

ROUTLEDGE REVIVALS

The Open University Opens

**Edited by
Jeremy Tunstall**



The Open University Opens

Antonia Kupfer



The Open University Opens:

The Open University Opens Jeremy Tunstall, 2024-04-01 Still going strong today The Open University Britain's national correspondence TV radio University excited much controversy when it first opened and in 1973 awarded its first degrees With its adult part time students its freedom from formal entrance qualifications it deliberately questioned many orthodoxies of higher education at the time Yet the OU differed so much from other universities that few outsiders grasped quite how complex quite how revolutionary quite how downright infuriating the OU was or could be Originally published in 1974 this book gives a first hand account of what the OU was about and what it felt like to be an OU student or lecturer The articles in the collection edited by Jeremy Tunstall himself on the OU staff include contributions from outside observers from OU staff and from OU students This is an unofficial yet informed and lively account of what it felt like in 1974 and what it felt like in the early days to be part of a project so controversial and progressive The Open University Daniel Weinbren, 2015-11-01 This historical perspective on The Open University founded in 1969 frames its ethos to be open to people places methods and ideas within the traditions of correspondence courses commercial television adult education the post war social democratic settlement and the Cold War A critical assessment of its engagement with teaching assessment and support for adult learners offers an understanding as to how it came to dominate the market for part time studies It also indicates how as the funding and status of higher education shifted it became a loved brand and a model for universities around the world Drawing on previously ignored or unavailable records personal testimony and recently digitised broadcast teaching materials it recognises the importance of students to the maintenance of the university and places the development of learning and the uses of technology for education over the course of half a century within a wider social and economic perspective

Opening Education Terry Evans, Daryl Nation, 2013-04-15 We live in a society with ever changing needs and expectations Education practitioners and policy makers need therefore to face the challenges of new economic social and technological conditions in their work There is a global concern to develop forms of education and training which are open to the demands of needs of learners and which are accessible at times and places suitable to those learners Governments institutions and practitioners are developing and implementing policies which reflect these trends The overall theme of this book is the relationship between government and organizational policies and the work of practitioners in open and distance learning The book does this by exploring a selection of international examples The authors many of them recognized experts write from a wide range of international and organizational perspectives Each one draws on significant experience within his or her field Terry Evans is Head of the Graduate School of Education at Deakin University He was the foundation director of the Master of Distance Education course there and has extensive experience teaching undergraduate and postgraduate students Daryl Nation is Deputy Head of the School of Humanities and Social Sciences at Monash University He is Associate Professor in the School and divides his time between policy development research and teaching The History of Broadcasting in the United

Kingdom: Volume V: Competition Asa Briggs, 1995-03-23 Part of a five volume history of the rise and development of broadcasting in the United Kingdom

Education in England and Wales Franklin Parker, Betty June Parker, 2018-02-06 Originally published in 1991 this title was begun just before passage of the Education Reform Act of 1988 ERA 88 which was implemented in the 1990s This major act along with still in force provisions of the 1944 Education Act with its 17 amendments comprises the statutes governing education in England and Wales The study reflects both the criticism and the praise showered on that important legislation particularly in the Brief History and School Structure sections and in Chapter 1 with its longer than usual annotations on ERA 88

The Future of the Public University in America James J. Duderstadt, Farris W. Womack, 2004-08-25 In the United States public colleges and universities educate more than 80 percent of the nation's 11 million college students Public universities conduct the majority of the country's campus based research and produce most of the nation's doctors lawyers engineers teachers and other professionals and public leaders They provide critical services such as agricultural and industrial technology health care and economic development and they help students of all ages develop more rewarding careers and more meaningful lives Written for everyone who is interested in and concerned about the nation's public universities The Future of the Public University in America offers a view from the perspective of two experienced professionals James J Duderstadt former president of the University of Michigan and Farris W Womack former executive vice president and chief financial officer of the University of Michigan explore the unique challenges facing public higher education today They look at the forces driving change economic imperatives technology and market forces as well as the characteristics of the public university that make change difficult the nature of its various campus communities its governance system its management and decision making processes and its leadership The authors conclude by suggesting strategies at the state and federal level to preserve and strengthen public higher education as a resource for future generations

Understanding Complexity Gillian Ragsdell, Jennifer Wilby, 2012-12-06 Peter A Coming Palo Alto CA November 2000 This volume represents a distillation of the plenary sessions at a unique millennial year event a World Congress of the Systems Sciences in conjunction with the 44th annual meeting of the International Society for the Systems Sciences ISSS The overall theme of the conference was Understanding Complexity in the New Millennium Held at Ryerson Polytechnic University in Toronto Canada from July 16-22 2000 the conference included some 350 participants from over 30 countries many of whom were representatives of the 21 organizations and groups that co hosted this landmark event Each of these co host organizations groups also presented a segment of the program including a plenary speech In addition the conference featured a number of distinguished keynote speeches related to the three daily World Congress themes 1 The Evolution of Complex Systems 2 The Dynamics of Complex Systems and 3 Human Systems in the 21st Century There were also seven special plenary level symposia on a range of timely topics including The Art and Science of Forecasting in the Age of Global Warming Capitalism in the New Millennium The Challenge of Sustainability The Future of the Systems Sciences

Global Issues in the New Millenniwn Resources and the Environment in the New Millenniwn The Lessons of Y2K and Can There be a Reconciliation Between Science and Religion Included in this special commemorative volume is a cross section of these presentations

Opening Up Education Toru Iiyoshi, M.S. Vijay Kumar, 2010-09-24 Experts discuss the potential for open education tools resources and knowledge to transform the economics and ecology of education Given the abundance of open education initiatives that aim to make educational assets freely available online the time seems ripe to explore the potential of open education to transform the economics and ecology of education Despite the diversity of tools and resources already available from well packaged course materials to simple games for students self learners faculty and educational institutions we have yet to take full advantage of shared knowledge about how these are being used what local innovations are emerging and how to learn from and build on the experiences of others Opening Up Education argues that we must develop not only the technical capability but also the intellectual capacity for transforming tacit pedagogical knowledge into commonly usable and visible knowledge by providing incentives for faculty to use and contribute to open education goods and by looking beyond institutional boundaries to connect a variety of settings and open source entrepreneurs These essays by leaders in open education describe successes challenges and opportunities they have found in a range of open education initiatives They approach from both macro and micro perspectives the central question of how open education tools resources and knowledge can improve the quality of education The contributors from leading foundations academic institutions associations and projects discuss the strategic underpinnings of their efforts first in terms of technology then content and finally knowledge They also address the impact of their projects and how close they come to achieving a vision of sustainable transformative educational opportunities that amounts to much more than pervasive technology Through the support of the Carnegie Foundation for the Advancement of Teaching an electronic version of this book is openly available under a Creative Commons license at The MIT Press Web site <http://mitpress.mit.edu> Contributors Richard Baraniuk Randy Bass Trent Batson Dan Bernstein John Seely Brown Barbara Cambridge Tom Carey Catherine Casserly Bernadine Chuck Fong Ira Fuchs Richard Gale Mia Garlick Gerard Hanley Diane Harley Mary Huber Pat Hutchings Toru Iiyoshi David Kahle M S Vijay Kumar Andy Lane Diana Laurillard Stuart Lee Steve Lerman Marilyn Lombardi Phil Long Clifford Lynch Christopher Mackie Anne Margulies Owen McGrath Flora McMartin Shigeru Miyagawa Diana Oblinger Neeru Paharia Cheryl Richardson Marshall Smith Candace Thille Edward Walker David Wiley

Higher Education in Post-war Great Britain W. Stewart, 1989-06-18 This book is concerned with historical growth and change in higher education in Britain as well as with the economic social cultural and political context in which these have taken place The work examines polytechnics and the growth of institutes of higher education

Higher Education and the Student Robert Troschitz, 2017-05-08 As one of the pioneers and leading advocates of neoliberalism Britain and in particular England has radically transformed its higher education system in recent decades What was once a public good has turned into a market in which universities are required

to perform like businesses with students being increasingly referred to as customers The Idea of Higher Education and the Student investigates precisely this relation between the changing function of higher education and how we see the student But instead of offering yet another critique of neoliberalism and marketisation it widens the view beyond the present

Resources in Education, 1976 **Educational Upward Mobility** Antonia Kupfer, 2015-04-14 What enables the few working class people who enter higher education to achieve against the odds This book offers answers by comparing social contexts educational institutions and policies in Austria and England to demonstrate a surprising number of similarities behind those who succeed using Bourdieu's concept of habitus *British Civilization* John Oakland, 2015-12-22 The eighth edition of this highly praised textbook has been substantially updated and revised to provide students of British studies with the perfect introduction to Britain its country and people politics and government education economy media arts and religion It includes discussion of recent developments and areas of topical interest in British society such as immigration the recession devolution and the Scottish Referendum and Britain's relationships with the US and the EU coverage of the 2015 general election and its implications for the future new full colour illustrations exercises and questions to stimulate class discussion insights into the attitudes of British people today towards important issues updated suggestions for further reading and useful websites Supported by a fully updated companion website found at www.routledge.com/cw/oakland featuring further exercises quiz questions an interactive timeline links to relevant articles and videos online and tutor guidance *British Civilization* is a vital introduction to the crucial and complex identities of Britain past and present

Critical Reflections On Dist. Terry Evans, Daryl Nation, 2020-11-25 This book suggests that apparently unrelated vignettes of Mikhail Gorbachev Robert Mugabe and Harold Wilson are closely connected and illustrates that the concept of distance education may be seen as one of those innovations which was forged on the frontier of European expansion overseas

Geographers Hayden Lorimer, Charles W. J. Withers, 2015-12-14 Volume twenty nine of *Geographers Biobibliographical Studies* has as its subject matter seven essays covering British and French regionalists one of the world's leading cultural geographers a quantitative geographer turned historical geographer and student of geopolitics a pioneering medical geographer and a leading theoretician of geography's multiple engagements with the urban experience In their different ways and with reference to Australia Britain France Sweden and the United States of America all were products of and direct influences upon the emergence strength and thematic diversity of geography in the twentieth century *Geographers 29* thus provides key insight into the shaping of a discipline and of its practitioners in modern context **Education in Britain Since 1944** W Kenneth Richmond, 2013-10-28 Originally published 1978 This volume examines the purpose and the functioning of the present education system in the UK and when it was originally published it was the first overall review of developments in British education since the 1944 Education Act It discusses some of the most significant reforms which have stemmed from developments in the primary schools in particular from the adoption of child centred and progressive methods

of teaching **Reconsidering Open and Distance Learning in the Developing World** David Kember, 2007-06-20 This critical analysis of the state of open and flexible learning examines the characteristics needs and learning approaches of students considers whether or not current provision is successful and how student retention can be improved *Opening the Cage* Ole Skovsmose, Brian Greer, 2012-09-05 The picture on the front of this book is an illustration for Totakahini The tale of the parrot by Rabindranath Tagore in which he satirized education as a magnificent golden cage Opening the cage addresses mathematics education as a complex socio political phenomenon exploring the vast terrain that spans critique and politics Opening the cage includes contributions from educators writing critically about mathematics education in diverse contexts They demonstrate that mathematics education is politics they investigate borderland positions they address the nexus of mathematics education and power and they explore educational possibilities Mathematics education is not a free enterprise It is carried on behind bars created by economic political and social demands This cage might not be as magnificent as that in Tagore s fable But it is strong Opening the cage is a critical and political challenge and we may be surprised to see what emerges Media Studies 2.0 William Merrin, 2014-03-21 Media Studies 2 0 offers an exploration of the digital revolution and its consequences for media and communication studies arguing that the new era requires an upgraded discipline a media studies 2 0 The book traces the history of mass media and computing exploring their merger at the end of the twenty century and the material ecological cultural and personal elements of this digital transformation It considers the history of media and communication studies arguing that the academic discipline was a product of the analogue broadcast era emerging in the early twentieth century as a response to the success of newspapers radio and cinema and reflecting that era back in its organisation themes and concepts Digitalisation however takes us beyond this analogue era media studies 1 0 into a new post broadcast era Merrin argues that the digital era demands an upgraded academic discipline one reflecting the real media life of its students and teaching the key skills needed by the twenty first century user Media 2 0 demand a media studies 2 0 This original and critical overview of contemporary developments within media studies is ideal for general students of media and communication as well as those specifically studying new and digital media **Higher Education in the Digital Age** Annika Zorn, Jeff Haywood, Jean-Michel Glachant, 2018 The European higher education sector is moving online but to what extent Are the digital disruptions seen in other sectors of relevance for both academics and management in higher education How far are we from fully seizing the opportunities that an online transition could offer This insightful book presents a broad perspective on existing academic practices and discusses how and where the move online has been successful and the lessons that can be learned

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