

Improving Learning Series

Improving Learning by Widening Participation in Higher Education

Edited by Miriam David
with Ann-Marie Bathmaker, Gill Croxall, Pauline Davis,
Hubert Erb, Alison Fuller, Geoff Hayward, Sue Heath,
Chris Hockings, Gareth Parry, Diane Reay, Anna Vignoles
and Julian Williams



Improving Learning By Widening Participation In Higher Education

James E. Côté



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Improving Learning by Widening Participation in Higher Education Miriam David, Ann-Marie Bathmaker, Gill Crozier, Pauline Davis, Hubert Ertl, Alison Fuller, Geoff Hayward, Sue Heath, Chris Hockings, Gareth Parry, Diane Reay, Anna Vignoles, Julian Williams, 2009-09-18 This book presents a strong and coherent rationale for improving learning for diverse students from a range of backgrounds within higher education

Improving Learning by Widening Participation in Higher Education Miriam David, Ann-Marie Bathmaker, Gill Crozier, Pauline Davis, Hubert Ertl, Alison Fuller, Geoff Hayward, Sue Heath, Chris Hockings, Gareth Parry, Diane Reay, Anna Vignoles, Julian Williams, 2009-09-18 Improving Learning by Widening Participation in Higher Education presents a strong and coherent rationale for improving learning for diverse students from a range of socio economic ethnic racial and gender backgrounds within higher education and for adults across the life course Edited by Miriam David the Associate Director of the ESRC's highly successful Teaching and Learning Research Programme with contributions from the seven projects on Widening Participation in Higher Education viz Gill Crozier and Diane Reay Chris Hockings Alison Fuller and Sue Heath Anna Vignoles Geoff Hayward and Hubert Ertl Julian Williams and Pauline Davis Gareth Parry and Ann Marie Bathmaker this book provides clear and comprehensive research evidence on the policies processes pedagogies and practices of widening or increasing participation in higher education This evidence is situated within the contexts of changing individual and institutional circumstances across the life course and wider international transformations of higher education in relation to the global knowledge economy Improving Learning by Widening Participation in Higher Education also considers the changing UK policy contexts of post compulsory education how socio economically disadvantaged students raced and gendered fare through schools and into post compulsory education the kinds of academic and vocational courses including Maths undertaken the changing forms of institutional and pedagogic practices within higher education how adults view the role of higher education in their lives This book based upon both qualitative studies and quantitative datasets offers a rare insight into the overall implications for current and future policy and will provide a springboard for further research and debate It will appeal both to policy makers and practitioners as well as students within higher education

Reflective Teaching in Higher Education Paul Ashwin, David Boud, Susanna Calkins, Kelly Coate, Fiona Hallett, Gregory Light, Kathy Lockett, Iain MacLaren, Katarina Mårtensson, Jan McArthur, Velda McCune, Monica McLean, Michelle Tooher, 2020-02-20 Reflective Teaching in Higher Education is the definitive textbook for those wanting to excel at teaching in the sector Informed by the latest research in this area the book offers extensive support for those at the start of an academic career and career long professionalism for those teaching in higher education Written by an international collaborative author team of experts led by Paul Ashwin Reflective Teaching in Higher Education offers two levels of support practical guidance for day to day teaching covering key issues such as strategies for improving learning teaching and assessment curriculum design relationships communication and inclusion evidence informed principles to aid

understanding of how theories can effectively inform teaching practices offering ways to develop a deeper understanding of teaching and learning in higher education In addition to new case studies from a wider variety of countries than ever before this new edition includes discussion of What is meant by agency Gender ethnicity disability and university teaching Digital learning spaces and social media Teaching career development for academics Decolonising the curriculum Assessment and feedback practices Teaching excellence and learning gain 2015 UN General Assembly 2030 Agenda for Sustainable Development reflectiveteaching co uk provides a treasure trove of additional support It includes supplementary sector specific material to support for considering questions around society s educational aims and much more besides

The Oxford Handbook of Higher Education Systems and University Management S. G. Redding, Antony Drew, Stephen Crump, 2019 This Handbook examines the main challenges facing higher education systems in an increasingly turbulent and interconnected world exploring how higher education institutions are managed in changing conditions and the societal implications of different approaches to change

Purposeful Teaching and Learning in Diverse Contexts Darrell Hucks, Yolanda Sealey-Ruiz, Victoria Showunmi, Suzanne C. Carothers, Chance W. Lewis, 2022-01-01 Teachers have faced serious public critique regarding their effectiveness and professionalism in classrooms At every level their work is often measured solely against student achievement outcomes often on standardized tests Darling Hammond Ravitch 2010 Unfortunately students who are coming from culturally economically and linguistically diverse backgrounds are often occupying the bottom rungs regarding academic achievement Ladson Billings 1995 Milner 2010 Hucks 2014 What are the obstacles and challenges teachers and students face in their respective school settings and how do they grapple with and overcome them Finally what do these teachers and students know that motivates and informs their work The scholars in this volume will take up these questions and share the findings of their research in the field of leadership teacher education and achievement These concerns are not limited to the geographic boundaries of the United States of America Engaging purposeful teaching is an imperative that concerns students teachers teacher educators educational leaders and education policy makers around the globe There are many educators worldwide who are committed to delivering this type of teaching and promoting learning that is engaged and active The four sections of the book capture the work of educators in teaching in diverse global settings such as the Australia United Kingdom Jamaica Turkey and across America As diverse populations of students enter American classrooms it is important for their teachers to have relatable examples of purposeful teaching that are culturally responsive and culturally relevant

Social Inclusion and Higher Education Tehmina N Basit, Sally Tomlinson, 2014-04-09 Available Open Access under CC BY NC licence This book is about the experiences of students in institutions of higher education from non traditional backgrounds The expansion of Higher Education world wide shows no signs of slowing down and there is already a large literature on who has access to higher education and to qualifications that offer higher life time incomes and status However to date there has been minimal focus on what happens to the students

once they are in the institutions and the inequalities that they face This book aims to fill this gap in the literature The chapters demonstrate that the students and their families are finding ways of acquiring forms of capital that encourage and sustain their participation in higher education Contributions from the UK the USA and Australia reveal that the issues surrounding the inclusion of non traditional students are broadly similar in different countries It should be read by all those leading managing or teaching in institutions of higher education and all students or intending students whatever their background

Organising Neoliberalism Philip Whitehead,Paul Crawshaw,2012-09-15 This collection of essays incorporates the insight of an international group of experts to explore the impact of neoliberalism within different organisational domains from both theoretical and empirical perspectives Examining neoliberalism in the context of political social economic and institutional domains this volume promotes a critical and challenging approach to the social and economic attitudes characterising late modern capitalism

Writing in the Disciplines Mary Deane,Peter O'Neill,2011-08-23 Writing in the Disciplines WiD is a growing field in which discipline based academics writing developers and learning technologists collaborate to help students succeed as subject specialists This book places WiD in its theoretical and cultural contexts and reports on initiatives taking place at a range of UK higher education institutions Also includes surveys of current developments and scholarship in the US Australia Europe and elsewhere making it of interest to both a UK and an international audience

Feminism, Gender and Universities Miriam E. David,2016-04-15 Feminism Gender and Universities demonstrates the positive and robust impacts that feminism has had on higher education through the eyes and in the words of the participants in changing political and social processes Drawing on the collective biography of leading feminist scholars from around the world and current evidence relating to gender equality in education this book employs methods including biographies life histories and narratives to show how the feminist project to transform women s lives in the direction of gender and social equality became an educational and pedagogical one Through careful attention to the ways in which feminism has transformed feminist academic women s lives the author explores the importance of education in changing socio political contexts raising questions about further changes that are necessary Delving into the deeper and more hidden echelons of education the book examines the contested nature of current managerial or business approaches to university and education revealing these to be incompatible with feminist thought A plea for more careful attention to education and the ways in which the processes of knowledge making influence and are influenced by gender and sexual relations Feminism Gender and Universities will appeal to scholars across the social sciences with interests in gender pedagogy and modern academic life

Higher Education, Social Class and Social Mobility Ann-Marie Bathmaker,Nicola Ingram,Jessie Abrahams,Anthony Hoare,Richard Waller,Harriet Bradley,2016-07-30 This book explores higher education social class and social mobility from the point of view of those most intimately involved the undergraduate students It is based on a project which followed a cohort of young undergraduate students at Bristol s two universities in the UK through

from their first year of study for the following three years when most of them were about to enter the labour market or further study. The students were paired by university by subject of study and by class background so that the fortunes of middle class and working class students could be compared. Narrative data gathered over three years are located in the context of a hierarchical and stratified higher education system in order to consider the potential of higher education as a vehicle of social mobility.

Higher Education in the Global Age Daniel Araya, Peter Marber, 2013-11-20. Discussions on globalization now routinely focus on the economic impact of developing countries in Asia, Africa, the Middle East, the former Soviet Union, and Latin America. Only twenty five years ago many developing countries were largely closed societies. Today the growing power of emerging markets is reordering the geopolitical landscape. On a purchasing power parity basis, emerging economies now constitute half of the world's economic activity. Financial markets too are seeing growing integration. Asia now accounts for 1/3 of world stock markets, more than double that of just 15 years ago. Given current trajectories, most economists predict that China and India alone will account for half of global output by 2050, almost a complete return to their positions prior to the Industrial Revolution. How is higher education shaping and being shaped by these massive tectonic shifts? As education rises as a geopolitical priority, it has converged with discussions on economic policy and a global labor market. As part of the Routledge Studies in Emerging Societies series, this edited collection focuses on the globalization of higher education, particularly the increasing symbiosis between advanced and developing countries. Bringing together senior scholars, journalists, and practitioners from around the world, this collection explores the relatively new and changing higher education landscape.

Improving Teaching And Learning In Higher Education: A Whole Institution Approach D'Andrea, Vaneeta, Gosling, David, 2005-08-01. Universities are increasingly being required to pay greater attention to improving teaching and enhancing student learning. This text will assist universities and colleges to achieve these goals by establishing an approach to institutional change which is well founded on both research and practical experience.

The Lives of Working Class Academics Iona Burnell Reilly, 2022-12-12. A collection of autoethnographies written by academics who self define as being from a working class heritage. Each one is an account of their lives, their experiences, and their journeys into becoming a higher education professional in an industry still steeped in elitism.

The State of the Art in Student Engagement Carl Senior, 2015-07-10. There is an extensive literature conducted from a range of theoretical perspectives and methodologies on the role of groups and student learning in higher education. However, here the concept of the group is heavily contested at a theoretical level, but within higher education practice, characterizing the group has tended to be clear cut. Groups of students are often formed within the parameters of specific educational programs to address explicitly defined learning objectives. These groups are often small scale and achieve tasks through cooperative or collaborative learning. Cooperative learning involves students dividing roles and responsibilities between group members so learning becomes an independent process and outcome. On the other hand, collaborative learning involves students working

together by developing shared meanings and knowledge to solve a task or problem From this perspective learning is conceptualized as both a social process and individual outcome That is collaborative learning may facilitate individual student conceptual understanding and hence lead to higher academic achievement The empirical evidence is encouraging as has been shown that students working collaboratively tend to achieve higher grades than students working independently However the above perspectives on student engagement assume that groups are formed within the confines of formal learning environments e g lecture theaters involve students on the same degree program have the explicit function of achieving a learning task and disband once this has been achieved However students may also use existing social networks such as friendship groups as a mechanism for learning which may occur outside of formal learning environments There is an extensive literature on the role and benefits of friendship groups on student learning within primary and secondary education but there is a distinct lack of research within higher education This ebook is innovative and ambitious and will highlight and consolidate the current understanding of the role that student based engagement behaviors may serve in effective pedagogy A unique aspect of this research topic will be the fact that scholars will also be welcome to submit articles that describe the efficacy of the full range of approaches that have been employed to facilitate student engagement across the sector

The Routledge Doctoral Supervisor's Companion Melanie Walker, Pat Thomson, 2010-04-19 Accompanying The Routledge Doctoral Student's Companion this book examines what it means to be a doctoral student in education and the social sciences providing a guide for those supervising students Exploring the key role and pedagogical challenges that face supervisors in students personal development the contributors outline the research capabilities which are essential for confidence quality and success in doctorate level research Providing guidance about helpful resources and methodological support the chapters frame important questions within the history of debates act as a road map through international literatures make suggestions for good practice raise important questions and provide answers to key pedagogical issues provide advice on enabling students scholarly careers and identities While there is no one solution to ideal supervision this wide ranging text offers resources that will help supervisors develop their own personal approach to supervision Ideal for all supervisors whether assisting part time or full time students it is also highly suitable for helping academics to support international students who confront Western doctoral traditions and academic cultures helping both supervisor and student to understand why things are as they are

[The Wiley Handbook of Gender Equity in Higher Education](#) Nancy S. Niemi, Marcus B. Weaver-Hightower, 2020-11-05 Research into gender equity in higher education inspiring action With this enlightening handbook you can review the thinking of leading researchers on the current intersection of gender and higher education The Wiley Handbook of Gender Equity in Higher Education provides an in depth look at education's complicated relationships with and in some cases inadequate fostering of gender equity The collection offers a bold picture of research into the subject It also projects future paths of exploration inquiry and action for gender equity Focuses specifically on

gender and higher education across the globe setting the stage for new explorations Examines gender equity in relation to the STEM fields Considers current male participation in higher education Covers gender segregation by major and the issue of women remaining in lower paying areas The Wiley Handbook of Gender Equity in Higher Education spotlights the continuing and integral role of educational institutions in the struggle for gender equity Policy makers university administrators and researchers can look to this handbook for perspective on recent research as they move forward in the pursuit of more equitable educational environments *Routledge Handbook of the Sociology of Higher Education* James E. Côté, 2016-06-03 This is the first handbook to cover the sociological approaches to higher education It is timely because of global expansions of mass higher educational systems especially as these systems come under scrutiny by a variety of stakeholders Questions are being raised about the value of traditional pedagogies along with calls for efficiency accountability and cost reduction but above all job training Within this neoliberal context each chapter examines different sociological aspects of and debates about educational institutions as status conferring organizations with myriad positional characteristics experiences and outcomes Many current debates concern the legitimacy of the statuses conferred including the continuing debate regarding the role of universities in legitimating social class reproduction as well as more recent concerns about standards in mass systems This handbook puts these issues and debates in focus in ways that will be of interest to a variety of stakeholders within academia as well as in policy circles

Transforming Higher Education Through Universal Design for Learning Seán Bracken, Katie Novak, 2019-02-21 Providing insight into the background theory and practical applications of Universal Design for Learning UDL Transforming Higher Education through Universal Design for Learning An International Perspective examines and shares best practice in UDL implementation worldwide to provide strategies for strengthening student accessibility engagement and learning outcomes through the development of flexible learning environments Drawing upon insightful research based contributions from educators and student service specialists in Australia Belgium Brazil Canada Ireland Israel Norway South Africa Spain the UK and all across the USA this book considers diversity in the form of disability minority ethnic groups gender identities first generation university students and varying socio economic backgrounds brings together key thinkers and actors in the field of UDL and expertly maps its practices to the higher educational domain explores the multiple means of representation expression and engagement that combine to create a successful UDL framework Each chapter not only provides a different perspective of how UDL has helped meet the needs of all students to ensure that education is accessible culturally responsive and socially just but also considers how this can then be implemented into higher education environments the world over This book is a crucial read for those who want to make a positive difference in higher education provision and outcomes *Managing and Supporting Student Diversity in Higher Education* Robyn Benson, Margaret Heagney, Lesley Hewitt, Glenda Crosling, Anita Devos, 2013-07-31 Government initiatives in many countries emphasise social inclusion in higher education resulting in a

more diverse student population This presents opportunities and challenges for academic and professional staff in managing and supporting these students Managing and Supporting Student Diversity in Higher Education focuses on how students succeed amidst a culture of widening participation The book is divided into seven chapters The first introduces current literature and policies to present an international perspective on widening participation in higher education The following five chapters present students stories on topics including getting into higher education the international experience coping with education later in life and identity Stories are followed by implications for management and support and discussion topics for practitioners The book concludes by looking at how students succeed in higher education and the implications for managing and supporting student diversity Provides an accessible and practical resource using students own voices Emphasises how students from diverse backgrounds succeed in higher education Offers in depth personal insights into issues facing learners from diverse backgrounds

Continuing Higher Education and Lifelong Learning Michaela Knust, Anke Hanft, 2009-08-02 Anke Hanft and Michaela Knust The present study examines and compares the structure and organisation of continuing higher education in six countries Austria Finland France Germany the UK and the USA The focus is not just on current continuing education provisions at higher education institutions but also on the institutions themselves and their surrounding milieu The study also attempts to move away from a purely national angle and to approach the topic from an international perspective The conclusion is reached that when it comes to the development establishment and professional implementation of continuing education provisions German higher education institutions lag behind the other countries in the comparison in almost all areas The main findings in terms of the three levels system institution and programme are summarised below

1 Continuing Education in the Higher Education System There are considerable divergences both nationally and internationally in the definition of the German term wissenschaftliche Weiterbildung academic continuing education In the English speaking world a variety of terms such as lifelong learning adult education continuing education continuing higher education university level continuing education or continuing professional development are often used as synonyms without any precise differentiation and this is not perceived as a problem

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