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International Bibliographic Database on Higher Education

December 2015 / décembre 2015

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HEDBIB
International Bibliographic Database on Higher Education
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COLLECTIONS	
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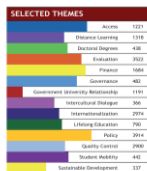
Presentation

Welcome to the December 2015 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, and receives contributions from UNESCO Headquarters and UNESCO International Institute for Educational Planning (IIEP); Southern African Regional Universities Association (SARUA); Union de Universidades de América Latina (UDUAL); Higher Education South Africa (HESA); Associació Catalana d'Universitats Públiques (ACUP).

The first part of *New in HEDBIB* reflects the IAU priority themes: Equitable Access and Success in Higher Education; Higher education and Social Responsibility / Education for All; Information and Communication Technologies; 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. The next edition of *New in HEDBIB* will be released on June 1st, 2015.

New in HEDBIB is sent to IAU Members and partner organizations and 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

Rethinking education : towards a global common good? = **Repenser l'Éducation : Vers un bien commun mondial ? = Replantear la educación: ¿Hacia un bien común mundial?** / UNESCO . - Paris : UNESCO Publishing, 2015 . - 84 p.
ISBN 978-92-3-100088-1

Abstract : This book is intended as a call for dialogue. It is inspired by a humanistic vision of education and development, based on respect for life and human dignity, equal rights, social justice, cultural diversity, international solidarity and shared responsibility for a sustainable future. It proposes that we consider education and knowledge as global common goods, in order to reconcile the purpose and organisation of education as a collective societal endeavor in a complex world.

URL : http://unesdoc.unesco.org/images/0023/002325/232555e.pdf (English)
http://unesdoc.unesco.org/images/0023/002326/232696f.pdf (French)
http://unesdoc.unesco.org/images/0023/002326/232697s.pdf (Spanish)
http://unesdoc.unesco.org/images/0023/002325/232555r.pdf (Russian)
http://unesdoc.unesco.org/images/0023/002325/232555c.pdf (Chinese)
http://www.unescocat.org/fitxer/3683/Repensar (Catalan)

UNESCO Science Report : Towards 2030 / UNESCO . - Paris : UNESCO Publishing, 2015 . - 816 p.
Open access

Abstract : Written by more than 50 experts each covering a country or region, the report contain information on trends and developments in science, technology and innovation policy and governance between 2009 and mid-2015. One finding is that the number of researchers in the world has risen by 21% to 7.8 million since 2007 with a corresponding explosion of publications.

URL : http://unesdoc.unesco.org/images/0023/002354/235406e.pdf

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Ensuring quality in cross-border higher education : implementing the UNESCO OECD Guidelines / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2015 . - 129 p.

Abstract : Based on a survey about national practices in cross-border higher education, this report monitors the extent to which 32 OECD non-OECD countries comply with the Guidelines and Recommendations.

URL : http://www.keepeek.com/Digital-Asset-Management/oecd/education/ensuring-quality-in-cross-border-higher-education_9789264243538-en#page21

Draft preliminary report concerning the preparation of a Global Convention on the Recognition of Higher Education Qualifications / UNESCO . - Paris : UNESCO, 2015 . - 34 p

Abstract : This draft report presents the current global trends in higher education; the revitalisation of the process towards a Global Convention; the aims, limits and basic principles of such a Convention; and the main challenges and administrative issues to be faced.

URL : http://unesdoc.unesco.org/images/0023/002347/234743e.pdf

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IAU Themes

▪ Equitable Access and Success in Higher Education

The right to education for persons with disabilities : overview of the measures supporting the right to education for persons with disabilities reported on by Member States / UNESCO . - Paris : UNESCO Publishing, 2015 . - 118 p.

Abstract : This report is derived from the Eighth consultation on the implementation of the Convention and Recommendation against Discrimination in Education that were conducted between 2011 and 2013. It covers the period from 2006 to 2011. Intended to serve as a practical tool for both advocacy and monitoring, it highlights the progress and challenges reported by over 40 Member States for education opportunities for persons with disabilities.
URL : http://unesdoc.unesco.org/images/0023/002325/232592E.pdf

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University access for disadvantaged children : a comparison across countries / John Jerrim, Anna Vignoles . - **In:** Higher Education, v. 70, no. 6, pp. 903-921, December 2015
ISSN 0018-1560 . - Online ISSN 1573-174X
Abstract : This paper considers whether certain countries are particularly adept (or particularly poor) at getting children from disadvantaged homes to study for a bachelor's degree. Four English-speaking countries (England, Canada, Australia and the USA) are compared, with controls for comparable measures of academic achievement at age 15. The results suggest that socioeconomic differences in university access are more pronounced in England and Canada than Australia and the USA and that cross-national variation in the socioeconomic gap remains even once we take account of differences in academic achievement. (Abstract adapted from publisher)

Africa

Barriers to access to and success in higher education : intervention guidelines / J. G. Maree . - **In:** South African Journal of Higher Education, v. 29, no. 1, pp. 390 - 411, 2015
ISSN 1011-3487
Abstract : This article surveys the extent and possible causes of low throughput rates in higher education in South Africa. It draws on the results of recent research projects to design intervention guidelines aimed at facilitating access to and success in higher education. An integrated, qualitative and qualitative approach is recommended, including both individual approaches with students in higher education and with students in secondary education; recommendations for teaching practices with disadvantaged students; and national policy recommendations.

Promoting access to higher education in an unequal society / E. Walton, B. Bowman, R. Osman . - **In:** South African Journal of Higher Education, v. 29, no. 1, pp. 262 - 269, 2015
ISSN 1011-3487
Abstract : This article discusses access and throughput in South African higher education, showing how these continue to be racially skewed, and linked to an inequitable education system. The authors argue that attempts to address these inequities by some of the intervention programmes that are offered at tertiary level do not always achieve their intended goals, and that interventions are increasingly being sought at secondary school level. The authors point to three issues which they see as important in mapping the way forward, namely: the need to acknowledge that injections of finance may secure access, but do not necessarily secure success; a concern about the proliferation and fragmentation of interventions which do not ultimately have systemic impact; and the need for multi-site, multi-method and longitudinal studies that track students' experiences through university and beyond.

Arab States

Female empowerment in Iran : the voice of Iranian university students / Somayeh Fereidouni, Golmar Mehran, Yasdan Mansourian . - **In**: Higher Education Quarterly, v. 69, no. 4, pp. 366 -385, October 2015

Abstract : In line with global trends, the rate of Iranian female students' enrolment in higher education has increased. However, some policy makers have been concerned about this and without considering the female voice, they have implemented strategies to balance the labour market, which has led to a decrease in female students in certain majors. The results of an empirical study showed that going to university is the primary route to empowerment for girls in Iran. The study into the meaning of empowerment adopted a qualitative approach using unstructured in-depth interviews with 80 Iranian female university students from seven provinces of Iran. The narrative responses were analysed using content analysis and grounded theory. The results of this study led to develop a new theory called "Female Empowerment through Higher Education", which has several key constituents of female empowerment including: social presence, the power to make decision, autonomy, education and building up a new value framework. (Abstract from publisher)

Asia and the Pacific

Does accelerating access to higher education lower its quality? The Australian experience / Tim Pitman, Paul Koshy, John Phillimore . - **In:** Higher Education Research and Development, v. 34, no. 3, pp. 609 - 623, June 2015
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : In the pursuit of mass higher education, fears are often expressed that the quality of higher education suffers as access is increased. This quantitative study considers three proxies of educational quality: (1) prior academic achievement of the student, (2) attrition and retention rates and (3) progression rates, to establish whether educational quality suffers when supply is significantly increased. The period of analysis (2009–2011) saw just such an increase in higher education places in Australia, as universities prepared for the removal of all caps on undergraduate domestic student places in 2012. Our analysis reveals that, whilst widening access results in more students with lower levels of academic achievement entering higher education, this does not necessarily equate to a lowering of educational quality. Furthermore, although on average student progression rates dropped slightly, retention rates actually increased in the majority of universities, suggesting high levels of student perseverance. In addition, there were already wide variations in attrition and progression rates between universities, and the changes observed between 2009 and 2011 did not lead to substantial alterations.

Europe and North America

Equality in higher education : statistical report 2015 / Equality Challenge Unit [United Kingdom] . - London : Equality Challenge Unit, 2015 . - (2 vol. 306, 238 p.)

Abstract : Equality in higher education: statistical report 2015 aims to focus attention on areas where the higher education sector needs to act to achieve an inclusive culture for all staff and students in the UK. The report presents an analysis of the gender, ethnicity, disability and age profiles of the higher education workforce (Part 1: staff) and full and part-time students (Part 2: students) during the 2012/13 academic year.
URL : http://www.ecu.ac.uk/wp-content/uploads/2015/11/2015-10-ECU_HE-stats-report_staff_final_without-comma.pdf (Part 1)
http://www.ecu.ac.uk/wp-content/uploads/2015/11/2015-10-ECU_HE-stats-report_students_final_without-comma.pdf (Part 2)

Academic and cultural experiences of covered women in Turkish higher education / Fatma Nevra Seggie . - **In:** Comparative Education, v. 51, no. 4, November 2015
ISSN 0305-0068

Abstract : This qualitative study examines the educational and cultural experiences of 12 covered female students attending Turkish state universities in the academic year 2014–2015 and compares how they engage both academically and culturally on university campuses after the lifting of the headscarf ban. Findings indicate that covered students seem to attend academic and extra-curricular activities and use campus facilities but socialise mostly among themselves and feel a sense of tension as a result of the disturbing remarks, looks, and comments of other students. Although the results hint at a healthier campus climate compared to the climate during the time of the headscarf ban, the socialisation patterns of these women imply that students on campuses are together but separate. Another implication of the study is

the emergence of a new version of the ban, an informal ban, as a result of the behaviour and attitude of others, which might potentially harm the university experiences of students. (Abstract from publisher)

Opening the gates or coping with the flow? Governing access to higher education / Romulo Pinheiro, Dominik Antonowicz . - **In:** Higher Education, v. 80, no. 3, pp. 299 - 313, September 2015

Abstract : The authors trace the historical development of the ways in which governments in Norway and Poland, have attempted to steer developments. Three access waves or phases are identified and contextualised, by illuminating dominant policy logics and tensions. The analysis suggests that 'coping with the flow' reflects a continuous attempt to instrumentalise higher education and make it serve different political goals: equity, efficiency, and responsiveness. As for the institutions, these have either resisted or embraced government-led initiatives while protecting their institutional autonomy. The article provides empirical evidence of the fact that the two countries have undergone similar waves and policy measures, yet these have resulted in distinct institutional responses due to national peculiarities, history, local politics, and deeply rooted academic traditions.

- ### Higher Education and Social Responsibility / EFA

Local identities and global citizenship : a message from Catania and challenges for universities / Pascal International Observatory . - Glasgow : Pascal International Observatory, 2015 . - 5 p.

Abstract : This Sixth Big Tent Global Communiqué on Higher Education and Engagement resulted from the 12th PASCAL Observatory Conference in October 2015 at the University of Catania, Sicily. Its theme was Connecting Cities and Universities at Strategic Frontiers. These include knowledge and political frontiers, and each is linked to global challenges that englobe employment, migration, health, food security, culture and climate change.
URL : http://conference.pascalobservatory.org/sites/default/files/bt-vi_oct_11.pdf

Progress and potential : higher education playing its part in the Sustainable Development Goals / Association of Commonwealth Universities [ACU] . - London : ACU, 2015 . - 8 p.

Abstract : This report is published in the framework of ACU's campaign The world beyond 2015, is higher education ready?
URL : https://beyond2015.acu.ac.uk/about/final-reports

Transformation or continuation? a critical analysis of the making of the post-2015 education agenda / Charis Enns . - In: Globalisation, Societies and Education, v. 13, no. 3, pp. 369-387, September 2015
ISSN 1476-7724 . - Online ISSN 1476-7732

Abstract : During the Global Thematic Consultation on Education in the Post-2015 Development Agenda, participants involved emphasised education as a societal good and a fundamental human right. Participants also highlighted the importance of education in addressing broader global challenges, stating that education and learning should be transformative and foster global citizenship, thereby assuming its central role in helping people to forge more just, peaceful, tolerant and inclusive societies. Such discourse suggests a shift in the objectives and priorities of global education in the post-2015 context. Is it possible that the post-2015 education agenda will represent a counter-hegemonic vision for global education? This paper analyses the Global Thematic Consultation on Education in the Post-2015 Development Agenda to offer a preliminary answer to this question. (Abstract adapted from publisher)

Europe and North America

One and two equals three? The third mission of higher education institutions / Romulo Pinheiro, Patrício V. Langa, Attila Pausits . - **In:** European Journal of Higher Education, v. 5, no. 3, September 2015
ISSN 2156-8235

Abstract : Universities do not want to be regarded as isolated and separated islands from their surrounding communities and have therefore developed internal mechanisms to bridge their activities with the needs and expectations of external actors. In this paper, the authors take stock of recent scholarly work and ongoing debates surrounding universities' third mission. Broadly speaking, third mission refers to the changing roles and functions of universities which, despite recent developments, have always been a matter of debate amongst academics and society at large.

Rethinking the third mission : UK universities and regional engagement in challenging times / Yann Lebeau, Allan Cochrane . - **In:** European Journal of Higher Education, v. 5, no. 3, pp. 250-263, September 2015
ISSN 2156-8235

Abstract : Drawing on the experiences and statements of two universities, this article sets out to relate current trends and discourses of engagement of UK higher education institutions with their regional environment in the context of major policy shifts in HE and in regional governance. The third mission is considered as an aspect of what universities do in place and in relation to other place-based agencies. In this process of exploration, we attempt to identify adjustment behaviours and discourses in contrasting regional contexts and to relate them to the unequal power of universities and to their structural embeddedness in a local socio-economic and policy fabric.

- **Information and Communication Technologies (ICTs)**

Asia and the Pacific

Quality assurance in Asian open and distance learning : policies and implementation / Ojat Darojat, Michelle Nilson, David Kaufman / Commonwealth of Learning [COL][Canada] . - Vancouver : COL, 2015 . - 22 p.

Abstract : Focusing on quality assurance development and implementation in learner support services, the study explores QA policies, supporting management practices and structures, and the influence of internal and external environmental factors, as identified through a thematic analysis of data from semi-structured interviews and policy documents.
URL :
http://oasis.col.org/bitstream/handle/11599/1700/2015_JL4Dv2n2_DarojatNilsonKaufman_QualityAssurance.pdf?sequence=1&isAllowed=y

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The economics of MOOCs and their interrelationship to competitiveness and cohesiveness: the case of Israel /
Iris BenDavid-Hadar . - **In:** Higher Education Review, v. 47, no. 3, pp. 75 - 92, Summer 2015
ISSN 0018-1609
Abstract : The paper argues that Massive Open Online Courses (MOOCs), as a new factor in the global higher education landscape, change the dynamics of state competitiveness and cohesiveness. The economic discussion addresses MOOCs as a Pareto improvement. As such, it addresses the competitive ability of the state through its production, since the possibility frontier is broader when compared to the pre-MOOCs era. However, this discussion fails to addresses the issue of maintaining state social cohesiveness. This paper develops a theoretical model that addresses these changes, taking into account the short run and long run dynamics, and concludes with policy recommendations for countries aiming to sustain their competitiveness while maintaining social cohesiveness. (Abstract adapted from publisher)

Asia and the Pacific

Managing international branch campuses : what do we know? / Nigel Healey . - **In:** Higher Education Quarterly, v. 69, no. 4, pp. 386-409, October 2015

Abstract : There are now over 200 international branch campuses (IBCs) across the world, mostly in the Middle East and East and South-east Asia. Despite the growing numbers of IBCs and the considerable financial and reputational risk they pose to their home universities, relatively little is known about the challenges of managing these foreign outposts. This paper reviews the growing, but still fragmented, literature in this increasingly important sector of higher education. It finds that managers of IBCs are faced with a range of challenges, which primarily stem from dealing with key stakeholder groups: students, staff, home and host country quality regulators, the home university and the host government, as well as the IBC's local joint venture partners. It concludes that further work is required to better understand the factors which influence and constrain IBC managers in balancing the competing interests of stakeholders. (Abstract from publisher)

Student mobility in higher education among APEC economies : assessing the current state of data and processes / Asia Pacific Economic Cooperation [APEC] . - Singapore : APEC, 2015 . - 65 p.

Abstract : This publication includes detailed student mobility profiles for each of the 21 member countries and describes the challenges in carrying out the study and creating a region-wide metric system for tracking education mobility. It also includes conclusions that can be drawn from the study, as well as specific recommendations for strategies and programmes that can help to address the gaps and build the capacity to strengthen mobility data collection.
URL : http://hrd.apec.org/images/3/37/Student_Mobility_in_Higher_Education_among_APEC_Eco....pdf

An exploration of the readiness, challenges and expected support for their overseas study of Chinese Business and Management Programme students / Chenbo Wang, Xiaomei Li, Xuan Ou, James O'Kane, Zhaofang Mao, Wenquan Zhang . - **In:** Higher Education Quarterly, v. 69, no. 4, pp. 314 - 341, October 2015

Abstract : Chinese students are the largest international student cohort in the higher education institutions of English-speaking developed countries. The paper explores strategies to enhance the Chinese students' learning efficacy in overseas institutions. It explores the readiness of potential Chinese international students before departure from China, their anticipated challenges for study abroad and expected support from host institutions and staff. The key findings include: the majority of the sample students are financially ready for overseas study, however they are not fully ready on English language skills; students from the public institute in the study have a higher level of readiness concerning subject knowledge than their private institute's peers. The authors conclude that these findings offer a guide, to both the English-speaking institutions and their Chinese partners, on facilitating, teaching and preparing Chinese students for a successful learning experience abroad and enhanced academic performance. [Abstract adapted from publisher]

- **Research and Doctoral Education**

Asia and the Pacific

Boundary objects and boundary brokering to make the research-policy-practice nexus possible : the case of the Chinese higher education field / Shuangye Chen / International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 28, no. 4, pp. 441-457, December 2015
Abstract : The research-policy-practice nexus is a long-standing issue in higher education research (HER). Although closer linkages and greater relevance have been repeatedly suggested to improve the impact of HER on policy and practice, sophisticated theorization with contextual sensitivity is underdeveloped to renew the discussion in the non-western contexts. As the Chinese higher education system has become the largest in student number, its HER field is worthy of study, particularly regarding its impact on policy and practice. In comparison with the European model and the American model (Scott, 1999), the Chinese model of the research-policy-practice nexus is characterized by strong institutional basis, a strong practice orientation at the macro- and meso-levels, support from and legitimacy by the state, and program orientations for scholars and administrators. Those features have supported rich interactions through actors, activities and reifications in the Chinese higher education context to connect the research, policy and practice.
URL : http://www.palgrave-journals.com/hep/journal/v28/n4/abs/hep201514a.html
(Access to full text article for IAU Members using login and password)

Connecting higher education research in Japan with the international academic community / Akiyoshi Yonezawa / International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 28, no. 4, pp. 477-493, December 2015
Abstract : This study examines the historical, current, and future challenges of higher education research in Japan within a global context. Japanese higher education research has been strongly influenced by the international academic community. At the same time, higher education researchers in Japan have participated in international projects, and Japan has served as a leader for economic and academic research in East Asia. However, the language barrier and the early development of higher education as a clearly identifiable topic of research have contributed to rather unique characteristics of the Japanese higher education research. Currently, this area of research is undergoing rapid expansion through the participation of emerging professionals, such as institutional researchers and faculty/staff developers. In addition, the internationalization of the academic community is having both a progressive and a retrogressive impact on higher education research in Japan.
URL : http://www.palgrave-journals.com/hep/journal/v28/n4/abs/hep201519a.html
(Access to full text article for IAU Members using login and password)

Examining doctoral examination and the question of the viva / Allyson Holbrooke, Sid Bourke, Hedy Fairbairn, Margaret Kiley, Brian Paltridge, Sue Starfield . - **In:** Higher Education Review, v. 47, no. 3, pp. 5 - 23, Summer 2015
Abstract : The paper draws on a series of Australian Research Council (ARC) projects aimed at understanding better the process of doctoral examination. The early phase focused on the Australian doctorate, which functions without a Viva, while the later phase was concerned with comparing the earlier findings with analysis of the United Kingdom and New Zealand systems that include a Viva. Results showed some strengths and weaknesses of both systems and so the paper explores the desirability of drawing on the strengths of both examination models to minimize the weaknesses against a backdrop of escalating pressures on universities.

Higher education research as a field of study in South Korea : inward but starting to look outward / Jisun Jung / International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 28, no. 4, pp. 495-515, December 2015
Abstract : This study aims to explore the development of higher education research in South Korea based on historical and scientometric perspectives. After the evolution of the country's higher education research community is presented, articles focusing on higher education from 1995 to 2012 are analysed. In total, 145 articles in international journals and 1,385 articles in national journals are collected and the publication patterns are compared in terms of research themes, methods and level of analysis between national and international journals. The results show that higher education research in South Korea still tends to focus on a limited set of research topics and research approaches despite the recent growth in research volumes and interests. In addition, there is still a lack of engagement in the international

academic community. This study suggests that higher education research in the country needs to be more diversified with regard to research themes and methodologies, and it also needs to have an outward perspective with active engagement in the international academic community.

URL : http://www.palgrave-journals.com/hep/journal/v28/n4/abs/hep201518a.html

(Access to full text article for IAU Members using login and password)

Higher education research community in Taiwan : an emerging field / Sheng-Ju Chan, Ying Chan / International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 28, no. 4, pp. 459-475, December 2015

Access to full text article for IAU Members using login and password . - ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This paper aims to explore the evolution and characteristics of the higher education research community in Taiwan. In echoing the development of the East Asian region, Taiwan has made substantial progress during the past two decades. The massification of higher education itself has played a major role in promoting the academic differentiation or division of labour, including higher education research area. With the momentum gathered since the 1990s, we have seen the appearance of a professional society and its official journal. A national quality assurance agency and its research arms also promote the deepening of higher education research in Taiwan. Despite more emphases initially on instrumental or management-oriented purposes, higher education research in Taiwan today is moving in diverse and balanced directions, with a variety of themes and methods. However, the lack of a university-level degree programme due to constrained graduate employment prospects is inconsistent with the development of massification in higher education. In addition, the incoming large-scale higher education restructuring due to the rapidly declining birth rate has become an unstable factor to the development of this emerging field.

URL : http://www.palgrave-journals.com/hep/journal/v28/n4/abs/hep201516a.html

(Access to full text article for IAU Members using login and password)

The contribution of East Asian countries to internationally published Asian higher education research : the role of system development and internationalization / Jisun Jung, Hugo Horta / International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 28, no. 4, pp. 419-439, December 2015

 ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : tudies of higher education by scholars based in Asia have been growing in volume, following worldwide trends. To a large extent, this growth has been driven by East Asian countries, but little is known about the characteristics of the contribution of these countries. This study analyses their overall and specific contribution. The paper concludes that systemic development and its internationalization, have different impacts on trends towards international publication of higher education research and on the collaborative networks nurtured and developed in each East Asian country. The main finding is that these countries present different realities in terms of engagement in internationally focused higher education literature among their national research communities. Yet, each country has made a wide-ranging contribution to international higher education research literature over time; each has a potentially decisive role in the further integration and development of higher education research in Asia over the coming years; and also, possibly, in the development of a regional higher education system.

URL : http://www.palgrave-journals.com/hep/journal/v28/n4/abs/hep201515a.html

(Access to full text article for IAU Members using login and password)

Trends and developments of higher education research in Hong Kong : in pursuit of a cosmopolitan vision / William Yat Wai Lo, Felix Sai Kit Ng / International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 28, no. 4, pp. 517-534, December 2015. - ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This article explores the trends and developments of higher education research (HER) in Hong Kong in the context of inter- and intranationalization. By drawing on the data from the Scopus database, this article analyzes a selection of journal articles on higher education published in Hong Kong over the past three decades. Findings show that significant growth and some new outputs have been seen in the field during the study period. In addition, local researchers have complied with the rule by forming more transnational and international research teams and by conducting more non-local studies. Interestingly, many of them have not abandoned local collaboration and studies, but they further developed their roots. These findings reveal that some internal signs of cosmopolitanization have been recorded in the field.

URL : http://www.palgrave-journals.com/hep/journal/v28/n4/abs/hep201514a.html

(Access to full text article for IAU Members using login and password)

Europe and North America

Gendered research and innovation : integrating sex and gender analysis into the research process / League of European Research Universities [LERU] . - Leven : LERU, 2015 . - 30 p. (Advice Paper, 18)
Abstract : This paper outlines research areas identified as having a need for gendered research and innovation (GRI) and explains the role of Social Sciences and Humanities research. It gives concrete examples of research projects that include a GRI dimension and looks at established or emerging practice at universities and in other organisations. Recommendations for an action-oriented GRI approach, which LERU and other universities can take, research programmes and research journals.
URL : http://www.leru.org/files/publications/LERU_AP18_Gendered_research_and_innovation_final.pdf

Leading research universities in a competitive world / Robert Lacroix, Louis Maheu . - Montreal : McGill-Queens University Press, 2015 . - 281p.
ISBN 978-0-7735-4477-2
Abstract : This book examines the place of research universities within higher education systems from a comparative perspective. The first chapter suggests a definition of the research university and recounts some milestones in its relatively recent history. Two world university rankings (Times Higher Education World University Rankings and Academic Ranking of World Universities) are used to both compare national differences and to select 'leading' research universities; The results reveal an unequal distribution of research universities, with the majority located in the United States, Germany, France, Japan, Australia, the U.K. and Canada. The book mainly concentrates on these countries, with four chapters analysing the configuration of research universities within the higher education systems of France, UK, Canada and the United States. Using a macro-economic model of the seven countries, the authors conclude that research universities' success is brought about by the quantity of resources, institutional flexibility that results from a wide range of funding sources, and the way universities acquire their human, material and financial resources. An important factor is also Government policy allowing an equilibrium between autonomy and state regulation
Classmark : INT-711.2

Blurring boundaries between the public and private in national research policies and possible consequences from EU Primary law / Andrea Gideon . - **In:** Journal of Contemporary European Research, v. 11, no. 1, pp. 50 - 68, 2015
Open access article
Abstract : National research policies in Europe have, in recent years, increasingly encouraged public-private collaboration, commodification of research results and have made public funding increasingly competitive. Such moves blur the boundaries between public and private sectors and could subject research in higher education institutions to European Union primary law. This might lead to unintended consequences. In particular, the application of economic provisions of EU primary law might require even further commodification. To explore this perspective, the article analyses national research policies of three countries (Germany, the Netherlands, and England), which have moved towards commodification of HEI research as to the potential of spill-over from EU competition law into these national policies. In doing so, it employs an interdisciplinary approach combining policy and legal analysis. (Abstract from publisher)
URL : http://www.jcer.net/index.php/jcer/article/view/630/520

Implications of project-based funding of research on budgeting and financial management in public universities / Ringa Raudla, Erkki Karo, Kaija Valdmaa, Raine Kattel . - **In:** Higher Education, v. 70, no. 6, pp. 957-971, December 2015
ISSN 0018-1560 . - Online ISSN 1573-174X
Abstract : This paper is based on case studies of the two largest public universities in Estonia. The research found that project-based funding of research gives rise to the following challenges: fluctuating revenues, fragmented revenue sources, high transaction costs, coordination problems, high complexity in managing the finances, difficulties in securing cash flows, and problems in covering indirect costs. The Estonian experience also indicates that extreme reliance on project-based funding of research - when combined with certain features of funding instruments and weak steering capacities of the central administration - can lead to a paradoxical situation: the more successful the research groups are in obtaining project-based funding from diverse sources, the more strained becomes the budget of the university as a whole.

Learning from the UK Research Excellence Framework : ends and means in research quality assessment, and the reliability of results in Education / Janet McNay . - **In:** Higher Education Review, v. 47, no. 3, pp. 24 - 47, Summer 2015

Abstract : This article first reviews the objectives/ends of research quality assessment in several countries to draw lessons for the UK Research Excellence Framework and similar exercises. It then reviews work on performance management as a framework for reviewing the views of participants on the means to the ends - the management of their experience in submitting to the 2014 REF. Finally, it examines the outcomes and considers how true a picture they paint of the quality of research, particularly in Education. It concludes with recommendations for change.

Public versus private universities : assessment of research performance : case study of the Spanish university system / Fernando Casani, Daniela de Filippo, Carolos Garcia-Zorita, Elias Sanz-Casado . - **In:** Research Evaluation, v. 23, no. 1, pp. 48 - 61, 2014

Abstract : Higher education has undergone far-reaching changes in most countries in recent years. University systems are in the midst of profound transformation and institutions are under growing competitive pressure to improve their performance. This tendency to introduce market mechanisms in education and extend more professional management systems to universities has translated into the appearance on the scene, unprecedented in some countries, of private universities, many as for-profit organizations. This article aims to assess the impact of private universities' activity on academic research. To this end, it conducts a case study of the Spanish university system, comprising 78 universities, 49 public and 29 private. Most of the latter were founded in the 1990s or later in response to a policy geared to enhancing performance in higher education by heightening competition. The conclusion drawn is that private universities, particularly the for-profit kind, conduct research less intensively than public institutions. Their contribution to this, the public good dimension of the university mission, is consequently still scant, for their focus is on teaching.

- **Sustainable Development**

Climate change action for sustainable development / Higher Education Sustainability Initiative . - HESI, 2015 . - 42 p.

Abstract : This paper was presented on the occasion of the "From Rio to Paris: Higher Education for Climate Change Action" event, held on 14 October 2015 at UNESCO headquarters. Meant as a contribution to the 21st Session of the Conference of the Parties to the UNFCCC (COP21), to be held in Paris, France, in December 2015, it puts forward 47 submissions presenting concrete examples of initiatives taken by institutions against climate change in terms of teaching, research, outreach, or greening their campuses. Also featured is an open letter urging Ministers and Governments to acknowledge and strengthen the research and education role that universities and colleges play in addressing climate change.

URL : https://sustainabledevelopment.un.org/content/documents/2121HESI%20-%20Climate%20Change%20Action%20for%20SD%20final.pdf

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Participatory processes in sustainable universities : what to assess? / Antje Disterheft, Ulisses M Azeiteiro, Walter Leal Filho, Sandra Caeiro . - **In:** International Journal of Sustainability in Higher Education, v. 16, no. 5, pp. 748-771, 2015

Abstract : This qualitative study of participants from 17 countries is part of an ongoing research project that aims to investigate participatory processes in university sustainable development initiatives. interviews and focus groups were conducted with persons engaged in sustainability implementation in higher education institutions including lecturers, coordinators and students. The findings suggest that participatory processes can be better assessed from a social learning and organisational learning perspective, emphasizing non-linear criteria for the quality of the process in terms of depth and meaningfulness as well as criteria for the quality of the outcome in terms of knowledge generation and innovation. The findings also point to the need of considering double- and triple-loop learning, if a culture of participation towards sustainability is to be pursued, and underline the high impact of institutional governance.

Europe and North America

Experimental learning for sustainability leadership in higher education / Emma Savage, Tara Tapics, John Evarts, Jeffrey Wilson, Susan Tirone . - **In:** International Journal of Sustainability in Higher Education, v. 16, no. 5, pp. 692-705, 2015

Abstract : This article describes key design elements of a sustainability leadership programme and certificate, which was framed around five key sustainability competencies which were tested in 32 participants in a Canadian university. The results indicate that the programme participants were generally excited by the programme's experiential format and supportive community. They felt that they had improved their confidence and competence in the key sustainability competencies. Three themed clusters, community, future and personal development, emerged from the participants' open-ended responses. This supports the programme design and can inform further program development. The authors note that the importance of the third theme, personal development, as it is not a typical focus of sustainability in higher education, but held high importance to participants. This strong resonance with participants suggests that sustainability programs should consider the role of the self to foster the development of key sustainability competencies.

How an entry-level, interdisciplinary sustainability course revealed the benefits and challenges of a university-wide initiative for sustainability education / Nicholas C. Coops, Jean Marcus, Ileana Construt, Erica Frank, Ron Kellett, Eric Mazzi, Alison Munro, Susan Nesbit, Andrew Riseman, John Robinson, Anneliese Schultz, Yona Sipos . - **In:** International Journal of Sustainability in Higher Education, v. 16, no. 5, pp. 729-747, 2015

Abstract : In this paper, the authors describe the development, and preliminary implementation, of an entry-level, interdisciplinary sustainability course in a Canadian university. They detail the development of a university-wide initiative, the conceptual framework for organising course content and delivery designed to bridge units on campus working and teaching in sustainability areas, and to promote and support sustainability curriculum development. The authors conclude with an informal assessment of the successes and challenges, and offer learning activities, student assessments and course administration recommendations for consideration when developing courses with similar learning goals.

Other themes

▪ Academic achievement

Las metas múltiples : análisis predictivo del rendimiento académico en estudiantes chilenos = Multiple goals : predictive academic achievement in Chilean students / Leandro Navas Martínez, José Antonio Soriano Llorca, Francisco Pablo Holgado Tello, Irene Jover Mira / Universidad Nacional de Educación a Distancia [UNED][Spain] . - **In:** Educación XX1, v. 19, no. 1, pp. 267 - 285, 2016
ISSN 1139-613X

Abstract : This study analyzes the Chilean students' academic goals to explain the motivation to study and their relationship with academic achievement. This involved assessing the psychometric qualities of the Goals Questionnaireand evaluating the contribution of different goals as predictors of academic performance. The sample group was 1773 students from central and southern regions of Chile in different stages of education, aged between 11 and 50 years. Dimensionality of the instrument with factorial exploratory and confirmatory analyzes analysis, and multiple regression analysis was carried out. Three types of goals (social, academic and responsibility) were identified that account for 20% of the variance of academic performance. The largest contribution to predict student academic performance corresponds to academic goals. Practical implications are summarised and areas for future research are suggested.

Este estudio parte de la perspectiva que analiza el contenido de las metas en contextos académicos para explicar la motivación para los estudios. El objetivo es analizar la estructura que presentan las metas múltiples en estudiantes chilenos y sus relaciones con el rendimiento académico. Esto implica valorar las cualidades psicométricas del Cuestionario de Metas y valorar la contribución de las diferentes metas como variables predictoras del rendimiento académico. Participan 1773 estudiantes de las regiones centro y sur de Chile en las diferentes etapas del sistema educativo, con edades comprendidas entre 11 y 50 años. Se analiza la dimensionalidad del instrumento con análisis factoriales, exploratorio y confirmatorio, y se realiza un análisis de regresión múltiple. Surgen tres tipos de metas (sociales, académicas y de responsabilidad) que explican el 20% de la varianza del rendimiento académico. La mayor contribución para predecir el rendimiento de los estudiantes corresponde a las metas académicas. Se derivan implicaciones prácticas y se sugieren líneas de trabajo para futuras investigaciones.
URL : http://revistas.uned.es/index.php/educacionXX1/article/view/15587/13555

▪ Academic freedom

Academic freedom : a lawyer's perspective / Mark Davies . - **In:** Higher Education, v. 70, no. 6, p. 987-1002, December 2015
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This article considers aspects of academic freedom in the United Kingdom from a lawyer's perspective. According to the author, the legal protections for academic freedom in the United Kingdom are minimal, and consideration of the intellectual property policies of a significant number of UK universities suggests that, in many, academic outputs, especially those relating to teaching, have become subject to more entrepreneurial models of higher education, becoming potentially saleable products to be owned and exploited by universities as they see fit. The position is exacerbated by increasing developments in the use of technology as part of the teaching process. Academics who lose ownership of aspects of their intellectual output risk the undermining of their position and academic freedom with a current employer and limiting their opportunities to change employer.

The capture of institutional autonomy by the political elite and its impact on academic freedom in African universities / Kwadwo Appiagyei-Atua, Klaus Beiter, Terence Karran . - **In:** Higher Education Review, v. 47, no. 3, pp. 48 - 74, Summer 2015
ISSN 0018-1609

Abstract : Although the cradle of university education is traced to Africa, modern university education in Africa emanated from European systems which set the tone for their replication on the continent through colonialism. For ideological and other reasons, African universities were subjected to significant violations of their institutional autonomy after independence, which trickled down to affect academics and students alike and thereby violated academic freedom generally. One major area where the abuses centred was the appointment of political leaders to occupy the high echelons of university management and to run the universities as political organs of the one-party systems in vogue at the time. Discussion of this subject has mainly centred on critiquing the excesses of immediate post-colonial

governments, sometimes with no linkage to academic freedom. Where academic freedom is introduced into the discourse, the key components of the concept of academic freedom are not clearly delineated and discussed in a manner that links one component to the other. This paper aims to fill this gap. It does so by developing a theoretical framework for academic freedom which is used to analyse and categorise violations of academic freedom under its five pillars: institutional autonomy, self-governance, tenure, individual rights and freedoms for academics, and individual rights and freedoms for students. The paper also examines the factors responsible for the violations of academic freedom and their impact on the evolution of higher education in Africa. (Abstract from publisher)

▪ Accreditation

A comparison of compliance and aspirational accreditation models: recounting a university's experience with both a Taiwanese and an American accreditation body / Nellie S. Cheng . - **In:** Higher Education, v. 70, no. 6, pp. 1017-1032, December 2015

Abstract : This article recounts one university's experiences when simultaneously undergoing the accreditation processes of both the Middle States Commission on Higher Education (MSCHE) and the Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT); the former is a regional accreditor in the USA, while the latter is a national accreditor in Taiwan. Based on in-depth interviews and document reviews, a comparison of the two accreditations was undertaken in terms of both their processes and their impacts on the university. The HEEACT accreditation process tended more toward requiring compliance, while the MSCHE process was more aspirational in nature, with the former body emphasizing control and external regulation and the latter emphasizing collaboration and improvement. One feature that was revealed to distinguish these two approaches is the degree of institutional centeredness, i.e., the emphasis on the university's uniqueness and specific stage of development, as well as the culture of engagement during the process of change. The pros and cons of both approaches and the government's role in the context of higher education are likewise discussed.

▪ Economics of education

Evolving privatization in Eastern and Central European higher education / Daniel Levy . - **In:** European Education, v. 46, no. 3, pp.7-30, 2014

Abstract : With the fall of communism in 1989, Eastern and Central Europe would quickly become part of an already strong global tide of privatization in higher education. Nowhere else did private higher education rise so suddenly or strongly from virtual nonexistence to a major regional presence. This paper uses database analysis to analyze the extent and dimensions of that presence, including various national and sub-regional quantitative dimensions. Yet the private sector is strongly challenged on several fronts, including paradoxically by the public sector's own partial privatization, sometimes closely linked to the private-sector growth. Nonetheless, private higher education has continued to grow thus far into the new century, with shifting national and sub-regional patterns. Higher education privatization remains a noteworthy reality in Eastern and Central Europe but it is an evolving reality.

Everything for sale? the marketisation of UK higher education / Roger Brown, Helen Carasso . - Abingdon; New York : Routledge; Society for Research into Higher Education, 2013 . - 238 p. (Research into Higher Education)

Abstract : This book reviews UK higher education policy from 1979, the year it was announced that students from outside the UK would be expected to pay full-cost tuition fees, to the present day. It furnishes a chronological record of the shift from higher education being predominantly a public service to a purchasable private good, and it is primarily focused on the impact of funding changes on the sector. The book combines in-depth policy analysis with a survey of literature detailing empirical studies and personal accounts of the impact of marketisation.

Privatization and the public good : public universities in the balance / Matthew T. Lambert . - Cambridge, Mass. : Harvard Education Press, 2014 . - 344 p.

Abstract : This book examines a range of developments related to the "privatization" of public higher education in the United States, including increasing institutional autonomy, higher tuition fees, diminishing appropriations, alternative revenue sources such as philanthropy and new business ventures, and modified governance relationships. Tthese

developments, according to the authors, have resulted in an uncertain future for public higher education institutions across the country, posing unprecedented questions and challenges for them.

Public-Private dynamics in higher education in the Western Balkans : are governments leveling the playing field? . - **In:** European Education, v. 46, no. 3, pp. 31-54, 2014
ISSN 1056-4934
Abstract : The article analyzes the public-private dynamics in the context of eight Western Balkan countries (Albania, Bosnia and Herzegovina, Croatia, Former Yugoslav Republic of Macedonia, Kosovo, Montenegro, Serbia, and Slovenia). This article examines whether and to what extent these governments "level the playing field" between private and public higher education providers, not in the sense that they have equal chances to succeed, but that they all play by the same set of rules and are able to compete fairly. The article first addresses the emergence of a private higher education sector and the access of this sector to public resources. Next, it discusses the extent of "privatization" of public higher education institutions and whether these are prompted to be more market oriented. We find that the boundaries between the public and private sectors are blurred and the relations aggravated while each of the sectors is faced with its own set of challenges to legitimacy and long-term financial sustainability.

The marketisation of higher education : issues and ironies / Roger Brown . - **In:** New Vistas, v. 1, no. 1, pp. 4 - 9, 2015
Online ISSN 2056-9688
Abstract : Marketisation is defined as the attempt to put the provision of higher education on a market basis, where the demand and
supply of student education, academic research and other university activities are balanced through the price mechanism. The article begins with some definitions, explores th marketisation in UK higher education and concludes with some thoughts about the best means of combining market and non-market'coordination.
URL :
http://www.uwl.ac.uk/sites/default/files/Departments/Research/new_vistas/vol1_iss1/vol1_iss1_art1_23April2015.pdf

▪ Education and development

Does structural development matter? The third mission through teaching and R&D at Finnish universities of applied sciences / Vuokko Kohtamäki . - **In:** European Journal of Higher Education, v. 5, no. 3, pp. 264-279, September 2015
ISSN 2156-8235
Abstract : This paper investigated how the third mission through teaching and research and development (R&D) at Finnish universities of applied sciences (UASs) is influenced by Finnish structural development policy. Finnish structural development aims to initiate changes to universities' organizational structures and operations. The findings suggest that structural development and the ministry behind the policy are powerful, shaping both external stakeholder engagement and internal working environments in universities of applied science which implemented immediate strategic responses to the policy. The high priority of the structural development policy seems to be the result of survival thinking inside the UASs and not always of the academic appropriateness or desirability of the actions of this policy. The findings of this study suggest the institutionalization of regional mandates for UASs by linking teaching and R&D to confront various challenges.

▪ Education and employment

A comparative analysis of graduate employment prospects in European labour markets : a study of graduate recruitment in four countries / Mohamed Branine, Alex Avramenko . - **In:** Higher Education Quarterly, v. 69, no. 4, pp. 342-365, October 2015
Abstract : This paper compares graduate labour markets in France, Germany, Spain and United Kingdom in the context of the graduates and prospective employers expectations, and recruitment and selection practices. Primary data was gathered from 252 employers and 485 final year students through the use of questionnaires. The results revealed that there are signs of an emerging convergence in the practice of graduate recruitment among the four countries despite the differences in higher education systems and labour market trends.

Economic consequences of horizontal stratification in postsecondary education : evidence from urban China /
Anning Hu, Nicholas Vargas . - **In:** Higher Education, v. 70, no. 3, pp. 337 - 358, September 2015
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : Drawing on nationwide representative data, this study examines the patterns of horizontal stratification of higher education in contemporary urban Chinese society, examining how college major, location, and ranking affect college graduates' occupational income and the likelihood of assuming a managerial position. The results suggest that (1) college major differentiates graduates' occupational income, with STEM and professional majors having significant economic advantages. (2) College ranking is significantly correlated with the likelihood of assuming a managerial position, implying that college ranking is an effective signal of prestige to employers in urban China. (3) A "Big City Effect" is detected as college location is significantly associated with salary levels after controlling for job location.

■   **Educational cooperation**

Quality and relevance in education and research : Cooperation programme of Nordic Council of Ministers for Education and Research (MR-U) effective from 2015 / Nordic Council of Ministers [Denmark] . - Copenhagen : Nordic Council of Ministers, 2015 . - 15 p.
ISBN 978-92-893-4209-4 . - Online ISBN 978-92-893-4210-0

Abstract : This report points the way for the ministers' co-operation on education and research, languages and IT in Denmark, Finland, Iceland, Norway, Sweden, and the Faroe Islands, Greenland, and Åland.
URL : http://norden.diva-portal.org/smash/get/diva2:851837/FULLTEXT01.pdf

■   **Educational finance**

Designing strategies for efficient funding of universities in Europe / European University Association [EUA] . -
Brussels : EUA, 2015 . - 105 p.
ISBN 978-9-078-99760-3

Abstract : This publication brings together three reports : Performance-based funding of universities in Europe, University mergers in Europe and Funding for excellence – that thematically address the main topics of the DEFINE project. It provides an introduction to the overall topic, designing efficient strategies for university funding. The publication also includes an executive summary of the three reports, a short account of the comparison with the health care sector as well as a set of recommendations for different stakeholders.
URL : http://www.eua.be/Libraries/publications-homepage-list/designing-strategies-for-efficient-funding-of-universities-in-europe.pdf?sfvrsn=4

■   **Educational policy**

Fulfilling our potential : Teaching excellence, social mobliity and student choice / United Kingdom. Department for Business, Innovation and Skills . - Her Majesty's Stationary Office, 2015 . - 103 p.
ISBN 978-1-47412491-1 . - Online ISBN 978-1-47412492-8

Abstract : This Green Paper sets out proposals to change the UK higher education landscape. Its proposals include introduce a Teaching Excellence Framework; increasing access and success in higher education participation for those from disadvantaged and under-represented groups and creating a new single gateway for entry to higher education.
URL : https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/474227/BIS-15-623-fulfilling-our-potential-teaching-excellence-social-mobility-and-student-choice.pdf

The education policies of international organizations : specific differences and convergences / Abdeljalil Akkari, Thibaut Lauwerier / UNESCO International Bureau of Education [IBE][Switzerland] . - **In:** Prospects: Quarterly review of comparative education, v. XLV, no. 1, pp. 141-157, March 2015

Abstract: This article analyses the role that international organizations play in orienting education reforms and changes, based on an examination of key texts these organizations produced in the 1990s. The analysis shows that some specific trends persist: UNESCO and UNICEF centre their philosophy on a humanistic and child-centered vision of education, while the World Bank and the OECD give priority to education policy based on assessing skills and learning outcomes. Over the past decade, however, among the major international organizations involved in education, there has been a gradual convergence in the vision of education, towards learning outcomes. This is illustrated by looking at several topics of common concern: quality, good governance, accountability, privatization, benchmarking, and the measurement of

learning outcomes.

▪ Educational statistics

Education at a glance 2015 : OECD indicators / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2015 . - 563 p.
Open access
Abstract : These most recent OECD annual statistics provide date on the structure, finances, and performance of education systems in the OECD's The report analyses the education systems of the 34 OECD member countries, as well as Argentina, Brazil, China, Colombia, Costa Rica, India, Indonesia, Latvia, Lithuania, the Russian Federation, Saudi Arabia and South Africa. One key finding is the rapid progress made in expanding education over the past 25 years, with around 41% of 25-34 year-olds now having a tertiary qualification. Another finding is that the share of private funding in tertiary education has increased over the past decade. About two thirds of private funding at tertiary level comes from tuition fees. In terms of internationalization, to more than 4.5 million students are enrolled outside their country of citizenship and 27% of students in OECD countries who graduated from a doctoral programme in 2013 were international students, compared to 7% for students who were awarded a bachelor's degree.
URL : http://www.keepeek.com/Digital-Asset-Management/oecd/education/education-at-a-glance-2015_eag-2015-en#page1

▪ Educational Systems

Policy changes, marketisation trends and spatial dispersion in European higher education : comparing public and private sectors / Pedro Teixeira, Vera Rocha, Ricardo Biscaia, Margarida F. Cardoso . - **In:** Cambridge journal of regions, economy and society, v. 7, no. 2, pp. 209-215, 2014
Abstract : The realities of mass higher education have resulted in major transformations, with visible changes in the modes and instruments of regulation and a greater emphasis on market forces and institutional competition. In this article we reflect about the relevance of those changes from a regional point of view, especially by looking at the public-private mix of higher education and the way those regulatory changes may have influenced patterns of spatial and programmatic diversification across a sample of European countries. (Abstract from publisher)

Rules of engagement : measuring connectivity in national systems of higher education / Gaétan de Rassenfosse, Ross Williams . - **In:** Higher Education, v. 70, no. 6, pp. 941-956, December 2015
ISSN 0018-1560 . - Online ISSN 1573-174X
Abstract : Universities are increasingly expected to meet a range of societal needs, to 'connect' with society at large. This paper argues that connectivity is best integrated with research, teaching and scholarship and should not be relegated to a 'third stream'. Degrees of connectivity of 50 national systems of higher education are compared using ten indicators, making a distinction between domestic and international connectivity. The strongest finding is that smaller countries exhibit the highest level of international connectivity. The higher education systems in countries with large absolute numbers of researchers such as the USA, China and Japan are relatively self-contained compared with countries such as Ireland, Switzerland and Singapore. Another finding is the relative insularity of the education sector in Eastern Europe, including the Russian Federation. When differences in levels of economic development are allowed for, among lower-income countries South Africa stands out as having a well-connected higher education sector.

▪ Ethics

The state of ethical learning of students in the Spanish university system : considerations for the European higher education area / María Rosa Buxarrais Estrada, Francisco Esteban, Teodor Mellen . - **In:** Higher Education Research and Development, v. 34, no. 3, pp. 472 - 485, June 2015
ISSN 0729-4360 . - Online ISSN 1469-8366
Abstract : This paper examines the current state of ethical learning of students in the Spanish university system. We present the results of a descriptive survey, which used a training model for university students and examined their ethical development in three categories: the construction of self, learning in fellowship and socio-moral reflection. The results of the survey reflect the current situation of ethical training among Spanish students and enable us to propose certain measures for consolidating and enhancing ethical development with the Spanish universities of the EHEA.

- **Private education**

India's private universities : solutions or problems? = **Universidades privadas da Índia: soluções ou problemas?**
/ Krishnapratap B. Powar . - **In:** International Higher Education, no. 81, pp. 10-12, Summer 2015
ISSN 1084-0613

Abstract : In India, private universities are a response to the growing demand, in a demographically young country, for higher education; and the inability of the government to fulfill its social responsibility relating to provision of higher education. For the 'haves' they provide a solution to the problem of access. For the 'have nots' they are a social evil, responsible for widening the economic and social divide. (Abstract from publisher)
URL : http://ejournals.bc.edu/ojs/index.php/ihe/article/view/8731/7856 (English)
http://www.ceppe.cl/images/stories/recursos/ihe/Numeros/81/articulo_6.pdf (Spanish)
https://www.revistaensinosuperior.gr.unicamp.br/international-higher-education/universidades-privadas-da-india-solucoes-ou-problemasij (Portuguese)

Private higher education's distinctive niche in New Zealand / Malcolm Abbott . - **In:** International Higher Education, no. 81, pp. 9-10, Summer 2015
ISSN 1084-0613

Abstract : Private higher education plays a small but distinctive role in New Zealand higher education, providing, for example, educational opportunities for minority groups. Private provision of higher education has been controversial politically.
URL : http://ejournals.bc.edu/ojs/index.php/ihe/article/view/8730/7855 (English)
http://www.ceppe.cl/images/stories/recursos/ihe/Numeros/81/articulo_5.pdf (Spanish)
https://www.revistaensinosuperior.gr.unicamp.br/international-higher-education/o-nicho-distinto-do-ensino-superior-na-nova-zelandia (Portuguese)

- **Regional development**

Higher education and research policy for regional integration in West Africa and beyond / West Africa Institute [Cape Verde]; University of Bonn. Centre for European Integration Studies . - Praia : West Africa Institute, 2015 . - 32 p. (WAI-ZEI Paper, No 25)
ISBN 978-3-941928-65-7

Abstract : This report summarizes ECOWAS' policy in science, technology and innovation as well as the results of the WAI Workshop on Higher Education and Research Policy for Regional Integration in West Africa and beyond which took place in Praia, Cabo Verde in September 2014.
URL : http://www.westafricainstitute.org/images/pdf/WAIZEIPapers/WAI-ZEI_Paper_ECOPOST_revis.pdf

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State of Education in Africa Report 2015 : a report card on the progress, opportunities and challenges confronting the African education sector / Africa-America Institute [United States] . - New York : Africa-America Institute, 2015 . - 15 p.

Abstract : This report provides a regional overview of the African education sector from primary to higher education. The key education indicators were gleaned from World Bank statistics and UNESCO data on a regional level.
URL : http://www.aaionline.org/wp-content/uploads/2015/09/AAI-SOE-report-2015-final.pdf

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- **Teaching**

Pedagogic stratification and the shifting landscape of higher education / The Higher Education Academy [UK] . - York : HEA, 2014 . - 47 p.

Abstract : This report examines the effect on teaching and learning of an increasingly stratified higher education marketplace, and among an expanding diversity of higher education providers in the UK. The research is based on institutional documentation as well as survey of teaching staff and interviews with senior academic staff in 11 diverse higher education institutions. Through the focus on pedagogic stratification, it aims to attend to the diversity of teaching and learning approaches across the sector, while simultaneously exploring how particular pedagogical approaches might be enabled or constrained by institutional type'.
URL : https://www.heacademy.ac.uk/sites/default/files/resources/pedstrat_finalreport.pdf

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The role of research in teaching : a comparison of teachers from research universities and those from Universities of Applied Sciences / Yanjuan Hu, Roeland M. Van der Rijst, Klaas van Veen, Nico Verloop / International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 28, no. 4, pp. 535-554, December 2015

Abstract : The authors explored how the institutional and individual backgrounds of university teachers influence their beliefs about what the role of research in university teaching should be and their perceptions of how they have managed to incorporate research into their actual teaching. A total of 132 teachers from research universities (RU) and universities of applied sciences (UAS) participated in our survey study. Teachers from both institutions highly value the role of research in teaching. The teachers from the RU were more positive about the incorporation of research into their teaching than the teachers from the UAS. To explain these differences, the institutional and individual backgrounds of the teachers were investigated in terms of: perceived research support and the institutional research culture, time spent doing research, educational background and research experience. Research support and research culture were found to be particularly and highly relevant for the teachers at the UAS. The teachers with higher educational backgrounds and more research experience — at the RU — were more positive about incorporating research into their actual teaching. The authors conclude that both institutional and individual backgrounds play a significant role in the incorporation of research into university teaching, particularly in the case of universities of applied sciences.

URL : http://www.palgrave-journals.com/hep/journal/v28/n4/abs/hep201419a.html#close

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