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   Titolo   Planning focus groups [[electronic resource]. /] / David L. Morgan with Alice U. Scannell

   Pubbl/distr/stampa   London, : SAGE, c1998

   ISBN   1-5063-3918-2
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   Descrizione fisica   1 online resource (xvi, 139 p.) : 1 port

   Collana   Focus group kit ; ; v. 2

   Altri autori (Persone)   ScannellAlice U

   Disciplina   001.433

   Soggetti   Focus groups

   Lingua di pubblicazione   Inglese

   Formato   Materiale a stampa

   Livello bibliografico   Monografia

   Note generali   Description based upon print version of record.

   Nota di bibliografia   Includes bibliographical references (p. 133) and indexes.

   Nota di contenuto   Cover; Contents; Acknowledgments; Introduction to the Focus Group Kit; Chapter 1 - About This Book; Chapter 2 - Guiding Principles of Planning; Chapter 3 - Planning and Timelines; Chapter 4 - Personnel and Budgeting; Chapter 5 - Deciding on the Degree of Structure; Chapter 6 - Deciding on the Group Composition; Chapter 7 - Deciding on Group Size; Chapter 8 - Deciding on the Number of Groups; Chapter 9 - Recruiting the Participants; Chapter 10 - Setting up the Sessions; Chapter 11 - Checklist for Planning Focus Groups; References; Index to This Volume; Index to the Focus Group Kit
                    About the Author

   Sommario/riassunto   'Planning Focus Groups' is part of the six-volume Focus Group Kit which offers the information needed to conduct a state-of-the-art focus group, from the initial planning stages through to analysing and reporting the data.

2.	Record Nr.	UNINA9910733715003321
	Titolo	Language and Institutional Identity in the Post-Apartheid South African Higher Education : Perspectives on Policy and Practice / / edited by Leketi Makalela
	Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2022
	ISBN	9783030859619 9783030859602
	Edizione	[1st ed. 2022.]
	Descrizione fisica	1 online resource (169 pages)
	Collana	Language Policy, , 2452-1027 ; ; 27
	Disciplina	379 306.44968
	Soggetti	Education and state Language policy Education, Higher Educational Policy and Politics Language Policy and Planning Higher Education Política lingüística Política educativa Educació superior Llibres electrònics República de Sud-àfrica
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Nota di contenuto	1. Introduction: language, identity and African universities -- 2. Institutional language policy and identity construction at a former Afrikaans medium university -- 3. Identity and Linguistic Culture at the University of Limpopo -- 4. From 'Black' to 'Kaleidoscope': Institutional Curriculum and Linguistic reforms at a historically Black University -- 5. The carry over effects of teacher education programmes on monolingualism: Towards a decolonized university -- 6. IsiZulu as the Medium of Instruction in a South African University: Implications for

institutional identity shift -- 7. "You dare not bring the 'what you calls …'": Marginalization of Indigenous Languages in Higher Education -- 8. From fixity to fluidity: A critique of Higher Education Language Policy -- 9. To be and to know: Towards decolonized multilingual university.

Sommario/riassunto

This book examines the intersections between education, identity formation, and language in post-apartheid South Africa with specific attention to higher education. It does so against the backdrop of the core argument that the sector plays a critical role in shaping, (re) producing and perpetuating sectoral, class, sub-national and national identities, which in turn, in the peculiar South African setting, are almost invariably analogous with the historical fault lines determined and dictated by language as a marker of ethnic and racial identity. The chapters in the book grapple with the nuances related to these intersections in the understanding that higher education language policies – overt and/or covert – largely structure institutional cultures, or what has been described as curriculum in higher education institutions. Together, the chapters examine the roles played by higher education, by language policies, and by the intersections of these policies and ethnolinguistic identities in either constructing and perpetuating, or deconstructing ethnolinguistic identities upon which the sector was founded. The introductory chapter lays out the background to the entire book with an emphasis on the policy and practice perspectives on the intersections. The middle chapters describe the so-called "White Universities", "Black Universities" and "Middle-Man Minorities Universities". The final chapter maps out future directions of the discourses on language and identity formation in South Africa's higher education.