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ICEL 2017 - Proceedings of the 12th International Conference on e-Learning Laurie O. Campbell, Richard Hartshorn, 2017

ICEL2015-10th International Conference on e-Learning Dr Carlton Watson, 2015-06-12

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 important opportunity for researchers and managers to come together with peers 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 Greece Hong Kong Malaysia Portugal Republic of Macedonia Romania Slovakia South Africa Sweden United Arab Emirates UK and the USA A 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 e Learning

Transformative Curricula, Pedagogies and Epistemologies, 2021-08-04 This book presents useful insights on the regeneration of curricula and pedagogies with a particular focus on universities in South Africa and Africa in general Transformative Curricula Pedagogies and Epistemologies Teaching and Learning in Diverse Higher Education Contexts further explores the state of teaching and learning in different contexts together with the emerging challenges and responsibilities that African higher education in the twenty first century is faced with The analysis is put in light of the assumptions borrowed from the West for Western epistemologies and pedagogies are still dominant Instead the book presents a case on the need for rethinking pedagogies and epistemologies within African higher education that include African culture values ethics and indigenous knowledge The new obligations of inclusive education decolonisation transformation and academic and professional experiences are of paramount importance for contemporary higher education Valuable ideas about practices and policies in epistemological and pedagogical transformative mechanisms are discussed which can be used to inform a decolonised teaching and learning curriculum most suitable for an African higher education system Above all the book goes beyond mere narratives as it explores decolonisation strategies suitable for transforming pedagogical and epistemological practices that include the education system as a whole

[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

Transforming Teaching and Learning Experiences for Helping Professions in Higher Education, 2023-02-27 Higher education has transformed and continues to transform in this century because of decolonizing the curriculum and the COVID 19 pandemic which have added an indelible mark to the methodology of teaching and learning Learning spaces have become open to more people through privatization massification e learning platforms and internationally mobile academics allowing individuals from diverse backgrounds to enter the academic and helping professions space Educators need to reskill repurpose redesign and reimagine for a world that is rapidly evolving New ways of teaching need to consider nuances of decolonization of the curriculum deep understanding of subjects transformative ways of imparting knowledge and technology enhanced learning needs to be embraced Thus the teaching and learning spaces in developed and developing environments move beyond the classroom to prepare 21st century citizens to embrace life long

learning Furthermore the content as well as processes involved in teaching and learning must be explored thoughtfully that includes the perspectives of a more inclusive wave of educators and students Thus this book has implications for a global scholarship specifically during disruptive times in Higher Education It is hoped that the book stimulates reflections so that the reader draws inspiration to find contextual relevance that extends into the real world **Finweek** ,2006-07

Advancing Online Course Design and Pedagogy for the 21st Century Learning Environment Chatham, Daniel,2021-01-08 The current learning environment is substantially different than what existed for most of the 20th century Learners and teachers today must navigate in perpetually changing contexts where education is influenced by technological advancement and obsolescence economic barriers a changing employment landscape and even international politics Studies indicate that employers seek to hire graduates with strong skills in areas coalescing around international awareness creativity communication leadership and teamwork Skills and experiences in these areas are necessary preparation for the current economy and to pursue jobs that do not exist yet while providing some insulation against the obsolescence of industries that lack these characteristics These interpersonal skills are not often the subject of students degrees yet there are opportunities in online education to cultivate them With increased interest in new career options comes the need to reconsider how to teach subjects in the increasingly online environment **Advancing Online Course Design and Pedagogy for the 21st Century Learning Environment** is a critical reference book that navigates today s dynamic education requirements and provides examples of how online learning can foster growth in skill areas necessary for career advancement through effective course design Moreover it helps educators gain insight into online pedagogy and course design for the 21st century learner and prepares them to convert traditional courses and enhance existing online courses thereby supporting students growth and development in the highly dynamic online learning environment Focusing on specific learning activities assessments engagement communication techniques and more this book provides a valuable resource for those seeking to upgrade teaching and learning into the online environment those that seek better employment outcomes for their students and those seeking to explore contemporary online course design strategies or examples This includes teachers instructional designers curriculum developers academicians researchers and students **Open Access Implications for Sustainable Social, Political, and Economic Development** Jain, Priti,Mnjama, Nathan,Oladokun, O.,2020-09-18 Open access publishing can be used as a strategic tool to avail access to information and achieve universal literacy Open access has gained importance over the past 15 years by making knowledge available to all without any barrier of affordability or restrictions on using this knowledge to inform and develop Open access contributes to scientific research excellence disseminates research results to a wider community and promotes multi disciplinary and collaborative research Issues of sustainable development and open access are major concerns in librarianship and information management particularly as the international library and information management community is focusing on how to contribute to the Sustainable

Development Goals Open Access Implications for Sustainable Social Political and Economic Development is a pivotal reference source that provides an understanding of the concept of open access within the context of social political and economic development and deliberates the critical issues and challenges that face the implementation of open access and its impact on the global economy and sustainable development While highlighting a broad range of topics including digital scholarship open data and ethics this book is ideally designed for librarians information science professionals government officials policymakers academicians researchers and students **Acta academica** ,2009 *Bulletin of the National Library of South Africa* ,2015 *Finance Week* ,2004-10 *South African Journal of Higher Education* ,2008

Navorsingsverslag ,1991 *Research Report* University of South Africa. Bureau of Market Research,2002 *The Shopsteward* ,2003 *Ulrich's International Periodicals Directory* Carolyn Farquhar Ulrich,1999 *The Light in the Night* ,2007 **The African Book Publishing Record** ,2013 *The phone book* Telkom (Firm : South Africa),2006

Distance Students' Readiness for an Online Information Literacy Programme Legobole Boquin Rantlha,2017 This dissertation reports on a study of the self reported readiness of undergraduate first year students at a very large distance teaching institution the University of South Africa Unisa The Unisa library does not offer an online information literacy programme for distance students and has not conducted surveys on students needs and their readiness for using online information resources and an online learning management system The main research question thus was What are the information seeking behaviour and the readiness of Unisa distance students in using and accessing the library online resources Sub questions were What has been reported on information literacy and information literacy programmes for distance students with special reference to online programmes What has been reported on virtual learning environments with specific reference to distance education What are the students self rated perceptions of their information literacy skills What are the students information seeking behaviour and preferences in using online information resources What are the students self rated perceptions in using an online learning management system in a virtual learning environment The Unisa School of Accountancy served as case study All students enrolled for first year modules in the School of Accountancy including the Departments of Auditing Financial Accounting Management Accounting and Taxation were invited to participate in the survey Data collection occurred in July and August 2015 by means of a self administered semi structured online questionnaire survey In total 587 students responded resulting in 525 usefully completed questionnaires Most of the students were geographically remote from the institution and the library and its branches The study collected mostly descriptive quantitative data with limited qualitative data The quantitative data were analysed by means of a statistical package SAS JMP version 12 and the qualitative data by means of thematic analysis The questionnaire covered self reported information seeking behaviour when using the library s online resources whether students had received training on information literacy skills and if these skills were effective enough to assist them to locate and access the library s diverse

online information resources relevant to their studies It also collected data on their readiness to use an online learning management system The limitations of self reporting are acknowledged in this case it was considered appropriate to determine lack of skills Although the findings cannot be generalised to all Unisa or all distance students they can inform recommendations on the need for an online information literacy skills programme for distance students and methods to conduct similar studies of students readiness to use such a programme Respondents lacked information literacy skills that could enable them to access or use the online library resources from a distance They lacked skills in using the virtual learning environment system experienced problems in accessing the library from a distance could not use databases to access online full text articles and were often not aware of the library website and how it could be used It is recommended that the Unisa library consider developing an online information literacy programme that adheres to international standards and guidelines for information literacy and that this be informed by the needs expressed by students from diverse disciplines and study years and their self reported information seeking behaviour For distance students a programme must be available through a virtual learning environment and this must be linked to the library s website and marketing efforts

KEYWORDS
Case study Distance education Distance libraries Distance students Information literacy skills Information seeking behaviour Online information literacy programmes Online information seeking behaviour

Reviewing **It Modules Unisa 2015**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is truly astonishing. Within the pages of "**It Modules Unisa 2015**," an enthralling opus penned by a very acclaimed wordsmith, readers embark on an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve in to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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