



Re-imagining Potential: Mature Female Students Attending a College- based Higher Education Establishment in the UK

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COLLECTION EDITED BY Janise Hurtig

COLLECTION
Education Studies

EDITION
1st edition

MARKET
College/higher education
and Professional and
scholarly

This course reading...

- Draws from the author's lived experience re-entering higher education as a mature female student, and the experiences of others, and discusses the impact of this on their personal and professional lives.
- Offers a discussion of labelling theory in education and the impact this has on student identity.
- Includes a range of poems from women re-engaging with education to describe their journeys.
- Is ideal reading for students of Education Studies, Gender Studies, Sociology, and higher education administrators.

What is the impact of labels placed upon mature female students in college-based higher education settings in the UK?

Reflecting on her own lived experience, and the experiences of others, author **Jacqueline Dodding** explores how mature female students, who did not follow the traditional university route, navigate re-entry into education, and the impact this has had on their multiple identities including student, partner, wife, mother, and carer.

Re-imagining Potential discusses the barriers faced at continuing education at 18, why these students have chosen to re-engage now, and the impact of the various labels placed upon them. Offering a discussion of the problems with the "one size fits all" approach to engaging with further study, this book is ideal reading for students of Education Studies, Gender Studies, Sociology, and higher education policy makers.

Jacqueline Dodding EdD is a lecturer and researcher in Education at University of Central Lancashire.

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