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Learning and teaching in two universities within the context of increasing student diversity: complexity, contradictions and challenge;
Chapter 4: Section 2 Pedagogies for social diversity and difference: Keeping open the door to mathematically demanding programmes in further and higher education: a cultural model of value
Chapter 5: Section 1 Outcomes in terms of age-based participation: Diversity of experiences in higher education
Chapter 5: Section 2 Outcomes in terms of age-based participation: Educational decision-making, social networks and the new widening participation; Part III: What are the overall implications for both policy and research?; Chapter 6: What are the overall findings and implications for evidence-based policies on fair access and widening participation?
Chapter 7: How do we improve learning by widening participation in higher education?: Institutional practices and pedagogies for social diversity
Appendix 1: Universal Access and Dual Regimes of Further and Higher Education (the FurtherHigher Project); Appendix 2: Widening Participation in Higher Education: A Quantitative Analysis; Appendix 3: Socio-Cultural and Learning Experiences of Working-Class Students; Appendix 4: Degrees of Success: Learners' Transitions from Vocational Education and Training to Higher Education
Appendix 5: Keeping Open the Door to Mathematically Demanding Programmes in Further and Higher Education

Sommario/riassunto

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 Vign
