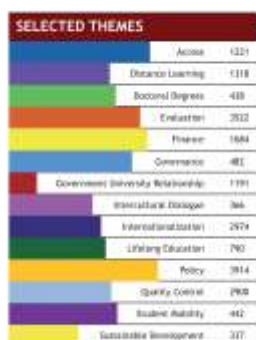


New in / Nouveautés

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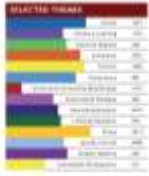


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Presentation

Welcome to the April 2014 edition of *New in HEDBIB*.

New in HEDBIB provides references of monographs, documents, reports and periodical articles entered recently into HEDBIB, the International Bibliographic Database on Higher Education (<http://hedbib.iau-aiu.net>). HEDBIB has been managed by the International Association of Universities (IAU) since 1988, with contributions from UNESCO Headquarters; UNESCO International Institute for Educational Planning (IIEP); International Institute for Higher Education in Latin America (IESALC). References are also included from new Contributing Partners and IAU Member organisations: Agence universitaire de la Francophonie (AUF); Southern African Regional Universities Association (SARUA); Union de Universidades de América Latina (UDUAL); Higher Education South Africa (HESA); Associació Catalana d'Universitats Públiques (ACUP) and the Association of American Colleges & Universities.

The first part of *New in HEDBIB* is divided into a number of main themes which reflect the IAU priority themes: Equitable Access and Success in Higher Education; Higher education and Social Responsibility / Education for All; Intercultural Dialogue; Sustainable Development; Research and Doctoral Education; and Internationalization. These references are further grouped by region. The second part of *New in HEDBIB* comprises all other references headed by their main keyword.

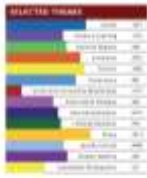
Each issue of *New in HEDBIB* is supplemented by the IAU monthly selection 'We Recommend', providing a close-up of one or more recent publications chosen by the IAU-UNESCO Information Centre on Higher Education.

Hard copies of documents which have a classmark number are available within the IAU-UNESCO Information Centre on Higher Education. The majority of the periodical articles are from periodicals which are also available at the IAU. References with the classmark P are contributed by our Partner organizations. Where available, a link to the electronic document is included.

New in HEDBIB is produced five times a year.

New in HEDBIB is sent to IAU Members and partner organizations and also made available on the IAU Website.

For more information about *New in HEDBIB*, HEDBIB, to provide your feedback, or for specific information services, please contact Amanda Sudic, IAU Librarian / Documentalist (a.sudic@iau-aiu.net).



Summary

We recommend	4
IAU Themes	5
▪ Equitable Access and Success in Higher Education	5
Africa	5
Asia and the Pacific	5
Europe and North America	6
Latin America and the Caribbean	7
▪ Higher Education and Social Responsibility / EFA.....	9
Europe and North America	9
Latin America and the Caribbean	10
▪ Intercultural Dialogue.....	11
Europe and North America	11
Latin America and the Caribbean	11
▪ Internationalization.....	12
Africa	13
Asia and the Pacific	13
Europe and North America	14
▪ Research and Doctoral Education	17
Africa	17
Asia and the Pacific	18
Europe and North America	18
Latin America and the Caribbean	21
▪ Sustainable Development.....	22
Asia and the Pacific	22
Europe and North America	23
Other themes.....	25



We recommend

Internationalization of higher education : growing expectations, fundamental values / Eva Egron-Polak, Ross Hudson / International Association of Universities [IAU] . - Paris : IAU, 2014 . - 146 p.
ISBN 978-92-9002-190-2

Abstract : This publication presents the results of the fourth global survey of internationalization undertaken by the International Association of Universities (IAU). Based on input from 1336 Higher Education Institutions, in 131 different countries, the IAU 4th Global Survey Report is the most geographically comprehensive collection and analysis of primary data on internationalization of higher education ever undertaken. The report presents and compares global (aggregate) level results with regional findings. With sections focusing on a diverse range of topics including policy and geographical priorities, monitoring mechanisms, benefits, risks and barriers of internationalizations – the IAU 4th Global Survey is a valuable resource for scholars and practitioners of internationalization.

Classmark : INT-6 IAU



IAU Themes

▪ Equitable Access and Success in Higher Education

Africa

We've got you pegged : programme choice in the transition to, and passage through, higher education / Michael Cosser, Sekinah Nenweli . - In: Higher Education, v. 67, no. 3, pp. 333-348, March 2014

ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This paper reports a longitudinal study in South Africa investigating the relationships for student programme preferences, enrolments, and graduations, using data from the 2005 cohort of secondary students with their higher education trajectories for 5 years. A new revised methodology, a panel-study approach, is used, which is discussed and compared with the preference-enrolment-graduation (PEG) model.

Asia and the Pacific

Higher education and the minerals boom : a view from the regions / Philip Bell . - In: Australian Universities Review, v. 56, no. 1, pp. 47-55, 2014

ISSN 0818-8068

Abstract : This paper examines the impact of the minerals boom on the demand for higher education in Central Queensland, Australia. The fall in regional higher education enrolments in the region is discussed within the context of the social and economic change experienced in over the past decade. The consequences for higher education providers and for the region is discussed. The authors analyse regionality as a source of disadvantage in higher education and note that the consequent fall in graduate numbers also has the potential to impact on Australia's economy as a whole.

URL : http://issuu.com/nteu/docs/aur_56-01#

Narratives of change at Minzu University of China : internationalization, marketization, and ethnocultural development / Robert A. Rhoads, Yongcai Chang / Comparative and International Educational Society . - In:

Comparative Education Review, v. 58, no. 1, pp. 47-72, February 2014

ISSN 0010-4086

Abstract : This article provides an in-depth exploration of a university in China which committed to ethnic diversity and which has the primary function of serving the diverse needs of China's ethnic minority population - around 60% of the students come from ethnic minority backgrounds. The author examines faculty perspectives and organisation structure regarding university initiatives on internationalization, marketization and ethnocultural development. Comparisons are made with regard to global trends in higher education reform as well as with other minority-serving institutions, such as historically black colleges and universities (HBCUs) in the United States.

Persist or withdraw : the importance of external factors in students' departure intentions / Lynne Leveson, , Nicola McNeil, Therese Joiner . - In: Higher Education Research and Development, v. 32, no. 6, pp. 932-945, December 2013

ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This study investigates the relationship between levels of engagement of first-year undergraduates undertaking a core business subject at a large university in Australia and their departure intentions. It was found that their propensity to persist was positively associated with their reported involvement and engagement with their studies but negatively associated with certain external factors time spent on paid work, commuting and caring for others. The authors posit that one important implication of these results is that factors that sit largely outside the ambit of an institution's control may be placing significant, but perhaps unrecognised, constraints on the ability of that institution to improve retention rates.

The quest for higher education by the Chinese middle class : retrenching social mobility / Eileen Yuk-ha. Tsang . - In: Higher Education, v. 66, no. 6, pp. 653-668, December 2013
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This article examines how and why the Chinese second-generation middle class, who are unable to obtain admission in China's premier universities, instead attend private universities in their country. It finds that their parents capitalise on their privileged *guanxi* (connections) to send their children to private universities and then study abroad to secure a generational reproduction of their class status and mobility. The Chinese new middle class families look upon joint-partnership private universities as the stepping stone for overseas study.

Europe and North America

Action on access : recommendations to achieve further progress on widening access to higher education in Scotland / Universities Scotland . - Edinburgh : Universities Scotland, 2014 . - 23 p.

Abstract : Drawing from a literature review, a set of 12 recommendations for the higher education context in Scotland has been produced to help to deliver progress in widening access.

URL : <http://www.universities-scotland.ac.uk/uploads/Widening%20Access%20recommendations.pdf>

An overview of francophone postsecondary education participation in Ontario / Ontario. Higher Education Quality Council . - Toronto : Higher Education Quality Council, 2013 . - 23 p. (Issue Paper, 17)

Abstract : This Issue Paper analyses whether Francophones in Ontario are participating in post-secondary education at the same rate as their Anglophone peers, whether the system allows Francophones to pursue their studies in French and if students are choosing to do so.

URL : <http://www.heqco.ca/SiteCollectionDocuments/FINAL%20At%20Issue%20Francophone.pdf>

College on Credit : A multilevel analysis of student loan default / Nicholas W. Hillman / Association for the study of higher education [ASHE][USA] . - In: The Review of Higher Education, v. 37, no. 2, pp. 169-195, Winter 2014
ISSN 0162-5748 . - Online ISSN 1090-7009

Abstract : This study updates and researches student loan default among students in the United States. By applying multilevel regression to the Beginning Postsecondary Students survey, four key findings emerge. First, attending proprietary institutions is strongly associated with default, even after accounting for students' socioeconomic and academic backgrounds. Second, cumulative loan debt has a non-linear relationship to defaulting. Third, minoritised and students from low-income families default at disproportionately high rates; and fourth, unemployment and degree completion are strongly associated with greater default rates. These findings counter the argument that default is a preexisting condition and the discussion is framed around implications for federal financial aid policy.

Leading indicators : increasing statewide Bachelor's Degree completion rates at 4-year public institutions / Jeffrey Cody Davidson / International Association of Universities [IAU] . - In: Higher Education Policy, v. 27, no. 1, pp. 85-109, March 2014
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : For the United States to maintain national and global economic stability, colleges must graduate more students. Four-year completion rates have declined and less than one-third of full-time, degree-seeking students graduate in 4 years. Some researchers and policymakers have suggested leading indicators to track postsecondary educational achievement. This study examined the relationship between pre-college factors (e.g., socio-economic status, college readiness, race/ethnicity, etc.), leading indicators (e.g., earning 30 credits at the end of year one, continuous enrolment, summer course credit, etc.) and degree completion at Kentucky's 4-year public institutions. The results showed that the effects of some leading indicators varied based on pre-college factors. Overall, factors related to credit accumulation had the most impact on the likelihood of increasing graduation rates. Policy and practice should consider the impact of pre-college factors on the effectiveness of leading indicators to most efficiently increase degree completion rates.

URL : <http://www.palgrave-journals.com/hep/journal/v27/n1/abs/hep201317a.html>

The long-term effects of a university outreach programme : implications on higher education enrolment / Addi-Racchah, Audrey, Moshe Israelashvili / International Association of Universities [IAU] . - In: Higher Education Policy, v. 27, no. 1, pp. 111-130, March 2014

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Consistent evidences outline a global increase in enrolment of young people in higher education. Nevertheless, the under-representation in higher education of students of low socio-economic status ('SES') is still evident. The current study reports the results of a follow-up that has been conducted among 198 former Israeli high-school students, living in the city of Tel Aviv, who participated in a university outreach programme and who are now in their 30s. The findings indicate that the university outreach programme significantly contributed to the enrolment of low SES students in higher education (HE) alongside promoting among them the idea of meritocracy. It was found that all former participants including those who did not continue to higher education — attribute their success/failure to pursue higher education to their own personal abilities. By doing so, they all actually legitimize social inequality. In light of these findings, it is suggested that outreach programmes can motivate disadvantaged students to enrol in higher education but they cannot challenge the social order.

URL : <http://www.palgrave-journals.com/hep/journal/v27/n1/abs/hep201318a.html>

Which is more consequential : fields of study or institutional selectivity? / Yngyi Ma, Gokhan Savas / Association for the study of higher education [ASHE][USA] . - In: The Review of Higher Education, v. 37, no. 2, pp. 221-247, Winter 2014

ISSN 0162-5748 . - Online ISSN 1090-7009

Abstract : This article examines income disparities among recent graduates (with bachelor degrees) in the United States by intersecting gender and social class and evaluating the relative importance of fields of study and institutional selectivity. Data from National Education Longitudinal Studies: 88–2000 and its postsecondary transcript data show that women reap less earnings advantage from selective institutions but similar advantages from lucrative fields compared to men. Within-gender analysis shows that lucrative fields of study can offset the earnings disadvantages associated with less privileged social class and attending nonselective institutions for women, but not for men.

Latin America and the Caribbean

Equidad e inclusividad en la educación superior en los países andinos : los casos de Bolivia, Chile, Colombia y Perú / Oscar Espinoza, Ed. / Red Iberoamericana de Investigación en Políticas Educativas . - Santiago, Chile : Ediciones Universidad UCINF, 2013 . - 249 p.

ISBN 978-956-8330-04-0

Abstract : This book aims to describe, analyse and compare educational policies of equity and inclusiveness in the Andean countries of Bolivia, Chile, Colombia and Peru.

URL : http://www.cie-ucinf.cl/download/libros_del_cie/Libro%20Equidad%20en%20Paises%20Andinos%20Version%20Final%20Final%2012%2006%202013.pdf

Higher education decisions in Peru : on the role of financial constraints, skills, and family background / Juan F. Castro, Gustavo Yamada, Omar Arias . - Lima, Peru : Centro de Investigacion de la Universidad del Pacifico, 2011 . - 35 p. (Documento de discusion , DD/11/14)

Abstract : This paper analyses the relative importance of short term financial constraints *vis a vis* skills and other background factors affecting education decisions when explaining access to higher education in Peru. The paper focuses on university access disparities between wealthy and poor households using a household survey that includes special tests to measure cognitive and non-cognitive skills of the urban population aged 14-50. These are complemented with retrospective data on basic education and family socioeconomic conditions. The authors found that the strong correlation between university enrollment and family income in urban Peru is not only driven by credit constraints, but also by poor higher education readiness in terms of cognitive skills and by poor family and educational backgrounds affecting preferences for education. Family income explains, at most, half of the university access gap between poor and non-poor households. The other half is related to differences in parental education, educational background and cognitive skills. The authors conclude that the results indicate that credit and/or scholarship schemes alone will not suffice to change the regressive nature of higher education enrollment in Peru.

URL : http://srvnetappseg.up.edu.pe/siswebciup/Files/DD1114%20-%20Castro_Yamada_Arias.pdf

Constitutional reform and the opportunity for higher education access in Ecuador since 1950 / David Post . - In:

Education Policy Analysis Archives, v. 19, no. 20, pp. 1 - 24, July 2011

ISSN 1068 - 2341

Abstract : Ecuador's 2008 Constitution, and a subsequent law on higher education passed in its wake, effectively suspended student fees for public universities. The goal of this reform was to increase equality of opportunity. This article uses individual-level retrospective information from the 2001 Census to explore gender and ethnic inequality in educational attainment since the 1950s. After establishing the long term historical tendencies, the author discusses the politics and implementation of the reform. Then, recent national survey data are analysed to show the recent trends in access to universities depending on home language (Quichua versus Spanish), ethnicity, parental income, and whether or not the mother had received a poverty-alleviation welfare transfer. The results showed that, after the suspension of user fees, there was an increased gap in the probability and rates of public university access between the more-advantaged and the less-advantaged populations of Ecuador.

URL : <http://files.eric.ed.gov/fulltext/EJ955997.pdf>

▪ Higher Education and Social Responsibility / EFA

Education under attack 2014 / Global coalition to protect education from attack [GCPEA] . - New York : GCPEA, 2014 . - 255 p.

ISBN 978-0-99101645-7

Abstract : This study, which follows earlier studies published by UNESCO in 2007 and 2010, examines attacks on education to date. It is based on data gathered for the period 2009-2013. Published by a coalition including UNESCO, other UN agencies and a human rights' and educational charities, the study was undertaken using independent external research. The focus on report is physical attacks on buildings and violence against individuals and covers all levels of education, including higher education. A global overview (part I) is followed by Thematic Essays (Part II) and Country Profiles for 30 countries (Part III).

URL : http://protectingeducation.org/sites/default/files/documents/eua_2014_full_0.pdf

Adult and lifelong education : global, national and local perspectives [Special issue] / Marcella Milana, John Holford, Vida A. Mohor Polar, Eds. . - In: Globalisation, Societies and Education, v. 12, no. 1, pp. 1-163, March 2014
ISSN 1476-7724 . - Online ISSN 1476-7732

Abstract : This special issue brings together a selection of papers presented at the international conference "Transnationalization of Educational Policy Making: Implications for Adult and Lifelong Learning", organised by the Research Network on Policy Studies on Adult Education in February 2012. Contents: Adult and lifelong education: global, national and local perspectives (Marcella Milana, John Holford, Vida A. Mohor Polar); Making educational spaces through boundary work: territorialisation and boundarying (Terri Seddon); Ducking and diving adult educator agency in testing times: insights from England and New Zealand (Marion Bowl); Immigrants as active citizens: exploring the volunteering experience of Chinese immigrants in Vancouver (Shibao Guo); Lifelong education and learning, societal project and competitive advantage: tensions and ambivalences in policy and planning of educational change in Portugal (Fátima Antunes, Paula Guimarães); Filling the gaps: the role and impact of international non-governmental organisations in Education for All (Pasqua Marina Tota); Global, regional and local influences on adult literacy policy in England (Mary Hamilton); Comparative performance measures, globalising strategies and literacy policy in Scotland (Lyn Tett); The media construction of an adult literacy agenda in Canada (Judith Walker, Kjell Rubenson).

Filling the gaps : the role and impact of international non-governmental organisations in 'Education for All' / Pasqua Maria Tota . - In: Globalisation, Societies and Education, v. 12, no. 1, March 2014
ISSN 1476-7724 . - Online ISSN 1476-7732

Abstract : This article discusses the involvement of international non-governmental organisations (INGOs) in transnational education policy-making, with particular reference to Education for All (EFA). This article examines the role and impact of several advocacy INGOs in EFA, in terms of the structural conditions created by the current mode of global governance in education. In its first section, this article draws a conceptual framework purported to illuminate the way transnational policy in education is produced. The main part investigates the role and impact of the GCE in EFA. Overall, this article challenges the common perception about INGOs, that they are democratising agents in transnational education policy, as the latter is structurally undemocratic.

Europe and North America

Orientations to civic engagement : insights into the sustainability of a challenging pedagogy / Josephine A. Boland / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 1, pp. 180-195, February 2014
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This article examines community (or service)-based learning whereby the teaching and learning strategy is designed to actively engage students through interaction and engagement in the community. It draws on findings from a multi-site case study examining four cases of curriculum innovation in four different higher education institutions in Ireland over a three-year period. The disciplines involved were Psychology; Engineering; Art and cross-disciplinary (Art, Education and Cultural Studies). Projects were mostly initiated in a bottom-up community-led approach. The findings highlight the challenge of reconciling competing goals and values within higher education for those seeking to infuse the curriculum with a sense of the civic engagement.

Uncovering categories of civically engaged College students : a latent class analysis / David J. Weerts, Alberto F. Cabrera, Paulina Pérez Mezas / Association for the study of higher education [ASHE][USA] . - In: The Review of Higher Education, v. 37, no. 2, pp. 141-168, Winter 2014
ISSN 0162-5748 . - Online ISSN 1090-7009

Abstract : The civic purposes of higher education has been the subject of renewed focus in the United States. This study aims to understand differences in civic behaviours among college students in the United States. The authors use alumni survey data from American College Testing (ACT), and employed latent class analysis (LCA) to identify four classes of college students that vary in their preferences for certain types of civic and non-civic activity. Implications for future research and the development of civic learning programs are discussed.

Latin America and the Caribbean

An'n panse ansanm pou Mayard : Diagnostic socio-urbain du quartier de Mayard, Jacmel (Haïti) / Teresa Tapada, Yraida Romano, Ramon Canal, Celia Esquerra / Associacio Catalan d'Universitats Publiques [ACUP][Spain] . - Barcelona : ACUP, 2014 . - 153 p.
ISBN 978-84-616-7162-5

Abstract : The publication describes the results of the Associacio Catalan d'Universitats Publiques (ACUP), "La Caixa" Foundation and the Barcelona City Council project conducted jointly with the City of Jacmel and the Université Publique du Sud-est à Jacmel (UPSEJ) in Haiti. The report is based on more than 300 surveys conducted by project technicians and Mayard inhabitants - trained by the ACUP and the Agence Technique Locale (ATL) of the City of Jacmel -, in the neighborhood of Mayard. The interest of the work lies in the documentation of the cooperation project, the community involvement and the description of a census and the social and urban characteristics of the district.

URL : http://www.acup.cat/sites/default/files/diagnostic-socio-urbain-mayard-jacmel_4.pdf

▪ Intercultural Dialogue

Europe and North America

Silencing whom?: linking campus climates for religious, spiritual, and worldview diversity to student worldviews

/ Matthew J. Mayhew, Nicholas A. Bowman, Alyssa Bryant Rockenback . - In: The Journal of Higher Education, v. 85, no. 2, pp. 219-245, March - April 2014

ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : This study examines the perceptions of campus climate regarding diversity among students of diverse religions and worldviews in the United States. The first part of the paper reviews literature and studies on campus religious diversity. The second part is based on a study at two higher education institutions in the United States using the Campus Religious and Spiritual Climate Survey (CRSCS) which is designed to assess dimensions of campus climate relating to religious and spiritual pluralism. Results from this study suggest that climate perceptions and experiences were more negative among "worldview majority" students (e.g., Protestants, Catholics) than among "worldview minority" students (e.g., Muslims, Jews) and non-religious students. Theoretical implications are discussed.

Latin America and the Caribbean

Bilingual intercultural education in the Andes / Teresa Valiente Catter, Michael Dürr . - In: Sustaining indigenous knowledge : learning tools and community initiatives for preserving endangered languages and local cultural heritage . - Fürstelberg, Havel : Kulturstiftung Sibirien, 2013 . - pp. 249-258

ISBN 978-3942883122

Abstract : This article presents the practices of intercultural bilingual education in Latin America, focusing on the Andes. In the Andean highlands of Peru and Bolivia, and in parts of Ecuador, the indigenous people still form the majority of the population. Among the languages spoken there, the most prominent is Quechua. The authors detail political, organisational, social and economic aspects of intercultural bilingual education of Peru and Bolivia.

URL : <http://www.siberian-studies.org/publications/PDF/sikvalienteduerr.pdf>

Intercultural education in Brazil : between conservatism and radical transformations / Abdeljalil Akkari / UNESCO International Bureau of Education [IBE][Switzerland] . - In: Prospects: Quarterly review of comparative education, v. XLII, no. 2, pp. 161-175, June 2012

ISSN 0033-0337

Abstract : This article analyses the emergence of intercultural education in the Brazilian educational system. After summarising the debate on international convergence in intercultural education, it traces the development of interethnic relations in Brazil. It then investigates recently adopted legislation that encourages the inclusion of cultural diversity in education. Finally, it explores intercultural approaches in the training and work of teachers.

▪ Internationalization

Global perspectives on international joint and double degree programs / Matthias Kuder, Nina Lemmens, Daniel Obst, Eds. / Institute of International Education [IIE][USA]; German Academic Cooperation Association [DAAD] . - New York : IIE, 2013 . - 248 p.

ISBN 978-0-87206-363-1

Abstract : This publication brings together contributions on recent knowledge and research on international joint and double degree programmes from different regional contexts. The basic definition of joint and double degrees used in this book refers to the qualification awarded from a collaborative degree programme. The book's first section describes and analyses the nature of collaborative degree programmes and current trends and developments with an overview of recent research, developments and innovations. The second section of the book focuses on institutional perspectives, providing examples of approaches and experiences in programme development and delivery at higher education institutions in Africa, Asia, Europe, the Middle East, North America, and South America. The third section focuses on country-specific experiences. The last two sections focus on specific issues related to joint degrees: student demand, employability of graduates and quality assurance issues.

Classmark : INT-6 IIE

URL : <http://www.iie.org/Research-and-Publications/Publications-and-Reports/IIE-Bookstore/Global-Perspectives-on-International-Joint-and-Double-Degree-Programs>

Internationalisation of higher education and global mobility / Bernhard Streitwieser, Ed. . - Oxford : Symposium Books, 2014 . - 320 p. (Oxford Studies in Comparative Education)

ISBN 978-16873927-42-7

Abstract : This book brings together a collection of essays by leading experts on the internationalisation of higher education. The first section starts from a global perspective, providing a picture of the main trends affecting student and staff mobility today. It includes contributions on developments in cross-border higher education and North-South Research Partnerships. The second part of the book contains region-specific studies of internationalisation and mobility in Europe, the Middle East, the United States, Africa, Asia and Latin America. Finally, the chapters in part 3 share profiles of individual institutions, practitioners and participants involved in shaping international education in their everyday practice.

Classmark : INT-6 STR

Open doors 2013 : Report on international educational exchange / Institute of International Education [IEE][USA] . - New York : Insitute of International Education, 2013 . - 112 p.

ISBN 978-0-87206-367-9

Abstract : The Open Doors 2013 report contains detailed information on international students in the USA as well as U.S. students who study abroad. It reveals that international student enrolment in the USA continued to rise increased by 10% in 2012/13 with undergraduate international students outnumbering graduate students. The primary source of international undergraduate growth in the USA is from China, growing by 26% in 2012/13. The number of U.S. students studying abroad increased by 3%, whilst European countries remain the dominant choice, other regions saw a robust growth, and particularly to Latin America and Japan.

Classmark : US-444 BHA

A "research" into international student-related research: (re)visualising our stand? / Doria Abdullah, Mohd Ismail Abd Aziz, Abdul Latiff Mod Ibrahim . - **In:** Higher Education, v. 67, no. 3, pp. 235-253, March 2014

ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This paper uses Tight's journal analysis framework to review a sample of 497 journal articles from 108 academic journals on research concerning international students over the past 30 years. Clustering the articles based on country where the research is conducted, it was found that articles were contributed from 32 countries. The findings showed that a majority of the articles focused on the students' in-campus, academic and social experience. International students undergo similar challenges throughout the duration of their study abroad, and much of the responsibility in managing international students falls onto universities and faculty members. The author notes an increased awareness of ethnic issues in many countries and higher education institutions in hosting and safeguarding the students throughout their international higher education experience, albeit rather slowly.

Africa

Study South Africa : the guide to South African higher education : Internationalisation in a changing world - higher education's response / International Education Association of South Africa [IEASA] . - 13th ed. . - Pretoria :

IEASA, 2013 . - 104 p.

ISBN 978-0-620-57654-5

Abstract : This annual publication provides information on each of South Africa's 23 public higher education institutions. This edition focuses on internationalization and additionally contains information on trends and statistics in international students in South Africa.

Classmark : ZA-12 IEASA

URL : <http://www.contact.co.za/ieasa/main.swf>

Asia and the Pacific

Mobility of students in the Asia and the Pacific / UNESCO Asia and Pacific Regional Bureau for Education [UNESCO Bangkok] . - Bangkok : UNESCO Bangkok, 2013 . - 80 p.

Online ISBN 978-92-9223-459-1

Abstract : This paper summarises the content of seven country papers dealing with international student mobility in Australia, China, Indonesia, Malaysia, Philippine, Republic of Korea, and Thailand. Five themes are addressed: the domestic and external factors affecting international student flows; countries as receivers or senders of students; the government's role vis-à-vis university and individual decision-making in international student mobility; modes of provision in international education; and the consequences and implications of international student mobility.

URL : http://www.unescobkk.org/fileadmin/user_upload/library/edocuments/International_Student_Mobility_29_Jan.pdf

Academic difficulties encountered by East Asian international university students in New Zealand / Boram Lee, Susan P. Farrugia, Gavin T. L. Brown . - **In**: Higher Education Research and Development, v. 32, no. 6, pp. 915-931, December 2013

ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : The study focused on learning difficulties experienced by East Asian International (EAI) students. Participants were 117 EAI students undertaking tertiary study at a major university, all were surveyed and 21 students were interviewed. The findings suggest that language limitations, academic content and learning styles were associated with difficulties in their learning. Difficulties with academic content appeared to act as the major barrier to their academic performance rather than English language. This is contrary to earlier findings, where Asian students often experienced difficulties in tasks that are particularly related to language proficiency. The study also contradicted the popular belief that Asian students are only surface learners.

Malaysia as a regional education hub: a demand-side analysis / Ming Yu Cheng, Amir Mahmood, Peik Foong Yeap / Association for Tertiary Education Management (Australia) [ATEM] . - **In**: Journal of Higher Education Policy and Management, v. 35, no. 5, pp. 523-536, 2013

Incl. abstract, bibl.

Abstract : Malaysia is becoming an increasingly active player in international education and ranks as the 11th largest exporter of education in the world. Malaysia's recognisable advantages in the international education market include its strategic location between the East and the West, cultural diversity, and a relatively stable socio-economic environment. In addition to these natural advantages, it is important for the Malaysian Government and its higher education institutions to develop a holistic strategy to create a conducive learning environment and to build a regional higher education hub. By taking a demand-side approach, this study highlights factors attracting foreign students to study in Malaysia. Rich information about the country and learning institution and referral by family and friends appear to be the most important sources of influence for foreign students to choose Malaysia. Other considerations include cost and quality of educational programmes, while geographical and cultural proximity are less important than expected.

Politiques nationales et stratégies des universités en faveur de la mobilité étudiante au Japon / Jun Oba / Campus France . - In: Repères, no. 19, pp. 1-5., Novembre 2013
ISSN 2117-8569

Abstract : This document provides information and statistics on trends in student mobility both to and from Japan.
URL : http://ressources.campusfrance.org/publi_institu/agence_cf/reperes/fr/reperes_19_fr.pdf

Quality in cross-border higher education and challenges for the internationalization of national quality assurance agencies in the Asia-Pacific region : the Taiwanese experience / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 1, pp. 135-152, February 2014
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : Cross-border higher education has created a need to build capacity – particularly in the internationalization dimension – for national quality assurance agencies to evaluate cross-border education provided by foreign educational providers, or jointly by local and foreign institutions. This is quickly becoming a key issue in the Asia-Pacific region. National accrediting agencies in Asia, which implement accrediting tasks domestically, are attempting to internationalize themselves through internal and external approaches. This article analyses the impact of this cross-border accreditation on national quality assurance agencies in the Asia-Pacific region. The approaches that national quality assurance agencies adopt to enhance their internationalization are discussed, as are the efforts the regional networks make to help Asian quality assurance agencies build capacity. Taiwan's case and the challenges it is faced with are also addressed. (Abstract from publisher)

Challenges to Brand Australia: international students and the problem with speaking / Lynda Yates, Ridwan Wahid . - In: Higher Education Research and Development, v. 32, pp. 1037-1050, December 2013
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This paper draws on longitudinal interview data from international postgraduates in Australia to investigate the factors that impacted on the development of their speaking skills during their overseas studies. The findings suggest that, despite high levels of motivation to improve, they received little instruction in such skills on their English for Academic Purposes programmes and had little access to them in the community. The authors argue that universities urgently need to address these issues through both instruction and social integration initiatives if they are to safeguard their lucrative but vulnerable overseas markets.

Europe and North America

A guide to assessing the quality of internationalisation / Axel Aerden / European Consortium for Accreditation [ECA] . - The Hague : ECA, 2014 . - 32 p. (ECA Occasional Paper)
ISBN 978- 94-90815-06-6

Abstract : This analyses how the elements that make up the Frameworks for the Assessment of Internationalisation are to be interpreted.

URL : <http://ecahe.eu/wp-content/uploads/2014/01/CeQuint-A-Guide-to-Assessing-the-Quality-of-Internationalisation.pdf>

Funding for United States study: a guide for international students and professionals : 2014 Edition / Institute for International Education [IIE][USA] . - New York : IIE, 2013 . - 326 p.
ISBN 978-0-87206-365-5

Classmark : US-12 IIE

Mobility windows : from concept to practice / Irina Ferencz, Kristina Hauschildt, Irma Garam, Eds. / Academic Cooperation Association [ACA] . - Bonn : Lemmens, 2013 . - 148 p. (ACA papers on international cooperation in education)

ISBN 978-3-86856-009-1

Abstract : This publication examines 'Mobility windows' - the period of time reserved for international student mobility within a study programme. It is an outcome of the 'Mapping mobility windows in European higher education' project coordinated by the ACA in cooperation with the Deutsches Zentrum für Hochschul- und Wissenschaftsforschung (DZHW) based in Germany and the Centre for International Mobility (CIMO) based in Finland. This publication consists

of three parts. The first conceptualises the definition and typology of mobility windows. The second explores how mobility windows are set up and implemented, by looking at the challenges that occur at different stages of a mobility window's life cycle and showcasing the identified solutions and best practices. The third part presents a set of recommendations for practitioners and policy-makers.

Classmark : EUR 6 ACA

URL : http://www.aca-secretariat.be/fileadmin/aca_docs/images/members/ACA_2013_Mobility_windows.pdf

Portable state grants and loans : an overview and their contribution to outgoing student mobility / Queenie K.H. Lam, Danja Oste / Academic Cooperation Association [ACA] . - Bonn : ACA, 2013 . - 144 p. (ACA Papers on International Cooperation in Education)
ISBN 978-3-86856-011-4

Abstract : This book contains an overview of the student financial support schemes in 31 European countries and the use of portable grants/loans by European mobile students. It includes profiles of 11 selected countries that have opened up their schemes, fully or partially, to outgoing student mobility. These country profiles are for: Denmark; Finland; Norway; Sweden; The Netherlands; Ireland; Austria; Germany; Liechtenstein; Luxembourg and France.

Classmark : EUR 6 ACA

URL : http://www.aca-secretariat.be/fileadmin/aca_docs/images/members/ACA-2014_Portable_State_Grants_and_Loans_PDF.pdf

Towards a mobility scoreboard : conditions for learning abroad in Europe / European Commission. EURYDICE . - Luxembourg : Publications Office of the European Union, 2013 . - 54 p.
ISBN 978-92-9201-513-8

Abstract : This report covers topics ranging from information and guidance to language preparation, portability of financial support, recognition and support to disadvantaged learners. The report covers 33 countries (all 28 EU Member States, plus Iceland, Liechtenstein, Norway, Switzerland and Turkey) and has the reference year 2011/12.

URL : http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/162EN.pdf

A Bourdieusian analysis of the participation of Polish students in the ERASMUS programme : cultural and social capital perspectives / Paulo Charles Pimentel Botas, Jeroen Huisman . - In: Higher Education, v. 66, no. 6, pp. 741-754, December 2013

ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This paper examines the perceptions of ERASMUS agents' of Polish students' participation in the Erasmus programme. The study is based on qualitative data, collected through semi-structured, in-depth interviews with Erasmus agents, of a European research project. The analysis indicated that according to participants the Erasmus Programme has a positive impact on their academic achievement, cultural, social and linguistic capital. However, it has a negative impact on degree completion of students as they may get employed before completing their degree.

Exploring flying faculty teaching experiences : motivations, challenges and opportunities / Karen Smith / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 1, pp. 116-134, February 2014

ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : 'Flying faculty' refers to teaching in higher education from offshore academics often 'flown in' for intensive sessions of block teaching. This British explored the impact of flying faculty teachers' experiences on their work, lives and identities. The findings provide detailed portraits of the motivations for, experiences of, and benefits from teaching overseas. Cross-case analysis highlighted the physical impact of overseas visits; the search for equivalence; relationships with local staff and students; and concerns about internationalisation as a means of income generation as important to the interviewees.

Policy goals of European integration and competitiveness in academic collaborations : an examination of joint Master's and Erasmus Mundus Programmes / Vassiliki Papatsiba / International Association of Universities [IAU] . - In: Higher Education Policy, v. 27, no. 1, pp. 43-64, March 2014

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This study examines policy goals pertaining to joint Master's in Europe as presented in Bologna-related and Erasmus Mundus (EM) policy texts. The profile of joint programmes has risen in the aftermath of the Bologna Process, together with the launch of the EU EM. Despite a European policy tradition of cooperation in higher education, degree developments were usually left outside the scope of policy declarations and did not have an explicit 'agenda status'. If so, what makes these degree developments 'worthy' of political attention in recent years? The paper shows that joint Master's developments have been represented as appropriate action for furthering integration and convergence, as well as for improving competitiveness. It examines the ways in which joint Master's developments have been framed within and by these policy goals. It finally questions drivers of competitiveness and considers their deeper implications for the aims of and practice in higher education.

URL : <http://www.palgrave-journals.com/hep/journal/v27/n1/abs/hep201313a.html>

▪ Research and Doctoral Education

Commercialising public research / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2013 . - 132 p.

ISBN 9789264193314 . - Online ISBN 9789264193321

Abstract : This report describes recent trends in government and university level policies to enhance the transfer and exploitation of public research and benchmarks the patenting and licensing activities of research institutes and universities in a number of OECD countries and regions, including in Europe, Japan, Australia, Canada, and the United States. It also details case studies for increasing the number of university invention disclosures, accelerate licensing contracts and promote more open innovation practices between universities and firms.

URL : http://www.oecd-ilibrary.org/science-and-technology/commercialising-public-research-new-trends-and-strategies_9789264193321-en

Report on international distributed research infrastructures / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD, 2014 . - 24 p.

Abstract : Released as part of the OECD Global Science Forum, this report provides a study of the societal and innovation impacts of International Distributed Research Infrastructure (IDRI) : multi-national distinct entities that jointly perform, facilitate or sponsor basic or applied scientific research.

URL :

<http://search.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=DSTI/STP/MS%282013%298/FINAL&docLanguage=En>

Africa

Challenges and opportunities for African universities to strengthen knowledge production / Nico Cloete, Ian Bunting / OECD Programme on Innovation, Higher Education and Research for Development [IHERD] . - Paris : OECD, 2013 . - 18 p.

Abstract : This report provide insight into current levels of knowledge production at African universities and on strategies being deployed by African universities to increase knowledge outputs in the form of research publications and doctoral graduates.

URL : <http://www.oecd.org/sti/Challenges%20and%20opportunities%20to%20increase%20knowledge%20production-%20Draft-%20Nico%20Cloete.pdf>

Situación actual y retos de futuro de los estudios de doctorado en el África subsahariana / Imma Quintana, Adrià Calvet, Josep M. Vilalta, Nadja Gmelch / Associació Catalana d'Universitats Públiques [ACUP][Spain] . - Barcelona : ACUP, 2012 . - 125 p.

Abstract : This report analyses the current situation and future challenges of doctoral education in sub-Saharan Africa. It is the result of the African-Spanish Project Management Platform Higher Education. The project aims to establish a forum for exchange and lifelong learning on university management between the European and African universities to increase institutional capacity and strengthen African universities.

URL :

http://www.acup.cat/sites/default/files/situacionactualyretosfuturosdelosprogramesdedoctoradoenafricasubsaharianaes_4.pdf

Strengthening knowledge production in universities : five South African case studies / Nico Cloete, Ian Bunting / OECD Programme on Innovation, Higher Education and Research for Development [IHERD] . - Paris : OECD, 2013 . - 51 p.

Abstract : This study, which is part of a larger project on knowledge production in South African universities, examines a selected group of universities with different historical and institutional backgrounds that all have proven evidence of growth of high-level knowledge inputs and outputs. The five selected institutions have all increased their research output over the last five years. They also mirror an international trend where the 'managerial professional' strata in universities has expanded and consolidated.

URL : <http://www.oecd.org/sti/Strengthening%20knowledge%20production.pdf>

Asia and the Pacific

The impact of changing government policies and institutional practices on master's by coursework students in Australia: a viable pathway to the PhD? / Margaret Kiley, Jim Cumming / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - **In:** Journal of Higher Education Policy and Management, v. 36, no. 1, pp. 99-111, February 2014
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : The objective of this paper is to identify the impact of current policies and emerging curricular practices on master's by coursework students in Australia. It is argued that the rate of top-down policy change, together with bottom-up innovation, is resulting in a high level of complexity that is challenging providers, staff and student alike. Findings from a national study that elicited the views of key stakeholders on aspects of the master's by coursework degree including its adequacy as a preparation for doctoral study are discussed. [Abstract from Publisher]

Europe and North America

L'évaluation de la recherche et de l'enseignement supérieur / Denise Pumain, Frédéric Dardel . - Paris : Ministry of Higher Education and Research, 2014 . - 27 p

Abstract : This report which assesses research and higher education in France, and specifically evaluation practices, was commissioned by the French Minister of Higher Education and Research and published in January 2014.

URL : http://cache.media.enseignementsup-recherche.gouv.fr/file/Actus/98/8/Rapport_Pumain_Dardel_295988.pdf

Dual career opportunities for doctoral candidates and early stage researchers / European Council of Doctoral Candidates and Junior Researchers [Eurodoc] . - Brussels : Eurodoc, 2014 . - 4 p.

Abstract : This policy paper emphasises the significance of dual career opportunities for young researchers and makes recommendations on how institutions could support dual career couples in academia.

URL :

https://www.dropbox.com/s/k12zu58ze3x4p5x/Eurodoc_Dual%20Career%20Services%20for%20ESRs_Feb%202014.pdf

Recommendations for implementing interdisciplinary mobility / European Council of Doctoral Candidates and Junior Researchers [Eurodoc] . - Brussels : Eurodoc, 2013 . - 4 p.

Abstract : This policy paper provides an overview of the steps that need to be taken in research to track interdisciplinary mobility in Europe.

URL :

<https://www.dropbox.com/s/fsx1ohm4yb4exwi/Recommendations%20for%20Implementing%20Interdisciplinary%20Mobility.pdf>

Ethics in higher education research / Mitch Parsell, Trudy Ambler, Christa Jacenyik-Trawoger / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 39, no. 1, pp. 166-179, February 2014
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This article explores some of the challenges educational researchers experience in obtaining ethics approval. The authors' experience of seeking ethics approval (via the University ethics committee) for a project intended to introduce peer review as an enhancement process in an Australian university is described. Initially, ethics clearance was denied. Details are provided of the iterative process that ultimately resulted in ethics approval, with particular reference to the differing views regarding the concepts of coercion and confidentiality.

Good practice elements in doctoral training / League of European Research Universities [LERU] . - Leuven : LERU, 2014 . - 30 p. (Advice Paper, 15)

Abstract : This paper documents good practice elements in doctoral training at research-intensive universities. It includes recommendations for universities, but also for policy makers, funders and employers.

URL : http://www.leru.org/files/publications/LERU_AP_15_Good_practice_elements_in_doctoral_training_2014.pdf

LERU Roadmap for Research Data / League of European Research Universities [LERU] . - Leuven : LERU, 2013 . - 34 p. (Advice Paper, 14)

Abstract : The report presents a series of blueprints which universities could use to begin to tackle the challenges which research data poses. It also includes a series of messages for researchers, research institutions, support services and policymakers.

URL : http://www.leru.org/files/publications/AP14_LERU_Roadmap_for_Research_data_final.pdf

Research and innovation indicators of Catalan Public Universities : Report 2013 = Indicadorer de investigació e innovació de las universidades públlicas catalanas : Informe 2013 / Associacio Catalan d'Universitats Publiques [ACUP][Spain] . - Barcelona : ACUP . - 101 p.

Abstract : The 2013 report consolidates the report on research and innovation indicators of Catalan public universities that the ACUP started in 2012. It is designed as the main point of reference for the visualisation and communication of the research and innovation activity of the Catalan public university system. In addition, a section details the situation of Catalan public universities in the European research area, in which the Catalan public universities' ability to raise European funds is analysed in greater depth. A series of examples of successful case studies of Catalan public universities in raising European funds are included.

Classmark : P

URL : http://www.acup.cat/sites/default/files/informe2013_1.pdf

The role of universities in Smart Specialisation strategies / European University Association [EUA]; European Commission. Directorate General for Regional Development [DG REGIO] . - EUA-REGIO/JRC Smart Specialisation Platform expert workshop, Seville, February 2013 . - Brussels : EUA, 2014 . - 30 p.
ISBN 978-9-07899-743-6

Abstract : This report focuses on the outcomes of the EUA-REGIO/JRC Smart Specialisation Platform expert workshop. Smart specialization is a strategic approach to economic development through targeted support to research and innnovation within the context of Horizon 2020.

URL : http://www.eua.be/Libraries/Publication/EUA_Seville_Report_web.sflb.ashx

Research staff and public engagement : a UK study / Sarah R. Davies . - In: Higher Education, v. 66, no. 6, pp. 725-739, December 2013

ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : Public engagement plays an important role in the contemporary UK academy, and is promoted through initiatives such as Beacons of Public Engagement and research grant Pathways to Impact. Relatively little is known, however, about academic experiences of such engagement activities. This study focuses on one staff group, contract researchers, to explore the perceived challenges and opportunities of public engagement. Qualitative and quantitative data — from a web-based survey and three focus groups — are used to show that, while engagement activities are often seen as rewarding, the challenges involved in participating in them are profound. While researchers report practical needs, such as for logistical support or communication training, key barriers relate to the conditions of contract research more generally, and specifically to job insecurity, transiency, and lack of autonomy. [Abstract from publisher]

A critical evaluation of recent progress in understanding the role of the research-teaching link in higher education / Mary Malcolm . - In: Higher Education, v. 67, no. 3, pp. 289-301, March 2014

ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This article is based on a bibliographic review of research into the relationship between research and teaching in higher education. The most recent research phase has focused particularly on how the research-teaching nexus can enhance the quality and outcomes of the learning experience for both students and academics. The author notes, however, that questions about the inherent nature and value of the nexus in higher education remain as yet unanswered within the research theme and within the broader consideration of higher education policy and practice.

PhD and the manager's dream : professionalising the students, the degree and the supervisors? / Frederico Matos / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 35, no. 6, pp. 626-638, December 2013
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : This article has two main aims: to analyse relevant literature on the doctoral degree, and to assess whether recent funding changes in the UK have changed the nature of the PhD in the social sciences in a research-intensive and prestigious UK university. Data were collected at a University where interviews with social sciences PhD supervisors were conducted. The article posits that doctoral programmes have changed in nature and objectives. The doctorate has become a managed exercise which has affected its aims and scope. Findings are likely to apply to other research-intensive universities in the country due to the overwhelming changes that have been applied to doctoral programmes across the board.

Policy learning to internationalize European science : possibilities and limitations of open coordination / Merli Tamtik, Creso M. Sa . - In: Higher Education, v. 67, no. 3, pp. 317-331, March 2014
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This study examined the policy learning process in the European Union's Internationalization of Science and Technology policy, part of the Europe 2020 Strategy. The internationalization of Science and Technology is viewed as critical to bolster the economic competitiveness of the region. Through a case study analysis of the open method of coordination expert group, the analysis identifies policy learning drivers, mechanisms and outcomes operating at multiple levels, from individual to organisational. The results highlight both the social and instrumental aspects of policy learning.

Pursuing scientific excellence globally : internationalising research as a policy target / Helen Lasthiotakis, Kristjan Sigurdson, Creso M. Sa / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 35, no. 6, pp. 612-625, December 2013
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : This article investigates the rationales that underlie Canadian federal research councils' support of international research collaborations. Such support has taken on a new importance in the past decade. Even in a context of increasingly costly scientific activity and fierce competition for resources, four sets of goals and associated arguments underpin investments in international collaboration: (1) creating economy of scale, (2) developing human resources, (3) advancing economic and scientific competitiveness and (4) solving global problems. Overall, international research collaborations are today a key policy target in Canada, sought for a variety of reasons but not without challenges.

Socialization to interdisciplinarity : faculty and student perspectives / Susan K. Gardner, Jessica S. Jansujwicz, Karen Hutchins, Britney Cline, Isabelle Levesque . - In: Higher Education, v. 67, no. 3, pp. 255-271, March 2014
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : Interdisciplinary doctoral programs are becoming increasingly common but relatively little empirical research exists about this distinct experience. This paper reports on a qualitative study of 18 doctoral students and 35 faculty members involved in a large interdisciplinary project on environmental sustainability at a university in the United States. Specifically focusing on socialisation to interdisciplinarity, the authors discuss differences in the students' socialisation process in regard to knowledge acquisition, investment - (time commitment) and involvement - participation in the professional role. It was found that more students who expressed the needed knowledge acquisition, involvement and investment than their faculty advisors, for whom interdisciplinary appeared more challenging. Students and new faculty members were more open to interdisciplinarity as both a concept and as an approach to doing research.

The many faces of research profiling : academic leaders' conceptions of research steering / Maria Pietilä . - In: Higher Education, v. 67, no. 3, pp. 303-316, March 2014
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : The article examines academic leaders' conceptions of research profiling in Finland. Research profiling, which is part of the Finnish national science policy, promotes the identification of areas of research excellence and recommends resource concentration on them. The data comprised 15 interviews with leaders at different organisational

levels in two Finnish research universities. Two general conceptions of research profiling were identified: profiling as an instrument of strategic management and profiling as symbolic management. The conceptions were connected to various rationales, such as strengthening research and communicating to the external environment.

What is effective research leadership? A research-informed perspective / Linda Evans . - In: Higher Education Research and Development, v. 33, no. 1, pp; 46-58, February 2014
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : Drawing upon findings from a UK-based study of academic leadership provided by (full) professors, this article focuses on research leadership as perceived by 'the led': in the context of this study, researchers and teaching fellows. Research leadership is defined as the influence of one or more people on the research-related behaviour, attitudes or intellectual capacity of others. Three specific features of professorial research leadership are identified and examined: influence that enhances people's capacity to make appropriate choices, to achieve requisite standards, and to effect processes, within research activity. The author's conceptual model of researcher development is presented as an indicator of research leadership and its multidimensionality.

Latin America and the Caribbean

Articulación entre el pregrado y el postgrado: experiencias universitarias / Centro Interuniversitario de Desarrollo [CINDA][Chile] . - Santiago de Chile : CINDA, 2013 . - 269 p.
Open access

Abstract : This publication presents studies on the coordination between undergraduate and post-graduate university experiences that was launched at the University of Talca in Santiago, Chile. In addition to analysing data and trends in post-graduate and doctoral education in Chile, the publication also contains papers on the transition from undergraduate to post-graduate studies in three different Peruvian universities.

URL : <http://www.cinda.cl/download/libros/45->

[ARTICULACION%20ENTRE%20EL%20PREGRADO%20Y%20EL%20POSTGRADO.pdf/](http://www.cinda.cl/download/libros/45-ARTICULACION%20ENTRE%20EL%20PREGRADO%20Y%20EL%20POSTGRADO.pdf/)

▪ Sustainable Development

Greening universities toolkit : transforming universities into green and sustainable campuses / United Nations Environmental Programme [UNEP] . - Nairobi : UNEP, 2013 . - 93 p.
ISBN 978-92-807-3345-7

Abstract : This Toolkit aims to provide University staff and students with a selection of strategies, tools and resources, gleaned from the literature, from global case studies and from practice which are intended to inspire, encourage and support Universities to develop and implement their own transformative strategies for establishing green, resource-efficient and low carbon campuses. In turn, it is hoped the “green campus” will help inform the “green curriculum”, and extending beyond institutional boundaries, help to catalyse more sustainable communities. The Toolkit is part of a wider Greening Universities Initiative established through UNEP’s Environmental Education and Training Unit, in collaboration with other UN agencies.

URL : http://www.unep.org/training/docs/Greening_University_Toolkit.pdf

Towards the sustainable university : progress and prospects / Stephen Stirling, Larch Maxey, Heather Luna, Eds . – Abingdon, New York : Routledge, 2013. - 323 p. (Routledge Studies in Sustainable Development)
ISBN 978-0-415-62774-0

Abstract : This book springs from the recognition that the world that today’s graduates are entering is already – and will increasingly – very different from that inherited by previous generations. Whilst there is a growing response in higher education to the sustainability agenda, particularly in campus management and revision of selected courses and curricula, the contributors argue that an integrative whole institutional response is called for, which embraces all areas including governance and leadership, learning and teaching, campus operations, research, community wellbeing, student experience and organisation learning and change. Written by leading exponents of sustainability and sustainability education, this book brings together examples, insight, reflection and strategies from the contributing universities, drawing on a wealth of experience to provide reflective critical analysis of barriers, achievements, strategies and potential. While it is based on UK experience, it will be relevant to universities in other countries that are seeking to respond to the rising agenda of sustainability since many of the issues are common across higher education systems.

Classmark : GB-73 STE

Asia and the Pacific

Students' perceptions of education for sustainable development / Yvonne Zeegers, Ian Francis Clark . - In: International Journal of Sustainability in Higher Education, v. 15, no. 2, pp. 242-253, 2014
ISSN 1467-6370

Abstract : This study investigated whether a Masters course at an Australian university which focused on raising students' awareness of sustainability, gives equal consideration to the social and economic as well as environmental aspects, would produce graduates with the knowledge and commitment required to drive the sustainability agenda forward. An analysis of students' entries in their reflective journal was used to explore students' views on sustainability. The findings confirmed previous studies and showed that initially students do have an enviro-centric bias. It also showed that despite experiencing a pedagogical approach which challenged views by encouraging discussion, debate, and reflection and which provided what was considered to be a balanced view of sustainability, many of the students still leaned towards an environmentally focused perspective of sustainability.

Sustainability capabilities, graduate capabilities, and Australian universities / Ian Thomas, Theresa Day . - In: International Journal of Sustainability in Higher Education, v. 15, no. 2, pp. 208-227, 2014
ISSN 1467-6370

Abstract : This research examines the extent to which capabilities related to sustainability are represented by the capabilities generally sought by employers. A web-based survey of university graduate attribute statements in 38 Australian universities was undertaken. The research showed that Australian universities have established frameworks of graduate capabilities that relate to the broad needs of employers. Just under half of the universities' statements contained references to sustainability, while all the literature derived sustainability capabilities are represented to some degree. Those most strongly represented included understanding of social justice and equity; skills in communication and cooperation; and having commitment to social justice and equity.

Europe and North America

2012 Higher Education Sustainability Review / Association for the Advancement of Sustainability in Higher Education [AASHE] . - Denver : AASHE, 2013 . - 34 p.

Abstract : Focusing on higher education in the USA, this review reveals sustainable investment, affordability and access, and global sustainability initiatives are key areas of focus in higher education initiatives. New initiatives have arisen particularly in the areas of curriculum, research, funding, and staffing. In addition to highlighting trends, this review describes the impacts of campus sustainability achievements from over 40 higher education institutions.

URL : http://www.aashe.org/files/publications/he-review/2012/he_sustainability_review_2012.pdf

Promoting sustainable campus landscapes : how-to guide / Association for the Advancement of Sustainability in Higher Education [AASHE] . - Denver : AASHE, 2013 . - 25 p.

Abstract : This guide of campus outdoor spaces to gain broad support for sustainable landscapes, sustainable practices, engage others in projects, garner external recognition, and effectively communicate the institutional value of sustainable campus landscapes in order to achieve a lasting impact. An important rationale behind this focus is that ultimately, long-term support from administrators, faculty, staff, students, and the community will be essential to the success of sustainable campus landscapes for the future.

URL : http://www.aashe.org/files/publications/monographs/landscaping-2013/sustainable_campus_landscape_guide.pdf

Sustainable development in higher education : consultation on a framework for HEFCE / Higher Education Funding Council for England [HEFCE] . - Bristol : HEFCE, 2013 . - 26 p.

Abstract : This document sets out some of the ways higher education can contribute to sustainable development, and proposes an overall framework for how HEFCE will support sustainable development in the UK higher education sector. It includes policy statements on sustainable development and carbon reduction.

URL : http://www.hefce.ac.uk/media/hefce/content/pubs/2013/201331/2013_31.pdf

Advancing campus and community sustainability : strategic alliances in action / Leanne Bilodeau, Jackie Podger, El-Aziz . - In: International Journal of Sustainability in Higher Education, v. 15, no. 2, pp. 157-168, 2014
ISSN 1467-6370

Abstract : This article summarises the experience of the University of British Columbia (Canada) in leveraging key drivers to develop sustainability initiatives and partnerships for greater operational efficiencies, cost savings, environmental stewardship and applied research. The university's leadership commitment to sustainability, economic opportunities and provincial legislative requirements are among the drivers discussed. This paper also provides an innovative partnership framework to support sustainable community development.

Campus sustainability plans in the United States: where, what, and how to evaluate? / Stacey Swearingen White . - In: International Journal of Sustainability in Higher Education, v. 15, no. 2, pp. 228-241, 2014
ISSN 1467-6370

Abstract : This paper examines 27 campus sustainability plans in higher education institutions in the United States. It then uses analyses their typical contents and emphases. Finally, the paper draws on literature pertaining to sustainability plans and plan evaluation to present a preliminary tool for evaluating campus sustainability planning efforts.

Mainstreaming sustainability in design education: a capacity building framework / Simon O'Rafferty, Hannah Curtis, Frank O'Connor . - In: International Journal of Sustainability in Higher Education, v. 15, no. 2, pp. 169-187, 2014
ISSN 1467-6370

Abstract : This paper presents a capacity building framework for design curriculum development which identifies the key clusters of competencies for ecodesign. The research was carried out with data collected through a two-year collaborative inter-university programme of capacity building for design educators in Wales. This programme incorporated a series of workshops and scoping discussions with teaching staff. Additional data were collected through a literature review and best practice scanning. The authors found that design education may reposition itself away from the traditional art or engineering setting to facilitate greater interdisciplinary learning.

Warming to the idea: university students' knowledge and attitudes about climate change / Sandra Wachholz, Nancy Artz, Douglas Chene . - In: International Journal of Sustainability in Higher Education, v. 15, no. 2, pp.128-141, 2014

ISSN 1467-6370

Abstract : The authors surveyed a sample of university students in in three content areas: knowledge and attitudes about climate change; intentions to reduce their personal greenhouse gas emissions; and student satisfaction with the amount of current teaching at the university about climate change. The findings showed a majority of respondents expressed concern about climate change. Yet, students in the sample held misconceptions about the basic causes and consequences of climate change. The authors note that just because current students are part of the "climate change" generation, having grown up in an era of greater awareness of climate change issues, does not mean that students themselves have a meaningful understanding of climate change issues. The authors conclude that higher education needs to expand its educational efforts to ensure that all university graduates understand scientific consensus about climate change and are actively engaged as part of the solution in their public and private roles.

Other themes

▪ Academic teaching personnel

Labor Intensive or labor expensive? Changing staffing and compensation patterns in higher education / American Institutes for Research . - Washington DC : AIR, 2014 . - 33 p. (Issue Brief, February 2014)

Abstract : This Issue Brief provides data on employees in public and private, non-profit four-year institutions and public community colleges in the United States.

URL : <http://www.air.org/sites/default/files/downloads/report/DeltaCostAIR-Labor-Expensive-Higher-Education-Staffing-Brief-Feb2014.pdf>

The changing academic profession in Asia : teaching, research, governance and management / Hiroshima University [Japan]. Research Institute for Higher Education [RIHE] . - Hiroshima : RIHE, 2013 . - 214 p. (RIHE International Seminar Reports, 20)
ISBN 978-4-902808-83-4

Abstract : This publication contains the papers and presentations given at the International Conference on the Changing Academic Profession Project held in Japan in 2013. The Changing Academic Profession Project is a regional collaborative research project focusing on selected East Asian countries. The preliminary findings of the national surveys conducted in Cambodia, Malaysia, Japan, Taiwan and Vietnam, are detailed in the publication. The distinctive characteristics of academics' teaching and research on governance and management activities are examined to establish whether there is a "typical model" of the Asian academic profession. At this stage, it appears although there is not a typical Asian pattern of faculty participation in governance. The data suggests that there are two clear types of academics across the participating countries. One type is represented by Japan and Taiwan and the other includes the four other countries studied, Cambodia, China, Malaysia, Vietnam. Across all countries studied, a high percentage of faculty are in full time employment and male.

Classmark : INT-21 RIH

URL : http://en.rihe.hiroshima-u.ac.jp/pl_default_2.php?bid=111040

A foot in the revolving door? Women academics in lower-middle management / Sandra Acker . - In: Higher Education Research and Development, v. 33, no. 1, pp. 73-85, February 2014
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This article is based on an in-depth study of a small group of women in Canadian faculties of education who hold 'lower-middle management' positions and considers whether they are on the ladder to recognised academic leadership or are in a 'revolving-door' situation that will take them back to their previous position. These nine women are associate chairs, associate deans or coordinators. After a review of selected literature on women and academic leadership and a discussion of method, the author analyses aspects of the participants' entry into their position, their experiences of the position and (where relevant) their exit. For most, their managerial positions were perceived as stressful - containing too many responsibilities, under-resourced, gendered, and triggering health and identity issues. More positively, the women also reported being able to accomplish change and of their own learning experiences. The author notes that for most of the participants, their experiences in these posts and did not attract them to leadership careers.

Academic staff in the UAE : unsettled journey / David Chapman, Ann Austin, Elizabeth Wilson, Natasha Ridge / International Association of Universities [IAU] . - In: Higher Education Policy, v. 27, no. 1, pp. 131-151, March 2014
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This study investigated how instructors in United Arab Emirates higher education institutions view their professional employment, the extent of their identification and engagement with their institution, and how their views are shaped by the national and institutional contexts in which they work. Many interviewees felt their professional contributions were valued and they were respected as individuals, but, at the same time, they were regarded by their employing institution as transient and easily replaceable. Findings suggest that the extensive use of expatriate staff on short-term contracts can work against the development of institutional loyalty or commitment. Results of this study hold broader implications for universities in other countries that see increasing their reliance on expatriate instructors as a prudent course of action.

Enthusiasm and the effective modern academic / Brett Freudenberg, Lisa Samarkovski . - In: Australian Universities

Review, v. 56, no. 1, pp. 22-38, 2014
ISSN 0818-8068

Abstract : This article argues that enthusiasm is an important part of being an effective modern academic. The authors examine, within the Australian context, some of the challenges arising in modern universities that can cause academics' enthusiasm to wane. These include the corporitisation of universities, funding pressures and a changing student cohort with differing levels of engagement with their studies.

URL : http://issuu.com/n-teu/docs/aur_56-01#

Evaluating faculty pedagogic practices to inform strategic academic professional development : a case of cases

/ Steve Drew, Christopher Klopper . - **In:** Higher Education, v. 67, no. 3, pp. 349-367, March 2014

ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This paper describes a study investigating the use of peer review and observation of teaching for enhancing academics' teaching practices and informing professional development activities. The investigation was undertaken in an Australian research university in an increasingly competitive higher education sector with strong quality statements around teaching and learning outcomes. The methodological approach collated multiple perspectives on multiple instances of observed teaching by academic teachers in STEM disciplines, gathering evidence of pedagogic practice from academic peer observers, students, and reflections on practice. The data collected were used to validate and guide individual teachers' development strategies.

Framing faculty agency inside striving universities : an application of Bourdieu's theory of practice / Leslie D.

Gonzales . - **In:** The Journal of Higher Education, v. 85, no. 2, pp. 193-218, March / April 2014

ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : Drawn from a qualitative study at a university in the United States and framed with Bourdieu's theory of practice, the author presents a three-pronged framework to describe how tenure-line professors assumed agency as their university strove to establish itself as a national research institution. Implications for practice and future research are offered.

Is the tenure process fair? What faculty think / Janet H. Laurence, Sergio Celis, Molly Ott . - **In:** The Journal of Higher Education, v. 85, no. 2, pp. 155-192, March - April 2014

ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : This article is based on a study of 2,247 pre-tenure assistant professors at 21 research universities in the United States, using data from the Academic Careers in Higher Education (COACHE) 2005-2006 annual survey. The analysis was conducted using a framework which posited that faculty beliefs about fairness are influenced directly by their workplace experiences and both directly and indirectly by their socio-demographic characteristics. The results of this study substantiate the importance of perceived campus and department conditions in shaping faculty members' views of tenure reviews and as mediators of faculty members' socio-demographic characteristics. Equitable treatment of junior faculty at the department level and effectiveness of feedback have the strongest relationships with beliefs about the equity of tenure decision-making. Generally speaking, an individual's sense of control during the process of constructing the tenure dossier predicts his or her judgments about the fairness of tenure reviews. Practical suggestions for campus leaders regarding the conditions that inform faculty beliefs about tenure reviews and implications for future research are discussed.

Leading the academy or being led? Hong Kong women academics / Sarah Jane Aiston . - **In:** Higher Education

Research and Development, v. 33, no. 1, pp. 59-72, February 2014

ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : Although women undergraduate students in Hong Kong now outnumber male undergraduate students, the proportion of female senior academic staff remains low: representing 14% of all senior academic staff in Hong Kong in 2012. This paper provides a gender-based analysis of survey data collected on Hong Kong academics in 2008. First, it illustrates the gender differences that exist in the Hong Kong academy. Second, it discusses possible explanations for these differences as informed by the data. And third, it offers an argument, again informed by the data, for the importance of addressing these differences

The increased role of foreign-born academic staff in US higher education / Lijing Yang, Karen L. Webber /

Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 36, no. 1, pp. 43-61, February
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : Using the most recent data available from the United States National Study of Postsecondary Faculty, this study examined individual characteristics and work roles for foreign- and US-born academic staff at two points in time. Findings showed that more foreign-born individuals have become academic staff at US institutions in 2004 compared to 1993, that they spend more time on research as opposed to teaching, and that they produce more scholarly written papers than their US-born peers. The authors conclude that these findings have implications for institutional policy, possible revenue sources, the teaching-learning process, and knowledge production.

Curriculum

Promoting skills for innovation in higher education : a literature review of the effectiveness of problem-based learning and of teaching behaviour / Sabine Hoidn, Kiira Kärkkäinen / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2014 . - 63 p. (OECD Education Working Papers, 100)

Abstract : This report reviews the evidence on the effectiveness of problem-based learning compared with more traditional approaches in higher education teaching. It explores the extent to which problem-based learning can be an effective way to develop different discipline-specific and transferable skills for innovation.

URL : http://www.oecd-ilibrary.org/education/promoting-skills-for-innovation-in-higher-education_5k3tsj67l226-en

How do students accounts of sociology change over the course of their undergraduate degrees? / Paul Ashwin, Andrea Abbas, Monica McLean . - In: Higher Education, v. 67, no. 2, pp. 219-234, February 2014
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : The authors examine how students' understanding of sociological knowledge changes over the course of their undergraduate degrees in a UK university. Based on an analysis of 86 interviews with 32 sociology and criminology students, the results showed that the majority of students expressed more inclusive accounts of sociology over the course of their degrees. However, some students' accounts suggested they had become disengaged with sociology. The authors argue that students' accounts of sociological knowledge shift from a very general account of the world, to the structure by the curriculum, to one that recognises the partiality of sociology in understanding the world. They argue that the students' engagement with knowledge is at the centre of the transformational nature of higher education.

Implications of academic literacies research for knowledge making and curriculum design / Moragh Paxton, Vera Frith . - In: Higher Education, v. 67, no. 1, pp. 171-182, February 2014

ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This article explores the issue of what academic literacies research can bring to the study of knowledge and curriculum in higher education. Drawing on a case study from a work in progress academic literacies research project in the natural sciences at a University in South Africa, the authors show how students everyday understanding of worlds such as 'increase' can lead them to misuse these terms whilst writing scientific reports. The authors argue that this highlights the importance of understanding the relations between the prior discuss that students draw on when entering higher education and the discourses, conventions and genres of the academic disciplines that they are studying.

Making gazes explicit : facilitating epistemic access in the Humanities / Kathy Luckett, Aditi Hunma . - In: Higher Education, v. 67, no. 2, pp. 183-198, February 2014
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This paper addresses the challenge of curriculum design in the Humanities and Social Sciences, and more specifically the challenge of designing foundation courses for first-generation or 'disadvantaged' learners. In order to operationalise this, they conducted a study of knowledge / knower structures in eight first year courses in four degrees - Psychology, English, History and Film/Media - in a faculty of Humanities in the University of South Africa. Through examining curriculum documents and exam papers and using a Bernsteinian analysis, the authors argue that the students need to develop different kinds of 'gazes' and 'lenses' in order to succeed in different subjects and the key pedagogic challenge is how to give students access to understanding the gazes and lenses that are required for particular subjects.

Understanding change in higher education as bricolage : how academics engage in curriculum change /

Séverine Louvel . - In: Higher Education, v. 66, no. 6, pp. 669-691, December 2013

ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : Based on a qualitative interview-based study of the creation of 20 post-graduate nanotechnology programmes in French universities, the article examines the engagement of academics in curriculum change within French universities, which has evolved from a situation of academic departments complying with ministerial roles, to them engaging with their university management in negotiation processes. The results of the study show that academics participating in curriculum change engage in three distinct forms of bricolage: Crafting a specialised product - specifically observed in four European 'Erasmus Mundus' Masters programmes; amalgamating specific elements from dispersed courses; and Renewing existing programmes - by updated them with the addition of additional modules.

▪ **Education and development**

Latin America's new knowledge economy : higher education, government, and international collaboration / Jorge

Balán, Ed. . - New York : IIE, 2013 . - 154 p. (Global Education Research Reports, 7)

ISBN 978-0-87206-358-7

Abstract : This book chronicles the rapid economic growth and social changes that have taken place across Latin America in recent years, and examines these developments through the lens of higher education. In the book, academics and researchers from Latin America and the U.S. explore factors that have been catalysts for higher education reforms in the region such as increased access and equity, emphasis on international study, and investment by foreign universities and corporations. Analyses in the book show how learning, research, institution-building, and community engagement have become top priorities for many governments across Latin America in the past ten years. Chapters examines the following topics: governance structure of Latin American public institutions; higher education and workforce development; the role of national study abroad scholarship programs; increasing access and equity; trends in student and academic mobility; new roles for U.S. universities in the Latin American higher education system; academic exchanges; research universities in Brazil; and scientific mobility.

Classmark : LAT-23-IIE

Red sobre vinculación de la universidad a los procesos de desarrollo local en América Latina y el Caribe / Union de Universidades de América Latina y Caribe [UDUAL] . - Mexico : UDUAL, 2013 . - 9 p.

Abstract : This paper describes the activities that have been undertaken by the network on University-local development linkages in Latin America and the Caribbean since its creation in February 2013 and proposing recommendations for the future.

URL : <http://www.udual.org/pdf/Redsobrevinculacion.pdf>

The contribution of universities to innovation, (regional) growth and employment / European Expert Network on Economics of Education [EENEE] . - EENEE, 2014 . - 70 p. (EENEE Analytical Report, 18)

Abstract : This report, prepared for the European Commission, tries to answer the question: Are European universities, through their third stream of activities, able to match society's expectations as engines of innovative growth and achieve their full potential, without jeopardizing their main mission of educating and basic research?

URL : <http://www.eenee.de/eeneeHome/EENEE/Analytical-Reports.html>

University : the last call / Maria Cristina Parra Sandoval, Bozo de Carmona, Ano Julia, Alicia Inciarte González . - Maracaibo, Venezuela : Centro Internacional de Investigaciones sobre el Desarrollo [IDRC], 2010 . - 236 p.

ISBN 978-980-12-4428-8

Abstract : This book presents the results of a research project to identify the new forms of universities originating in the South in response to the challenges set forth by the knowledge society and in overcoming underdevelopment, using Venezuela as a central reference.

Classmark : VE-21 PAR

URL : http://www.universityworldnews.com/filemgmt_data/files/UNIVERSITY-THE-LAST-CALL.pdf

▪ **Education and employment**

Gender, jobs and education : Prospects and Realities in the Asia-Pacific / UNESCO Asia and Pacific Regional Bureau for Education [UNESCO Bangkok]; Korean Women's Development Institute . - Bangkok : UNESCO Bangkok, 2013 . - 70 p. (Research Report, 8-1)

Open Access . - ISBN 978-89-8491-584-8 . - Online ISBN 978-89-8491-588-6

Abstract : This report examines the impact of socio-cultural factors, education policies and practices, and labour market trends upon the career choices of female and male students - which includes the likelihood of pursuing tertiary education - in five countries of the Asia-Pacific region: Cambodia, Indonesia, Mongolia, Nepal and Viet Nam.

URL : http://www.unescobkk.org/fileadmin/user_upload/epr/PDF/KWDI-Gender_Job_29_Jan.pdf

Guidance for higher education providers on current and future skills needs of enterprise : Springboard 2014 / Ireland. Department of Enterprise, Trade and Employment. Forfás . - Dublin : Forfás, 2014 . - 37 p.

Abstract : This paper summarises the skills shortages identified in the recent reports of the Expert Group on Future Skills Needs.

URL : <http://www.skillsireland.ie/media/Springboard%202014%20Guidelines%20-%20PDF%20Final.pdf>

Vinculacion de la Educacion Superior con el mundo laboral / El Salvador. Ministerio de Educación. Consejo de Educación Superior . - Congreso Nacional de Educación Superior, 2, San Salvador, October 2013 . - San Salvador : Ministerio de Educación, 2013 . - 35 p.

Abstract : This document contains the Proceedings of the 2nd National Congress on Higher Education, 2013.

URL : http://www.csuca.org/attachments/370_memoria%20congreso%20ok.pdf

▪ Educational evaluation

Towards a performance evaluation framework : profiling Irish higher education / Higher Education Authority [Ireland] . - Dublin : HEA, 2013 . - 215 p.

Abstract : This report sets out an initial performance evaluation framework for higher education, in the context of the implementation of the National Strategy for Higher Education to 2030. Key performance indicators are detailed & Profile Template for institutional evaluation is included. It includes a literature review of international assessment methods.

URL : http://www.heai.ie/sites/default/files/evaluation_framework_long.pdf

Investigating the curriculum through assessment practice in higher education : the value of a learning cultures' approach / David James . - In: Higher Education, v. 67, no. 2, pp. 155-169, February 2014

ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : Setting out three perspectives on assessment in higher education (the technical, humanist and interactionist), this paper introduces a 'learning cultures' perspective, drawing upon the work of Bourdieu, developed as part of a recent research project on English Further Education. The application of this perspective in higher education is introduced through a case study outlining a recent assessment episode and notes on how it may be explored. The paper argues that whilst some contemporary work on higher education assessment incorporates elements of a cultural perspective, there are potential practical benefits to a more thorough adoption of a learning cultures approach.

▪ Educational finance

Financing higher education in Latin America / Ana M. García de Fanelli . - In: International Higher Education, Winter 2014, no. 74, pp. 22-24

ISSN 1084-0613

Abstract : This article focuses on some of the changes that took place in higher education in Latin American countries during the economic growth of the past 10 years with regard to public and private funds earmarked for tertiary education, consequences of this funding pattern in terms of equity, and the main innovations in funding mechanisms put in place to allocate public funds.

URL : https://htmlbprod.bc.edu/prd/f?p=2290:4:0::NO:RP,4:P0_CONTENT_ID:120542

Profiting higher education? What students, alumni and employers think about for-profit colleges / Public Agenda

Foundation [USA] . - New York : Public Agenda, 2014 . - 46 p.

Abstract : This research study shows that despite the fact that for-profit students are satisfied with the quality of their education, they remain sceptic about their financial investment - only a minority of for-profit alumni are certain their qualifications were worth their cost.

URL : http://www.publicagenda.org/files/ProfitingHigherEducation_PublicAgenda_2014.pdf

▪ **Educational management**

Governance reforms and university autonomy in Asia / N. V. Varghese, Michaela Martín / UNESCO International Institute for Educational Planning [IIEP] . - Paris : UNESCO IIEP, 2013 . - 47 p. (IIEP Research Papers)

Abstract : This research paper examines the effect of reforms of higher education governance and more particularly those related to autonomy and its impact at both national and institutional levels in Cambodia, China, Indonesia, Japan and Viet Nam.

URL : <http://unesdoc.unesco.org/images/0022/002252/225215e.pdf>

Increased autonomy for universities in Asia : how to make it work? : IIEP online forum / UNESCO International Institute for Educational Planning [IIEP] . - Paris : IIEP, 2014 . - 5 p.

Abstract : This report summarises the findings and highlights of an online forum hosted by the IIEP from 18 November to 6 December 2013. It covers the discussions that policy-makers at national and institutional levels had on the following topics: measures taken in each countries to increase university autonomy; the balance between autonomy and accountability; desired and undesired effects; and success factors.

URL : http://www.iiep.unesco.org/fileadmin/user_upload/News_And_Events/pdf/2013/Forum_report_CE.2.pdf

Academic governance provided by academic boards within the Australian higher education sector / Tricia Vilkina, Margaret Peters / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - **In:** Journal of Higher Education Policy and Management, v. 36, no. 1, pp. 15-28, February 2014

ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : Academic boards play a key role in the maintenance of quality standards and the provision of strategic leadership on academic issues. This research investigated the role of academic boards in 39 Australian universities. The results showed that all universities described their academic boards as their principal academic body. The majority of the academic boards said in their terms of reference that they should spend most of their time and energy on activities associated with policy (including approving and implementing policy) and quality assurance. Most of the academic boards did not think they should spend time being externally focused. This was reflected in external quality audits which reported that most boards concentrated on internally focused activities associated with policy and quality assurance.

Benchmarking Australian and New Zealand university meta-policy in an increasingly regulated tertiary environment / Brigid Freeman / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - **In:** Journal of Higher Education Policy and Management, v. 36, no. 1, pp. 74-87, February 2014

ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : This paper reports on an analysis of publicly available university policies in 40 Australian publicly funded, self-accrediting universities, including three private universities, and eight New Zealand universities to establish meta-policies, or "policy on policy". The findings showed that most Australian and half of New Zealand universities studied have developed such meta-policy, with the most comprehensive articulating policy definitions, range and application of policy instruments, categorisation, approval authorities and policy cycle stages. The authors conclude that sound meta-policy provides an essential framework for good policy-making, and is the key to the development of positive policy outcomes. Increasing tertiary sector regulation provides a contemporary imperative to embrace university meta-policy as one mechanism to embed good practice policy process to facilitate improved policy outcomes.

Entrepreneur-managers in higher education: (how) do they exist? / Rachel Birds / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 36, no. 1, pp. 62-73, February 2014

ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : Policy-makers in the United Kingdom increasingly emphasise the contribution of innovation and entrepreneurialism to the economy. Drawing on a recent ethnographic study of a university commercial enterprise, this article examines the notion of entrepreneurialism in a higher education institution as understood and practised by its employees. The concept of the entrepreneur-manager borrowed from an industrial environment is utilised to frame the higher education experience and to challenge assumptions about entrepreneurial activities in the sector. The research tentatively supports the emergence of the entrepreneur-manager as a new role requiring a different blend of skills and responsibilities but problematises the organisational culture of the research-intensive university which fails to capitalise on the potential offered.

Governance reforms and organizational dilemmas in European universities / Giliberto Capano, Marino Regini / Comparative and International Educational Society . - In: Comparative Education Review, v. 58, no. 1, pp. 73-103, February 2014

ISSN 0010-4086

Abstract : This article provides a comparative analysis of how eight universities in four European countries — the United Kingdom, the Netherlands, Germany, and France, confronted with national reforms of their governance, have dealt with the challenges traditionally associated with internal reorganisation, the redistribution of power, and the reformulation of teaching and research policies. The article does not focus on the central governance of universities, but on their peripheral units and decision-making processes. The authors identify four organisational dilemmas encountered when structuring the internal organization and functioning of universities. the degree of differentiation and integration of the organizational units; the role and modes of action of middle management; the search for synergies and the optimal extent of aggregation, and the degree of centralization or decentralization of functions and processes.

The experiences of senior positional leaders in Australian, Irish and Portuguese universities : universal or contingent / Pat O'Connor, Teresa Carvalho, Kate White . - In: Higher Education Research and Development, v. 33, no. 1, pp. 5-18, February 2014

ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This article draws on comparative data from semi-structured interviews with those in senior leadership positions in public universities in Australia, Ireland and Portugal to investigate their perceptions of the advantages/disadvantages of their positions. Universal trends emerge, arising from difficulties created by the shortage of financial resources; from the non-viability of a managerialist discourse as a source of meaning; from the positive character of the university as a knowledge-generating organisation; and from the gendered satisfactions derived by men and women from occupying these senior leadership positions. Contingent trends include the tension between academic and managerial roles, which is strongest in the Portuguese collegial structures; while the negative impact on personal well-being is most apparent among the Australian respondents in the most managerialist structure. The paper concludes that assumptions that senior leadership positions are universally positive is not supported. It suggests that the attractiveness of these positions may be further reduced in increasingly managerialist contexts, with the challenge of diversity, so important to innovation and economic growth, being particularly acute.

Transforming university governance in Ukraine : collegiums, bureaucracies, and political institutions / Ararat L. Osipian / International Association of Universities [IAU] . - In: Higher Education Policy, v. 27, no. 1, pp. 65-84, March 2014

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : The massification of higher education in Ukraine is a fact, while financing the system is still an issue. External pressures from the central government and the market require changes in university governance. Europeanization of the educational system and adherence to the principles laid down by the Bologna Declaration add to already existing challenges faced by universities. This paper offers classification, typology, and portrayal of the higher education landscape in Ukraine, and elaborates on the complex intertwinement of state and higher education institutions. It considers universities as collegiums and bureaucracies, and suggests the university political system as a viable form of organizational structure for the task of reforming universities.

Wasting talent? Gender and the problematics of academic disenchantment and disengagement with leadership

/ Jill Blackmore . - In: Higher Education Research and Development, v. 33, no. 1, pp. 86-99, February 2014
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This paper examines the leadership in higher education in the context of massification, commercialisation, internationalisation, reduced funding and academic workforce demographics. The author's analysis suggests that the policy problematic has been wrongly conceptualised as disengagement with leadership due to the characteristics of the academic workforce. Instead, it is argued that the corporatisation of the academy has produced academic disenchantment due to managerial dominance, commercialisation and privatisation and disengagement with the dominant values, practices and images of university leadership. From the author's perspective, the intensification of academic labour and the lack of diversity in leadership discourage many women from aspiring to or achieving leadership.

You do not have to be the boss to be a leader: contested meanings of leadership in higher education / Andisorn Juntrasook . - In: Higher Education Research and Development, v. 33, no. 1, pp. 19-31, February 2014
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This article explores some of the meanings of leadership coexisting within the context of higher education. It draws on data from qualitative research carried out with academics in a university in New Zealand in 2010 concerning academics' career trajectories and leadership. Academics' narratives are chosen to illustrate four different and competing meanings of leadership to construct and claim their identities as particular types of leaders: Leadership as position; Leadership as performance; leadership as practice; and Leadership as a professional role model.

▪ Educational policy

Education and training in Europe 2020 - responses from the EU Member States / European Commission.
EURYDICE . - Luxembourg : Publications Office of the European Union, 2013 . - 110 p.
ISBN 978-92-9201-512-1

Abstract : This report presents a comparative analysis of national responses to the Europe 2020 priorities in the field of education and training. It concentrates on recent and forthcoming national reforms across several thematic areas that are of direct relevance for the Europe 2020 strategy: early school leaving, higher education, youth employment and vocational education and training and lifelong learning.

URL : http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/163EN.pdf

Browne and beyond : modernizing English higher education / Claire Callender, Peter Scott, Eds. . - London : Institute of Education Press, 2013 . - 221 p.
ISBN 97-1-78277-023-7

Abstract : This book examines the drivers and impacts of recent reforms in English higher education, and notably those introduced subsequent to the 2009 Brown Review concerning higher education funding and finance, the final Report in 2010 and the subsequent 2011 White Paper. Contributors examine the history and context as well as particular issues and themes, including: historical antecedents of the reforms; the limits to marketization and the commodification of higher education; the drivers behind social mobility and widening participation and the subsequent impact of tuition fees; the impact on part-time students; the entrance of new (specifically private) providers; the impact on institutional autonomy and academic freedom; and the impact on postgraduate education and research.

Classmark : GB-7 CAL

The state of higher education 2013 . - Paris : OECD IMHE, 2013. – 119 p.

Abstract : This report provides comparative data, shares key policy developments and provides analysis of current higher education developments and policy challenges relevant to institutional management. The report is designed to cover what is happening in higher education across countries, stimulate thinking and reflection about policy and practical challenges, and signal emerging trends and potential tensions. In the first section of the publication, three themes are analysed: Higher education returns and financing; Higher education, skills and employers' expectations; and Lessons from the feasibility study on the Assessment of Higher Education Learning Outcomes [AHELO]. The second section of the publication comprises five short articles from higher education experts on: institutional autonomy and academic freedom ; skill formation in higher education; e-learning and MOOCs; the impact of the global economic crisis on leadership and policy in higher education; and brain drain and higher education.

URL : <http://www.oecd.org/edu/imhe/StateofHigherEducation2013-ExecutiveSummary.pdf>

Shifting themes in OECD country reviews of higher education / Carrie P. Hunter . - In: Higher Education, v. 66, no. 6, pp. 707-723, December 2013

ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This paper reflects on the changes in the political economy and in OECD and explores how they might be related to changes in OECD discourse in higher education. Specifically, it examines country reviews of higher education systems conducted by OECD in the mid-1990s and the late-2000s for evidence of shifts in its higher education discourse. Instead of a softening of neoliberal perspectives, it finds a further entrenchment of assumptions associated with neoliberalization. It also describes what appears to be a deepening contradiction in the discourse concerning the private and public benefits of higher education. Finally, it reflects on how the contexts of the political economy as framed by OECDs discourse, affects its proposed goals and strategies for higher education. [Abstract from publisher]

A shift towards academic capitalism in Finland / Ilkka Kauppinen, Tuukka Kaidesoja / International Association of Universities [IAU] . - In: Higher Education Policy, v. 27, no. 1, pp. 23-41, March 2014

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This paper analyses the restructuring of Finnish higher education since the 1990s. It is argued that many reforms in Finnish universities since the 1990s, and especially in the early 2000s, have integrated Finnish universities more tightly with the new knowledge-based economy. As some recent empirical studies indicate, activities and practices related to academic capitalism remain, however, unevenly distributed among different disciplines, and workers in Finnish universities tend to experience increasingly contradictory demands.

URL : <http://www.palgrave-journals.com/hep/journal/v27/n1/abs/hep201311a.html>

Un processus de Bologne en Amérique latine ? / Jocelyn Gacel Avila / Campus France . - In: Repères, no. 17, pp. 1-6, Septembre 2013

ISSN 2117-8569

Abstract : This study examines the question of the relevance of a single model for harmonisation of higher education, such as the Bologna process, in Latin America which currently does not have a regional programme of integration. The different arguments in adopting such a system are explored. The author emphasises the differences in the higher education models between Europe and Latin America, specifically noting the large number of private institutions in the latter. She notes, however, that despite these differences, collaborative projects between Latin American and European institutions of higher education, such as the *Alfa Puentes* (Alpha Bridges) project, have been successful.

Dans le contexte actuel de l'absence d'un projet d'intégration régional en Amérique latine, ce dossier étudie la question de la pertinence d'un modèle unique d'harmonisation de l'éducation supérieure, comme celui de Bologne, en Amérique latine. Les prises de position d'une mise en place de d'un tel système, notamment l'harmonisation et la standardisation, sont explorées. L'auteur souligne les différences du modèle de l'enseignement supérieur dans les pays d'Amérique latine par rapport à l'Europe, notant spécifiquement le grand nombre d'établissements privés en Amérique latine. Elle note, cependant, que malgré ces différences de modèle éducatif, le succès des projets de collaboration entre mes institutions d'enseignement supérieur des pays Européens et latino-américains, comme le projet *Alfa Puentes*.

URL : http://ressources.campusfrance.org/publi_institu/agence_cf/reperes/fr/reperes_17_fr.pdf

White paper for post-school education and training : building an expanded, effective and integrated post-school system / South Africa. Department of Higher Education and Training . - Pretoria : Department of Higher Education and Training, 2013 . - 76 p.

ISBN 978-1-77018-713-9

Abstract : This White Paper sets out a vision for post-school education and training system to be achieved by 2030. Developed after consideration of responses to the Green Paper, it comprises sections on the main policy objectives, the college system, universities, private education provision, addressing disability, opening learning, linking education and the workplace, and the national qualifications framework.

URL : <http://www.che.ac.za/sites/default/files/publications/White%20Paper%20-%20final%20for%20web.pdf>

▪ Educational qualifications

Joint and double degree programs in the global context / Institute for International Education [IIE][USA] . - New York : IIE, 2011 . - 40 p.

Open Access

Abstract : Joint and Double Degree Programs in the Global Context, based on a survey conducted in 2011, assesses the

current landscape of joint and double degree programs and identifies the challenges, opportunities, motivations, and impact of developing such programs. The study presents findings from a global perspective, as well as country-specific trends for the six countries with the highest number of institutions responding to the survey: Australia, France, Germany, Italy, the UK, and the U.S. The results of the survey show that a growing number of universities around the world are developing joint and double degree programs, and that nearly two thirds of the institutions responding reported that they launched these new degree programs in the past decade. The study found that a development that largely started in Europe in the 1990s has now become an increasingly important global trend, with 95 percent of the nearly 250 respondents in 28 countries saying they want to develop more joint and double degree programs.

URL : <http://www.iie.org/Research-and-Publications/Publications-and-Reports/IIE-Bookstore/Joint-Degree-Survey-Report-2011>

▪ Educational quality

Declining higher education quality affects postsecondary choices : the Peruvian case / Juan F. Castro, Gustavo Yamada . - In: International Higher Education, no. 70, pp. 26-28, Winter 2013

ISSN 1084-0613

Abstract : This article examines the Peruvian higher education system, specifically student satisfaction with their degree programme or institution. The author analyses the different elements which may impact on this - the rapid expansion of the higher education institutions in Peru; faculty composition; degree offerings and investment and alignment with labour market needs.

URL : https://htmldbprod.bc.edu/prd/f?p=2290:4:0::NO:RP,4:P0_CONTENT_ID:119412

Running around in circles: quality assurance reforms in Georgia / Elene Jibladze . - In: Quality in Higher Education, v. 19, no. 3, pp. 343-357, 2013

Including abstract, bibl.

Abstract : This article investigates the implementation of a quality assurance system in Georgia as a particular case of 'Bologna transplant' in a transitioning country. In particular, the article discusses to what extent new concepts, institutions and models framed as 'European' have been institutionalised in Georgia. Based on an outcome analysis, the study concludes that reforms related to quality assurance have only produced façade effects and have locked the system at its inception phase, where it perpetually redefines itself rather than engages in ongoing improvements. This result contradicts the largely positive international assessments of the Georgian case in the realm of Bologna-inspired reforms and may provide other late-coming members to the Bologna process, especially those with previously centralised higher education systems, with the insights to avoid the same pitfalls.

Classmark : P

URL : <http://www.informaworld.com/smpp/title~db=all~content=t713443244~tab=issueslist>

Shaping performance : do international accreditations and quality management really help? / Stefano Nigsch, Andrea Schenker-Wicki / Association for Tertiary Education Management (Australia) [ATEM] . - In: Journal of Higher Education Policy and Management, v. 35, no. 6, pp. 668-681, 2013

Incl. abstract, bibl.

Abstract : In recent years, international accreditations have become an important form of quality management for business schools all over the world. However, given their high costs and the risk of increasing bureaucratisation and control, accreditations remain highly disputed in academia. This paper uses quantitative data to assess whether accreditations can help a business school to foster its research performance and consequently its reputation. On the basis of an international survey, the authors analyse how being accredited by the Association to Advance Collegiate Schools of Business (AACSB) or the European Quality Improvement System (EQUIS) affects the institutions' position in the Top 1000 Business School Ranking of the Social Science Research Network. We find that international accreditations are positively related to research performance, while other approaches to quality management do not exhibit any significant relationship to ranking positions. These results point to the importance of specific standards required by AACSB and EQUIS accreditations such as having a coherent strategy and employing highly qualified personnel.

Standards for quality? A critical appraisal of the Berlin Principles for international rankings of universities /

Ingemund Hägg, Linda Wedlin . - In: Quality in Higher Education, v. 19, no. 3, p. 326-342, 2013
Including abstract, bibl.

Abstract : This article discusses the principles developed to assure the quality of international ranking practices for higher education, the so-called Berlin Principles, and the role given to them in the higher education community. While the principles are generally regarded as proper quality assurance principles, they are problematic both in their content and form. This study examines the process leading up to the principles as well as their use, thereby highlighting some legitimacy problems with these principles and the potential impact this may have on the further development of the higher education field. The study is based on official documents and published material.

URL : <http://www.informaworld.com/smpp/title~db=all~content=t713443244~tab=issueslist>

The determinants of quality national higher education systems / Ross Williams, Gaétan de Rassenfosse, Paul Jensen, Simon Marginson / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 35, no. 6, pp. 599-61, December 2013

ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : This paper evaluates the performance of national higher education systems in 48 countries as measured with 20 variables grouped under the four headings of Resources, Environment, Connectivity and Output. Rankings within each module are then combined into an overall ranking. Using this method, the highest overall rankings were found for the United States followed by Sweden, Canada, Finland and Denmark. Relationships between different attributes are explored. Countries ranked highest on output tend to be ranked highly on resources. Research output is correlated with government funding, especially expenditure on research and development (R&D). The impact of the policy and regulatory environment is also examined. The weakest national systems are those with low government funding but high government control.

▪ Educational statistics

Assessing education data quality in the Southern African Development Community (SADC) / UNESCO Institute for Statistics [Canada] . - Montreal : UIS, 2014 . - 45 p. (UIS Information Paper, 21)

ISBN 978 92-9189-145-0

Abstract : This overview provides the key findings of assessments conducted between 2008 and 2011 in 12 Southern African Development Community (SADC) countries in order to review the quality of their education data - higher education included - using the Education-Data Quality Assessment Framework (Ed-DQAF) methodology. Chapters provide an overview of this methodology, major changes to the tool since the conclusion of the pilot exercises, and a regional synthesis of 12 country assessments for Botswana; Lesotho; Madagascar; Malawi; Mauritius; Mozambique; Namibia; South Africa; Swaziland; Zambia; Zimbabwe; and Tanzania.

URL : <http://unesdoc.unesco.org/images/0022/002261/226160e.pdf>

▪ Educational systems

Higher education in Portuguese speaking African countries : a five country baseline study / Patrício V. Langa . - Cape Town : African Minds, 2013 . - 105 p.

Open access . - ISBN 978-1-920677-03-9

Abstract : Published in collaboration with the Association for the Development of Education in Africa (ADEA). For each of the five countries (Angola, Cape Verde, Guinea-Bissau, Mozambique, and Sao Tome and Principe) analysed a country background, a background of higher education, trends in expansion, diversity and differentiation, changes in higher education governance, as well as information on financing higher education, and ICT in higher education are detailed.

URL : <http://www.africanminds.co.za/wp-content/uploads/2014/02/AM-HE-in-Lusophone-Africa-Text-and-Cover-web.pdf>

La Universidad en 30 años de Democracia / Argentina. Secretaría de Políticas Universitarias . - Buenos Aires : Ministry of Education, 2013 . - 80 p.

Abstract : This publication comprises 12 articles from faculty, researchers, rectors, administrative staff and economists.

URL : <http://portales.educacion.gov.ar/spu/sin-categoria/la-universidad-en-30-anos-de-democracia-2/>

L'enseignement supérieur en Colombie : une dynamique de changement favorable au développement de la

coopération / Bernado Rivera, Régis Guillaume / Campus France . - In: Repères, no. 18, pp. 1-5, Octobre 2013
ISSN 2117-8569

Abstract : This publication gives an overview of the Colombian higher education system and types of institution and the state of research in Colombian universities. Statistics detail student numbers, educational outcomes, scientific investment and production. Recent higher education policy in Colombia is outlined, and recommendations are made concerning quality of educational programmes, educational cooperation and equitable access in selection for entry to university.

URL : http://ressources.campusfrance.org/publi_institu/agence_cf/reperes/fr/reperes_18_fr.pdf

Mexique / Campus France . - Paris : Agence Campus France, 2013 . - 25 p. (Les dossiers de Campus France)
ISSN : 2117-8496

Abstract : Contents 1. Towards the internationalisation of Mexican higher education. 1.1. Higher education in Mexico. 1.2. Internationalisation: a strategy for improving the quality of teaching. 2. Mobility of Mexican students: strategies for promotion in a competitive environment. 2.1. Trends in mobility of Mexican students since 2006. 2.2 Cooperation programmes and promotion strategies in partner countries of Mexico. 3. A model for promoting France. 3.1. Mobility of Mexican students to France. 3.2. French-Mexican mobility partnerships. 3.3. French- Mexican scientific cooperation. 3.4. Actions of Campus France. 4. Perspectives: Propositions for developing French Mexican university cooperation.

1. Vers l'internationalisation de l'enseignement supérieur mexicain. 1.1. L'enseignement supérieur mexicain. 1.2. L'internationalisation: une stratégie pour améliorer la qualité de l'enseignement 2. la mobilité des étudiants mexicains: stratégies d'attractivité dans un environnement concurrentiel. 2.1. Evolution de la mobilité des étudiants mexicains depuis 2006. 2.2. Programmes de coopération et actions de promotion des pays partenaires du Mexique. 3. Le dispositif d'attractivité de la France. 3.1. La mobilité étudiante mexicaine vers la France. 3.2. Les programmes de mobilité de mobilité de la formation franco-mexicains. 3.3. La coopération scientifique franco-mexicaine. 3.4. Les actions de Campus France. 4. Perspectives: les orientations proposées pour développer a coopération universitaire franco-mexicaine.

URL : http://ressources.campusfrance.org/publi_institu/agence_cf/dossiers/fr/dossier_15_fr.pdf

Nigéria / Campus France . - Paris : Agence Campus France, 2013 . - 19 p. (Dossiers, no. 16)

Abstract : Contents. 1. Nigerian higher education . 1.1. The Nigerian higher education system. 1.2. Organisation of studies. Part 2. Internationalisation of Nigerian higher education. 2.1. Trends in mobility of Nigerian students since 2006. 2.2. Cooperation programme and actions promoting host countries for mobile Nigerian students. Part 3. Promoting France. 3.1. Mobility of Nigerian students to France. 3.2. French language and the cooperation network in Nigeria. 3.3. Actions taken by French companies. 3.4. Actions taken by Campus France.

1. L'enseignement supérieur nigérian. 1.1 Présentation du système d'enseignement supérieur nigérian; 1.2 Organisation des études. Part 2. L'internationalisation de l'enseignement supérieur Nigérian: 2.1. Evolution de la mobilité des étudiants nigériens depuis 2006. 2.2 Programme de coopération et actions de promotion des pays d'accueil des étudiants nigériens en mobilité. Part 3. Le dispositif d'attractivité de la France. 3.1 La mobilité des étudiants nigériens vers la France. 3.2. La francophonie et le réseau de coopération au Nigéria. 3.3. Les actions des entreprises françaises. 3.4. Les actions de Campus France

URL : http://ressources.campusfrance.org/publi_institu/agence_cf/dossiers/fr/dossier_16_fr.pdf

The diversification of post-secondary education / N. V. Varghese / UNESCO International Institute for Educational Planning [IIEP] . - Paris : IIEP, 2014 . - 128 p.
ISBN 978-92-803-1370-3

Abstract : he present volume on the diversification of post-secondary education (PSE) is based on the IIEP research programme on this topic. Studies were carried out in five countries in 2010 – Azerbaijan, Chile, the Republic of Korea, Malaysia and Nigeria – by national teams in each of them.

URL : <http://unesdoc.unesco.org/images/0022/002269/226981e.pdf>

▪ **Ethics**

Comparison of policies for academic integrity in higher education across the European Union / Irene Glendinning / Impact of Policies for Plagiarism in Higher Education Across Europe [IPPHEAE] . - Coventry : IPPHEAE, 2013 . - 44 p.

Abstract : This report provides an overview of the project survey "Impact of Plagiarism in Higher Education Across

Europe", which was funded by the European Union's Lifelong Learning Programme. The project aimed to establish how the difficult and growing problem of student plagiarism was being tackled by Higher Educational Institutions across Europe and beyond. The survey focused on policies and procedures for detecting and handling cases of student plagiarism; whether the current policies and procedures were working; what was being done to prevent student plagiarism; how policies and procedures were determined, monitored, reviewed and updated; Management and teaching staff perspectives. Summaries of the findings for each country are detailed a comparison of the results is used to define the maturity of each country in terms of the responses captured about academic integrity systems and policies in higher education.

URL : http://ippheae.eu/images/results/2013_12_pdf/D2-3-00%20EU%20IPPHEAE%20CU%20Survey%20EU-wide%20report.pdf

Legality, quality assurance and learning: competing discourses of plagiarism management in higher education / Wendy Sutherland-Smith / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - **In:** Journal of Higher Education Policy and Management, v. 36, no. 1, pp. 29-42, February 2014

ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : Plagiarism management is an ongoing issue of quality assurance and risk management. Plagiarism management discourses are often framed by legal concepts of authorial rights, and plagiarism policies outline penalties for infringement. Learning and teaching discourses argue that plagiarism management is, and should remain, a learning and teaching issue and press for more student-centred approaches to plagiarism management. After outlining plagiarism management contexts from the United Kingdom, Australia and Sweden to provide a sense of international work in the area, this article proposes a learner-centred quality assurance model for plagiarism management. The proposed model refocuses on the learner and classroom practices in quality assurance processes. It offers a framework utilising learning, teaching and internal institutional research on plagiarism management to inform overall university policy.

The ethics and politics of ethics approval / Tim Batin, Dan Riley . - **In:** Australian Universities Review, v. 56, no. 1, pp. 4-12, 2014

Open access . - ISSN 0818-8068

Abstract : This article uses a case study to debate how to address ethics approval processes at a university in Australia. The case study concerns a research project that obtained ethics approval but which subsequently had the approval suspended. In this context, the article examines the weaknesses of the present ethics approval system in Australian higher education, and in particular concerning the role of the institution.

URL : http://issuu.com/nteu/docs/aur_56-019

▪ **Industry and education**

Open for business, on what terms? An analysis of twelve collaborations of Canadian universities and corporations, donors and governments / Canadian Association of University Teachers [CAUT] . - Ottawa : CAUT, 2013 . - 192 p.

Abstract : This publication examines 12 research and programme collaboration agreements between universities, corporations, donors and government to determine if universities have protected their academic integrity.

URL : <http://www.caut.ca/docs/default-source/academic-freedom/open-for-business-%28nov-2013%29.pdf?sfvrsn=4>

Enterprise education and entrepreneurial learning [Special issue] / Naoli Birdthistle, Briga Hynes, Pauric McGowan, Laura Galloway . - **In:** Industry and Higher Education, v. 27, no. 6, pp. 405-510, December 2013

ISSN 0950-4222

Abstract : Contents: Enterprise education and entrepreneurial learning: Introduction (Birdthistle, Naomi and Hynes, Briga and McGowan, Pauric and Galloway, Laura); The contribution of momentary perspectives to entrepreneurial learning and creativity (Rae, David); From the zoo to the jungle: narrative pedagogies and enterprise education (Costin, Yvonne and Dodd, Sarah Drakopoulou and Hynes, Briga and Lichrou, Maria); How enterprise education can promote deep learning to improve student employability (Moon, Rob and Curtis, Vic and Dupernex, Simon); Teaching entrepreneurship to university students through experiential learning: A case study (Mason, Colin and Arshed, Norin); The need to deliver higher-order skills in the context of marketing in SMEs (Copley, Paul); SME non-executive directors: having one and being one (Gordon, Ian); The student business plan: useful or not? (Jones, Colin and Penaluna, Andy and Matlay, Harry and Penaluna, Kathryn); Towards a good practice model for an entrepreneurial HEI: Perspectives of

From the zoo to the jungle : narrative pedagogies and enterprise education / Yvonne Costin, Sarah Drakopoulou Dodd, Briga Hynes, Maria Lichrou . - In: *Industry and Higher Education*, v. 27, no. 6, pp. 421-432, December 2013
ISSN 0950-4222

Abstract : This study analyses a novel pedagogical interaction which embraces the narrative aspects of entrepreneurial learning by encouraging students to review and relate their experiences of enterprise education critically and to reflect on how those experiences prepare them for an entrepreneurial career. The study highlights the value of experimenting with more embedded ways of teaching entrepreneurship that resonate with the lived experience of entrepreneurs. In light of their analysis, the authors offer recommendations on how to incorporate entrepreneurial learning mechanisms as part of the education of future entrepreneurs.

How enterprise education can promote deep learning to improve student employability / Rob Moon, Vic Curtis, Simon Dupernex . - In: *Industry and Higher Education*, v. 27, no. 6, pp. 433-448, December 2013
ISSN 0950-4222

Abstract : This paper focuses on identifying the approaches students take to their learning, with particular regard to issues of enterprise, entrepreneurship and innovation when comparing the traditional lecture format to a more applied, practice-based case study format. The notions of deep and surface learning are used to explain student learning. More active methods of teaching (such as discussion and case studies) promote a deep approach; and work elsewhere has suggested that these methods are more effective than lectures for the promotion of thought. For this study, questionnaire surveys were used to determine whether there was a difference in approach to learning between most and least beneficial course modules, and between the lecture-based and more applied, practice-based case study formats. The findings indicated that deeper learning results from a more active approach, with students who adopted deeper learning being better able to apply their learning in different entrepreneurial contexts.

Industrial and academic collaboration : hybrid models for research and innovation diffusion / Sara de Freitas, Igor Mayer, Sylvester Arnab, Ian Marshall / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: *Journal of Higher Education Policy and Management*, v. 36, no. 1, pp. 2-14, February 2014
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : This paper explores how, new academic industrial models for research collaboration based upon specific technological expertise and knowledge can be developed as potential mechanisms for preserving and extending central university research infrastructure. The paper explores two case studies that focus upon the new serious games sector at Coventry University (United Kingdom) and at the Delft University (Netherlands). The authors note the benefits of such academic-industrial collaborations as sustained intellectual property development and publication opportunities for academics, employment creation, accelerated development and real commercial benefits for industrial partners.

Teaching entrepreneurship to university students through experiential learning : a case study / Colin Mason, Norin Arshed . - In: *Industry and Higher Education*, v. 27, no. 6, pp. 449-463, December 2013
ISSN 0950-4222

Abstract : This paper provides a case study of an experiential learning assignment that formed an important part of a first-year entrepreneurship course in a Scottish university. It describes how the assignment was designed, what activities were undertaken by students and, using their learning reflections for evidence, identifies the learning outcomes and the effect on entrepreneurial intent, motivations and capabilities. The evidence suggests that the assignment was an effective learning experience for the students, complementing and reinforcing prior classroom learning through application. It facilitated learning about the real world of the entrepreneur, something which would otherwise not have been possible, and had a positive impact on entrepreneurial intentions.

Towards a good practice model for an entrepreneurial HEI : perspectives of academics, enterprise enablers and graduate entrepreneurs / Perri Williams, Mary Fenton . - In: *Industry and Higher Education*, v. 27, no. 6, pp. 499-506, December 2013
ISSN 0950-4222

Abstract : This paper reports on an examination of the perspectives of academics, enterprises and graduate

entrepreneurs of an entrepreneurial higher education institution (HEI) in Ireland. The research was conducted among 30 graduate entrepreneurs and 15 academics and enterprise “enablers” (enterprise development agency personnel). While acknowledging the presence of initiatives to promote entrepreneurship, the graduate entrepreneurs believed that the HEI does not prepare students for self-employment because of the academic nature of entrepreneurship education (EE), and because a 'one size fits all' approach. However, they conceded that graduate enterprise programmes provided them with the necessary 'breathing space' to develop their businesses. While this paper provides a nuanced understanding of what constitutes good practice, the authors concede that there is no formulaic blueprint for an entrepreneurial HEI. They conclude that the notion of an entrepreneurial HEI may yet be a step too far for many institutions, because entrepreneurship has yet to gain legitimacy, particularly in the Irish HE sector.

▪ Information and Communication Technologies

Beyond MOOCs : sustainable online learning in institutions / Li Yuan, Stephen Powell, Bill Olivier / Centre for Educational Technology, Interoperability and Standards [UK] . - Bolton : CETIS, 2014 . - 20 p.

Abstract : This paper discusses how lessons learned from running MOOCs can be applied within institutions to offer flexible opportunities for learners and new revenue streams

URL : <http://publications.cetis.ac.uk/wp-content/uploads/2014/01/Beyond-MOOCs-Sustainable-Online-Learning-in-Institutions.pdf>

Copyright in the digital age : LIBER Position Statement / Association of European Research Libraries [LIBER] . - LIBER, 2013 . - 3 p.

Abstract : This position statement by the Association of European Research Libraries states that copyright should foster, not hinder, innovation and competitiveness; access to and use of publicly funded research should not be unduly restricted by copyright; and preservation of, and access to, cultural heritage must be supported by copyright exceptions.

URL : http://libereurope.eu/sites/default/files/LIBER%20copyright%20position%20statement_2.pdf

Le livre blanc de l'Agence universitaire de la Francophonie sur le numérique éducatif dans l'enseignement supérieur / Agence Universitaire de la Francophonie [AUF] . - Montreal : AUF, 2013 . - 48 p., 48 p., 2013
Open access

URL : <https://ag2013.auf.org/media/uploads/at3-numerique-livreblanc2013v2.pdf>
; <http://ific.auf.org/rubrique18.html>

A comparative analysis of e-learning policy formulation in the European Union and the United States : discursive convergence and divergence / Elizabeth Roumell Erichsen, Florin D. Salajan / Comparative and International Educational Society . - In: Comparative Education Review, v. 58, no. 1, pp. 135-165, February 2014
ISSN 0010-4086

Abstract : This study develops a framework that compares the content and purposes of “federal” level European Union (EU) and United States (US) e-learning policy to ascertain trends, patterns, and points of convergence and divergence in the period 1994–2010. It reveals that the EU and US are applying similar rhetoric for policy framing, justification, provisions, mechanisms, and incentives for e-learning. However, the actual policies vary due to the structural differences between the governing regimes.

Exploring ways that ePortfolios can support the progressive development of graduate qualities and professional competencies / Margaret Faulkner, Syed Mahfuzul Aziz, Vicki Waye, Elizabeth Smith . - In: Higher Education Research and Development, v. 32, no. 6, pp. 871-887, December 2013
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This article reports on a research project at University of South Australia which explored how ePortfolios might enhance this learning environment with a focus on aligning standards, Graduate qualities and professional requirements. This paper outlines approaches taken in Engineering and Law undergraduate programmes using two different ePortfolio tools. The authors sought to discover if this would empower learners to articulate their achievements and to understand professional frameworks. Lessons learned and evaluation data are presented, along with recommendations to support a progressive developmental approach across programmes

▪ Rankings

Journal rankings and interdisciplinarity / European Council of Doctoral Candidates and Junior Researchers [Eurodoc] . - Brussels : Eurodoc, 2014 . - 11 p.

Abstract : This policy paper stresses the importance of interdisciplinary ranking system at European level. According to the paper, current studies undervalue interdisciplinary efforts. The policy paper suggests alternative interdisciplinary measuring devices.

URL :

https://www.dropbox.com/s/k12zu58ze3x4p5x/Eurodoc_Dual%20Career%20Services%20for%20ESRs_Feb%202014.pdf

Rectifying an honest error in world university rankings: a solution to the problem of indicator weight discrepancies / Kaycheng Soh / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 35, no. 6, pp. 574-585, December 2013

ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : According to this paper, discrepancies between indicator weights provide misleading information as to the relative importance of the indicators. As a follow-up to two earlier studies, data from three ranking systems were re-analysed - The Academic Ranking of World Universities (ARWU), Quacquarelli Symonds World University Ranking (QSWUR) and Times Higher Education World University Rankings (THEWUR) . Discrepancies were found in the three ranking results, and the problem was rectified by applying score standardisation via T-scaling. The universities were then ranked on the new T-score, which reflect the systems' indicator weights. Implications for future use of ranking results and refinement of the ranking procedure are discussed.

▪ Student behaviour

The tertiary debate : a case study analysis of factors considered when applying for university entry by traditional age school leavers in Brisbane / Fiona Harden, Gabrielle Davis, Kerrie Mengersen . - In: Australian Universities Review, v. 56, no. 1, pp. 39-46, 2014

ISSN 0818-8068

Abstract : This article is based on a study of secondary school leavers in a city in Australia, using focus groups and an online survey. A systems model and a network analysis was used to represent the factors, and their interactions, contributing to a student's choice of university. The results showed that the major factors contributing to traditional school leavers' choice of university are campus desirability, student suitability and employability.

URL : http://issuu.com/nteu/docs/aur_56-01#

▪ Student satisfaction

A passion for learning: the student experience at Russell Group universities / The Russell Group [United Kingdom] . - London : Russell Group, 2014 . - 52 p.

Abstract : This report explores its universities learning environment and student support in United Kingdom Russell Group universities.

URL : <http://www.russellgroup.org/StudentExperienceatRussellGroupuniversities.pdf>

Making sense of higher education : students as consumers and the value of the university experience / Tony Woodall, Alex Hiller, Sheilagh Resnick / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 1, pp. 48-67, February 2014

ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : In the global university sector competitive funding models are progressively becoming the norm, and institutions/courses are frequently now subject to the same kind of consumerist pressures typical of a highly marketised environment. In the United Kingdom, for example, students are increasingly demonstrating customer-like behaviour and are now demanding even more 'value' from institutions. Value, though, is a slippery concept, and has proven problematic both in terms of its conceptualisation and measurement. This article explores the relationship between student value and higher education, and, via study in one United Kingdom business school, suggests how this might be better understood

and operationalised. Adopting a combined qualitative/quantitative approach, this article also looks to identify which of the key value drivers has most practical meaning and, identifies a value-related difference between home and international students. (Abstract from publisher)

Student welfare

Bullying at a university : students' experiences of bullying / Hanna-Maija Sinkkonen, Helena Puhakka, Matti Meriäinen / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 39, no. 1, pp. 153-165, February 2014
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This study focuses on bullying at a Finnish university. It is based on an e-questionnaire sent to each university students and 27% of these students (2,805) responded. According to the results, 5% of the university students who responded had experienced either indirect public bullying or direct verbal bullying on campus. In most cases, the bully was another student, although almost as often a member of the teaching personnel was reported to be the bully. Bullied students had resolved the unpleasant situations by using either active or passive responses. One example of an active response was to interrupt studies or avoid situations in which bullying occurred. Passively, students responded by submitting to the bullies, which resulted in psychic symptoms such as weakening of capacity, motivation and self-confidence, low spirits and even depression.

Incidencia de los hábitos de ocio y consumo de drogas sobre las medidas de prevención de la drogadicción en universitarios / Ramón Tirado-Morueta, Ignacio Aguaded-Gómez / Universidad Nacional de Educación a Distancia [UNED][Spain] . - **In:** Educación XX1, v. 16, no. 2, pp. 137-160, 2013
Open access article . - ISSN 1139-613X

Abstract : By using data relating to student leisure activities and drug consumption habits, this study aims to identify different university subgroups in order to define drug prevention strategies that fit in with students' tastes and interests. The K-means clustering method was used to identify six distinctive student clusters which are internally stable for drug consumption habits and leisure activities. Significant relationships were found between the cluster type and the students preferred preventive strategies. The results showed that cultural and sporting activities available are attractive to subgroups that play sports and/or enjoy cultural activities, while those clusters that are more passive in their leisure time prefer strategies which are more directly preventive in nature. The authors conclude that all these methods must be seen within the framework of a universal prevention strategy that considers the diversity of the student community and is sensitive to its demands.

URL : <http://e-spacio.uned.es/revistasuned/index.php/educacionXX1/article/view/10336>

▪ Teaching

Challenging perspectives on learning and teaching in the disciplines : the academic voice / Kerri-Lee D. Krause / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 39, no. 1, pp. 2-19, February 2014
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This article reports on a study of academic staff perspectives on disciplinary communities and skill development in disciplinary contexts. Fifty-five academic staff were interviewed across eight disciplines in four Australian universities. Responses of historians and mathematicians are the focus of this article. A socio-constructivist framework informed analysis of academics' views about disciplinary cultures and skill development in disciplinary settings. Findings highlight discipline-based patterns in staff views about the value of generic skills in the curriculum. However, there was no apparent disciplinary effect in academics' views about belonging to a teaching community. Rather, sociocultural forces, particularly at the department level, appear to play the strongest role in this regard. The article argues for the influence of sociocultural factors on academics' perceptions of disciplinary tribes and territories in a changing policy environment. It has implications for institutional leaders and academic practitioners, highlighting challenges for supporting academic staff in disciplinary teaching communities.

Does size matter? The impact of student-staff ratios / Gael McDonald / Association for Tertiary Education

Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 35, no. 6, pp. 652-667, December 2013
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : Student-staff ratios (SSRs) in higher education have a significant impact on teaching and learning and critical financial implications for organisations. While SSRs are often used as a currency for quality both externally for political reasons and internally within universities for resource allocations, there is a considerable amount of ambiguity over the actual impact of SSRs and whether a low SSR is reflective of better education outcomes. To provide insight into the importance of SSRs, this article reviews the existing literature looking at both an Australian and international context. It explores the impact of SSRs from three perspectives: (1) learning outcomes; (2) staff workloads and wellbeing; and (3) organisation reputation and funding. This article concludes by proposing a range of recommendations to improve SSRs in the tertiary education sector. [Abstract from publisher]

Leadership of teaching for student learning in higher education: what is needed? / Kathleen M. Quinlan . - In: Higher Education Research and Development, v. 33, no. 1, pp. 32-45, February 2014
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This paper presents a model of leadership that integrates various elements needed to create universities that intentionally promote holistic student learning and development. The model links organisational development, the development of leaders as people who are in relationship with other members of the community (transformative leadership), and knowledge of teaching and learning. The paper highlights the content and context of leadership, emphasising not leadership or even leadership in higher education generally, but leadership of teaching (by explicitly including knowledge and evidence related to teaching and learning) for student learning.

Using group projects as a strategy to increase cooperation among low- and high-achieving students / Pham Thi Hong Thanh . - In: Higher Education Research and Development, v. 32, no. 6, pp. 993-1006, December 2013
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This study aims to investigate the perceptions, interactions and behaviours of different-ability students when they worked on different types of assessments. Two classes of 145 students in a University in Viet Nam (Ho Chi Minh) participated in this three-month study. The students were assigned to mixed-ability groups, each of which consisted of five students. The results show that assessment designed as a group project helped close the gap in communication and interactions between different-ability students within groups. When the students engaged with assessment as a group project, all levels of performers increased productive learning behaviours and provided more relevant verbal help and assistance to each other. Importantly, this type of assessment created various opportunities for the low performers to participate in, and make a contribution to, group tasks. As a result, all group members became interested in working with others. They perceived cooperative learning groups as being enjoyable and fun.
