

Understanding Mass Higher Education

Comparative perspectives on access

**Edited by Ted Tapper and
David Palfreyman**



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Understanding Mass Higher Education Comparative Perspectives On Access

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Understanding Mass Higher Education Comparative Perspectives On Access:

Understanding Mass Higher Education David Palfreyman, Ted Tapper, 2005-10-05 In recent years most western democracies have experienced a shift from elite to mass higher education with the United States leading the way This text compares the experience of this very important social change within different nation states Whilst recognising the critical global economic forces that appear to explain the international nature of the change it sees the issues as rooted within different national traditions There is a particular focus upon the discourse of access especially the political discourse The book addresses questions such as How has expansion been explained Has expansion been generated by state intervention or by a combination of economic and social forces What are the forms of political intervention What points of agreement and conflict are generated within the wider society by expanding access Leading academic experts explore the ways in which different systems of higher education have accommodated mass access constructing comparative pictures and comparative interpretations and lessons in an accessible and informative style This book should be critical reading for students in education sociology and politics as well as policy makers and academics

The Routledge Companion to Education James Arthur, Andrew Peterson, 2013-07-23 The Routledge Companion to Education presents the most comprehensive up to date guide available to the major topics and theories in education Forty specially commissioned chapters covering all aspects of education introduce you to the key thinkers events ideas research and issues that have shaped the field of education

Accessibility and Diversity in the 21st Century University Berg, Gary A., Venis, Linda, 2020-05-01 In higher education institutions across the world rapid changes are occurring as the socio economic composition of these universities is shifting The participation of females ethnic minority groups and low income students has increased exponentially leading to major changes in student activities curriculum and overall campus culture Significant research is a necessity for understanding the need of broader educational access and promoting a newly empowered diverse population of students in today s universities Accessibility and Diversity in the 21st Century University is a pivotal reference source that provides vital research on the provision of higher educational access to a more diverse population with a specific focus on the growing population of women in the university key intersections with race and sexual preference and the experiences of low income students mid career and reentry students and special needs populations While highlighting topics such as adult learning race based achievement gaps and women s studies this publication is ideally designed for educators higher education faculty deans provosts chancellors policymakers sociologists anthropologists researchers scholars and students seeking current research on modern advancements of diversity in higher education systems

[Higher Education, Meritocracy and Inequality in China](#) Ye Liu, 2016-10-08 This book investigates the changing opportunities in higher education for different social groups during China s transition from the socialist regime to a market economy The first part of the book provides a historical and comparative analysis of the development of the idea of meritocracy since its early origins in China and in more

recent western thought The second part then explores higher education reforms in China the part played by supposedly meritocratic forms of selection and the implications of these for social mobility Based on original empirical data Ye Liu sheds light on the socio economic gender and geographical inequalities behind the meritocratic facade of the Gaokao Liu argues that the Chinese philosophical belief in education based meritocracy had a modern makeover in the Gaokao and that this ideology induces working class and rural students to believe in upward social mobility through higher education When the Gaokao broke the promise of status improvement for rural students they turned to the Chinese Communist Party and sought political connections by actively applying for its membership This book reveals a bleak picture of visible and invisible inequality in terms of access to and participation in higher education in contemporary China Written in an accessible style it offers a valuable resource for researchers and non specialist readers alike *High Participation Systems of Higher Education* Brendan Cantwell, Simon Marginson, Anna Smolentseva, 2018 Within a generation we have seen an extraordinary global expansion of Higher Education By focusing on systems and countries with near universal participation and by developing a series of propositions about high participation in Higher Education this volume explores a transformation in education and society *International Handbook of Higher Education* James J.F. Forest, Philip G. Altbach, 2008-01-18 This book provides a central authoritative source of reference on the most essential topics of higher education The International Handbook of Higher Education combines a rich diversity of scholarly perspectives with a wide range of internationally derived descriptions and analyses Chapters in the first volume cover central themes in the study of higher education while contributors to the second volume focuses on contemporary higher education issues within specific countries or regions Together these volumes provide a centralized easily accessible yet scholarly source of information [International Encyclopedia of Education](#) ,2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequaled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references

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Adult Learning and Education Kjell Rubenson,2011-01-07 As individuals and societies try to respond to fundamental economic and social transformation the field of adult learning and education is rapidly getting increased attention and new topics for research on adult learning have emerged This collection of articles from the International Encyclopedia of Education 3e offers practitioners and researchers in the area of adult learning and education a comprehensive summary of main developments in the field The 45 articles provide insight into the historical development of the field its conceptual controversies domains and provision perspectives on adult learning instruction and program planning outcomes relationship to economy and society and its status as a field of scholarly study and practice Saves researchers time in summarizing in one place what is otherwise an interdisciplinary field in cognitive psychology personality sociology and education Level of presentation focuses on critical research leaving out the extraneous and focusing on need to know information Contains contributions from top international researchers in the field Makes MRW content affordable to individual researchers

Tertiary Education for the Knowledge Society: Special features: equity, innovation, labour market, internationalisation. Achieving equity Paulo Santiago,2008 This book provides an international investigation of tertiary education policy across its many facets governance funding quality assurance equity research and innovation academic career links to the labor market and internationalization It presents an analysis of the trends and developments in tertiary education a synthesis of research based evidence on the impact of tertiary education policies innovative and successful policies and practices that countries have implemented and tertiary education policy options The report draws on the results of a major OECD review of tertiary education policy the OECD Thematic Review of Tertiary Education conducted over the 2004 08 period in collaboration with 24 countries around the world Publisher s description

Globalization's Muse John Aubrey Douglass,2009 Abstract *Higher Education Management and Policy* ,2006

The Tertiary Moment Christopher Duke,2005 This set of papers makes a timely and challenging contribution to two important debates about higher education and the future of universities first that of the size and the shape of the system of tertiary including both further as well as higher education and second the possible contribution of the Lifelong Learning Networks to the system Authored by leading scholars and practitioners of higher education the papers contribute to the development of higher education from the perspective of both adultlearners and society s needs

The Conditions for Admission John Aubrey Douglass,2007 The first comprehensive study of the admission policies and practices at U S public universities examining their social contract in light of contemporary debates over affirmative action standardized testing privatization and the influences of globalization

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Education for the Knowledge Society Paulo Santiago, 2008-09-22 Tertiary education policy is increasingly important on national agendas. The widespread recognition that tertiary education is a major driver of economic competitiveness in an increasingly knowledge driven global economy has made high quality tertiary education more important than ever. The imperative for countries is to raise higher level employment skills to sustain a globally competitive research base and to improve knowledge dissemination to the benefit of society. Tertiary Education for the Knowledge Society provides a thorough international investigation of tertiary education policy across its many facets: governance, funding, quality assurance, equity, research and innovation, academic career links to the labour market and internationalisation. The report presents an analysis of the trends and developments in tertiary education, a synthesis of research based evidence on the impact of tertiary education policies, innovative and successful policies and practices that countries have implemented and tertiary education policy options. The report draws on the results of a major OECD review of tertiary education policy, the OECD Thematic Review of Tertiary Education conducted over the 2004-08 period in collaboration with 24 countries around the world. FURTHER READING: A companion series, OECD Reviews of Tertiary Education, offers an in depth analysis of tertiary education policies in each of the 14 countries which opted for a country review: China, Croatia, Czech Republic, Estonia, Finland, Iceland, Japan, Korea, Mexico, the Netherlands, New Zealand, Norway, Poland, and Spain. www.oecd.org/edu/tertiary/review

University to Uni Robert Stevens, Robert Bocking Stevens, 2005. The case of Laura Spence, turned down for a place at Oxford in 1999 despite stellar qualifications on paper, rocketed higher education to the top of the political agenda as politicians notably Gordon Brown queued up to rail against the elitism that her treatment seemed to represent. But universities have always been a major political issue with expansion in the 1960s and then the upgrading of the polytechnics in the 1990s posing the big questions: what are universities for, how should they and their students be funded, how should they be controlled, and how should the universities as seats of learning relate to central government. In *Uni*, Robert Stevens himself, a highly distinguished academic at such flagship universities as Oxford and Yale, provides the first history of the politics of higher education in the second half of the twentieth century. *Education's Abiding Moral Dilemma* Sheldon Rothblatt, 2006. The conflict between access and quality in education has been front page news for decades. Policies regarding the role of elite universities, the organisation of secondary education, admissions criteria, courses of study, high stakes testing, and fiscal and programme accountability have changed with uncommon frequency, resulting in confusion and uncertainty. Yet it is the argument of this book that the tension between access to education and the preservation of quality is another chapter in the much longer history of merit selection in England, Scotland, and America, and should be seen in its proper contexts. The underlying cause of the difficulties, however, is the dilemma created by two competing conceptions of virtue: one determined by merit, judged competitively, and the other more vaguely but emotionally supported by a broader view of worth. Merit is consistent with liberal democracy, but worth is the special province of social democracy. None of the distinctions is easily

categorised by political party or ideology They are the result of opposite moral impulses inherent in plural democratic societies undergoing the strains of internal and global competition **Access and Equity** ,2010-01-01 The massive expansion of higher education across all continents is one of the defining features of our century This volume examines two dimensions of this those of access and equity Building on the country studies undertaken by this group of Fulbright New Century Scholars the book offers a unique focus in its commitment to bring together an analysis of the theoretical literature on equity a focus on the methodological problems of measuring access and equity from a comparative perspective a comparative analysis of trends and policy developments set in a global framework and a comparative analysis of targeted initiatives which are currently in place in different societies The need to develop a comparative research programme addressing the question of measuring equity is noted The volume will be of interest to a broad range of readers policy makers and researchers at international national and local levels non governmental bodies higher education institutions and members of the public interested in these topics During a period of financial constraint the provision of access to higher education for disadvantaged groups and their retention in higher education remains a continuing and important issue

Can the Prizes Still Glitter? Hugo de Burgh,Anna Fazackerley,Jeremy Black,2007 Mapping the future of British Universities in a changing world Can the Prizes still Glitter is edited by Hugo de Burgh Editor of China in Britain Professor of Journalism and Director of the China Media Centre at the University of Westminster Anna Fazackerley Director of Education Think Tank Agora and Jeremy Black Professor of History at Exeter University It is the inaugural publication of Agora a new independent think tank focusing on the future of our universities and offers a fascinating insight into Britain s academic institutions in an ever changing world Thirty four contributors including eight vice chancellors and of course our very own Terence Kealey politicians business leaders and academics from a variety of disciplinary backgrounds and a range of institutions have written personal essays outlining where universities are now and where they ought to be Between them these engaging thinkers tackle the entire spectrum of higher education Individually and collectively they confront many of the big and uncomfortable issues facing Britain exhibit some of the solutions of which individual institutions are proud and delineate the kind of tough decisions and actions that politicians and university leaders need to undertake in order for British institutions to match the rapid progress evident elsewhere in the world Higher Education in International Perspective Philip G. Altbach,David H. Kelly,Jan Kluczyński,1985 **Quality and Access in Higher Education** Society for Research into Higher Education,1991 The basic differences between the British and American systems of higher education are linked with other differences namely in curriculum in funding in institutional governance and popular affection Quality and access of higher education are the continuing and connecting themes in this book

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