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Altri autori (Persone)	DavidMiriam E
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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 educationChapter 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
diversityAppendix 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
