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The highly-respected book of reference of sought-after Independent Schools in membership of the Independent Schools Council's Associations: HMC, GSA, The Society of Heads, IAPS, ISA and COBIS.

In the current educational environment, there has been a shift towards online learning as a replacement for the traditional in-person classroom experience. With this new environment comes new technologies, benefits, and challenges for providing courses to students through an entirely digital environment. With this shift comes the necessary research on how to utilize these online courses and how to develop effective online educational materials that fit student needs and encourage student learning, motivation, and success. The optimization of these online tools requires a deeper look into curriculum, instructional design, teaching techniques, and new models for student assessment and evaluation. Information on how to create valuable online course content, engaging lesson plans for the digital space, and meaningful student activities online are only a few of many current topics of interest for promoting student achievement through online learning. The Research Anthology on Developing Effective Online Learning Courses provides multiple perspectives on how to develop engaging and effective online learning courses in the wake of the rapid digitalization of education. This book includes topics focused on online learners, online course content, effective online instruction strategies, and instructional design for the online environment. This reference work is ideal for curriculum developers, instructional designers, IT consultants, deans, chairs, teachers, administrators, academicians, researchers, and students interested in the latest research on how to create online learning courses that promote student success.

In the last three years the migrant labor hostels of South Africa, particularly those in the Transvaal, have gained international notoriety as theaters of violence. For many years they were hidden from public view and neglected by the white authorities. Now, it seems, hostel dwellers may have chosen physical violence to draw attention to the structural violence of their appalling conditions of life. Yet we should not lose sight of the fact that the majority of hostel dwellers are peace-loving people who have over the years developed creative strategies to cope with their impoverished and degrading environment. In this challenging study, Dr. Mamphela Ramphele documents the life of the hostel dwellers of Cape Town, for whom a bed is literally a home for both themselves and their families. Elaborating the concept of space in its many dimensions—not just physical, but political, ideological, social, and economic as well—she emphasizes the constraints exerted on hostel dwellers by the limited spaces they inhabit. At the same time, she argues that within these constraints people have managed to find room for manoeuvre, and in her book explores the emancipatory possibilities of their environment. The text is illustrated with a number of black-and-white photographs taken by Roger Meintjes in the townships and hostels.

Technology can be a powerful tool for transforming learning. It can help affirm and advance relationships between educators and students, reinvent approaches to learning and collaboration, shrink long-standing equity and accessibility gaps, and adapt learning experiences to meet the needs of all learners. Technology-Supported Teaching and Research Methods for Educators provides innovative insights into the utilization and maintenance of technology-supported teaching and research methods for educators. The content within this publication represents the work of e-learning, digital technologies, and current issues and trends in the field of teaching and learning in the context of contemporary technologies. It is a vital reference source for school educators, professionals, school administrators, academicians, researchers, and graduate-level students seeking coverage on topics centered on the integration of effective technologies that will support educators and students.

This textbook provides a comprehensive account of the most important new Civil Procedure Rules, Practice Directions and Pre-action Protocols, which make up our newly reformed civil procedure system. The substance of the rules are considered in detail and their effect explained to make it clear how they operate in practice. Case law is examined to demonstrate how the court applies the rules in practice. The Woolf Reforms are used to explain the rationale of the new system.; The book provides not only a clear guide to the meaning of the new rules but also a vital insight into the new culture, typified by case management, proportionality and the overriding objective, which has fundamentally reformed the principles on which our civil procedure system is based. A critique is given of the merits of the reforms and the likelihood that they will achieve their objectives.

In the context of contemporary economic, political, social and cultural transformations, this book brings together contributions from developed and emerging societies in Europe, the USA and East Asia in order to highlight the nature, extent and impact of these changes on the housing opportunities of women. The collection seeks to contribute to comparative housing debates by highlighting the gendered nature of housing processes, locating these processes within wider structured and institutionalized relations of power, and to show how these socially constructed relationships are culturally contingent, and manifest and transform over time and space. The international contributors draw on a wide range of empirical evidence relating to labour market participation, wealth distribution, family formation and education to demonstrate the complexity and gendered nature of the interlocking arenas of production, reproduction and consumption and the implications for the housing opportunities of women in different social contexts. Worldwide examples are drawn from Australia, China, Great Britain, Hong Kong, Japan, Spain, Sweden, Taiwan and the USA.

A collection of nine commissioned papers, one each from Scotland and South Africa and eight from Australia, address provisions for and problems with distance education for librarianship. Components and applications of directed private study in Scotland and the development, educational philosophy, methods, problems, and standards of correspondence courses in librarianship at the University of South Africa comprise Part I. Part II focuses on Australian experiences in external studies in librarianship. Four of these papers describe various programs, and together they discuss program development, teaching methods, problems, degree requirements, student profile, cost, courses, student needs, and contact modes. Isolation and the external student, a feasibility study on an external study for librarianship, and an evaluation of a pilot study combining on-campus and off-campus work are the topics of the remaining three papers. A discussion by the editor of philosophies and practices of external studies serves as an introduction to the papers. References are included for six of the papers, and biographical notes on the authors are provided. (RBF)

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