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Shawn Gouws



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Chasing Challenges Shawn Gouws, 2025-09-01 Chasing Challenges is the autoethnography of the teaching career of Dr Shawn Gouws a distinguished senior lecturer at Nelson Mandela University After enrolment he studied at the PE Technikon in 1990 and completed his DTech in Chemistry in 1999 After a one year postdoctoral fellowship at LEOPR in Grenoble France he joined the Nelson Mandela University Chemistry Research Department Shawn continued to pursue challenges in various technical support projects at InnoVenton In 2012 he became a programme coordinator and was tasked with developing the course content for the Diploma in Chemical Technology Various industry stakeholders contributed to producing graduates with the necessary attributes and skills for employment in the industry environment This book discusses various education philosophies and levels in Education 10 to 50 and highlights interactions with industry and the language barriers students face and need to overcome to be successful in their studies There is always a new challenge to chase His passion for research is in the area of green hydrogen production To accomplish this task his research will focus on finding alternative catalysts to split water into hydrogen and oxygen using a proton exchange membrane water electrolyser Naturally one objective will be to train graduates to benefit from this emerging industry in South Africa

Open Learning as a Means of Advancing Social Justice Tabisa Mayisela, Shanali Govender, 2024-01-23 This volume investigates the uptake of open learning in South African Technical Vocational Education and Training TVET colleges and higher education institutions Comprised of 16 studies focused on activities at a range of colleges and universities across the country these chapters aim to promote a better understanding of open learning practices across the Post School Education and Training PSET sector including issues such as recognition of prior learning access for students with disabilities work integrated learning professional development novel student funding mechanisms leadership for open educational practices institutional culture student support blended and online learning flexible learning online assessment open educational resource development models and funding and micro credentials This collection of peer reviewed chapters contributes to understanding the ways in which South African PSET institutions and educators are interpreting open learning as a means of advancing social justice It includes a historical and contemporary understanding of the economic cultural and political obstacles facing PSET drawing on Nancy Fraser's theory of social justice as participatory parity to better understand the ways in which open learning may address systemic social injustices in order to allow South African students and educators to thrive This volume emerges from research conducted by the Cases on Open Learning COOL project an initiative by the Department of Higher Education and Training in partnership with the Centre for Innovation in Learning and Teaching CILT at the University of Cape Town UCT in South Africa

Achieving Nelson Mandela University? Sibongile Muthwa, Denver A. Webb, 2024-08-20 South Africa's higher education sector is rooted in the country's divided past A significant State driven restructuring from around 1997 to 2005 resulted in what is largely the current configuration of public universities But just over two decades later for a variety of reasons the

higher education sector in South Africa appears beset with numerous challenges Nelson Mandela University is one of the public universities that emerged from the restructuring process The university is in an ongoing state of evolution of becoming It developed out of the amalgamation of the University of Port Elizabeth Port Elizabeth Technikon and incorporation of the Port Elizabeth campus of Vista University as Nelson Mandela Metropolitan University in 2005 In 2017 it was renamed Nelson Mandela University after the world renowned statesman rather than the metropolitan area in which the university is primarily located The renaming was conceptualised as more than a marketing opportunity to rebrand the university but as an opportunity to reorientate the university to reposition Nelson Mandela University as an engaged and socially embedded university in the service of society striving to be the academic expression of the values and ethos of its iconic namesake Endeavouring to be something greater and different from the norm imbues its strategy public statements and practices The determination to achieve Mandela University serves or is intended to serve as both an organising principle and a lodestar A cross section of writers from different backgrounds situates Nelson Mandela University within the contemporary historical moment from which it emerged and examines its subsequent evolution While Nelson Mandela University has performed the usual work expected of any university it has also sought to turn the university outwards to achieve a higher purpose framing itself as a values based university on a journey to become something else In Achieving Nelson Mandela University the university attempts to give an account of itself The book is an intellectual and scholarly reflection on where the university has come from and where it is seeking to go

Universities and Economic Development in Africa Nico Cloete, Tracy Bailey, 2011-04-01 Universities and economic development in Africa Pact academic core and coordination draws together evidence and synthesises the findings from eight African case studies The three key findings presented in this report are as follows 1 There is a lack of clarity and agreement pact about a development model and the role of higher education in development at both national and institutional levels There is however an increasing awareness particularly at government level of the importance of universities in the global context of the knowledge economy 2 Research production at the eight African universities is not strong enough to enable them to build on their traditional undergraduate teaching roles and make a sustained contribution to development via new knowledge production A number of universities have manageable student staff ratios and adequately qualified staff but inadequate funds for staff to engage in research In addition the incentive regimes do not support knowledge production 3 In none of the countries in the sample is there a coordinated effort between government external stakeholders and the university to systematically strengthen the contribution that the university can make to development While at each of the universities there are exemplary development projects that connect strongly to external stakeholders and strengthen the academic core the challenge is how to increase the number of these projects The project on which this report is based forms part of a larger study on Higher Education and Economic Development in Africa undertaken by the Higher Education Research and Advocacy Network in Africa HERANA

HERANA is coordinated by the Centre for Higher Education Transformation in South Africa **Anchored in Place** Leslie Bank,Nico Cloete,2018-11-05 Tensions in South African universities have traditionally centred around equity particularly access and affordability historical legacies such as apartheid and colonialism and the shape and structure of the higher education system What has not received sufficient attention is the contribution of the university to place based development This volume is the first in South Africa to engage seriously with the place based developmental role of universities In the international literature and policy there has been an increasing integration of the university with place based development especially in cities This volume weighs in on the debate by drawing attention to the place based roles and agency of South African universities in their local towns and cities It acknowledges that universities were given specific development roles in regions homelands and towns under apartheid and comments on why sub national place based development has not been a key theme in post apartheid higher education planning Given the developmental crisis in the country universities could be expected to play a more constructive and meaningful role in the development of their own precincts cities and regions But what should that role be Is there evidence that this is already occurring in South Africa despite the lack of a national policy framework What plans and programmes are in place and what is needed to expand the development agency of universities at the local level Who and what might be involved Where should the focus lie and who might benefit most and why Is there a need perhaps to approach the challenges of college towns secondary cities and metropolitan centers differently This book poses some of these questions as it considers the experiences of a number of South African universities including Wits Pretoria Nelson Mandela University and especially Fort Hare as one of its post centenary challenges National Park Science Jane Carruthers,2017-08-17 South Africa is renowned for its wildlife and environmental conservation in iconic national parks such as the Kruger one of the world s first formal protected areas However this is the first book to thoroughly analyse and explain the interesting and changing scientific research that has been accomplished in South Africa s national parks during the twentieth century Providing a fascinating and thorough historical narrative based on an extensive range of sources this text details the evolution of traditional natural history pursuits to modern conservation science in South Africa covering all research areas of conservation biology and all the national parks around the country It reveals the interaction between the international context government learning institutions and the public that has shaped the present conservation arena A complex story that will interest and inform not only those involved in conservation science of South Africa but worldwide **Global Child** Myriam Denov,Claudia Mitchell,Marjorie Rabiau,2023-01-13 Armed conflicts continue to wreak havoc on children and families around the world with profound effects In 2017 420 million children nearly one in five were living in conflict affected areas an increase in 30 million from the previous year The recent surge in war induced migration referred to as a global refugee crisis has made migration a highly politicized issue with refugee populations and host countries facing unique challenges We know from research related to asylum seeking families that it is vital to think about

children and families in relation to what it means to stay together what it means for parents to be separated from their children and the kinds of everyday tensions that emerge in living in dangerous insecure and precarious circumstances In Global Child the authors draw on what they have learned through their collaborative undertakings and highlight the unique features of participatory arts based and socio ecological approaches to studying war affected children and families demonstrating the collective strength as well as the limitations and ethical implications of such research Building on work across the Global South and the Global North this book aims to deepen an understanding of their tri pillared approach and the potential of this methodology for contributing to improved practices in working with war affected children and their families

Emerging Trends in Chemical Sciences Ponnadurai Ramasami, Minu Gupta Bhowon, Sabina Jhaumeer Laulloo, Henri Li Kam Wah, 2017-10-10 Thirty carefully selected peer reviewed contributions from the International Conference on Pure and Applied Chemistry ICPAC 2016 are featured in this edited book of proceedings ICPAC 2016 a biennial meeting was held in Mauritius in July 2016 The chapters in this book reflect a wide range of fundamental and applied research in the chemical sciences and interdisciplinary subjects This is a unique collection of full research papers as well as reviews

Food Sovereignty and Urban Agriculture Anne Siebert, 2022-07-08 This book analyses the interplay of urban agriculture and food sovereignty through the innovative lens of the critical urban food perspective It focuses on the mobilisation of urban food producers as a powerful response to highly exclusionary dynamics in the agri food system including insufficient food access and disastrous land dispossessions This volume particularly aims to fill the gap in the current literature by engaging with food sovereignty discourses and movements in urban areas Related activism of urban food producers in the Global South remains underrepresented in practice and in literature Therefore this book engages with the lived realities of an urban agriculture initiative in George South Africa Building on theoretical notions of the right to the city and everyday forms of resistance the book illuminates how deprived food producers expose inequalities and propose alternatives The findings of in depth empirical research reveal that dwellers perceive farming as a mean to overcome historical segregation high food prices and unhealthy nutrition Hence they breathe life into food sovereignty in practice and suggest further alliances beyond the city The book will be of interest to scholars and students of alternative food politics agrarian transformation and food movements as well as rural urban intersections

Social Justice and Education in the 21st Century Willie Pearson Jr., Vijay Reddy, 2021-04-10 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 Capacity Building for Maritime Security Christian Bueger, Timothy Edmunds, Robert McCabe, 2020-10-09 This book studies recent attempts to restructure maritime security sectors through capacity building It innovates both theoretically and empirically It proposes a new framework for understanding maritime capacity building drawing on work in peacebuilding and security sector reform The framework is then applied across empirical case studies from the Western Indian Ocean WIO region written by scholars from the Global South The WIO region is a paradigmatic case to study maritime security and capacity building in action Countries in the region face the full gamut of maritime security challenges while their indigenous capacities to deal with these are often weak In consequence the region functions as an engine of innovation for maritime capacity building more widely The lessons and best practices from the region have importance consequences for addressing maritime security across the globe *Technical and Vocational Teaching in South Africa* Reuben Dlamini, Ian Moll, Vasidevan Naiker, 2024-07-23 This book unpacks the notion of pedagogy in South African technical and vocational education and training TVET enhancing the importance of the psychological dimension of learning The book is premised on the idea that as stories of actual grounded teaching and learning practices emerge from South African colleges a coherent picture of pedagogy can be established With chapters by practising TVET educators writing about their own work the volume seeks to reconceptualise vocational teaching and learning processes with diversity and inclusivity in mind The book will be of interest to students and scholars of TVET and education in South Africa as well as South African college practitioners and policymakers **Improving Nutritional Outcomes** Vandana Prasad, Arti Ahuja, 2025-11-28 This book engages with the critical issue of nutrition and its relationship with the full spectrum of human development challenges in India It examines concerns around both undernutrition and overnutrition through a range of case studies documenting key interventions and strategies implemented by governments NGOs and other stakeholders The book broadly discusses macroeconomic and social issues affecting India's progress in addressing nutrition challenges linking them to meso and micro level factors from food and health systems to grassroots realities It explores not only policy imperatives but more importantly the processes and mechanisms necessary to achieve them Special attention is given to the role of women and women's collectives the importance of comprehensive decentralized and community based approaches to improving nutrition among the most vulnerable and the critical life phases that require targeted interventions The volume also presents large scale state led and statewide models and strategies offering valuable insights for policymakers governments and institutions grappling with similar issues Part of the Innovations Practice and the Future of Public Policy in India series this open access volume will interest policy professionals administrators academics and researchers working in public health nutrition and dietetics allied health health and social care health and development public policy social policy and South Asian studies *Universities, Employability and Human Development* Melanie Walker, Samuel Fongwa, 2017-01-20 The book makes a significant

contribution to critical higher education studies specifically to graduate employability research and to capabilities and education research The book moves beyond the simplistic conception of alleged gaps in graduate skills and mismatches between employers and universities and instead provides an innovative multi dimensional and intersectional human capabilities conceptualisation of graduate employability The book challenges an individualised notion of employability instead locating employability issues in social and economic conditions and argues that employability choices cannot be divorced from inequality Qualitative and quantitative data from multiple case study universities in South Africa are used to explore the perceptions and experiences of diverse students lecturers support officers and employers regarding what each university is doing or should be doing to enhance graduate economic opportunities and contribute to inclusive development The book will be highly relevant to students scholars and researchers in the fields of education and sociology particularly those with an interest in graduate employability

The Bloomsbury Handbook of Diversity, Crises and Transformative Leadership in Higher Education Yusef Waghid, Mary Drinkwater, 2024-09-05 The Bloomsbury Handbook of Diversity Crises and Transformative Leadership in Higher Education explores the intersections of contemporary understandings and practices of leadership within higher education around diversity inclusion and indigeneity With contributions from four continents the handbook brings together diverse perspectives to explore a range of topics including access equity cultural competence decolonisation student activism and indigenous insights Countries covered include Australia Canada Czech Republic India New Zealand Pakistan South Africa and the USA The book forms part of the Bloomsbury Handbooks of Crises and Transformative Leadership in Higher Education collection brought together by Mary Drinkwater

Global Security, Safety and Sustainability: The Security Challenges of the Connected World Hamid Jahankhani, Alex Carlile, David Emm, Amin Hosseinian-Far, Guy Brown, Graham Sexton, Arshad Jamal, 2017-01-03 This book constitutes the refereed proceedings of the 11th International Conference on Global Security Safety and Sustainability ICGS3 2017 held in London UK in January 2017 The 32 revised full papers presented were carefully reviewed and selected from 74 submissions The papers are organized in topical sections on the future of digital forensics cyber intelligence and operation information systems security management systems security safety and sustainability cyber infrastructure protection

Contextualising Rural Education in South African Schools, 2023-04-03 South Africa's democratic government inherited a divided and unequal system of education Under apartheid South Africa had nineteen different educational departments separated by race language geography and ideology This education system prepared learners in different ways for the positions they were expected to occupy in social economic and political life under apartheid and was funded and resourced in ways that favoured white people and disadvantaged black people who remain in the working class The newly elected democratic government in 1994 laid a foundation for a single national education system Twenty five years after the dawn of democracy education is still in a parlous state in many communities in South Africa but it is in the rural areas mainly in the former homelands that

learners are most disadvantaged Contributors are Olufemi Timothy Adigun Oluwatoyin Ayodele Ajani Alan Bhekisisa Buthelezi Joyce Phikisile Dhlamini Bongani Thulani Gamede Samantha Govender Lawrence Kehinde Nontobeko Prudence Khumalo Primrose Ntombenhle Khumalo Azwidohwi Philip Kutame Manthekeleng Linake Sive Makeleni Nkhensani Maluleke Bothwell Manyonga Mncedisi Christian Maphalala Takalani Mashau Hlengiwe Romualda Mhlongo Rachel Gugu Mkhasibe Dumisani Wilfred Mncube Nicholus Tumelo Mollo Ramashego Shila Mphahlele Fikile Mthethwa Grace Matodzi Muremela Edmore Mutekwe Nokuthula Hierson Ndaba Clever Ndebele Thandiwe Nonkululeko Ngema Phiwokuhe Ngubane Sindile Ngubane Dumisani Nzima Livhuwani Peter Ramabulana and Maria Tsakeni

Transnational Alliances in Higher Education Hana Fehrenbach, 2023-07-12 Hana Fehrenbach's book examines organizational level transnational strategic alliances Through the perspectives of dynamic capabilities and neo institutionalism the study explores the interplay of rationales pathways and benefits of transnational alliances over time of leading universities of technology TU9 in Germany Complex inter connected dynamics at the macro i e society meso i e organization and micro levels i e individual are examined in this qualitative study driven by a deductive approach These interrelated dynamics are then reflected in a recursive process model called STANCE which depicts how through these types of alliances institutions of higher education position themselves in single or multiple organizational fields to gain more strategic and social fitness The study is timely considering the paucity of comprehensive and theoretically anchored research on this contemporary phenomenon and the need for policy makers and senior leadership to make evidence based decisions

Mobility, Data and Learner Agency in Networked Learning Nina Bonderup Dohn, Petar Jandrić, Thomas Ryberg, Maarten de Laat, 2020-03-26 The chapters in this book are based on selected peer reviewed research papers presented at the 11th biennial Networked Learning Conference NLC 2018 held in Zagreb and were chosen as exemplars of cutting edge research on networked learning The chapters are organized into three main sections 1 Aspects of mobility for Networked Learning in a global world 2 Use and misuse of algorithms and learning analytics 3 Understanding and empowering learners The three main sections are flanked by chapters which introduce and reflect on Networked Learning as epistemic practice The concluding chapter draws out perspectives from the chapters and discusses emerging issues The book focuses on the nature of learning and interactions as an important characteristic sought out by researchers and practitioners in this field

African Studies in the Academy Mawere, Munyaradzi, Mubaya, Tapuwa R., 2017-08-09 For a long time African Studies as a discipline has been spearheaded by academics and institutions in the Global North This puts African Studies on the continent at a crossroads of making choices on whether such a discipline can be legitimately accepted as an epistemological discipline seeking objectivity and truth about Africa and the African peoples or a discipline meant to perpetuate the North's hegemonic socio economic political and epistemic control over Africa The compound question that immediately arises is Who should produce what and which space should African Studies occupy in the academy both of the North and of the South Confronted by such a question one wonders whether the existence of African

Studies Centres in the Global North academics open opportunities for critical thinking on Africa or it opens possibilities for the emergence of the same discipline in Africa as a fertile space for trans disciplinary debate While approaches critical for the development of African Studies are pervasive in African universities through fields such as cultural studies social anthropology history sociology indigenous knowledge studies and African philosophy the discipline of African Studies though critical to Africa is rarely practiced as such in the African academy and its future on the continent remains bleak African Studies in the Academy is a testimony that if honestly and objectively practiced the crossroads position of African Studies as a discipline makes it a fertile ground for generating and testing new approaches critical for researching and understanding Africa It also challenges Africa to seriously consider assuming its legitimate position to champion African Studies from within These issues are at the heart of the present volume

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