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# Unisa Nsfas Application Form

## Second Semester 2014

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Online Collaborative Learning

The South African Law of Persons and Family Law

Degree and Diploma Certificates

Introduction to retailing

Battles of South Africa

Student Movements in Late Neoliberalism

Focus on First-year Success

Criminal Justice

Decolonising the University

The Resiliency Advantage

Green Paper on Higher Education Transformation

Assegais, Drums and Dragoons

Teaching for Growth

Creating Effective Teaching and Learning Spaces

Circular No. 5 [microform]

Social Justice and Education in the 21st Century  
The Education System in Malawi  
Discovering Computers ©2016  
Handbook of Vocational Education and Training  
Mergers and Alliances in Higher Education  
Disrupting Higher Education Curriculum  
Comparative and International Education  
Shadow Libraries  
Study Skills in Practice  
Student Politics in Africa  
Economics for South African Students  
Teaching Children about Health  
Elusive Equity  
Business and Marketing Cases  
Student Politics and Higher Education in the United States  
International Handbook of Universities  
Race for Education  
Higher Education Financing in East and Southern Africa  
Memoirs of a Born Free  
Teaching Life Orientation

African Universities in the Twenty-first Century: Knowledge and society  
PIMP THE PAIN  
Responding to the Educational Needs of Post-school Youth

*Unisa Nsfas Application  
Form Second Semester  
2014*

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**BRIANNA YARELI**

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Online Collaborative Learning African  
Minds

"Elusive Equity" chronicles South Africa's efforts to fashion a racially equitable state education system from the ashes of apartheid. Edward Fiske and Helen Ladd draw on previously unpublished data, interviews with key officials, and visits to dozens of schools to describe the changes made in school finance, teacher assignment policies, governance, curriculum, higher

education, and other areas.

The South African Law of Persons and  
Family Law Unisa Press

"Economics for South African students is a comprehensive introduction to economics in general, set against a contemporary South African background. The easy style and many practical examples make this publication extremely accessible. The book covers all the material usually prescribed for introductory courses, and it lays a solid foundation for intermediate and advanced studies in economics. The fifth edition is a restructured, thoroughly revised and updated version of the

popular fourth edition. As in the previous editions, the emphasis is on the application of economic theory. A wealth of relevant information about the South African economy is also provided. This book is also available in Afrikaans. South African workbook for economics is an additional resource that students can purchase at their local bookstore or online retailer. Please visit [www.vanschaiknet.com](http://www.vanschaiknet.com) for information on core and supplementary Economics I products."--Publisher's description.

### **Degree and Diploma Certificates** IGI Global

What motivated a small multiracial force of Cape-born soldiers whites, coloureds and Malays to put up such stiff resistance at the Battle of Blaauwberg in 1806, in spite of odds so overwhelming

that even some long-serving professional soldiers broke rank and ran? This was the intriguing question that launched author Willem Steenkamps research. It was an investigation which eventually took him back to 150 years before Jan van Riebeeck landed at the Cape in 1652, and involved examining the social as well as the military history of the Cape. What Steenkamp discovered differs from what most South Africans think about that period, and he corrects a number of serious misconceptions not only about the soldiers of 1510-1806 but about the social and political development of the Cape. For students of the Napoleonic Wars, the book provides new information about a forgotten aspect of that conflict; for the ordinary reader here is a story no-one

has ever told before in its entirety. *Assegais, Drums and Dragoons: A Military and Social History of the Cape* is a well-researched and fascinating account that now illuminates a previously lightless corner of South African military history.

*Introduction to retailing* Berrett-Koehler Publishers

"A must-read for anyone interested in enhancing a historical understanding of our present through a consideration of what it means to decolonize."-- Priyamvada Gopal, University of Cambridge In 2015, students at the University of Cape Town demanded the removal of a statue of Cecil Rhodes, the imperialist, racist business magnate, from their campus. Their battle cry, #RhodesMustFall, sparked an

international movement calling for the decolonization of universities all over the world. Today, as the movement develops beyond the picket line, how might it go on to radically transform the terms upon which universities exist? In this book, students, activists, and scholars discuss the possibilities and the pitfalls of doing decolonial work in the heart of the establishment. Subverting curricula, demanding diversity, and destroying old boundaries, this is a radical call for a new era of education. Chapters include: \*Rhodes Must Fall: Oxford and Movements for Change (Dalia Febrial) \*Race and the Neoliberal University ((John Holmwood) \*Black/Academia (Robbie Shilliam) \*The Challenge for Black Studies in the Neoliberal University (Kehinde Andrews) \*Open Initiatives for

Decolonising the Curriculum (Pat Lockley) \*Decolonising Education: A Pedagogic Intervention (Carol Azumah Dennis) \*Understanding Eurocentrism as a Structural Problem of Undone Science (William Jamal Richardson) As the book's insightful Introduction states, "Taking colonialism as a global project as a starting point, it becomes difficult to turn away from the Western university as a key site through which colonialism--and colonial knowledge in particular--is produced, consecrated, institutionalized and naturalized." Offering resources for students and academics to challenge and resist colonialism inside and outside the classroom, Decolonizing the University provides the tools for radical change in educational disciplines, pedagogies, and institutions.

*Battles of South Africa* Cengage Learning  
As the twenty-first century unfolds, African universities, and indeed universities everywhere, are undergoing unprecedented change and confronting multiple challenges brought about by the vast and complex processes of globalisation and technological change. Powerful internal and external forces - political, pecuniary and paradigmatic - are reconfiguring all aspects of university life constituted around the triple mission of teaching, research and service. The need for redefining the role and defending the importance of universities has never been greater. How are African universities trying to balance the demands of autonomy and accountability, expansion and excellence, equity and efficiency,

diversification and differentiation, internationalisation and indigenisation in the face of liberalisation and privatisation, and as they address the new challenges of knowledge production and dissemination, of Africanising global scholarship and globalising African scholarship? What innovative approaches can they adopt to facilitate the sustainable development of African economies, societies and polities? The two volumes in the Codesria Book Series address these issues. They articulate new values and missions for African universities, and define effective strategies to meet the challenges. Written by some of Africa's leading educators, Volume I examines the implications of the neo-liberal reforms and the new information technologies on

African higher education, while Volume II interrogates the changing social dynamics of knowledge production, university organisation, and public service and engagement.

Student Movements in Late Neoliberalism Houghton Mifflin College Division

Online Collaborative Learning: Theory and Practice provides a resource for researchers and practitioners in the area of online collaborative learning (also known as CSCL, computer-supported collaborative learning), particularly those working within a tertiary education environment. It includes articles of relevance to those interested in both theory and practice in this area. It attempts to answer such important current questions as: how can groups

with shared goals work collaboratively using the new technologies? What problems can be expected, and what are the benefits? In what ways does online group work differ from face-to-face group work? And what implications are there for both educators and students seeking to work in this area?

Focus on First-year Success New Africa Books

TEACHING CHILDREN ABOUT HEALTH takes a case study approach and is written especially for the elementary classroom teacher. The goal of this text is to help teachers become more knowledgeable about and comfortable with health topics, to be more reflective in their practice of teaching about health, and better equipped with activities for incorporating health

subjects into their curriculum. Each chapter considers health from a physical, social, and emotional perspective, acknowledging the mind-body connection. The authors include topics that are relevant in children's lives using a wellness/preventive health model. In addition, each chapter provides activities that can be integrated into several disciplines found in most elementary-school curricula. This text is meant to provide elementary school classroom teachers with the incentive and knowledge base they will need to include interdisciplinary lessons about the various health content areas in their daily teaching. It recognizes that since most elementary-school programs do not have separate health education experiences for students, and since



these are the primary learning years, it is the responsibility of the classroom teacher to initiate learning about health.

Criminal Justice Juta and Company Ltd

An interesting selection of battles found to be in some way pertinent, and important in the often misunderstood South African military history.

Decolonising the University Legare Street Press

The world is not an equal place. There are high- and low-income countries and high- and low-income households. For each group, there are differential educational opportunities, leading to differential educational outcomes and differential labor market opportunities. This pattern often reproduces the privileges and inequalities of groups in a society. This book explores this

differentiation in education from a social justice lens. Comparing the United States and South Africa, this book analyzes each country's developmental thinking on education, from human capital and human rights approaches, in both primary and higher education. The enclosed contributions draw from different disciplines including legal studies, sociology, psychology, computer science and public policy.

The Resiliency Advantage Springer  
Discomfort with the inappropriateness of university curricula has met with increasing calls for disruptive actions to revitalise higher education. This book, conceived to envision an alternative emancipatory curriculum, explores the historical, ideological, philosophical and theoretical domains of higher education

curricula. The authors acknowledge that universities have been and continue to be complicit in perpetuating cognitive damage through symbolic violence associated with indifference to the pernicious effects of race categorisation, gender inequalities, poverty, rising unemployment and cultural hegemony, as they continue to frame curricula, cultures and practices. The book contemplates the project of undoing cognitive damage, offering glimpses to redesign curriculum in the 21st century. The contributors, international scholars, emergent and expert researchers, include different nationalities, orientations and positionalities, constituting an interdisciplinary ensemble which collectively provides a rich commentary on higher education

curriculum as we know it and where we think it could be in the future. The edited volume is a catalytic tool for disrupting canonised rituals of practice in higher education. "It has been a while since a scholarly book, so authoritative in its claims and innovative in its concepts, threatens to shake up the curriculum field at its foundations. Rich in metaphor and meaning, the superbly written chapters challenge a field that once more became moribund as we settled (sic) far too comfortably into accepting handed-down frames and fictions about knowledge, authority, power and agency that imprint 'cognitive damage' on those forced to the margins of schools and universities. *Disrupting Higher Education Curriculum* demonstrates, however, that it is in fact from those margins of the

education enterprise that academics, teachers and learners can see more clearly how patterns of thought and action hold us back from placing and experiencing our African humanity at the centre of the curriculum.” – Jonathan Jansen, Rector and Vice Chancellor of the University of the Free State, South Africa

**Green Paper on Higher Education Transformation** African Minds

Apartheid isn't over—so Malaika Wa Azania boldly argues in *Memoirs of a Born Free*, her account of growing up black in modern-day South Africa. Malaika was born in late 1991, as the white minority government was on its way out, making her a "Born Free"—the name given to the generation born after the end of apartheid. But Malaika's experience with institutionalized racism

offers a view of South Africa that contradicts the implied racial liberation of the so-called Rainbow Nation. Recounting her upbringing in a black township racked by poverty and disease, the death of a beloved uncle at the hands of white police, and her alienation at multiracial schools, she evokes a country still held in thrall by de facto apartheid. She takes us through her anger and disillusionment with the myth of black liberation to the birth and development of her dedication to the black consciousness movement, which continues to be a guiding force in her life. A trenchant, audacious, and ultimately hopeful narrative, *Memoirs of a Born Free* introduces an important new voice in South African—and, indeed, global—activism.

Assegais, Drums and Dragoons African Books Collective

The popular DISCOVERING COMPUTERS is now revised, based on customer feedback, to reflect the evolving needs of today's Introductory Technology students. This exciting new edition maintains proven hallmarks that ensure students know what they need to be successful digital citizens in college and beyond. This edition offers the latest coverage of today's digital world with an emphasis on enterprise computing, ethics, Internet search skills, mobile computing, various operating systems, browsers and security. Critical thinking and problem-solving exercises throughout the text reinforce key skills, while end-of-chapter activities provide hands-on practice. DISCOVERING

COMPUTERS provides the content your students need, presented in a way that ensures their success. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

**Teaching for Growth** Cengage Learning

This is an engaging collection of case studies dealing with real-life businesses. Written by the business owners themselves, the stories are unique and inspiring to students, practitioners and would-be entrepreneurs. Owners, entrepreneurs and corporates (from SMMEs to larger companies) share their frustrations, successes, and challenges on starting and running successful businesses.

*Creating Effective Teaching and Learning Spaces* Butterworth-Heinemann  
Higher education in post-apartheid South Africa was always likely to attract academic interest, and yet there remains a dearth of research on creating teaching and learning spaces suitable for students from diverse backgrounds. Using examples from higher education institutions across the Southern African Developing Community (SADC) region, this volume explores the ways teaching and learning spaces are being used to advance the transformation agenda of higher education in these regions, and provides concrete recommendations for the future. The book is sure to appeal to academics from a variety of disciplines - from African, African American and ethnic studies to education and

sociology. It will be of particular interest to teacher trainers, administrators and policy-makers working in higher education, and anyone else with a stake in managing cultural diversity in education.

*Circular No. 5 [microform]* Emerald Group Publishing

The second volume of the African Higher Education Dynamics Series brings together the research of an international network of higher education scholars with interest in higher education and student politics in Africa. Most authors are early career academics who teach and conduct research in universities across the continent, and who came together for a research project and related workshops and a symposium on student representation in African higher

education governance. The book includes theoretical chapters on student organising, student activism and representation; chapters on historical and current developments in student politics in Anglophone and Francophone Africa; and in-depth case studies on student representation and activism in a cross-section of universities and countries. The book provides a unique resource for academics, university leaders and student affairs professionals as well as student leaders and policy-makers in Africa and elsewhere.

**Social Justice and Education in the 21st Century** Seven Stories Press

This volume casts light on mergers and alliances in higher education by examining developments of this type in different countries. It combines the

direct experiences of those at the heart of such transformations, university leaders and senior officials responsible for higher education policy, with expert analysts of the systems concerned. Higher education in Europe faces a series of major challenges. The economic crisis has accelerated expectations of an increased role in addressing economic and societal challenges while at the same time putting pressure on available finances. Broader trends such as shifting student demographics and expectations, globalisation and mobility and new ways of working with business have contributed to these increased pressures. In the light of these trends there have been moves, both from national or regional agencies and from

individual institutions to respond by combining resources, either through collaborative arrangements or more fundamentally through mergers between two or more universities. After an introductory chapter by the editors which establishes the context for mergers and alliances, the book falls into two main parts. Part 1 takes a national or regional perspective to give some sense of the historical context, the wider drivers and the importance of these developments in these cases. Included are both systemic accounts (for countries as France, Sweden, Romania, Russia, Wales and England), and specific cross-cutting initiatives including a major facility at Magurele in Romania and a Spanish programme for promoting international campuses of excellence.

Part 2 is built from specific cases of universities, either in mergers or alliances, with examples from different countries (such as France, UK, Romania, Spain, Germany, Denmark, Finland, Switzerland). A concluding chapter by the editors assesses these experiences and indicates the implications and future needs for understanding in this domain.

### **The Education System in Malawi**

World Bank Publications

This nine-country study of higher education financing in Africa includes three East African states (Kenya, Tanzania and Uganda), five countries in southern Africa (Botswana, Lesotho, Mozambique, Namibia and South Africa), and an Indian Ocean island state (Mauritius). Higher Education Financing in East and Southern Africa explores

trends in financing policies, paying particular attention to the nature and extent of public sector funding of higher education, the growth of private financing (including both household financing and the growth of private higher education institutions) and the changing mix of financing instruments that these countries are developing in response to public sector financial constraints. This unique collection of African-country case studies draws attention to the remaining challenges around the financing of higher education in Africa, but also identifies good practices, lessons and common themes.

**Discovering Computers ©2016**

Cambridge University Press

The Handbook, now in its 15th edition, is the only official guide to universities

throughout the world. The information is truly authoritative, based on data collected by the International Association of Universities from official information supplied by national education bodies and the institutions themselves. It is the most comprehensive reference of its kind, available with information and statistics on courses of study, fees, personnel, and so on from over 6,000 universities in over 170 countries. Listings include: -- Full address details, including e-mail and World Wide Web addresses -- Names of key personnel -- administrative and academic -- General description and history -- Special facilities -- Information on fees -- Admission requirements -- Degrees and diplomas offered -- Academic year dates -- Language



instruction -- Links with other universities -- Description of academic divisions with number of staff and students per faculty.

*Handbook of Vocational Education and Training* Pluto Press (UK)

How students get the materials they need as opportunities for higher education expand but funding shrinks. From the top down, Shadow Libraries explores the institutions that shape the provision of educational materials, from the formal sector of universities and publishers to the broadly informal ones organized by faculty, copy shops, student unions, and students themselves. It looks at the history of policy battles over access to education in the post-World War II era and at the narrower versions that have played out

in relation to research and textbooks, from library policies to book subsidies to, more recently, the several “open” publication models that have emerged in the higher education sector. From the bottom up, Shadow Libraries explores how, simply, students get the materials they need. It maps the ubiquitous practice of photocopying and what are—in many cases—the more marginal ones of buying books, visiting libraries, and downloading from unauthorized sources. It looks at the informal networks that emerge in many contexts to share materials, from face-to-face student networks to Facebook groups, and at the processes that lead to the consolidation of some of those efforts into more organized archives that circulate offline and sometimes online— the shadow

libraries of the title. If Alexandra Elbakyan's Sci-Hub is the largest of these efforts to date, the more characteristic part of her story is the prologue: the personal struggle to participate in global scientific and educational communities, and the recourse to a wide array of ad hoc strategies and networks when formal, authorized means are lacking. If Elbakyan's story has struck a chord, it is in part because it brings this contradiction in the academic project into sharp relief—universalist in principle and unequal in practice. *Shadow Libraries* is a study of that tension in the digital era. Contributors Balázs Bodó, Laura Czerniewicz, Mirosław Filiciak, Mariana Fossatti, Jorge Gemetto, Eve Gray, Evelin Heidel, Joe Karaganis,

Lawrence Liang, Pedro Mizukami, Jhessica Reia, Alek Tarkowski  
Mergers and Alliances in Higher Education Springer

This handbook brings together and promotes research on the area of vocational education and training (VET). It analyzes current and future economic and labor market trends and relates these to likely implications for vocational education and training. It questions how VET engages with the growing power of human development approaches and with the sustainable development agenda. Equity and inclusion are discussed in a range of ways by the authors and the consideration of the construction of these terms is an important element of the handbook. It further addresses both the overall notion

of system reform, at different scales, and what is known about particular technologies of systems reform across a variety of settings. Vocational learning and VET teacher/trainer education are discussed from a comparative perspective. National and comparative experiences are also shared on questions of equity and efficiency in funding in terms of those that fund and are funded, and for a range of funding methodologies. As well as reviewing existing gaps, this handbook is looking forward in identifying promising new directions in research and environment.

Areas covered: The Changing World of Work | Editors: Margarita Pavlova and Salim Akoojee Skills for Sustainable Human Development | Editor: Lesley Powell Planning and Reforming Skills Systems | Editor: Robert Palmer Private Training Markets | Editors: Michael Gessler, Larissa Freund and Susanne Peters Vocational Learning | Editors: Karen Evans and Natasha Kersh Competence and Excellence | Editor: Kirby Barrick Measuring Learning and Instructional Performance | Editor: Esther Winther Supporting Learners | Editor: Joy Papier VET Teacher/Trainer Education | Editor: Volker Wedekind