



Selected 2015 2016 Postgraduates Makerere University

Alexei Kireyev, Chiedu Osakwe



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Intra-Africa Student Mobility in Higher Education Chika Trevor Sehoole, Jenny J. Lee, 2022-01-01 This book examines student mobility within Africa International student mobility is among the central activities of higher education internationalization As the number of international students increase so do the destinations in both number and geographic diversity Historically international student mobility has followed South North and North North patterns However recent literature show the growth in North South and South South patterns of student mobility There has also been a rise in regional mobility In what is referred to in the book as intra Africa mobility the books explores and analyzes the patterns of intra Africa mobility based on seven African countries South Africa Kenya Uganda Nigeria Ghana Senegal and Egypt The editors and contributors address three central research questions Why did the students choose the country they are studying in Why did they choose the institution they are studying in What are their academic and social experiences in these countries and their respective institutions This book is the first comprehensive exploration of intra Africa student mobility in a field that traditionally centers on the Global North

A Practitioner's Guide to Supporting Graduate and Professional Students Valerie A. Shepard, April L. Perry, 2022-02-24 This guide helps faculty and student affairs practitioners better serve graduate and professional school students as they navigate what can be an isolating taxing and unfamiliar context Providing actionable strategies as well as a common language for practitioners to advocate for themselves and for their students this book is a quick start manual that defines current issues around graduate and professional student development Drawing together current resources and research around post baccalaureate student outcomes this book explores the diverse student needs of graduate and professional students and provides a clear understanding of their social personal and psychological development and how to support their success Case studies showcase specific examples of practice including a holistic development model for graduate training integrating academic personal professional and career development needs promising practices for engagement a diversity equity and inclusion approach to access and outcomes how graduate schools can be important partners to student affairs professionals and examples of assessment in action This book provides tools resources communication strategies and actionable theory to practice connections for practitioners professionals and faculty at all levels who work to support post baccalaureate student thriving Appendix available for download online at www.routledge.com/9780367639884 on the tab that is entitled Support Material

Postgraduate Research Engagement in Low Resource Settings Atibuni, Dennis Zami, 2019-09-27 The general academic progression and particularly research engagement of postgraduate students is characterized by various problems such as high dropout rates longer completion times low graduation rates and high repetition or retake rates This means that there are far fewer students pursuing postgraduate studies at tertiary institutions and universities than there are at the lower levels of education Yet there is growing demand for postgraduate education given its strong projected association with socioeconomic transformation at national and

international levels among developed and developing countries alike Postgraduate Research Engagement in Low Resource Settings sets out to garner strategies for fostering efficiency of research conduct among the students and faculty so as to enhance high quality output for the envisaged personal societal national and international socioeconomic transformation Covering a range of topics such as intellectual property mental health and quality assurance this book is ideal for research supervisors higher education faculty librarians educators administrators researchers academicians and students

Strengthening Postgraduate Supervision Sioux McKenna,Jenny Clarence-Fincham,Chrissie Boughey,Harry Wels,Henk van der Heavel,2017-03-22 An excellent collection of diverse and deeply reflective perspectives All offer insights into the multiple challenges confronted in improving the quality and depth of postgraduate supervision increasing throughput and dealing with complexity What is also affirmed is the importance of individual capability in supervision that is developed and nurtured over time and through arduous effort The book will be of value to novice supervisors and to more experienced ones Policy makers planners and administrators looking to enlarge their understanding of the postgraduate terrain in all its complexities will find the mix of theoretical and practical lenses through which the topic is approached particularly illuminating Professor Narend Bajinath Chief Executive Officer Council on Higher Education *Information Literacy: Moving Toward Sustainability* Serap Kurbanoglu,Joumana Boustany,Sonja Špiranec,Esther Grassian,Diane Mizrahi,Loriene Roy,2016-01-02 This book constitutes the refereed proceedings of the Third European Conference on Information Literacy ECIL 2015 held in Tallinn Estonia in October 2015 The 61 revised full papers presented were carefully reviewed and selected from 226 submissions The papers are organized in topical sections on information literacy environment and sustainability workplace information literacy and knowledge management ICT competences and digital literacy copyright literacy other literacies information literacy instruction teaching and learning information literacy information literacy games and gamification information need information behavior and use reading preference print vs electronic information literacy in higher education scholarly competencies information literacy libraries and librarians information literacy in different context

Halvorsen: Sharing Knowledge, Transforming Societi ,2023-01-10 In June 2016 the Norwegian Programme for Capacity Development in Higher Education and Research for Development Norhed hosted a conference on the theme of knowledge for development in an attempt to shift the focus of the programme towards its academic content This book follows up on that event The conference highlighted the usefulness of presenting the value of Norhed s different projects to the world showing how they improve knowledge and expand access to it through co operation A wish for more meta knowledge was also expressed and this gives rise to the following questions Is this way of co operating contributing to the growth of independent post colonial knowledge production in the South based on analyses of local data and experiences in ways that are relevant to our shared future Does the growth of academic independence as well as greater equality and the ability to develop theories different to those imposed by the better off parts of the world give rise to deeper understandings and better

explanations Does it at least spread the ability to translate existing methodologies in ways that add meaning to observations of local context and data and thus enhance the relevance and influence of the academic profession locally and internationally This book in its varied contributions does not provide definite answers to these questions but it does show that Norhed is a step in the right direction Norhed is an attempt to fund collaboration within and between higher education institutions We know that both the uniqueness of this programme and ideas of how to better utilise the learning and experience emerging from it call for more elaboration and broader dissemination before we can offer further guidance on how to do things better This book is a first attempt

Doctoral education in context Jan Botha, Liezel Frick, Nompilo Tshuma, 2025-09-29 Doctoral Education in Context Perspectives from Africa shares lived experiences and insights of doctoral supervisors from 16 different countries in Africa The book's originality lies also in the contributors' profiles as practicing novice doctoral supervisors All of them graduated from the Training Course for Supervisors offered by the Centre for Research on Evaluation Science and Technology CREST at Stellenbosch University in South Africa with the support of the German Academic Exchange Service DAAD German Rectors Conference HRK through the DIES Programme The authors' commitment to doctoral supervision in their particular context is shown in each chapter Many edited volumes bring together the voices of often established researchers in this book we hear first hand the voices of novice supervisors who are willing to learn and share their insights and experiences in doctoral supervision This perspective makes the unique strength and originality of the book This book is for anyone involved in the research and practice of doctoral supervision in Africa and the global context Readers and doctoral supervisors outside Africa will learn much about the challenging world of doctoral supervision in Africa minds

Gender, Judging and the Courts in Africa J. Jarpa Dawuni, 2021-11-29 Women judges are playing increasingly prominent roles in many African judiciaries yet there remains very little comparative research on the subject Drawing on extensive cross national data and theoretical and empirical analysis this book provides a timely and broad ranging assessment of gender and judging in African judiciaries Employing different theoretical approaches the book investigates how women have fared within domestic African judiciaries as both actors and litigants It explores how women negotiate multiple hierarchies to access the judiciary and how gender related issues are handled in courts The chapters in the book provide policy theoretical and practical prescriptions to the challenges identified and offer recommendations for the future directions of gender and judging in the post COVID 19 era including the role of technology artificial intelligence social media and institutional transformations that can help promote women's rights Bringing together specific cases from Kenya Uganda Ghana Nigeria Zambia Tanzania and South Africa and regional bodies such as ECOWAS and the African Commission on Human and Peoples Rights and covering a broad range of thematic reflections this book will be of interest to scholars students and practitioners of African law judicial politics judicial training and gender studies It will also be useful to bilateral and multilateral donor institutions financing gender sensitive judicial reform programs particularly in Africa The Open Access version of this book available at

www.taylorfrancis.com/books/oa-edit/10.4324/9780429327865/gender-judging-courts-africa-jarpa-dawuni has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license

Revisiting Africa's Flagship Universities: Local, National and International Dynamics James Ransom, 2024-10-04

Revisiting Africa's Flagship Universities: National, International and Local Dynamics offers a compelling exploration of Africa's large public higher education institutions. The book delves into the evolving roles of these universities, examining how they navigate their responsibilities at national, international, and local levels. The book uncovers the tensions between global aspirations, national relevance, and local realities. In doing so, this insightful work sheds light on the unique challenges and opportunities faced by African flagship universities, revealing their potential as forces for local, national, and international collaboration and development. Revisiting Africa's Flagship Universities provides rigorous evidence on the relevance of higher education at the local and national level and the interrelation between these and the burgeoning international roles of universities. This book makes for important reading for university staff, policymakers, and anyone interested in the future of higher education in Africa.

Democracy and the Discourse on Relevance Within the Academic Profession at Makerere University Kronstad Felde, Tor Halvorsen, 2021-09-20

Democracy and the Discourse on Relevance Within the Academic Profession at Makerere University is set against the backdrop of the spread of neoliberal ideas and reforms since the 1980s. While accepting that these ideas are rooted in a longer history, the authors reveal how neoliberalism has transformed the university sector and the academic profession. In particular, they focus on how understandings of what knowledge is relevant and how this is decided have changed. Taken as a whole, reforms have sought to reorient universities and academics towards economic development in various ways. Shifts in how institutions and academics achieve recognition and status, combined with the flow of public funds away from the universities and the increasing privatisation of educational services, are steadily downgrading the value of public higher education. As research universities adopt user and market-oriented operating models and prioritise the demands of the corporate sector in their research agendas, the sale of intellectual property is increasingly becoming a primary criterion for determining the relevance of academic knowledge. All these changes have largely succeeded in transforming the discourse around the role of the academic profession in society. In this context, Makerere University in Uganda has been lauded as having successfully achieved transformation. However, far from highlighting the allegedly positive outcomes of this reform, this book provides worrying insights into the dissolution of Uganda's academic culture. Drawing on interviews with over ninety academics at Makerere University, from deans to doctoral students, the authors provide first-hand accounts of the pressures and problems the reforms have created. Disempowered, overworked, and under-resourced, many academics are forced to take on consultancy work to make ends meet. The evidence presented here stands in stark contrast to the successes claimed by the university. However, as the authors also show, local resistance to the neoliberal model is rising as academics begin to collaborate to regain control over what knowledge is considered relevant and wrestle with deepening

democracy The authors careful expos of how neoliberalism devalues academic knowledge and the urgency of countering this trend makes Democracy and the Discourse on Relevance Within the Academic Profession at Makerere University highly relevant for anyone working in higher education or involved in shaping policy for this sector

Community-based Arts, Research and Activism in Uganda Jane Plastow, Katie McQuaid, 2025-04-24 How may the lives of individuals and a community be impacted by a durational applied theatre and arts based project What lessons does it provide for arts practitioners working for social change Offering a unique account of the first 7 years of an on going arts based programme of research creative activity and activism in a marginalized Ugandan community this book presents the voices and insights of those involved in the form of articles and creative works The long term creative partnership between European and Ugandan academics artists and an intergenerational community of Ugandan citizens led to a series of linked arts led action research and impact projects aimed at informing and empowering a slum community in the city of Jinja in eastern Uganda The projects addressed issues of environmental concerns gender sexual and reproductive health domestic violence corruption housing workplace insecurity and creativity In this book participants respond to work carried out using anthropology theatre film photography art poetry dance and music arguing collectively that creativity is a powerful route to self and community realization and human development The book illustrates the importance of on going long term support when working with particularly disadvantaged people and demonstrates that the complex matrix of marginalization experienced by the poorest requires responsive multi faceted action This revelatory account shares failures problems and successes in the voices of those who participated in making the work

Trade Multilateralism in the Twenty-First Century Alexei Kireyev, Chiedu Osakwe, 2017-12-14 Trade multilateralism in the twenty first century faces a serious test as weakness in the global economy and fast paced technological changes create a challenging environment for world trade This book examines how an updated and robust rules based multilateral framework anchored in the WTO remains indispensable to maximizing the benefits of global economic integration and to reviving world trade By examining recent accessions to the WTO it reveals how the growing membership of the WTO has helped to support domestic reforms and to strengthen the rules based framework of the WTO It argues that the new realities of the twenty first century require an upgrade to the architecture of the multilateral trading system By erecting its upper floors on the foundation of existing trade rules the WTO can continue to adapt to a fast changing environment and to maximize the benefits brought about by its ever expanding membership

The Impact of Governance on Research in Ugandan Universities A. B. K. Kasozi, 2017

Cases on Active Blended Learning in Higher Education Padilla Rodriguez, Brenda Cecilia, Armellini, Alejandro, 2021-02-12 Active blended learning ABL is a pedagogical approach that combines sensemaking activities with focused interactions in appropriate learning settings ABL has become a great learning tool as it is easily accessible online with digitally rich environments close peer and tutor interactions and accommodations per individual learner needs It encompasses a variety of concepts methods and techniques

such as collaborative learning experiential learning problem based learning team based learning and flipped classrooms ABL is a tool used by educators to develop learner autonomy engaging students in knowledge construction reflection and critique In the current educational climate there is a strong case for the implementation of ABL Cases on Active Blended Learning in Higher Education explores strategies and methods to implement ABL in higher education It will provide insights into teaching practice by describing the experiences and reflections of academics from around the world The chapters analyze enablers barriers to engagement outcomes implications and recommendations to benefit from ABL in different contexts as well as associated concepts and models While highlighting topics such as personalized university courses remote service learning team based learning and universal design this book is ideal for in service and preservice teachers administrators instructional designers teacher educators practitioners researchers academicians and students interested in pedagogical approaches aligned to ABL and how this works in higher education institutions

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Table of Contents Selected 2015 2016 Postgraduates Makerere University

1. Understanding the eBook Selected 2015 2016 Postgraduates Makerere University
 - The Rise of Digital Reading Selected 2015 2016 Postgraduates Makerere University
 - Advantages of eBooks Over Traditional Books
2. Identifying Selected 2015 2016 Postgraduates Makerere University
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Selected 2015 2016 Postgraduates Makerere University
 - User-Friendly Interface
4. Exploring eBook Recommendations from Selected 2015 2016 Postgraduates Makerere University

- Personalized Recommendations
- Selected 2015 2016 Postgraduates Makerere University User Reviews and Ratings
- Selected 2015 2016 Postgraduates Makerere University and Bestseller Lists
- 5. Accessing Selected 2015 2016 Postgraduates Makerere University Free and Paid eBooks
 - Selected 2015 2016 Postgraduates Makerere University Public Domain eBooks
 - Selected 2015 2016 Postgraduates Makerere University eBook Subscription Services
 - Selected 2015 2016 Postgraduates Makerere University Budget-Friendly Options
- 6. Navigating Selected 2015 2016 Postgraduates Makerere University eBook Formats
 - ePub, PDF, MOBI, and More
 - Selected 2015 2016 Postgraduates Makerere University Compatibility with Devices
 - Selected 2015 2016 Postgraduates Makerere University Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Selected 2015 2016 Postgraduates Makerere University
 - Highlighting and Note-Taking Selected 2015 2016 Postgraduates Makerere University
 - Interactive Elements Selected 2015 2016 Postgraduates Makerere University
- 8. Staying Engaged with Selected 2015 2016 Postgraduates Makerere University
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Selected 2015 2016 Postgraduates Makerere University
- 9. Balancing eBooks and Physical Books Selected 2015 2016 Postgraduates Makerere University
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Selected 2015 2016 Postgraduates Makerere University
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Selected 2015 2016 Postgraduates Makerere University
 - Setting Reading Goals Selected 2015 2016 Postgraduates Makerere University
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Selected 2015 2016 Postgraduates Makerere University

- Fact-Checking eBook Content of Selected 2015 2016 Postgraduates Makerere University
- Distinguishing Credible Sources

13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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