

PART-TIME HIGHER EDUCATION

Policy, Practice and Experience

Tom Schuller, David Raffe,
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Parttime Higher Education Policy Practice And Experience

Andy Hargreaves, Michael Fullan



Parttime Higher Education Policy Practice And Experience:

Understanding the Working College Student Laura W. Perna, 2023-07-14 How appropriate for today and for the future are the policies and practices of higher education that largely assume a norm of traditional age students with minimal on campus or no work commitments Despite the fact that work is a fundamental part of life for nearly half of all undergraduate students with a substantial number of traditional dependent undergraduates in employment and working independent undergraduates averaging 34.5 hours per week little attention has been given to how working influences the integration and engagement experiences of students who work especially those who work full time or how the benefits and costs of working differ between traditional age students and adult students The high and increasing prevalence and intensity of working among both dependent and independent students raises a number of important questions for public policymakers college administrators faculty academic advisors student services and financial aid staff and institutional and educational researchers including Why do so many college students work so many hours What are the characteristics of undergraduates who work What are the implications of working for students educational experiences and outcomes And how can public and institutional policymakers promote the educational success of undergraduate students who work This book offers the most complete and comprehensive conceptualization of the working college student available It provides a multi faceted picture of the characteristics experiences and challenges of working college students and a more complete understanding of the heterogeneity underlying the label undergraduates who work and the implications of working for undergraduate students educational experiences and outcomes The volume stresses the importance of recognizing the value and contribution of adult learners to higher education and takes issue with the appropriateness of the term non traditional itself both because of the prevalence of this group and because it allows higher education institutions to avoid considering changes that will meet the needs of this population including changes in course offerings course scheduling financial aid and pedagogy *Policies, Politics and the Future of Lifelong Learning* Ann Hodgson, 2013-12-16 This text focuses on the political context of lifelong learning It addresses the background European and policy elements of lifelong learning as well as providing a detailed consideration of the linkage of educational and political issues in this subject The Idea of a University David Cecil Smith, Anne Karin Langslow, 1999-01-01 The contributors look at the motivation behind the various interested parties in higher education reform administrators politicians and the students themselves in an attempt to determine how universities will be shaped in the future The book will appeal to all those with an interest in the university as an institution and its historical and future role in society *An Introduction to the Study of Education* David Matheson, 2014-01-14 What is education This core textbook will help students in pursuit of this question by providing a comprehensive gentle and reflective introduction to the initial study of education Updated in line with the latest policies reforms and issues within education this third edition includes full exploration of the historical sociological philosophical and psychological roots of education a focus

on all levels of education pre school primary secondary post 16 and lifelong learning the latest controversies and debates within education new material on compulsory education special educational needs and post 16 developments clear insights into the role and background of research within education **The Early Years Reflective Practice Handbook** Avril Brock,2014-07-17 What do early childhood practitioners need to know about reflection and reflective practice Ongoing reforms in early childhood care and education social policy affect all aspects of young children s and their families lives Decisions are being undertaken at a rapid pace and there is a need for those working in the field of Early Years to consolidate and reflect on their knowledge and practice building on what they already know This timely new book aims to support reflective practice for those working with young children in everyday work and in the wider political context whatever their professional role and whatever level of qualification they hold It takes a fresh look at a breadth of issues relating to early childhood care and education reflecting on policy knowledge and practice Incorporating practical reflection activities case studies exemplar scenarios and questions in each chapter the book considers policy developments and how these have affected young children and their families issues around socio culturalism language ethnicity disposition gender inclusion and socio economics when working with families learning through play and the notions of quality observation and assessment and continuity contemporary issues that practitioners and students on placement may encounter in their everyday work deepening reflective thinking and practice through ongoing and continuing professional development With practical guidance to help the reader reflect on their own practice this text offers invaluable support to early years practitioners looking to develop their career and achieving higher qualification at both undergraduate and at Master s level The book is a must for students on early years courses including early childhood studies initial teacher training and early years teacher status

Students and universities Great Britain: Parliament: House of Commons: Innovation, Universities, Science and Skills Committee,2009-08-02 Incorporating HC 370 **Professional Capital** Andy Hargreaves,Michael Fullan,2012-03-09 In this latest and most important collaboration renowned educators Andy Hargreaves and Michael Fullan set out a groundbreaking new agenda to transform the future of teaching and public education Ideas driven evidence based and strategically powerful Professional Capital combats the tired arguments and stereotypes of teachers and teaching It includes action guidelines for classroom teachers administrators schools and districts and state and federal leaders This is a book that no one connected with schools can afford to ignore EBOOK: Retention and Student Success in Higher Education Mantz Yorke,Bernard Longden,2004-03-16 What is the policy background to current interest in retention and student success What causes students to leave institutions without completing their programmes How can theory and research help institutions to encourage student success Retention and completion rates are important measures of the performance of institutions and higher education systems Understanding the causes of student non completion is vital for an institution seeking to increase the chances of student success The early chapters of this book discuss retention and student success from a public policy

perspective The later chapters concentrate on theory and research evidence and on how these can inform institutional practices designed to enhance retention and success particularly where students are enrolled from disadvantaged backgrounds This book draws upon international experience particularly from the United Kingdom Australia South Africa and the United States Retention and Student Success in Higher Education is essential reading for lecturers support staff and senior managers in higher education institutions and for those with a wider policy interest in these matters **Higher**

Education Policy and Institutional Change Paul Trowler,2002 This book does not see policy and policy making as distinct from or above processes of implementation and change It acknowledges that policy is made in ways other than in formal settings of government or vice chancellors offices Policy is also made as it is received interpreted and implemented in different locales and it is made too as academics go about their daily business whether they are aware of this or not

Therefore this volume focuses on three levels of analysis national policy making institutional strategy and the ground level of departments and individual academics Examples from various countries featuring for instance deregulation and new managerialism are analysed in the light of recent theoretical understandings of the policy process and they address the key question of how and why the intentions of policy makers often result in unintended consequences Higher Education Policy and Institutional Change captures the complexities compromises contradictions and localized character of policy making for and change within universities and colleges BOOK JACKET Title Summary field provided by Blackwell North America Inc All Rights Reserved

Access and Participation in Irish Higher Education Ted Fleming,Andrew Loxley,Fergal Finnegan,2017-02-08 This book explores the access and participation issues present within Higher Education in Ireland It examines policy pedagogy and practices in relation to widening participation and documents the progress and challenges encountered in furthering the access agenda over the past two decades Access has become an integral part of how Higher Education understands itself and how it explains the value of what it does for society as a whole Improving access to education strengthens social cohesion lessens inequality guarantees the future vitality of tertiary institutions and ensures economic competitiveness and flexibility in the era of the Knowledge Based Economy Offering a coherent critical account of recent developments in Irish Higher Education and the implications for Irish society as a whole this book is essential for those involved both in researching the field and in Higher Education itself **Higher Education and Lifelong Learning**

Hans Schuetze,Maria Slowey,2013-01-11 Responding to the emerging needs of lifelong learners arguably represents one of the most fundamental challenges facing higher education systems of the countries of the developing world At the start of the new century the concept of Lifelong Learning may indeed be counted as one of the the key organising concepts underlying public policy in many countries The interpretation of the concept however remains highly contested This timely book throws new light on the dramatic changes taking place in higher education through an exploration of the participation of non traditional students in ten countries Among others the following areas are explored the complex reality behind the statistics

on participation in higher education in five European countries Austria Germany Ireland Sweden and the United Kingdom North America Japan Australia and New Zealand contrasting perceptions of lifelong learning changing patterns of participation by adults in higher education national and institutional policies and innovations to accommodate non traditional students and new forms of study conclusions for policy practice and research Higher Education for Lifelong Learners will be of interest to academics researchers and students involved with higher education lifelong learning and comparative education as well as policy makers educational managers and administrators The contributions reveal a remarkable transformation in the student body and in the way learners pursue their studies highlighting the international impact of increasing marketisation and differentiation on the nature of the higher education accessible to potential lifelong learners

Careers in Student Affairs Peggy C. Holzweiss, Kelli Peck Parrott, 2017-03 *Living and Learning* Judith A.

Davey, Jenny Neale, Kay Morris Matthews, 2003 Reporting the findings of a series of in depth studies based on diverse groups of students including early school leavers men Maori teachers nurses midcareer students and retirees this book examines these students patterns of study their employment status their motivations and the decisions they make It examines how they experience university how they see their futures and how educational institutions might better plan promote process and deliver courses to this growing group of older students

Science Teachers' Learning National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education, Teacher Advisory Council, Board on Science Education, Committee on Strengthening Science Education through a Teacher Learning Continuum, 2016-01-15 Currently many states are adopting the Next Generation Science Standards NGSS or are revising their own state standards in ways that reflect the NGSS For students and schools the implementation of any science standards rests with teachers For those teachers an evolving understanding about how best to teach science represents a significant transition in the way science is currently taught in most classrooms and it will require most science teachers to change how they teach That change will require learning opportunities for teachers that reinforce and expand their knowledge of the major ideas and concepts in science their familiarity with a range of instructional strategies and the skills to implement those strategies in the classroom Providing these kinds of learning opportunities in turn will require profound changes to current approaches to supporting teachers learning across their careers from their initial training to continuing professional development A teacher's capability to improve students scientific understanding is heavily influenced by the school and district in which they work the community in which the school is located and the larger professional communities to which they belong Science Teachers Learning provides guidance for schools and districts on how best to support teachers learning and how to implement successful programs for professional development This report makes actionable recommendations for science teachers learning that take a broad view of what is known about science education how and when teachers learn and education policies that directly and indirectly shape what teachers are able to learn and teach The challenge of developing the

expertise teachers need to implement the NGSS presents an opportunity to rethink professional learning for science teachers Science Teachers Learning will be a valuable resource for classrooms departments schools districts and professional organizations as they move to new ways to teach science

Community Engagement in Higher Education W. James Jacob, Stewart E. Sutin, John C. Weidman, John L. Yeager, 2015-06-17 There seems to be renewed interest in having universities and other higher education institutions engage with their communities at the local national and international levels But what is community engagement Even if this interest is genuine and widespread there are many different concepts of community service outreach and engagement The wide range of activity encompassed by community engagement suggests that a precise definition of the community mission is difficult and organizing and coordinating such activities is a complex task This edited volume includes 18 chapters that explore conceptual understandings of community engagement and higher education reforms and initiatives intended to foster it Contributors provide empirical research findings including several case study examples that respond to the following higher education community engagement issues What is the community and what does it need and expect from higher education institutions Is community engagement a mission of all types of higher education institutions or should it be the mission of specific institutions such as regional or metropolitan universities technical universities community colleges or indigenous institutions while other institutions such as major research universities should concentrate on national and global research agendas and on educating internationally competent researchers and professionals How can a university be global and at the same time locally relevant Is it or should it be left to the institutions to determine the scope and mode of their community engagement or is a state mandate preferable and feasible If community engagement or community service are mandatory what are the consequences of not complying with the mandate How effective are policy mandates and university engagement for regional and local economic development What are the principal features and relationships of regionally engaged universities Is community engagement to be left to faculty members and students who are particularly socially engaged and locally embedded or is it or should it be made mandatory for both faculty and students How can community engagement be better integrated with the other two traditional missions of the university research and teaching Cover image The Towering Four fold Mission of Higher Education by Natalie Jacob

How to Recruit and Retain Higher Education Students Tony Cook, Brian S. Rushton, 2009-09-10 How to Recruit and Retain Higher Education Students is an invaluable resource for academic staff administrators and policy makers involved in student recruitment and improving student retention It offers practical advice on how universities can influence the expectations of prospective students allowing them to make sensible decisions about careers courses and institutions Many surveys of students who drop out of university show that most do so out of disappointment Failing to understand what higher education was about quickly enough they become confused and frustrated Dropping out seems the best solution This book describes a series of practices proven to encourage students to stay on discussing the background research on student

attrition By preparing students better for their higher education experience the practices in this book are effective not only in recruiting students but also in matching them to the right institutions and programmes The practices described range from those reaching out in a broad way to communities of potential students to university support for pre entry examinations to enhanced communication between institutions and applicants All are described in sufficient detail to allow judgments to be made about how to use and adapt them to suit local needs How to Recruit and Retain Higher Education Students provides a sound theoretical foundation for research into student retention and provides the necessary underpinning for those academic staff embarking on courses and assists in preparing them for their roles in both teaching and student support

European Higher Education Area: Challenges for a New Decade Adrian Curaj,Ligia Deca,Remus Pricopie,2020-11-10 This open access book presents the major outcomes of the fourth edition of the Future of Higher Education Bologna Process Researchers Conference FOHE BPRC 4 which was held in January 2020 and which has already established itself as a landmark in the European higher education environment The conference is part of the official calendar of the European Higher Education Area EHEA for events that promote and sustain the development of EHEA The conference provides a unique forum for dialogue between researchers experts and policy makers in the field of higher education all of which is documented in this proceedings volume The book focuses on the following five sub themes Furthering the Internationalization of Higher Education Particular Challenges in the EHEA Access and Success for Every Learner in Higher Education Advancing Learning and Teaching in the EHEA Innovation and Links With Research The Future of the EHEA Principles Challenges and Ways Forward Bologna Process in the Global Higher Education Arena Going Digital While acknowledging the efforts and achievements so far at EHEA level the Paris Ministerial Communiqué highlights the need to intensify crossdisciplinary and cross border cooperation One of the ways to achieve this objective is to develop more efficient peer learning activities involving policymakers and other stakeholders from as many member states as possible for which this book provides a platform It acknowledges the importance of a continued dialogue between researchers and decisionmakers and benefits from the experience already acquired this way enabling the higher education community to bring its input into the 2020 European Higher Education Area EHEA priorities for 2020 onwards European Higher Education Area Challenges for a New Decade marks 21 years of Bologna Process and 10 years of EHEA and brings together an unique collection of contributions that not only reflect on all that has been achieved in these years but more importantly shape directions for the future This book is published under an open access CC BY license

Policy and Practice Challenges for Equality in Education Neimann, Theresa,Felix, Jonathan J.,Shliakhovchuk, Elena,Hindman, Lynne L.,2021-09-10 Well educated populations are important aspects of any contemporary society as education increases national and global development and the positive expansion of communities to participate actively in civil matters also increases Educational equality is based on the principles of administrative competence and fairness of access and distribution of resources opportunities and treatment which ensures

success for every person Ensuring equal access to quality education requires addressing a wide range of persistent inequalities in society and includes a stronger focus on how different forms of inequalities intersect to produce unequal opportunities or outcomes that affect marginalized and vulnerable groups Policy and Practice Challenges for Equality in Education takes a multifaceted look at issues of equality and inequality in education as related to policy practice resource access and distribution As such this book explores the potential practices in education that serve to mitigate and transform unproductive practices which have left societies scarred by social and educational inequalities The chapters provide a critical analysis of the manifestations of inequalities in various educational contexts and discerns how broader social inequalities are informed by education related matters This book is ideal for sociologists administrators instructors policymakers data scientists community leaders practitioners stakeholders researchers academicians and students interested in educational equality and the unique challenges being faced worldwide *Resources in Education* ,2001

US and Cross-National Policies, Practices, and Preparation Rose M. Ylimaki, Stephen L. Jacobson, 2011-02-16 As educational policy trends converge in many countries such as demands for greater accountability decentralization and more culturally sensitive practices for an increasingly diverse student body there is growing interest in cross national comparisons and generalizations about leadership qualities and practices that result in successful schools US and Cross National Policies Practices and Preparation Implications for Successful Instructional Leadership Organizational Learning and Culturally Responsive Practices fills that need by bringing together triads of scholars from the International Study of Successful School Principals ISSPP to make direct comparisons among policies and practices in the U S with those in other national contexts and then to draw implications for improving leadership preparation This book provides theories and empirical case study examples of instructional leadership organizational learning and culturally responsive practices as they are shaped by political economic and cultural factors in seven different national contexts The seven countries featured in this book are the U S Australia Denmark England Sweden Norway and Cyprus The book begins with an overview of the ISSPP including its underlying theoretical framework its research methodologies employed its limitations and how analyses of the project s data and findings evolved from the first phase of the study to its current focus

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