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2016 Ufs Courses

**Joana Bezerra, Craig Paterson, Sharli
Paphitis**



2016 Ufs Courses:

University Community Engagement and Lifelong Learning Julia Preece, 2017-07-13 This book offers a conceptual re think of how university community engagement functions as a lifelong learning resource for communities While having a specific focus on the South African context it has important implications for other universities which are concerned with their communities and makes a compelling argument for the university as a public good in spite of current trends towards marketization and commodification of higher education The book draws on a theoretical framework of capabilities asset based community development and the adult learning concept of dialogue to propose a model whereby the boundary walls of the university become metaphorically porous so that community members feel free to interact with the university as equal members of society A historical outline of African universities is provided as well as an exploration of the evolution of terms for community engagement service learning and learning cities and an examination of the policy and practice implications for the ideological model of a porous university

Decolonisation in Universities Jonathan Jansen, 2019-08-01 In this collection of case studies and stories from the field South African scholars come together to trade stories on how to decolonise the university 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 other pressing 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

#RhodesMustFall B. Nyamnjoh, 2016-04-18 This book on rights entitlements and citizenship in post apartheid South Africa shows how the playing field has not been as levelled as presumed by some and how racism and its benefits persist Through everyday interactions and experiences of university students and professors it explores the question of race in a context still plagued by remnants of apartheid inequality and perceptions of inferiority and inadequacy among the majority black population In education black voices and concerns go largely unheard as circles of privilege are continually regenerated and added onto a layered and deep history of cultivation of black pain These issues are examined against the backdrop of organised student protests sweeping through the countrys universities with a renewed clamour for transformation around a rallying cry of Black Lives Matter The nuanced complexity of this insightful analysis of the Rhodes

Must Fall movement elicits compelling questions about the attractions and dangers of exclusionary articulations of belonging What could a grand imperialist like the stripling Uitlander or foreigner of yesteryear Sir Cecil John Rhodes possibly have in common with the present day nimble footed makwerekwere from Africa north of the Limpopo The answer Nyamnjoh suggests is to be found in how human mobility relentlessly tests the boundaries of citizenship **Leadership for change** W.P.

Wahl,René Pelser,2020-12-31 This edited volume reveals how the journey of transformation at the University of the Free State UFS became interwoven with student leadership development and global learning The UFS initiated two intersecting co curricular programmes namely the First Year Leadership for Change F1L4C programme in 2010 and the triennial Global Leadership Summit GLS in 2012 Although these programmes changed over time their core focus remained to be the development of transformational student leaders through the creation of global learning spaces From its inception in 2010 to the last GLS in 2018 the UFS global learning project involved 780 students and 259 staff members from 109 institutions across four continents The goal of this edited volume is to create a deeper understanding of how the UFS F1L4C and GLS programmes enhanced student leadership development through global learning especially in the context of higher education transformation **Challenging the Apartheids of Knowledge in Higher Education through Social Innovation** Joana

Bezerra,Craig Paterson,Sharli Paphitis,2021-05-12 In order to understand the relationship between social innovation and the reimagining of the knowledge economy necessary to reorient higher education most fully towards the public good we must draw from the experiences of those working on the front lines of change This collection represents diverse voices and disciplines drawing together the critical reflections of academics students and community partners from across South Africa The book seeks to bring together theoretical and practical lessons about how research methods can be used in socially innovative ways to challenge the apartheid of knowledge in higher education and to promote the democratization of the knowledge economy Co-curating the City Clare Melhuish,Henric Benesch,Dean Sully,Ingrid Martins

Holmberg,2022-05-24 Co curating the City explores the role of universities in the construction and mobilisation of heritage discourses in urban development and regeneration processes with a focus on six case study sites University of Gothenburg Sweden UCL East London University of Lund Sweden Roma Tre university Rome American University of Beirut and Federal University of S o Paulo Brazil The aim of the book is to expand the field of critical heritage studies in the urban domain by examining the role of institutional actors both in the construction of urban heritage discourses and in how those discourses influence urban planning decisions or become instrumentalised as mechanisms for urban regeneration It proposes that universities engage in these processes in a number of ways as producers of urban knowledge that is mobilised to intervene in planning processes as producers of heritage practices that are implemented in development contexts in the urban realm and as developers engaged in campus construction projects that both reference heritage discourses as a mechanism for promoting support and approval by planners and the public and capitalise on heritage assets as a resource The book

highlights the participatory processes through which universities are positioning themselves as significant institutions in the development of urban heritage narratives The case studies investigate how universities as mixed communities of interest dispersed across buildings and urban sites engage in strategies of engagement with local people and neighbourhoods and ask how this may be contributing to a re shaping of ideas narratives and lived experience of urban heritage in which universities have a distinctive agency The authors cross disciplinary and cultural boundaries and bridge academia and practice

Pathways to Reform Alexandra W. Logue, 2017-09-19 Shedding light on the inner workings of one of the most important public institutions in the nation *Pathways to Reform* provides the first full account of how despite opposition a complex higher education initiative was realized From jacket flap

A Handbook on Legal Languages and the Quest for Linguistic Equality in South Africa and Beyond Zakeera Docrat, Russell H Kaschula, Monwabisi K Ralarala, 2021-06-02 A Handbook on Legal Languages and the Quest for Linguistic Equality in South Africa and Beyond is an interdisciplinary publication located in the discipline of forensic linguistics language and law This handbook includes varying comparative African and global case studies on the use of language s in courtroom discourse and higher education institutions Kenya Morocco Nigeria Australia Belgium Canada and India These African and global case studies form the backdrop for the critique of the monolingual English language of record policy for South African courts the core of this handbook discussed in relation to case law and the beleaguered legal interpretation profession This handbook argues that linguistic transformation and decolonisation of South Africa s legal and higher education systems needs to be undertaken where legal practitioners are linguistically equipped to litigate in a bilingual multilingual courtroom that enables access to justice for the majority of African language speaking litigants enforcing their constitutional language rights

The Routledge Handbook of English-Medium Instruction in Higher Education Kingsley Bolton, Werner Botha, Benedict Lin, 2024-03-21 This Handbook discusses the theoretical and disciplinary background to the study of English medium instruction EMI in higher education worldwide It highlights issues relating to EMI pedagogy varying motivations for EMI education and the delivery of EMI in diverse contexts across the world The spread of English as a teaching medium and the lingua franca of the academic world has been the subject of various debates in recent years on the perceived hegemony of the English language and the domain loss of non English languages in academic communication Encompassing a wide range of contributions to the field of EMI the chapters of this Handbook are arranged in four distinct parts Part I provides an overview of English medium instruction in higher education worldwide Part II focusses on EMI in Europe Part III on EMI in the Middle East North Africa and Sub Saharan Africa and Part IV on EMI in the Asian region The overall scope and level of expertise of this Handbook provides an unrivalled overview of this field of education It serves as an essential reference for many courses dealing with applied linguistics English language education multilingualism sociolinguistics and related subjects at many levels of education including Master s and PhD level studies This Handbook serves as a valuable edition for university libraries across

the world and an essential read for many faculty undergraduate and postgraduate students educators and policymakers

The University of the Third Age and Active Ageing Marvin Formosa, 2019-07-01 This comparative resource charts the interface between the University of the Third Age U3A movement and active ageing and in doing so offers a comprehensive and thorough understanding of what U3A means in different geographical and sociocultural contexts After first providing introductory chapters to introduce the U3A movement and active ageing in global perspective and tracing the origins of U3As in France the book sets off charting the international development of U3As in both European and Asian Pacific contexts Deliberately the book moves away from the dominant Anglo centric US and UK rooted analyses of U3As to account for contexts of different political ideology sociocultural values geography and degrees of urbanisation and industrialisation Lastly it thematises foreseeable issues concerns and predicaments that the global U3A movement faces while meeting the challenges and seizing the opportunities presented by active ageing The chapters comparative perspectives encompass Origins and development The Francophone model of U3As The development and characteristics of U3As in European and Asian Pacific geographies From social welfare to educational gerontology U3As in China Russia Taiwan Malaysia and South Korea U3As in Italy Spain and Sweden A dynamic flexible and accessible learning model Late life learning for social inclusion U3As in Poland Iceland United Kingdom and Malta The U3A movement in Australia From statewide networking to community engagement Cross cultural perspectives on U3As The case of Thailand The University of the Third Age and Active Ageing boasts welcome contributions to the scholarship on the different histories structures and challenges posed by national U3As Readers from a variety of backgrounds and research interests including gerontology geriatrics active ageing older adult learning comparative education and educational technology will find this a necessary and valuable resource in better understanding a globalised U3A world The University of the Third Age and Active Ageing European and Asian Pacific Perspectives contributes to the deep well of histories experiences structures accomplishments and problems of national U3As It emerges as a tapestry of extraordinary research that offers to guide the U3A movement as it soon enters its fiftieth year of existence Prof Stephen Katz Trent University

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