8) ethical. Each of these dimensions contains a group of core competencies and practices that are essential for the development of e-learning content. The e-learning frameworks examined within this book have eight dimensions: (1) institutional, (2) pedagogical, (3) technological, (4) interface design, (5) evaluation, (6) management, (7) resource support, and (8) ethical. Each of these dimensions contains a group of core competencies and practices that are essential for the development of e-learning content. 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