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Students' Perceptions of Interactions with the University of South Africa's Contact Centre Saint Philip Street Press

The University of South Africa (UNISA) is the largest open distance e-learning (ODEL) university in the continent of Africa, with a student headcount more than 300,000. Over two decades after the transition from apartheid to democracy, vast inequalities across race, class, gender and socio-economic status persist in South Africa, with the majority of the African people being the most affected. Demographically, the African people constitute about 80.8% of the country's total population, compared to whites, who constitute a meagre 8.8%, yet African households carry the highest burden of poverty, living way below the official poverty line of \$1.90/day as determined by the World Bank and other international agencies. This chapter explores these inequalities and ponders on the role of e-learning for this poorest section of society in a country where modern technological devices in the form of information and communication technologies (ICTs) and access to the Internet are perceived to be ubiquitous. South Africa's Department of Higher Education and Training (DHET) commits to "an expansion of open and distance education and the establishment of more 'satellite' premises where universities or colleges provide classes at places and times convenient to students (including in rural areas)". This chapter also explores the role of UNISA in the provision of distance learning through structured and sustainable e-learning.

Manual for the University of South Africa (UNISA) Universiteit Van Suid-Afrika

This book is open access under a CC BY 4.0 license. This book describes the history, structure and institutions of open and distance education in six countries: China, India, Russia, Turkey, South Africa and South Korea. It describes how open and distance education is evolving in a digital age to reflect the needs and circumstances of the national higher education systems in these countries. It also explores the similarities and differences between

how their open and distance higher education systems are managed and structured. This book is the second in a series, following *Open and Distance Education in Australia, Europe and the Americas* (Springer 2018). Both books compare and draw conclusions about the nature of open and distance education in the context of various national higher education systems. In a digital era characterized by the growing use of online, open and distance education, this book will prove particularly valuable for policy-makers and senior administrators who want to learn about establishing or expanding open and distance education services. In addition, it offers a valuable reference guide for researchers, academics and students interested in understanding the different approaches to open and distance education. This work was published by Saint Philip Street Press pursuant to a Creative Commons license permitting commercial use. All rights not granted by the work's license are retained by the author or authors.

Fostering Diversity and Inclusion Through Curriculum Transformation Taylor & Francis

"Photography is often believed to witness history or reflect society, but such perspectives fail to account for the complex ways in which photographs get made and seen, and the variety of motivations and social and political factors that shape the vision of the world that photographs provide. This book develops a critical historical method for engaging with photographers to try and understand how they viewed the work they were doing, and examines the place of photography in a post-apartheid era. Based on interviews with photographers, editors and curators, and through the analysis of photographs held in collections and displayed in museums, this research addresses the significance of photography in South Africa during the second half of the twentieth century"--Cover

Multilingual Education for Africa Routledge

This fully updated second edition of *Teaching English, Language and Literacy* is an essential introduction for anyone learning to teach English at primary school level. Designed for students on initial teacher training courses, but also of great use to those teachers wanting to keep pace with the latest developments in

their specialist subject. The book covers the theory and practice of teaching English, language and literacy and includes comprehensive analysis of the Primary National Strategy (PNS) Literacy Framework. Each chapter has a specific glossary to explain terms and gives suggestions for further reading. This second edition covers key areas that students, teachers and English co-ordinators have to manage, and includes advice on: developing reading, including advice on choosing texts, and the role of phonics improving writing skills, including advice on grammar and punctuation planning and assessing speaking and listening lessons working effectively with pupils who are multilingual understanding historical developments in the subject the latest thinking in educational policy and practice, the use of multimedia maintaining good home-school links. gender and the teaching of English language and literacy All these chapters include clear examples of practice, coverage of key issues, analysis of research, and reflections on national policy to encourage the best possible response to the demands of the National Curriculum.

Church and Industry Routledge

Unisa 1873-2018: The making of a distance learning university presents a critical appraisal of Unisa's transformation as it navigates the unfolding saga of South Africa's political development. The history of Unisa is fraught with a complex, oft-times ambiguous and contradictory, relationship with the state. This official history of the University of South Africa provides a platform on which future narratives around Unisa can be constructed. As a distinctly colonial institution, Unisa was a site of friction between the colonial powers and nascent captive forces of Afrikaner nationalism and white supremacist ideology. The character of present day Unisa allows for the expression of alternative and dissenting opinions despite its proximity to a constitutionally crafted state in its pursuit of the 'African university in service of humanity'. This is highlighted in the motifs of transformation, Africanisation and democratisation explored in the book. *Unisa 1873-2018* captures the university's transitions from an examining body to one that has fully embraced open distance and e-learning, more attuned to student needs. It

delineates Unisa's shift to a more representative and African orientated institution serving the needs of the continent.

Unisa Studies in the Modern Novel IGI Global

The University of South Africa's (UNISA) main mode of interacting with students up to July 2011 was through the UNISA Contact Centre (UCC). The UCC supported the academic progress of students by answering questions ranging from admissions to graduation. A student satisfaction survey conducted in 2009 by UNISA's Bureau of Market Research among students revealed that the UCC was rated the most unsatisfactory service. On 29 July 2011, UNISA closed the UCC. The university therefore introduced new modes of interacting with students, including, among others, sms responses, email responses, telephone, MyUnisa and social media like Twitter, Facebook and YouTube. The aim of this study was to explore students' perceptions of interaction with the UCC. The major findings show that the majority of the respondents did not agree with the decision to close the UCC and that the majority of the respondents had positive experiences and ratings of the UCC indicating only a few areas for improvement.

Languages and Literatures at UNISA Taylor & Francis

This book explores quality assessment and enhancement in higher education in Africa to illustrate the need to develop quality practices in measuring effective education and continually search for permanent improvement. The book demonstrates that technological and socio-economic trends, innovations, and inventions of the twenty-first century demand that additional attention be placed upon education for national, regional, and international development. Since conventions for quality assessment and enhancement need to be defined and systematic structures constructed to develop quality practices, the book shows how quality in higher education within Africa has been established and advanced to provide a framework for monitoring, auditing, and reviewing assessment and enhancement. Though the book considers African complexities and diversity, it incorporates global trends and utilises an international focus that enables readers to devise appropriate strategies for developing and enhancing quality and standards in higher education in both continental Africa and beyond. Illustrating why quality assessment and enhancement should be embraced in all aspects including inputs, processes, outputs and outcomes in educational settings globally, this book will be of interest to policymakers and scholars

in the fields of Higher Education, Quality and Global Studies, African Education, African Studies and Management and Administration, Leadership and Professional Development Studies.

Third Africa Languages Congress of UNISA

"This book includes newly emerging case studies with an education focus in the wake of the Covid-19 pandemic, which showcase new findings as well as core studies around pertinent issues on curriculum transformation"--

The University en Route to the Year 2000

A prominent mystic and renowned anti-colonial warrior from Indonesia, Shaykh Yusuf of Macassar (1626–1699), was exiled to South Africa where he played a pioneering role in laying the foundations of Islam. Offering a rich translation of Shaykh Yusuf's Arabic writings, *Spiritual Path, Spiritual Reality* fills an important gap on the works devoted to the spiritual dimension in the Muslim intellectual archive. The introduction gives insight into his life and an understanding of how his mysticism was connected to his political engagement. Focusing on Islamic mysticism – known as Sūfism – the volume covers areas of spiritual discipline of the self, metaphysics and gnostic knowledge. The style is pedagogical with an instructive tone in keeping with the Sūfī path.

An Investigation Into Ways of Improving the Effectiveness of Access-level Mathematics Courses at the University of South Africa (UNISA)

The internet of things (IoT) has drawn great attention from both academia and industry, since it offers a challenging notion of creating a world where all things around us are connected to the internet and communicate with each other with minimal human intervention. Another component for helping IoT to succeed is cloud computing. The combination of cloud computing and IoT will enable new monitoring services and powerful processing of sensory data streams. These applications, alongside implementation details and challenges, should also be explored for successful mainstream adoption. IoT is also fueled by the advancement of digital technologies, and the next generation era will be cloud-based IoT systems. Integration and Implementation of the Internet of Things Through Cloud Computing studies, analyzes, and presents cloud-based IoT-related technologies, protocols, and standards along with recent research and development in cloud-based IoT. It also presents recent emerging

trends and technological advances of cloud-based IoT, innovative applications, and the challenges and implications for society. The chapters included take a strong look at the societal and social aspects of this technology along with its implementations and technological analyses. This book is intended for IT specialists, technologists, practitioners, researchers, academicians, and students who are interested in the next era of IoT through cloud computing.

The Challenges of E-learning in South Africa

Project Management for Engineering, Business and Technology is a highly regarded textbook that addresses project management across all industries. First covering the essential background, from origins and philosophy to methodology, the bulk of the book is dedicated to concepts and techniques for practical application. Coverage includes project initiation and proposals, scope and task definition, scheduling, budgeting, risk analysis, control, project selection and portfolio management, program management, project organization, and all-important "people" aspects—project leadership, team building, conflict resolution, and stress management. The systems development cycle is used as a framework to discuss project management in a variety of situations, making this the go-to book for managing virtually any kind of project, program, or task force. The authors focus on the ultimate purpose of project management—to unify and integrate the interests, resources and work efforts of many stakeholders, as well as the planning, scheduling, and budgeting needed to accomplish overall project goals. This sixth edition features: updates throughout to cover the latest developments in project management methodologies; a new chapter on project procurement management and contracts; an expansion of case study coverage throughout, including those on the topic of sustainability and climate change, as well as cases and examples from across the globe, including India, Africa, Asia, and Australia; and extensive instructor support materials, including an instructor's manual, PowerPoint slides, answers to chapter review questions and a test bank of questions. Taking a technical yet accessible approach, this book is an ideal resource and reference for all advanced undergraduate and graduate students in project management courses, as well as for practicing project managers across all industry sectors.

Student works, Unisa, 1990

Essays in Online Education takes the reader from an overarching analysis of institutional ideals for optimal online education into a deep dive on the peculiarity of the classroom revealing the nuance of specific subjects and the experience of dealing with a heterogeneous student population. The digital age requires new approaches to teaching and learning that respond to the current and future needs of students, as well as the vital challenges of meeting the imperatives of the United Nations Sustainable Development Goals while also addressing the challenges of

ensuring and sustaining quality, integrating teaching and learning with the student experience, and debunking the myth that online learning is always the 'less expensive' option. It showcases leading practices in online teaching, learning and management drawn from a community of practice from Australia, Canada, Hong Kong, Indonesia, New Zealand, Nigeria, South Africa, Sri Lanka, United Kingdom, and the United States of America. Each essay is a discrete, enriching treatise of key aspects of online education, accenting tested applied solutions and challenging academic management and leadership to rethink online teaching

and learning.

[Unisa English Studies](#)

[Unisa](#)

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The Calendar

TEACHING ENGLISH, LANGUAGE AND LITERACY

Essays in Online Education

Archival and Special Collections, Unisa Library

[UNISA \(University of South Africa\) English Studies](#)

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