
Download File PDF Education In Mechanisms Decision Individual Jump They Did Or Pushed They Were

Yeah, reviewing a book **Education In Mechanisms Decision Individual Jump They Did Or Pushed They Were** could add your close connections listings. This is just one of the solutions for you to be successful. As understood, skill does not suggest that you have extraordinary points.

Comprehending as skillfully as settlement even more than new will provide each success. neighboring to, the broadcast as capably as acuteness of this Education In Mechanisms Decision Individual Jump They Did Or Pushed They Were can be taken as skillfully as picked to act.

KEY=DID - CAMERON SOSA

Were They Pushed Or Did They Jump?

Individual Decision Mechanisms In Education

Routledge Like few other decisions in life, educational choices must be made by virtually every-one growing up in industrial societies. The consequences of these choices for individual lives are momentous, yet decisions about schooling can be treacherous. They are made during the teen years, at a time when personal preferences are unstable and there is littl

Between Sacred and Secular Knowledge

Rationalities and Education of a Muslim Village in Northwest China

Routledge This book examines how different social forces, including state ideology and policies, religious culture and ethnic identities, and economic market forces, affect Muslim parents' perceptions and attitudes toward public and religious education. Combining ethnographic fieldwork and a cognitive rationality framework, this book investigates ethnic minorities' educational attainment and its shaping mechanisms. Instead of attributing the undereducation of ethnic minorities solely to structural factors such as economic constraints, cultural conflicts and state policies, this study focuses on the critical role of perceptions and expectations through which many structural factors function. The fieldwork in a predominantly Muslim village in northwest China reveals that public education and religious education are complementary in the daily pursuit of well-being. And the study further argues that the practical oriented logic of rural Muslims sheds light on the research of inequality in educational attainment. The book will be of interest to scholars and postgraduate students studying ethnic minority education in China. Those who are researching on Islam and Muslims' identity, especially in a multiethnic society, may also find this research insightful and helpful.

Adolescent Education

A Reader

Peter Lang This book elucidates the complexities, contradictions, and confusion surrounding adolescence in American culture and education.

Higher Education Strategies in Venezuela

Higher Education Changes Under a Revolutionary Government and the Threats to Academic Freedom and Institutional Integrity

Elsi Jimenez

Research Handbook on the Sociology of Education

Edward Elgar Publishing Presenting original contributions from the key experts in the field, the Research Handbook on the Sociology of Education explores the major theoretical, methodological, empirical and political challenges and pressing social questions facing education in current times.

On the Edge of Commitment

Educational Attainment and Race in the United States

Stanford University Press This book offers a new model of educational achievement to explain why some students are committed to preparation for college.

Higher Education Marketing in Africa

Explorations into Student Choice

Springer Nature This book explores the key players, challenges and policies affecting higher education in Africa. It also explores the marketing strategies and the students' selection process, providing theoretical and practical insights into education marketing in Africa. In particular, it focuses on the competition for students. The growing number of student enrolments, the public sector's inability to meet the ever-increasing demands and new private universities springing up mean that it is essential for universities to identify their market and effectively communicate their messages. Although there has been substantial theoretical research to help shed light on students' choices and universities' marketing strategies, little work has been undertaken on higher education in the African context. Filling that gap in the research, while at the same time acknowledging the regional differences in Africa, this book offers empirical insights into the higher education market across the continent.

Native Americans in the School System

Family, Community, and Academic Achievement

Rowman Altamira Carol Ward examines persistent dropout rates among Native American youth, which remain high despite overall increases in Native adult education attainment in the last twenty years. Focusing on the experiences of the Northern Cheyenne nation, she evaluates historical, ethnographic, and quantitative data to determine the causes of these educational failures, and places this data in an economic, political, and cultural context. She shows that the rate of failure in this community is the result of conflicting approaches to socializing youth, the struggle between 'native capital' and 'human capital' development systems. With high rates of unemployment, poverty, and school dropouts, the Northern Cheyenne reservation provides some important lessons as Native Americans pursue greater educational success. This volume will be of use to policy makers, instructors of comparative education, Native American studies, sociology and anthropology.

Globalization and the American Worker

Negotiating a New Social Contract

CSIS Globalization and the American worker is a path-breaking work on economic policy in a global age. It debunks the myths that clutter the political debate over globalization, focusing instead on the hard challenges America faces in building a stronger economic future. The book highlights the need to embrace the challenge of competing in the global economy, while making the investments in America's workers that they need to compete in world markets. It underscores the importance of adaptability in a time of accelerating economic change and explains how economic policy can encourage or hinder the ability of workers and firms to adjust to the changes that globalization has wrought. The book provides concrete recommendations for trade and tax policy, education, health care, labor, technology and range of other areas that would help build a new social contract between America and its greatest asset, its workers.

Inequality in the 21st Century

A Reader

Routledge Why are so many types of inequality suddenly increasing? Should we be worried that we're moving into a "second gilded age" with unprecedented levels of income inequality? In this new collection, David B. Grusky and Jasmine Hill present readings that lay bare the main changes in play, what's driving these changes, and what might be done to reverse them. This reader delivers the latest and most influential contributions on economic inequality, social mobility, educational inequality, racial and ethnic relations, and gender inequality. Readers will encounter pieces from top scholars in a variety of fields, including Emmanuel Saez (Economist, UC Berkeley), Kathryn Edin (Sociologist, Johns Hopkins), Raj Chetty (Economist, Harvard), Florencia Torche (Sociologist, NYU), and Lucien Bebchuk (Law, Harvard). The readings spanning these fields are expertly excerpted to get readers quickly and immediately to the heart of the scholarship. In each area, Grusky and Hill also provide a concise introduction to the key questions, allowing readers to quickly understand the main forces at work, the debates still in play, and what's still unknown. The resulting collection is pitch-perfect introduction for undergraduates or anyone interested in learning why we're entering a new era of inequality and what can be done to change the tide.

Understanding Social Change

Oxford University Press These essays not only describe the major changes in British society in recent years, but seek to understand and explain what is happening. While there have been rapid changes in overall levels, there have been slower changes in relativities, and this distinction is fundamental to a proper understanding of contemporary society. The book considers the wide variety of mechanisms that underlie these changes, in particular processes of social interaction. The complex and often ill-understood nature of these mechanisms may be a major reason why so much social reform has proved ineffective. The verdict on social reforms in education, gender inequalities and ethnic inequalities is rather negative; sociologists have been concerned about the unintended consequences of social action.

Rethinking Widening Participation in Higher Education

The Role of Social Networks

Routledge Extending the chance for people from diverse backgrounds to participate in Higher Education (HE) is a priority in the UK and many countries internationally. Previous work on widening participation in HE however has focussed on why people choose to go to university but this vital new research has focussed on looking at why people choose not to go. Moreover, much of the extant literature concentrates on the participation decisions of teenagers and young adults whereas this book foregrounds adult decision-making across the life-course. The book is also distinctive because it focuses on interview data generated from across the membership of inter-generational networks rather than on individuals in isolation, in order to explore how decision-making about educational participation is a socially embedded, rather than an individualised, process. It draws on a recent UK-based empirical study to argue that this network approach to exploring educational decision making is very productive and helps create a comprehensive understanding of the historically dependent, personal and collective aspects of participation decisions. This book examines, therefore, the ways in which (non-) decision-making about HE is embedded within a range of social networks consisting of family, partners and friends, and to what extent future participation in HE is conceived as within the bounds of possibility. It: provides a conceptual framework for understanding the value of network-based decision-making about participation in HE, in the light of the changing historical and policy contexts in which it is always located; highlights the importance of researching the socially embedded narratives of 'ordinary people' in order to critique the deficit discourse which dominates debates about widening participation in HE; discusses the policy and practice implications of the network-based approach for widening participation and educational institutions.

Handbook of European Societies

Springer Science & Business Media European integration is one of the most ambitious and socially far-reaching developments in world politics and in world economics. Against growing opposition and despite increasing social heterogeneity, the European Union continues to expand and to acquire new competences. But to what extent is the self-proclaimed "ever closer union among the peoples of Europe" a social reality? In which ways is the political European project anchored in social developments? How does social change impinge upon political integration? Societal trends in multi-cultural, multi-ethnic, multi-lingual and socially diverse Europe have never been studied systematically. *Handbook of European Societies: Social Transformations in the 21st Century* sets to rectify this neglect of societal developments in Europe, providing a groundwork for the sociology of European integration. The book portrays social life and social relations in the enlarged Europe, and gives a perspective on the European Union as an evolving social entity. *Handbook of European Societies* is a pioneering source book analyzing the current social patterns on the continent. It covers a representative selection of major topics of social concern and sociological relevance, such as Collective Action, Consumption, Identity, Power Structure, Sexuality, Stratification and Well-being. Each contribution probes key developments in a strictly comparative manner. The *Handbook* thus offers a detailed look into the intricacies of the national societies of Europe and into the prospect of an emerging European society. The Editors have enlisted leading researchers to synthesize existing knowledge and to make use of many different data sources in a straight-forward style. The contributions stay away from jargon, simple labeling and sweeping assertions. Instead, they provide solid and accessible information on a wide variety of social trends and processes within and across European societies

Shadow Education and Social Inequalities in Japan

Evolving Patterns and Conceptual Implications

Springer This book examines why Japan has one of the highest enrolment rates in cram schools and private tutoring worldwide. It sheds light on the causes of this high dependence on 'shadow education' and its implications for social inequalities. The book provides a deep and extensive understanding of the role of this kind of education in Japan. It shows new ways to theoretically and empirically address this issue, and offers a comprehensive perspective on the impact of shadow education on social inequality formation that is based on reliable and convincing empirical analyses. Contrary to earlier studies, the book shows that shadow education does not inevitably result in increasing or persisting inequalities, but also inherits the potential to let students overcome their status-specific disadvantages and contributes to more opportunities in education. Against the background of the continuous expansion and the convergence of shadow education systems across the globe, the findings of this book call for similar works in other national contexts, particularly Western societies without traditional large-scale shadow education markets. The book emphasizes the importance and urgency to deal with the modern excesses of educational expansion and education as an institution, in which the shadow education industry has made itself (seemingly) indispensable.

Methodological Advances in Cross-National Surveys of Educational Achievement

National Academies Press In November 2000, the Board on International Comparative Studies in Education (BICSE) held a symposium to draw on the wealth of experience gathered over a four--decade period, to evaluate improvement in the quality of the methodologies used in international studies, and to identify the most pressing methodological issues that remain to be solved. Since 1960, the United States has participated in 15 large--scale cross--national education surveys. The most assessed subjects have been science and mathematics through reading comprehension, geography, nonverbal reasoning, literature, French, English as a foreign language, civic education, history, computers in education, primary education, and second--language acquisition. The papers prepared for this symposium and discussions of those papers make up the volume, representing the most up--to--date and comprehensive assessment of methodological strengths and weaknesses of international comparative studies of student achievement. These papers answer the following questions: (1) What is the methodological quality of the most recent international surveys of student achievement? How authoritative are the results? (2) Has the methodological quality of international achievement studies improved over the past 40 years? and (3) What are promising opportunities for future improvement?

14-19 Education

Policy, Leadership and Learning

SAGE 'AT LAST, A BOOK ABOUT THIS MOST VEXED PART OF THE CURRICULUM WHICH IS OBJECTIVE, HONEST AND RESEARCH-BASED. These two well-established authors have done what even supposedly neutral writers of official reports have been unable to do and this is because they emerge as having only one 'axe to grind', namely what is best for the students and the country. Showing only too clearly the confusions and competitions which have bedevilled provision for this age group, THE AUTHORS' VIEWS ARE CONVINCING AND CREDIBLE PARTLY BECAUSE-UNUSUALLY- THEY COME FROM NEITHER A 'PRO-SCHOOL' OR A 'PRO-COLLEGE' LOBBY.(Read , for example, the chapter on leadership to see how leaders in the two sectors-but providing for the same young people ! - can be seen being encouraged to move in different directions.) They rightly argue that this not the point. Although, like others, they argue that partnerships are the way ahead, they show that these so far have a poor record. Their arguments, all firmly based on clear analysis of the politics and resourcing of 14-19 education, and constantly referenced by the experiences of young people of fourteen to nineteen years, are set in a totally realistic perspective and, as they conclude, the price of future failure in this provision will be calamitous. LEADERS IN BOTH THE SCHOOLS AND THE POST-16 SECTORS SHOULD READ THIS BOOK AND REFLECT ON THE WHOLE PICTURE IT OFFERS OF WHAT MIGHT BE POSSIBLE FOR OUR YOUNG PEOPLE. Policy makers should do the same but whether they have the will and courage to act accordingly is a matter for future debate' - David Middlewood 'The reform of the 14-19 stage of education and training in England is likely to be on the policy agenda for the next two decades, but until now our understanding of 14-19 education, like the stage itself, has been incoherent and fragmented. Lumby and Foskett provide a comprehensive, authoritative and readable account of the recent history and current state of 14-19 education. They challenge some of the myths and misconceptions that have grown up around it. I recommend this book to all people with an interest in 14-19 education in England and in the current attempts to reform it' - Professor David Raffe, Centre for Educational Sociology, University of Edinburgh Schools and colleges are being asked to deal with fundamental changes in 14-19 education. Designed to support policy makers, practitioners and students of education in improving their understanding of this phase of education, the authors present a discussion of the evolution of policy and practice across schools and colleges, and their possible future development. A range of educational institutions are discussed with specific reference to changes in government policy, the curriculum, support services, and the advent of Learning and Skills Councils.

Education and Working-Class Youth Reshaping the Politics of Inclusion

Springer This book provides an inclusive and incisive analysis of the experiences of working-class young people in education. While there is an established literature on education and the working class stretching back decades, comparatively there has been something of a neglect of class-based inequality – with questions of gender, ‘race’ and other forms of identity attracting significant attention. However, events including Britain’s 2016 decision to leave the European Union, have thrown social class into sharp focus, both in the UK and elsewhere. Featuring leading thinkers in the sociology of education, this book examines the different ways in which young people relate to various parts of the education system, including different forms of schooling, post-compulsory and university education. They maintain that the issue of social class goes beyond the walls of specific institutions to affect young people in a variety of ways: not only in the UK, but across the globe. This book will be of great value and interest to students and scholars of the sociology of education, working-class youth, and equality of opportunity.

The Russian Second Generation in Tallinn and Kohtla-Järve The TIES Study in Estonia

Amsterdam University Press Second-generation Russians face two major integration challenges in the Estonian cities of Tallinn and Kohtla-Järve. They are segregated from an Estonian language society whose historical background lies in the policies and social processes of the former Soviet Union. And, compared to their peers, they face an emerging disparity in social and economic opportunities. Such inequality comes largely as the result of newly formed, post-independence institutions, which incite protest among young Russians. With a potential to escalate into large-scale conflict, as exemplified by the Bronze Soldier cr.

An Ethnography in an Irish Girls Secondary School

Exploring how Hegemony and Power Mediate Agency and Structure

Cambridge Scholars Publishing Based on an ethnographic study, this book explores the cultural experiences of a group of Irish 6th year girls. Facing the high stakes Leaving Certificate examinations while on the cusp of adulthood, this study contributes to the agency-structure debate from a feminist perspective. Findings elicit insights into incidences of social and cultural reproduction with hegemony evident in visible and invisible ways among the cultural group. This ethnography describes how a group of girls navigate this territory in school. It explores the effects of the personal, group and institutional habitus that mediate the girls’ everyday interactions. The girls’ peer interactions and contextual experiences serve as an explanatory framework, which references how power is shared, wielded and resisted among the myriad of relationships within the school. The school life of the girls is described at an individual and group level with themes such as friendship, conformity, resistance and alienation discussed, within the framework of school life. Findings related to youth culture and identities elicit challenges for the girls as they manage the duality of adolescence and scholarly endeavour.

International Studies in Educational Inequality, Theory and Policy

Springer Science & Business Media Inequality is a marked and persistent feature of education systems, both in the developed and the developing worlds. Major gaps in opportunity and in outcomes have become more critical than in the past, thanks to the knowledge economy and globalization. The pursuit of equity as a goal of public policy is examined in this book through a series of national case-studies. The book covers many different global contexts from the wealthiest to some of the poorest nations on earth. It therefore offers a broad range of different theoretical and methodological approaches, and brings together extensive international experience in equity policy.

Quality and Inequality of Education

Cross-National Perspectives

Springer Science & Business Media This cogent analysis of data on education and society from a variety of sources sets out to provide answers to scientific and policy questions on the quality of education and the way it relates to various forms of inequality in modern societies, particularly in Europe. The authors examine not only the well known cross-national PISA datasets, but also the European Social Survey and TIMSS, going further than many researchers by folding into their analyses economic, legal and historical factors. Most research up to now using the PISA data is restricted to educational research. Interesting as that educational question is, the chapters here use the PISA, and other data, to explore more profoundly the relationship between education and the various forms of inequality in European and other modern societies. The work comes from two different perspectives: one that looks at how the different characteristics of societies, their economies, and their educational systems influence the average educational achievements of specific groups of pupils, such as immigrants, in those societies; and a second, which explores how, and in what degree, the characteristics of schools, educational systems and labour-markets either hardens or softens differences in the educational outcomes of various groups of pupils. With a special feature of the book being its emphasis on comparing Asian and European countries, and with the content free of the political constraints that can often attend studies of these datasets, this book will be an vital resource for educationalists and policy-makers alike.

Bottlenecks

A New Theory of Equal Opportunity

Oxford University Press Equal opportunity is a powerful idea, and one with extremely broad appeal in contemporary politics, political theory, and law. But what does it mean? On close examination, the most attractive existing conceptions of equal opportunity turn out to be impossible to achieve in practice, or even in theory. As long as families are free to raise their children differently, no two people’s opportunities will be equal; nor is it possible to disentangle someone’s abilities or talents from her background advantages and disadvantages. Moreover, given different abilities and disabilities, different people need different opportunities, confounding most ways of imagining what counts as “equal.” This book proposes an entirely new way of thinking about the project of equal opportunity. Instead of focusing on the chimera of literal equalization, we ought to work to broaden the range of opportunities open to people at every stage in life. We can achieve this in part by loosening the bottlenecks that constrain access to opportunities—the narrow places through which people must pass in order to pursue many life paths that open out on the other side. A bottleneck might be a test like the SAT, a credential requirement like a college degree, or a skill like speaking English. It might be membership in a favored caste or racial group. Bottlenecks are part of the opportunity structure of every society. But their severity varies. By loosening them, we can build a more open and pluralistic opportunity structure in which people have more of a chance, throughout their lives, to pursue paths they choose for themselves—rather than those dictated by limited opportunities. This book develops this idea and other elements of opportunity pluralism, then applies this approach to several contemporary egalitarian policy problems: class and access to education, workplace flexibility and work/family conflict, and antidiscrimination law.

Education policy, equity and effectiveness

Evidence of equity and effectiveness

Policy Press What has been done to achieve fairer and more efficient education systems, and what more can be done in the future? Stephen Gorard provides a comprehensive examination of crucial policy areas for education, such as differential outcomes, the poverty gradient, and the allocation of resources to education, to identify likely causes of educational disadvantage among students and lifelong learners. This analysis is supported by 20 years of extensive research, based in the home countries of the UK and on work in all EU28 countries, USA, Pakistan and Japan. This approachable, rich text brings invaluable insights into the underlying problems within education policy, and proposes practical solutions for a brighter future.

Resisting Education: A Cross-National Study on Systems and School Effects

Springer This book focuses on how school-level features affect student resistance to education from a comparative angle, taking into account cross-national differences. All over the world, policy makers, school administrators, teachers, and parents are dealing with students who resist education. Resisting school might ultimately lead to unqualified dropout, and it is therefore crucial to understand what triggers resistance in students. The book uses the ISCY data set to study multilevel questions in detail. It does so based on the view that system effects and school effects intertwine: system-level policy measures affect student outcomes in part by shaping school-level features, and school effects may differ according to certain system-level features. We start from an overarching theoretical framework that ties the various city-specific insights together, and contains empirical studies from Barcelona, Bergen, Ghent, Montréal Reykjavík, Sacramento, and Turku. It shows that, in all countries, the act of resisting school is more likely to occur among the socio-economically disadvantaged, and those in the most disadvantaged schools. However, educational system features, including tracking, free school choice, and school autonomy, are important driving factors of the differences between schools. As such, systems have the tools to curb between-school differences in resistance. Previous research turns resistance into a problem of individual students. However, if school or system features engender resistance to school, policy initiatives directed at individual students may solve the problem only partially.

Markets for Schooling An Economic Analysis

Routledge Nick Adnett and Peter Davies develop an economic analysis of schooling markets, emphasizing both the strengths and weaknesses of orthodox analyses. They explain the economic and social contexts that have generated the widespread desire to reform state schooling and develop a systematic analysis of the key policy components examining both theory and international evidence. The authors employ a unique framework based upon economic analysis that is informed by research performed by educationalists and other social scientists. *Markets for Schooling* is designed to be accessible and of interest to all researchers, administrators and policy-makers concerned with education and economics.

Transactions of the Royal Historical Society

Cambridge University Press A collection of major articles representing some of the best historical research by some of the world's most distinguished historians.

Choosing to Labour?

School-Work Transitions and Social Class

McGill-Queen's Press - MQUP Young people about to leave high school argue that they are determining their own destinies. Scholarly debates also suggest that the influence of structural factors such as social class on an individual's life course is decreasing. Wolfgang Lehmann challenges this view and offers a detailed comparative analysis of the inter-relationships between social class, institutional structures, and individual educational and career choices. Through a qualitative study of academic-track high school students and participants in youth apprenticeships in Germany and Canada, Lehmann shows how the range of available school-work transition options are defined by both gender and social class. Highlighting the importance of the institutional context in understanding school-work transitions, particularly in relation to Germany's celebrated apprenticeship system, which rests on highly streamed secondary schooling and a stratified labour market, Lehmann argues that social inequalities are maintained in part by the choices made by young people, rather than simply by structural forces. *Choosing to Labour?* concludes with an exploration of how public policy can meet the dual challenge of providing young people with meaningful and equitable educational experiences, while simultaneously fulfilling the need for a skilled workforce.

EBOOK: First Generation Entry into Higher Education

McGraw-Hill Education (UK) "This book does not focus simply on the employment prospects of first generation higher education entrants but rather engages with the wider possibilities of social engagement and transformation that can arise from participation in higher education. It provides essential reading for administrators, policy-makers, managers, academics and indeed anyone else interested in how to widen the socio-economic base of higher education so that the process is informed by a significant concern with social justice and reducing inequality." Rosemary Deem, Professor of Education, University of Bristol This book examines the proposition that parental education is a key factor contributing to the access and success of students, but that insufficient attention is paid to this by researchers, national systems and institutional interventions. Analysis of research findings from ten countries, plus a UK wide study, indicates that parental education is more important in determining access to higher education than parental employment or financial status. The book provides a clear conceptualisation of first generation entry, exploring its complex interrelationship with social class. Furthermore, it demonstrates that when first generation entry is used as a lens, it disrupts the taken for granted assumptions regarding widening participation and helps produce much more effective approaches to targeting access and supporting student success. *First Generation Entry into Higher Education* provides a unique and insightful examination of how first generation entrants are supported or otherwise by different national approaches and institutional responses. The book is essential reading for all with an interest in widening participation in higher education.

School Choice and Ethnic School Segregation

Primary School Selection in Germany

Waxmann Verlag

Stratification in Higher Education

A Comparative Study

Stanford University Press The mass expansion of higher education is one of the most important social transformations of the second half of the twentieth century. In this book, scholars from 15 countries, representing Western and Eastern Europe, East Asia, Israel, Australia, and the United States, assess the links between this expansion and inequality in the national context. Contrary to most expectations, the authors show that as access to higher education expands, all social classes benefit. Neither greater diversification nor privatization in higher education results in greater inequality. In some cases, especially where the most advantaged already have significant access to higher education, opportunities increase most for persons from disadvantaged origins. Also, during the late twentieth century, opportunities for women increased faster than those for men. Offering a new spin on conventional wisdom, this book shows how all social classes benefit from the expansion of higher education.

Education and Social Mobility

Routledge The study of education and social mobility has been a key area of sociological research since the 1950s. The importance of this research derives from the systematic analysis of functionalist theories of industrialism. Functionalist theories assume that the complementary demands of efficiency and justice result in more 'meritocratic' societies, characterized by high rates of social mobility. Much of the sociological evidence has cast doubt on this optimistic, if not utopian, claim that reform of the education system could eliminate the influence of class, gender and ethnicity on academic performance and occupational destinations. This book brings together sixteen cutting-edge articles on education and social mobility. It also includes an introductory essay offering a guide to the main issues and controversies addressed by authors from several countries. This comprehensive volume makes an important contribution to our theoretical and empirical understanding of the changing relationship between origins, education and destinations. This timely collection is also relevant to policy-makers as education and social mobility are firmly back on both national and global political agendas, viewed as key to creating fairer societies and more competitive economies. This book was originally published as a special issue of the *British Journal of Sociology of Education*.

Degrees of Success

The Transitions from Vocational to Higher Education

Emerald Group Publishing Learners with a VET background experience much higher rates of attrition compared to learners entering HE with academic qualifications. *Degrees of Success* explores the transition from vocational to higher education, and outlines what more can be done to support and provide improved access to HE for these learners.

Equity Policies in Global Higher Education

Springer Nature

Education, Inequality and Social Class

Expansion and Stratification in Educational Opportunity

Routledge Education, Inequality and Social Class provides a comprehensive discussion of the empirical evidence for persistent inequality in educational attainment. It explores the most important theoretical perspectives that have been developed to understand class-based inequality and frame further research. With clear explanations of essential concepts, this book draws on empirical data from the UK and other countries to illustrate the nature and scale of inequalities according to social background, discussing the interactions of class-based inequalities with those according to race and gender. The book relates aspects of inequality to the features of educational systems, showing how policy choices impact on the life chances of children from different class backgrounds. The relationship between education and social mobility is also explored, using the concepts of social closure, positionality and social congestion. The book also provides detailed discussions of the work of Pierre Bourdieu and Basil Bernstein, two important theorists whose contributions have generated thriving research traditions much used in contemporary educational research. *Education, Inequality and Social Class* will be essential reading for postgraduate and advanced undergraduate students engaged in the study of education, childhood studies and sociology. It will also be of great interest to academics, researchers and teachers in training.

Handbook of Education Policy Research

Routledge Co-published by Routledge for the American Educational Research Association (AERA) Educational policy continues to be of major concern. Policy debates about economic growth and national competitiveness, for example, commonly focus on the importance of human capital and a highly educated workforce. Defining the theoretical boundaries and methodological approaches of education policy research are the two primary themes of this comprehensive, AERA-sponsored Handbook. Organized into seven sections, the Handbook focuses on (1) disciplinary foundations of educational policy, (2) methodological perspectives, (3) the policy process, (4) resources, management, and organization, (5) teaching and learning policy, (6) actors and institutions, and (7) education access and differentiation. Drawing from multiple disciplines, the Handbook's over one hundred authors address three central questions: What policy issues and questions have oriented current policy research? What research strategies and methods have proven most fruitful? And what issues, questions, and methods will drive future policy research? Topics such as early childhood education, school choice, access to higher education, teacher accountability, and testing and measurement cut across the 63 chapters in the volume. The politics surrounding these and other issues are objectively analyzed by authors and commentators. Each of the seven sections concludes with two commentaries by leading scholars in the field. The first considers the current state of policy design, and the second addresses the current state of policy research. This book is appropriate for scholars and graduate students working in the field of education policy and for the growing number of academic, government, and think-tank researchers engaged in policy research. For more information on the American Educational Research Association, please visit: <http://www.aera.net/>.

Quantitative Methods in Educational Research

The Role of Numbers Made Easy

Bloomsbury Publishing This is a comprehensive guide to quantitative research, rooted in the author's own teaching and research. In particular, it challenges both the student who "does not do numbers" and the student who does nothing but numbers (and who therefore fails to interpret or challenge his/her results). The book shows how all educational researchers need to "do" quantitative research, even if only in the sense of reading other people's research findings. In fact, the book argues that the conventional distinction between primary and secondary research data is inadequate, since there is enormous need/opportunity for conducting research through using and reinterpreting secondary data. This leads to one of the main selling points of the book - Gorard's idea of the "idle researcher", who makes valuable contributions to the research literature by using data gathered by other researchers.

Transitions from Education to Work in Europe

The Integration of Youth Into EU Labour Markets

Oxford University Press on Demand This text provides a comparative analysis of school-to-work transitions in EU member states. It shows how differences in both European education and training systems, as well as labour market institutions, generated significant variation in the experiences of young people in the 1990s.

A History of the University in Europe: Volume 4, Universities since 1945

Cambridge University Press This is the final volume in a four-part series covering the development of the university in Europe (east and west) from its origins to the present day, focusing on a number of major themes viewed from a European perspective. The originality of the series lies in its comparative, interdisciplinary, collaborative and transnational nature. It deals also with the content of what was taught at the universities, but its main purpose is an appreciation of the role and structures of the universities as seen against a backdrop of changing conditions, ideas and values. This volume deals with the reconstruction and epoch-making expansion of higher education after 1945, which led to the triumph of modern science. It traces the development of the relationship between universities and national states, teachers and students, their ambitions and political activities. Special attention is paid to fundamental changes in the content of teaching at the universities.

Education, Training and Labour Market Outcomes in Europe

Springer The contributions collected in this volume take a fresh look at the traditional debate on education, training and labour market outcomes. The quality of education is difficult to measure in the education market and does not always find clear recognition in the labour market. The book provides new empirical evidence on these themes, including data specifically relating to Italy and the UK.

Sociological Landscape

Theories, Realities and Trends

BoD - Books on Demand More than the usual academic textbook, the present volume presents sociology as terrain that one can virtually traverse and experience. Each version of the sociological imagination captured by the chapter essays takes the readers to the realm of the taken-for-granted (such as zoological collections, food, education, entrepreneurship, religious participation, etc.) and the extraordinary (the likes of organizational fraud, climate change, labour relations, multiple modernities, etc.) - altogether presumed to be problematic and yet possible. Using the sociological perspective as the frame of reference, the readers are invited to interrogate the realities and trends which their social worlds relentlessly create for them, allowing them in return, to discover their unique locations in their cultures' social map.