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This book explores and further expands on the rich history of theoretical and empirical research in open and distributed learning, and addresses the impact of the "data revolution" and the emergence of learning analytics on this increasingly diverse form of educational delivery. Following an introductory chapter that maps the book's conceptual rationale, the book discusses the potential, challenges and practices of learning analytics in various open and distributed contexts. A concluding chapter briefly summarises the chapters before providing a tentative future research agenda for learning analytics in open and distributed environments.

This book constitutes the proceedings of the 14th International Conference on Mobile and Contextual Learning, mLearn 2015, held in a cruise ship leaving from and arriving to Venice, Italy, in October 2015. The 22 revised full papers and 6 short papers presented were carefully reviewed and selected from 81 submissions. The papers deal with the topics related to the theme of the conference: "The mobile learning voyage: from small ripples to massive open waters". The conference theme paid tribute to the developments that brought mobile learning from its infancy steps in the early 2000s to maturity in 2015, while simultaneously paving the way for the broad and open waters ahead with new developments and progress in mobile learning, and emerging ambient technologies.

Organized topically rather than historically, this book provides an excellent introduction to the subject of African Philosophy. Samuel Oluoch Imbo synthesizes the ideas of key African philosophers into an accessible narrative. The author focuses on five central questions: What are the definitions of African philosophy? Is ethno-philosophy really philosophy? What are the dangers of an African philosophy that claims to be 'unique'? Can African philosophy be done in foreign languages such as English and French? Are there useful ways to make connections between African philosophy, African American philosophy, and women's studies? By making cross-disciplinary and transnational connections, Imbo stakes out an important place for African philosophy. Imbo's book is an invaluable introduction to this dynamic and growing area of study.

This edited book brings together an international cast of contributors to examine how academic literacy is learned and mastered in different tertiary education settings around the world. Bringing to the fore the value of qualitative enquiry through ethnographic methods, the authors illustrate in-depth descriptions of genre knowledge and academic literacy development in first and second language writing. All of the data presented in the chapters are original, as well as innovative in the field in terms of content and scope, and thought-provoking regarding theoretical, methodological and educational approaches. The contributions are also representative of both novice and advanced academic writing experiences, providing further insights into different stages of academic literacy development throughout the career-span of a researcher. Set against the backdrop of internationalisation trends in Higher Education and the pressure on multilingual academics to publish their research outcomes in English, this volume will be of use to academics and practitioners interested in the fields of Languages for Academic Purposes, Applied Linguistics, Literacy Skills, Genre Analysis and Acquisition and Language Education.

Written by a life-long language practioner who has spoken isiXhosa since childhood, this grammar represents a significant advance in understanding the structure of isiXhosa, the language of more than 8 million South Africans. In this ground-breaking book isiXhosa is described in its own right, freeing it from preconceived grammatical ideas derived from European languages. All the features of the language are portrayed in this revisionist grammar that reinvents isiXhosa as a language with its own genius. All students of isiXhosa urgently need this book. Both mother-tongue speakers and those studying isiXhosa as a second or third language have to take cognisance of this new approach to escape the restrictions imposed by a Eurocentric bias. It is essential to authors of textbooks and those who prescribe syllabi. It is also of significance for those attempting to gain insight in the structure of related African languages.