New in / Nouveautés

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International Bibliographic Database on Higher Education

February 2016 / février 2016

SELECTED THEMES

Theme	Count
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

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

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International Bibliographic Database on Higher Education
http://hedbib.iau-aiu.net

COLLECTIONS

Collection	Count
Monographs	14479
Periodicals	54
Periodical Articles	18982
TOTAL	35440

SERVICES

- Information Centre
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Presentation

Welcome to the February 2016 edition of *New in HEDBIB*.

New in HEDBIB provides references of monographs, documents, reports and periodical articles entered recently into HEDBIB, the International Bibliographic Database on Higher Education (http://hedbib.iau-aiu.net). HEDBIB has been managed by the International Association of Universities (IAU) since 1988, and receives contributions from UNESCO Headquarters and UNESCO International Institute for Educational Planning (IIEP); Southern African Regional Universities Association (SARUA); Union de Universidades de América Latina (UDUAL); Higher Education South Africa (HESA); Associació Catalana d'Universitats Públiques (ACUP).

The first part of *New in HEDBIB* reflects the IAU priority themes: Equitable Access and Success in Higher Education; Higher education and Social Responsibility; Information and Communication Technologies; Intercultural Dialogue; Sustainable Development; Research and Doctoral Education; and Internationalization. These references are further grouped by region. The second part of *New in HEDBIB* comprises all other references headed by their main keyword.

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

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

New in HEDBIB is produced five times a year. The next edition of *New in HEDBIB* will be released on June 1st, 2015.

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

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

Summary

We recommend

Doctoral education in South Africa : policy, discourse and data / Nico Cloete, Johann Mouton, Charles Sheppard, Eds. / African Minds [South Africa] . - Cape Town : African Minds, 2015 . - 283 p.
ISBN 978-1-928331-00-1 . - Online ISBN 978-1-928331-07-0
Abstract : This book provides in-depth data and analysis on issues that affect the growth, efficiency, quality and transformation of the doctorate in South Africa. It draws on studies conducted by the Centre for Higher Education Trust (CHET) and the Centre for Research on Evaluation, Science and Technology (CREST) over the past decade. The first chapter outlines the global, African and South African contexts for the demand of more doctorates. Chapters 2 to 5 focus on the history, policies and statistics of doctoral education in South Africa, around four themes of quantity, efficiency transformation and quality. Chapter 6 analysis a qualitative study of 25 'doctoral productive' departments in the Social Sciences and Humanities at 13 South African universities and a national survey of 330 'research productive' PhD supervisors in South Africa. Chapter 7 suggests ways of strengthening the model of doctoral education in South Africa. The authors' main thesis is that a paradigm shift is required in South Africa, and more widely in Africa, to renew an aging professoriate, staff the rapidly expanding higher education field, boost research, and generate high-level skills. The book concludes by highlighting key policy issues and challenges to be addressed at the continental, national and institutional levels.
Classmark : AFR-522 CLO
URL : http://siyaphumelela.org.za/wp-content/uploads/2015/04/Doctoral-Education-in-South-Africa-WEB-3.pdf

Guidelines for accessible information : ICT for Information Accessibility in Learning (ICT4IAL) = **Lignes directrices pour une information accessible : les TIC pour l'accessibilité de l'information dans l'apprentissage (ICT4IAL)** = **Directrices para obtener información accesible : TIC para la información accesible en el aprendizaje (ICT4IAL)** / Marcella Turner-Cmuchal, Ed . - Odense, Denmark : European Agency for Special Needs and Inclusive Education, 2015 . - 33 p.
Abstract : Aimed at supporting the work of educational practitioners and organisations, these Guidelines aim to support the creation of accessible information for learning. They include two steps for action to make different types of information and media accessible, including recommendations and relevant resources and examples of accessibility checklists for specific projects. The Guidelines were developed through the ICT for Information Accessibility in Learning (ICT4IAL) project, a multi-disciplinary network of European and International partners: International Association of Universities (IAU), UNESCO, DAISY Consortium, European Schoolnet, European Agency for Special Needs and Inclusive Education, Global Initiative for Inclusive ICTs (G3ict).
Classmark : EUR-35 ICT
URL : http://ict4ial.eu/sites/default/files/Guidelines%20for%20Accessible%20Information_EN.pdf (English)
http://ict4ial.eu/sites/default/files/Guidelines%20for%20Accessible%20Information_FR.pdf (French)
http://ict4ial.eu/sites/default/files/Guidelines%20for%20Accessible%20Information_ES.pdf (Spanish)
Available in 23 languages: http://www.ict4ial.eu/download-guidelines

IAU Themes

- **Equitable Access and Success in Higher Education**

Africa

(In)equity of exceptional academic achievement in South African higher education / N. Munro, R. Vitahl, M. Murray . - **In**: South African Journal of Higher Education, v. 29, no. 2, pp. 218-236, 2015
ISSN 1011-3487

Abstract : This article reports on a study of exceptional academic achievement at a South African university. A sample of graduates from the University of KwaZulu-Natal (UKZN) - an internationally ranked, recently merged and rapidly transforming South African university was studied and a model of the socio-demographic and educational variables associated with exceptional academic achievement in undergraduate students was developed. The model suggests that variations in 'race', gender, financial aid allocation, matriculation score and matriculation English symbol are significantly associated with increased odds of exceptional academic achievement. Interaction terms for 'race' and gender were also entered in the model. The study also found that when compared with all other groups, white females were most likely to excel academically.

Factors influencing the career choice of undergraduate students at a historically disadvantaged South African university / Fatima Abrahams, Rukhsana Jano, Burger van Lill . - **In:** Industry and Higher Education, v. 29, no. 3, pp. 209-219, June 2015
ISSN 0950-4222

Abstract : This study aimed to determine the factors that influenced students' career choice and to ascertain the possible barriers that impacted their decision. 721 undergraduate students in South Africa completed an adapted version of Myburgh's Career Choices Questionnaire. The results showed that parents and loans or bursaries were the largest sources of financial support. Anticipated benefits influenced the students' career choice, with the potential for personal growth and development, for future high earnings and for promotion to the top of the organisation the most important among these. Participants rated visits from lecturers and brochures as the most prominent sources of influence.

Social justice and South African university student enrolment data by 'race', 1998 - 2012 : from 'skewed revolution' to 'stalled revolution' / David Cooper / Society for Research into Higher Education [SRHE][UK] . - **In**: Higher Education Quarterly, v. 69, no. 3, pp. 237-262, July 2015
ISSN 0951-5224 . - Online ISSN 1468-2273

Abstract : The paper looks closely at student enrolment trends through a case study of South African race enrolment data, including some hypotheses about how student social class has influenced these trends. First, data on 1988-1998 enrolments showing a 'skewed revolution' in student africanisation are summarised. Then, using 2000-2012 data for the 23 new post-2000 universities and universities of technology, it is argued that the official categorisation of these institutions masks new socio-economic inequalities; and a better understanding of the skewed and stalled africanisation revolution is possible using three proposed new categories based on postgraduate enrolments and staff publications as indices of research-intensivity at each institution: (1) five upper band universities; (2) seven 'middle band' universities; and (3) eleven 'lower band' universities. The paper concludes by distinguishing between reformist' and radical national transformation policies in order to identify their impact on these new race- and class-based student inequalities.
http://www.lancaster.ac.uk/fass/events/hecu7/papers/cooper.pdf

Asia and the Pacific

Australian Indigenous higher education : politics, policy and representation / Katie Wilson, Judith Wilks / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - **In:** Journal of Higher Education Policy and Management, v. 37, no. 6, pp. 659-672, December 2015
Abstract : The growth of Aboriginal and Torres Strait Islander participation in Australian higher education from 1959 to the present is notable statistically, but below population parity. Distinct patterns in government policy-making and programme development, inconsistent funding and political influences, together with Indigenous representation during the last 50 years have shaped the higher education participation of Australia's Indigenous populations. In this article, the authors identify a constant ideological flux between welfare, equity and economic priorities in successive Australian government approaches impacting on equal opportunities for Indigenous Australians in higher education. Maintaining and increasing Aboriginal and Torres Strait Islander participation in higher education, according to the authors, requires a continued focus on targets for higher education enrolments, governance and working with Indigenous educators.

Developing disability-inclusive indicators in the Pacific Islands / Chris Forlin, Umesh Sharma, Tim Loreman, Beth Sprunt / UNESCO International Bureau of Education [IBE][Switzerland] . - **In:** Prospects: Quarterly review of comparative education, v. 45, no. 2 (174), pp. 197-221, June 2015
Abstract : The Pacific Island nations are in the process of transforming education to support all learners through the application of more inclusive approaches. In order to measure progress, they are working collaboratively to develop a set of local and contextually applicable indicators for inclusive education. This article reports the initial step in this process. A detailed review of literature about the Pacific Islands highlights 10 themes that are highly pertinent to the monitoring of inclusive education (IE) in the region. The article reviews these themes across the continuum of input, process, and outcomes for IE, at 3 levels of implementation: micro, meso, and macro. While disability-inclusive indicators for measuring IE within the Pacific Islands are very limited at present, the article also identifies strategies, good practices, government recommendations, and outcomes from across the region that educators may use to inform the development of inclusive practices.
URL : http://download.springer.com

Europe and North America

Dropout and completion in higher education in Europe / European Commission . - Luxembourg : Publications Office of the European Union, 2015 . - 102 p.
Abstract : This is a report of a comparative study on higher education dropout and completion in Europe (HEDOCE). It is based on an extensive review of literature and policy documents on study success in higher education, a interviews with national higher education experts and eight in depth country case studies.
URL : http://ec.europa.eu/education/library/study/2015/dropout-completion-he_en.pdf

Study success in higher education : male versus female students / Renze Kolster, Frans Kaiser / Center for Higher Education Policy Studies [CHEPS][University of Twente, Netherlands] . - Utrecht : CHEPS, 2015 . - 26 p. (CHEPS Working Papers, 07/2015)
Abstract : Through a literature review, insights from European experts, and case studies at seven Dutch higher education institutions, this paper looks into the extent of the gender differences in student success.
URL : http://doc.utwente.nl/97449/1/study.pdf

Career guidance and student success in Dutch higher vocational education / Mark L .J. te Wierikab, Jos Beishuizen, Willem van Os / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 40, no. 8, pp. 1947-1961, December 2015
Abstract : To enhance student success, a growing number of vocational education and training institutions in the Netherlands are nowadays implementing new career guidance practices in their competence-based approaches to learning. Based on individual-level data of undergraduate first-year full-time students from a Dutch university of applied sciences, this study investigated the influence of career guidance on first-year student success given other known influences such as prior academic performance, faculty and gender. First of all, students obtained more credits in the

competence-based educational system in which they from 2006 are guided. Furthermore, students who completed their first year not only obtained more credits after career guidance was introduced in 2006, but at the same time scored substantially higher first-grade points in their first year of study compared to students who left during the first six months.
URL : http://www.tandfonline.com/doi/full/10.1080/03075079.2014.914905

Determined to stay or determined to leave? A tale of learner identities, biographies and adult students in higher education / Barbara Merrill / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 40, no. 10, pp. 1859-1871, December 2015

Abstract : This article examines the meaning and experience of retention and withdrawal in higher education from the perspective and voices of non-traditional adult students. It draws on UK biographical data from a European study on access, retention and withdrawal. Withdrawal is perceived negatively by higher education institutions and policymakers as it has an economic cost and reflects on the efficiency of an institution and the student who leaves is viewed as a failure. This article challenges the traditional view and argues that non-completion is not always a negative act as many of the students who left in this study talked about the benefits they had gained in terms of learning, identity and the development of the self. Two in-depth biographical case studies are outlined: one student who completes and one who leaves. Both employed their agency and determination in ways which were positive to them but different.

Negotiating contestations and chaotic conceptions : engaging 'non-traditional' students in higher education / Vicki Trowler / Society for Research into Higher Education [SRHE][UK] . - **In:** Higher Education Quarterly, v. 69, no. 3, pp. 295-310, July 2015

Abstract : Student engagement has been widely hailed as the solution to all that ails higher education but there is little agreement on the meaning or ambit of the term. Similarly, literature concerning 'non-traditional' students is characterised by a multiplicity of meanings and assumptions. This paper uses data from early stages of research to illustrate the importance of conceptual clarity in a study of engaging non-traditional students. Interviews with students who define themselves as 'non-traditional' in a university in Scotland are detailed, revealing a far broader range of reasons that students consider themselves to be "non-traditional". (Abstract adapted from publisher).
URL : http://onlinelibrary.wiley.com/doi/10.1111/hequ.12071/full

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'I choose so I am' : a logistic analysis of major selection in university and successful completion of the first year / Maarten Pinxten, Bieke De Fraine, Wim Van Den Noortgate, Jan Van Damme, Jan Boonen, Gudrun Vanlaar / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 40, no. 10, pp. 1919-1946, December 2015

Abstract : This study examines the choice of a university major and specifically the type of major chosen in the first year and success/failure at the end of this first year, using a sample of 2284 undergraduate students in Flanders, Belgium. Extending previous research, the effects of prior subject uptake, occupational interests, prior mathematics and Dutch achievement, gender, socioeconomic status, academic self-concept and future aspirations on major selection were tested. The results showed that prior subject uptake in the last year of secondary education was the main predictor of the type of university major chosen. Furthermore, a persuasive association between students' interest pattern and major chosen was observed and different interest patterns between male and female students primarily explained gendered choices. Further analysis revealed that higher achievement, more mathematical subjects chosen in the last year of secondary school and a higher socioeconomic status are important buffers against failure in the first year of university.

Marketisation and widening participation in English higher education : a critical discourse analysis of institutional access policy documents / Colin McCraig . - **In:** Higher Education Review, v. 48, no. 1, pp. 6-24, Autumn 2015

Abstract : This paper examines the changing landscape used by English universities to describe their institutional mission around access and participation and argues that this sheds light on increasing marketisation of the sector; Analysis is drawn from Access Agreements of 20 large higher education institutions at two points of time, 2006-7 and 2012-13.
URL : http://shura.shu.ac.uk/9637/3/McCaig_Discourse_analysis_of_access_agreements_FINAL.pdf

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The working status of students and time to degree at German universities / Katja Theune . - **In:** Higher Education, v. 70, no. 4, pp. 725-752, October 2015

Abstract : This paper analyses the relationship between the working status of German students and thier time to first degree at German universities. The database is the Absolventenpanel2001, a panel study conducted by the Hochschul-Informations-System. The German university system is characterized by a long duration of study; the regular time is often exceeded. One potential reason might be the high proportion of students reporting part-time work during their studies. Additional individual characteristics and parental background are included. Analysis was carried out for ten fields of study separately. The descriptive analysis revealed a positive correlation between the amount of part-time work and the duration of study and confirmed that part-time work has an increasing effect on time to degree. The authors suggest that these results and the aspect that mainly socially underprivileged students are engaged in part-time work during their studies should be considered in the political discussions of tertiary education financing and the Bologna process.

The determinants of academic outcomes in a competing risks approach : evidence from Italy / Renata Clerici, Anna Giraldo, Silvia Meggiolaro / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 40, no. 9, pp. 1535-1549, November 2015

Abstract : This study is based on analysis of records of over 32,000 students enrolling from academic years 2002/3 to 2005/6 in 84 first-cycle degree courses in a large Italian university, grouped into four different fields of study. A discrete-time method for competing risks event history analysis was applied to study the determinants of university outcomes. The analysis showed that students in professional health studies had a higher probability of completion than students in other courses. Students enroled in science fields have a lower probability of degree completion and a higher risk of withdrawal. Foreign students are less prone to changing course and withdrawals than Italian students. Another finding was that secondary school scores were powerful predictors of both withdrawal and degree completion. Other factors that influenced degree completion were gender and place of residence.

- **Higher Education and Social Responsibility**

Higher education in societies : a multi scale perspective / Gaële Goastellec, France Picard, Eds. . - The Roles of Higher Education and Research in the Fabric of Societies, Lausanne, 9-11 September 2013 . - Rotterdam : Sense Publishers, 2014 . - 214 p. (Higher Education Research in the S1st Century)
ISBN 978-94-6209-744-5 . - Online ISBN 978-94-6209-746-9
Abstract : Structured around the central concept of the social contract, cross disciplinary researchers from France, Portugal, Norway, Switzerland, the United Kingdom and Canada explore the shifting mission of higher education from one thought to produce an elite to one where higher education and research are woven into the fabric of society. The book is a result of the Consortium of Higher Education Researchers (CHER) Conference at the University of Lausanne, Switzerland in 2014.
Classmark : INT-341 GOA

Engaging global challenges [Special issue] / AAC&U . - **In:** Diversity & Democracy, v. 18, no. 3, pp. 3-31, Summer 2015
Abstract : This issue highlights the multifaceted ways in which higher education is involving students in addressing the globally complex issues they will encounter throughout their lives. Contributing authors describe possible avenues into this work and raise pressing questions about equity and inclusion in a globally interdependent society.

Contents: Engaging Global Challenges: The Interconnected Effects of Individual Actions (Kathryn Peltier Campbell); Scales of Global Learning: Prisms, Knots, and a Cup of Coffee (Hilary E. Kahn);
Global Service Learning: Addressing the Big Challenges (Dawn Michele Whitehead); More than Bells without Clappers: Students Finding Voice through Civic Engagement with Big Questions (Francisco Acoba, Robert Franco, Krista Hiser, Peter Fiume, Liz Di Giorgio, Jay Kelly, Wendy Kuntz, Lori Moog, Duane Oakes, and Lynn Robertson) Engaging Students with Global Challenges across the Curriculum (Kristin Wobbe and Richard Vaze); The Physics of Changing the World (Luke R. Perreault); Educating for Religious Pluralism and Inclusive Citizenship (Reza Fakhari); An Equity Lens for Global Education (Vijay Pendakur); International and Interdisciplinary Collaboration: Implications for Undergraduate Education (Harvey Charles); Defining Global Learning at Florida International University (Hilary Landorf and Stephanie Paul Doscher); Embracing Disturbances in Learning: The Journey to Global Citizenship (Nuria Alonso García and Nicholas V. Longo); Faculty Perceptions on Teaching Sustainability in Undergraduate STEM Curricula (Catherine L. Fry, Kelly M. Mack, Jennifer M. Blaney).
URL : https://www.aacu.org/diversitydemocracy/2015/summer

Learning from all? The World Bank, aid agencies and construction of hegemony in education for development / Antoni Verger, D. Brent Edwards, Hülya Kosar Altinyelken . - **In:** Comparative Education, v. 50, no. 4, pp. 281-399, November 2014
ISSN 0305-0068 . - Online ISSN 1360-0486
Abstract : This paper explores the nature and quality of the World Bank's consultations with external actors and examines the extent to which it is responsive to such feedback in defining its policy preferences and strategies in the education domain. It draws on a case study of the participatory process that was organised around the definition of the World Bank Education Strategy (WBES 2020) and focuses on the participation of three European aid agencies, the Netherlands Ministry of Foreign Affairs of the Netherlands, Germany's Federal Ministry for Economic Cooperation and Development and the UK Department for International Development. This paper acknowledges that a significant effort was made to promote the inclusiveness and transparency of the participatory process, yet it concludes that the conditions for promoting quality participation and substantive policy change were not provided. In addition, the authors assert that the way that international aid agencies produce and use knowledge limits their role and influence in the World Bank's consultations; by not contesting the Bank's policy ideas substantially, the agencies contribute inadvertently to reproducing the Bank's predominance in the education for development field.

Educating global citizens : a good idea or an organisational practice? / Kathleen Lilley, Michelle Barker, Neil Harris . - **In:** Higher Education Research and Development, v. 34, no. 5, pp. 957-971, October 2015
ISSN 0729-4360 . - Online ISSN 1469-8366
Abstract : This paper explores the university responsibility for translating the idea of the ethical thinking global citizen into practice. Semi-structured interviews were undertaken with higher education experts employed in Australian and European universities, higher education NGOs, or key higher education intergovernmental organisations involved in

European policy making. The interpretive research is discussed through the themes: Constructing the global citizen, Enacting the global citizen, Legitimating the global citizen; and The sidelining context?

Africa / Arab States

Refugee higher education : contextual challenges and implications for program design, delivery, and accompaniment / Thomas, M. Crea . - **In:** International Journal of Educational Development, v. 46, pp. 12–22, January 2016

Abstract : This study explores the perspectives of 122 students involved in a pilot programme of higher education in two refugee camps in Kenya, and Malawi and one urban setting in Jordan. Students reported gratitude for the experience but uncertainty about the future, and widely different contextual challenges to pursuing education. The authors suggest that in a forced migration context, higher education may constitute a psychosocial intervention as much as an educational programme. The authors conclude that systemic thinking, with implications for programme planning and delivery as a means of accompaniment.

URL : https://www.researchgate.net/publication/285045456_Refugee_higher_education_Contextual_challenges_and_implicatio ns_for_program_design_delivery_and_accompaniment

Latin America and the Caribbean

A complex web of education policy borrowing and transfer : Education for All and the Plan for the Development of Education in Brazil / Xavier Rambla . - **In:** Comparative Education, v. 50, no. 4, pp. 417-432, November 2014

Abstract : This article analyses how Education for All policies were transferred to Brazil and Latin America by means of ambitious educational strategic plans such as the Plan for the Development of Education and the National Education Plans – promoted by the Federal Government of Brazil, and the Latin American Educational Goals – promoted by the Organisation of Ibero American States.

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

A guide to virtual universities for policy-makers / Griff Richards / Commonwealth of Learning [COL][Canada] . - Vancouver : COL, 2015 . - 42 p.
ISBN 978-1-894975-74-2

Abstract : This guide clarifies the virtual university concept for policy-makers and provide a conceptual framework to establish virtual universities. Information was gathered from a review of literature and an examination of online university websites in various countries.
URL : http://oasis.col.org/bitstream/handle/11599/1723/2015_Richards_Virtual-Universities-Policy-Makers.pdf?sequence=1&isAllowed=y

Africa

Digital animation for 'going public' on curriculum integration of HIV and AIDS in higher education / K. Pithouse-Morgan, L. van Laren, C. Mitchell, R. Mudaly . - **In:** South African Journal of Higher Education, v. 29, no. 2, pp. 237-259, 2015
ISSN 1011-3487

Abstract : This paper describes the introduction of digital animation prepared in response to experiences of university educators who integrate HIV and AIDS-related issues in their teaching. They screened the digital animation and encouraged responses from three audiences in higher education research gatherings, then used these responses together with their own deliberations to explore the 'what' and 'how' of making public the work. Using digital animation for generative action, the authors found that the four conceptual and methodological features of generative processes (playfulness, passion, perspicacity and participation) identified through previous research may be extended to a fifth - that of publicising research, or 'going public', which played an important role in the innovative and responsive use of digital animation.

On the democratisation of science education through Facebook : implications for autonomy, equality and teacher education at universities / Yusef Waghid . - **In:** South African Journal of Higher Education, v. 29, no. 2, pp. 298-314, 2015
ISSN 1011-3487

Abstract : This paper proposes using educational technology to democratise classroom practices in relation to science education and teacher education at universities. The author contends that educational technology, more specifically using Facebook, can engender pedagogical action among learners and educators that resonates with democratic practices. In other words, using educational technology in science and teacher education can enhance learner autonomy and equality, so that critical, self-reflexive thinking and disruptive thought and action, respectively, can be cultivated through technology-assisted education.

Europe and North America

MOOCs : high technology and higher learning / Robert A. Rhoads . - Baltimore : John Hopkins University Press, 2015 . - 168 p. (Reforming Higher Education : Innovation and the Public Good)
ISBN 978-1-4214-1779-0

Abstract : This book offers an analysis of the MOOC within a cultural, economic and political context by discussing factors that have contributed to their development in the United States. The author argues that the Open CourseWare (OCW) and MOOC movements have had a significant impact on the digitalisation of knowledge and that they have helped expand the ways students and teachers interact and develop ideas collaboratively. He also critically analyses the extensive media coverage of MOOCs while examining empirical studies of MOOC content delivery, the organisational system supporting the OCW/MOOC movement, and higher education personnel concerns.

Las TICs y el entorno virtual para la tutoría universitaria / Pilar Martínez Clares, Javier Pérez Cusó, Mirian Martínez Juárez / Universidad Nacional de Educación a Distancia [UNED][Spain] . - **In:** Educación XX1, v. 19, no. 1, pp. 287-310, 2016

Abstract : This paper analyses the use of virtual tutoring of students versus individual and group tutoring; and the most used kinds of virtual tools. A c was completed by a representative and stratified sample of 976 students from the Faculty of Education

at the University of Murcia, Spain. The results highlight that virtual tutoring is the most used modality despite being the least valued, either due to a lack of knowledge among students or because they believe that a direct and personal relationship

is more valuable for academic development. Moreover, the most used virtual tools are those that allow students to obtain information and to keep up to date with their subjects. The results from the survey lead the authors to propose that virtual tutoring should take better advantage of all the possibilities ICT offers as a tool to help and support the comprehensive development of students. University tutoring tools should be optimized and made profitable, and should no longer be considered as an isolated and responsive action.

El propósito de este trabajo es triple: analizar la percepción de utilidad que los estudiantes universitarios le conceden a la tutoría virtual frente a las otras modalidades; determinar la frecuencia de uso y finalidad con la que se recurre a ella, y conocer qué herramientas del entorno virtual se emplean más en relación a la tutoría universitaria. La recogida de información se realiza a través de un cuestionario diseñado ad hoc a una muestra representativa y estratificada de estudiantes, concretamente a 976 alumnos/as de la Facultad de Educación de la Universidad de Murcia. Se realiza un análisis no experimental, descriptivo y transversal, tipo encuesta. Los resultados informan que la tutoría virtual es la más empleada pese a ser la menos valorada, bien por desconocimiento o por considerar la relación directa y personal más valiosa para el desarrollo académico. Igualmente, las herramientas virtuales más utilizadas son las relacionadas con proporcionar información y permitir a los estudiantes estar al día en relación a una asignatura. Los resultados invitan a pensar que la tutoría virtual debe aprovechar mejor todas las posibilidades de las TICs como herramientas de apoyo al desarrollo integral de los estudiantes, siempre que se optimicen y rentabilicen las plataformas creadas al efecto, y dejar de considerarla como una acción puntual y reactiva.
URL : http://revistas.uned.es/index.php/educacionXX1/article/view/13942/13556

Modelo de análisis de metodologías didácticas semipresenciales en Educación superior / Vanesa Gámiz Sánchez, Maria Jesús Gallego Arrufat / Universidad Nacional de Educación a Distancia [UNED][Spain] . - **In:** Educación XX1, V. 19, no. 1, pp. 39-61, 2016
Open access . - ISSN 1139-613X

Abstract : This research examines Education students' opinions about online learning and the role of teachers. Specifically, it uses a multidimensional model for analysing blended learning based on the following categories: student performance; teacher performance; opinion about the method of learning; and statistics of platform access and use. The results indicated that blended learning methodologies can be useful in the context of changes in higher Education institutions towards the European Higher Education Area (EHEA). Using questionnaires to examine students' opinions before and after the development of a blended learning process in relation to the participation of the students and their learning outcomes, the results confirmed that blended learning is more positive than the 'traditional' one, although unfavorable issues did emerge. For example, students highlighted that the workload in a blended learning experience is considerably higher than in a traditional face to face process.

En esta investigación experimentamos un modelo multidimensional para el análisis de metodologías blended learning en Educación Superior. Incluye la opinión de estudiantes de Educación sobre la formación online y el papel del profesorado, y un modelo basado en las categorías: actuación del estudiante; actuación del docente; opinión sobre la modalidad de aprendizaje; y estadísticas de acceso y uso de la plataforma. Comprobamos que las metodologías didácticas basadas en el blended learning pueden resultar beneficiosas para los cambios que se están realizando en la Educación Superior en su proceso de convergencia hacia el EEES, según la opinión de los estudiantes antes y después de desarrollar un proceso de aprendizaje semipresencial, además de cuantificar la relación entre la participación, según las estadísticas de acceso, y sus resultados académicos. A través de un enfoque mixto obtenemos datos cuantitativos (items escala likert en cuestionarios) y cualitativos (foros y preguntas abiertas) que nos llevan a comprobar que, según la perspectiva de los estudiantes, es un camino más favorable que el tradicional, si bien cabe reflexionar sobre los aspectos negativos (entre los que destaca que los estudiantes consideran que el trabajo realizado en una asignatura semipresencial es significativamente mayor), debiendo adecuar principios metodológicos y organizativos en la Educación Superior a estas nuevas realidades.
URL : http://revistas.uned.es/index.php/educacionXX1/article/view/15577/13546

Percepción de los estudiantes de una experiencia de uso didáctico de blog docente en Educación Superior / J. Pere Molina Alventosa, Alexandra Valencia-Peris, Cristóbal Suárez Guerrero / Universidad Nacional de Educación a Distancia [UNED][Spain] . - **In:** Educación XX1, v. 19, no. 1, pp. 91-113, 2016

Abstract : This study reports the results of a qualitative approach to student assessments of a teaching weblog experience during four academic years. Categorization and inductive codification process of the data (coming from the students' comments) was carried out. Five categories were identified: the blog as an innovative learning tool, the blog as a flexible and hypertextual organisational resource, the blog as a cooperative learning environment, the blog as a changing factor in the teaching role, and proposals for improvement. The results show that students have a favorable opinion in terms of using the blog in the subject, as it is considered as a motivational resource which allows learning in greater depth, due to a variety of links to additional external learning resources and the interaction and communication possibilities. The blog's permanent availability brings the subject close to the students and their specific learning needs, encouraging communication between teachers and among students.

En este trabajo se estudia la percepción de los estudiantes de una experiencia en el uso didáctico de un blog docente durante cuatro cursos académicos en una asignatura universitaria. Los datos se recogieron a través de las contestaciones de los estudiantes a un post del blog donde se les solicitaba que realizasen una valoración del mismo. A través de un análisis cualitativo se definieron cinco categorías: el blog como herramienta de innovación educativa, el blog como recurso de organización flexible e hipertextual, el blog como entorno de aprendizaje participativo, el blog como agente de cambio del rol docente y propuestas de mejora. Los resultados ponen de manifiesto una opinión favorable del alumnado en cuanto al uso del blog, ya que lo consideran un recurso motivador que les permite ampliar y profundizar en los contenidos de la asignatura gracias a sus múltiples utilidades y a las posibilidades de interacción y comunicación que ofrece. La disponibilidad permanente del blog permite acercar la asignatura a los estudiantes y sus posibilidades particulares de aprendizaje, permitiendo también la comunicación tanto entre el profesor y el alumnado como entre estos últimos.
URL : http://revistas.uned.es/index.php/educacionXX1/article/view/15579/13548

Relationship between levels of problematic Internet usage and motivation to study in university students / Phil Reed, Emma Reay . - **In:** Higher Education, v. 70, no. 4, pp. 711-723, October 2015

Abstract : This study explored the relationship between problematic levels of Internet use and motivation to study in a sample of 162 students from three UK universities. scores form the Internet Addiction Test, Hospital Anxiety and Depression Scale, Emotional, Social Loneliness Scale, and the Motivated Strategies for Learning Questionnaire. were analysed to determine the presence of problematic levels of Internet use and any relationship between this factor and motivation to study. The results demonstrated that levels of problematic Internet use were negatively associated with several aspects of motivation to study (intrinsic goal orientation, control over learning, and learning self-efficacy). These relationships were over and above any impact that depression, anxiety, and social isolation had on motivation to study.

Sociomaterial texts, spaces and devices : questioning digital dualism in library and study Practices / Lesley Gourlay, Donna M. Lanclos, Martin Oliver / Society for Research into Higher Education [SRHE][UK] . - **In:** Higher Education Quarterly, v. 69, no. 3, pp. 263-278, July 2015

Abstract : Libraries in particular are often characterised as symbolic of predigital literacy practices and forms of meaning making. This binary oversimplifies student engagement, particularly in relation to their creation of and interactions with texts. This article describes two studies in universities in the United Kingdom and in the United States. One investigated student and staff textual practices that explored the complex and emergent networks they created, adapted and maintained; and one explored perceptions and use of library spaces (digital and physical). By analysing the maps and accounts that students provided to explain their study practices, a more holistic picture was provided of contemporary academic and study practices. A sociomaterial analysis showed the ongoing importance of institutional, personal and public spaces. The authors argue that this demonstrates that in order to enhance the student experience, a more nuanced understanding between digital and print, the device and user, and author and text is required.

- **Internationalization**

Africa

Regional, continental, and global mobility to an emerging economy : the case of South Africa / Jenny J. Lee, Chika Schoole . - **In:** Higher Education, v. 70, no. 5, pp. 827 - 843, November 2015

Abstract : This study examined mobility within the understudied region of southern Africa and particularly, the factors that drive and shape educational migration toward South Africa as a regional, continental, and global destination. Based on a survey administered to international students across seven South African universities, the findings revealed leading reasons were based on human capital and geopolitical rationales. The study also uncovered notable differences based on students' geographic origins.

Asia and the Pacific

Internationalization for quality in Chinese research universities : student perspectives / Wanhua Ma, Yun Yue . - **In:** Higher Education, v. 70, no. 2, pp. 217-234, August 2015

Abstract : This paper employs data from a survey of 1264 students from 39 higher education institutions in order to understand students' views on institutional approaches to internationalization. The data show that the Project 985" universities (elite research universities in China) have used internationalization to sustain two objectives: elite education and innovative research for quality, because there are high levels of agreement on three indicators with internationalization of these universities: student and faculty mobility, internationalizing curriculum and program, and international research collaboration and partnership. In the Project 211 universities (second-tier research universities), the data show that internationalization activities are highly related to curriculum reforms and faculty mobility. While the other degree-offering universities provide less opportunity for internationalization, the non-degree-offering institutions find their distinct way for institutional internationalization by providing more international internship opportunities. Our analysis also indicates that institutional internationalization is disciplinary oriented. In disciplines like law and art, students do not think that many activities are taken for internationalization by their institutions, while such disciplines as economics, management, and education have a higher level of internationalization.

Transformation of university governance through internationalization : challenges for top universities and government policies in Japan / Akiyoshi Yonezawa, Yukiko Shimmmi . - **In:** Higher Education, v. 70, no. 2, pp. 173-186, August 2015

Abstract : This paper examines the challenges of internationalization for Japan's top universities as a transformation process of these universities' governance. First, the historical background of Japanese higher education as an early front-runner in Asia is discussed, along with the dynamics of national identity and global trends. Second, a series of government-funded programmes for research and internationalization are examined from the viewpoint of governance reform. The construction of 'world-class' universities not only implies concentrated financial investment but also a comprehensive transformation of university governance in a global context. The major challenges for top Japanese research universities in terms of maintaining and improving their international presence are also highlighted.(Abstract adapted from publisher)

Europe and North America

Funding for United States study : a guide for international students and professionals : 2016 Edition / Institute for International Education [IIE][USA] . - New York : IIE, 2015 . - 358 p.

Classmark : US-12 IIE

An investigation of the impact of international branch campuses on organizational culture / William G. Tierney, Michael Lanford . - **In:** Higher Education, v. 70, no. 3, pp. 283-298, August 2015

Abstract : After analyzing two recent cases concerning New York University's branch campus in Abu Dhabi and the new Yale-NUS College in Singapore using an organizational culture framework, the authors suggest that the creation of international branch campuses should be guided by three primary considerations (1) the value added by the creation of a branch campus; (2) how the branch campus is reflective of the unique culture of the home campus; and (3) whether faculty members on branch campuses have the same rights, institutional status, and expectations of shared governance that they would have on the home campus. While the text acknowledges that some conflicts are inevitable, the authors suggest that international branch campuses have the potential to foster awareness, enrichment, and understanding with a deeper investigation of these cultural dimensions. (Abstract adapted from publisher)

Erasmus student motivation : why and where to go? / Miha Lesjak, Emil Juvan, Elizabeth M. Ineson, Matthew H.T. Yap, Podovšovnik, Eva Axelsson . - **In:** Higher Education, v. 70, no. 5, pp. 845 - 865, November 2015
Abstract : This paper identifies the mobility and destination choice motives of 360 ERASMUS students from 26 European countries. One mobility motive (professional and personal growth) and two destination choice motives (infrastructure and image, and lifestyle and commercialization) emerged and are discussed in light of students' personal and situational characteristics. The authors conclude that international study mobility is driven by students' desire to grow personally and professionally while studying abroad, but students' choice of a destination depends on the destination's general as well as touristic factors. Both mobility and destination choice motivations depend on students' personal and situational characteristics. (Abstract adapted from publisher)

Global learning for all [Special issue] / Association of American Colleges and Universities [AACU] . - **In:** Liberal Education, v. 101, no. 3, pp. 6 - 29, Summer 2015
Abstract : This issue of Liberal Education focuses on what is meant by 'Global Learning' and presents best practices for developing global learning outcomes and making global learning accessible to all students.
Contents: Global Learning: Key to Making Excellence Inclusive (Dawn Michele Whitehead); The Decline of International Studies: Why Flying Blind Is Dangerous (Charles King); Belonging: The Gateway to Global Learning for All Students (David C. Braskamp, Larry A. Braskamp, and Chris R. Glass).
URL : https://www.aacu.org/liberaleducation

Policymaking as a multi-layered activity : a case study from the higher education sector in Norway / Ragnhild Ljosland . - **In:** Higher Education, v. 70, no. 4, pp. 611-627, October 2015
Abstract : This paper describes a case study of a university department in Norway and the various interests and considerations involved in making a decision to move from Norwegian to English as the language of tuition. It discusses how internationalisation policy and language policy may be imposed by different agencies, and sometimes involves a conflict of interest having to be resolved. The paper further discusses how the university department in the case study in its local linguistic practice relates to policies made at the institutional, national and international levels, and reversely how actual practice at the local level influences national policies. The paper thus aims to develop our understanding of the micro- and macro- levels involved in determining language choice and language distribution in the higher education sector.

Re-examining the Chinese learner : a case study of mainland Chinese students' learning experiences at British universities / Qi Wu . - **In:** Higher Education, v. 70, no. 4, pp. 753-766, October 2015
Abstract : This study examines the Chinese learner through a case study of mainland Chinese postgraduate students' intercultural learning experiences at British universities. The results show that learning beliefs and behaviours evolve as individuals participate in authentic situations. It is essential to break the stereotypes of Chinese students and constantly document the progress of their learning so as to generate effective intercultural pedagogy and practices in culturally diverse classrooms. Further, how Chinese students approach their learning is a complex phenomenon with multiple facets interacting including external factors, namely sociohistorical, cultural, and academic contexts, and internal factors, such as each student's intellectual development. Academic staff in multicultural classrooms should recognize not just

similarities but also diversity of students from the same culture and amend their teaching practices in response to students' developing needs and interests. (Abstract adapted from publisher)

The impact of international education [Special issue] / Institute of International Education [IIE][USA] . - **In:** IIE Networker, Fall 2015

Abstract : Contents: Improving Our Understanding of Impact (Rajika Bhandari); The meaning and measure of impact: a look at the IFP Alumni Tracking Study (Andrea Brown Muga); International scholarships: program impact and comparative analysis (Matt Mawer & Rachel Day); International education outcomes assessment : a changing paradigm (Darla K. Deardorff); Building trust to advance international education through appreciative inquiry (Chris R. Glass and Cheryl Matherly); A century of international education: from experimentation to integration (Eduardo Conteras Jr.); The economic impact of international mobility (Christine Farrugia); Education in the new Development Agenda (Colleen Thouez); Civic values and narrative imagination: The role of international higher education (Jonathan A. Lembright); Higher education and international relations introducing knowledge diplomacy (Jane Knight); International education in the wake of identity-based conflict: A multi-directional relationship (Aryn Baxter); The impact of study abroad (Katja Simons).
URL : http://www.naylornetwork.com/iie-nxt/index.asp

To return or not to return: examining the return intentions of mainland Chinese students studying at elite universities in the United States / Alan Chi Keung Cheung, Li Xu / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 40, no. 9, pp. 1605-1624, November 2015
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : The study examined the return intentions of 90 students from mainland China studying at three top-tiered universities on the East Coast of the United States. The results highlighted several aspects relating to these elite students' choice regarding return to China and the factors that influence their choices. First, the findings confirm a long-held concern regarding the low returnability rate of Chinese students studying overseas. Second, academic and economic factors have a greater deterrent effect than political and social cultural factors. Third, the most influential predictors in a student's decision to return were job opportunities in China, family ties, and difficulty in obtaining a job in the United States. Policy implications are discussed. (Abstract adapted from publisher)

■ **Research and Doctoral Education**

OECD science, technology and industry scoreboard 2015 : innovation for growth and society = **Science, technologie et industrie : Tableau de bord de l'OCDE 2015** = **Indicadores de ciencia, tecnología e industria de la OCDE 2015** / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2015 . - 259 p.

Abstract : This publication features over 200 indicators to monitor developments in science, technology, innovation and industry ow OECD and major non-OECD economies. Indicators include comparing research "excellence"; the international mobility of highly skilled individuals including students and scientists, the impact of scientific collaboration (based on patent citations); and science-technology linkages. Also included are new indicators on the role of scientific leadership in international collaboration and open access to publicly funded research.
URL : http://www.oecd-ilibrary.org/docserver/download/9215031e.pdf?expires=1453305981&id=id&accname=guest&checksum=9E9B18EAFC38CC42D85911B407B9AE24

Postgraduate research supervision at a distance : a review of challenges and strategies / Fuzhan Nasiri, Fereshteh Mafakheri / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 40, no. 10, pp. 1962-1969, December 2015
Abstract : This article reviews the literature on supervisory elements in distance postgraduate research programmes leading to a master's or doctoral degree. The main issues and challenges related to spatial and temporal distance between the supervisee and the supervisor in the host university. Societal and cultural issues, arising from differences in norms and previous local training, also affect the supervisory process. Additionally, there are the common challenges associated with any research supervisory experience, and in particular the lack of skills, background and preparedness by both supervisor and supervisee to identify and explore a central research question. The authors note that the literature on distance postgraduate supervision is still very limited.

The rather elusive concept of 'doctorateness' : a reaction to Wellington / Brian Poole / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 40, no. 9, pp. 1507-1522, November 2015
Abstract : This paper summarises and then critiques some of the key arguments and conclusions provided by Wellington who argues that it would be sensible to give up the search for the inner essence of 'doctorateness' (a term referring to a common quality of doctoral candidates or of their written dissertations). It is argued here that progress towards description of doctorateness has in fact already been made, and it is proposed that this can be built on by promoting further discussion focusing on issues such as whether doctorateness should be seen as residing in doctoral theses, doctoral candidates, or both; and by recognising the polysemous nature of concepts like originality and new knowledge which often arise in university documentation relating to work at doctoral level.

The relationship between basic and applied research in universities / Peter James Gulbrandsen, Magnus Bentley, Svein Kyvik . - **In:** Higher Education, v. 70, no. 4, pp. 689-709, October 2015
Abstract : What is the central research activity in modern universities? This paper uses a comprehensive survey among individuals from 15 countries to map differences in orientation towards basic/fundamental research, applied/practical research and a combination of the two. Despite some claims in the literature that basic research is no longer a preoccupation of universities, our findings point at a continued strong presence of basic research in universities but with large variations between countries and academic disciplines. At the individual level, most academics engage in a combination of basic and applied research, rather than specialising, with applied orientations generally more common. Academics specialising in basic research tend to receive less external funding, work in environments where applied research is less emphasised and hold weaker professional obligations to apply their knowledge to problems in society.
URL : http://download.springer.com/static/pdf/171/art%253A10.1007%252Fs10734-015-9861-2.pdf?originUrl=http%3A%2F%2Flink.springer.com%2Farticle%2F10.1007%2Fs10734-015-9861-2&token2=exp=1452511434~acl=%2Fstatic%2Fpdf%2F171%2Fart%25253A10.1007%25252Fs10734-015-9861-2.pdf%3ForiginUrl%3Dhttp%253A%252F%252Flink.springer.com%252Farticle%252F10.1007%252Fs10734-015-9861-2*~hmac=1bea40c993ce023ea685be718f4d3daea1a2219f39737bf787b67fcb624997e9

Teaching research integrity in higher education : policy and strategy / Kerry Shephard, Tiffany Trotman, Mary;Löfström, Erika Furnari / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - **In:** Journal of Higher Education Policy and Management, v. 37, no. 6, p. 615-632, December 2015

Abstract : This article examines the research and academic integrity policies of institutions of higher education in New Zealand and Finland, and reviews the relevant international literature. Recommendations are presented for institutions to adapt to the diverse perspectives of academic colleagues about research and academic integrity and how it could be taught.

Africa

A survey of doctoral supervisors in South Africa / Johann Mouton, N. Boshoff, M. James . - **In:** South African Journal of Higher Education, v. 29, no. 2, pp. 1-22, 2015

Abstract : South African universities receive a direct monetary reward for the number of doctoral graduates produced. As a result there has been a steady increase in numbers in recent years (from 977 in 2004 to 1878 in 2012). Against this background a web-based survey of 331 doctoral supervisors at South African universities was conducted in 2011. The findings are discussed with reference to four themes: the burden of numbers, the nature of the doctorate (PhD), screening and selection of doctoral candidates, and supervisory styles. the main conclusion is that many doctoral supervisors in South Africa conduct their supervision under less-than-optimal conditions. Increasing student numbers, demands for constant monitoring and accountability, the pressure of throughput rates and efficient completion together with moderate-to-poor quality students, have resulted in a situation where doctoral supervision has become a challenging and highly stressful undertaking.
URL : http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=f08a32bc-dd91-4740-8281-8c1c3df9da21%40sessionmgr120&vid=0&hid=106

Higher education research expenditure in South Africa : a review of the new funding framework / Nicholas M. Odhiambo, Lydia Ntenga . - **In:** Industry and Higher Education, v. 29, no. 4, pp. 283-291, August 2015

Abstract : The paper aalyses the trends of higher education research expenditure in South Africa since the introduction of the New Funding Formula in 2004. It also compares the level of South Africa's total gross expenditure on research and development with those of other selected economies. The findings show that following introduction of the New Funding Formula there has been a significant increase in higher education research expenditure in South Africa. It was also found that although South Africa's total gross expenditure on research and development, as a percentage of GDP, is currently the highest in Africa, it is still lagging behind countries such as China, Russia and Brazil. The study therefore recommends further investment in research and development in South Africa so that the country can achieve its vision of becoming a knowledge-based economy.

Professional doctoral scholarship in Ghana : a case study of the CDT BEPS framework / D. Owusu-Manu, D. J. Edwards, S. K. Afrane, I. K. Dontwi, P. Laycock . - **In:** Industry and Higher Education, v. 29, no. 3., pp. 197-207, June 2015

Abstract : This paper reports on a case study of the recently established Centre for Doctoral Training in Business, Enterprise and Professional Studies (CDT-BEPS) at Kwame Nkrumah University of Science and Technology (KNUST), Ghana. The CDT BEPS embraces five development stages of professional doctoral training and learning skills sets: business; research; creativity; transferability; and evidential learning. The framework for developing the CDT-BEPS was validated using feedback from an international panel of experts encompassing academics, researchers, students and practitioners. It is argued that the research findings may be useful for other HEIs in developing countries currently exploring alternative routes for doctoral training. It is noted that further research is required to establish strategic collaborative and operational frameworks to support the CDT-BEPS and its long-term sustainability.

Asia and the Pacific

Gender equality in research : ARC Gender Equality Action Plan 2015–16 / Australian Research Council . - Canberra : Australian Reseach Council, 2015 . - 9 p.

Abstract : This policy paper discusses initiatives that support the Council's commitment to ensure that all eligible researchers, irrespective of gender, have the opportunity to participate in the National Competitive Grants Programme (NCGP) funding scheme. It also lists 9 new actions to be taken over the 2015-2016 year to improve awareness and information about gender equality in research.

URL :
http://www.arc.gov.au/sites/default/files/filedepot/Public/Policy%20&%20Strategy/Gender%20Equality/ARC_Gender_Equality_Action%20Plan.pdf

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The cash nexus : how teaching funds research in Australian universities / Andew Norton, Ittima Cherastidtham / Grattan Intitute [Australia] . - Grattan Institute, 2015 . - 53 p.

ISBN 978-1-925015-74-4

Abstract : This report shows how surpluses in teaching funding are used to fund research rather than for students or educational quality improvement.

URL : http://grattan.edu.au/wp-content/uploads/2015/10/831-Cash-nexus-report.pdf

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Balancing quality and quantity to build research universities in Taiwan / Dian-Fu Chang, Fong-Yee Nyeu, Hsiao-Chi Chang . - **In:** Higher Education, v. 70, no. 2, pp. 251-263, August 2015

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

Abstract : The number of students in higher education in Taiwan has nearly quadrupled from 348,290 (1984) to 1,345,000 (2013). This study explored situations arising from a change to right-based higher education, particularly in pursuing a balance between quality and quantity in the process of establishing research universities. The authors selected two top public universities to illustrate how institutional arrangements play crucial roles in balancing quality and quantity. The findings revealed strong pressure for a world-class university within both universities, whereas student opinions reflected a neglect on instruction. In this case, faculty focused less attention on teaching compared to their research. The authors conclude that these two universities should focus more efforts on teaching to balance quality and quantity toward a world-class research university. (Abstract adapted from publisher).

Building the world-class research universities : a case study of China / Futao Huang . - **In:** Higher Education, v. 70, no. 2, pp. 203-215, August 2015

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

Abstract : This study analyses how China has strived to develop world-class research universities. It begins with a review of literature and research questions. It also examines national policies and strategies since the mid-1990s and institutional strategies, and findings from the international survey of the Changing Academic Profession in 2007. The study suggests that developing China's research unversities since the early 1990s could be considered as one of the most significant policies of restructure the old higher education system based on the former Soviet pattern and that evidence shows that national policies and strategies have been effective. Secondly, differing from the world-class research universities in the USA and the UK, the Chinese path to building a world-class research university is characterised with a top-down policy, accompanied by growth in intensive funding from both national government and especially local authorities on few selected elite universities. The authors suggest that because progress of Chinese universities has been largely impacted by global university systems, it is receptive to Western influence.

Declining symptom of academic productivity in the Japanese research university sector / Akira Arimoto . - **In:** Higher Education, v. 70, no. 2, pp 155-172, August 2015

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

Abstract : This paper examines the Japanese university sector, and specifically the position of research universities. The Japanese university stratification is described as a closed academic structure based on the logic of *tate-shakai* of collectivism rather than individualism. This collective mindset, according to the author, has contributed to limited academic mobility in Japan and 'negative competitiveness' among academics. The author also analyses inequitable budget allocation among Japanese universities, with research universities receiving most funds while small and non-research based universities receive the smallest budget allocation. This shortage of research funding, according to the

author, affects academics' research productivity. Concurrently, the generation gap between younger and older academics has become wider. Academics under the age of 35 face increasing unemployment and a term contact system which is applied to younger academics.

Evolution of research universities as a national research system in Korea : accomplishments and challenges /
Jung Cheol Shin, Soo Jeung Lee . - **In:** Higher Education, v. 70, no. 2, pp. 187-202, August 2015
Abstract : This article focuses on South Korea, where the basis of the economy rapidly transformed from labor-intensive industries to heavy/chemical industries and then to technology-based industries within a short time period. The Korean case shows how national research systems evolve along with economic development. On the other hand, such rapid research system development is accompanied by problems and challenges. This article focuses on university research as a part of Korea's national research system in support of economic development, what Korean research universities have accomplished through policy initiatives, and the challenges the universities currently face.

Factors influencing the employment of Australian PhD graduates / Denise Jackson, Grant Michelsen / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 40, no. 9, pp?. 1660-1678, November 2015
Abstract : This study draws on a national survey conducted in Australia in 2011 (n = 2761) and 2012 (n = 3181) of PhD graduates across all major disciplines four to six months after conferral of their degree. The findings reveal that previous work experience; attendance at a research-intensive university; completing one's degree off campus; part-time status; the use of certain job search strategies and access to research culture and networking opportunities; as well as certain demographic characteristics influence initial post-graduation job attainment. Implications of the findings are discussed.

Research universities for national rejuvenation and global influence : China's search for a balanced model /
Gerard A. Postiglione . - **In:** Higher Education, v. 70, no. 2, pp. 235-250, August 2015
Abstract : The search continues for a Chinese research university model that can balance quality and quantity in research and teaching. This paper argues that finding one depends upon deepening internationalization, defining educational sovereignty, and expanding university autonomy. The paper does this by examining selected aspects in the development of the research university systems of the Chinese mainland and Hong Kong, particularly with respect to the governance of research and teaching. (Abstract from publisher)

The strategic positioning of Australian research universities in the East Asian region / Simon Marginson . - **In:** Higher Education, v. 70, no. 2, pp. 265-281, August 2015
Abstract : Regional tendencies in higher education are increasingly important, for example the common rise of North-East Asian universities in China, Hong Kong SAR, Taiwan and South Korea, and Singapore in South-East Asia, to a major global role, following the prior trajectory of Japan. Though the rapidly modernizing Post-Confucian countries do not constitute a formal region, they share a common political and cultural dynamism, entailing rapid improvement of quantity and quality in education and research. This poses challenges and opportunities for Australia, a British/European heritage nation located at the edge of Asia, with extensive trade into East Asia, and an Asian-influenced demography, providing that it can (1) further develop its research capacity, given that research provides the main medium of deep collaboration in higher education, and (2) lift its cultural capacity to interface with systems in the region. (Abstract from publisher)

Europe and North America

Collaborative doctoral education in Europe : research partnerships and employability for researchers / Lidia Borrell-Damian, Rita Morais, John H. Smith / European University Association [EUA] . - Brussels : EUA, 2015 . - 70 p.
Abstract : This report is an output of the project Promoting Collaborative Doctoral Education for Enhanced Career Opportunities - DOC-CAREERS II. It provides an analysis of the contexts and conditions to successfully establish and

take forward collaborative doctoral education. It also explores employment prospects in the non-academic sector for doctoral holders.
URL : http://www.eua.be/Libraries/publications-homepage-list/EUA_Doc_Careers_II_web

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A decade beyond the doctorate : the influence of a US postdoctoral appointment on faculty career, productivity, and salary / Lijing Yang, Karen L. Webber . - **In:** Higher Education, v. 70, no. 4, pp. 667-687, October 2015
Abstract : This study examined whether taking a postdoctoral position contributed to faculty career and salary 10 years after doctorate completion. It used a sample of respondents with continuous data in the 1999 through 2008 United States Survey of Doctoral Recipients. Results show that completing a postdoctoral position positively contributed to working in educational institutions and securing a tenure-track appointment. Taking one, but not two or more, postdoctoral positions increased written scholarly productivity. However, the postdoctoral experience had no statistically significant impact on salary a decade after degree completion.

Enhancing the industrial PhD programme as a policy tool for university-industry cooperation / Tonu Roolaht . - **In:** Industry and Higher Education, v. 29, no. 4, pp. 257-269, August 2015
Abstract : Industrial PhD programmes are educational tools for building bridges between the academic sector and industry. In these programmes, the PhD student studies and carries out research while being employed in a knowledge-based company or R&D agency. This paper reviews current practice in Estonia and elsewhere and offers suggestions for improving the use of industrial PhD programmes as a cooperation policy tool. It is argued that these enhancements could help to facilitate university–industry cooperation and therefore could foster the transition to a knowledge-based service society and improve productivity.

Essential tensions in interdisciplinary scholarship : navigating challenges in affect, epistemologies, and structure in environment-society research centers / V. Kelly Turner, Karina Benessaiah, Scott Warren, David Iwaniec . - **In:** Higher Education, v. 70, no. 4, pp. 648-665, October 2015
Abstract : This study draws on interviews with internationally renowned interdisciplinary environment-society research center leaders in United States academic institutions. Three hierarchical tensions in collaborative interdisciplinary research were identified: (1) an epistemic tension between knowledge generation processes that blend multiple approaches into one unified intellectual perspective versus pluralistic processes that maintain multiple, discrete intellectual perspectives, (2) a structural tension between organisations that provide stability to persist and build unified knowledge, while maintaining the flexibility to experiment with novel organizational arrangements that foster innovation, and (3) affective tensions for individual researchers between the security of working within cohesive research communities versus attraction to the creative challenges in new intellectual communities. The results indicate that these tensions are interdependent, similar to previous observations that disciplinary and interdisciplinary knowledge productions are linked. (Abstract adapted from publisher)

Evolution and social dynamics of acknowledged research groups / Julián López-Yáñez, Mariana Altopiedi . - **In:** Higher Education, v. 70, no. 4, pp. 629-647, October 2015
Abstract : This paper presents the results of an ethnological research project on four higher education research groups in the region of Andalusia, Spain in the fields of ecology, fluids engineering, archaeology and neuropsychology. A conceptualisation of the main stages experienced by the groups in their evolutionary process is described: the Foundation stage, the Group Creation stage, the Group Solidation stage and the choice of some groups towards becoming a quasi-firm. The analysis showed that one size does not fit al: different fields of knowledge, research cultures, trajectories, etc. need different group configurations. The authors conclude with suggestions are provided as to how higher education institutions and administrations could successfully support the development of scientific research groups.

From apprentice to agenda-setter : comparative analysis of the influence of contract conditions on roles in the scientific community / Ester Höhle / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 40, no. 8, pp. 1423-1437, October 2015

Abstract : This paper is based on comparative analysis of country data of the International Changing Academic Profession survey for Germany, the Netherlands and Norway. Specifically, the author examines whether contract conditions at universities influence the chance of taking over a role in research management. Several differences were found between countries, for example, early career researchers obtain permanent employment the earliest in the Netherlands; In Norway 6 years after receiving a PhD, the smallest share of academics are permanently employed while in Germany and the Netherlands almost three quarters work full time. Overall, career stage is a strong predictor for having a management role in Norway and Germany. The analysis shows certain common predictors for all countries: academics not holding a PhD degree, as well as those spending the majority of time for teaching, have lower chances to perform management functions in the scientific community.
URL : http://www.tandfonline.com/doi/full/10.1080/03075079.2015.1060704

Inequality and doctoral education : exploring the "rules" of doctoral study through Bourdieu's notion of field /
Abstract : This paper explores the use of Bourdieu's notion of field to render visible the practices and contexts of doctoral education that produce inequalities across doctoral students. This qualitative study is of 15 doctoral students in Engineering and in Philosophy in a research intensive university in Canada. The results demonstrated that these inequalities related to conflicted and codified rules of success within doctoral study, and students' struggle to understand these rules, and then act in ways that enable students' success in doctoral education.

Navigating careers : perceptions of sciences doctoral students, post-PhD researchers and pre-tenure academics
Abstract : This longitudinal study of 23 sciences doctoral students, post-PhD researchers, and pre-tenure academics in Canada assessed the interpretive value of two constructs in explaining changes in career thinking and decision-making. The interaction of horizons for action (personal influences on future intentions), and opportunity structures (knowledge of career opportunities) provided a means to explain individual shifts over time and differences across roles in career thinking. Generally, over time and across roles, their knowledge of career opportunities grew, but concurrently their personal horizons for action became narrower due to changing personal relationships and responsibilities. Both the significance of the findings and the pedagogical implications are explored.

What predicts whether foreign doctorate recipients from U.S. institutions stay in the United States: foreign doctorate recipients in science and engineering fields from 2000 to 2010 / Yin-Young Roh . - **In:** Higher Education,
Abstract : Using data from the Survey of Earned Doctorates by the National Science Foundation, this study examines factors influencing foreign doctorate recipients' decisions to stay in the United States after they complete their degrees. The findings suggest that the foreign doctorate recipients with a prestigious doctoral degree were less likely to stay in the United States. The home country economic conditions relative to those of the United States also significantly influenced migration decision. The foreign doctorate recipients' odds of staying in the United States increased when the unemployment rate gap between the home country and the United States widened. Lastly, the country of origin was important in predicting migration decisions for foreign doctorate recipients.

- **Sustainable Development**

International field experiences promote professional development for sustainability leaders / R. Bruce Hull , David P Robertson , Michael Mortimer , Courtney Kimmel . - **In:** International Journal of Sustainability in Higher Education, v. 17, no. 1, pp. 86-104, 2016
Abstract : This paper examines and analyses the international component in China of a Master of Natural Resources programme which aimed to increase students' competences in leadership for sustainable development. The results found that the international project built competencies related to collaborative problem-solving, cultural capacity to work globally and sustainable development. Six pedagogic practices were perceived as effective by students and generate learning outcomes desired by faculty: authentic problems, learning cycles, shared inquiry, transdisciplinarity, exploration and engagement.

Practice makes pedagogy : John Dewey and skills-based sustainability education / Seaton Patrick Tarrant, Leslie Paul Thiele . - **In:** International Journal of Sustainability in Higher Education, v. 17, no. 1, pp. 54-67, 2016
Abstract : This paper is to ground contemporary sustainability education in John Dewey's democratic pedagogy. Specifically, the authors argue that Dewey's thought anticipates, and theoretically informs, the sustainability skill set required of contemporary citizens in a complex and changing world. The authors argue that Dewey's continuing contribution to contemporary practices of sustainability education should be the subject of future research.

Arab States

Developing effective earthquake risk reduction strategies : the potential role of academic institutions in Lebanon / Hoda Baytiyeh / UNESCO International Bureau of Education [IBE][Switzerland] . - **In:** Prospects: Quarterly review of comparative education, v. 45, no. 2 (174), pp. 245-258, June 2015
Abstract : Lebanon faces the risk of powerful earthquakes with potentially devastating effects. However, the Lebanese people in general have not yet recognized this risk, as current educational programs and government officials have failed to inform them about it. This article discusses the essential role that Lebanese institutions of higher education should play in educating the public about this risk and in preparing the public to take risk reduction measures. It calls for efforts to integrate earthquake risk education into academic programs and to establish research facilities and student volunteer programs on university campuses across Lebanon to reduce the impact of future earthquake disasters and to make Lebanese communities more resilient to future crises. Without the engagement of higher education institutions in disaster prevention and mitigation, Lebanese communities will remain vulnerable to massively destructive earthquakes

Asia and the Pacific

Integrating sustainability education into international marketing curricula / Chamila Roshani Perera, Chandana Rathnasiri Hewege . - **In:** International Journal of Sustainability in Higher Education, v. 17, no. 1, pp. 123-148, 2016
Abstract : The study investigates the learning gaps in sustainability education among undergraduates enrolled in an International Marketing course in an Australian university. An online survey of 111 students and content analysis of essays of 60 students were carried out. The main learning gaps identified reveal that undergraduates find it difficult to view the social function of international business firms from a holistic point of view; critically assess sustainable marketing practices; and articulate views on sustainable marketing practices. The authors postulate a series of pedagogical practices to effectively integrate sustainability education into the curricula.

Transformative learning : innovating sustainability education in built environment / Usha Iyer-Raniga, Mary Myla Andamon . - **In:** International Journal of Sustainability in Higher Education, v. 17, no. 1, pp. 105-122, 2016

Abstract : This paper reports on the ProSPER.NET project undertaken to integrate sustainability thinking and practice into engineering/built environment curricula in Asia-Pacific universities. The project drew from the experiences of academics in built environment programmes and espoused a collaborative inquiry process wherein the role of the industry was vital. A literature review focusing on sustainability integration into curricula was followed by a workshop which brought together academic and industry participants. The authors noted the slow progress of integration of sustainability in the built environment curricula, despite the general direction of education for sustainability towards integration and innovation. They suggest that this may be due in part to the outcome/practice-led approach of built environment education, which is the hallmark of the discipline and lends to a largely discipline-based curriculum framework.

Europe and North America

Campus sustainability governance in Canada : a content analysis in post-secondary institutions' sustainability policies / Philip Vaughter, Marcia McKenzie, Lauri Lidstone, Tarah Wright . - **In:** International Journal of Sustainability in Higher Education, v. 17, no. 1, 2016
Abstract : The paper reports findings form a representative sample of 50 Canadian colleges and universities on the orientations to sustainability evident on how sustainability is engaged in the policies in relation to overall governance, education, operations, research and community outreach. OF the institutions surveyed, 40 (80 %) had some kind of policy document, 17 (34 %) had documents referred to as policies, 5 (10 %) had only plans and 18 (36%) had both sustainability policies and plans. The results showed a clear preference in the policies for the "three pillar" definition of sustainability - economic, social and environmental; and a move away from the language of environment and toward the language of sustainable development and sustainability. Many sustainability policies also connected to other external municipal or provincial policies. Campus operations was discussed by all of the policies and in the most detail, while discussions of sustainability in education (i.e. the curriculum) and in research were vague, and discussions of sustainability in relation to community outreach were included less frequently.

Values as a bridge between sustainability and institutional assessment : a case study from BOKU University / Maria Miguel Ribeiro, Elona Hoover, Gemma Burford, Julia Buchebner, Thomas Lindenthal . - **In:** International Journal of Sustainability in Higher Education, v. 17, no. 1, pp. 40-53, 2016
Abstract : This paper examines the use of values-focused assessment for integrating sustainability and institutional performance assessment in universities. It provides results of questionnaires and a workshop to evaluate a pilot project at BOKU University, Vienna. The results indicate that many of the values held by university staff and students are pro-sustainability values. The authors suggest that starting from these values may be a useful way of engaging university stakeholders in sustainability dialogues. The paper illustrates how values-based indicators can be integrated into university performance assessments.

Other themes

▪ Academic achievement

Practically perfect in every way : can reframing perfectionism for high-achieving undergraduates impact academic resilience? / Mary J. Dickinson, David A. G. Dickinson / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 40, no. 10, pp. 1889-1903, December 2015

Abstract : This study focuses on a pan-disciplinary scheme that targeted high-achieving undergraduate students in a UK university . Earlier research from the scheme argued that high achievers have different learning and personal development support needs. One of the most frequent self-reported challenges within this high-achieving group is perfectionism. This may present a challenge for learning professionals. Often the traits associated with perfectionism have played a key role in previous academic successes, yet are also reportedly experienced as injurious to the student's overall well-being. A discourse of academic resilience was employed to restructure students' perceptions and subsequent management of perfectionism. Literature from the fields of psychology and education were synthesised to create a conceptualisation of perfectionism that contributed positively to student well-being. This study suggests that reframing perfectionism within a discourse of academic resilience can lead to modifications in behaviour that contribute positively to the overall student experience.

▪ Academic publishing

Explaining the increase in publication productivity among academic staff : a generational perspective / Svein Kyvik, Dag W. Aksnes / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 40, no. 8, pp. 1438-1453, October 2015

Abstract : In Norwegian research universities, a large individual increase has taken place in scientific and scholarly publishing over the last 30 years. The purpose of this article is to explain the reasons for this growth in a generational perspective. Six hypotheses are put forward that are illuminated by cross-sectional data drawn from five surveys of academic staff and by from other statistical data sources. New generations of academic staff: (a) are better qualified, (b) have better publication opportunities, (c) have better funding and research conditions, (d) use more time for research, (e) collaborate more in research and (f) are affected by the introduction of incentive and reward systems conducive to scientific publishing. Four of these hypotheses are supported by the data as partial explanations of the increase in productivity: Better qualified new generations of academic staff, the increase in research collaboration, improved funding and research conditions and the introduction of incentive systems. In addition, a general change in norms for appropriate academic behaviour contributes to explaining the productivity increase.

Publishing not perishing : how research students transition from novice to knowledgeable using systematic quantitative literature reviews / Catherine Pickering, Julien Jean Grignon, Rochelle Steven, Daniela Guitart, Jason Byrne / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 40, no. 10, pp. 1756-1769, December 2015

Abstract : Publishing a literature review is the first opportunity most students have to publish. This article compares the pedagogical benefits of different literature review methods. It discusses why narrative reviews are challenging for novices both in terms of process and outcomes (publications) whereas other types of reviews, such as meta-analyses, are the province of multi-skilled teams working intensively for extended periods. Case studies in Australian universities are used to highlight how a new systematic quantitative literature review method, developed for the social and natural sciences, is beneficial as students can more readily create knowledge, produce text, and so transition from novice to knowledgeable and publish rather than perish.

Romanian scholarly productivity : recent history and recommendations / Bob Ives, Gabriel Badescu . - **In:** Higher Education Research and Development, v. 34, no. 5, pp. 926-941, October 2015

Abstract : The authors analysed academic publication rates to that of 22 other countries from Central and Eastern Europe that have similar histories, as well as to worldwide publication rates. The results showed that Romanian academic publication rates (termed 'scholarly productivity' in this paper) is weak compared to other countries in the fields

of psychology, sociology, environmental sciences, linguistics, geology and medicine. However, Romanian academic publication rates have been comparable to other countries in agriculture and computer sciences, and there have been relative gains in engineering and economics compared to other countries over a 20-year period.

- **Academic teaching personnel**

1994 : new academic profession for a new South Africa / C. C. Wolhuter / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 40, no. 8, pp. 1377-1391, October 2015
Abstract : This article focuses on the new generation of South African academics who have entered the profession since 1994: their teaching, research and service activities; their international profile; their relations with institutional management; and their job satisfaction. Analysis of national data from the international CAP survey of the academic profession revealed that while the new generation is numerically present in South African higher education, they also face three challenges. These pertain to three critical areas, namely research productivity, internationalisation, and the creation of a satisfying work environment, amidst signs of seriously harmful managerialism. The article concludes with recommendations as to how to approach these challenges.

Academic generations and academic work : patterns of attitudes, behaviors, and research productivity of Polish academics after 1989 / Marek Kwiek / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 40, no. 8, pp. 1349-1353, October 2015
Abstract : This paper focuses on a generational change taking place in the Polish academic profession between two groups of academics. One was socialised to academia under the communist regime (1945 -1989) and the other entered the profession in the post-1989 transition period. The paper details a research study based on responses to questionnaires of 3704 academics and 60 semi-structured in-depth interviews. The results show that current government reforms present a clear preferred image for a new generation of Polish academics: highly motivated, embedded in international research networks, publishing mostly internationally, and heavily involved in the competition for academic recognition and research funding. The paper takes a European comparative approach and contrasts Poland with 10 Western European countries.
URL : http://www.cpp.amu.edu.pl/kwiek/pdf/Kwiek_SHE_Final.pdf

Changes in Japanese academics' teaching and research, 1992-2011 / Futao Huang / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 40, no. 8, pp. 1485-1494, October 2015
Abstract : This study explores changes in Japanese academics' major teaching and research activities and their views of these activities from 1992 to 2011. Findings from two national surveys are analysed: the 1992 Carnegie International Survey of the Academic Profession and the 2007-2008 Changing Academic Profession survey. The results showed that time allocation spent on non-teaching and research activities, i.e. administrative activities, had increased. The authors suggest that this is caused by the expansion in the numbers of students and the implementation of government policies; together with the impact of corporatisation of universities on academics' activities such as undertaking self-evaluation, being evaluated by various stakeholders, competing for research and funding grants, and increasing international publications.

Contract faculty in Canada : using access to information requests to uncover hidden academics in Canadian universities / Jamie Brownlee . - **In:** Higher Education, v. 70, no. 5, November 2015
Abstract : This paper examines the use of contract faculty in the Canadian context. It reports on a longitudinal dataset on academic staff for 18 universities in Ontario, Canada, collected by the author under the Freedom of Information Act. Two key questions are addressed. First, to what extent have there been changes in the composition of academic labor in arts-related disciplines within Ontario universities? Second, to what extent are claims that administrators have been unable and/or unwilling to provide data on contract faculty legitimate? The results indicate a significant increase in part-time and full-time contract appointments relative to tenure stream positions in Ontario universities. The research also suggests that the reluctance of universities to share data on contract faculty has been motivated by both political considerations as well as the nature of university data management.

Gender equality in academia : a critical reflection / Hilary P.M. Winchester, Lynette Browning / Association for Tertiary Education Management [Australia] [ATEM] . - **In:** Journal of Higher Education Policy and Management, v. 37, no. 3, pp. 269-281, 2015
Incl. abstract, bibl.

Abstract : Gender equality in academia has been monitored in Australia for the past three decades. When data were first published on the gender composition of staff in Australian universities in the mid-1980s women comprised 20 per cent of academic staff and held 6 per cent of senior positions. Since the early 1990s many Australian universities have had policies in place to remove sex discrimination and initiatives to increase women's representation in academia. Two decades on, women comprise 44 per cent of academic staff and hold 31 per cent of senior positions. How did this happen? What worked? Are there still challenges to be addressed? This paper provides a critical reflection on what has worked, the practical impacts on gender in academia in Australia and what challenges remain for the future.
Classmark : P

Generational change in the Argentine academic profession through the analysis of life courses / Monica Marquina, Jose Yuni, Mariela Ferreiro / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 40, no. 8, pp. 1392-1405, October 2015
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This article draws on research data from two projects: The Argentinian national data from the Changing Academic Profession Project, and a qualitative study based on 80 in-depth interviews with academics on key topics that emerged from CAP study. The results provided evidence of the profound changes that the academic profession in Argentina has experienced in recent decades. Comparative analysis between three different generations of academics shows that key historical and political reforms in the recent history of higher education have impacted on the professional identity, work and principles of academics.

Multigenerational perceptions of the academic work environment in higher education in the United States / Kelly A. Kleinhans, Kala Chakradhar, Susan Muller, Paula Waddill . - **In:** Higher Education, v. 70, no. 1, pp. 89-103, July 2015
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This study assessed job perceptions of 434 academic personnel across four generational cohorts in 10 regional universities in the United States. Analysis revealed 'Trailing Edge Boomers' perceived a greater effort-reward imbalance than 'Traditionalists/Leading Edge Boomers' and Generation Xers, and Millennials perceive less imbalance than all other generations. There were also generational group differences in perceived stress and health.

Know-who? Linking faculty's networks to stages of instructional development / Sara Van Waes, Piet Van den Bossche, Nienke M. Moolenaar, Sven De Maeyer, Peter Van Petegem . - **In:** Higher Education, v. 70, no. 3, pp. 807 - 826, November 2015
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This study examined the networks of faculty members in different stages of teaching development (novice, experienced non-expert, and experienced expert teachers). 30 faculty members in a university in Belgium were interviewed and their faculty networks - the relations that teaching faculty members used to communicate about their teaching practice - were compared. Results suggested three key findings: (a) Faculty members in different stages of instructional development varied in the size of their network; (b) faculty members in different stages of development had access to different types of networks in terms of tie strength; and (c) faculty members in different stages of development varied in the diversity of teaching experience in their networks. Experienced expert teachers had larger, stronger, and more diverse networks compared with experienced non-experts. Novices also had larger networks, but they were characterized by lower tie strength and less diversity.

Portuguese academics' perceptions of higher education institutions' governance and management : a generational perspective / Rui Santiago, Teresa Carvalho, Sonia Cardoso / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 40, no. 8, pp. 1471-1484, October 2015
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This article is based on the analysis of Portuguese national data resulting from the 'Changing Academic Profession international survey. Findings reveal a general tendency for the three different generations of academics to have similar perceptions on higher education institutions governance and management. The three groups tend to

consider that faculty boards and academics hold the control of decisions in areas related to the regulation of academic work and career. This is especially evident among the younger generation. Furthermore, the three generational groups acknowledge having low influence in the definition of institutional policies at the top levels. Again this is more evident for the younger generation. Finally, all three generations identify the same features as characterising their institutions' management model. (Abstract adapted from publisher)

The current status of teaching staff innovation competence in Ugandan universities: perceptions of managers, teachers, and students / George Wilson Kasule, Renate Wesselink, Omid Noroozi, Martin Mulder / Association for Tertiary Education Management [Australia] [ATEM] . - **In:** Journal of Higher Education Policy and Management, v. 37, no. 3, pp. 330-343, 2015
Incl. abstract, bibl.
Abstract : How competent are university teaching staff to deliver effectively their present and future university duties in Uganda? This question was explored in this study by collecting data from managers (n = 90), teachers (n = 126), and students (n = 179) through a questionnaire administered at Kyambogo University. The results show that teacher performance in the role of innovating; knowledge society facilitating; collaborating and networking; higher education designing and developing; and entrepreneurship, could not be considered as satisfactory. It was also established that there are significant differences in teachers' self perceptions of their competence in these areas. The authors conclude that urgent intervention is needed to develop teacher innovation competence if Uganda wants to have an effective higher education. This study also highlights the centrality of using various internal key stakeholders in the educational system such as students and educational managers for effective teacher performance evaluation in universities.
Classmark : P

The unacknowledged value of female academic labour power for male research careers / Petra Angervall, Dennis Beach, Jan Gustafsson . - **In:** Higher Education Research and Development, v. 34, no. 5, October 2015
ISSN 0729-4360 . - Online ISSN 1469-8366
Abstract : Academic work in Sweden's higher education system is changing character. Distinctly different career pathways are emerging, as facilities for developing research careers and capital have become both more restricted and more dependent on external funding. These developments are in focus in the present article. Based on ethnographic research and a series of semi-structured interviews with new academics and senior academic mentors in education faculties, the research suggests that several factors intercede in how careers are developed and experienced. The unacknowledged exploitation of female academic labour is perhaps amongst the more significant of these.

▪ **Comparative education**

In defence of international comparative studies : on the analytical and explanatory power of the nation state in international comparative higher education research / Anna Kosmützky . - **In:** European Journal of Higher Education, v. 5, no. 4, pp. 354-370, December 2015
ISSN 2156-8235
Abstract : Using a bibliometric analysis of the state and development of both international comparative and global and transnational higher education studies, this article discusses the analytical and explanatory power of international comparative higher education studies and lessons that both fields can learn from each other. The suggestion is that international comparative studies could embrace transnational and global studies to develop towards a methodological glocalism instead of being outlived.

▪ **Corporate universities**

The changing and developing role of the corporate university post-millennium / Lindsay Ryan, Christopher Prince, Paul Turner . - **In:** Industry and Higher Education, v. 29, no. 3, pp. 167-174, June 2015
ISSN 0950-4222
Abstract : A review of the literature on corporate universities finds that the peak for research and publishing on the topic occurred between 1998 and 2002 and fell away considerably after 2005. This paper examines what has been happening to corporate universities, what changes have occurred and what the emerging trends are. The paper includes two case studies, one from the UK and one from Australia, reflecting developments and trends in corporate universities in the banking industry. The authors examine the move away from corporate universities as highly resourced, geographically based training centres to virtual entities facilitated by the development of digital technologies. At the same time, there

appears to be greater emphasis on the alignment of corporate training and people development with the strategic objectives of the organisation, so that employees at all levels can provide leadership to the people and functional areas for which they are responsible. The authors conclude by arguing that in an increasingly global and unpredictable digital disruptive age the corporate university must evolve from being a primarily social and knowledge transfer mechanism to facilitating company renewal and transformation; in effect, becoming the organization's learning laboratory.

▪ Economics of education

The expenditure impacts of London's higher education institutions: the role of diverse income sources / Kristinn Hermannsson, Katerina Lisenkova, Peter G. McGregor, J. Kim Swales / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 40, no. 9, pp. 1641-1659, November 2015
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This paper analyses the impact of London-based higher education institutions (HEIs) on the English economy. When each higher education institution is analysed, their expenditure impacts appear rather homogenous, with their overall impacts being primarily driven by scale. However, a disaggregation of income by source reveals considerable variation in their dependence upon public funding and ability to draw in income/funding from external sources.

▪ Education and development

The importance of universities to Australia's prosperity / Universities Australia; Deloitte Access Economics . - Universities Australia, 2015 . - 87 p.
Abstract : This report investigates the various ways in which universities contribute to the country's economic and social prosperity and how, given the economic imperatives confronting Australia, the sector's role is likely to evolve over time.
URL : https://www.universitiesaustralia.edu.au/news/commissioned-studies/The-Importance-of-universities-to-Australia-s-prosperity/The-importance-of-universities-to-Australia-s-prosperity#.VqJOIVJJcb1

▪ Education and employment

Closing South Africa's high-skilled worker gap : higher education challenges and pathways / African Development Bank . - African Development Bank, 2015 . - 20 p. (African Economic Brief, vol. 6, Issue 7)
Abstract : This paper focuses on the implications for the development of higher education in response to the growing demand for highly skilled workers in South Africa. The paper demonstrates that there is a relative shortage of highly skilled workers, which could increase in the future if higher education expansion maintains its current pace. Progress in diversifying training is relatively slow, with an increase in science and technology courses that remain inadequate compared to other middle-income countries.
URL : http://www.afdb.org/fileadmin/uploads/afdb/Documents/Knowledge/AEB_Vol_6_i_7_-Closing_South_Africas_High-Skilled_Worker_Gap__Higher_Education_Challenges_and_Pathways.pdf

OECD Skills Strategy Diagnostic Report : Korea / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2015 . - 222 p.
Abstract : This report identifies 12 skills challenges and enabling conditions for Korea to ensure that young people acquire the relevant skills for the needs of the labour market.
URL : http://skills.oecd.org/developskills/documents/Korea_Diagnostic_Report.pdf

Fundamentally changing the way we educate students in the Middle East and North Africa (MENA) Region / African Development Bank . - African Development Bank, 2015 . - 37 p. (North Africa Policy Series)
Abstract : This report suggests ways to solve the issue of high unemployment among university graduates in North Africa, an issue brought to the fore by the Arab Spring. The report highlights that one of the root causes of unemployment is quite often the mismatch between graduates skills and recruiters' needs. Moreover, the rapidly growing student population has not always had a commensurate development in the quality of university faculty and infrastructure, and the creation of the corresponding number of jobs. The report proposes ways that MENA universities can adapt to engage industry, and to help the economy, entrepreneurship and innovation.
URL : http://www.afdb.org/fileadmin/uploads/afdb/Documents/Publications/North_Africa_-_Working_paper_-_Fundamentally_changing_the_way_we_educate_students_in_the_Middle_East_and_North_Africa__MENA__region.pdf

Graduate dress code : how undergraduates are planning to use hair, clothes and make-up to smooth their transition to the workplace / Beth Cutts, Tristram Hooley, Julia Yates . - **In:** Industry and Higher Education, v. 29, no. 4, pp. 271-282, August 2015

Abstract : This article explores the relationship between students' identities, their ideas about professional appearance and their anticipated transition to the world of work. It is based on a series of semi-structured interviews with 13 students from a vocationally-focused university in England. It was found that participants viewed clothing and appearance as an important aspect of their transition to the workplace. They believed that, if carefully handled, their appearance could help them to fit in and satisfy the expectations of employers, although some participants anticipated that this process of fitting in might compromise their identity and values. It is argued that the way this process is handled is intertwined with wider facets of identity, most notably those associated with gender.

Higher education and the challenges of skills production in the Philippines / D. S. Adeyemo, Chica Sehoole . - **In:** South African Journal of Higher Education, v. 29, no. 2, PP. 23-41, 2015

Abstract : This article analyses the expansion of higher education globally and in the Philippines, in particular, and its impact on skills production. We argue the case for the proper regulation of the higher education system, in general, and private higher education, in particular, to deliver the relevant skills needed for the economic development and global competitiveness of the Philippines.

Using part-time working to support graduate employment : needs and perceptions of employers / Carl Evans, Tim Maxfield, Gbolahan Gbadamosi . - **In:** Industry and Higher Education, v. 29, no. 3, pp. 305-314, August 2015

Abstract : A documentary analysis of graduate recruiters was conducted to assess the extent to which work experience was specified for graduate employment programmes. Further interviews were then carried out with a sample of small and medium-sized enterprises (SMEs) to explore how the part-time working of graduates is perceived by employers. Work experience is deemed to be important to employers, not only as a differentiator but also as a measure of how graduates will perform in-post. Employers generally signalled the value of work experience, but indicated that graduates did not make best use of it in their job applications. It is argued that the findings will provide information to universities and educators about the contribution and importance of students' part-time working in terms of graduate employment prospects and with respect to the employability agenda in the HE curriculum in the UK.

Ivory-tower or market-oriented enterprise : the role of higher education institutions in shaping graduate employability in the domain of science / Gabriela Grotkowska, Leszek Wincenciak, Tomasz Gajderowicz . - **In:** Higher Education Research and Development, v. 34, no. 5, pp. 869-882, October 2015

Abstract : This article researches higher education (HE) managers' perceptions of graduate professional success and higher education institutions' (HEI) activity aimed at enhancing graduate employability. The authors analysed 36 semi-structured interviews with representatives of HEIs offering studies in the field of science in six countries (Austria, Germany, Italy, Poland, Slovenia and Turkey). The analysis showed that there are three approaches observed, depending to a large extent on the balance between different HE stakeholders within subdomains (triple-helix theory). The results support the hypothesis of diversification of HEIs' models varying from the traditional ivory-tower-type university (with a dominating role of academic oligarchy) to the market-oriented educational enterprise (where the business sector is a key driver of change).

What students want : elements of job satisfaction expectations among multicultural cohorts / Dannie Brown . - **In:** Industry and Higher Education, v. 29, no. 3, pp. 185-196, June 2015

Abstract : The purpose of this research was to assess students' expectations of future job satisfaction. Data were collected from 484 students enrolled in the BBA programme at Cape Breton University, Nova Scotia, Canada. Locke's job satisfaction theory and Hackman and Oldham's job characteristics model provided the theoretical foundation for the study. Analysis of differences between and among the multicultural cohorts, showed that while each cohort had similar expectations by ranking, some cultural differences were evident. The results also indicate that today's students have different expectations for job satisfaction than employees of a generation ago.

Who can help working students? The impact of graduate school involvement and social support on school-work facilitation / Rebecca L. Wyland, Doan E. Winkel, Scott W. Lester, Nancy Hanson-Rasmussen . - **In:** Industry and Higher Education, v. 29, no. 3, pp.. 175-184, June 2015

Abstract : A significant number of employees attend graduate school, and the impact of the student role may be substantial and valuable to the work-life literature. In this study the authors examine whether psychological involvement in graduate school increases school-work facilitation. Further, they suggest that employers and graduate schools can provide social support resources that will strengthen the relationship between psychological involvement and school-work facilitation, thereby creating a win-win situation for both student and employer. The study results suggest that the interaction between psychological school involvement and social support in the school and work domains produce stronger levels of school-work facilitation. Specifically, co-worker support, classmate support and supervisor support strengthened the relationship between involvement and facilitation.

▪ Education in emergencies

The impact of a natural disaster: under- and postgraduate nursing education following the Canterbury, New Zealand, earthquake experiences / S. K. Richardson, A. Richardson , H. Trip, K. Tabakakis , H. Josland , V. Maskill , B. Dolan , B. Hickmott , G. Houston , L. Cowan , L. McKay . - **In:** Higher Education Research and Development, v. 34, no. 5, October 2015

Abstract : As part of a larger study, a mixed method survey was used to explore factors impacting nurses engaged in polytechnic and university courses after earthquakes in New Zealand in 2010. 290 Participants were recruited from three nursing settings: undergraduate nursing students, Registered Nurses (RNs) engaged in post-registration education and RNs engaged in postgraduate courses. A number of factors were identified by participants as supporting their ability to continue with education. The authors suggest that these should be addressed in pre-disaster course planning and curriculum design; through education and support of both students and staff; and the active promotion of personal, professional and institutional resilience.

▪ Educational assessment

Global higher education in need of more and better learning metrics : why OECD's AHELO project might help to fill the gap . - **In:** European Journal of Higher Education, v. 5, no. 4, December 2015

Abstract : In this paper, the author argues for more and better learning metrics in higher education, eventually through an international, comparative assessment of students' learning outcomes. Better learning measures may help to improve transparency in the system by addressing the information asymmetry problem. If not addressed adequately, the lack of transparency could lead to bubbles comparable to those in financial markets. On a systemic level, the higher education community has a definite interest in filling the information gaps by making decisive steps forward in the development of valid and reliable learning metrics. (Abstract from publisher)

Leniency and halo bias in industry-based assessments of student competencies : a critical, sector-based analysis / Katharina Wolf . - **In:** Higher Education Research and Development, v. 34, no. 5, pp. 1045-1059, October 2015

Abstract : This paper examined differences in final-year students in Australia placements in industry. The focus of this study is understanding the reasons behind assessment bias and the pressures placed on industry assessors. Based on observations and data collected over nine semesters, the results indicate that different types of placement locations apply dissimilar standards when assessing student performance. The author identifies three different placement types (small business, not-for-profit and professional), which influence the strength and risk of grader bias, hence ultimately the assessment outcome.

Missionary zeal : some problems with the rhetoric, vision and approach of the AHELO project / Paul Ashwin . - **In:** European Journal of Higher Education, v. 5, no. 4, pp. 437-444, December 2015

Abstract : The OECD's Assessment of Higher Education Learning Outcomes (AHELO) project is an important

contribution to discussions of how to define and measure the quality of global higher education. There is a genuine need for quality measures that can help to ensure students have equitable access to high-quality higher education wherever they study but do not reinforce existing institutional hierarchies that are simply based on historical reputation. However, I identify three problems with the approach that has been taken to AHELO which mean that even if it succeeded in its own terms, it would not meet this need. I conclude by arguing that rather than pursuing the illusion of a simple and robust measure of the comparative quality of learning outcomes globally, we should focus on the more everyday task of engaging stakeholders internationally in discussions about the development of high-quality undergraduate higher education. (Abstract from publisher)

Perceptions of effectiveness, fairness and feedback of assessment methods : a study in higher education /
Flores, Maria Assunção, Veiga Simão, Ana Margarida; Barros, Alexandra; Pereira, Diana / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 40, no. 9, November 2015
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This paper draws upon a broader piece of research aimed at investigating assessment in higher education. It focuses on undergraduates' perceptions of effectiveness, fairness and feedback, particularly in regard to "learner-centred" methods. 378 undergraduate students participated in the questionnaire-based study at two universities in Portugal. Findings suggest that the most frequent assessment methods are written tests, oral presentations in group and project work. Participants who are assessed by methods which require their active involvement view assessment as a fairer and more effective process than students who are assessed by more traditional methods such as examinations and written tests. However, the idea of conflict in assessment emerged as a key distinctive feature associated with learner-centred assessment methods such as project work and portfolios. Implications of the findings for developing learner-centred methods in higher education are discussed.

The use of learner-centered assessment practices in the United States : the influence of individual and institutional contexts / Carrie B. Myers, Scott M. Myers / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 40, no. 10, pp. 1904-1918, December 2015
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : The authors investigated the use of learner-centered assessment (LCA) practices among faculty in the United States. The structural and cultural contexts in which faculty make pedagogical decisions were compared. Data from the 2004 National Study of Postsecondary Faculty revealed that faculty who were highly involved in advising, service, and research and reported teaching-friendly cultures were the most likely to use LCA practices. But, it was also found that higher teaching loads and class sizes hindered LCA practices. Almost all of the differences in LCA use occurred within institutions, and the institutional-level variables had little net influence on LCA practices in undergraduate classrooms.

What university students think about assessment : a case study from Italy / Serafina Pastore, Monica Pentassuglia . - **In:** European Journal of Higher Education, v. 5, no. 4, pp. 407-424, December 2015
ISSN 2156-8235

Abstract : This article presents an exploratory analysis of students' conceptions about formative assessment and self-assessment. Researchers conducted a survey in a public university in the South of Italy. Respondents indicated a great level of confusion about assessment. A critical need to re-look into assessment practices in the Italian higher education system is implied by this study.

Who's marking my essay? The assessment of non-native-speaker and native-speaker undergraduate essays in an Australian higher education context / Sally Roisin Wigglesworth, Gillian O'Hagan / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 40, no. 9, pp. 1729-1747, November 2015
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : Increasing student numbers, and an increasing proportion of international students, raises concerns regarding marking practices, and whether the same criteria are used to mark both native-speaker (NS) and non-native-speaker (NNS) essays. This paper examines the essays of five native and five non-native speakers written in English for the same undergraduate subject in an Australian university. The essays were marked by 10 experienced assessors. Results reveal distinct differences in the approaches taken by the assessors resulting in, in some cases, the same native speaker essay being awarded every grade level from the highest possible grade, to a failure. Similar results were found in the non-native speaker essays although the variability was somewhat less. The paper examines reasons for this and discusses its implications for assessment in higher education and for approaches which tomitigate against this outcome.

▪ Educational cooperation

Higher education cooperation with ASEAN : building towards integration or manufacturing consent? / Hart Feuer, Anna-Katharina Hornidge . - **In:** Comparative Education, v. 51, no. 3, August 2015
Abstract : This paper the authors critically address the competitive negotiation over higher education taking place between international and Southeast Asian educational players, asking whether these contribute more to integration than reinforcing dominant higher education domains.
URL : http://www.tandfonline.com/doi/pdf/10.1080/03050068.2015.1031474

▪ Educational evaluation

Evaluating engagement with graduate outcomes across higher education institutions in Aotearoa/New Zealand / R. Spronken-Smith, C. Bond, A. McLean, S. Frielick, N. Smith, M. Jenkins, S. Marshall . - **In:** Higher Education Research and Development, v. 34, no. 5, pp. 1014-1030, October 2015
Abstract : This paper reports on an online survey of 14 institutions with nine follow-up interviews to gather information on institutional engagement with graduate outcomes. The authors assessed the level of engagement in each institution. Results revealed patchy engagement across the polytechnic and university sectors. There was strong engagement with the planning, systems and delivery of graduate outcomes, particularly in the polytechnic sector, but much lower engagement with their assessment and evaluation, and overall, weak engagement with professional development support for graduate outcomes. Some mechanisms for promoting engagement with graduate outcomes were external drivers, a teaching-focused culture, strong leadership from the top and enabling structures

▪ Educational finance

National student fee and support systems in European higher education : 2015-16 : Eurydice facts and figures / European Commission. Education, Audiovisual and Culture Executive Agency [EACEA]; EURYDICE . - Luxembourg : Publications Office of the European Union, 2015 . - 62 p.
Abstract : This annual report shows how fee and support systems (including grants and loans) work in higher education in Europe. In addition to providing a comparative overview of fees and financial support available for full-time students in 2015/16, it also includes individual country sheets outlining the main elements of national systems. The report focuses on fees and support in public or government-dependent private higher education institutions for the first (Bachelor level) and second (Master level) cycles and does not cover private higher education institutions. Information covers the 28 EU Member States as well as Bosnia and Herzegovina, Switzerland, Iceland, Liechtenstein, Montenegro, the former Yugoslav Republic of Macedonia, Norway, Serbia and Turkey.
http://eacea.ec.europa.eu/education/eurydice/img/covers/189EN.pdf

Funding US higher education : policy making theories reviewed / Asya Cooley / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - **In:** Journal of Higher Education Policy and Management, v. 37, no. 6, pp. 673-681, December 2015
Abstract : This review attempts to assess recent studies concerned with US higher education funding policies. The studies selected for this review examine of the forces that drive policies as well as address the issues that higher education institutions are facing: accountability, affordability and access.

Government funding framework for South African higher education institutions / A. Styger, G. W. van Vuuren, A. Heymans . - **In:** South African Journal of Higher Education, v. 29, no. 2, pp. 260-278, 2015
Abstract : This article analyses the history of funding frameworks for public funding of higher education institutions in South Africa from 1953 up to the current New Funding Framework, implemented in 2004. The authors argue that the underlying factors that determine the base of funding for higher education have stayed the same. Some principles, such

as weighted student numbers, changed the calculation of students, but student intake, student output and research output still determine funding. While the basis of funding did not change much, the amounts per unit changed significantly, especially since 2001. Research became the focus of some universities, while others increased their student intake in order to generate the maximum amount South African of income from government subsidies.

The nature of choice and value for services and amenities in Australian universities / Omer Yezdani / Association for Tertiary Education Management [Australia] [ATEM] . - **In:** Journal of Higher Education Policy and Management, v. 37, no. 3, p. 282-294, 2015
Incl. abstract, bibl.
Abstract : In two decades, Australian university students have accumulated over $25 billion in debt, a figure that is expected to increase dramatically over the next few years. This case study examines the attitudes and concerns of students regarding the compulsory fees for non-teaching services and amenities levied at an Australian university. Using a concept analysis and mapping technique, this case study highlights significant concerns among students regarding the benefits of services and amenities, and low involvement in the co-creation of value. Drawing on service co-creation topologies, the study identifies market opportunity and further reforms that could facilitate a more sustainable, responsive and dynamic service provision environment, in the context of the Australian and international higher education.
Classmark : P

■   **Educational indicators**

L'état de l'école : 30 indicateurs sur le système éducatif français / France. Ministère de l'éducation nationale . - Paris : Ministère de l'éducation nationale, 2015 . - 75 p.
ISBN 978-2-11-139147-5 . - Online ISBN 978-2-11-139148-2
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.

Cette publication propose une analyse synthétique des coûts, des activités et des résultats du système éducatif français. Elle porte sur tous les niveaux d'éducation, y compris l'enseignement supérieur, observe les évolutions et apporte l'éclairage des comparaisons internationales.
Classmark : FR-37 MIN
URL : http://cache.media.education.gouv.fr/file/etat25/48/1/depp-etat-ecole-2015_484481.pdf

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Who knows what school leavers and graduates are doing? Comparing information systems within Europe / Rita Hordosy . - **In:** Comparative Education, v. 50, no. 4, pp. 448-473, November 2014
ISSN 0305-0068 . - Online ISSN 1360-0486
Abstract : This paper compares national information systems from the last three decades across Europe that gather information on school leavers' and graduates' pathways after compulsory education. Using documentary data collected systematically the paper describes the main focus, the research design and the sampling frame of the school leavers' and graduates' information systems (SLGIS) arriving at several different typologies. This paper gives an overall picture of what sort of research is conducted within the area of school leaving and graduation and points out the advantages and disadvantages of the different approaches. Beyond these, the paper gives an indication of how the school leavers and graduates data are used within the different European contexts and points towards the next steps of this meta-research: case-studies on how school leaver and graduate data are applied at the national and the institutional level.

■   **Educational management**

Centres of excellence in teaching and learning (CETL) as governing instruments in universities in England and Germany / Katharina Lemmens-Krug / Center for Higher Education Policy Studies [CHEPS][University of Twente, Netherlands] . - Enschede, Netherlands : CHEPS, 2015 . - 17 p. (CHEPS Working Papers, 5/2015)
Abstract : Centres for Excellence in Teaching and Learning (CETLs) areas an instrument of governance to steer teaching and learning activities in universities. The paper uses case studies in Germany and England in order to illustrate the governance instruments of CCETLs. The paper concludes that on the conceptual level, managerialism can be one perspective to understand CETLs as a governing technology. The author argues that CETLs inherit several features of

managerialism, and therefore can be best understood as a managerialist technology in governing teaching and learning at universities

URL : http://doc.utwente.nl/97335/1/centres.pdf

Higher education reconsidered : executing change to drive collective impact / Jason Lane, Ed. . - Albany, New York : SUNY Press, 2015 . - 226 p. (Critical Issues in Higher Education)

Abstract : This book examines how higher education institutions can facilitate change to achieve common goals. The contributors, leaders from higher education, industry and the social sector in the United States, offer examples to help executive change in order to drive collective impact. It arose from an eponymous conference at the State University of New York in 2014. The key themes for driving change which emerged are: 1. Building a cross-sector partnership, enlisting those from both inside and outside the university. 2. Selecting common, reliably measurable outcome indicators. 3. establishing cooperation and collaboration between organisations, departments and campuses to work on developing mutually reinforcing practices; and 4. institutionalising effective practices for sustainable change.

Classmark : US-22 LAN

Different or similar : constructions of leadership by senior managers in Irish and Portuguese universities / Pat O'Connor, Teresa Carvalho / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 40, no. 9, pp. 1679-1693, November 2015

Abstract : Drawing on a purposive sample, including those at presidential/rector, vice presidential/vice rector level in Irish and Portuguese universities, this paper compares and contrasts such senior managers' conceptions of leadership, as reflected in their descriptions of a typical president/rector and those characteristics that they see as valued in senior management in their own university. Attention is particularly focused on the identification and gendering of collegial/managerial characteristics, and the extent to which it reflects variation in these university contexts.

Interdependency management in universities : a case study / Dietmar Braun, Martin Benninghoff, Adiana Gorga / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 40, no. 10, pp. 1829-1843, December 2015

Abstract : This article examines 'interdependency management' in the context of new public management within universties, wherby strengthened management leadership is confronted with continuing elements of academic self-regulation and professional autonomy in knowledge production and diffusion. The authors analysed research, teaching and recruitment policies in one Swiss university. The study confirms that policy making is based on a mix of negotiations in faculties that are taking place in the 'shadow of hierarchy', negotiated bargaining between faculties and leaders and occasional unilateral decisions of leaders. This mitigates latent conflicts between management and the academic community: strategic orientations of the university are generally accepted by the academic community while the academic community has influence on policy formulation and maintains defining powers over policy substance.

Responding to contestation in teaching and learning projects in the Centres for Excellence in Teaching and Learning in the United Kingdom / David Gosling, Rebecca Turner / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 40, no. 9, pp. 1573-1587, November 2015

Abstract : This study analyses the UK Centres for Excellence in Teaching and Learning (CETL) initiative. The authors examine the sources of disagreement project teams encountered, and consider how this influenced their work. The findings are based on a longitudinal study of 15 institutions, with data collected from key figures responsible for implementing CETLs. Contestation was identified in most projects, although its significance depended on factors such as alignment with institutional agendas, support from senior managers and institutions' receptiveness to change. Based on these findings the authors identify key policy implications.

Small wins : an initiative to promote gender equity in higher education / Katherine A. Johnson, Deborah J. Warr, Kelsey Hegarty, Marilys Guillemin / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - **In:** Journal of Higher Education Policy and Management, v. 37, no. 6,

Abstract : A large university faculty in Australia undertook an audit to gauge the level of gender equity on the senior decision-making committees. As a result, a gender equity initiative was launched throughout the faculty. Gender equity was then measured a year later. The results showed some improvements in gender equity on committees at the faculty level and within some of the schools of the faculty. In some schools, gender representation became more unequal. The results highlight the importance of specific gender equity policies that can be translated easily into practice and that have leadership support. This case study shows that a modest gain in gender equity is possible if the appropriate institutional and local supports are available.

Tenure track career system as a strategic instrument for academic leaders / Maria Pietilä . - **In:** European Journal of Higher Education, v. 5, no. 4, pp. 371-387, December 2015
Abstract : This study examines the purposes for which leaders in universities use academic career systems. It focuses on the tenure track system which is new to Finland, subsequent to legislation from 2010 which increased Finnish universities' organizational autonomy. Drawing predominantly on interviews with academic leaders at two universities, the study investigates the goals of the career system. Shared aspirations include using the tenure track to attract high-performing junior researchers and to allocate resources within the university. The study's main focus is on governance structures. t presents an analysis of the organisational procedures related to tenure track decisions, the tensions created by hierarchical governance structures, and deans and department heads' sense-making of ambiguous situations for which no clear procedures or instructions exist. Tenure track committees represent new controlling bodies by which universities influence their research fields and the recruitment of academics. As a result, universities strengthen their position as stronger organizational actors, but at the same time they limit the freedom of departments to respond to field-specific needs. (Abstract adapted from Publisher)

▪ Educational policy

Entrances and exits : planning for failure in higher education provision in England / G. R. Evans . - **In:** Higher Education Review, v. 48, no. 1, pp. 68-90, Autumn 2015
Abstract : This article examines possible consequences of the 2015 UK Green Paper proposals and specifically the plan to encourage alternative providers with degree-awarding powers and university title. The paper argues that this will result in the failure of some of these new providers and examines the implications for students needing 'protection' if providers fail.

▪ Educational quality

A social realist perspective : a quest for understanding quality practices in higher education / L. M. Masehela . - **In:** South African Journal of Higher Education, v. 29, no. 2, pp. 144-162, 2015
Abstract : The author argues that the enhancement of teaching and learning to have its intended positive impact, a 'close-up' look or contextualised understanding of the way academics work with conceptions of quality and the policies and procedures that are intended to promote them is necessary. He notes the importance of this specifically in the South African context, where despite the introduction of quality assurance, there is high attrition rates, but also a poor quality of graduates.

▪ Educational research

Academic conferences : representative and resistant sites for higher education research / Emily F. Henderson . - **In:** Higher Education Research and Development, v. 34, no. 5, pp. 914-925, October 2015
Abstract : This paper examines academic conferences as sites for higher education research. The well-recognised emotional and social processes of conferences are used to make space at the boundaries of higher education research for psychosocial analysis. The author theorises conferences in relation to the current concerns of higher education, such as globalisation, technologisation and neoliberalisation, but simultaneously delves into the micro-conventions of academic spaces, as adapted from Butler's (1997) work *Excitable speech: A politics of the performative, around naming*

and vulnerability to language. An autobiographical example is worked through, both zooming in to micro-processes and zooming out to the wider concerns of higher education research. The article asserts the importance of recognising the connection between micro- and macro-scale analyses of higher education. (Abstract adapted from publisher)

- ### Educational Systems

Assessment of higher education : Kyrgyz Republic / Asian Development Bank . - Manila : Asian Development Bank, 2015 . - 12 p.
Abstract : This report provides an overview of higher education in the Kyrgyz Republic. It presents the organisation and characteristics of the sector, patterns of admissions and enrolment, quality assurance, research, science, and innovation systems, the financing of higher education, and some institutions.
URL : http://www.adb.org/sites/default/files/institutional-document/175940/higher-education-kgz.pdf

Assessment of higher education : Tajikistan / Asian Development Bank . - Manila : Asian Development Bank, 2015 . - 11 p.
Abstract : This report provides an overview of higher education in Tajikistan and the Kyrgyz Republic. It presents the organisation and characteristics of the sector, patterns of admissions and enrolment, quality assurance, research, science, and innovation systems, the financing of higher education, and some institutions.
URL : http://www.adb.org/sites/default/files/institutional-document/175952/higher-education-taj.pdf

Soft power and cultural diplomacy : emerging education hubs in Asia / Jack T. Lee . - **In:** Comparative Education, V. 51, no. 3, pp. 353-374, August 2015
ISSN 0305-0068
Abstract : By engaging in cultural diplomacy, education hubs seek to exert influence on the international stage. However, assumptions about shared identities and values as well as the prevailing political climate of the local society present serious challenges for policy implementation. Alternatively, an education hub can also engage with international actors based on an enduring faith in the venture of science to propel the knowledge economy, another kind of norm that underpins soft power. This paper compares Malaysia, Singapore, and Hong Kong as education hubs that engage in soft power and cultural diplomacy.

The iron law of hierarchy? Institutional differentiation in UK higher education / Linda Croxford, David Raffe / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 40, no. 9, pp. 1625-1640, November 2015
ISSN 0307-5079 . - Online ISSN 1470-174X
Abstract : This paper presents an exploratory study to identify the dimensions of differentation within higher education in the United Kingdom and to examine how these have changed over time across the UK's four home countries. Data is used from the UCAS admissions data from 1996 to 2010. Differentiation is analysed in terms of the educational, social, ethnic and demographic students applying to, or entering, full time undergraduate programmes. The analysis confirmed that UK higher education is vertically differentiated, based on a hierachy that is strong, persuasive and persistent, despite the effects of expansion, restructuring, marketisation and internationalisation and despite divergent policies across the UK's home countries.

- ### Industry and education

Engaging business in curriculum design and delivery : a higher education institution perspective / Carolin Plewa, Victoria Galán-Muros, Todd Davey . - **In:** Higher Education, v. 70, no. 1, pp. 35-53, July 2015
ISSN 0018-1560 . - Online ISSN 1573-174X
Abstract : This article reports on a European-wide survey on curriculum-related cooperation with business within higher education institutions. The results showed the positive impact of senior management engagement, alumni networks and external communication of university-business cooperation, particularly on business engagement in curriculum design and the curriculum meeting industry needs. The higher education institution's dedication of resources emerged as irrelevant in this context.

**Indicators of university-industry knowledge transfer performance and their implications for universities :
evidence from the United Kingdom** / Federica Rossi, Ainurul Rosli / Society for Research into Higher Education
[SRHE][UK] . - **In:** Studies in higher education, v. 40, no. 10, pp. 2970-1991, December 2015
Abstract : The authors discuss the case of the United Kingdom's Higher Education Business and Community Interaction
(HE-BCI) survey which is used to support evidence based policy making and to determine allocation of third stream
funding. They argue that university-industry knowledge transfer can unfold in many ways and impact many stakeholders,
and that, especially in highly differentiated university systems, that the choice of indicators focused on a narrow range of
activities and impacts might limit the ability of universities to accurately represent their knowledge transfer performance.

Redefining roles and identities in higher education : the liminal experiences of a university spinout company /
Rachel Birds / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education
Leadership and Management . - **In:** Journal of Higher Education Policy and Management, v. 37, no. 6, pp. 633-645,
December 2015
Abstract : This paper examines one example of innovation in the UK higher education context, namely the creation of a
spinout company, and explores its implications for the individual knowledge worker. Focusing on the developing
professional identities of those involved, the narrative draws on data from an ethnographic study of the birth of a
university spinout company and its eventual launch as an independent company. Using the concept of 'third space' to
frame the spinout experience, it argues that individuals engaging in innovative activities of a commercial nature in higher
education develop hybrid roles at the margins of their organisations. The extent to which these are tenable over the
longer term is debated.

**The attitude of Egyptian SET academics towards innovation : universities and innovation in a factor-driven
economy** / Hala El Hadidi, David A. Kirby . - **In:** Industry and Higher Education, v. 29, no. 4, pp. 293-303, August 2015
Abstract : This study examines the situation of higher education in the innovation process in Egypt where the innovation
process is weakly developed. 400 science, engineering and technology academics from eight of Egypt's private and
public universities were surveyed. The results reveal that while there is considerable uncertainty amongst academics in
both the private and public sectors about the role of Egyptian universities in the innovation process, there is recognition
of the need for government intervention and support if the country's universities are to adopt this Third Mission function.
The possible types of intervention and support are considered. (Abstract adapted from publisher)

**Una experiencia en la vinculación Universidad-Empresa: El proyecto cogempleo de la fundación campus
tecnológico de Algeciras** / María José Foncubierta Rodríguez, José Luis Perea Vicente, Gabriel González Siles /
Universidad Nacional de Educación a Distancia [UNED][Spain] . - **In:** Educación XX1, v. 19, no. 1, pp. 201-, 2016
Abstract : This paper analyses a project carried out in the zone of Campo de Gibraltar by the Algeciras Technological
Foundation Campus, called the COGEMPLEO Project. In this project, the Foundation linked academia with the business
network of the zone, through representative committees of professors, students and EPSA graduates of the University of
Cádiz, and the business network through SMES, big companies and business institutions. Using the Delphi Method, they
obtained a Generic Competences Model, to obtain the desired graduate profile of competences. Based on this, actions,
both feasible and effective, were designed to move the actual student profile to the desired graduate profile.
Furthermore, the stakeholders recognised the value of this project as a model of work to provide an answer to the
cooperation requirements with the purpose of providing employability for the zone's labour force.

En este trabajo analizamos un proyecto llevado a cabo en la comarca del Campo de Gibraltar por parte de la Fundación
Campus Tecnológico de Algeciras, denominado Proyecto COGEMPLEO. En el mismo, la Fundación ha puesto en
contacto al mundo académico con el tejido empresarial de la zona, a través de comités de representantes de los
colectivos de profesorado, alumnado y egresados de las titulaciones de la Escuela Politécnica Superior de Algeciras
(EPSA), de la Universidad de Cádiz, y del entorno empresarial comarcal: PYMES, grandes empresas e instituciones
empresariales. Utilizando el método Delphi, se obtuvo un Modelo de trabajo en Competencias Genéricas, y, derivado de
él, un Perfil mínimo deseado del egresado en dichas competencias. A partir del mismo, se diseñaron un conjunto de
acciones, factibles y efectivas, que acercan el perfil real del estudiante al consensuado por las partes. Asimismo, los
colectivos reconocen el valor de este proyecto como modelo de trabajo para dar respuesta a sus necesidades de
cooperación, con la finalidad última de otorgar empleabilidad a la población activa del entorno.
URL : http://revistas.uned.es/index.php/educacionXX1/article/view/15584/13553

Work-integrated learning : linking research and teaching for a win-win situation / Jianhong Xia, Cecilia, Craig Caulfield, Sonia Ferns / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 40, no. 9, pp. 1560-1572, November 2015

Abstract : This paper establishes a framework for linking research and teaching (LRT) by developing industry-oriented student projects based on work-integrated learning theory (WIL). The major components of the WIL experiences and their relationships are identified and explored by examples of four case studies in Australia. Student projects vary from a minor assignment project to a medium submission, such as a final year or honours project, to a more complex research undertaking, such as a Master or PhD project. This study provides evidence that by synthesising work-integrated learning, research and teaching, a win-win situation is created for students, academics and industry partners.

- ## Islamic education

Institutions of (Muslim) higher education facing the future : a review / M. Haron . - **In:** South African Journal of Higher Education, v. 29, no. 2, pp. 315-325, 2015

Abstract : This article undertakes a review of Bakar, Winkel and Amran's co-edited conference proceedings entitled "*Contemporary higher education needs in Muslim countries : Defining the role of Islam in 21st century higher education*" (2011).

- ## Marketing

Higher education as object for corporate and nation branding : between equality and flagships / Hogne Lerøy Sataøena / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - **In:** Journal of Higher Education Policy and Management, v. 37, no. 6, pp. 702-717, December 2015

Abstract : This paper focuses on the values used for branding the national higher education systems in Norway and Sweden. It also investigates how Norwegian and Swedish higher education institutions brand themselves through core values by analysing value statements from 75 strategic institutional plans. The results show that the national presentations of Norway and Sweden as study destinations reproduce clichés. The Norwegian site highlights nature and the democratic / equality traditions, whereas Sweden puts weight on academic history, creativity and innovation. The authors conclude that there is a lack of harmonisation between nation branding and corporate branding, and that the discourse on excellence is not conducive to differentiation at the organisational level.

- ## Masters degrees

Mixing decks : frameworks for Master's scholarship / Veronica. Bamberger / Society for Research into Higher Education [SRHE][UK] . - **In:** Higher Education Quarterly, v. 69, no. 3, pp. 221-236, July 2015

Abstract : This paper considers and offers a case study of the use of frameworks to investigate students' understandings of what is expected in postgraduate study in a Scottish University. With a flexible set of tools or frameworks on the 'mixing decks' of postgraduate taught inquiry, researchers are potentially better equipped to gain a good understanding of their students' learning

- ## Rankings

Close-up examination of discourses associated with global university rankings : counter-narratives in UK policy context / Catherine O'Connell / Society for Research into Higher Education [SRHE][UK] . - **In:** Higher Education Quarterly, v. 69, no. 3, pp. 279-294, July 2015

Abstract :. The paper draws on an analysis of the use of global rankings by higher education sector mission groups to influence national policy in the United Kingdom, with particular focus on lobbying texts produced by these groups in the

period surrounding the United Kingdom general election. The analysis demonstrates the strategic struggle for positioning in relation to higher education policy. The study draws attention to ways global university rankings mediate discourse and activity and discusses alternative discourses that respond to rankings. (Abstract adapted from publisher)

What parameters do students value in business school rankings? / Pär Mårtensson, Anders Richtnéra / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - **In:** Journal of Higher Education Policy and Management, v. 37, no. 6, pp. 646-658, December 2015
ISSN 1360-080X . - Online ISSN 1469-9508
Abstract : The paper reports on a qualitative pre-study and a quantitative main study in Sweden examining what students perceive as important in business school rankings. The findings show that some of the parameters used in rankings are of less importance to the students: for example, rankings that over-emphasise research. Second, the authors identify the parameters that could be included in business school rankings to make them more relevant to students: for example, paying more attention to learning outputs in rankings. The authors conclude that the findings highlight the importance of taking individual stakeholders into account in the rankings and understanding how rankings could be made more relevant and valuable for the range of stakeholders.

- ### Student welfare

Showing your pride : a national survey of queer student centres in Canadian colleges and universities / John Ecker, Jennifer Rae, Amandeep Bassi . - **In:** Higher Education, v. 70, no. 5, pp. 881 - 898, November 2015
ISSN 0018-1560 . - Online ISSN 1573-174X
Abstract : The focus of this study was to determine (a) the number of support centres for LGBT students (QSCs) in Canadian universities and colleges; (b) factors predicting their existence; (c) types of support they receive; and (d) future directions. A national online survey of 156 institutions and two in-person focus groups were conducted. Results demonstrate that universities and institutions with larger student populations are more likely to have a centre and that institutional support is crucial for their operations. Implications for the sustainability and creation of centres are discussed.

- ### Teaching

Buckets and fire : metaphors in tertiary teaching / Lisa Emerson, Juliana Mansvelt / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 40, no. 10, pp. 1872-1888, December 2015
ISSN 0307-5079 . - Online ISSN 1470-174X
Abstract : This paper examines New Zealand tertiary teachers' use of metaphor and their attitudes to the consumer metaphor in relation to teaching. Based on interviews with 16 tertiary teachers, this study shows that although teachers believe the consumer metaphor is accepted by students, tertiary institutions and policy makers, and that it has affected their approaches to students and teaching, they did not embrace it in their own practice. Participants produced preferred alternative metaphors which were embedded in situated accounts of teaching practice, and showed a flexible approach to the teacher-student relationship.

Creating more 'elbow room' for collaborative reflective practice in the competitive, performative culture of today's university / Robert Kennelly, Coralie McCormack . - **In:** Higher Education Research and Development, v. 34, no. 5, October 2015
ISSN 0729-4360 . - Online ISSN 1469-8366
Abstract : This paper examines the application of the Australian initiative TATAL (Talking about Teaching and Learning) for small collaborative reflective conversation groups of academics, within an Australian University. The authors argue that individual reflective practitioners collecting and collaborating together can advocate for teaching. They note that while such groups enable personal transformative learning within individuals, it is unlikely to effect change from within the institution and extend the breadth and depth of an individual's influence beyond the pockets of resistance. To effect such change, the authors suggest a strategy of expanding the group into a larger network and aligning the TATAL values, practices and outcomes within the institution's 'cultural web'.

It ain't just what you do and the way that you do it : why discourse matters in higher education communities of practice / Juliana Ryan . - **In:** Higher Education Research and Development, v. 34, no. 5, October 2015

Abstract : A number of Australian universities have established and sponsored interdisciplinary communities of practice (CoPs) to develop teaching and learning. They are centrally coordinated and resourced and organised around faculty or school-based communities. The author reports on interviews with 18 CoP members and facilitators in three Australian universities. The findings reveal a variety of ways in within COP is conceived, used and applied in the three univeristies and that CoPs offer social support and knowledge sharing to build capacity, as well as spaces in which a collegial academic identity can thrive.

Minimising risks in research : informed teaching / Karen Gresty, Troy Heffernan, Wei Pan, Andrew Edwards-Jones .
- **In:** Higher Education Review, v. 48, no. 1, pp. 40-67, Autumn 2015
Abstract : This paper presents findings of an empirical study that identifies the risks encountered or perceived from student and staff perspectives when adopting a research-informed teaching approach in a UK higher education institution. The results identified two risks as particularly significant of student learning: curriculum bias and how research engagement impacts on student experience. Staff reported considerable positive impacts on well-being and motivation when adopting research-informed teaching. In light of this, frequently used strategies for staff to reduce risks are presented, such as raising awareness of key teaching styles or methods and fostering a sense of wider cultural support for innovative pedagogies within and between disciplines and departments.

Researcher-led teaching : embodiment of academic practice / David Hay, Saranne Weller, Kim Ashton . - **In:** Higher Education Review, v. 48, no. 1, pp. 25-39, Autumn 2015
Abstract : This paper explores the practices of leader researchers, suggesting that distinctive 'researcher-led' teaching depends on educators who are willing and able to integrate their research into teaching. The authors argue that teaching potential is linked with researchers' research identity. Two case studies of teaching in United Kingdom universities are described, in the fields of neuroscience and in the humanities.

Student experience and academic success : comparing a student-centred and a lecture-based course programme / Sabine Severiens, Marieke Meeuwisse, Marise Born . - **In:** Higher Education, v. 70, no. 1, pp. 1-17, July 2015
Abstract : This article reports on a study comparing student academic success for lecture-based compared to a student-centred course. 475 first-year business administration students in a University in the Netherlands participated in the study. Results showed that in the relatively student-centred course programme, 'feeling at home' (feelings of fitting in indicated by connections with other students and enthusiasm to be in the learning environment) affected student effort as well as engagement. Student effort was related to the time spent studying as well as academic success. Similarly, in the more lecture-based course programme, feeling at home affected effort and engagement. The authors conclude that time spent studying, effort and feeling at home seem to play different roles in the student-centred course programme compared to the lecture based course programme. The process that explains academic success in student-centred and small-scale course programmes is different compared to the process in more traditional lecture-based course programmes.

▪ Technology education

Transdisciplinary technology education : a characterisation and some ideas for implementation in the university / Assumpta Aneas / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 40, no. 9, pp. 1715-1728, November 2015
Abstract : This paper describes the challenges and difficulties that can arise in the implementation of transdisciplinarity in polytechnic universities and some strategies to face them. The paper concludes with a reflection regarding the link between some of humanity's problems faced from a transdisciplinary perspective and some values pointing towards the building of a world of harmony and awareness.