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**Helen McCann**

*APAIS 1992: Australian public affairs information service ,*

University Pathway Programs: Local Responses within a Growing Global Trend Cintia Inés Agosti,Eva Bernat,2018-06-14

This volume is the first to compile the insights of experienced and informed education researchers and practitioners involved in the delivery of university pathway programs. These programs have emerged as effective responses to global, national and local students' needs when transitioning to Higher Education. The book opens with an overview of the main drivers for the development of university pathway programs, and a description of the main characteristics of such programs, as well as of the different types of programs available. It examines topics such as the way in which policy and governance issues at the institutional, state, and federal level affect university pathway programs' financial models, compliance and quality assurance mechanisms as well as program provision. It also looks at how to address issues related to 'non-traditional' background students such as those from lower socioeconomic background, students for whom English is an additional language (EAL), indigenous students, mature age students and humanitarian entrants. The volume showcases thirteen university pathway programs offered in Australia, Canada, New Zealand, South Africa, Qatar, and the United Kingdom. These examples provide valuable insights that will help guide future practice in the field as the programs described effectively foster and support the development of students' academic literacies, study skills and awareness of the socio-cultural norms that are necessary to participate successfully in higher education settings. In reporting the strategies to overcome challenges in the areas of curriculum development and implementation, of equity, inclusion and participation, of cross-sector collaboration and of student welfare, the volume promotes reflection on these issues and, therefore, better equips those education practitioners embarking on the university pathway program journey.

**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.

**Alternative Entry Programs to University for Mature Age Students** Marguerite Mary Cullity,2010-10 Australia has

a long history of accepting unmatriculated, return-to-study and equity group mature age learners into undergraduate courses. Universities enrol mature age students on the basis of, for example, their equity background, prior learning, work experiences, scores on a mature age entrance test, or results in an alternative entry program. This study examined the nature and outcomes of four alternative entry programs (AEPs) to higher education for mature age learners (21 years plus). Alternative entry programs provide mature age students with a way to explore their academic aptitude for, and confidence to, study.

**Stepping Stones** Jill Scevak, Robert Cantwell, 2007 Mature-age students face many challenges as they try to balance study commitments with the demands of work and family. This book acknowledges the very personal journeys that mature-aged students take when they embark on university study. It goes beyond the 'how to' of university life to give a deeper understanding of the experiences that lie ahead. It provides prospective mature-aged students with strategies and skills for a successful learning experience and for managing life with study.

First-in-Family Students, University Experience and Family Life Sarah O'Shea, Josephine May, Cathy Stone, Janine Delahunty, 2023-09-23 This open access book, now in its second edition, offers a comprehensive overview of the experiences of First in Family (FiF) or first-generation students in higher education. It draws upon narratives of students and their family members and spans the entire university student life cycle (pre-entry, commencement, progression and graduation) with a focus on specific cohorts including mature-aged students, parents or carers, as well as the differentiated experiences of male and female learners. With research drawn from three major research projects and including over 650 FiF students from across all Australian states and territories, as well as Europe, this wealth of perspectives provides unique insights into the lived reality of attending university in contemporary higher education settings. The book is written for a broad audience and will appeal to those working in universities, as well as family members and students who may be contemplating participating in higher education.

**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.

*Widening Access to Education as Social Justice* Akpovire Oduaran, Harbans S. Bhola, 2006-07-10 Among the greatest challenges of the twenty-first century is that of providing adequate educational opportunities to all citizens of the globe. The broad availability of such opportunities and the genuine ability to take advantage of them are fundamental components of any equitable society. In examining how widening access to education contributes to social justice, this anthology composes a tribute to the life and work of the Nigerian educationist Michael A. Omolewa. The twenty-seven contributions to this volume discuss foundational issues related to the educational dimensions of social justice, present overviews of approaches related to widening access, and analyze case studies from around the world, as well as consider future directions in education policy and research. This thematic depth is matched by the geographic representativeness of the work, with contributors coming from the global South and North. *Widening Access to Education as Social Justice* speaks with a credible and powerful voice about how making greater formal and informal educational opportunities available to men and women, young adults and children everywhere can help bring about more equitable ways of living together, thereby fostering the goods of cultural diversity, tolerance and respect along with the creativity and responsibility vital to bringing about actual social harmony.

The Grants Register 2024 Palgrave Macmillan, 2023-09-23 The Grants Register 2024 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.

**Forms of Collective Engagement in Youth Transitions**, 2021-10-05 This collection sheds light on diverse forms of collective engagement among young people. Recent developments in youth studies, and the changing global shape of socio-economic conditions for young people, demand new approaches and ideas. Contributors focus on novel processes, practices and routines within youth collectivity in various contexts across the globe, including Indonesia, Spain, Italy, Norway and Poland. The chapters pay particular attention to transitional phases in the lives of young people. Conceptually, the book also explores the strengths and limitations of a focus on collectivity in youth studies. Ultimately, the book makes the case for a focus on forms of collectivity and engagement to help scholars think through contemporary experiences of shared social life among young people. Contributors are: Duncan Adam, Massimiliano Andretta, Roberta Bracciale, David Cairns, Diego Carbajo Padilla, Enzo Colombo, Valentina Cuzzocrea, Carles Feixa, Ben Gook, Izabela Grabowska, Natalia Juchniewicz, Ewa Krzaklewska, Wolfgang Lehmann, Michelle Mansfield, María Martinez, Ann Nilsen, Rebecca Raby, Paola Rebughini, Birgit Reißig, Bjørn Schiermer, Tabea Schlimbach, Melanie Simms, Benjamín Tejerina, Kristoffer C Vogt, and Natalia Waechter.

Reciprocity Marie Ramsland, 2023-10-01 Jean-Paul Delamotte A.M. (1931-2019) was a French writer and film producer

who visited Australia in 1974, and promptly engaged with translating and promoting Australian culture through its films and books. This book celebrating his life, is a mosaic of memories that cover his zeal for a reciprocity between France and Australia, the creation of the Association Culturelle Franco-Australienne with his wife Monique in Paris, and their total immersion and engagement in aiding visiting Australian writers, filmmakers, artists, musicians, academics and students. He claimed: 'Love of one's country coupled with love of one's chosen and adopted culture is a seductive and rewarding course to follow' (Reciprocity, 20). From his early days as a lecturer in the French Department the University of Newcastle he tapped into the strength of Australia's new film-makers, translating Peter Weir's *Picnic at Hanging Rock* and utilising his links in France to get the film to French audiences. An early friendship with Frank Moorhouse enabled Frank to live and work in France to complete his *Grand Days* trilogy and find French publishers through Jean-Paul's translation. When Gough Whitlam was appointed Ambassador to UNESCO in Paris, the Whitlams found a firm friendship with the Delamottes, and backed the evolution of A.C.F.A. As Gough exclaimed: Comrade, let us ... create a little window in Paris for Australia ... as you both have..

*Other Lives - Other Learning* Helen McCann, 2007-05-01 An examination of the ways in which new university students, such as women, indigenous and non-metropolitan, forge a place for themselves within university culture and pedagogy. This study has wide implications for ways of teaching, structuring and valuing tertiary knowledges.

**Youth Collectivities** Bjørn Schiermer, Ben Gook, Valentina Cuzzocrea, 2021-12-09 This volume seeks to address what its contributors take to be an important lacuna in youth cultural research: a lack of interest in the phenomenon of collectivity and collective aspects of youth culture. It gathers scholars from diverse research backgrounds – ranging from contemporary subculture studies, fan culture studies, musicology, youth transitions studies, criminology, technology and work-life studies – who all address collective phenomena in young lives. Ranging thematically from music experience and festival participation, via soccer fan culture, leisure, street art, youth climate activism, to the design of EU youth policies and Australian government 'project' work with young migrants, the chapters develop a variety of approaches to collective aspects to young cultural practices and material cultures. To establish these new approaches, the contributors combine new theories and fresh empirical work; they critically engage with the tradition and they complement or even reconfigure traditional approaches in and around the field. The book will be of interest to researchers in a broad range of areas in and around the field of youth culture studies including post-subculture studies, cultural studies, musicology, fan-culture and youth transition research, but it is also of acute interest for theoretically interested sociologists. The volume offers a new afterword by French sociologist Michel Maffesoli.

*Adult Education* , 1976-05

*Refugee to Resident* Ibtihal Samarayi, 2018-11-01 An educated girl from a prosperous family in Iraq finds her world turned upside down by circumstances arising from the brutal regime of Saddam Hussein. With her young husband she flees

first to Iran, then Turkey, experiencing the humiliation, discomfort and powerlessness of being a refugee. She gives birth to a baby boy, lives in a tiny hut with no electricity or running water, tries to protect her baby from hungry rats and attempts again and again to get approval from the UN to migrate. After years of hardship and persistence, Ibtiha and her small family arrive in Australia, where her youthful ambition leads her to study and later teach art as therapy for trauma. The book includes photos of the author's story and art work.

*Student Equity in Australian Higher Education* Andrew Harvey, Catherine Burnheim, Matthew Brett, 2016-03-29 This book examines twenty-five years of the Australian framework for student equity in higher education, A Fair Chance for All. Divided into two sections, the book reflects on the legacy of equity policy in higher education, the effectiveness of current approaches, and the likely challenges facing future policymakers. The first section explores the creation of the framework, including the major elements of the policy, the political context of its development, and how it compares with international models developed during the same period. The performance of the six student equity groups identified within the framework is also examined. The second section of the book considers future trends and challenges. The Australian university sector has undergone seismic change in the past twenty-five years and faces further changes of equal magnitude. The twenty-fifth anniversary of A Fair Chance for All comes as Australian higher education is poised for another wave of transformation, with rising expansion, competition, and stratification. While the emerging landscape is new, the questions have changed little since A Fair Chance for All was first conceived: How should we define student equity, and what policies are likely to promote it?

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