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*Nmmu
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*This book
constitutes the
refereed
proceedings of the
10th IFIP WG 11.8
World Conference
on Security*

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*Education, WISE
10, held in Rome,
Italy, in May 2017.
The 14 revised
papers presented
were carefully
reviewed and
selected from 31
submissions. They
represent a cross
section of
applicable research
as well as case*

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*studies in security
education and are
organized in the
following topical
sections:*

*information
security education;
teaching
information
security;
information
security awareness
and culture; and*

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*training
information*

security

professionals..

Pharmaceuticals

companies, biotech

companies, and

CROs, regardless of

size, all face the

same challenge of

managing costs and

operational

execution

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associated with bringing a valuable drugs and devices to market. Because of timeline pressures and cost as well as the growing interest in "neglected diseases" and diseases affecting the emerging nations, clinical

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trials are increasingly conducted in emerging markets and developing countries where infrastructure, leadership, skilled personnel and a governance are at a premium. Working with academics, regulatory

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*professionals,
safety officers,
experts from the
pharma industry
and CROs, the
editors have put
together this up-to-
date, step-by-step
guide book to
building and
enhancing global
clinical trial
capacity in*

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*emerging markets
and developing
countries. This
book covers the
design, conduct,
and tools to build
and/or enhance
human capacity to
execute such trials,
appealing to
individuals in
health ministries,
pharmaceutical*

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*companies, world
health*

*organizations,
academia, industry,
and non-*

*governmental
organizations*

*(NGOs) who are
managing global
clinical trials. Gives
medical*

*professionals the
business tools*

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*needed to
effectively execute
clinical trials
throughout the
world Provides real
world international
examples which
illustrate the
practical
translation of
principles Includes
forms, templates,
and additional*

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*references for
standardization in a
number of global
scenarios*

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*(Enhanced
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on Assurance and
Security Education
and Training8th*

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*IFIP WG 11.8
World Conference
on Information
Security Education,
WISE 8, Auckland,
New Zealand, July
8-10, 2013,
Proceedings, WISE
7, Lucerne,
Switzerland, June
9-10, 2011, and
WISE 6, Bento
Gonçalves, RS,*

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*Brazil, July 27-31,
2009, Revised*

Selected

PapersSpringer

Popular

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Curriculum Inquiry

in South African

Higher Education

The "People Power"

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Superbook: Book

27. World

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*Education Guide
(Schools - Colleges
Worldwide, Not
Britain, Canada, &
United States)*

*The International
Guide to South
African Universities
and Technikons*

*International
Perspectives*

Engaging

University Students

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South Africa has made huge gains in ensuring universal enrolment for children at school, and in restructuring and recapitalising the FET college sector. However, some three million young

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people are not
in education,
employment or
training and the
country faces
serious
challenges in
providing its
youth with the
pathways and
support they
need to
transition
successfully

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into a
differentiated
system of post-
school education
and training.

Across nine
evidence-based
chapters, 17
authors offer a
succinct
overview of the
different facets
of post-school
provision in

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South Africa.

These include an analysis of the impact of the national qualifications system on occupational training, the impact of youth unemployment, the capacity of the post-school system to absorb

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larger numbers
of young people,
the relationship
between
universities and
FET colleges,
the need for
more strategic
public and
private
investment in
skills
development, and
a youth

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perspective on
education and
training policy.
The authors have
a number of
recommendations
for improving
the alignment
between
schooling,
further
education and
training, and
university

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education –
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interventions
that could shape
the future of
our youth.

This book is the
result of many
years of
experience of
the authors in
guiding physics
projects. It
aims to satisfy
a deeply felt

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need to involve
students and
their
instructors in
extended
experimental
investigations
of physical
phenomena. Over
fifty extended
projects are
described in
detail, at
various levels

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sophistication,
aimed at both
the advanced
high school, as
well as first
and second year
undergraduate
physics
students, and
their
instructors.
Carrying out
these projects

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may take

anything from a

few days to

several weeks,

and in some

cases months.

Each project

description

starts with a

summary of

theoretical

background,

proceeds to

outline goals

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and possible avenues of exploration, suggests needed instrumentation, experimental setup and data analysis, and presents typical results which can serve as guidelines for the beginner researcher.

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Separate parts are devoted to mechanics, electromagnetism, acoustics, optics, liquids, and thermal physics. An additional appendix suggests twenty further ideas for projects, giving a very

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brief

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description for
each and
providing
references for
pursuing them in
detail. We also
suggest a useful
library of basic
texts for each
of the topics
treated in the
various parts.
Introduction to

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Environmental
Impact

Assessment
provides
students and
practitioners
with a clearly
structured
overview of the
subject, as well
as critical
analysis and
support for
further studies.

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Written by three
For 2015 authors with

extensive
research,
training and
practical
experience in
EIA

(Environmental
Impact
Assessment), the
book covers the
latest EIA
legislation,

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guidance and
good practice.

This edition
updates

essential

information on:

- the evolving
nature of EIA
- experience of
the

implementation
of the changing
EU and UK EIA
procedures •

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best practice in
the EIA process

- other key issues in the process, explored in an extended case studies section

- comparative EIA systems

worldwide •

development of SEA/SA

legislation and

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practice •

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prospects for
the future of
EIA. Although
the book's focus
is on the UK and
the EU, the
principles and
techniques it
describes are
applicable
internationally.
With colour
images and a new

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modern design,
the book
provides an
essential
introduction to
EIA for
undergraduate
and postgraduate
students on
planning
courses, as well
as those
studying
environmental

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management and
policy,
environmental
sciences,
geography and
the built
environment.
Planners,
developers,
community groups
and decision-
makers in
government and
business will

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also welcome the
book as an

effective way to
get to grips
with this

important and
evolving subject

that affects a
wide range of
development

projects.

Australian

National

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Lining

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developments
in monitoring,
control and
surveillance;
implementation
of the Port**

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**State Measures
Agreement;**

**instruments to
fight illegal,
unreported and
unregulated
(IUU) fishing;
and much more.**

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Chemistry
Department in
Port Elizabeth**

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was founded in
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1929 at the PE

Technical

College in

Russell Road.

This

institution

was later

renamed the

College for

Advanced

Technical

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Education

(CATE) and

still later it

became the PE

Technikon,

when it moved

to its

Summerstrand

Campus. This

is the story

of this

Chemistry

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Department
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over 75 years,
until 2005,
when the
Techikon
became part of
the newly
established
Nelson Mandela
Metropolitan
University.
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material was
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used to

compile the
story of the
various Heads
of Department
and their
staff, who
contributed so
much in making
this
Department so

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successf

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The 24

chapters

contained in

this volume

provide

diverse but

also congruent

perspectives

on future foci

for research

into

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postgraduate
education and
supervision in
the knowledge
society. The
chapters move
from
deliberations
on challenges
for
postgraduate
supervision at

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macro level

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pressure to

increase

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output and the

implications

of increasingl

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institutions)

to meso level

matters (the

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form and
function of
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countries) to
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individual
institutions,
programmes and

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**engineers,
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mechanical and
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the development
of computer-
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systems. This book is the most comprehensive text available for both mechanical and electrical engineering students and will enable them to engage fully with all stages of mechatronic system design. It

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**offers broader
and more
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coverage than
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examples, case
studies and
exercises
throughout and
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**key feature of the
book is its
integrated
coverage of
programming the
PIC
microcontroller,
and the use of
MATLAB and
Simulink
programming and
modelling, along
with code files**

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ago, the term
'electronic**

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**publishing'
promised all
manner of
potential that the
Web and network
technologies
could bring to
scholarly
communication,
scientific
research and
technical
innovation. Over**

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**the last two
decades,
tremendous
developments
have indeed
taken place
across all of
these domains.
One of the most
important of
these has been
Open Science;
perhaps the most**

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**widely discussed
topic in research
communications
today. This book
presents the
proceedings of
Elpub 2017, the
21st edition of
the International
Conference on
Electronic
Publishing, held
in Limassol,**

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**Cyprus, in June
2017. Continuing
the tradition of
bringing together
academics,
publishers,
lecturers,
librarians,
developers,
entrepreneurs,
users and all
other
stakeholders**

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**interested in the
issues**

**surrounding
electronic
publishing, this
edition of the
conference
focuses on Open
Science, and the
27 research and
practitioner
papers and 1
poster included**

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**here reflect the
results and ideas
of researchers
and practitioners
with diverse
backgrounds
from all around
the world with
regard to this
important
subject. Intended
to generate
discussion and**

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debate on the potential and limitations of openness, the book addresses the current challenges and opportunities in the ecosystem of Open Science, and explores how to move forward in developing an

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**inclusive system
that will work for
a much broader
range of
participants. It
will be of interest
to all those
concerned with
electronic
publishing, and
Open Science in
particular.**

Rethinking Post-

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*A NEW YORK TIMES
BESTSELLER As a
healthy, happy thirty-
nine-year-old mother
with no family history*

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of breast cancer, being diagnosed with the disease rocked Hollye Jacobs's world. Having worked as a nurse, social worker, and child development specialist for fifteen years, she suddenly found herself in the position of moving into the hospital bed. She was

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*trained as a clinician
to heal. In her role as
patient, the healing
process became
personal. Exquisitely
illustrated with full-
color photographs by
Hollye's close friend,
award-winning
photographer
Elizabeth Messina,
The Silver Lining is
both Hollye's memoir*

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*and a practical,
supportive resource
for anyone whose life
has been touched by
breast cancer. In the
first section of each
chapter, she describes
with humor and
wisdom her personal
experience and gives
details about her
diagnosis, treatment,
side effects, and*

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recovery. The second section of each chapter is told from Hollye's point of view as a medical expert. In addition to providing a glossary of important terms and resources, she addresses the physical and emotional aspects of treatment, highlights what

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*patients can expect,
and provides action
steps, including: What
to do when facing a
diagnosis How to find
the best and most
supportive medical
team What questions
to ask What to expect
at medical tests How
to talk with and
support children How
to relieve or avoid*

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*side effects How to be
a supportive friend or
family member How to
find Silver Linings
Looking for and
finding Silver Linings
buoyed Hollye from
the time of her
diagnosis throughout
her double
mastectomy,
chemotherapy,
radiation, and*

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recovery. They gave her the balance and perspective to get her through the worst days, and they compose the soul of the book. The Silver Lining of Hollye's illness is that she can now use the knowledge gleaned from her experience to try to make it better

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for those who have to follow her down this difficult path. This is why she is sharing her story. Hollye is the experienced girlfriend who wants to help shed some light in the darkness, provide guidance through the confusion, and hold your hand every step of the way. At once

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*comforting and
instructive, realistic
and inspiring, The
Silver Lining is a
visually beautiful,
poignant must-read
for everyone who has
been touched by
cancer.*

*The importance of the
first-year experience
is now well
recognised. This*

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*collection of papers
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makes a fascinating
and important
contribution to our
understanding of
students' transition to
higher education. This
is a scholarly,
engaging and
illuminating text, that
is relevant not only in
the context of South
Africa, but for anyone*

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*interested in student
learning in the first
year of university
education. David
Gosling, Plymouth
University*

*This latest version of
Information Resources
in Toxicology (IRT)
continues a tradition
established in 1982
with the publication of
the first edition in*

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*presenting an
extensive itemization,
review, and
commentary on the
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infrastructure of the
field. This book is a
unique wide-ranging,
international,
annotated
bibliography and
compendium of major
resources in*

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*toxicology and allied
fields such as*

*environmental and
occupational health,
chemical safety, and
risk assessment.*

*Thoroughly updated,
the current edition
analyzes technological
changes and is rife
with online tools and
links to Web sites. IRT-
IV is highly*

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*structured, providing
easy access to its
information. Among
the “hot topics
covered are Disaster
Preparedness and
Management,
Nanotechnology,
Omics, the
Precautionary
Principle, Risk
Assessment, and
Biological, Chemical*

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and Radioactive

Terrorism and

Warfare are among

the designated. •

International in scope,

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• Numerous key

references and

relevant Web links •

Concise narratives

about toxicologic sub-

disciplines • Valuable

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*appendices such as
the IUPAC Glossary
of Terms in
Toxicology •*

*Authored by experts in
their respective sub-
disciplines within
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multimedia

technologies within
their many specific
application areas
as well as
presenting
developing trends
for the
future"--Provided
by publisher.

This book gives
contact information

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for education
organizations,
education
institutions, grade
schools, colleges
and universities in
most countries
except for Britain,
Canada and the
United States
which I cover
elsewhere. It's not

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comprehensive but
it does a good job.

This book gives
practical guidance
on doing an action
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Written for
practitioners
across professions
who are studying
on award-bearing
courses, this book

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is packed full of
useful advice and
takes the reader
through the
various stages of a
project, including:
Starting your
action research
project Monitoring
and documenting
the action
Techniques for

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dealing with the
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practical approach
will appeal to
practitioners and

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will encourage them to try out new strategies for improving their work. It will also be essential reading for those resource managers in schools, colleges and higher education institutions who

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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

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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

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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

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development via new
knowledge

production. A number
of universities have
manageable student-
staff ratios and
adequately qualifi ed
staff, but inadequate
funds for staff to
engage in research.

In addition, the
incentive regimes do
not support

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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

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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

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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

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Transformation in
South Africa.

"At once evocative
and suggestive, this
exemplary book gives
me hope that
educators and
scholars across the
world will seize the
opportunity to self-
reflect and enlarge
and enrich both their

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research and their
practice in ways that
will markedly
contribute to the
revitalisation of the
higher learning in the
twenty-first century.
The urgency of the
need for revitalisation
of both research and
practice in this
domain of inquiry
cannot be

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overstated." Prof
Clifton Conrad ?

University of
Wisconsin-Madison,
USA

This book is focused
on work, occupation
and career
development: themes
that are fundamental
to a wide range of
human activities and
relevant across all

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cultures. Yet theorizing and model building about this most ubiquitous of human activities from international perspectives have not been vigorous. An examination of the literature pertaining to career development, counseling and

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guidance that has developed over the last fifty years reveals theorizing and model building have been largely dominated by Western epistemologies, some of the largest workforces in the world are in the developing world. Career guidance is

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rapidly emerging as a strongly felt need in these contexts. If more relevant models are to be developed, frameworks from other cultures and economies must be recognized as providing constructs that would offer a deeper understanding of career

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development. This does not mean that existing ideas are to be discarded. Instead, an integrative approach that blends universal principles with particular needs could offer a framework for theorizing, research and practice that has wider relevance. The

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central objective of
this handbook is to
draw the wisdom and
experiences of
different cultures
together to consider
both universal and
specific principles for
career guidance and
counseling that are
socially and
economically relevant
to contemporary

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made in all areas of Nematology in South Africa over more than half a century, but it also combines this rather technical part with an insiders narrative of how Nematology started and developed. It also demonstrates how the South African community of

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nematologists gradually adapted to major changes in agriculture. These were due to a major political shift followed by socio-economic changes and this in an often challenging natural environment. At the same time this book is conceived as a useful source for

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young scientists to provide them with practical knowledge and critical insight in the field of Nematology. The information given is based primarily on research conducted by nematologists in South Africa. Most of this research was aimed at finding workable solutions

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for nematological problems confronted by both large-scale commercial producers and smallholding farmers. During a period when funding for scientific research is becoming increasingly scarce, the future demand

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and quest for practical solutions by applied research will only increase. This book provides university teachers, leaders and policymakers with evidence on how researchers in several countries are monitoring and improving student engagement—the

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extent to which students are exposed to and participate in effective educational practices. It captures insights from international implementations of the National Survey of Student Engagement (NSSE), developed in the United States.

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In the last half decade NSSE has been adapted and used in several other countries, producing the largest international collaboration yet involving educationally relevant data on students' engagement in higher education.

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international
students, part-time
and distance
learners, as well as
teaching and
leadership in
support of student
learning. Each
chapter outlines
strategies based on
national case
studies and
presents
perspectives

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supported by
concrete examples
of how these have
played out in
diverse settings.
The book suggests
mechanisms that
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institutions,
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by scholars

working to develop
a knowledge base
of teaching and
facilitating self-
study research
methodology.

Further, it details
and interconnects
perspectives and
experiences of new
self-study

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researchers and their facilitators, in self-study communities in different countries and across different continents. Offering a broad range of perspectives and contexts, it opens up possibilities for

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encouraging the collaborative and continuous growth of teaching and facilitating self-study research within and beyond the field of teacher education. The breadth of the scholarship presented expands

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scholarly
discussions
concerning
designing,
representing, and
theorising self-
study research in
response to
pressing
educational and
social questions.
By documenting

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and understanding
what teaching and
learning self-study
looks like in
different contexts
and what factors
might influence its
enactment, the
book contributes to
building a
kaleidoscopic
knowledge base of

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self-study

research. Overall,
this book
demonstrates the
impact on
participants'
professional
learning and
validates the
authenticity and
generative
professional

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applications of self-study methodology for and beyond teacher education, providing implications and recommendations for practitioners on a global level. This book constitutes the refereed

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proceedings of the
8th IFIP WG 11.8
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on Security
Education, WISE 8,
held in Auckland,
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July 2013. It also
includes papers
from WISE 6, held
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in July 2009 and
WISE 7, held in
Lucerne,
Switzerland in June
2011. The 34
revised papers
presented were
carefully reviewed
and selected for
inclusion in this
volume. They
represent a cross

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section of
applicable

research as well as
case studies in
security education.

Human-Centered
Software Engineering
: Bridging HCI, Usability and Software Engineering
From its beginning in the
1980's, the field of

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human-computer
interaction (HCI)
has been a multidisciplinary
arena. By this I mean that
there has
been an explicit
recognition that
distinct skills and
perspectives are
required to make
the whole effort of

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designing usable
computer systems
work well. Thus
people with
backgrounds in
Computer Science
(CS) and Software
Engineering (SE)
joined with people
with ba- grounds in
various behavioral
science disciplines

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(e. g. , cognitive and social psychology, anthropology) in an effort where all perspectives were essential to creating usable systems. But while the field of HCI brings individuals with many background

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disciplines together
to discuss a
common goal - the
development of
useful, usable,
satisfying systems
- the form of the
collaboration
remains unclear.
Are we striving to
coordinate the
varied activities in

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system

development, or
are we seeking a
richer collaborative
framework? In
coordination,
Usability and SE
skills can remain
quite distinct and
while the activities
of each group
might be critical to

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the success of a project, we need only insure that critical results are provided at appropriate points in the development cycle.

Communication by one group to the other during an activity might be

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seen as only
minimally

necessary. In
collaboration, there
is a sense that
each group can
learn something
about its own
methods and
processes through
a close pa-
nership
with the other.

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Communication during the process of gathering information from target users of a system by usability professionals would not be seen as so- thing that gets in the way of the essential work of software

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engineering
professionals.

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