

Flexible Learning Centre Dwu

Daniel F McAuley

Flexible Learning in Action Hudson, Rachel, Lyn, Oates, Maslin-Prothero, Sian, 2014-05-12 First Published in 1997. Pressures to find ways of delivering courses to new markets, lifelong learners and part-time students have all contributed to the growth in finding ways of delivering flexible learning. This book provides case studies to illustrate the diversity of approaches and gives advice on good practice. The case studies paint a broad picture of flexible learning developments in higher education in the United Kingdom, Australia and the United States of America. Several trends concerning the introduction of flexible learning have emerged, and the contributors examine strategies that have been developed at an institutional or departmental level for supporting flexible learning initiatives.

Contemporary PNG Studies, 2004 Contemporary PNG studies ... publish[es] research findings, personal perspectives, reports of projects or developments and reviews of recent books on Papua New Guinea.

Staff Development in Open and Flexible Learning Colin R. Latchem, Fred Lockwood, 1998 Provides an overview of the trends, influences and events which shape the work of leading staff developers and the policy changes, processes and outcomes they are helping to bring about. Gives advice on the organisation and implementation of staff development in various educational settings, open applications and cultural contexts around the world.

Challenges and Opportunities for the Global Implementation of E-Learning Frameworks Khan, Badrul H., Affouneh, Saida, Hussein Salha, Soheil, Najee Khlaif, Zuheir, 2021-02-19 As schools continue to explore the transition from traditional education to teaching and learning online, new instructional design frameworks are needed that can support with the development of e-learning

content. The e-learning frameworks examined within this book have eight dimensions: (1) institutional, (2) pedagogical, (3) technological, (4) interface design, (5) evaluation, (6) management, (7) resource support, and (8) ethical. Each of these dimensions contains a group of concerns or issues that need to be examined to assess and develop an institutions e-capability in order to introduce the best e-learning practices. Challenges and Opportunities for the Global Implementation of E-Learning Frameworks presents global perspectives on the latest best practices and success stories of institutions that were able to effectively implement e-learning frameworks. An e-learning framework is used as a guide to examine e-learning practices in countries around the globe to reflect on opportunities and challenges for implementing quality learning. In this book, therefore, tips for success factors and issues relevant to failures will be presented along with an analysis of similarities and differences between several countries and educational lessons. While highlighting topics such as course design and development, ICT use in the classroom, and e-learning for different subjects, this book is ideal for university leaders, practitioners in e-learning, continuing education institutions, government agencies, course developers, in-service and preservice teachers, administrators, practitioners, stakeholders, researchers, academicians, and students seeking knowledge on how e-learning frameworks are being implemented across the globe.

Mathematics Education in a Neocolonial Country: The Case of Papua New Guinea

Patricia Paraide, Kay Owens, Charly Muke, Philip Clarkson, Christopher Owens, 2023-01-10 Most education research is undertaken in western developed countries. While some research from developing countries does make it into research journals from time to time, but these articles only emphasize the rarity of research in developing countries. The proposed book is unique in that it will cover education in Papua New Guinea over the millennia. Papua New Guinea's multicultural society

with relatively recent contact with Europe and the Middle East provides a cameo of the development of education in a country with both a colonial history and a coup-less transition to independence. Discussion will focus on specific areas of mathematics education that have been impacted by policies, research, circumstances and other influences, with particular emphasis on pressures on education in the last one and half centuries. This volume will be one of the few records of this kind in the education research literature as an in-depth record and critique of how school mathematics has been grown in Papua New Guinea from the late 1800s, and should be a useful addition to graduate programs mathematics education courses, history of mathematics, as well as the interdisciplinary fields of cross cultural studies, scholarship focusing on globalization and post / decolonialism, linguistics, educational administration and policy, technology education, teacher education, and gender studies.

Staff Development in Open and Flexible Education Colin Latchem, Fred

Lockwood, 2005-07-15 As institutions and organisations around the world move to more open and flexible delivery of educational and training programmes, there is increasing need for effective forms of staff development to encourage and support change. Staff development is not only critical in helping teachers and trainers acquire and improve their knowledge and skills in alternative modes of delivery, but in helping to shape the policies, procedures and attitudes that are needed for more learner-centred approaches. This book draws together the experiences, insights and findings of some of the world's leading staff developers in open and flexible education. It is designed to provide an overview of the trends, influences and events which are shaping the work of these professionals, and the policy changes, processes and outcomes they are helping to bring about in this expanding field. The book offers various frameworks and strategies for staff development activities, with

examples from commercial, professional and educational settings, and shows how these can be refined and adapted to more specific contexts.

Open and Flexible Learning in Vocational Education and Training Judith Calder, Ann McCollum, 2013-10-08 This text reviews the strategies adopted in a range of behaviourist approaches to the setting and realization of standards - identifying the background from which they emerged and ways in which they might be further developed.

International Handbook of Universities, 2009

Neural Networks for Pattern Recognition Christopher M. Bishop, 1995-11-23 Statistical pattern recognition; Probability density estimation; Single-layer networks; The multi-layer perceptron; Radial basis functions; Error functions; Parameter optimization algorithms; Pre-processing and feature extraction; Learning and generalization; Bayesian techniques; Appendix; References; Index.

Pedagogy and Student Services for Institutional Transformation Jeanne L. Higbee, Emily Goff, 2008 PASS IT seeks to address a compelling need in higher education by developing a corps of trainers to facilitate professional development workshops in the implementation of Universal Design (UD) and Universal Instructional Design (UID) in higher education. UID, an adaptation of the architectural concept of Universal Design, is a relatively new model for providing access to higher education for students with disabilities. Through UD and UID, staff and faculty create more welcoming spaces for all students by rethinking professional practices to develop curricula and programs that are inclusive for all learners. This book is organized into six sections, each dealing with a different aspect of the implementation of UD and UID in higher education. The first section (Theoretical Frameworks) presents theoretical frameworks that explores the historical roots of

attitudes toward disability and provides the theoretical foundations for UID and then illustrates intersections between UID and student development theory. The second, pedagogical section (Implementing Universal Instructional Design in the Classroom), of the book examines the inclusiveness of first-year courses through Universal Instructional Design and discusses the value of going beyond the usual syllabus statement to communicate to students about the importance of providing equal access to classrooms and the impact that such communication can have on teaching and on all students' learning. Examples are given to demonstrate the relevance of UID principles to courses in art, legal studies, student writing, social sciences, and mathematics. The use of a computer-assisted model known as the Personalized System of Instruction (PSI) to teach a universally-designed psychology course is also explored in this section. The section closes with an examination of the role that learning communities play in implementing UD and UID. The third section (Implementing Universal Design in Academic Support and Student Development Programs and Services) explores the implementation of UD and UID in academic support and student development programs and services. The fourth section (Professional Preparation) addresses the application of UD and UID to professional preparation programs in higher education. The fifth section (Student Perspectives) is dedicated to student perspectives on the use of Universal Instructional Design. This section presents a discussion of the complicated process of disclosure for students with documented disabilities, as well as the results of the Multicultural Awareness Project for Institutional Transformation (MAP IT) that are specific to students with disabilities. A case study is described that demonstrates how developing accommodations for a student with multiple disabilities benefit the entire class. Finally, the sixth section (Administrative and Practical Considerations in Implementing Universal Instructional Design in Higher Education) addresses

administrative and practical considerations in implementing UD in higher education. The book concludes with an expanded set of guidelines for extending UID as a model for multicultural postsecondary education. The book contains 38 articles, as follows: (1) Introduction (Emily Goff and Jeanne L. Higbee); (2) Theoretical Foundations of Universal Instructional Design (Nancy J. Evans); (3) Broadening the Pathway to Academic Success: The Critical Intersections of Social Justice Education, Critical Multicultural Education and Universal Instructional Design (Heather W. Hackman); (4) Linking Universal Instructional Design and Cultural Capital: Improving African American College Outcomes (Na'im Madyun); (5) Enhancing the Inclusiveness of First-Year Courses Through Universal Instructional Design (Jeanne L. Higbee, Carl J. Chung, and Leonardo Hsu); (6) Making a Statement (Mark Pedelty); (7) Practicing Universal Instructional Design in Visual Art Courses (Patricia James and Themina Kader); (8) Universal Instructional Design in a Legal Studies Classroom (Karen L. Miksch); (9) Teaching College History Using Universal Instructional Design (David Arendale and David Ghere); (10) Writing Assignments and Universal Design for Instruction: Making the Phantom Visible (Renee DeLong); (11) Successful Undergraduate Mathematics Through Universal Design of Essential Course Components, Pedagogy, and Assessment (Irene M. Duranczyk and Annia K. Fayon); (12) Computer-Mediated Learning in Mathematics and Universal Instructional Design (D. Patrick Kinney and Laura Smith Kinney); (13) Universal Instructional Design in a Computer-Based Psychology Course (Thomas Brothen and Cathrine Wambach); (14) Charting a New Course: Learning Communities and Universal Design (Rashne R. Jehangir); (15) Universal Design Principles for Student Development Programs and Services (Jeanne L. Higbee); (16) Universal Learning Support Design: Maximizing Learning Beyond the Classroom (Donald L. Opitz and Lydia S. Block); (17) Implementing Universal Design in Learning Centers (Jeanne L. Higbee and Shevawn B.

Eaton); (18) Universal Design in Counseling Center Service Areas (Kathleen B. Uzes and Daley O. Connelly); (19) Universal Design in Advising (Principles and Practices, Mary Ellen Shaw, Amy Kampsen, Carole Anne Broad, and Anthony Albecker); (20) The First-Year Experience (Jeanne L. Higbee and Karen S. Kalivoda); (21) Residential Living for All: Fully Accessible and Liveable On-Campus Housing (Martha E. Wisbey and Karen S. Kalivoda); (22) Disability Services as a Resource: Advancing Universal Design (Karen S. Kalivoda and Margaret C. Totty); (23) Ensuring Smooth Transitions: A Collaborative Endeavor for Career Services (Jeanne L. Higbee, Emily Goff, Karen S. Kalivoda, Margaret C. Totty, Janice Davis Barham, and Christopher D. Bell); (24) Infusing Universal Instructional Design Into Student Personnel Graduate Programs (Karen A. Myers); (25) The Application of Universal Instructional Design in Experiential Education (Nancy Sharby and Susan E. Roush); (26) An Administrative Approach to Universal Design in Allied Health Sciences (Deborah A. Casey); (27) Training Professional and Faculty Advisors in Universal Design Principles (Debbie Cunningham, Alfred Souma, and Kaycee Gilmore Holman); (28) Universal Instructional Design and Professional Development of Public School Teachers (Karen A. Myers, Jo Nell Wood, and Mark Poussan); (29) Student Evaluations of the Effectiveness of Implementing Universal Instructional Design (Jeanne L. Higbee, Pa Houa Lee, James R. Bardill, and Heidi Cardinal); (30) Why Not Disclose? (Julie R. Alexandrin, Ilana Lyn Schreiber, and Elizabeth Henry); (31) Empowering Students With Severe Disabilities: A Case Study (Jay T. Hatch, David L. Ghery, and Katrina N. Jirik); (32) Disability and Diversity: Results From the Multicultural Awareness Project for Institutional Transformation (Jeanne L. Higbee, Patrick L. Bruch, and Kwabena Siaka); (33) Using Universal Design for Administrative Leadership, Planning, and Evaluation (David Arendale and Robert Poch); (34) Computing Technologies, the Digital Divide, and Universal Instructional Methods (Jillian M.

Duquaine-Watson); (35) Transforming the Community College by Eliminating Division Between Educational and Student Services (Melanie K. Wagner); (36) Community Colleges and Universal Instructional Design (Judy Schuck and Jane Larson); (37) Assistive Technology (Margret C. Totty and Karen S. Kalivoda); and (38) Institutional Transformation: Some Concluding Thoughts (Jeanne L. Higbee). [Individual articles contain references and tables.].

Teacher professionalization and teacher commitment a multilevel analysis Richard M. Ingersoll,1997

Maritime Economics Alan Branch,Martin Stopford,2013-04-15 Now in its second edition Maritime Economics provides a valuable introduction to the organisation and workings of the global shipping industry. The author outlines the economic theory as well as many of the operational practicalities involved. Extensively revised for the new edition, the book has many clear illustrations and tables. Topics covered include: * an overview of international trade * Maritime Law * economic organisation and principles * financing ships and shipping companies * market research and forecasting.

Knowledge for Development ,1998 World Development Report 1998-1999, now in its twenty-first edition, focuses on the role of knowledge and information as a factor of development, including the important trade-offs in strategies and policies and many other challenges. It examines such important questions as why have some developing countries been able to exploit the rapidly increasing stock of global knowledge more than others and what can be done to help those falling behind? The Report also looks at the challenge of finding the balance between private initiative and public intervention that encourages innovation and manages attendant risks. It deals with the role of international assistance and international organizations, which can help develop understanding

about these complex processes, help to transfer lessons of development experience across countries, and help finance crucial knowledge investments of importance to developing countries. Known as the standard reference for international economic data, the World Development Report 1998-1999 provides a set of Selected World Development Indicators as an appendix, presenting social and economic statistics for more than 200 countries.

Principles and Practice of Education J. S. Farrant, 1980 Principles and Practice of Education * Fully revised and updated new edition, giving complete coverage of TTC Education syllabuses, plus important in-service items which take account of teaching as a career. * Comprehensive guide to teaching methodology, from basic classroom skills to the wider issues of educational psychology, philosophy and the history of current patterns in African education. * Emphasis on practice rather than theory, on the relationship of education to the requirements of the community, and on the administration of education. * Particularly useful for teachers and student teachers in rural areas without much support and having to be largely self-reliant.

Corporate Social Responsibility and Natural Resource Conflict Kylie McKenna, 2015-10-23 This book examines the possibilities and limitations of corporate social responsibility in minimising the violent conflict often associated with natural resource exploitation. Through detailed and penetrating empirical analysis, the author skilfully asks why previous corporate social responsibility practices have not always achieved their aims. This theme is explored through an analysis of two of the most complex and protracted conflicts linked to natural resources in the Asia Pacific region: Bougainville (Papua New Guinea) and West Papua (Indonesia). Drawing on first-hand accounts of corporate executives and communities affected by resource conflict, this book documents the translation of global corporate social responsibility into local peace. Covering topics as diverse as

post-colonialism, law, revenue distribution, security, the environment and customary reconciliation, this ambitious text reveals how and why current corporate social responsibility initiatives may be unable to assist extractive companies avoid social conflict. The study concludes that this is attributable to the failure of extractive companies to respond to the social and environmental issues of most concern to local host communities. The idea is that extractive companies could actively contribute to peace building if they were to engage with the interdependencies between business activity and the root causes of conflict. What sets this book apart is that it offers a holistic framework for extractive companies to engage with the complexity of resource conflict. 'Interdependent Engagement' is an integrated model of corporate social responsibility that encourages extractive companies to deal with the underlying causes of resource conflict, rather than applying solutions or critiques of their symptoms.

Sustainable Communities, Sustainable Development Paul James, Yaso Nadarajah, Karen Haive, Victoria C. Stead, 2012-07-31 Papua New Guinea is going through a crisis: A concentration on conventional approaches to development, including an unsustainable reliance on mining, forestry, and foreign aid, has contributed to the country's slow decline since independence in 1975. Sustainable Communities, Sustainable Development attempts to address problems and gaps in the literature on development and develop a new qualitative conception of community sustainability informed by substantial and innovative research in Papua New Guinea. In this context, sustainability is conceived in terms that include not just practices tied to economic development. It also informs questions of wellbeing and social integration, community-building, social support, and infrastructure renewal. In short, the concern with sustainability here entails undertaking an analysis of how communities are sustained through time, how they cohere and change, rather than being

constrained within discourses and models of development. From another angle, this project presents an account of community sustainability detached from instrumental concerns with economic development. Contributors address questions such as: What are the stories and histories through which people respond to their nation's development? What is the everyday social environment of groups living in highly diverse areas (migrant settlements, urban villages, remote communities)? They seek to contribute to a creative and dynamic grass-roots response to the demands of everyday life and local-global pressures. While the overdeveloped world faces an intersecting crisis created by global climate change and financial instability, Papua New Guinea, with all its difficulties, still has the basis for responding to this manifold predicament. Its secret lies in what has been seen as its weakness: underdeveloped economies and communities, where people still maintain sustainable relations to each other and the natural world.

Peripheries at the Centre Machteld Venken, 2021-03-01 Following the Treaty of Versailles, European nation-states were faced with the challenge of instilling national loyalty in their new borderlands, in which fellow citizens often differed dramatically from one another along religious, linguistic, cultural, or ethnic lines. *Peripheries at the Centre* compares the experiences of schooling in Upper Silesia in Poland and Eupen, Sankt Vith, and Malmedy in Belgium — border regions detached from the German Empire after the First World War. It demonstrates how newly configured countries envisioned borderland schools and language learning as tools for realizing the imagined peaceful Europe that underscored the political geography of the interwar period.

Organizational Learning in Schools Kenneth Leithwood, Karen Seashore Louis, 2021-12-17 This volume presents the view that what matters most are learning processes in organizations and ways of enhancing the sophistication and power of these processes. Each contributor, therefore, explicitly

addresses the meaning(s) of organizational learning which they have adopted themselves.

Cultivating Dynamic Educators Sarah Pouezevara, 2018-09-28 *Cultivating Dynamic Educators: Case Studies in Teacher Behavior Change in Africa and Asia* responds to growing recognition by international education professionals, policy makers, and funding partners of the need for qualified teachers and interest in the subject of teacher professional development (also referred to as “teacher behavior change”). The book responds to important questions that are fundamental to improving teaching quality by influencing teaching practice. These questions include: How do we provide high-quality training at scale? How do we ensure that training transfers to change in practice? What methods are most cost-effective? How do we know what works? The book includes case studies describing different approaches to teacher behavior change and illustrates how specific implementation choices were made for each context. Individual chapters document lessons learned as well as methodologies used for discerning lessons. The key conclusion is that no single effort is enough on its own; teacher behavior change requires a system-wide view and concerted, coordinated inputs from a range of stakeholders.

Managing Climate Change Adaptation in the Pacific Region Walter Leal Filho, 2020-03-03 This book presents papers written by scholars, practitioners, and members of social movements and government agencies pursuing research and/or climate change projects in the Pacific region. Climate change is impacting the Pacific in various ways, including numerous negative effects on the natural environment and biodiversity. As such, a better understanding of how climate change affects Pacific communities is required, in order to identify processes, methods, and tools that can help countries and the communities in the region to adapt and become more resilient. Further, the book showcases successful examples of how to cope with the social, economic, and political problems

posed by climate change in the region.

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