Diversity and Widening Participation in Higher Education: Evidence –informed principles

Miriam E. David, AcSS, FRSA
ESRC TLRP
Institute of Education London
m.david@ioe.ac.uk
www.tlrp.org

Summary of UK research conference presentation

- A critique of higher education policies and practices:
  - concepts and theories about UK higher education
  - widening access or participation in higher education
- Research evidence from the UK Government's ESRC Teaching and Learning Research Programme
  - Evidence-informed principles for policies
- Changing policy contexts have had contradictory and inequitable effects on individuals and institutions.
- Need for changes in the UK policy framework for research and teaching to ensure equity and fairness for a diversity of students in 21st century higher education.

Introduction

- Personal approach as a social and educational researcher (David 2003) and Chair of Academy of Social Sciences

- Given socio-economic global transformations, including in women's lives, changing research methods and approaches in higher education

(Morley & David 2009; Weiler & David 2008)

Introduction

TLRP role as Director to synthesise peer-reviewed research on diversity and equity

- 15 projects on post-compulsory and higher education (HE), including lifelong learning, across 60 HEIs in the UK
- 7 projects on WP in HE in David ed. *Improving Learning by Widening Participation in Higher Education* (Routledge 2009 in press)
- Evidence-informed principles for effective learning and teaching in HE policies, practices and pedagogies

T·L·R·P TEACHING & LEARNING RESEARCH PROGRAMME

E·S·R·C ECONOMIC & SOCIAL RESEARCH COUNCIL

AIMS

TLRP

www.tlrp.org

Learning

TLRP aims to improve outcomes for learners of all ages in teaching and learning contexts across the UK.

Outcomes

TLRP studies a broad range of learning outcomes. These include both the acquisition of skill, understanding, knowledge and qualifications and the development of attitudes, values and identities relevant to a learning society.

Lifecourse

TLRP supports research projects and related activities at many ages and stages in education, training and lifelong learning. The Programme is concerned with patterns of success and difference, inclusion and exclusion through the lifecourse.

Enrichment

TLRP commits to user engagement at all stages of research. The Programme promotes research on teaching and learning across disciplines, methodologies and sectors, and supports various forms of national and international co-operation and comparison.

Expertise

Working in partnership with other relevant organisations, TLRP works to enhance capacity for all forms of research on teaching and learning, and for research-informed policy and practice.

Improvement

TLRP develops the knowledge base on teaching and learning and contributes to the improvement of policy and practice in the UK. The Programme works to maximise the impact of its research.

PROJECTS

Early Years

- ***INTERPLAY: Play, Learning and ICT in Pre-School Education*** (2003–2006; contact Dr Lydia Plowman, lydia.plowman@stir.ac.uk, +44 (0)1786 467619)
- ***EPPE: Effectiveness of Pre-School Primary Education*** (2003–2008; contact Prof. Iram Siraj-Blatchford, i.siraj-blatchford@ioe.ac.uk, +44 (0)20 7612 6218)

Primary Education

- ***Home–School Knowledge Exchange in Primary Education*** (2001–2004; contact Prof. Martin Hughes, martin.hughes@bristol.ac.uk, +44 (0)117 928 7007)
- ***Learning Scientific Concepts in Classrooms Groups at Key Stage 1*** (2001–2005; contact Mr Stephen Hodgkinson, s.hodgkinson@brighton.ac.uk, +44 (0)1273 643517)
- ***The Role of Awareness in the Teaching and Learning of Literacy and Numeracy in Key Stage 2*** (2001–2004; contact Prof. Terezinha Nunes, terezinha.nunes@edstud.ox.ac.uk, +44 (0)1865 274023)
- ***ACTS II: Sustainable Thinking Classrooms*** (2001–2004; contact Prof. Carol McGuinness, c.mcguinness@qub.ac.uk, +44 (0)28 9097 4373)
- ***Supporting Group Work in Scottish Schools: Age and the Urban/Rural Divide*** (2003–2004; contact Prof. Donald Christie, d.t.m.christie@strath.ac.uk, +44 (0)141 950 3360)
- ***Provision for Gifted and Talented Pupils at Secondary Transfer*** (2002–2007; contact Miss Jenny Brookes, jenny.a.brookes@britismat.com, tel. via Stephanie Burke, +44 (0)117 928 7094)

Secondary Education

- ***Towards Evidence-Based Practice in Science Education*** (2000–2003; contact Prof. Robin Millar, rhm1@york.ac.uk, +44 (0)1904 433468)
- ***InterActive Education: Teaching and Learning in the Information Age*** (2000–2004; contact Prof. Ros Sutherland, ros.sutherland@bristol.ac.uk, +44 (0)117 928 7108)
- ***From Black Boxes to Glass Boxes: Computerised Concept Mapping in Schools*** (2002–2006; contact Robin Bevan, rbevan@kcgs.org.uk, +44 (0)1245 353510)
- ***Facilitating Teacher Engagement in More Inclusive Practice*** (2005–2007; contact Dr Sue Davies, s.davies@trinity-cm.ac.uk, +44 (0)1267 676622)

Across School Phases

- ***Consulting Pupils about Teaching and Learning*** (2000–2003; contact Prof. Jean Rudduck, jrr10@cam.ac.uk, +44 (0)1223 7677 44)
- ***Understanding and Developing Inclusive Practices in Schools*** (2000–2003; contact Prof. Mel Ainscow, Mel.Ainscow@man.ac.uk, +44 (0)161 275 3503)
- ***Improving the Effectiveness of Pupil Groups in Classrooms*** (2001–2004; contact Prof. Peter Blatchford, p.blatchford@ioe.ac.uk, +44 (0)20 7612 6268)
- ***Learning How to Learn: in Classrooms, Schools and Networks*** (2001–2005; contact Prof. Mary James, m.james@ioe.ac.uk, +44 (0)20 7911 5580)
- ***Lessons for Learning: Using Research Study Lessons to Innovate and Transfer Metapedagogy*** (2003–2007; contact Mr Pete Dudley, pete.dudley@capita.co.uk, +44 (0)7785380046)
- ***5–14 Mathematics in Scotland: The Relevance of Intensive Quantities*** (2003–2005; contact Prof. Christine Howe, cjh32@cam.ac.uk, +44 (0)1223 767724)
- ***Consulting Pupils on the Assessment of their Learning (CPAL)*** (2005–2006; contact Dr Ruth Leitch, r.leitch@qub.ac.uk, +44 (0)28 9097 5949)
- ***The use of ICT to Improve Learning and Attainment through Interactive Teaching*** (2005–2007; contact Dr Steve Kennewell, s.e.kennewell@swansea.ac.uk, +44 (0)1792 482012)
- ***Variations in Teachers' Work and Lives and their Effects on Pupils (VITAE)*** (2001–2006; contact Prof. Christopher Day, christopher.day@nottingham.ac.uk, +44 (0)115 951 4423)

Post 16 and Further Education

- ***Transforming Learning Cultures in Further Education*** (2001–2006; contact Prof. Phil Hodkinson, p.m.hodkinson@leeds.ac.uk, +44 (0)113 3433223)
- ***Using Research to Enhance Professionalism in Further Education*** (2001–2006; contact Mr Mark Goodham, markg@staffordtec.ac.uk, +44 (0)1422 357357)
- ***Learning in Community-Based Further Education*** (2003–2005; contact Prof. Jim Gallacher, jwg@gcal.ac.uk, +44 (0)141 270 1339)
- ***Literacies for Learning in Further Education*** (2003–2006; contact Prof. Roz Ivanič, r.ivanic@lancs.ac.uk, +44 (0)1524 593032)
- ***Policy, Learning and Inclusion in the Learning and Skills Sector*** (2003–2006; contact Prof. Frank Coffield, f.coffield@ioe.ac.uk, +44 (0)20 7947 9530)
- ***Bilingual Literacies for Learning in Further Education*** (2005–2007; contact Prof. Marilyn Martin-Jones, m.martinjones@bham.ac.uk, +44 (0)121 414 4862)
- ***Learning and Working in Further Education in Wales*** (2004–2007; contact Dr Martin Jephcote, jephcotem@cf.ac.uk, +44 (0)29 20875306)

Higher Education

- ***The Effectiveness of Problem-Based Learning in Promoting Evidence-Based Practice*** (2000–2002; contact Dr Mark Newman, m.newman@ioe.ac.uk, +44 (0)20 7612 6275)
- ***Enhancing Teaching-Learning Environments in Undergraduate Courses*** (2001–2004; contact Prof. Dai Hounsell, dai.hounsell@ed.ac.uk, +44 (0)131 651 6667)
- ***Social and Organisational Mediation of University Learning*** (2004–2007; contact Prof. John Bromnan, j.l.bromnan@open.ac.uk, +44 (0)20 7447 2506)
- ***Disabled Students' Learning in Higher Education*** (2004–2007; contact Prof. Mary Fuller, mfuller@ucs.ac.uk, +44 (0)1242 532212)
- ***Learning to Perform: Instrumentalists and Instrumental Teachers*** (2004–2007; contact Dr Janet Mills, jmills@rcm.ac.uk, +44 (0)20 7591 4392)
- ***Investigating Musical Performance (IMP): Comparative Studies in Advanced Musical Learning*** (2006–2008; contact Prof. Graham Welch, g.welch@ioe.ac.uk, +44 (0)20 7612 6503)
- ***Innovations for a Values-based Approach to Teacher Education*** (2005–2007; Prof. Alan Smith, a.smith@ulster.ac.uk, +44 (0)28 7032 3509)
- ***The Socio-Cultural and Learning Experiences of Working Class Students in HE*** (2006–2008; contact Prof. Gill Crozier, gill.crozier@sunderland.ac.uk, +44 (0)191 515 2364)
- ***Degrees of Success: The Transition between VET and HE*** (2006–2008; contact Dr Geoff Hayward, geoff.hayward@edstud.ox.ac.uk, +44 (0)1865 274007)
- ***Non-Participation in HE: Decision-Making as an Embedded Social Practice*** (2006–2007; contact Dr A. Fuller, a.fuller@soton.ac.uk, +44 (0)23 80598864)
- ***Learning and Teaching for Social Diversity and Difference*** (2006–2008; contact Dr C.S. Hockings, C.Hockings@wlv.ac.uk, +44 (0)1902 32 3902)
- ***Widening Participation in Higher Education: A quantitative Analysis*** (2006–2007; contact Dr Anna Vignoles, a.vignoles@ioe.ac.uk, +44 (0)20 7612 6879)
- ***Keeping Open the Door to Mathematically-Demanding F & HE Programmes*** (2006–2008; contact Prof. Julian Williams, julian.s.williams@man.ac.uk, +44 (0)161 275 3412)
- ***Universal Access and Dual Regimes of Further and Higher Education*** (2006–2008; contact Prof. Gareth Parry, g.w.parry@sheffield.ac.uk, +44 (0)114 222 8101)

Workplace Learning

- ***Improving Incentives to Learning in the Workplace*** (2000–2003; contact Prof. Helen Rainbird, h.rainbird@bham.ac.uk, +44 (0) 121 414 8577)
- ***Learning as Work: Teaching and Learning in Contemporary Organisations*** (2003–2007; contact Prof. Alan Felstead, alanfelstead@cf.ac.uk, +44 (0)29 2087 9050)
- ***Understanding the System: Techno-Mathematical Literacies in the Workplace*** (2003–2007; contact Prof. Celia Hoyles, c.hoyles@ioe.ac.uk, +44 (0)20 7612 6813)
- ***Enhancing 'Skills for Life': Adult Basic Skills and Workplace Learning*** (2003–2007; contact Prof. Alison Wolf, alison.wolf@kcl.ac.uk, +44 (0)20 7848 3724)
- ***Globalisation and the Skill Strategies of MNCs: A Comparative Analysis*** (2004–2006; contact Prof. Philip Brown, BrownPh@cf.ac.uk, +44 (0)29 2087 4157)
- ***Learning in and for Interagency Working: Multiagency Work in Northern Ireland*** (2005–2007; contact Prof. Tony Gallagher, ami.gallagher@qub.ac.uk, +44 (0)28 9097 5958)

Professional Learning

- ***Early Career Learning at Work: LINEA*** (2001–2004; contact Prof. Michael Eraut, m.eraut@sussex.ac.uk, +44 (0)1273 877888)
- ***Competence-Based Learning in the Early Professional Development of Teachers*** (2003–2007; contact Prof. Jim McNally, j.g.mcnally@stir.ac.uk, +44 (0)1786 466 265)
- ***Vicarious Learning and Teaching of Clinical Reasoning Skills*** (2004–2006; contact Dr Richard Cox, richc@cogs.sussex.ac.uk, +44 (0)1273 678605)
- ***Learning in and for Inter-Agency Working*** (2004–2007; contact Prof. Harry Daniels, h.r.j.daniels@bath.ac.uk, +44 (0)1225 385690)

Lifelong Learning

- ***Learning Lives: Learning, Identity and Agency in the Lifecourse*** (2003–2007; contact Prof. Gert Biesta, g.biesta@ex.ac.uk, +44 (0)1392 264750)
- ***Identity and Learning*** (2004–2007; contact Prof. Andrew Pollard, a.pollard@ioe.ac.uk, +44 (0)2079 11 5581)
- ***Older People and Lifelong Learning*** (2000–2002; contact Dr Alex Withnall, a.withnall@warwick.ac.uk, +44 (0)24 7657 3851)

Technology Enhanced Learning

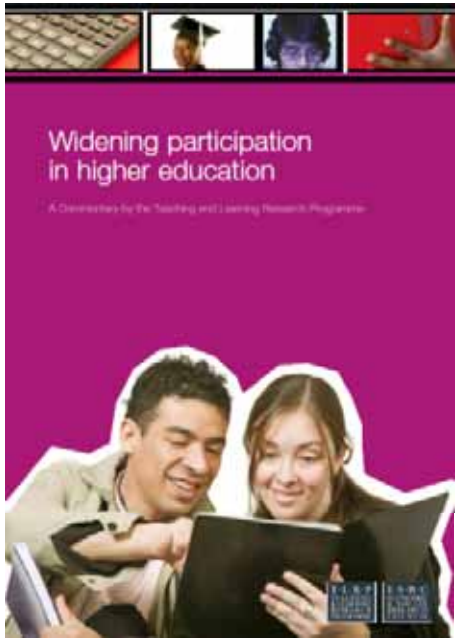
- ***Transforming Perspectives: Technology to Support the Teaching and Learning of Threshold Concepts*** (2006–2007; contact Dr Patrick Carmichael, patrick@carol.cam.ac.uk, +44 (0)1223 765 381)
- ***Supporting Sign Language Users through Technology Enhanced Learning*** (2006–2007; contact Prof John Glasgart, jwg@cmp.usa.ac.uk, +44 (0)1603 592603)
- ***Authoring as Acting: exploring embodied interaction in game authoring environments for children*** (2006–2007; contact Dr Judith Good, J.Good@sussex.ac.uk, +44 (0)1273 873228)
- ***Workplace Personalised Learning Environments for the Development of Employees' Technical Communicative Skills*** (2006–2007; contact Professor Celia Hoyles, c.hoyles@ioe.ac.uk, +44 (0)20 7612 6659)
- ***Merging Cognition and Technology to Enhance Learning in the Field*** (2006–2007; contact Prof David Martin, D.J.Martin@soton.ac.uk, +44 (0)23 8059 3808)
- ***Exploring E-Learning and Communication Tools for Improving Children's Language Usage in Social Interactions: Echo6*** (2006–2007; contact Dr Kaska Porayska-Pomsta, kaska@inf.ed.ac.uk, +44 (0)131 650 8484)
- ***Personalisation of Learning: Constructing an Interdisciplinary Research Space*** (2006–2007; contact Professor Nicky Solomon, Nicky.Solomon.1@city.ac.uk, +44 (0)20 7040 8268)
- ***Intelligent Support for Mathematical Generalisation*** (2007–2010; contact Prof. Richard Noss, r.noss@ioe.ac.uk, +44 (0)20 7763 2150)
- ***Personalised Learning with Haptics when Teaching with Online Media: PHANTOM*** (2007–2009; contact Prof Margaret Cox, m.j.cox@kcl.ac.uk, +44 (0)20 7848 3126)
- ***Personal Inquiry (PI): Designing for Evidence-based Inquiry Learning across Formal and Informal Settings*** (2007–2010; contact Prof Michael Sharples, mike.sharples@nottingham.ac.uk, +44 (0) 115 951 3716)

T·L·R·P TEACHING & LEARNING RESEARCH PROGRAMME

E·S·R·C ECONOMIC & SOCIAL RESEARCH COUNCIL

Conceptual considerations

- Given global socio-economic transformations, and the social sciences, ***contested*** meanings of
- ***contexts*** of globalization, market economy, marketization as neo-liberalism and/or 'academic capitalism'
- ***concepts*** of post-compulsory or post-secondary further, tertiary or higher education versus universities and
  - access to or 'participation' in higher education
  - teaching and learning, 'pedagogies' and/or academic practices or educational development
- ***Diversity, equity and inclusion***: from ethnicity/race (EU/nonEU) to
  - age (young versus mature students),
  - social class or disadvantages
  - dis/abilities - *gender or women*



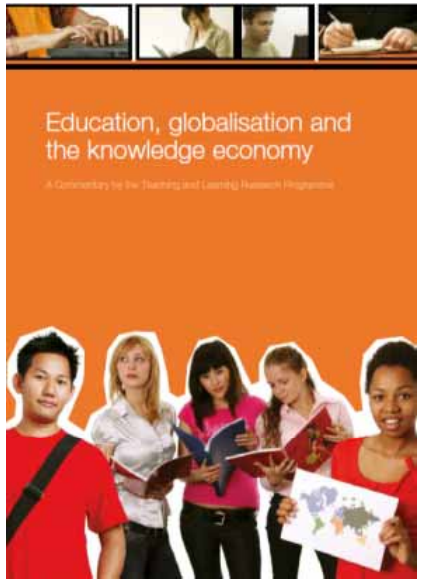
T·L·R·P TEACHING & LEARNING RESEARCH PROGRAMME

E·S·R·C ECONOMIC & SOCIAL RESEARCH COUNCIL

International research debates on transformations of global HE

- Contested debates about mass or global higher education and diversity versus equity

- Comparative international social studies of expansions of HE in changing economic and global contexts (Shavit, Arum & Gamoran eds 2007; Rhoads & Torres eds 2006) focus on social inequalities and stratification



T·L·R·P TEACHING & LEARNING RESEARCH PROGRAMME

E·S·R·C ECONOMIC & SOCIAL RESEARCH COUNCIL

UK Research questions on transformations of global HE

- What role does social scientific research play in relation to policies and practices within higher education?
- How can we assess impact of research and knowledge exchange or public engagement?
- What is the relation between peer-reviewed social research and 'pedagogic' research or research on the praxis of teaching within or across disciplines?

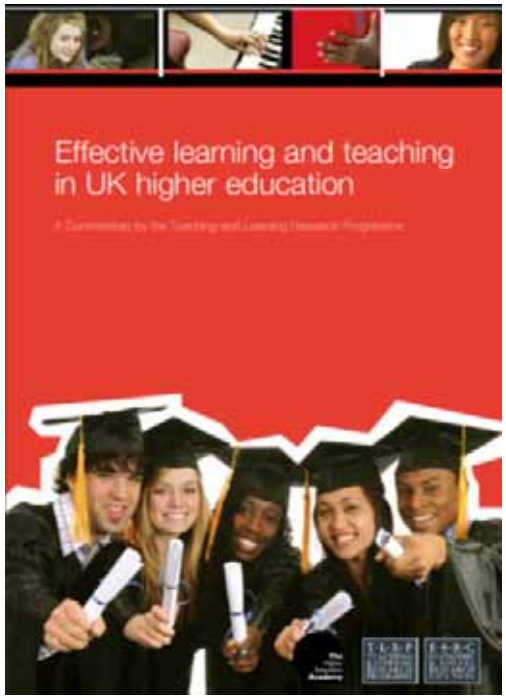
T·L·R·P TEACHING & LEARNING RESEARCH PROGRAMME

E·S·R·C ECONOMIC & SOCIAL RESEARCH COUNCIL

Research Evidence from TLRP about equity and diversity 1

The TLRP HE projects are

- *Social and Organisational Mediation of University Learning:* What is learned at University? (SOMUL)
- *Disabled Students' Learning in Higher Education*
- *Enhancing Teaching-Learning Environments in Undergraduate Courses*
- *Learning to Perform in Music in Advanced Musical Learning Settings*
- *Problem-based Learning; Vicarious Learning and Teaching of Clinical Reasoning Skills;*
- the suite of projects on *Teacher Education across 4 UK nations*



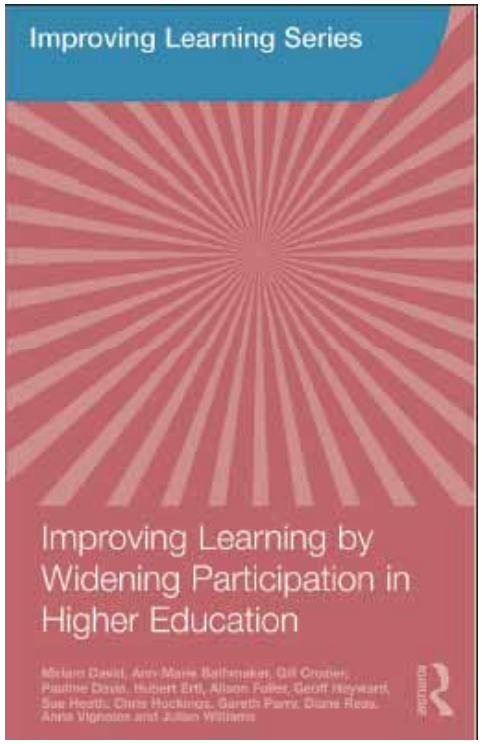
T·L·R·P TEACHING & LEARNING RESEARCH PROGRAMME

E·S·R·C ECONOMIC & SOCIAL RESEARCH COUNCIL

Research Evidence from TLRP about equity and diversity 2

- The suite of 7 WPinHE projects, in David (ed) *Improving Learning by Widening Participation in HE* (Gateway series, Routledge 2009)

- The research evidence is about the policies, institutional practices and pedagogies of widening access to, and participation in, *English* higher education, with a focus on diversity.



T·L·R·P TEACHING & LEARNING RESEARCH PROGRAMME

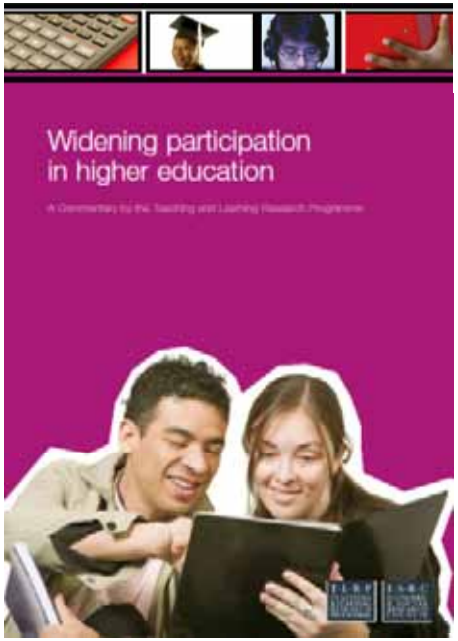
E·S·R·C ECONOMIC & SOCIAL RESEARCH COUNCIL

Researching evidence-informed policies: problematic issues

- **Implications for policy and research**
  - Dynamic and changing field
  - Global contexts
- **Methodological problems re data collection: 2 gaps**
  - Need for open research agenda from UCAS and HESA
  - No single agency with responsibility for increasing and widening participation in HE across the life course
- **Implications of policies on fair access and WP**
  - Question of conceptualisation of ‘fair’ access or diversity
  - Contribution to people’s economic lives or involvement in the labour market whether graduate or professional

Research findings for evidence-informed policies 1

- Equitable or fair access is not achieved at the point of entry or transition to HE
- Target population for policies and practices remains complexly linked to government, institutional or individual practices, identities and perspectives

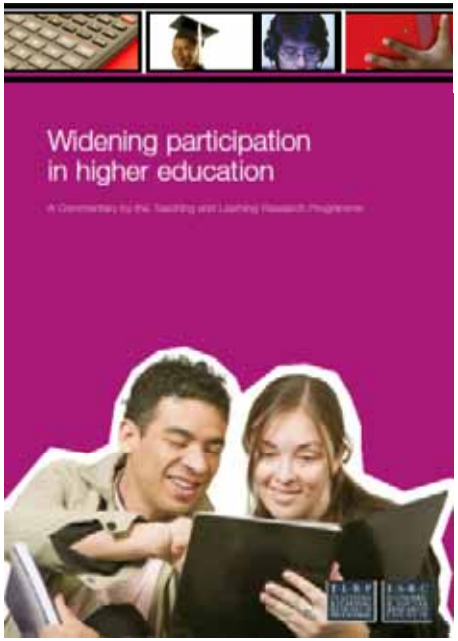


T·L·R·P TEACHING & LEARNING RESEARCH PROGRAMME

E·S·R·C ECONOMIC & SOCIAL RESEARCH COUNCIL

Research findings for evidence-informed policies 2

- Recent changes have included new forms of universities, and further education colleges becoming universities.
- Major improvements in the quality of student learning experiences across these diverse systems of higher education.
- This improvement is in part a response to policy measures



T·L·R·P TEACHING & LEARNING RESEARCH PROGRAMME

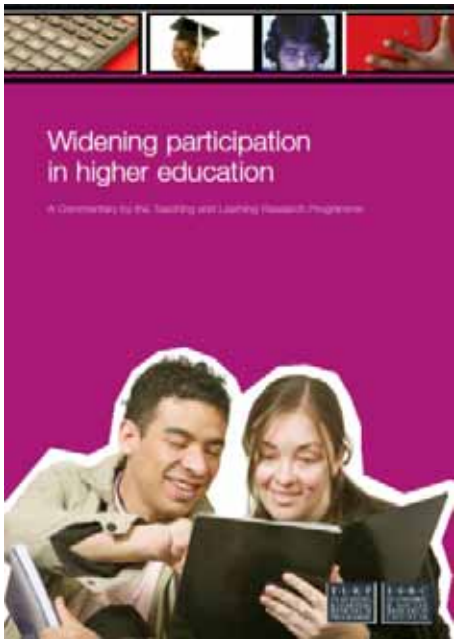
E·S·R·C ECONOMIC & SOCIAL RESEARCH COUNCIL

Research findings for evidence-informed policies 3

- Dramatic growth in participation in higher education over ten years.
- Figures from the Higher Education Statistics Agency show that

  in 2007-8 there were 2.3 million HE students in the UK, of whom

  1.8 million were full-time and part-time undergraduates.
- This is 400,000 or 22% more than in 1997-8
- A greater diversity of students is now participating in some form of post-compulsory or higher education.



T·L·R·P TEACHING & LEARNING RESEARCH PROGRAMME

E·S·R·C ECONOMIC & SOCIAL RESEARCH COUNCIL

Research findings for evidence-informed policies 4

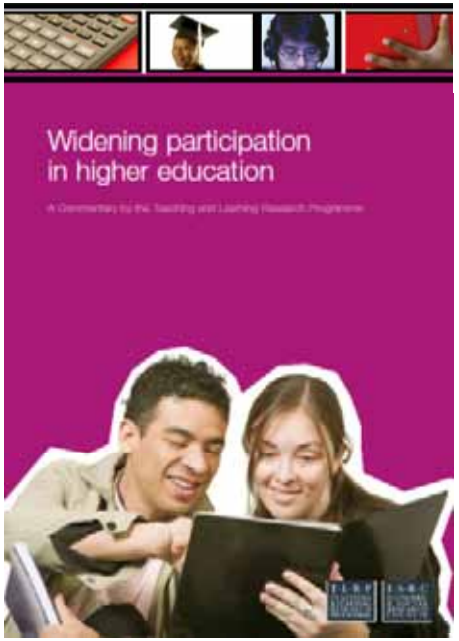
More students, from socially and economically disadvantaged backgrounds than ten years ago.

1997-8 45 percent of undergraduates were men:

2007-8 only 40 percent were.

Far more women students in higher education than men: a growing trend.

More students from racial or ethnic minorities and non-European Union countries in the UK.

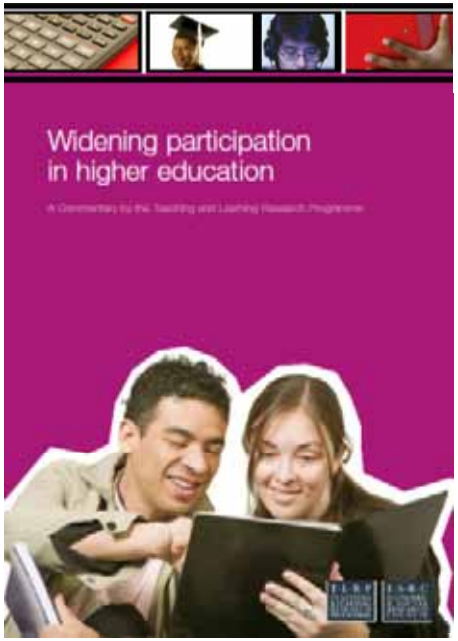


T·L·R·P TEACHING & LEARNING RESEARCH PROGRAMME

E·S·R·C ECONOMIC & SOCIAL RESEARCH COUNCIL

Research findings for evidence-informed practices 5

- *Inequality continues to affect both individuals and institutions*. Growth in student numbers has not been accompanied by increases in institutional and teaching resources.
- This *systemic inequality* has affected student-teacher relationships and forms of learning in all subjects, including inter-disciplinary work.
- Opportunities for developing new and critical pedagogies. More *inclusive or connectionist approaches*, rather than 'teaching to the test' would engage socially diverse students in a range of higher education subjects and settings.

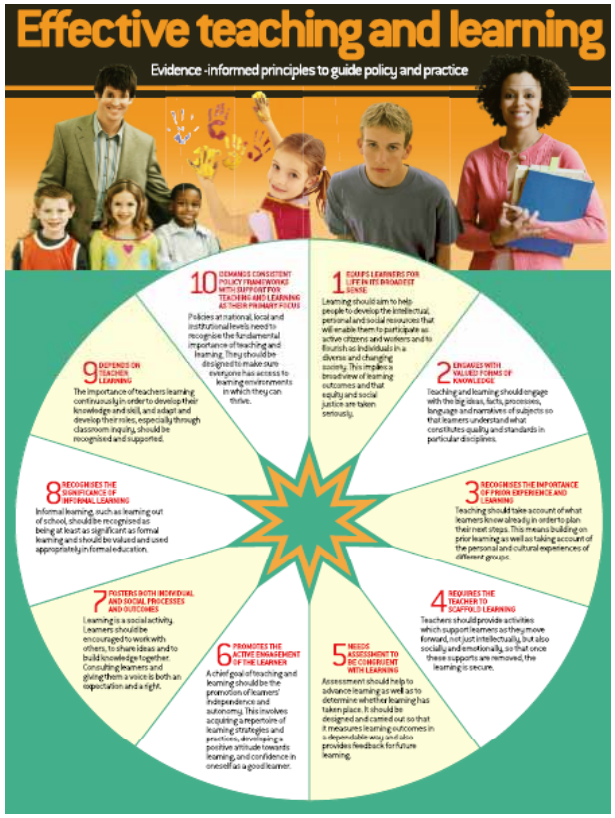


T·L·R·P TEACHING & LEARNING RESEARCH PROGRAMME

E·S·R·C ECONOMIC & SOCIAL RESEARCH COUNCIL

TLRP's evidence-informed principles for effective pedagogies

- The principles are the product of an iterative process of consultation and debate between researchers, practitioners, policy makers & the TLRP Directors' Team.
- A decidedly committed stance to trying to ensure more equitable or fair policies and practices across and in HE.
- Our evidence shows that the fast-changing policy context for higher education has had an inordinate influence on research and on teaching and learning.
- Whether this is also linked to *pedagogic research* or subject-based research varies.



T·L·R·P TEACHING & LEARNING RESEARCH PROGRAMME

E·S·R·C ECONOMIC & SOCIAL RESEARCH COUNCIL

TLRP's evidence-informed principles for effective pedagogies

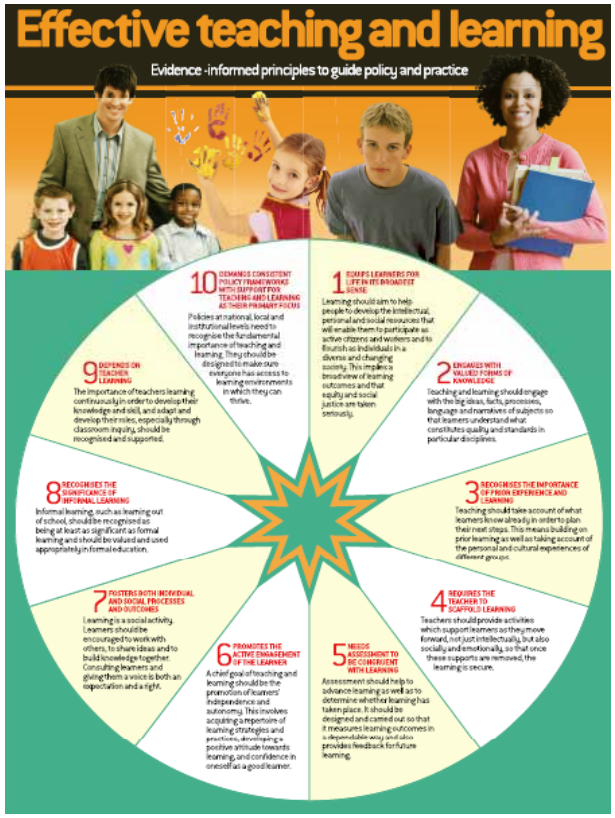
- Teaching and learning interchangeable with pedagogy?
- Lively and contested debate about 'the science of practice or praxis of teaching'.
- In professional educational or academic developments pedagogy and pedagogical research (subject-based) have become usual.
- Teachers may have subject expertise which values specific approaches about 'the inner logic of the subject' and its 'ways of thinking and practising'.

T·L·R·P TEACHING & LEARNING RESEARCH PROGRAMME

E·S·R·C ECONOMIC & SOCIAL RESEARCH COUNCIL

TLRP's evidence-informed principles for effective pedagogies

- Some argue 'pedagogy', by definition, has application only to the learning of children.
- Others that the process of learning evolves from school to university as students develop intellectual resources for learning. Issue is in the cognitive aspects of transition and the shift is essentially in the learner's autonomy.
- We are aware of these debates but it highlights the contingent nature of effective teaching
- Lecturers, teachers or trainers are most effective when planning in response to how students are learn

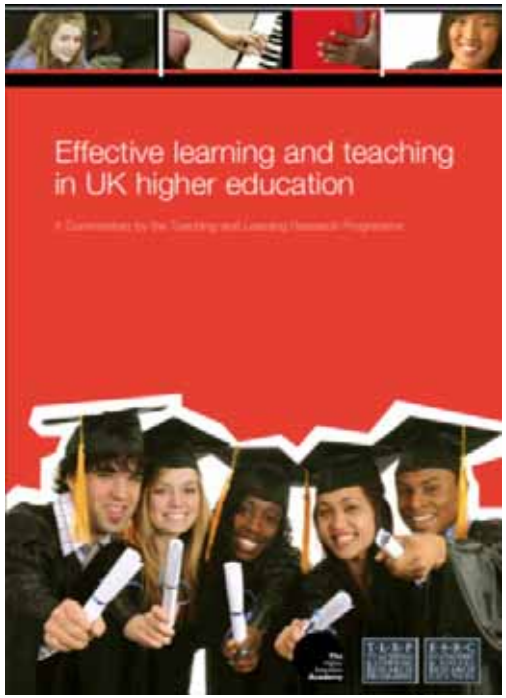


T·L·R·P TEACHING & LEARNING RESEARCH PROGRAMME

E·S·R·C ECONOMIC & SOCIAL RESEARCH COUNCIL

TLRP's evidence-informed principles for higher education 1

1. Effective pedagogy demands consistent policy frameworks, with support for learning for diverse students as their main focus.



Policies at government, system, institutional and organisational level need to recognise the fundamental importance of learning for individual, team, organisational, institutional, national and system success. Policies should be designed to create effective and equitable learning environments for all students to benefit socially and economically.

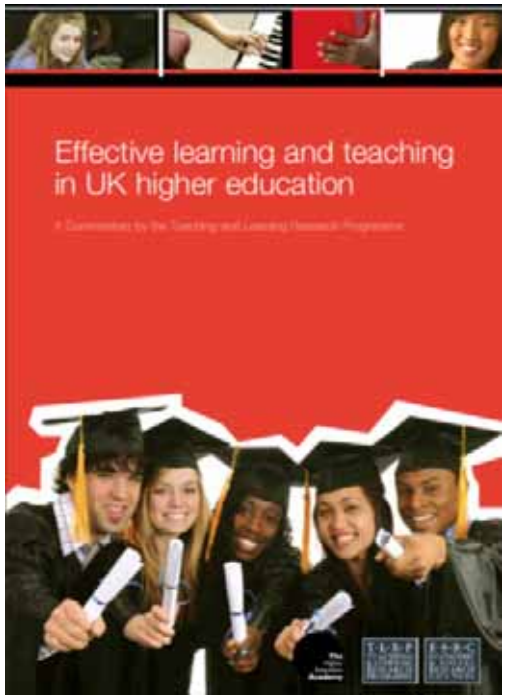
T·L·R·P TEACHING & LEARNING RESEARCH PROGRAMME

E·S·R·C ECONOMIC & SOCIAL RESEARCH COUNCIL

TLRP's evidence-informed principles for higher education 2

2. **Effective pedagogy depends on the research and learning of all those educators who teach and research to support the learning of others.**

   The need for lecturers, teachers and trainers to learn through doing research to improve their knowledge, expertise and skills for teaching should be recognised and supported.



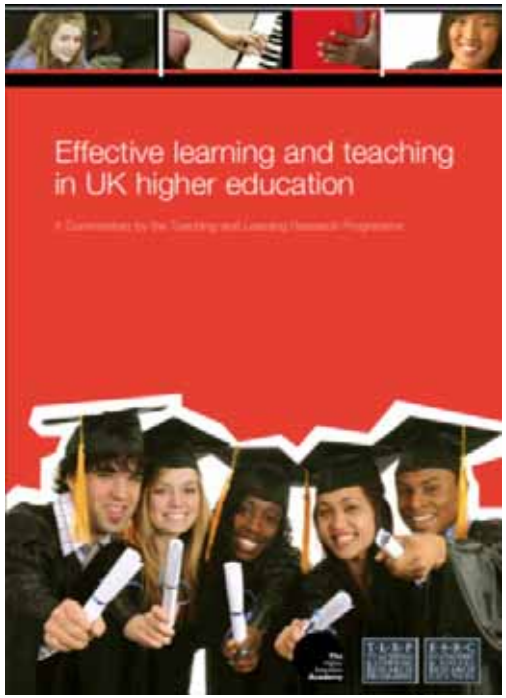
T·L·R·P TEACHING & LEARNING RESEARCH PROGRAMME

E·S·R·C ECONOMIC & SOCIAL RESEARCH COUNCIL

TLRP's evidence-informed principles for higher education 3

8. **Effective pedagogy recognises the importance of prior or concurrent experience and learning.**

   Pedagogy should take account of what the student as learner knows already to plan strategies for the future. This includes building on prior learning but also taking account of the emerging concurrent learning in context, and the personal and cultural experiences of different groups of students as learners.



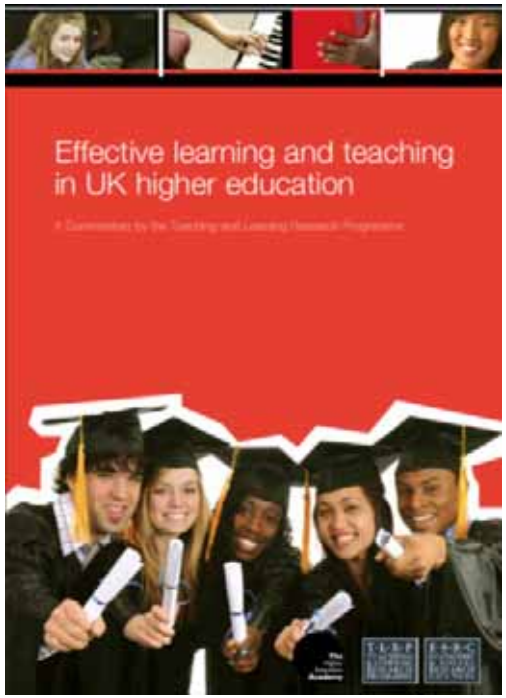
T·L·R·P TEACHING & LEARNING RESEARCH PROGRAMME

E·S·R·C ECONOMIC & SOCIAL RESEARCH COUNCIL

TLRP's evidence-informed principles for higher education 4

9. **Effective pedagogy engages with expertise and valued forms of knowledge in disciplines and subjects.**

   Pedagogy should engage students with the concepts, key skills and processes, modes of discourse, ways of thinking and practising and attitudes and relationships which are most valued in their subject. Students need to understand what constitutes quality, standards and expertise in different settings and subjects.



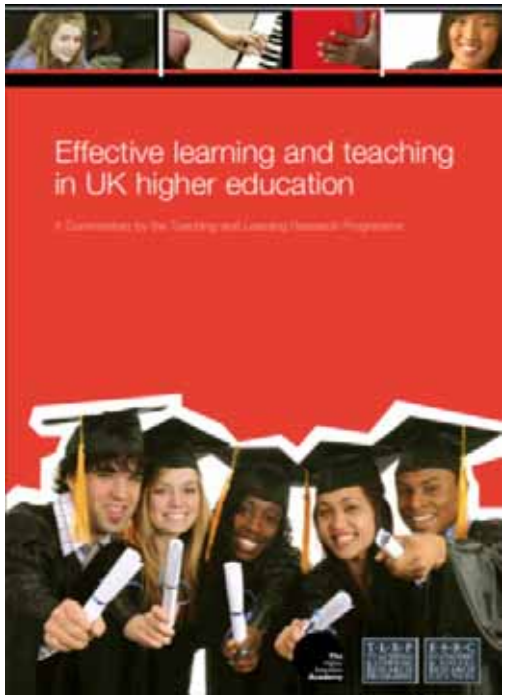
T·L·R·P TEACHING & LEARNING RESEARCH PROGRAMME

E·S·R·C ECONOMIC & SOCIAL RESEARCH COUNCIL

TLRP's evidence-informed principles for higher education 5

10. Effective pedagogy equips learners for life in its broadest sense.

Learning should help individuals develop the intellectual, personal and social resources that will enable them to participate as active citizens, contribute to economic, social or community development, and flourish as individuals in a diverse and changing society. This means adopting a broad conception of worthwhile learning outcomes and taking seriously issues of equity and social justice for all, across social, economic, ethnic and gender differences.



T·L·R·P TEACHING & LEARNING RESEARCH PROGRAMME

E·S·R·C ECONOMIC & SOCIAL RESEARCH COUNCIL

Conclusions about policy and practices in HE 1

- From our findings, we emphasize the inequity and diversity of student participation in a diverse higher education system and we question a ‘league table’ approach to higher learning.
- We also emphasize the importance of prior educational experiences, in schools, FE colleges, and through family networks to participation in diverse higher education institutions and subjects
- We also question the appropriate national and international policy contexts and changes for post-compulsory education to ensure a more equitable system across a diversity of subjects and institutions in 21st century global capitalism.
- A strong knowledge-base for improving learning through pedagogies for diverse students from disadvantaged socio-economic, ethnic/racial and gender backgrounds across the life course.

Conclusions about policies and practices in HE 2

- National and international policy frameworks need to be adjusted to take account of our research evidence about
  - both prior and current educational experiences (and the need to adjust schooling as well as post-compulsory education),
  - the relevance of policy at institutional and individual levels, pedagogies and practices that are meaningful to participants (as students and teachers)
  - the inequalities in systemic, systematic and classed, raced and gendered provisions across the life course and internationally.