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David Baker, Lucy Ellis, Nazim Uddin

Exploring Widening Access for Mature Age Students David Baker, Lucy Ellis, Nazim Uddin, 2025-09-30 Based on current data, descriptive case studies and theoretical perspectives, *Exploring Widening Access for Mature Age Students* considers international techniques and approaches to non-traditional and mature students in Further and Higher Education. The book provides quantitative and qualitative information regarding contemporary ways of thinking about, and institutional responses to, widening access for mature students (WAMS). It gives an up-to-date assessment of the current climate, bringing together international voices to meet the growing and urgent requirement for working age adults to remain employable as occupational competencies evolve, and describes and enumerates approaches which are in operation to attract, educate and retain students with non-traditional entry requirements. Focused on the results of an international survey and a qualitative benchmarking exercise undertaken by ten institutions from the Global North and South, this volume offers advice and examples for best practice to those working to support wider access to Further and Higher Education for WAMS. This book provides current information and support to any education professionals who wish to understand what can be done to meet the challenge of what the future of work will look like.

Research Handbook on Student Engagement in Higher Education Cathy Stone, Sarah O'Shea, 2024-09-06 This cutting-edge Research Handbook presents a comprehensive overview of key developments in the field of student engagement, with particular reference to equity and diversity issues. Promoting a more holistic and inclusive understanding of engagement, it highlights key empirical findings alongside practical case studies, presenting valuable recommendations for the field. This title contains one or more Open Access chapters.

APAIS 1992: Australian public affairs information service ,

Equity in Higher Education Penny Jane Burke, Matt Lumb, 2024-09-06 In a global context of growing inequality and socio-environmental crises, *Equity in Higher Education* considers the issues and challenges for progressing an equity agenda. It advances a unique multidimensional framework based on theoretical and conceptual threads, including critical, feminist, decolonial, post-structural, and sociological discourses. It also provides readers with the sophisticated insights and tools urgently needed to challenge long-standing, entrenched, and insidious inequalities at play in and through higher education. Written as a form of a pedagogical interaction, and addressing nuanced temporal and spatial inequalities, this key resource

will be of value to policymakers, practitioners, educators, and scholars committed to progressive and groundbreaking approaches that can engage the ongoing challenges of transforming higher education towards more just realities.

The Grants Register 2023 Palgrave Macmillan,2022-09-28 The Grants Register 2023 is the most authoritative and comprehensive guide available of postgraduate and professional funding worldwide. It contains international coverage of grants in almost 60 countries, both English and non-English speaking; information on subject areas, level of study, eligibility and value of awards; and information on over 6,000 awards provided by over 1,300 awarding bodies. Awarding bodies are arranged alphabetically with a full list of awards to allow for comprehensive reading. The Register contains full contact details including telephone, fax, email and websites as well as details of application procedures and closing dates. It is updated annually to ensure accurate information.

Transitioning Students into Higher Education Angela Jones,Anita Olds,Joanne G. Lisciandro,2019-12-05 Transitioning Students in Higher Education focuses on the relationship between philosophy, pedagogy and practice when designing programs, units or courses for transitioning students to new educational spaces in the university environment. The term 'transition' is used to describe the academic as well as social movement and acculturation of students into new higher educational spaces. This book offers both theoretical perspectives and real-world practical examples that reveal the successes and challenges of implementing philosophically driven pedagogies with diverse transitioning cohorts. Drawing on examples from Australia, New Zealand, US and Canada, it writes through the relationship between philosophy, pedagogy and how it can effectively shape the practice of transition and develop the flourishing student. This book is split into three main sub-themes: Flourishing in Transition, Engaging Diverse Cohorts and Challenges for Educators, and sits at the intersections between philosophy and pedagogy in the practice of effectively engaging and transitioning different enabling groups. This book will be of great interest to postgraduate students, researchers and educators working in the areas of enabling or bridging education, higher/tertiary education, distance learning, and indigenous as well as culturally diverse cohorts.

Univer-cities: Strategic View Of The Future - From Berkeley And Cambridge To Singapore And Rising Asia - Volume Ii Anthony Soon Chye Teo,2014-12-08 This follows on from the very well-received Volume I UNIVER-CITIES: Strategic Implications for Asia — Readings from Cambridge and Berkeley to Singapore edited by Anthony SC Teo and published in 2013. The early discussions on the topic 'univer-cities' sparked considerable interest, leading to the Inaugural Univer-Cities Conference 2013.Volume II is the result of papers presented at the Inaugural Univer-Cities Conference 2013. Founded by Anthony SC Teo, the Conference was held under the auspices of Nanyang Technological University and the Lee Foundation in Singapore. The Inaugural Address was delivered by His Royal Highness Raja Dr Nazrin Shah and followed by presentations by eminent scholars and leaders of thought from universities all over the world.Building on the foundation for further research, discussion and input from scholars worldwide and the international community, the next univer-cities

conference is planned for 2016.*His Royal Highness Raja Dr Nazrin Shah ascended the Throne as the 35th Sultan of Perak Darul Ridzuan on 29 May 2014.

Adult Education ,1976-05

Higher Education Management ,2000

Australian Journal of Adult Education ,1986

Adults in Higher Education Pat Davies,1995 Essays describe the policies and practices of European countries and Australia regarding adult access to higher education, questioning whether mature student participation has resulted in inequalities among different sections of the population, and whether adult students in higher education are likely to be there because of previous advantages. Other topics include admissions procedures, patterns of participation, alternative provision for adults, and funding. Annotation copyright by Book News, Inc., Portland, OR

Capability, Belonging and Equity in Higher Education Professor Penny Jane Burke,Anna Bennett,Ms Cathy Burgess,Kim Gray,Erica Southgate,2016-02-25 Student equity in higher education is often framed by constructions of capability that imply that intelligence, potential and ability is innate. The assumption that underpins many national widening participation agendas, namely that all students with the potential to benefit from higher education should have fair access to higher education regardless of social background, is problematic (Archer & Leathwood 2003). The problem rests in the suggestion that 'potential' to benefit from higher education is an attribute that can be straightforwardly identified in order to ensure fair access. It also implies that potential to benefit from higher education is about natural talent, ability and/or intelligence and is detached from social, cultural and educational dis/advantage and inequalities (Morley & Lugg 2009, p. 41).This mixed methods project draws on extant data from a 2014 pilot study examining students' beliefs about ability, intelligence and how this is related to levels of confidence. The extant data was generated through a survey instrument drawing on the work of Carol Dweck (2000; 2013). As part of the National Centre for Student Equity in Higher Education (NCSEHE) funded study, further qualitative data were generated. In total, 772 students were surveyed, 41 students took part in either focus groups or in-depth interviews and 19 university lecturers participated in focus groups or were individually interviewed.The aim of the project was to: * explore and identify the different meanings attached to 'capability' in particular contexts (such as subject or course); * consider the ways these meanings shape the experiences, practices and sense of belonging of students from non-traditional backgrounds; and* help improve the educational opportunities and completion rates for university students from non-traditional (non-ATAR) and other educationally disadvantaged backgrounds through contributing a more nuanced understanding of capability.

The Lamp ,1986-02

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Australian Universities ,1992 Directory of all universities with details of campus locations, courses and facilities.

Mature Age Students in Australian Higher Education Terry Hore,Leo H. T. West,1980

The Durham University Journal University of Durham,1888

Parliamentary Debates (Hansard). Australia. Parliament. House of Representatives,2008-05-13

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Table of Contents Open Foundation Newcastle University

1. Understanding the eBook Open Foundation Newcastle University
 - The Rise of Digital Reading Open Foundation Newcastle University
 - Advantages of eBooks Over Traditional Books
2. Identifying Open Foundation Newcastle University
 - Exploring Different Genres
3. Choosing the Right eBook Platform
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
4. Exploring eBook Recommendations from Open Foundation Newcastle University
 - Popular eBook Platforms
 - Features to Look for in an Open Foundation Newcastle University
 - User-Friendly Interface
5. Exploring eBook Recommendations from Open Foundation Newcastle University
 - Personalized Recommendations
 - Open Foundation Newcastle University User

- Reviews and Ratings
 - Open Foundation Newcastle University and Bestseller Lists
- 5. Accessing Open Foundation Newcastle University Free and Paid eBooks
 - Open Foundation Newcastle University Public Domain eBooks
 - Open Foundation Newcastle University eBook Subscription Services
 - Open Foundation Newcastle University Budget-Friendly Options
- 6. Navigating Open Foundation Newcastle University eBook Formats
 - ePub, PDF, MOBI, and More
 - Open Foundation Newcastle University Compatibility with Devices
 - Open Foundation Newcastle University Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Open Foundation Newcastle University
 - Highlighting and Note-Taking Open Foundation Newcastle University
 - Interactive Elements Open Foundation Newcastle University
- 8. Staying Engaged with Open Foundation Newcastle University
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Open

- Foundation Newcastle University
- 9. Balancing eBooks and Physical Books Open Foundation Newcastle University
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Open Foundation Newcastle University
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Open Foundation Newcastle University
 - Setting Reading Goals Open Foundation Newcastle University
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Open Foundation Newcastle University
 - Fact-Checking eBook Content of Open Foundation Newcastle University
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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