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This book is essential for academics that enter the field of higher education and training, as it focuses on preparing teachers and trainers to respond appropriately to student success challenges. Student success is a burning issue,both globally and locally. While student achievement is determined by a combination of factors, teachers and their teaching practices do matter. Higher education teachers are expected to fulfill different roles at different times, such as planning for curriculum implementation, mentorship and coaching, facilitating learning, resource development, and student assessment. Against this background the primary purpose of Empowering novice academics for student success: Wearing different hats is building the capacity of novice teachers and trainers to play an influential role in increasing student success throughout.

Despite being written mainly in the third person, this book enables the perceptive reader to study a dramatic part of South Africa's history through the experiences of the main protagonist. Because of his legal background, Daniel is able to see how an initially fair legal system is corrupted in order to serve the increasingly desperate needs of the White minority. This is a mere backdrop, however, to a love story that grows closer to tragedy as time passes because the heroine is an alcoholic. The arrival of the computer alters the career of the hero dramatically and sends him on some overseas adventures to learn more about the legal implications of the new machine. As a leader of a missionary team to Malawi, Daniel also gets to grips with people with a totally different background and a differing worldview. The book is sensitive to background and atmosphere, and the hero encapsulates some of this in a few poems that form part of the main text. Jealousy, that green-eyed monster, also rears its head occasionally and further complicates relationships.

This book disseminates original research on learning in and from practice in pre-service teacher education. Authors such as Lederman and Lederman describe the student teaching practicum (or work-integrated learning [WIL]), which is an essential component of pre-service teacher education, as the 'elephant in the room'. These authors note that 'the capstone experience in any teacher education programme is the student teaching practicum... [a]fter all, this is where the rubber hits the road'. However, many teacher educators will agree that this WIL component is sometimes very insufficient in assisting the student teacher to develop their own footing and voice as a teacher. This is the 'gap' that this research book addresses. Most of the chapters in the book report empirical data, with the exception of two chapters that can be categorized as systematic reviews. WIL is addressed from various angles in the chapters. Chapter 6 focuses on research related to what makes Finnish teacher education so effective, and in Chapter 4 researchers of the University of Johannesburg disseminate their findings on establishing a teaching school (based on Finnish insights) in Johannesburg. Chapter 3 highlights the challenges faced in open-and distance learning teacher education contexts. Several of the chapters disseminate research findings on alternative interventions to classic WIL, namely, where "safe spaces" or laboratories are created for student teachers to learn and grow professionally. These could either be simulations, such as software programmes and avatars in the intervention described in Chapter 2; student excursions, as the findings in chapters 5, 7 and 10 portray; or alternative approaches to WIL (e.g. Chapters 11 and 12). The book is devoted to scholarship in the field of pre-service teacher education. The target audience is scholars working in the fields of pre-service teacher education, work-integrated learning, and self-directed learning. The book makes a unique contribution in terms of firstly its extensive use of Cultural-Historical Activity Theory as a research lens, and secondly in drawing on various theoretical frameworks. Both quantitative and qualitative research informed the findings of the book.

This book focuses on current policy discourse in Higher Education, with special reference to Europe. It discusses globalisation, Lifelong Learning, the EU's Higher Education discourse, this discourse's regional ramifications and alternative practices in Higher Education from both the minority and majority worlds with their different learning traditions and epistemologies. It argues that these alternative practices could well provide the germs for the shape of a public good oriented Higher Education for the future. It theoretically expounds on important elements to consider when engaging Higher Education and communities, discussing the nature of the term 'community' itself. Special reference is accorded to the difference that lies at the core of these ever-changing communities. It then provides an analysis of an 'on the ground project' in University community engagement, before suggesting signposts for further action at the level of policy and provision.

The South African Education Policy Review is an invaluable historical archive. It is a source book on policies, conflicts, developments and perspectives on education policy in the period 1993 to 2000. Drawing from a selection of articles from the successful Quarterly Reviews of Education and Training produced by the Education Policy Unit of the University of Witwatersrand, this book provides readers with detailed accounts of educational changes in South Africa over the past decade. It reflects upon significant events, trends and debates and provides insightful analysis of this extremely momentous period of South Africa's history.

How the story of how missionary schools adopted the Bantu education reforms gives insight into the ongoing legacy of the apartheid in the South African educational system The transition from apartheid to the post-apartheid era has highlighted questions about the past and the persistence of its influence in present-day South Africa. This is particularly so in education, where the past continues to play a decisive role in relation to inequality. Between Worlds: German Missionaries and the Transition from Mission to Bantu Education in South Africa scrutinises the experience of a hitherto unexplored German mission society, probing the complexities and paradoxes of social change in education. It raises challenging questions about the nature of mission education legacies. Linda Chisholm shows that the transition from mission to Bantu Education was far from seamless. Instead, past and present interpenetrated one another, with resistance and compliance cohabiting in a complex new social order. At the same time as missionaries complied with the new Bantu Education dictates, they sought to secure a role for themselves in the face of demands of local communities for secular state-controlled education. When the latter was implemented in a perverted form from the mid-1950s, one of its tools was textbooks in local languages developed by mission societies as part of a transnational project, with African participation. Introduced under the guise of expunging European control, Bantu Education merely served to reinforce such control. The response of local communities was an attempt to domesticate – and master – the 'foreign' body of the mission so as to create access to a larger world. This book focuses on the ensuing struggle, fought on many fronts, including medium of instruction and textbook content, with concomitant sub-texts relating to gender roles and sexuality. South Africa's educational history is to this day informed by networks of people and ideas crossing geographic and racial boundaries. The colonial legacy has inevitably involved cultural mixing and hybridisation – with, paradoxically, parallel pleas for purity. Chisholm explores how these ideas found expression in colliding and coalescing worlds, one African, the other European, caught between mission and apartheid education.

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The search for a means to an end to apartheid erupts into conflict between a black township youth and his "old-fashioned" black teacher.