

New in / Nouveautés

HEDBIB

International Bibliographic Database on Higher Education

February / février 2014

SELECTED THEMES		
Access	1221	
Distance Learning	1318	
Doctoral Degrees	438	
Evaluation	3522	
Finance	1684	
Governance	482	
Government University Relationship	1191	
Intercultural Dialogue	366	
Internationalization	2974	
Lifelong Education	790	
Policy	3914	
Quality Control	2900	
Student Mobility	442	
Sustainable Development	337	

COUNTRIES / REGIONS		
Africa	2264	
Arab States	617	
Asia / Pacific	4209	
Europe / North America	18082	
Latin America / Caribbean	3070	

HEDBIB

International Bibliographic Database on Higher Education

<http://hedbib.iau-aiu.net>

COLLECTIONS		
Monographs	14479	
Periodicals	54	
Periodical Articles	18982	
TOTAL	35440	

SERVICES	
	Information Centre
	Inter-library Loans
	Member Services
	Thematic Bibliographies
	Coffee at IAU



Presentation

Welcome to the February 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
Europe and North America	6
Latin America and the Caribbean	8
• Higher Education and Social Responsibility / EFA	9
Africa	10
• Internationalization	11
Asia and the Pacific	11
Europe and North America	12
• Research and Doctoral Education	15
Europe and North America	16
• Sustainable Development	19
Asia and the Pacific	20
Europe and North America	20
Latin America and the Caribbean	22
Other themes	23

SELECTED THEMES	
Accountability	1221
Distance Learning	1228
Distance Degree	428
Evaluation	2522
Finance	1688
Gender	482
Government University Relationship	1191
International Dialogue	268
Internationalization	2551
Learning Education	790
Policy	2614
Quality Culture	2660
Student Mobility	482
Sustainable Development	237

We recommend

Teaching and learning: Achieving quality for all : EFA Global Monitoring Report, 2013-2014 / UNESCO . - Paris : UNESCO, 2014 . - 462 p., illus.

Incl. bibl. . - ISBN 978-92-3-104255-3

Abstract : This new edition of the EFA Global Monitoring Report, entitled *Teaching and learning: Achieving quality for all*, is of particular importance for higher education because it clearly address how higher education critically contributes to achieving EFA. It specifically 1) draws education in the centre of development, illustrating its pivotal role in the post-2015 development agenda and 2) focuses on stakeholders, such as teacher training institutions, to ensure equitable learning and to provide the best teachers. The publication is divided into three parts. Part 1 provides an update of progress towards the six EFA goals. The second part presents clear evidence that progress in education is vital for achieving development goals after 2015. Part 3 puts the spotlight on the importance of implementing strong policies to unlock the potential of teachers so as to support them in overcoming the global learning crisis

URL: <http://unesdoc.unesco.org/images/0022/002256/225660e.pdf>

In focus : Student tuition fees : perspectives from around the world / International Association of Universities [IAU] . - In: IAU Horizons / AIU Horizons, v. 19, no. 3, pp. 1 - 41, December 2013

Abstract : The In Focus section of this issue of IAU Horizons examines the issues surrounding tuition fees in a series of analyses by authors - Vice-Chancellors and higher education experts - from the USA, UK, Sweden, South Africa, Thailand, Korea and Australia. A global perspective is provided by Eric Charbonnier, of the OECD Education and Competences Unit, who identifies four different tuition fee models and show how the balance between public and private funding is uneven in many countries. Data and an analysis of international tuition fees is also presented.

URL : http://iau-aiu.net/sites/all/files/IAU_Horizons_Vol_19.3_EN_0.pdf (Eng)

; http://iau-aiu.net/sites/all/files/IAU_Horizons_Vol_19.3_FR.pdf (Fre)

Global media and information literacy assessment framework : country readiness and competencies / UNESCO . - Paris : UNESCO, 2013 . - 158 p.

ISBN 978-92-3-001221-2

Abstract : Media and information literacy (MIL) combines new literacies of media literacy, information literacy, ICT and digital literacy as a compound interconnected concept. This publication introduces the rationale and provides a framework for conducting an assessment of existing competencies, at the national level, the institutional level and the individual level. Methodological guidance on conducting an MIL assessment, including data collection and analysis is also provided. A technical annex includes questionnaires which have been developed for national contextual data; and for teacher training institutions. The International Association of Universities contributed to the development of this publication.

Classmark : INT-531 UNESCO

URL : <http://unesdoc.unesco.org/images/0022/002246/224655e.pdf>



IAU Themes

• Equitable Access and Success in Higher Education

Managing diversity in higher education : understanding and tackling ethnic stratification in social comfort /

K.,Loubser, J. April, M. Ozbilgin, A. Al Ariss . - In: South African Journal of Higher Education, v. 27, no. 5, pp. 1164-1180, 2013

ISSN 1011-3487

Abstract : This cross-national comparative study of 184 African-American students in the United States and 310 Black students in South Africa, examined patterns of social comfort in relationship to ethnic difference and similarity. Ethnic comfort is defined as an individual's feeling of rapport and social ease with another individual or a group of individuals and was measured by focusing on students' in-group and out-group attitudes. Analysis of the results suggested two major categories of social comfort for African-American students, while Black South African students yielded three major emergent groups. The results also indicated that African-American students' social distance toward the out-group is higher than for Black South African students' social distance toward White South Africans.

Africa

Managing diversity in African universities: living and challenging difference in four Ugandan campuses /

Vusisa Santa Izama K. - Utrecht, The Hague : Kosmopolis Institute, Hivos, 2013 . - 34 p.

ISSN: 1879-7172

Abstract : This research paper focuses on four universities and examines their policies and experiences with different forms of diversity. The authors believe that as 'architects of knowledge' and learning environments, universities play an important role in influencing ways in which pluralism is lived and promoted. Empirical research was conducted at four public and private Ugandan universities, each characterised by different features such as its location (urban-rural, relatively peaceful or in a strife-torn region etc.), its world view, foundations (secular or religious) and the diversity of the student body composition. The research questions focused on (1) the perception, scope and experience of diversity by key actors at the university; (2) the universities' practices, policies and codes of conduct; (3) the ways in which they relate to the policies and principles of the National Council for Higher Education (NCHE) of Uganda and their perceptions and experiences of diversity management and the particular challenges they face. The research findings indicate that a number of cross-cutting realities have emerged. These realities and challenges are thematically reviewed and highlight issues of ethnicity and language, religious affiliation, gender and economic status. The case studies illustrate the ways in which students and staff understand and deal with diversity opportunities and challenges both from individual and institutional perspectives, providing insights into how they deal with the challenges of diversity and pluralism. The authors conclude by suggesting several areas where improvement may be possible. The recommendations cover five categories: policy frameworks and policy implementation; curriculum and extracurricular activities; development of students and staff in appropriate skills and attitudes concerning differences; and the enhancement of internal practices. Finally, the authors discuss the possibilities of improving interuniversity dialogue about pluralism on campus and ways to monitor developments across universities.

URL : <http://www.hivos.net/Hivos-Knowledge-Programme/Themes/Pluralism/Publications/Managing-Diversity-in-African-Universities>

Sexual harassment : the 'silent killer' of female students at the University of Ayoba in South Africa /

T. D. Adams, M. S. Mabusela, E. T. Dlamini . - In: South African Journal of Higher Education, v. 27, no. 5, pp. 1149-1163, 2013

ISSN 1011-3487

Abstract : This study sought to establish the extent to which sexual harassment takes place at a higher education institution in South Africa, anonymously referred to as the University of Ayoba. The research targeted female fourth year students in the Faculty of Education. The following research questions were asked: (1) What is sexual harassment (2)

Does sexual harassment exist at the University of Ayoba (3) How is sexual harassment handled at the University of Ayoba? Data was collected using a questionnaire. The findings showed that respondents understand what sexual harassment means. Furthermore, respondents reported that sexual harassment is prevalent at the case study university; the biggest problem is evident in students who have had to repeat modules due to their refusing the attentions of lecturers who sought sex. The result of the study indicated that incidents of sexual harassment are seldom reported adequately by victims, as they would rather discuss this among other females. The implications of sexual harassment are discussed and recommendations are made on how to address sexual harassment at HEIs.

Europe and North America

Access All Areas / Universities Scotland . - Edinburgh : Universities Scotland, 2013 . - 29 p.

Abstract : This report by Universities Scotland is structured according to the journey a learner might take en route to university, starting with nursery and primary school, through secondary school, and potentially through college and the world of work. It also describes the actions of individual universities throughout Scotland which support those with non-traditional backgrounds to access universities.

URL : <http://www.universities-scotland.ac.uk/uploads/ACCESS%20ALL%20AREAS%20final.pdf>

Intentions for and outcomes following a decade of government investment in graduate education / Fred L. Hall, Hillary Arnold / Ontario. Higher Education Quality Council . - Toronto : Higher Education Quality Council of Ontario, 2013 . - 99 p.

Abstract : This report investigates the changes in graduate enrolments and graduate degrees granted over the past decade, subsequent to federal and state investment in graduate education. The results are analysed by degree level, gender, immigration status (Canadian or visa), by province, and field of study.

URL : <http://www.nesetweb.eu/sites/default/files/HE%20Drop%20out%20AR%20Final.pdf>

That's what she said : Women students' experiences of lad culture in higher education / National Union of Students [UK] . - London : NUS, 2013 . - 78 p.

Abstract : This report, consisting of a literature review and an in-depth study of 40 female university students throughout the United Kingdom, examines gender relations on campus. Respondents described university education as gendered' and cited issues such as the characterisation / status of particular subjects, classroom interactions, and negative attitudes towards feminism and gender-related topics. 'Lad culture' was thought to be particularly influential in the social side of university life. Extracurricular activities and sports in particular were singled out as key sites, and it was reported that sexism in such environments could spill over into sexual harassment and humiliation.

URL :

<http://www.nus.org.uk/Global/Campaigns/That%27s%20what%20she%20said%20full%20report%20Final%20web.pdf>

The power of part-time : review of part-time and mature higher education / Universities UK . - London : UUK, 2013 . - 60 p.

ISBN 978-1-84036-295-4

Abstract : While full-time undergraduate enrolments have gone up over the last ten years in the UK, part-time undergraduate enrolments have gone down. This trend has been more significant for women and mature learners. The report describe why part-time undergraduate study is important for skills, for society and for individuals; how it is changing; and what influences are likely to be having an impact, especially in England. It concludes with a set of recommendations aimed at a wide variety of stakeholders.

URL : <http://www.universitiesuk.ac.uk/highereducation/Documents/2013/PowerOfPartTime.pdf>

Trends in young participation in higher education / Higher Education Funding Council for England [HEFCE] . - Bristol : HEFCE, 2013 . - 36 p. (Issues Paper)

Abstract : This report is to present the latest trends in participation in higher education among young people in England.

URL : https://www.hefce.ac.uk/media/hefce/content/pubs/2013/201328/HEFCE_2013_28.pdf

A qualitative study of the lived experiences of disabled post-transition students in higher education institutions in Northern Ireland / Redpath Jennifer, Patricia Kearney, Peter Nicholl, Maurice Mulvenna, Jonathan Wallace, Suzanne Martin / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 38, no. 9, pp. 1334-1350, November 2013
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This article provides a systematic analysis of 13 in-depth interviews of disabled students from universities in Northern Ireland. Undertaken as part of the Uni4U initiative, the findings presented describe barriers experienced by students with disabilities to participation in higher education. The students provided comments concerning their current service provisions, barriers they have experienced and suggestions for improvements to the service. Based on the findings, the authors provide three recommendations: first, that a network of communication should exist that encourages dialogue between all parties with an interest in the well-being of the student, with the student at the heart of these discussions and involved in all decisions; second, that attention must be paid to staff development especially with regard to mental health issues; and, finally, that in the long term, the aim of institutions should be to move away from individual reasonable adjustments to inclusive education for all.

Aren't we there yet? Examining the roots of the perennial gender gap in the STEM disciplines = L'écart entre les sexes dans le domaine des sciences à l'université : examen des origines du tenace écart entre les hommes et les femmes en science, technologie, génie et mathématiques / Harriet Eisenkraft / Association of Universities and Colleges of Canada . - In: University Affairs / Affaires universitaires, v. 54, no. 9, November 2013
ISSN 0041-9257

URL : <http://www.universityaffairs.ca/examining-the-roots-of-the-perennial-gender-gap-in-the-stem-disciplines.aspx> (English) ; <http://www.affairesuniversitaires.ca/il-y-a-encore-loin-de-la-coupe-aux-levres.aspx> (French)

El acceso y la entrada del estudiante a la universidad: situación y propuestas de mejora facilitadoras del tránsito / Mar Lorenzo Moledo, Javier Argos Gonzales, Jesus Hernandez Garcia, Julio Vera Vila / Universidad Nacional de Educación a Distancia [UNED][Spain] . - In: Educación XX1, v. 17, no. 1, pp. 17-38, 2014
Open access article . - ISSN 1139-613X

Abstract : This article analyses two key issues that may modulate the academic career of a university student. Firstly, the authors study the issue of university access. They raise the issue of the effectiveness of the current process in Spanish higher education, especially considering the functions traditionally assigned to the entrance exam from secondary education: the match of knowledge, the evaluation of student maturity, the external assessment system, the prediction of the success of university studies, and the placement of students in different degree pathways. Secondly, the authors approach the issue of entrance into the university environment, an important transition procedure where the connection between the institution and post-compulsory secondary education is vital. This issue is focused on two aspects: the formation of competence values and the adoption of a comprehensive perspective to understand individual students. To conclude, the authors suggest proposals to help to create, promote and improve the processes of access and transition of students to university level.

URL : <http://e-spacio.uned.es/revistasuned/index.php/educacionXX1/article/view/9951>

Interest convergence or divergence? A critical race analysis of Asian Americans, meritocracy, and critical mass in the affirmative action debate / Julie J. Park, Amy Liu . - In: The Journal of Higher Education, v. 85, no. 1, pp. 36-64, January / February 2014
ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : This paper uses the critical race theory frameworks of interest convergence and divergence to critique the anti-affirmative action movements co-option of Asian Americans. Past discussions of affirmative action and Asian Americans mainly concentrate on how Asian Americans are affected by affirmative action, whether positively or negatively. The authors demonstrate how Asian American collegiate experiences ought to affect public understanding of affirmative action itself by demonstrating the need for broader conceptualizations of meritocracy and critical mass. [Abstract from publisher]

The financial burden of attending university in Georgia : Implications for rural students / UNESCO International Bureau of Education [IBE][Switzerland] . - In: Prospects: Quarterly review of comparative education, v. 43, no. 3, pp.

Abstract : By evaluating the impact of policies to financially support university students in Georgia, this article demonstrates the systematic geographic disparities that exist in a context of formally equal competition. The author uses a mixed-methods design, combining quantitative evidence on the entire population of Georgian university applicants in 2005-2009 with data obtained through in-depth interviews with rural families and with policy-makers, to understand the costs associated with attending universities, based on their prestige and location, as well as inequalities stemming from existing policies on the allocation of public funding. She suggests that the distribution of public funding is apparently fair, as urban and rural students incur the same average out-of-pocket tuition costs. However, inequalities develop based on the interplay between the residential origin of higher education applicants, tuition costs, public funding allocations, university locations, and prestige. The analysis shows that urban applicants apply, and gain admission, to more prestigious universities which charge higher tuition than the universities where rural applicants enrol; urban students also manage to obtain higher proportions of the public tuition grant than their rural peers. Thus, rural and urban students purchase higher education of different quality for the same costs, with urban students being more privileged and rural students relatively less so. Exacerbating this injustice is the fact that rural residents in Georgia earn half of the average urban income.

URL : <http://rd.springer.com/article/10.1007/s11125-013-9274-x/fulltext.html>

Latin America and the Caribbean

Opening a side-gate: engaging the excluded in Chilean higher education through test-blind admission / Mladen Koljatic, Mónica Silva / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 38, no. 10, pp. 1427-1441, December 2013

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

Abstract : The article describes a test-blind admission initiative in a Chilean research university aimed at expanding the inclusion of talented, albeit educationally and socially disadvantaged, students. The outcomes of the test-blind admission cohort were compared with those of students admitted via the regular admission procedure to the same academic program. The outcomes of interest were first-term college grade point average, dropout rates, graduation rates and the quality of the first-year university experience. Given the extremely adverse entry conditions of the test-blind cohort, the results of their academic performance are encouraging. In terms of graduation rates within a time lag of one calendar year, no significant difference was observed between the regular admission and the test-blind admission.

• Higher Education and Social Responsibility / EFA

Apprendre tout au long de la vie, pourquoi et comment? : Les actes du forum / Comité Mondial pour les apprentissages tout au long de la vie . - Forum mondial, 3, Marrakech, Morocco, 1 - 2 nov 2012. - Paris : CMA, 2013 . - 193 p.

Contains Bibliography / Webography

Abstract : These proceedings summarise the presentations and discussions at the Third World Forum of Lifelong learning, co-organised by the Worldwide Committee for Lifelong Learning with UNESCO (Institute for Lifelong Learning) and with ICAE (International Council for Adult Education) which took place at the University Cadi Ayyad Marrakesh in 2012. Theme 1. The learner; Theme 2. The role of companies; Theme 3. Learning for transforming society.

Les Actes proposent une synthèse des interventions et échanges qui se sont tenus lors du 3ème Forum mondial des apprentissages tout au long de la vie, co-organisé par le CMA; UNESCO Institut pour les apprentissages tout au long de la vie; et le Conseil international de l'éducation des adultes (CIEA) qui a eu lieu à l'Université Cadi Ayyad Marrakech en 2012. Thème 1. La personne apprenante; Thème 2. Le rôle des entreprises; Thème 3. Apprendre pour transformer la société.

Classmark : INT 54-COM

URL : http://www.cma-lifelonglearning.org/frenchbis/pdf/Actes_2013.pdf

Innovative North-South partnerships : synthesis of findings, case studies / Association of Universities and Colleges of Canada [AUCC] . - Ottawa : AUCC, 2013 . - 10 p.

Abstract : This document presents a synthesis of the main findings emerging from the six case studies aimed at identifying the characteristics of innovative North-South university partnerships conducted by the Association of Universities and Colleges of Canada (AUCC) in 2012. It includes an overview of the purpose of the study and details on how it was conducted, including the analytical framework utilised to design the data collection and analysis tools. The last section presents a summary of the findings emerging from the study and some recommendations addressed to the funders of these partnerships, participating universities and faculty members as well as possible next steps.

Case studies: Supporting South Africa's Economic Development through university-industry Linkages for wood processing Education; Strengthening child Health in rural Uganda; Three Universities Partner to Deliver a Course on gender-based violence in higher education; Learning together to Promote citizen-led development; Building environmental governance capacity in Bangladesh; Ecominga Amazónica , Community ecodevelopment and environmental health in Bolivia.

URL : <http://www.aucc.ca/wp-content/uploads/2013/07/innovative-north-south-partnerships-idrc-report-2013.pdf>

Policy brief: Engaging the diaspora: potential for African universities / Martha K. Ferede / OECD Programme on Innovation, Higher Education and Research for Development [IHERD] . - Paris : OECD Publishing, 2013 . - 9 p.

Abstract : This paper examines the ways in which members of the African diaspora may contribute to African research institutions and universities. Several mechanisms are identified : knowledge transfer and linking to research or funding opportunities; resource sharing such as providing access to data or research/technical resources; partnerships and collaboration on research projects; being involved in the establishment of degree programmes at African universities and serving as mentors and advisors for faculty and students at African institutions. Selected existing initiatives linking diaspora to African higher education institutions are described and strategic options for developing policies are noted.

URL : http://www.oecd.org/sti/Engaging%20the%20Diaspora_Ferede.pdf

Higher education in post-conflict conditions / Iván Francisco Pacheco, Turner Johnson . - In: International Higher Education, no. 74, pp. 8-9, Winter 2014

ISSN 1084-0613

Abstract : This article explores how internal armed conflicts have affected higher education institutions in Colombia and Kenya and their ability to promote peacebuilding. Despite the differences in context and the evolution of the conflicts, in both countries the transformation efforts started during the conflict stage.

URL : https://htmlbprod.bc.edu/prd/f?p=2290:4:0::NO:RP,4:P0_CONTENT_ID:120506

Universities without walls : engaging our world / Janice Reid . - In: Higher Education Review, v. 46, no. 1, pp. 31-51, Autumn 2013

ISSN 0018-1609

Abstract : This article is adapted from the Association of Commonwealth Universities centenary conference. Over the last two decades, the engagement of many universities within their cities and regions, both as partners and as catalysts in economic and social development, has become a hallmark of their missions. Many have embraced a commitment to service to the wider community by both staff and students and benefited from the satisfactions and lessons of contributing to transformative programmes and projects. Others have joined or led multi-agency partnerships of urban renewal, economic development, and cultural enrichment. However, the formation of international networks of engaged universities and the extensive body of publications on engagement initiatives reflects a growing level of visibility, credibility, and commitment. The scholarship of engagement, combined with efforts to codify, evaluate, and recognise the achievements of staff and students is gaining ground, legitimacy, and acknowledgement. These developments speak to the value and significance of universities in our times engaging purposefully with the communities on whose generosity and goodwill they depend and which, in turn, look to them for knowledge, understanding, collaboration, and action (Abstract from publisher).

U.S. Community Colleges and a response to the Arab Spring / John W. Shumaker . - In: New Directions for Community Colleges, no. 161, pp. 113-127, Spring 2013

ISSN 0194-3081 . - Online ISSN 1536-0733

Abstract : This article examines how Community colleges in the United States can play a role in supporting reforms in higher education systems in the Middle East and North Africa (MENA) region, notably by forming partnerships with higher education institutions in MENA countries. Examples of such initiatives are described.

Africa

Peace education, transformation of higher education and youths empowerment for peace in Africa / Alimba N. Chinyere . - In: International Journal of Scientific & Technology research, v. 2, no. 12, pp. 338-346, 2013

Abstract : Higher education plays a dominant role in peace education. However, over time, the capacities of tertiary institutions in Africa to empower youths for peace have been thwarted by poor educational reforms, coupled with the prevailing problems of indiscipline, corruption, poor governance, shortage of resources, and political instability. Therefore, to empower youths for peaceful living, will entail adopting peace education in all the facets of operations of tertiary institutions in Africa. Peace education has the capacity to transform tertiary institutions and equally make them to respond appropriately to the inculcation of a culture of peace in people. It will aid in the construction of the right frameworks in tertiary institutions through its values, which are based on non-violence, justice, equity, trust, transparency, empathy, compassion, cooperation and respect for people. By acquiring these values, unacceptable behaviours and conducts will be modified to conform to expected societal standards and norms which will empower youths to develop peaceful attitudes in Africa. URL : <http://www.ijstr.org/final-print/dec2013/Peace-Education-Transformation-Of-Higher-Education-And-Youths-Empowerment-For-Peace-In-Africa.pdf>

University agency in peacebuilding : Perspectives on conflict and development in Kenya / Ane Turner Johnson / UNESCO International Bureau of Education [IBE][Switzerland] . - In: Prospects: Quarterly review of comparative education, v. 43, no. 3, pp. 329-345, September 2013

ISSN 0033-0337

Abstract : This qualitative case study explores how faculty and administrators, at two Kenyan public institutions in a conflict zone, understand and describe their university's contributions to development. Analysed through the lens of conflict transformation, the data reveal that the universities changed internal policies and practices to accommodate constituents impacted by the conflict and to cut across conflict lines and that participants shifted in their thinking about the institution's internal and external relationships and purposes. The article has two aims. It offers preliminary heuristics for peacebuilding as a university process, providing a framework of practices and policies that engage university constituencies and may transform conflict. It also shows how conflict changed participants' perspectives about the relationships between themselves, higher education, and development in their country. Further, this article explores a connection between participant beliefs about peacebuilding and development in Kenya.

URL : <http://rd.springer.com/article/10.1007/s11125-013-9276-8/fulltext.html>

• Internationalization

International students and global mobility in higher education : national trends and new directions / Rajika Bhandari, Peggy Blumenthal, Eds. . - Basingstoke : Palgrave Macmillan, 2013 . - 243 p. (International Development Education)

Paperback edition. First published in 2011. . - ISBN 978-1-137-36656-6

Abstract : This book examines current trends in global student mobility in key destination and sending countries, including large hosts like the U.S., U.K., Germany, and Australia and newer players such as China, India, and the educational hubs of the Middle East. In addition, one chapter details student mobility trends in Latin America and another presents an analysis of student mobility in African countries, including case studies of seven sub-Saharan African countries. Contributors offer analysis for higher education policymakers, practitioners, and researchers, of how national-level investments and developments affect academic migration trends; the current and future capacity of countries to accommodate a growing demand for a higher education; and the implications of mobility for the labour market and economy.

Classmark : INT-6 BHA

Challenging conceptions of Western higher education and promoting graduates as global citizens / Valerie A. Clifford, Catherine Montgomery / Society for Research into Higher Education [SRHE][UK] . - In: Higher Education Quarterly, v. 68, no. 1, pp. 28-45, January 2014

ISSN 0951-5224 . - Online ISSN 1468-2273

Abstract : Recently there has been a shift in the discourses of university policy from internationalisation towards the contested concept of global citizenship. This paper explores ways of challenging the current interpretation of international education policy through the concept of global citizenship drawing on the discussion forums of two cohorts of participants in an online course. The participants' responses illustrate ways they are rethinking the purpose of international higher education and the relevance of the concept of global citizenship. Whilst most participants whole-heartedly endorsed a more holistic view of higher education, several issues were raised, especially the fit of the ideal of global citizenship with a capitalist society and the Western heritage of the concept, which were perceived to be troublesome issues. Resistance to the inclusion of education for global citizenship was anticipated from institutions and disciplines, both heavily invested in the status quo. The academics' personal beliefs about higher education, and their willingness and potential to design and deliver curriculum for global citizenship were also prominent. Although universities are beginning to include the term global citizen in their policy documents the extent to which this might influence the goals and curricula of higher education is yet to be realised. (Abstract from publisher)

From internationalisation to Education for global citizenship : a multi-layered history / Society for Research into Higher Education [SRHE][UK] . - In: Higher Education Quarterly, v. 68, no. 1, pp. 6-27, January 2014

ISSN 0951-5224 . - Online ISSN 1468-2273

Abstract : The evolving narrative on internationalisation in higher education is complex and multi-layered. This overview explores the evolution of thinking about internationalisation among different stakeholder groups in universities. It parses out eight coexisting layers that progress from concerns based largely upon institutional survival and competition to those based on community, citizenship and ways of being in the world. These are: (1) recruiting international students; (2) teaching international students; (3) growing the international enterprise university through the competitive recruitment of international staff and students; (4) compliance with standards set by international accreditation agencies; (5) internationalisation at home, which means internationalisation of the curriculum for local learners; (6) education for global citizenship; (7) connected e-learning; and (8) education for planetary, whole-earth, consciousness. Problems of leadership and policy development arise from the necessity to engage with the whole structure as well to communicate with each layer in ways that resonate with its own priorities. The structure aligns closely with the 'spiral dynamics' model for the management of organisational change, which is commended. (Abstract from publisher)

Asia and the Pacific

Transnational higher education for capacity development? An analysis of British degree programmes in Hong Kong / Maggie Leung, Johanna L. Waters . - In: Globalisation, Societies and Education, v. 11, no. 4, pp. 479-497,

Abstract : Drawing upon a project on British transnational education (TNE) programmes offered in Hong Kong, this paper interrogates the capacity development impact of TNE on the students, the Hong Kong Government and the programme providers. It addresses the questions: What capacity is being developed in TNE operations? and for whom? The findings reveal multiple capacities at play. As TNE has been traded between British and Hong Kong universities and facilitated by the Hong Kong Government, in the author's view as a commodity in the neoliberal "trade-in-education regime", students' interests are often sidelined. This paper calls for a critical reflection on this TNE model.

Europe and North America

Delivering education across borders in the European Union / Uwe Brandenburg, et al. / European Commission . - Luxembourg : Publications Office of the European Union, 2013 . - 128 p.

ISBN 978-92-79-29741-0

Abstract : Cross border higher education (CBHE) continues to increase. This study commissioned by the European Commission maps how CBHE is developing and being regulated in Europe. The results show that it is dominated by Anglophone countries, host institutions are 'mostly small' and privately funded, and there is a weak relationship between the level of regulation and CBHE activity.

URL : http://ec.europa.eu/education/higher-education/doc/studies/borders_en.pdf

Does student mobility during higher education pay? Evidence from 16 European Countries / European Commission . - Luxembourg : Publications Office of the European Union, 2013 . - 53 p.

ISBN 978-92-79-32523-6

Abstract : This report analyses data from 16 European countries to study the effects of student mobility during higher education on future mobility, on the transition from education to employment and on earnings five years after graduation. The findings point to a positive association between mobility and future mobility and earnings, while the transition to employment seems to be slightly delayed. While the effects on future mobility are found in all countries and fields of education, the ones related to the labour market are only found in few of them.

URL :

http://publications.jrc.ec.europa.eu/repository/bitstream/11111111/29599/1/jrc%20report%20mrodrigues_student%20mobility_final.pdf

English taught Master's programs in Europe : new findings on supply and demand / Megan Brenn-White, Edwin van Rest / Institute of International Education [IEE][USA] . - New York : IIE, 2013 . - 22 p.

Abstract : This briefing paper records a significant (42%) increase in the number of English-taught Master's programmes since 2011. The Netherlands and Germany remain the leading host countries. The briefing also confirms that English predominates in postgraduate teaching in Scandinavia, that there have been increases in the number of two- rather than one-year master's programmes and that business/economics and engineering/technology courses continue to be popular.

URL : <http://www.iie.org/Research-and-Publications/Publications-and-Reports/IIE-Bookstore/English-Language-Masters-Briefing-Paper>

Using international recruitment agents : risks and regulation? / Richard Brabner, Graham Galbraith / Leadership Foundation for Higher Education [UK] . - London : LFHE, 2013 . - 30 p. (Stimulus Paper)

ISBN 978-1-906627-46-1

Abstract : The use, benefits and risks of recruitment agents, how universities can manage them, and the different types of regulation which may apply. A form of self-regulation is suggested to ensure the quality of advice given, and to reduce the possibility of unethical practice as the international student market continues to expand.

URL : <http://www.lfhe.ac.uk/en/components/publication.cfm/ST%20-%202012>

Globalisation, internationalisation, multilingualism and linguistic strains in higher education / Aintzane Doiz, David Lasagabaster, Juan Sierra / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 38, no. 9, pp. 1407-1421, November 2013
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : One effect of the Bologna Declaration is that teaching staff and students are becoming more mobile, increasing linguistic diversity in the European Higher Education Area. This multilingual internationalisation is especially noticeable in bilingual universities such as the University of the Basque Country in Spain, where English-medium instruction is becoming more popular. In order to understand higher education multilingual contexts, it is essential to analyse the personal, social, cultural, political and economic struggles that surround the different languages in contact, while becoming critically aware of what this multilingualism implies. Through discussion groups in which different members of the community participated, the authors researched how the university community deals with the main issues surrounding the university's multilingual policy and practices. They address the concerns that different members of the community have expressed in this new context, and the interplay between Basque, a minority language, Spanish, the mainstream language and English.

Internationalisation and religious inclusion in United Kingdom higher education / Society for Research into Higher Education [SRHE][UK] . - In: Higher Education Quarterly, v. 68, no. 1, pp. 46-64, January 2014
ISSN 0951-5224 . - Online ISSN 1468-2273

Abstract : The paper argues that religion should be considered within debates around internationalisation so that all students are represented within a multicultural institutional ethos and to ensure meaningful cross-cultural engagement for all students. It is based on research in a UK post-1992 university on the social and academic experiences of a sample of first year undergraduate home students who regarded themselves as 'religious'. In-depth interviews were carried out with fifteen Sikh, Muslim, Jewish and Christian students. The paper highlights the ways in which religion, a fundamental aspect of the cultural identity, values and practices of many students, is rarely recognised or valorised on campus. This lack of recognition can act to other, marginalise and isolate students and thus, according to the author, undermine the aims of internationalisation, in particular cross-cultural understanding.

Learning interconnectedness : internationalisation through engagement with one another / Jane Spiro / Society for Research into Higher Education [SRHE][UK] . - In: Higher Education Quarterly, v. 68, no. 1, pp. 65-84, January 2014
ISSN 0951-5224 . - Online ISSN 1468-2273

Abstract : This study explores the view that student engagement with one another is critical in the internationalisation mission. Although universities make powerful claims regarding their international mission and goals, international and home students report isolation from one another. Whilst the literature is rich in its discussion of policy, institutional meanings and student voice, it offers us less insight into how internationalisation might be translated into classroom practice. The study shares examples of four small-scale projects in which students engage with one another across cultural boundaries in practical and problem-solving activities. What students value in the approach is explored through interview, focus groups, diary reflections and evaluations. The findings suggest that students who engage with one another across cultural boundaries in practical and pragmatic ways, experience significant change in their assumptions and feel more readily able to view themselves as members of an international learning community. The study arrives at the view that the evolution of communities of practice, based on principles of equality, shared goals and guided reciprocity can bring international and home students together in a process of effective mutual learning that meets some of the goals of the internationalisation. (Abstract from publisher)

Re-thinking global citizenship in higher education : from cosmopolitanism and international mobility to cosmopolitanisation, resilience and resilient thinking / Society for Research into Higher Education [SRHE][UK] . - In: Higher Education Quarterly, v. 68, no. 1, pp. 85-104, January 2014
ISSN 0951-5224 . - Online ISSN 1468-2273

Abstract : International student mobility premised on notions of cosmopolitanism is regarded as a key component of the student learning experience. Yet there is little evidence to suggest the benefits of international mobility for intercultural understanding, which is an essential quality of the global citizen. This paper reports the findings of a Higher Education Academy-funded project exploring how students draw on their diverse backgrounds in developing resilience within multicultural learning environments. The research findings suggest that student diversity provides a rich source of lived experience that can be harnessed as a resource in developing graduates as global citizens. The paper therefore suggests that institutions re-conceptualise global citizenship as a concept embracing diversity, belonging, community and

solidarity and support the development of pedagogies that embrace cultural biography and storytelling. (Abstract from publisher)

Romanian higher education as a facilitator of Romania's continued formal and informal integration in the European Union / Florin D. Salajan, Sorina Chiper . - In: European Journal of Higher Education, v. 3, no. 4, December 2013

ISSN 2156-8235

Abstract : This article explores Romania's integration process as facilitated by higher education. It contends that integration occurs at the formal and informal levels through institutional norms and human agency, respectively. Two surveys were undertaken among university leaders and students on aspects related to European integration at 62 Romanian higher education institutions. The results showed that the university leaders were generally optimistic about the contribution of the Bologna Process to improving the quality of higher education in Romania and to Romania's European integration. In addition, the leaders were confident about the viability of the European Higher Education Area. An overwhelming majority of the leaders considered that the most important way in which their institutions contributed to Romania's integration was through encouraging students to study abroad in other European countries, inviting faculty from European Member States to teach at their institutions; and sending faculty members to teaching assignments in other EU Member States. On the students' side, it appears that the function of Romanian higher education sector as a facilitator of European integration correlates strongly with its contribution in introducing European values, practices and mentalities in Romanian society. Students indicated that the knowledge they acquired in their studies at other European universities, through student exchanges, represented an investment in their professional and social development, and in their ability to improve the overall conditions of Romanian economy and society.

Soaring Spain : a dream deferred? / Laura E. Rumbley . - In: International Higher Education, no. 74, pp. 12-14, Winter 2014

ISSN 1084-0613

Abstract : Universities in Spain have been committed to an active internationalization agenda with government initiatives such as Estrategia Universidad 2015 and Universidad.es set to help them along this path. However, the current economic crisis has dramatically slowed down this process. Spain's continued success in attracting international students may keep the momentum going.

URL : https://htmlbprod.bc.edu/prd/f?p=2290:4:0::NO:RP,4:P0_CONTENT_ID:120520

The Community College in a global context / Tod Treat, Linda Serra Hagedorn, Eds. . - In: New Directions for Community Colleges, no. 161, Spring 2013

ISSN 0194-3081 . - Online ISSN 1536-0733

Abstract : This volume explores community college in the United States in an international context. Nine papers support the premise that international education is core to the mission of Community Colleges.

• Research and Doctoral Education

Careers of doctorate holders : analysis of labour market and mobility indicators / L. Auriol, M. Misu, R. A. Freeman / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2013 . - 62 p. (OECD Science, Technology and Industry Working Papers, 2013/04)

Abstract : This paper presents an analysis of the labour market and mobility indicators generated by the second large-scale data collection on Careers of Doctorate Holders, a joint project by the OECD, UNESCO Institute for Statistics and Eurostat. There has been a steady increase in the number of doctoral degrees being awarded across the OECD and the evidence points to a sustained labour market premium of doctorate holders relative to other highly qualified individuals in 2009, prior to the potential impact of the economic crisis. Women and younger doctoral graduates, however, fare relatively worse in terms of employment rates, but these results are less marked than for lower degree holders. While temporary positions are increasingly common in academics, coinciding with the rise of postdoctoral positions, they are less so in business. Natural scientists and engineers are those who are more likely to be engaged in research, while social scientists find more opportunities in non-research occupations. Doctorate holders in the medical and health sciences are generally better paid. Earnings are also typically higher in the business sector than in other sectors, but there are exceptions. Job mobility patterns differ markedly across countries, with mobility being more frequent among doctorates not working in research. Oftentimes mobility from the business sector to the higher education sector is higher than the other way around. International mobility, as well as migration of doctoral graduates, have kept increasing over the decade.

URL : http://www.oecd-ilibrary.org/science-and-technology/careers-of-doctorate-holders_5k43nxgs289w-en

Global gender disparities in science / Vincent Larivière, Chaoqun Ni, Yves Gingras, Blaise Cronin, Cassidy R. Sugimoto . - In: Nature, v. 504, no. 211, pp. 211-213, 12 December 2013

Abstract : This article presents a bibliometric worldwide analysis on gender differences in science output - measured in this study by authorship of published papers; the extend of scientific collaboration; and the scientific impact of all articles published between 2008 and 2012. The results show that in nearly every country studied, women are underrepresented in authorships and co-authorships. South American and Eastern European countries demonstrated greater gender parity and female authorship is more prevalent in countries with lower scientific output. The article also describes gender differences in respect of academic discipline.

URL : http://www.nature.com/polopoly_fs/1.14321!/menu/main/topColumns/topLeftColumn/pdf/504211a.pdf

Guidelines for implementing open access policies: for research performing and research funding organizations = Préconisations pour mettre en place des politiques de libre accès : à destination des organismes de recherche et de financement de la recherche / Mediterranean Open Access Network [Medoanet] . - Medoanet, 2013 . - 32 p.

Abstract : These guidelines present the main concepts and issues with respect to open access, discuss the major steps that are necessary in the process of policy development and present the components of an institutional and funder policy. They also provide model policies for research performing and research funding organizations and present best practices.

URL : http://medoanet.eu/sites/www.medoanet.eu/files/documents/MED2013_GUIDELINE_dp_EN_ws.pdf (Eng)
http://medoanet.eu/sites/www.medoanet.eu/files/documents/GUIDLINE_FR_ws.pdf (Fre)
<http://www.medoanet.eu/news/medoanet-guidelines-implementing-open-access-policies-available-7-languages>

Research universities in developing and middle-income countries / Karen MacGregor . - In: International Higher Education, no. 74, pp. 4-6, Winter 2014
ISSN 1084-0613

Abstract : This paper explores the roles that research universities in low and middle-income countries play in developing differentiated and effective academic systems and in making it possible for their countries to join the global knowledge society and compete in sophisticated knowledge economies.

URL : https://htmldbprod.bc.edu/prd/f?p=2290:4:0::NO:RP,4:P0_CONTENT_ID:120502

The need for research and training for the higher education enterprise (the Shanghai Statement) . - In: International Higher Education, no. 74, pp. 2-3, Winter 2014

Abstract : The Shanghai Statement was adopted in November 2013 at the first International Higher Education Research and Policy Roundtable which was held in Shanghai. It is based on the reflections of 33 research and policy professionals during this meeting and highlights the need for thinking capacity, data, policy analysis, and professional training for tertiary education worldwide.

URL : https://htmlbprod.bc.edu/prd/f?p=2290:4:0::NO:RP,4:P0_CONTENT_ID:120500

Universities, civil society and the global agenda of community-engaged research / Alan Bourke . - In:

Globalisation, Societies and Education, v. 11, no. 4, pp.498-519, November 2013

ISSN 1476-7724 . - Online ISSN 1476-7732

Abstract : This article explores a key point of tension in contemporary discussions of community-university research engagement. Two perspectives are discussed. The first suggests that changes in the nature and structure of research have helped create democratic research spaces and opportunities within the university for communities. In this emerging (global) knowledge democracy movement, community-based researchers are increasingly seeking to connect lessons learned in local settings to the global context. The second perspective situates such developments in the context of the knowledge economy of higher education and suggests that community engagement is also developing in a manner that supports the advance of knowledge capitalism. The decisive tension is that universities around the world are being encouraged by governments to assume greater responsibility for economic development and to translate knowledge into products and services for the market whilst at the same time being tasked to work with communities in alleviating the social and economic excesses of the market. (Abstract from publisher)

Europe and North America

Results of the European Commission public consultation on open research data / European Commission . - Public consultation on open research data, 2 July 2013 . - European communication, 2013 . - 15 p.

Abstract : This report summarises the content of the European Commission's public consultation on open research data. Contributions of stakeholders from the research and publishing communities, as well as libraries, universities and industry representatives are detailed. Key questions addressed were how to define research data? How should the issue of data re-use be addressed? When and how does openness need to be limited? Where should research data be stored and made accessible? How to enhance data awareness and a culture of sharing? The outcomes of the consultation will help the Commission to develop its policies on open research data, notably within the context of Horizon 2020 which aims to provide a framework and encourage open access to research data.

URL : https://ec.europa.eu/digital-agenda/sites/digital-agenda/files/Report_2013-07-OpenResearchData-Consultation-FINAL1.pdf

Strengthening Canada's research capacity : the gender dimension = Renforcer la capacité de recherche au Canada : la dimension de genre / Council of Canadian Academies . - Ottawa : Council of Canadian Academies, 2012 .

- 242 p.

ISBN 978-1-926558-50-9 (Eng) ; 978-1-926558-52-3 (Fre)

Abstract : This report is the result of a study undertaken by the Expert Panel on Women in University Research and commissioned by the Canadian government.

URL :

http://www.scienceadvice.ca/uploads/eng/assessments%20and%20publications%20and%20news%20releases/women_university_research/wur_fullreporten.pdf.pdf (Eng);

http://sciencepourlepublic.ca/uploads/fr/assessments%20and%20publications%20and%20news%20releases/women_university_research/wur_fullreportfr.pdf.pdf (Fre)

The question of conscience : higher education and personal responsibility / David Watson . - London : Institute of Education Press, 2014 . - xl-132 p. (Bedford Way Papers)

ISBN 978-1-78277-026-8

Abstract : This book examines what higher education sets out to do for students, a question which is too often ignored by the academic community, according to the author of this book. The author firstly extracts several distinct claims about the purposes of higher education for its participants, establishing where claims for higher education come from historically,

how much contemporary resonance any of them still have, and above all whether or not they can combine to create a moral compass – a form of personal responsibility. These are examined through a number of lenses, structured around five sets of questions, part-ethical (what higher education should be seeking to inspire or inculcate in terms of habits of thinking) and part-epistemological (how it validates certain types of knowledge). The first set is around conscience especially through religious foundations; the second around character as formed through 'liberal' higher education; the third combines calling, competence, and craft as in the zones of professional and vocational higher education; the fourth involves citizenship as in respective obligations to civil society, the state and global responsibilities; and the final set introduces capability, or the role of higher education in inculcating life-skills, including employability.

Classmark : INT-21 WAT

An all-important alliance : how universities are supporting the graduate student-supervisor relationship = Une alliance cruciale : comment les universités appuient la relation étudiant-directeur de recherche / Virginia Galt . -

In: University Affairs / Affaires universitaires, v. 54, no. 9, pp. 12-19, November 2013

ISSN 0041-9257

URL : <http://www.universityaffairs.ca/the-all-important-graduate-student-supervisor-relationship.aspx> (Eng); ;
<http://www.affairesuniversitaires.ca/importance-cruciale-de-la-relation-entre-les-etudiants-aux-cycles-superieurs-et-leur-directeur-de-recherche.aspx> (Fre)

Investigadoras con éxito en la universidad : ¿Cómo lo han logrado? / Georgeta Ion Mar Duran-Bellonch /

Universidad Nacional de Educación a Distancia [UNED][Spain] . - **In:** Educación XX1, v. 17, no. 1, pp. 39-58, 2014

Open access article . - ISSN 1139-613X

Abstract : This article presents the results of research analysing the conditions that influence the careers of women academics in the field of social sciences. The research was carried out using in-depth interviews of a sample of women academics who are leaders of research groups in Catalan universities. The interviews covered individual conditions for academic success, group conditions and institutional factors. The results validated these theoretical categories, while pointing to the existence of a number of subcategories that could be studied in future research. Among the individual factors for success in academic careers, participants mentioned perseverance and tenacity; support of family; respect of biological time; and the relationship with a mentor. Group factors which were highlighted include: the balance between individual and group work; the research experience exchange between team members; participation in competitive team projects; and a leadership style based on mediation and delegation. Finally, the following institutional factors were also highlighted: the existence of other research groups with which to compete; the convergence between research and teaching activities; and the coordination of research project and financial support from national and European bodies.

URL : <http://e-spacio.uned.es/revistasuned/index.php/educacionXX1/article/view/10704>

Leveraging value in doctoral student networks through social capital / Colin Pilbeam, Gaynor Lloyd-Jones, David Denyer / Society for Research into Higher Education [SRHE][UK] . - **In: Studies in higher education, v. 38, no. 10, pp.**

1472-1489, December 2013

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

Abstract : UK higher education policy relating to doctoral-level education assumes that student networks provide the basis for informal learning and the acquisition of necessary skills and information. Through semi-structured interviews with 17 doctoral students from a UK management school, this study investigated the value of these networks to students, the facilitators and barriers to network formation, and the causes of network formation and demise. Networks provided three opportunities: academic discussion, benchmarking progress and personal support. Networking was perceived to be most valuable when conducted face to face. Loss of formal structures and increasing independence of research projects over time contributed to network fragmentation. Network cohesion was enabled by physical presence, shared experience and a sense of common purpose. Suggestions for the development of structures to support cohesive doctoral networks are made (Abstract from publisher)

Rank advancement in academia : what are the roles of postdoctoral training? / Xuhong Su . - **In: The Journal of Higher Education, v. 85, no. 1, pp. 65-90, January / February 2014**

ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : This article reports on a study that investigated whether postdoctoral training contributes to scientists' and engineers' attainment of tenure and full professorship in research-extensive universities in the United States. It was

found that training does not assist scientists in climbing the career ladder faster nor does it help them to secure more prestigious appointments once scientists land tenure-track appointments. [Abstract from publisher]

Reclaiming creativity in the era of impact : exploring ideas about creative research in science and engineering / Elaine Walsh, Katie Anders, Sally Hancock, Liz Elvidge / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 38, no. 9, pp. 1259-1273, November 2013
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : Creativity is necessary for doctoral students to gain their degrees and for postdoctoral researchers to distinguish themselves. It is, however, a contested concept. On the one hand, universities are expected to populate a knowledge economy with creative researchers. On the other hand, there are concerns that the impact agenda is having a deadening effect upon creativity. This research explores the broad range of definitions of creativity amongst a sample of science and engineering researchers (postdoctoral staff, supervisors, principal investigators and PhD Students). It also discusses researchers' views on the role of creativity in their work. Finally, it poses timely questions, both about the impact of the dominant discourses, and the role of the academy in shaping and challenging them.

Research-based communities of practice in UK higher education / Lai Ling Ng, Jon Pemberton / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 38, no. 10, pp. 1522-1539, December 2013
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : Whilst formalised approaches are adopted for developing research in higher education institutions, there is a growing trend towards informal groupings or communities of practice. This research, based on interviews with members of five research-based communities of practice, examines the values and motivation of individuals involved in developing research within these higher education communities. The findings reveal that 20 such values are apparent with 12 of these observed in past research; the other eight have emerged from this research and centre on a number of issues, including the need to overcome intellectual isolation, generation of tangible research outcomes, increased synergy and leverage, and creation of collaborative research.

Searching for doctorateness / Jerry Wellington / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 38, no. 10, pp. 1490-1503, December 2013
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : The author argues that the issue of 'doctorateness' - the meaning of a doctorate - is a recurring debate which needs to be kept alive and revisited regularly. He presents both a summary of existing research and the results of a recent qualitative study he undertook in a British university. Five different areas or arenas in which the question can be addressed are explored: (1) the purposes of doctoral study; (2) the impact of doctorates; (3) Written regulations for the award of the doctorate; (4) the examination process; (5) the voices of those involved (students and supervisors). Having looked at each area, it is argued that we should not be seeking some essential meaning of the term but that we should look for 'family resemblances' across the wide range of doctorates now available to search for a better understanding of the nature of doctorateness.

The public good and academic capitalism : science and engineering doctoral students and faculty on the boundary of knowledge regimes / Katalin Szelényi . - In: The Journal of Higher Education, v. 85, no. 1, pp. 126-153, January / February 2014
ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : This article examines the research-related experiences of 48 doctoral students and 22 faculty in science and engineering fields at three research universities in the United States, with specific emphasis on the intersection of the public good and academic capitalism. The findings provide the basis for a model that depicts the expansive organizational space between the public good and academic capitalism and the three manners of negotiating intersections, highlight the nuances of contemporary scientific knowledge production at universities. [Abstract from publisher]

• Sustainable Development

The future is now: Summary report / International Sustainable Campus Network [ISCN] . - ISCN Conference, Singapore, June 2013 . - ISCN, 2013 . - 40 p.

Abstract : This Summary Report from the ISCN 2013 Conference on The Future is Now, organised by the International Sustainable Campus Network and the National University of Singapore in June 2013. It contains section on the themes addressed at the Conference: Beyond carbon: the next generation of sustainability goals; Growth vs sustainability: Are these mutually exclusive goals?; and Engaging universities in co-creation for urban sustainability.

URL : <http://www.international-sustainable-campus-network.org/latest-news/iscn-2013-conference-summary-now-available.html>

World social science report, 2013 : changing global environments / International Social Science Council [ISSC]; UNESCO . - Paris : UNESCO Publishing, OECD Publishing, 2013 . - 609 p.
ISBN 978-92-3-104254-6 (UNESCO); 978-92-64-203340-2 (OECD) . - Online ISBN 978-92-3-104254-6 (UNESCO); 978-92-64-20341-9 (OECD)

Abstract : Produced by the International Social Science Council (ISSC) and UNESCO, and jointly published by the OECD, the 2013 World Social Science Report represents a comprehensive overview of the field gathering the thoughts and expertise of hundreds of social scientists from around the world. This edition focuses on the transformative role of the social sciences in confronting climate and broader processes of environmental change, and in addressing priority problems from energy and water, biodiversity and land use, to urbanisation, migration and education. The report includes 100 articles written by 150 authors from 41 countries all over the world. Authors represent some 24 disciplines, mainly in the social sciences. The contributions highlight the central importance of social science knowledge for environmental change research, as a means of understanding changing environments in terms of social processes and as framework for finding concrete solutions towards sustainability.

Classmark : INT-141 UNE

World social science report 2013: changing global environments : summary = Rapport mondial sur les sciences sociales : changements environnementaux globaux; Informe mundial sobre ciencias sociales : cambios ambientales globales, resumen / International Social Science Council [ISSC]; UNESCO . - Paris : UNESCO Publishing, OECD Publishing, 2013 . - 28 p.

Abstract : This publication provides a summary of the World Social Science Report 2013 which focuses on the link between global environmental changes and Social Sciences.

Classmark : INT 141 UNE

URL : <http://unesdoc.unesco.org/images/0022/002233/223388e.pdf> (Eng)

<http://unesdoc.unesco.org/images/0022/002233/223388f.pdf> (Fre)

<http://unesdoc.unesco.org/images/0022/002233/223388s.pdf> (Spa)

A comparative study of education for sustainable development in one British university and one Chinese university . - In: International Journal of Sustainability in Higher Education, v. 15, no. 1, pp. 48-62, 2014
ISSN 1467-6370

Abstract : This paper compares two different approaches to how education for sustainable development (ESD) initiatives are delivered in a University in the UK and in a university in China. Semi-structured interviews were conducted among samples of staff and group students in both universities. In the British university, many students were engaged through linking extra-curriculum activities back to the curriculum and opportunities for students to take part in campus operations were offered. Second, a project-oriented approach was employed to enhance interdisciplinary cooperation. The main learning points found in the Chinese university are: pedagogic changes are required to realize a transformative education and additions of more active learning into the curriculum are needed. Third, policy support is necessary to promote the ESD agenda but only when the top-down approach mixes with a bottom-up approach significant changes will happen. The authors conclude that both initiatives comprise students' learning and living experiences in a microcosm of a pilot sustainable community through inter-disciplinary approaches. They suggest that the UK practices can be useful as a mode for developed countries and the university in China as a model for developing countries.

Integrating environmental sustainability into universities / Meredith Ralph, Wendy Stubbs . - In: Higher Education, v. 67, no. 1, pp. 71-90, January 2014

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

Abstract : This research explored the factors that influence the integration of sustainability into the operations, teaching and research activities of universities in Australia and England. The research, using semi-structured interviews, found that individuals, committed to the goal of a more sustainable world, play a vital role in the success of integrating environmental sustainability into universities. The factors critical to enabling universities to undertake the transformational changes necessary to embed environmental sustainability into all university areas included: a strong policy environment, resourcing of strategies, and encouragement of leaders and environmental sustainability advocates. Educating and building the awareness of university staff of the importance of environmental sustainability to future generations was key to a successful strategy.

Asia and the Pacific

Distributed leadership : building capacity for interdisciplinary climate change teaching at four universities /

Aidan Davison, Paul Brown, Emma Pharo, Kristin Warr, Helen McGregor, Sarah Terkes, Davina Boyd, Pamela Aboudha . - In: International Journal of Sustainability in Higher Education, v. 15, no. 1, pp. 98-110, 2014

ISSN 1467-6370

Abstract : –This paper aims to report on the outcomes of a distributed leadership project in four Australian universities aimed at enhancing interdisciplinary climate change teaching. Communities of teaching practice were established at four Australian universities with participants drawn from a wide range of disciplines. The establishment and operation of these communities relied on a distributed leadership methodology which facilitates acts of initiative, innovation, vision and courage through group interaction rather than through designated hierarchical roles. Each community of practice found the distributed leadership approach overcame barriers to interdisciplinary climate change teaching. Cultivating distributed leadership enabled community members to engage in peer-led professional learning, collaborative curriculum and pedagogical development, and to facilitate wider institutional change. The detailed outcomes achieved by each community were tailored to their specific institutional context. They included the transformation of climate change curriculum, professional development in interdisciplinary pedagogy, innovation in student-led learning activities, and participation in institutional decision-making related to curriculum reform. The authors consider that this paper demonstrates that the distributed leadership model for sustainability education reported here is effective in building capacity for interdisciplinary climate change teaching within disciplines and that this model could be used in a variety of settings.

Exploring what university teachers think about education for sustainability / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 38, no. 10, pp. 1577-1590, December 2013

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

Abstract : The higher education literature reveals the highly subjective nature of thinking about the roles of higher education and its teachers with respect to 'education for sustainability'. The authors clarify and categorise commonly held viewpoints about this complex issue held by teachers in one university in New Zealand. They developed 50 statements about the issue and asked 43 participants to rank them and to record their responses to written questions. The analysis confirmed four significantly and qualitatively different viewpoints. The first, and largest, group were identified as advocating for sustainability and for integrating sustainability into higher education. The other three viewpoints showed less concern for teaching on sustainability. These comprised (i) University teachers committed to the liberal ideals of higher education but for whom sustainability is not a priority for their teaching; (ii) Sustainably-minded university teachers inclined toward interdisciplinarity but not 'education for sustainability'; and (iii) University teachers who cite academic freedom in their choice to not proactively address sustainability issues in their teaching.

Europe and North America

Commitment to environmental sustainability in the UK student population / D.R.E. Cotton, Ian Alcock / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 38, no. 10, pp. 1457-1471, December 2013

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

Abstract : Although environmental sustainability is the most frequently identified of the three pillars of sustainability (social and economic sustainability being less widely understood), there has been little previous research which has quantitatively explored the relationship between university attendance and commitment to environmental sustainability. This article presents the results of an analysis of data from the British Household Panel Survey (BHPS), which compared young adults at UK universities with other respondents of a similar age in order to explore this relationship. Commitment to environmental sustainability was measured on a scale developed from seven questionnaire items used in BHPS Wave 18, and the relationship between university attendance and subsequent scale scores was examined. Results show that university attendance has a significant positive association with commitment to environmental sustainability over other adult transition pathways, including participation in other forms of full-time education, when gender and social class are taken into account and when prior educational attainment is held constant. Thus, the authors argue that UK universities may have a desirable impact on environmental commitment, and explore possible explanations for these findings.

Introducing sustainability to interior design students through industry collaboration / Yasemin Afacan . - In: International Journal of Sustainability in Higher Education, v. 15, no. 1, pp. 84-97, 2014
ISSN 1467-6370

Abstract : This article reports on a study was to introduce a sustainability course to interior design students and explore how working with industry could address challenges with integrating sustainability education into and ensuring student motivation in non-studio courses. Evaluation of the 15-week course was conducted with a sample of 98 third-year interior architecture students at Bilkent University, Turkey. Analysis was undertaken from the perspectives of two processes: learning and working with industry. The results revealed that an active learning environment and industry collaboration positively influenced students' awareness of sustainable design, increased their ability to integrate sustainability knowledge to design studio projects and improved academic outcomes.

La sostenibilidad en la formación universitaria : desafíos y oportunidades / Pilar Aznar Minguet, Angels Ull, Albert Pinero, Pilar Martínez-Agut / Universidad Nacional de Educación a Distancia [UNED][Spain] . - In: Educación XX1, v. 17, no. 1, pp. 133-158, 2014
Open access article . - ISSN 1139-613X

Abstract : This study aims to integrate the perspective of sustainability in higher education qualifications through the incorporation of activities in the learning process for the development of learning competencies related to sustainability. The study was conducted with a sample of faculty at the University of Valencia, Spain, within the context of the implementation of the university Strategic Plan on sustainability.

URL : <http://e-spacio.uned.es/revistasuned/index.php/educacionXX1/article/view/10708>

Learning about sustainability: an interdisciplinary graduate seminar in biocomplexity / Catherine Mobley, Cindy Lee, John C. Morse, Jeffery Allen, Christine Murphy . - In: International Journal of Sustainability in Higher Education, v. 15, no. 1, pp. 16-33, 2014
ISSN 1467-6370

Abstract : The paper reports on the experiences moderating interdisciplinary graduate-level sustainability seminar, a nearly decade long initiative in a United States university. 15 in-depth interviews were undertaken with students and faculty who participated in the course. Findings showed that the course facilitated positive outcomes for students and faculty by expanding their familiarity with interdisciplinary perspectives on sustainability and environmental issues, increasing respect for other disciplinary perspectives, learning the basic vocabulary of disciplines outside their area of expertise, and strengthening collaborations between faculty. The course can be strengthened with more involvement from colleagues from the humanities and social sciences, and with attention to equal participation from all involved.

Shared governance and the sustainable college / Nancy B. Kurland . - In: International Journal of Sustainability in Higher Education, v. 15, no. 1, pp. 63-83, 2013
ISSN 1467-6370

Abstract : This study aims to examine interpersonal interactions at the committee level that lead to shared governance of a college's environmental responsibilities. It demonstrates the important role shared governance plays in integrating sustainability into a liberal arts college. Using participant observation in committee meetings and case study techniques in the period 2010 to 2012. Findings showed that the key challenges to efficiency and effectiveness of the shared

governance process differ depending on whether the committee was involved in visioning or validation work. Key drivers included mid-level leadership, a commitment to the mandate, and a willingness to engage in an ongoing process of shared understanding. The author concludes that this study highlights strategic and value convergence, provides a clear example of mid-level leadership driving change through an emergent process, and which required commitment to the original mandate, the ongoing ability to create shared understanding, and the ability of faculty and administrators to move from independent to consultative action.

Sustainable consumption : a teaching intervention in higher education / Pedro Alvarez-Suarez, Pedro Vega-Marcote, Ricardo Garcia Mira . - In: International Journal of Sustainability in Higher Education, v. 15, no. 1, pp. 3-15, 2014
ISSN 1467-6370

Abstract : This paper aims to analyse a teaching strategy designed to increase the awareness of trainee teachers and educate them with regard to sustainable consumption. Ninety-four trainee teachers were assessed on their knowledge of the environmental impacts of consumerism, their attitudes to sustainable consumption and their behavioural intentions before (pre-test) and after (post-test) the teaching intervention took place. Statistical analysis of the results revealed that the trainee teachers increased their knowledge of the social and environmental impacts of consumerism, became more aware of the need to take action in this regard, and developed behaviours oriented towards a sustainable model of consumption.

Latin America and the Caribbean

Greening the campus of a Brazilian university: cultural challenges / Giovana da Silveira Marques Pereira, Charbel Jabbour, Sonia V. W Borges de Oliveira, Adriano Alves Teixeira . - In: International Journal of Sustainability in Higher Education, v. 15, no. 1, pp. 34-47, 2014
ISSN 1467-6370

Abstract : This study examined the relationship between environmental management practices developed at a campus of a Brazilian university (University of Sao Paulo) and the greening of its organizational culture. The study found that the studied university has an environmental management programme that is sometimes constrained in the following ways: the university bureaucracy and hierarchy; the main performance indicators for lecturers and professors are based on scientific production and publication, giving them little time for complementary activities; and some units develop their own environmental management practices, but they are not disseminated as best practices for use by other units. Some academic units showcase the proactive actions of professors who incorporate environmental management into their daily activities. The general perception is that the phrase environmental management is almost synonymous with solid waste management.

Other themes

• Academic teaching personnel

Explaining gender inequality in Iceland : what makes the difference? / Tamar M. Heijstra, Pat O'Connor, Gudbjörg Linda Rafnsdóttir . - In: European Journal of Higher Education, v. 3, no. 4, pp. 324-341, December 2013
ISSN 2156-8235

Abstract : This article examines the explanations offered by men and women, at different academic ranks, for the scarcity of women in full professorial positions in Icelandic universities. Data derive from interviews and a survey involving the total Icelandic academic population. The results showed that the impact of the national context is considerably less than that of the gendered academic organizational context. Men and women explain gender inequality within academia differently. Moreover, full professor women are less convinced by the male-dominated environment explanation than lower-ranked women. The article calls for the visibility of gendered patterns in order to make changes.

Formación del profesorado universitario en TIC : aplicación del método Delphi para la selección de los contenidos formativos / Julio Cabero Almenara / Universidad Nacional de Educación a Distancia [UNED][Spain] .
- In: Educación XX1, v. 17, no. 1, pp. 111-132, 2014

Open access article. - ISSN 1139-613X

Abstract : With the aim of forming the blocks of content for a university teacher training programme in ICT, the authors conducted a partially revised Delphi study. The article describes how the study was carried out, the process used to determine the final list of contents of the course, and the characteristics of the participants in the study. Analysis demonstrated the effectiveness of this methodology for setting up training programmes, and more specifically the possible topics for training university teachers in ICT.

URL : <http://e-spacio.uned.es/revistasuned/index.php/educacionXX1/article/view/10707>

Las oportunidades de las académicas en el desarrollo profesional docente universitario : un estudio cualitativo / Inés Lozano Cabezas, Marcos Jesús Iglesias Martínez, María Ángeles Martínez Ruiz / Universidad Nacional de Educación a Distancia [UNED][Spain] . - In: Educación XX1, v. 17, no. 1, pp. 159-182, 2014

Open access article . - ISSN 1139-613X

Abstract : The aim of the research reported here, examines the perceptions and experiences of women academic professionals at the University of Alicante, Spain, specifically concerning professional interrelations with mentors and their integration into academic networks. The methodology combines qualitative and quantitative interpretation. The results show clear evidence that, although the persistence of gender differentials in higher education institutions is statistically evident, academic women do not blame institutions for discrimination nor do they feel like victims. They would like a more collaborative structure in the university community which could provide effective opportunities in their professional development, and lead not only to equitable participation and promotion, but also help the progress of the institution.

URL : <http://e-spacio.uned.es/revistasuned/index.php/educacionXX1/article/view/10709>

Online supervision : a theory of supervisors' strategic communicative influence on student dissertations / Gunnar Augustsson, Jimmy Jaldemark . - In: Higher Education, v. 67, no. 1, January 2014
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This article focuses on supervisors' written online communication about drafts of undergraduate student dissertations within a bachelor programme in behavioural science in a Swedish university. The data consists of 423 written communications from four supervisors. These were analysed and categorised, and the results show different show that the quality of supervisors communications embraces the difference between the application of comments, points of view, instructions, and questions. The authors emphasise the importance of supervisors' awareness of the nature and the combination of their communications if they want to increase student autonomy when supervising online.

Subject coordinator role and responsibility : experiences of Australian academics / Ambika Zutshi, Andrew Creed, Allison Ringer, Angela Osborne . - In: Higher Education Review, v. 46, no. 1, pp. 56-80, Autumn 2013
ISSN 0018-1609

Abstract : The subject coordinator role has changed with the implementation of new management practices in

universities. This changing role is analysed using in-depth interviews with subject coordinators in an Australian university. Based on the interviews, the authors argue that sustainable subject coordinator roles need: guidelines on the role and responsibilities of the coordinator; collegiality through mentoring and collaboration; training for successful handover of leadership positions; and professional development opportunities. They note that universities will also need to provide adequate resources and ensure workloads do not inhibit academic workloads and work-life balance.

• Education and development

Encouraging a British invention revolution : Sir Andrew Witty's review of universities and growth / United Kingdom. Department for Business Innovation & Skills . - London : BIS, 2013 . - 146 p.

Abstract : This report published in October 2013 is composed of the following chapters: Universities and growth; mapping economic activity and research centres; universities facilitating economic growth; universities and small and medium enterprises; local enterprise partnerships; and the role of national innovation support organisations.

URL : https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/249720/bis-13-1241-encouraging-a-british-invention-revolution-andrew-witty-review-R1.pdf

• Education and employment

Looking at the employment outcomes of tertiary education : new data on the earnings of young graduates / New Zealand. Ministry of Education . - Wellington : Ministry of Education, 2013 . - 12 p. (Tertiary education occasional paper, 2013/02)

e-ISSN 1179-5026

Abstract : The report measures the correlations between the earnings and the employment rate of students and the level of education completed, type of qualifications, and fields of studies chosen.

URL : http://www.educationcounts.govt.nz/data/assets/pdf_file/0020/143561/Looking-at-the-employment-outcomes-of-tertiary-education-ii.pdf

• Educational cooperation

Academic collaboration with African universities / Ad Boeren . - In: International Higher Education, no. 74, pp. 19-20, Winter 2014

ISSN 1084-0613

Abstract : Over the years, collaboration between academic institutions in the global North and institutions in Africa has been characterized by an evolutionary process from pure capacity building to equal partnerships, from social commitment to matching interests, and from specific needs to global strategies. A brief review of this process against the backdrop of global changes and higher education challenges provides a better understanding of the present opportunities and constraints.

URL : https://htmlbprod.bc.edu/prd/f?p=2290:4:0::NO:RP,4:P0_CONTENT_ID:120534

• Educational evaluation

An expansion of a global data set on educational quality : a focus on achievement in developing countries / Noam Angrist, Harry Anthony Patrinos, Martin Schlottter / World Bank . - Washington, DC : World Bank, 2013 . - 68 p. (Policy Research Working Paper, 6536)

Abstract : This paper assembles a panel data set that measures students' cognitive achievement for 128 countries around the world from 1965 to 2010 in 5-year intervals. The data set is constructed from international achievement tests, such as the Programme for International Student Assessment and the Trends in International Mathematics and Science Study, which have become increasingly available since the late 1990s. These international assessments are linked to regional ones, such as the South and Eastern African Consortium for Monitoring of Educational Quality, the Programme d'Analyse des Systemes Educatifs de la Confemen, and the Laboratorio Latinoamericano de Evaluacion de la Calidad de la Educacion, in order to produce one of the first globally comparable data sets on student achievement. In particular, the data set is one of the first to include achievement in developing countries, including 29 African countries and 19 Latin American countries. The paper also provides a first attempt at using the data set to identify causal factors that boost

achievement. The results show that key drivers of global achievement are civil rights and economic freedom across all countries, and democracy and economic freedom in a subset of African and Latin American countries.

URL : http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2013/07/18/000158349_20130718152804/Rendered/PDF/WPS6536.pdf

L'état de l'Ecole : 30 indicateurs sur le système éducatif français / France. Ministère de l'éducation nationale . - Paris : Ministère de l'éducation nationale, 2013 . - 73 p. (L'état de l'Ecole, no. 23)

ISSN : 1152-5088

Abstract : This publication contains an analysis of the costs, activities and results of the French educational system. It describes the changes and includes international comparisons. Includes all levels of education, including higher education.

Classmark : FR-37 MIN

URL : http://cache.media.education.gouv.fr/file/etat23/51/8/DEPP_EE_2013_274518.pdf

Information, information, information / John Pratt . - In: Higher Education Review, v. 46, no. 1, pp. 81-84, Autumn 2013

ISSN 0018-1609

Abstract : This short note analyses the collection and use of education data, and specifically within the OECD annual flagship publication 'Education at a Glance'. The author considers the publication as valuable for international comparisons, however notes that "more information is thought better information", somewhat belying the title of the book. He notes a change in scope of the publication which now includes data on emerging economies, as well as the increased number of OECD countries. Particular attention is paid to the 2013 edition of Education at a Glance, which focuses on youth unemployment.

La cesión de responsabilidad en la evaluación : una estrategia adaptada al Espacio Europeo de Educación Superior / Juan Antonio Moreno-Murcia, Adolfo Aracil, Raúl Reina / Universidad Nacional de Educación a Distancia [UNED][Spain] . - In: Educación XX1, v. 17, no. 1, pp. 183-200, 2014

Open access article . - ISSN 1139-613X

Abstract : This study looks at the impact of the assignment of responsibility of evaluation to students. 98 fourth year undergraduate students of a sports science degree at a Spanish university participated in the study. Students were assigned partial responsibility on evaluation both prior to and after a pedagogic intervention of 8 months. Participants responded to a series of validated questionnaires on autonomy, supportive coaching, self-perception and autonomy, intrinsic motivation and on the role of students in the evaluation process. Several open ended questions concerned their beliefs in the participation of students in the evaluation process. Statistical differences were found between both time points on self-perception of autonomy, supportive coaching and the role that assignment of responsibility should have in higher education. Participants described the intervention as a good learning strategy, new and motivating. These results, the authors argue, support the use of strategies of assignment and responsibility for evaluation in higher education.

URL : <http://e-spacio.uned.es/revistasuned/index.php/educacionXX1/article/view/10710>

Uses and abuses of education assessment in Brazil / Simon Schwartman / UNESCO International Bureau of Education [IBE][Switzerland] . - In: Prospects: Quarterly review of comparative education, v. 43, no. 3, pp. 269-288, September 2013

Open access article . - ISSN 0033-0337

Abstract : Starting in the 1970s, Brazil developed a very complex system of quantitative assessments of education at all levels, making extensive use of statistical information and tests, in an effort to improve and maintain the quality of its education. However, with some exceptions, particularly at the graduate level, Brazilian education standards remain low, with few signs of improvement. After reviewing the existing assessment systems and their evolution, this Viewpoint argues that, although these assessments are a necessary component of any successful policy for educational improvement, they may fail without the appropriate technical and institutional considerations. Technical considerations include the need to avoid situations of reification, when the indicators, rather than education itself, become the main goal to be pursued; when obscure statistical estimations replace well-grounded psychometric measures aligned with existing curricula; when low-stakes tests are used for high-stakes purposes; and when the pedagogical, psychometric, and statistical procedures are not open to regular outside peer review. Institutional considerations include the need to make

the assessment agency independent from government and other stakeholders, and to consider the large differences across the country's regions and populations. (Abstract from publisher)
This article draws on the 2013 Kneller Lecture, presented at the Annual Conference of the Comparative and International Education Society, New Orleans, March, 2013.
URL : <http://rd.springer.com/article/10.1007%2Fs11125-013-9275-9/fulltext.html>

• 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://htmldbprod.bc.edu/prd/f?p=2290:4:0::NO:RP,4:P0_CONTENT_ID:120542

• Educational management

Deliberate governance in higher education : the utility of John Dryzek's concept of meta-consensus / Greg Hampton . - In: Higher Education Review, v. 46, no. 1, pp. 4-18, Autumn 2013
ISSN 0018-1609

Abstract : Recent literature notes how managerialism has overwhelmed the collegialism which one dominated thinking about university governance. This article argues that higher education management should incorporate disparate discourses to respect their differences. Processes of deliberation within governance are suggested as one means of fostering accord. This is illustrated by a case study on accomodating student equity and diversity in teaching policy and practice in the organisational structure of an Australian university.

Factors affecting the decision to merge : the case of strategic mergers in Norwegian higher education / Svein Kyvik, Bjorn Stensaker . - In: Tertiary Education and Management, v. 19, no. 3, pp. 323-337, December 2013
ISSN 0135-3883 . - Online ISSN 1573-1936

Abstract : This article identifies and discusses a number of structural factors that may play a role when reaching a merger agreement. By drawing on a series of merger initiatives in Norwegian higher education, the article shows that merger processes involving more than two institutions dramatically reduces the chances of reaching a merger decision, and that a number of other factors may also play a negative role. The article concludes by reflecting upon the complex conditions surrounding strategic merger processes, and by identifying some practical implications for institutions involved in merger processes.

Hierarchy and power : a conceptual analysis with particular reference to new public management reforms in German universities . - In: European Journal of Higher Education, v. 3, no. 4, pp. 307-323, December 2013
ISSN 2156-8235

Abstract : For more than 20 years, new public management (NPM) has been the guiding governance model of university reforms in Europe. One central aspect of this model is to strengthen the hierarchy within the universities. Recent research shows that the formal decision-making authority of university leaders and deans has increased in almost every European country. While these changes at the formal level are well documented in the literature, researchers have given little attention to the institutional protection mechanisms of hierarchy in organizations, namely power and the related potential for negative and positive sanctions. By discussing the German university system, the authors ask whether university leaders and/or deans have the power to use hierarchy within their universities. Three types of power are considered: organizational power, personnel power and power over resources. The article shows that in Germany, neither university leaders nor deans have sufficient power over the academics in order to exercise hierarchical governance. The absence of power at the university leadership level and at the departmental level seems an important barrier to the implementation of the NPM model in Germany. (Abstract from publisher)

• Educational planning

Planning, re-bordering and setting times : a comparative analysis of European and Latin American education spaces' / Xavier Rambla . - In: Globalisation, Societies and Education, v. 11, no. 4, pp. 520-537, November 2013
ISSN 1476-7724 . - Online ISSN 1476-7732

Abstract : The article compares educational regionalisation in Europe and Latin America. This analysis unveils the influence of three social phenomena in the two case studies, namely power, fields of activity and knowledge. Mostly, it focuses on the initiatives led by the European Union and the Organisation of Ibero-American States in order to implement large strategic, multi-government educational plans in each continent. The actions of international political players, the theories (or ontologies) embedded in these devices and the consequences for sub-national politics are observed.

• Educational policy

The future regulation of higher education in England / Roger Brown, Bahram Bekhradnia / Higher Education Policy Institute [HEPI][UK] . - Oxford : HEPI, 2013 . - 15 p.

Abstract : This report argues that there are major difficulties with the Higher Education Funding Council for England's Operating Framework as a way of instilling full stakeholder confidence in the quality and viability of English higher education. It sketches an alternative model of regulation, which includes the separation of the responsibility for regulation from the responsibility for funding.

URL :

<http://www.hepi.ac.uk/files/HEPI%20Report%20%2863%29%20The%20Future%20Regulation%20of%20Higher%20Education%20in%20England.pdf>

Vietnam : new legislation and future possibilities / Duy Pham . - In: International Higher Education, no. 74, pp. 27-28, Winter 2014

ISSN 1084-0613

Abstract : With the expansion of higher education in Vietnam, the lack of a national legal framework to regulate the sector has caused many obstacles for the administration and sustainable development of higher education in Vietnam. This pressure urged the country's National Assembly to issue the first Higher Education Law of Vietnam in July 2012. The law consists of 12 chapters with 73 acts. It covers the main issues of higher education— goals, organization and management of universities, research, international collaboration, quality assurance and accreditation, academic staff, students, and others

URL : https://htmldbprod.bc.edu/prd/f?p=2290:4:0::NO:RP,4:P0_CONTENT_ID:120552

• Educational quality

A concept analysis of quality assurance and quality enhancement in higher education institutions (HEIs) / T. Mzhize, R. Cassimjee . - In: South African Journal of Higher Education, v. 27, no. 5, pp. 1264-1276, 2013
ISSN 1011-3487

Abstract : This article sets out to analyse quality enhancement in a South African higher education context. The study focuses on quality enhancement, as opposed to quality assurance, to measure quality. The authors argue that if higher education is to benefit from the implementation of quality assurance processes, the emphasis must not be on compliance but rather on enhancement. While the former deals with evaluation, the latter is concerned with capacity building in institutions to be able to deliver on their core business and objectives.

Accreditation in Colombia : achievements and challenges / Alberto Roa Varelo . - In: International Higher Education, no. 74, pp. 24-25, Winter 2014
ISSN 1084-0613

Abstract : In the 1990s, Latin American quality-assurance systems began to appear in the context of increased enrollment, specifically in private higher education. The explosion of questionable reputation institutions and programmes was massive. Due to this, countries as Chile, Mexico, and Colombia began to develop their own quality-assurance systems at a time when the priority of public policy was on expanding enrollment, but quality had been neglected.

Compared to the other Latin America countries, the Colombian system, specifically accreditation, has an interesting international position and has become an essential reference for countries beginning to implement systems of quality assurance like Peru and Ecuador.

URL : https://htmldbprod.bc.edu/prd/f?p=2290:4:0::NO:RP,4:P0_CONTENT_ID:120544

Walking the line: quality assurance policy development and implementation in Viet Nam / Meggan Madden . - In: Higher Education, v. 67, no. 1, pp. 91-104, January 2014

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

Abstract : Although Viet Nam's experiences with quality assurance (QA) policy development have been influenced by its relationships with, and funding from, the World Bank and regional organizations, the state-centric values of Vietnam still navigates the implementation process. The development of QA in Vietnamese higher education has walked a fine line between neo-liberal, free market strategies and state-centric, protectionist perspectives. Policy document analysis and key informant interviews show that the implementation of QA policies in Vietnam is an example of how one developing country negotiates between state-centric values and neoliberal principles. [Abstract from publisher]

Why is it difficult to grasp the impacts of the Portuguese quality assurance system? / Amélia Veiga, Maria Joao Rosa, Diana Dias, Alberto Amaral . - In: European Journal of Education, v. 48, no. 3, pp. 454-470, September 2013

ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : This article is based on a questionnaire-based study among academics in two Portuguese universities attempting to understand how academics cope with quality assurance processes and institutional arrangements. Questions were asked about the academics' perceptions of the national higher education system and the impacts of quality assessment of degree programmes. The results were interpreted using cultural theory to provide an explanatory framework for the Portuguese academics' perceptions.

• Educational research

Higher education change and social networks : a review of research / Adrianna Kezar . - In: The Journal of Higher Education, v. 85, no. 1, pp. 91-124, January / February 2014

ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : This article reviews literature on the potential for understanding higher education change processes through social network analysis. The main tenets of social network analysis are discussed and, in conjunction with organizational theory, are applied to higher education change to develop a set of hypotheses that can be tested in future research.

• Educational reform

Democratic reform in Egyptian universities / Ahmed El-Obeidy . - In: International Higher Education, no. 74, pp. 25-27, Winter 2014

ISSN 1084-0613

Abstract : This article examines the changes in Egyptian universities concerning the appointment of university leaders and faculty after the 2011 uprising and the subsequent reaction of prodemocratic academics.

URL : https://htmldbprod.bc.edu/prd/f?p=2290:4:0::NO:RP,4:P0_CONTENT_ID:120548

• Educational statistics

Statistische Daten zu Studienangeboten an Hochschulen in Deutschland : Studiengänge, Studierende, Absolventen : Wintersemester 2013 / 2014 / Hochschulrektorenkonferenz [HRK][Germany] . - Bonn : HRK, 2013 . - 80 p. (Statistiken zur Hochschulpolitik, 1/2013)

Classmark : DE-341 HRK

URL : http://www.hrk.de/uploads/media/HRK_Statistik_WiSe_2013_14_mit_Cover.pdf

This publication provides statistical data on educational programmes, students and graduates at higher education institutions in Germany.

- **For-profit private education**

Brazil : a for-profit giant / Dante J. Salto . - In: International Higher Education, no. 74, pp. 21-22, Winter 2014
ISSN 1084-0613

Abstract : Brazil has become by far the largest higher education system in Latin America, with a large share of enrollments in the private sector. A recently established and fast growing for-profit sub-sector consolidates as one of the largest worldwide. It already surpasses the public sector in enrollment and its role is growing. Public policy has backed the for-profit growth, largely for tax revenue reasons but in recent years the federal government has taken social initiatives that include tax exemption policies for the sub-sector. As indicated by fields of study, the for-profit sub-sector shares some important characteristics with the nonprofit sub-sector, contrasting dramatically to the public sector.

URL : https://htmldbprod.bc.edu/prd/f?p=2290:4:0::NO:RP,4:P0_CONTENT_ID:120538

- **Industry and education**

Institutional conflict of interest: the role of interlocking directorates in the scientific relationships between universities and the corporate sector / Sheila Slaughter, Scott L. Thomas, David R. Barringer, Sondra N. Johnson . - In: The Journal of Higher Education, v. 85, no. 1, pp. 1-35, January / February 2014
ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : The authors examined the potential for institutional conflict of interest between the 26 private universities belonging to the Association of American Universities and the corporations to which they are tied through their boards of trustees. They were interested in the degree to which interlocks may have tightened over three points across an 11-year period (1994-2005). Their examination relies on a set of patenting profiles estimated from the universities and corporations in the sample. These were derived through a set of organisation-event networks that were compared in terms of their structural similarity. Profiles were generated at each of the three time periods and the degree to which interlocks existed within and between the profiles measured with the hypothesis that systematically tighter inter-locks within profiles may suggest the greater potential for institutional conflict of interest. [Abstract from publisher]

- **Information and Communication Technologies**

Introducing MOOCs to Africa : New Economy Skills for Africa Program - ICT / Sandi Boga, Rory McGreal / Commonwealth of Learning [COL][Canada] . - Vancouver : COL, 2014 . - 10 p.

Abstract : A large majority of MOOC participants are from North America and Europe, with limited participation from Asia and even less from Africa. This paper is based on a pilot project to be undertaken in Tanzania which aims to study the use of a MOOC Platform.

URL : http://www.col.org/PublicationDocuments/MOOCs_in_Africa_2014_Boga-McGreal.pdf

Introduction to MOOCs : avalanche, illusion or augmentation? / UNESCO Institute for Information Technologies in Education [IITE] . - Paris : UNESCO, 2013 . - 12 p. (Policy Brief, 2013)

Abstract : This Policy Brief provides an overview of the history and types of MOOCs, their global scope, the associated risks and benefits of their use, and policy implications and recommendations.

URL : <http://unesdoc.unesco.org/images/0022/002238/223896e.pdf>

L'université à l'ère numérique : e-formation, e-recherche, e-gouvernance : Actes du colloque international / Université Mohammed V- Souissi. Presses de l'Institut universitaire de la recherche scientifique [Morocco] . - Souissi, Marocco : Université Mohammed V- Souissi, 2013 . - 190 p.

Abstract : These proceedings of the international colloquium held in Morocco in 2013 which addressed the place of the university in the digital era, e-governance, e-training, e-research in Morocco and in Africa more generally.

URL : http://iurs.um5s.ac.ma/images/colloque_international/01-001-195.pdf

Open educational resources in Poland : challenges and opportunities / UNESCO Institute for Information Technologies in Education [IITE] . - Moscow : IITE, 2013 . - 75 p.
ISBN 978-5-905385-12-4

Abstract : This latest issue in the UNESCO series on best practices of Open Educational Resources (OER) development in non-English-speaking countries describes Poland's educational system and provides an overview of national programmes and initiatives aimed at digitalizing schools, and creating and promoting OER before issuing recommendations for creating and using them.

URL : <http://unesdoc.unesco.org/images/0022/002242/224253e.pdf>

Perspectivas tecnológicas de la educación superior en América Latina 2013-2018 : un análisis regional del Informe Horizon NMC / L. Johnson, S. Adams Becker, D Gago, E. Garcia, S. Martín . - Austin, Texas : The New Media Consortium, 2013 . - 23 p.
ISBN 978-0-9889140 3- 2

Abstract : This report analyses the most relevant technological developments that support teaching, learning and research in Latin America and discusses their potential impact.

URL : <http://www.csev.org/documents/11373/ba740a49-c924-46ac-aff6-e0f7da0c9277>

The elearning Africa report 2013 = Le rapport elearning Africa 2013 / S. Isaacs, Ed. . - Berlin : ICWE, 2013 . - 61 p.
ISBN 978-3-941055-20-9

Abstract : This report, the second to be produced, presents the findings of a survey completed by 413 practitioners involved in e-learning in Africa, the largest group of whom work in higher education. It provides a snapshot of how ICT and better connectivity are believed to be changing the face of education in Africa. Mobile technologies and social media are seen by respondents as the top drivers of change in the use of digital technologies for learning in Africa and this is reflected in the survey findings that the majority of respondents cited laptops and mobile phones as the most popular learning devices. Key themes are covered in a series of opinion pieces and interviews by leading practitioners in Africa. These include, elearning and knowledge management in African universities; new technologies and girls' education; OERS and MOOCs; entrepreneurship and development.

PDF : [eLearningAfrica_Report_2013_FR.pdf](#); [eLearningAfrica_Report_2013.pdf](#)

The maturing of the MOOC : literature review of massive open online courses and other forms of online distance learning / United Kingdom. Department for Business Innovation and Skills [BIS] . - London : BIS, 2013 . - 123 p.

Abstract : This report provides an update on the development and impact of massive open online courses on learners and institutions at further education and higher education level. The study assessed available literature from various sources, including academic research articles and formal comprehensive reviews; blog posts; commentary and journalistic coverage. It concludes that massive open online courses are likely to become a standard element of university education with new teaching and learning methods that provide revenue and lower costs. A major challenge is finding suitable business models.

URL : https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/240193/13-1173-maturing-of-the-mooc.pdf

Transition to open and on-line education in European universities : Proceedings / European Association of Distance Teaching Universities [EADTU] . - Open and Flexible Higher Education Conference, Paris , October 2013 . - Heerlen, Netherlands : EADTU, 2013 . - 454 p.
ISBN 978 - 90-79730-13 -1

Abstract : This publication contains the proceedings and papers given at the Open and Flexible Higher Education Conference on Transition to Open and On-line Education in European Universities, held in Paris, in October 2013.

URL : http://www.eadtu.eu/images/stories/Docs/Conference_2013/eadtu%20annual%20conference%202013%20-%20proceedings.pdf

Women and leadership in open and distance learning and development / Asha Kanwar, Frances Ferreira, Colin Latchem / Commonwealth of Learning [COL][Canada] . - Vancouver : COL, 2013 . - 176 p.

Abstract : This book details the experiences of women leaders in developing, providing and supporting open and distance learning within universities and in a diverse range of countries and cultures. Three sections detail open and distance learning in higher education, open schooling and non-formal education.

URL : http://www.col.org/PublicationDocuments/pub_ps_WomenLeadership.pdf

E-learning : the McDonaldization of education / Noel Carroll . - In: European Journal of Higher Education, v. 3, no. 4, pp. 342-356, December 2013

ISSN 2156-8235

Abstract : Although the potential promise of e-learning is often expected within the process of learning, much of the emphasis is in fact on the electronic issues to facilitate learning, with little regard for its consequences on the learning process. This article argues that although we continue to develop sophisticated gadgetry to 'enhance' learning, technology can in fact distract the learner by allowing technology to become more intrusive in the educational experience. Consequently, this often erodes the human factor in learning – making the learning process a more isolated experience. This article suggests that academics should become more cautious with their acceptance of facilitating learning through e-learning platforms without fully understanding the impact on students learning experiences. The article offers a critical reflection on an extensive study carried out on students' (total: 475) experience with e-learning at third level institutes across Ireland. The author reflects on the findings and raises concerns regarding the contrast in what e-learning literature promises and what students actually experience.

E-readiness of ODL multicultural learners : implications for effective mediation / J. Nyoni . - In: South African Journal of Higher Education, v. 27, no. 5, pp. 1277-1289, 2013

ISSN 1011-3487

Abstract : This article reports on the findings of an in-depth study on multicultural facilitators' experiences on their e-readiness in the Information and Communication technologies (ICTs) in open and distance learning (ODL) mediation. Data collection methods included blogging, interviews, and participant observations of a sample of nine facilitators / instructors from a multiracial, ODL institution in South Africa. Firstly, the findings revealed that the majority of ODL facilitators/ instructors lack e-readiness skills that are critical in teaching and learning in ODL environments. Secondly, some facilitators did not fully understand what underpins ODL pedagogy and practices. The institution's academic lecturers were periodically given e-training but this seemed to be inadequate. The author argues that a comprehensive tutorial package covering e-readiness and e-training and practices should be organised for all inexperienced and newly appointed lecturers to prepare them for the rigours of ODL pedagogy.

Massive Open Online Courses [Featured topic] . - In: Liberal Education, v. 99, no. 4, pp. 1 - 56, Fall 2013

ISSN 0024-1822

Abstract : The authors of this issue's featured articles examine the phenomenon of the MOOC and its relation to the aims and purposes of both liberal learning and democratic education. Other articles in this issue provide a critique of competency-based education, take stock of the achievements and shortcomings of the Bologna Process, propose a new field of interfaith studies, call for educators to promote civil discourse, and reflect on the "liberating" aspects of a liberal education.

Contents: The MOOC moment and the end of reform (Aaron Bady) ; A plea for closed learning (Scott L. Newstok); MOOCs and democratic education (Leland Carver and Laura M. Harrison); Experience matters: why competency-based education will not replace seat time (Johann N. Neem); A troubled adolescence: what the fifteenth birthday of the Bologna Process means for liberal education (Paul L. Gaston); Toward a field of Interfaith Studies (Eboo Patel); A plea for civil discourse: needed, the academy's leadership (Andrea Leskes).

URL : <http://www.aacu.org/liberaleducation/index.cfm>

• Rankings

Times Higher Education World University Rankings 2013-2014 . - In: Times Higher Education Supplement, 3 October 2013

URL : <http://www.timeshighereducation.co.uk/world-university-rankings/2013-14/world-ranking>

The *Times Higher Education* World University Rankings provide a quantitative university performance ranking using 13 performance indicators to measure teaching, research – volume, income and reputation, citations “research influence”; industry income and international outlook.

Times Higher Education BRICS & Emerging Economies Rankings 2014 / Times Higher Education [UK] . - In: Times Higher Education Supplement, pp. 3-26, 5 December 2013

Abstract : This ranking includes only institutions in countries classified as emerging economies,, including the BRICS” nations of Brazil, Russia, India, China and South Africa. The universities ranking uses the same methodology as the Times Higher Education World University Rankings, covering all core missions of a world-class university - teaching, research, knowledge transfer and international outlook using 13 carefully calibrated performance indicators. Of 100 institutions listed in this ranking, only 11 are represented in the 2013-2014 World rankings top 400 list.

URL : <http://www.timeshighereducation.co.uk/world-university-rankings/2014/brics-and-emerging-economies>

The Times Higher Education ranking product : visualising excellence through media / Michelle L. Stack . - In: Globalisation, Societies and Education, v. 11, no. 4, pp. 560-582, November 2013
ISSN 1476-7724 . - Online ISSN 1476-7732

Abstract : This paper examines the Times Higher Education's (THE) World University Rankings as a corporate media product. A number of empirical studies have critiqued the methodology of the THE, yet individuals, higher education Institutions and governments continue to use them for decision-making. This paper analyses the influence of rankings through the concepts of mediatisation and visualisation. To this end, this paper examines how media defines excellence in HEIs through rankings, and how HEIs use rankings to define themselves within a competitive educational marketplace.

University rankings as a zoning technology : a Taiwanese perspective on an imaginary Greater China higher education region / William Yat Wai Lo . - In: Globalisation, Societies and Education, v. 11, no. 4, pp. 459-478, November 2013
ISSN 1476-7724 . - Online ISSN 1476-7732

Abstract : This paper argues that global university rankings can be understood as a mechanism upholding Taiwan's interests in light of cross-national analysis of university ranking and recent discussion on regionalisation of higher education in Asia. In anticipation of the emergence of the "Greater China higher education region", the paper suggests that global university ranking can be used as a zoning technology to form an imaginary line of cultural and academic sovereignty, and to influence university strategies and government policies.

• Religious education

Developments in religious studies : towards a dialogue with religious education / Denise Cush, Catherine Robinson / Taylor & Francis . - In: British Journal of Religious Education, v. 36, no. 1, pp. 46-17, January 2014
ISSN 0141-6200

Abstract : The early days of non-confessional, multi-faith religious education in Britain benefitted from close collaboration between academics in universities, teacher educators and teachers. This article attempts to initiate a revival of such a dialogue, by summarising some developments in religious studies at university level and suggesting possible implications for religious education in schools.

• Student participation

Portuguese public university student satisfaction : a stakeholder theory-based approach / Emerson Mainardes, Helena Alves, Mario Raposo . - In: Tertiary Education and Management, v. 19, no. 4, pp. 353-372, December 2013
ISSN 0135-3883 . - Online ISSN 1573-1936

Abstract : The objective of this research project was to evaluate student satisfaction at Portuguese public universities as regards their self-expressed core expectations. The research was based both on stakeholder theory itself and on previous studies of university stakeholders. The empirical study began with an exploratory study of students at one university to identify their demands, resulting in 25 indicators. These were the basis of a quantitative study, involving

students at 11 Portuguese public universities. A total of 1669 completed online surveys were received. Data analysis deployed descriptive statistics and multiple linear regression. The authors found that the level of course requirements, enhanced student value in the employment market, personal student self-fulfilment, the university's environment, motivating lessons and university bureaucratic processes are the key demands strengthening and deepening student satisfaction with both their course of study and the university. The authors conclude, therefore, that these factors should receive priority attention from university management.

Regulatory mechanism of self-determination involvement in higher education : assessing Chinese students experiences / Hongzhe Liu, Jinlan Liu, Xianglan Chi . - In: Higher Education, v. 67, no. 1, pp. 51-70, January 2014
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This study aims to observe and evaluate the levels and quality of students' involvement in the educational process. Based on the survey using the Chinese College Student Experience Questionnaire (CCSEQ), data was collected from 647 respondents in a Chinese university. The results showed that In observing student involvement in the educational system, it becomes apparent that the students' capacity for building on and playing a key role in the improvement of the quality of education they receive is largely controlled by their involvement activities in the learning process. In addition, both the institutional environment and student motivation have a combined and significant effect on student involvement behaviours. The authors suggest that student involvement will exponentially magnify the positive effects on student gains when colleges invest in new and additional resources, particularly when students become more deeply involved in the educational environment.

• Student satisfaction

Monitoring trends in student satisfaction / Leonid Grebennikov, Mahsood Shah . - In: Tertiary Education and Management, v. 19, no. 4, pp. 301-322, December 2013
ISSN 0135-3883 . - Online ISSN 1573-1936

Abstract : This paper outlines the findings of a study which monitored the entire student experience in a large metropolitan multi-campus university in Australia from 2005 to 2011. A specially designed biennial survey was repeated across the years, and completed over the period by 10,562 students from all key cohorts. This paper discusses the trends in perceived importance and performance of various university services and key issues the university has been addressing in order to enhance student experience. It concludes that: (a) the time series data provide a powerful lens into the university's strategies, initiatives and actions which worked well and those needing further effort or adjustment; (b) it is the total experience of the university that shapes students' judgements, not just what happens in the classroom; and (c) taking a systematic approach to student feedback, and acting on the results in a timely manner, can significantly improve student engagement and satisfaction.

The influences of student engagement, institutional mission, and cooperative learning climate on the generic competency development of Korean undergraduate students / Bo Keum Choi, Byung Shik Rhee . - In: Higher Education, v. 67, no. 1, pp. 1-18, January 2014
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This study examines whether the strength of the association between student engagement and development of generic student competencies varies across Korean higher education institutions. Data from the Korean Educational Development Institute's 2007 national sample and from 5,445 students representing 60 four-year colleges and universities were utilised. The results indicate that a specific type of engagement is linked to a particular learning outcome, which means that not every engagement type has an equal impact. The findings also suggest that in Korea, the impact on generic student competencies of one of the student engagement types, that is, active learning, significantly varies by institutional mission and the peer climate of cooperative learning.

• Teaching

Effects of transactional and transformational governance on academic teaching : empirical evidence from two types of higher education institutions / Uwe Wilkesmann . - In: Tertiary Education and Management, v. 19, no. 4, pp. 281-300, December 2013

Abstract . This study examines the perceived impact of two types of governance, transactional and transformational on academic teaching in Germany by academic teaching staff. Two quantitative surveys were conducted, one in 2009 with a sample of 1119 German research university professors and another in 2011 with a sample of 942 German professors from universities of applied sciences. The main findings are that transactional governance has no impact on the perception of the significance attributed to academic teaching, whereas transformational governance has significant influence.
