

## The Right To Higher Education Beyond Widening Participation Foundations And Futures Of Education

The landscape of higher education has undergone change and transformation in recent years, partly as a result of diversification and massification. However, persistent patterns of under-representation continue to perplex policy-makers and practitioners, raising questions about current strategies, policies and approaches to widening participation. Presenting a comprehensive review and critique of contemporary widening participation policy and practice, Penny Jane Burke interrogates the underpinning assumptions, values and perspectives shaping current concepts and understandings of widening participation. She draws on a range of perspectives within the field of the sociology of education – including feminist post-structuralism, critical pedagogy and policy sociology – to examine the ways in which wider societal inequalities and misrecognitions, which are related to difference and diversity, present particular challenges for the project to widen participation in higher education. In particular, the book: focuses on the themes of difference and diversity to shed light on the operations of inequalities and the politics of access and participation both in terms of national and institutional policy and at the level of student and practitioner experience. draws on the insights of the sociology of education to consider not only the patterns of under-representation in higher education but also the politics of mis-representation, critiquing key discourses of widening participation. interrogates assumptions behind WP policy and practice, including assumptions about education being an unassailable good provides an analysis of the accounts and perspectives of students, practitioners and policy-makers through in-depth interviews, observations and reflective journal entries. offers insights for future developments in the policy, practice and strategies for widening participation The book will be of great use to all those working in and researching Higher Education.

"This book provides a sound overview of the ways that technology influences the human and organizational aspects of higher education and how technology is changing the relationship between faculty and students, higher education experience, and the role of colleges and universities within society as a whole"-- Provided by publisher.

A report from the front lines of higher education and technology that chronicles efforts to transform teaching, learning, and opportunity. Historically, many faculty and administrators in higher education have regarded themselves as above the fray--part of the national interest, not a special interest--and considered lobbying a dirty business unworthy of their lofty enterprise. Now that academia no longer enjoys all the respect and good will that federal policy makers once afforded it, that attitude has changed. The Republican sweep of the 1994 Congressional elections served as a wake-up call for the higher education community. In response, it made a spirited effort to gain attention for its own policy preferences. Lobbying for Higher Education is about how the major higher education associations and the constituent American colleges and universities try to influence federal policy, especially congressional policy. In clear prose Cook explains how the higher education community organizes itself in Washington, how it lobbies, and how its major interest groups are perceived both by their own members and by public officials. The book focuses on the crucial development in 1995-1996 of a new lobbying paradigm, which included the greater use of campus-based resources and ad hoc coalitions. The most engrossing part of its story is higher education's creative response to the policy turmoil and disruption of the status quo that resulted from the shift in congressional party control. The author, Constance Cook, uses sources unique to this project: over 1,500 survey responses from college and university presidents (a 62% return rate) and nearly 150

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interviews with institutional and association leaders. Fortuitously, the 1994 electoral upheaval provided her with an opportunity to capture, analyze, and interpret the responses of her subjects in a period of unusually sweeping change. Lobbying for Higher Education is a timely book with an interesting and important story at its core.

The central argument of this book posits that today's American university is dysfunctional or, perhaps, «Dysacademic.» This affective disorder is traced to the increasingly corporate and performative utilities of many contemporary institutions of higher education. Today's commodified and closed university doesn't transform the self as it once did, when the pedagogy of Bildung emphasized the development of character and culture by teaching «the rules of thought.» Rather, the dysfunctional American university controls, constricts, and normalizes its subjects according to hyper-structured, accreditation-happy, economically driven disciplinary specialization, and a priori established standards and outcomes that work to define and transform the effective utility of higher education. After deconstructing the discourse of Dysacademia, the author outlines his vision for a third curriculum, one wrought with complexity, self-organization, and critical, open spaces.

This monograph contains 14 papers on the role of higher education in the developing world stimulated by discussion of that issue in "Higher Education: The Lessons of Experience" (World Bank, 1994). The first two papers offer background on the World Bank paper: "World Bank Traditions of Support to Higher Education and Capacity-Building: Reflections on 'Higher Education: The Lessons of Experience'" (Kenneth King) and "Shaping the World Bank's Higher Education Paper: Dialogue, Consultation and Conditionality" (Alison Girdwood). The next three papers explore related fundamental issues: "The Implications of Globalisation for Higher Education" (Noel F. McGinn); "Higher Education-Business Partnerships: The Dilemma of Competitiveness and Equity" (Wim E. Biervliet); and "The Challenge to the Liberal Vision of Universities in Africa" (David Court). The next four papers address World Bank reform areas: "Redefining the Role of Government in Higher Education: How Realistic is the World Bank's Prescription?" (Keith Watson); "Diversifying the Funding of Tertiary Institutions: Is the Bank's Agenda the Right One?" (Christopher Colclough); "Institutional Diversification of Higher Education" (Peter Williams); and "Responding to Ambiguity: A Critique of the World Bank's Analysis of Quality Assurance, Responsiveness and Equity" (H. R. Kells). The next three papers present empirical perspectives on the World Bank paper. They are: "Higher Education in India at a Cross-roads" (Jandhyala B. G. Tilak); "A Chinese Model of Higher Education? Lessons from Reality" (Kai-ming Cheng); and "Equity, Access and Excellence in South Africa Higher Education" (Pundy Pillay). The final two papers look at other policies and practices in aid to higher education and are "The Power of Knowledge: A Comparison of Two International Policy Papers on Higher Education" (Berit Olsson) and "French Aid and the Crisis of Higher Education in Francophone Africa" (Francois Orivel). (Many papers contain extensive references.) (JB)

This book discusses higher education research as a field of study in Asia. It traces the evolution of research in the field of higher education in several Asian countries, and shares ideas about the evolving higher education research communities in Asia. It also identifies common and dissimilar challenges across national communities, providing researchers and policymakers essential new insights into the relevance of a greater regional articulation of national higher education research communities, and their further integration into and contribution to the international higher education research community as a whole.

Recent political decisions have made education a legitimate and central policy object on a European level, with the mutual understanding of higher education systems now essential for the aims of 1992. This book analyzes the institutional and financial changes in higher education throughout the EC.

Although Ireland was one of the first European countries to grasp the economic importance of education, its higher education sector is now at

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a crossroads with significant challenges to overcome. High levels of investment are needed for a major expansion of postgraduate studies and capacity for research, development and innovation. Mechanisms should be established to achieve the right balance between different components of the tertiary education system, which includes universities, institutes of technology and colleges that provide post-secondary level instruction. This report addresses the full range of higher education issues, offers recommendations for action within the framework of the government's ambitions for the sector, and suggests policy approaches to developing required additional sources of funding.

Make sure you have a copy on your bookshelf. The Law of Higher Education, Fifth Edition, is the most up-to-date and comprehensive reference, research source, and practical legal guide for college and university administrators, campus attorneys, legal counsel, and institutional researchers, addressing all the major legal issues and regulatory developments in higher education. In the increasingly litigious environment of higher education, William A. Kaplin and Barbara A. Lee's clear, cogent, and contextualized legal guide proves more and more indispensable every year. Over 3,000 new cases related to higher education have been decided since the publication of the previous edition, and scores of changes to higher education law are made each year. Every section of the fifth edition contains new material, including those related to: Hate speech and free speech rights of faculty in public universities Sharing of research with international colleagues Intellectual property and peer-to-peer file sharing Student suicide Campus safety Police and administrators' right to search students' residence hall rooms Governmental support for religious institutions and religious autonomy rights of individual public institutions Collective bargaining and antidiscrimination laws Nondiscrimination and affirmative action in employment, admissions, and financial aid Family and Medical Leave Act and workers' compensation FERPA (Family Educational Rights and Privacy Act)

Finalist for the 2021 ASHE/CIHE Award for Significant Research on International Higher Education U.S. Power in International Higher Education explores how internationalization in higher education is not just an educational endeavor, but also a geopolitical one. By centering and making explicit the role of power, the book demonstrates the United States's advantage in international education as well as the changing geopolitical realities that will shape the field in the future. The chapter authors are leading critical scholars of international higher education, with diverse scholarly ties and professional experiences within the country and abroad. Taken together, the chapters provide broad trends as well as in-depth accounts about how power is evident across a range of key international activities. This book is intended for higher education scholars and practitioners with the aim of raising greater awareness on the unequal power dynamics in internationalization activities and for the purposes of promoting more just practices in higher education globally.

The goal of this volume is to introduce the reader to a basic understanding of learning analytics and the types of projects and initiatives that several leading practitioners have adopted and adapted, providing substantive examples of implementation, and expert learnings on some of the more nuanced issues related to this topic"--Page 5.

Results of two studies on higher education and employment in the USSR and the Federal Republic of Germany (West Germany) are presented. For both countries, the development of the higher education system as part of the overall system of education is discussed, with emphasis on expansion of higher education, and access to college over the years. Attention is also directed to: development of graduate employment, outside influences on curriculum development, and labor markets for college graduates. The section on the USSR, by D. Chuprunov, R. Avakov, and E. Jiltsov, covers (1) the evolution of the problem of high-level personnel in the process of industrialization as socialism was built and



its complex social and political context. --Cover.

In Indian context.

Values in Higher Education Teaching explores the way in which teaching, research, learning and higher education are a values enterprise and that an exploration of values is necessary to work out the full purposes of a higher education to guide practices and help academics understand academic work. Values inform thinking and actions and although this is well recognized, values are seldom brought to the forefront of inquiries as practices in higher education are developed. This book argues that by putting values firmly on the agenda of those who teach, work and learn in higher education the academic profession can open up new spaces for value conversations and potentially transform the way in which they practice. Values in Higher Education Teaching is key reading for university lecturers, those with responsibility for leadership and management of higher education and postgraduates studying for higher degrees in higher education. There are few books that directly address the broad and complex question of values in teaching in higher education yet at the same time values are widely recognised as permeating all our practices. In this sense an accepted part of academic life remains in the realm of 'taken for granted' rather than being consciously and explicitly explored and practiced. The book deals with the idea of values in both a philosophical and practical manner. It is based on original research and uses both empirical data and theory to address teaching values in higher education and the current values of the higher education system. It explores what academics have valued historically in teaching and also addresses the major reforms of the last 20 years. Reforms have essentially changed the nature of western higher education but have made little real difference to the outcomes for student learning and society whereas teaching with values in all subjects has the potential to radically alter student experiences.

This book examines the much-debated question of how to unleash the potential of young people with promising intellectual abilities and motivation. It looks at the increasingly important topic of excellence in education, and the shift in focus towards the provision of programs to support talented students in higher education. It provides a systematic overview of programs for talented students at northern European higher education institutions (HEIs). Starting in the Netherlands, where nearly all HEIs have developed honors programs over the past two decades, the book explores three clusters of countries: the Benelux, the Nordic and the German-speaking countries. For each of these countries, it discusses the local culture towards excellence, the structure of the education system, and the presence of honors programs. In total, the book reviews the special talent provisions for nearly four million students at 303 higher education institutions in eleven countries. In addition, it offers an analysis of the reasons to develop such programs, a look into the future of honors education and a practical list of suggestions for further research. The Sirius Program assigned Marca

Wolfensberger to carry out this research.

Since the early Eighties a number of themes have dominated the landscape of higher education, among them budget cuts, rationalisation in provision, accountability and quality control, closer links between higher education and the region, and a greater alertness to changes in economic and social policy. At the institutional level, the drive towards a greater degree of latitude and autonomy has found a ready echo among universities and other establishments of higher education. And this, in its turn, has posed major questions about the range of responsibilities central government and administration ought to retain or to delegate. Here is an in-depth treatment of the important legal issues emerging from these developments.

Dedicated to a transformation of education so that it becomes an instrument of liberation rather than oppression, Freire discusses in unprecedented depth the implications and consequences of his pedagogical theory concerning three main problems faced by contemporary higher education: power and education, curriculum and social reality, and the role of intellectuals. This “dialogue” with Freire enlarges the body of knowledge regarding his thinking about educational emancipation and the role of higher education in encouraging self reliance.

Institutions of higher learning are providing access to free and low-cost open resources to support students with prior college-level learning during every step of their educational journey. This unconventional approach to education removes traditional barriers to college credit by placing learners in an open environment, which encourages accessibility to higher education and fosters independent and critical thinking. By providing learners with free resources, more learners have the resources needed to be successful in college. Prior learning assessment is an excellent way for students to demonstrate the skills and knowledge gained throughout the course of their lives. By developing a portfolio of artifacts that support prior learning outside of the classroom, learners reduce the time and money needed to complete a degree. Open educational resources, prior learning assessment, and competency-based learning offer the potential to provide access to higher education to those who may not have the opportunity to earn a college degree. As the costs of higher education continue to rise, these flexible, open approaches to learning can bridge the equity gap and provide more opportunity to earn a college degree. Enhancing Higher Education Accessibility Through Open Education and Prior Learning provides a comprehensive resource book on open resources and prior learning in order to provide access and equity to higher education. The chapters pull together resources and case studies that exemplify alternative means to higher education. Highlighted topics within this book include remote e-learning, online fundraising, smart learning and assessments, effective learning, and faculty mentorship. This book is essential for curriculum designers; administrators; policymakers; government executives; professors and instructors in higher education; students; researchers in adult education,

competency-based education, social justice, and open educational resources; and practitioners interested in open educational resources and accessibility in higher education.

This book began as a collection of papers presented at a conference entitled 'The Future Business of Higher Education' held at Oxford University. The contributions range from those who grapple with the question of what a University should do, through those concerned with making Higher Education more efficient, to some who were already planning for some technologically inevitable virtual future. These disparate leanings led to inevitable conflict and a challenge in editing into book form. In compiling and editing the chapters the editor has tried to preserve some of the diversity of opinion presented at Oxford. By doing so it is apparent that some individual contributors would find unacceptable much of what others in the book have to say. The traditionalists clash with the modernizers, the Left with the Right, Public with Private and the theorists with the practitioners. It is this very divergence of philosophical opinion as to the future of Higher Education that makes this book such an enjoyable and stimulating read.

This book addresses the complex phenomenon in higher education of structural reforms in higher education systems. Across the globe, governments initiate comprehensive reforms of their higher education systems because they want their models to be the best and to excel at what they do. This regularly requires governments to change the higher education landscape to achieve their set objectives. Changes can include merger processes, the introduction of a new sector of higher education or a new type of higher education institution or excellence initiative. This book explores the current understanding of how successful such comprehensive reforms have been through an examination of eleven reform cases in European countries. For each reform, the different phases of the policy process – policy objectives, design, implementation, policy tools and evaluation – are systematically described and analysed to provide an overview of the factors that contribute to the success or failure of the reforms.

Considers S. 3047 and H.R. 14644, to extend the Higher Education Facilities Act and to amend the National Defense Education Act to increase grant authorizations for libraries, educational facilities, and provide for the refinancing of student loans.

In spite of the increasing attention attributed to the rise in prominence of the BRICS (Brazil, Russia, India, China and South Africa) countries, few studies have looked at the ways in which broader social expectations with respect to the role of higher education across the BRICS have changed, or not, in recent years. Our point of departure is that, contrary to the conventional wisdom focusing on functionalistic perspectives, higher education systems are not just designed by governments to fulfill certain functions, but have a tendency for evolving in a rather unpredictable fashion as a result of the complex interplay between a number of internal and external factors. In reality, national higher education systems develop and change according to a complex process that encompasses the expectations of governmental agencies, markets, the aspirations of the population for the benefits of education, the specific institutional traditions and cultures of higher education institutions, and, increasingly so, the interests and strategies of the private firms entering and offering services in the higher education market. This basically means that it is of outmost importance to move away from conceiving of "universities" or "higher education" as single, monolithic actors or sector. One way of doing this is by investigating a selected number of distinct, but nonetheless interrelated factors or drivers, which, taken together, help determine the nature and scope of the social compact between higher education (its core actors and institutions) and society at large (government, industry, local communities, professional associations).

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