

1. Record Nr.	UNINA9910555232303321
Titolo	Opening up the university : teaching and learning with refugees // edited by Celine Cantat, Ian M. Cook, and Prem Kumar Rajaram
Pubbl/distr/stampa	New York, New York ; ; Oxford : , : Berghahn, , [2022] ©2022
ISBN	1-80073-312-7
Descrizione fisica	1 online resource (322 pages)
Collana	Higher education in central perspective: practices and policies ; ; Volume 5
Disciplina	371.826914
Soggetti	Refugees - Education (Higher) School improvement programs Higher education and state Education, Higher - Aims and objectives
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Frontmatter -- Contents -- Illustrations -- Acknowledgements -- INTRODUCTION Opening Up the University -- PART I ACADEMIC DISPLACEMENTS -- CHAPTER 1 The Refugee Outsider and the Active European Citizen: European Migration and Higher Education Policies and the Production of Belonging and Non-Belonging -- CHAPTER 2 The Double Bind of Academic Freedom: Reflections from the United Kingdom and Venezuela -- CHAPTER 3 Rethinking Universities A Reflection on the University's Role in Fostering Refugees' Inclusion -- CHAPTER 4 The Authoritarian Turn against Academics in Turkey: Can Scholars Still Show Solidarity to Vulnerabilised Groups? -- CHAPTER 5 The Politics of University Access and Refugee Higher Education Programmes: Can the Contemporary University Be Opened? -- PART II RE-LEARNING TEACHING -- CHAPTER 6 'Can We Think about How to Improve the World?' Designing Curricula with Refugee Students -- CHAPTER 7 Experts by Experience The Scope and Limits of Collaborative Pedagogy with Marginalised Asylum Seekers -- CHAPTER 8 What Happens to a Story? En/countering Imaginative Humanitarian Ethnography in the Classroom -- CHAPTER 9 Digital Literacy for Refugees in the United Kingdom -- CHAPTER 10 Insider Views on

English Language Pathway Programmes to Australian Universities -- CHAPTER 11 Enacting Inclusion and Citizenship through Pedagogical Staff Development -- CHAPTER 12 Focus Pulled to Hungary: Case Study of the OLIve Participatory Video Workshop -- PART III DEBORDERING THE UNIVERSITY -- CHAPTER 13 Fuck Prestige -- CHAPTER 14 Reimagining Language in Higher Education: Engaging with the Linguistic Experiences of Students with Refugee and Asylum Seeker Backgrounds -- CHAPTER 15 Our Voice -- CHAPTER 16 'Where Are the Refugees?' The Paradox of Asylum in Everyday Institutional Life in the Modern Academy and the Space-Time Banalities of Exception -- CHAPTER 17 The Importance of the Locality in Opening Universities to Refugee Students -- CHAPTER 18 Strategies against Everyday Bordering in Universities: The Open Learning Initiatives -- AFTERWORD Privilege, Plurality, Paradox, Prefiguration The Challenges of 'Opening Up' -- Index

Sommario/riassunto

Through a series of empirically and theoretically informed reflections, *Opening Up the University* offers insights into the process of setting up and running programs that cater to displaced students. Including contributions from educators, administrators, practitioners, and students, this expansive collected volume aims to inspire and question those who are considering creating their own interventions, speaking to policy makers and university administrators on specific points relating to the access and success of refugees in higher education, and suggests concrete avenues for further action within existing academic structures.
