



# Unisa Law Modules 2015

**Veronica G. Thomas, Patricia B.  
Campbell**



## **Unisa Law Modules 2015:**

**Financial Inclusion and Digital Transformation Regulatory Practices in Selected SADC Countries** Howard Chitimira, Tapiwa Victor Warikandwa, 2023-03-28 This book investigates the regulation and promotion of financial inclusion and provides a comparative analysis of the regulation promotion and enforcement of the relevant laws in the SADC in particular South Africa Namibia Botswana and Zimbabwe as well as the challenges of financial inclusion In turn it evaluates financial inclusion in the context of specific challenges faced by unbanked and underbanked customers who are easy targets for cyber criminals because they tend to have lower levels of digital literacy The book presents novel discussions that identify the challenges and flaws associated with the enforcement of financial inclusion laws and related measures intended to promote financial inclusion in the SADC region This is primarily done in order to reveal the current strengths and weaknesses of financial inclusion laws in relation to certain aspects of the companies securities and financial markets in the region For example there is no common financial inclusion instrument law that is effectively and uniformly applied throughout the SADC This has impeded the enforcement authorities efforts to effectively combat financial exclusion across the region The book is likely the most comprehensive study to date on the regulation and promotion of financial inclusion in the SADC region and fills a major gap in SADC and African legal jurisprudence As such it offers a valuable asset for policymakers attorneys bankers securities share holders and other market participants who deal with financial inclusion as well as undergraduate and graduate students interested in the topic

**The Mobile Learning Voyage - From Small Ripples to Massive Open Waters** Tom H. Brown, Herman J. van der Merwe, 2015-10-14 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

**Activating Academia for an Era of Colliding Crises** Alison Julia Katherine Green, Adam R. Aron, James Dyke, 2025-10-28 While there has been discussion for decades about the need to rethink the core purpose of academia to enable all to live well on a planet of finite resources humanity's present predicaments point to a paradox at the heart of the academic enterprise Although academic institutions have originated research and innovations that underpin much of what we view as development and progress these same advances are also responsible for the global crises we now face Indeed many voices are now arguing that academia can and must do more to drive the transformative change that is needed if we are to avert the imminent catastrophe that is almost upon us The Alliance for Sustainability leadership in

Education EAUC in conjunction with Second Nature and the United Nations Environment's Youth and Education Alliance announced in 2019 that over 7 000 higher and further education institutions across six continents were declaring a climate emergency with a three point plan for action as part of the Race to Zero This enshrined a bolder commitment from academia to play its part in achieving net zero greenhouse gas emissions While there has been success over several decades in fostering Education for Sustainable Development ESD and in embedding sustainability in curricula the efficacy of this has arguably been limited by the disciplinary silos in which academics find themselves Similarly the research and scholarly work that is needed to fully understand planetary limits transcends the traditional silos of academic disciplines This Research Topic then will examine what needs to change to optimise ESD and transdisciplinary approaches to research and teaching It will explore ways in which theories of change can be brought to bear on these issues Our Research Topic also centres on the responsibility acknowledged increasingly by academics for academic institutions and sectors and for academics themselves to do more As trusted educators communicators and policy influencers academia has unique potential and responsibility to guide students and society through this transition to a better future In the case of many academics this means embracing advocacy and activism as their moral responsibility at this point in humanity's history To this end the Research Topic will consider ways in which climate justice principles may be used to explore the responsibilities of academic institutions as one example of an actor with the capacity to influence the drivers of climate breakdown to act In some nations academic institutions have fallen prey to a set of neoliberal assumptions that have arguably diminished the agency of individual academics The marketisation of higher education is rife in some nations e g UK and US and while some academics have documented rising inequality a deepening climate and ecological crisis socio economic breakdown and the deteriorating psychological and physical well being these engender they have so far proven mostly powerless to reorient their fields to confront these challenges at the institutional level Consequently they remain unable to pursue an agenda for change that benefits their students and wider society This Research Topic welcomes research that explores actions available to academics from diverse perspectives including models of behavioural change Decades of research have shown that warnings do not work and that evidence based recommendations do not necessarily translate into policy or institutional change Academics increasingly refer to a broken science society contract suggesting that calls to listen to the science and expectations that warnings issued by scientists will be heeded reflect a depoliticized view of the relationships between science and society This failure to recognise the intricate ways in which science and policy are connected raises questions about the neutrality of research and the academic enterprise Our Research Topic invites articles that explore how we might re make the science society contract Questions about the independence and interdependence of research and teaching inevitably arise when academic institutions are in receipt of funds from corporations charities foundations and individuals Institutions can be compromised by vested interests often in the form of corporate interests that can influence research

curriculum and staff appointments and the will of senior management to address this problem is poor. While there are laudable initiatives aimed at resolving intersecting challenges and promoting transdisciplinary approaches in higher education, it is fair to say that increasing numbers of academics globally realise that we are not set up to ready society for an era of colliding environmental and social crises. Many fear that academia is guilty of perpetuating the problems that have created this crisis. And while growing numbers hold this view, few have ready answers as to what more academics and academic institutions can do. In spite of this, some academics have chosen to step outside of their conventional roles, embracing advocacy and activism, either taking individual action outside of their role or seeking to drive change within their institutions. One problem is that action is fragmented, often reliant upon the energies and tenacity of one or more individuals who have sought to re-define their roles to embrace the responsibility they feel to act. The Research Topic will serve to aggregate work on academic activism and to raise awareness of ways in which academics can act. It will also examine the notion that we need to remake the science-society contract and will explore what that entails. The Research Topic will explore the interrelations between science and society and highlight the need to examine political dimensions of decision-making and knowledge production. To begin to provide answers to the questions of what it is that academics can do to drive transformational change, this Research Topic brings together voices from diverse disciplines and nations. Their voices have in common one thing: each has reflected on or re-imagined their role and purpose as an academic, and each has embraced advocacy or activism. The articles will be organised around three broad themes: i) In what ways are our academic institutions either failing or succeeding? We invite articles that expose the overt and covert influences on academia, such as neoliberal structures and fossil-fueled research agendas. We also invite articles centred on examples of good practice, such as initiatives to foster transdisciplinary approaches to research and education. ii) Trailblazers for transformative change. We invite case studies and critiques from the front lines from academics exploring and putting into practice their own take on 'What can I do?' Evaluations of what has and has not worked to drive change at the institutional and individual levels are welcomed. iii) The disruptors that are already initiating transformations in HE. The growth of for-profit private providers, open access teaching resources, and other online approaches that threaten the business models of existing public and nonprofit institutions who struggle to compete with the relevance and just-in-time education that is becoming available via novel actors. We welcome articles exploring the potential for disruption.

**Handbook of Open Universities Around the World** Sanjaya Mishra, Santosh Panda, 2025-06-27. The Handbook of Open Universities Around the World is the first collection to provide a comprehensive and critical overview of open universities internationally. Over 80 open universities have been established across five continents to provide a distance-orientated, class-inclusive and high-quality education for learners left behind by existing formal systems for higher and continuing education and lifelong learning. This mission has been continually reshaped by major developments in open education, learning technologies, and online social networking, as well as by the evolution of

specific concerns such as the massification of education employability financial trends artificial intelligence and development agendas on the regional national and global levels This landmark volume analyzes and reflects on the planning organization management pedagogic skilling and employability and accreditation dimensions of 47 open universities in relation to their national and institutional contexts the internationalization of education and the integration of advanced learning technologies Featuring contributions by internationally recognized scholars practitioners and educational administrators this authoritative resource provides insights into the business model finances operations instructional systems enrollment patterns learner supports quality assurance professional development and more of today s open universities Through historical trajectories institutional profiles case studies lessons learned and best practices this book provides rich analytical perspectives on the status and challenges of single mode distance learning universities as an educational phenomenon while unpacking the premise of openness itself This Handbook is primarily written for planners managers administrators instructional designers and teaching faculty at single mode distance teaching universities who are seeking to sustain their institutions in a period of rapid change government policymakers training organizations technology providers and education think tanks who are in need of authentic and research based information on technology enabled learning modeled by open universities around the world and graduate students teaching faculty and scholars who are affiliated with online and distance education learning design and technology higher education planning and management adult education and lifelong learning and education policy and future studies Chapter 54 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4 0 license Watch a stimulating discussion between the book s volume editors and Sir John Daniel and Professor Stephen Murgatroyd on YouTube

Legal pedagogy, practice and curriculum transformation: What does the future hold and look like? Charles Maimela ,2025-07-18 In an era marked by rapid technological innovation and complex socio political shifts legal education stands at a critical crossroads This timely publication explores the imperative for a curriculum that is both responsive and resilient capable of adapting to the evolving needs of students institutions and society at large Blending theoretical analysis with practical insight the book offers forwardthinking strategies to navigate the multifaceted challenges of curriculum transformation Drawing on the lived experiences and reflections of law educators across diverse institutions it provides a unique lens into how curriculum innovation can enhance teaching learning and research in the legal academy More than a commentary this book is a call to action a vital resource for educators academic leaders and policymakers committed to ensuring the continued relevance excellence and social responsiveness of legal education in the 21st century **Evaluation in Today's World** Veronica G. Thomas,Patricia B. Campbell,2020-08-27 Evaluation in Today s World Respecting Diversity Improving Quality and Promoting Usability covers theoretical and practical issues related to evaluation of programs with an emphasis on viewing evaluation topics through a social justice diversity and inclusive perspective **Introduction to the**

**Theory of Law** Joseph Church, V. Z. Mntambo, University of South Africa. Department of Legal History, Comparative Law and Legal Philosophy, 1993      *Introduction to the Theory of Law* Joseph Church, Emsie Schoeman, C. Nicholson, S. Hutchings, E. Delpont, University of South Africa. Department of Legal History, Comparative Law and Legal Philosophy, 1993

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