



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA



INTERNATIONAL STUDIES IN WIDENING PARTICIPATION

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Aim

International Studies in Widening Participation is an open access interdisciplinary journal. The journal aims to publish scholarly work on equity, access and excellence in widening student participation in tertiary education globally. The journal aims to engage academics, practitioners, and students on a wide range of topics related to widening participation.

Scope

International Studies in Widening Participation journal welcomes academics, researchers, practitioners, and students to contribute manuscript on policies, practices, case studies, and qualitative and quantitative studies undertaken on a diverse range of topics related to access, equity, widening participation, underprivileged and minority students, and issues around academic quality and outcomes.

The journal aims to cover a broad range of topics including, but not limited to: policies and practices on widening student participation; social and economic benefit of widening participation; non-traditional student expectations and experience; transition, retention and attrition; inclusive curriculum and pedagogy; models of academic and non-academic support structures; student engagement; widening participation and its contribution in various professions; online learning and widening participation; employment outcomes; maintenance of quality and standards; student entry and exit standards; enabling or preparatory programs; Indigenous education; engaging non-traditional students in productive learning; pathways to access tertiary education; tracking and monitoring the academic outcomes of non-traditional students; gender related studies; University structures and workforce to promote widening participation; and other relevant topics.

Volume of Publication

International Studies in Widening Participation aims to publish two volumes per year. An author can only publish or be part of one paper per volume. The first volume of papers will be published in the first half of 2014. Academics, researchers and practitioners are encouraged to promote the new journal with colleagues, research students, and researchers.

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CONTACT

Associate Professor Mahsood Shah, English Language and Foundation Studies Centre, The University of Newcastle
E mahsood.shah@newcastle.edu.au