

1.	Record Nr.	UNISA990000165200203316
	Autore	Burn, R. P.
	Titolo	Numbers and functions : steps into analysis / R. P. Burn
	Pubbl/distr/stampa	Cambridge : University press, copyr. 1992
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2.	Record Nr.	UNINA9910719757403321
	Titolo	Contextualised open educational practices : towards student agency and self-directed learning / / Jaco Olivier [and three others], editors
	Pubbl/distr/stampa	Cape Town, South Africa : , : AOSIS Books, , [2022]
	ISBN	1-77995-264-3
	Descrizione fisica	1 online resource (xxxviii, 252 pages) : illustrations
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	Nota di contenuto	Open educational practices for self-directed learning: a staff fellowship as a case study / Digital multilingualism for social justice through localised self-directed open education / Open educational resources' likely contributions to education and implications for self-directed learning / Multilingual philosophy glossaries: Steps towards socially just pedagogical praxis / Designing an open educational resource to support the development of oral interactional competence at beginner

level / Decolonising the journalism curriculum through co-creating an open educational textbook with students / Stories students tell about their learning experiences creating open educational resources in a music education module / Second-year health students' perspectives on developing open educational resources / An open educational resource as a tool to create awareness around infectious diseases / How open educational resources can assist in developing open legal pedagogies.

Sommario/riassunto

This book covers original research on the implementation of open educational practices through the use of open educational resources at the university level. The emphasis on open education in this book is on contextualising resources, supporting student agency and fostering self-directed learning specifically within a South African milieu. The envisaged chapters cover conceptual and review research and empirical work focussing on open educational practices and the use of renewable assessments. The work starts off with an overview of an institutional-wide open education project that prompted the research followed by research on open education in terms of various modules in the health science, music education, law, philosophy, dietetics, anthropology, French language learning, journalism and political science. There is a clear gap in the literature on open education in terms of open educational practices, specifically in terms of contextualising resources, supporting student agency and fostering self-directed learning in a South African context. Despite the existence of some general works on open education in terms of policy, social justice and open textbooks, this book will be unique in exploring the intersections of openness, specifically with contextualisation, student agency and self-directedness.
