



Presentation

Welcome to the June 2012 edition of *New in HEDBIB*.

New in HEDBIB provides references of monographs, documents, reports and periodical articles entered recently into HEDBIB, the International Bibliographic Database on Higher Education (<http://hedbib.iau-aiu.net>). HEDBIB has been managed by the International Association of Universities (IAU) since 1988, with contributions from UNESCO Headquarters; UNESCO International Institute for Educational Planning (IIEP); International Institute for Higher Education in Latin America (IESALC).

This issue of *New in HEDBIB* includes references from new Contributing Partners and IAU Member organisations: Agence universitaire de la Francophonie (AUF), Southern African Regional Universities Association (SARUA) and the Union de Universidades de América Latina (UDUAL).

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

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

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

New in HEDBIB is produced five times a year.

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

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



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We recommend

Affirming academic values in Internationalization of higher education : a call for action / International Association of Universities [IAU] . - Paris : IAU, 2012 . - 5 p.

Abstract : This document acknowledges the substantial benefits of the internationalization of higher education but also draws attention to potentially adverse unintended consequences, with a view to alerting higher education institutions to the need to act to ensure that the outcomes of internationalization are positive and of reciprocal benefit to the higher education institutions and the countries concerned.

URL : http://www.iau-aiu.net/sites/all/files/Affirming_Academic_Values_in_Internationalization_of_Higher_Education.pdf

Statement of principles for the ethical recruitment of international students by education agents and consultants (to be known as the London statement) / Australian Education International [AEI]; British Council . - AEI, British Council, 2012 . - 4 p.

Abstract : This code of ethics and an accompanying statement of principles sets out an ethical framework for education agents and consultants who recruit international students for universities, colleges and schools around the world.

URL : <https://www.aei.gov.au/News/Latest-News/Documents/StatementofPrinciples.pdf>

Building higher education scenarios 2025 : a strategic agenda for development in SADC / Southern African Regional Universities Association [SARUA] . - Johannesburg : SARUA, 2012 . - 52 p. (SARUA Leadership Dialogue Series, v. 3 no. 2)

ISBN 978-0-9869903-2-8

Abstract : This publication is an outcome of a strategic conversation about the future of higher education in the region that took place at a Leadership Dialogue hosted by The Southern African Regional Universities Association (SARUA), in partnership with the University of Zambia and the Copperbelt University, on 13 and 14 October 2011 in Lusaka, Zambia. The aim was to identify the change drivers in the regional higher education sector, explore the implications of these drivers and prioritise strategic interventions for building the capacity of the sector to meet the ever-increasing demand for higher education in the region.

URL :

<http://www.sarua.org/files/publications/SARUA%20leadership%20Dialogue%20Series/Leadership%20Dialogue%20Series%20Vol%203%20No%202.pdf>



IAU Themes

■ Equitable Access and Success in Higher Education

How are countries around the world supporting students in higher education? / Organisation for Economic Cooperation and Development [OECD] . - In: Education Indicators, no. 2, pp. 1 - 4, February 2012

Abstract : This summary of data and trends provides a comparative analysis of the current student financial support systems in OECD countries.

URL : <http://www.oecd.org/dataoecd/58/9/49729932.pdf>

Africa

ETFP et enseignement supérieur dans le contexte africain : dynamique des effectifs et des emplois et questions de qualité des services offerts, d'équité et de gouvernance / Alain Mingat / Université de Bourgogne (France). Institut de recherche sur l'économie de l'éducation [IREDU] . - Dijon (France) : IREDU, 2012 . - 49 p. (Documents de travail de l'IREDU, DT 2012/1)

Abstract : Ce texte cherche à consolider les informations éparses de base et à construire des références analytiques ou problématiques sur l'enseignement supérieur et l'ETFP dans le contexte des pays africains.

URL : http://iredu.u-bourgogne.fr/images/stories/Documents/Publications_iredu/documents_travail_iredu/dt_2012-1.pdf

Selection of postgraduate students in a South African management programme : how effective is the general reasoning test? / Fatima Abrahams, Christian Friedrich, Nanette Tredoux . - In: Industry and Higher Education, v. 26, no. 2, pp. 139-149, April 2012

ISSN 0950-4222

Abstract : This study aims to determine whether a test battery predicts academic success for postgraduate students at a historically disadvantaged university, and whether there are differences relating to gender, racial and language groups. The test was designed to measure three subsets of verbal, numerical and abstract reasoning in a sample of applicants and a sample of students. Significant differences were found between the language groups and the race group for all three subtests, but only significant differences were found between the gender groups, with males obtaining higher scores. For the student group as a whole, correlations of all three subtests were highly significant. In addition, the test exhibits predictive bias with regard to language, race and gender in the prediction of the academic total, and particularly for the numeric subtest. The results suggest that the test battery can help in identifying potentially successful students. However, the differences between language groups and gender must be taken into account when interpreting results.

Asia and the Pacific

Girls' higher education in India on the road to inclusiveness : on track but heading where? / Rohini Sahni, V. Kalyan Shankar . - In: Higher Education: the international journal of higher education and educational planning, v. 63, no. 2, pp. 237-256, 2012

Incl. tables, bibl. - ISSN 0018-1560

Abstract : This paper spans national and state comparisons of female participation in higher education in India. Post-independence, national level indicators have suggested greater gender parity. Yet, there is more to inclusiveness than increasing absolute numbers or improving gender ratios. Rising female participation has coincided with a massive 'systemic expansion' of delivery systems and therefore, would have to be taken into account this expanded availability. The authors describe how the progress achieved so far has spawned its own hierarchies, which do not get reflected adequately in the national level indicators. They found inter-state disparities of access and uneven faculty-wise distributions. Further impediments to access are revealed based on availability of medium of instruction; and also the guidelines of gender based affirmative action meant to improve female participation.

Europe and North America

A stronger nation through higher education / Lumina Foundation for Education [USA] . - Indianapolis : Lumina Foundation, 2012 . - 132 p.

Abstract : This report provides detailed breakdowns of college and degree attainment in the United States, at the national level, in each state, and in every county. At the national and state levels, the data also show attainment rates among various racial / ethnic groups.

Classmark : US-35 LUM

URL : http://www.luminafoundation.org/publications/A_Stronger_Nation-2012.pdf

Breaking through the access barrier : how academic capital formation can improve policy in higher education / Edward P. St. John, S. Hu, A. S. Fisher . - Routledge, 2011 . - 278 p.

ISBN 978-0-4158-0032-7

Abstract : The book proposes the notion of academic capital, defined as social process that build family knowledge of education and career options and support navigation through educational systems and professional organisation for understanding how to promote educational attainment for students from low-income families.

Learning to speak, learning to listen : how diversity works on campus / Susan E. Chase . - Ithaca : Cornell University Press, 2010 . - 291 p.

ISBN 978-0-8014-7621-1

The offspring of a mobile generation : students with an immigrant background in higher education / Chripa Schneller . - In: European higher education at the crossroads : between the Bologna process and national reforms . - Dordrecht : Springer, 2012 . - pp. 413-430

ISBN 978-94-007-3936-9

Abstract : This paper examines the situation of the access of students from migrant backgrounds to higher education in Europe. The particular case in Germany is examined, where 11% of all students enrolled in higher education have an immigrant background, and the results of research conducted is presented.

Widening access to higher education : what can EUROSTUDENT say about the new challenges emerging for teaching and learning? / Dominic Orr . - In: European higher education at the crossroads : between the Bologna process and national reforms . - Dordrecht : Springer, 2012 . - pp. 173-189

ISBN 978-94-007-3936-9

Abstract : This paper argues that the Bologna Process is supporting a general drive towards widening participation. Data analysis using EUROSTUDENT results shows that integration of students from low social backgrounds and older students puts new strains on higher education systems. The author suggest that in the light of high levels of dissatisfaction among the student body revealed by the EUROSTUDENT data, even countries which appear to have successfully integrated non-traditional students into higher education require further reforms.

A critical agency network model for building an integrated outreach program / Judy Marquez Kiyama, Jenny J. Lee, Gary Rhoades . - In: The Journal of Higher Education, v. 83, no. 2, pp. 276-303, March / April 2012

ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : This study considers a distinct case of a university outreach programme that integrates student affairs staff, academic administrators, and faculty across campus. The goal of the outreach programme studied is to provide parents with education and financial aid information to prepare their children for higher education. The outreach programme is delivered bilingually, in English and Spanish. The authors find that social networks and critical agency help to understand the integration of these various professionals and offer a critical agency network model of enacting change.

Access to postsecondary education : can schools compensate for socioeconomic disadvantage? / George Frempong, Xin Ma, Joseph Mensah . - In: Higher Education : the international journal of higher education and educational planning, v. 63, no. 1, pp. 19-32, 2012

Incl. tables, bibl. . - ISSN 0018-1560

Abstract : While access to postsecondary education in Canada has increased over the past decade, a number of recent studies demonstrate that youth from disadvantaged socioeconomic backgrounds are vulnerable to some degree of

exclusion from postsecondary education. These studies tend to emphasize the lack of financial resources and social capital as the main sources of this vulnerability. This paper employs multilevel framework to explore the extent of the impact of schools on access to postsecondary education, especially for youth from disadvantaged backgrounds. The analyses revealed that: (1) for youth with similar financial constraints who attend schools with relatively similar quality, those from disadvantaged socioeconomic backgrounds who attend schools with high concentration of low SES students are particularly vulnerable to exclusion from university education, and (2) a substantial portion of the SES effect operates through the impact of high school academic achievement and postsecondary education expectation on access to postsecondary education.

College aid policy and competition for diversity / Tatiana Melguizo, Anna Chung / Association for the study of higher education [ASHE][USA] . - In: The Review of Higher Education, v. 35, no. 3, pp. 403-430, Spring 2012
ISSN 0162-5748 . - Online ISSN 1090-7009

Abstract : The main objective of this study is to identify differences in first year undergraduate financial aid packages of low-income, high-achieving minority students in public and private institutions. The results suggest that private and selective institutions can offer better financial aid packages that enable them to recruit higher numbers of low-income, high-achieving minorities. As a consequence of banning affirmative action policies, flagship public selective institutions, unlike selective private ones, cannot freely compose financial aid packages to recruit and retain minority students. This, in turn, translates into an increased financial burden for the students in flagship public universities.

Making excellence inclusive : higher education's LGBTQ contexts / Association of American Colleges and Universities [AACU] . - In: Diversity & Democracy, v. 15, no. 1, pp. 1 - 23, Winter 2012

Abstract : This issue of Diversity & Democracy periodical explores how higher education is creating classroom and campus forums that engage with LGBTQ issues. The articles seek answers to the following questions: What pedagogies can improve perspective taking among students while contributing to more LGBTQ-friendly climates? What programs and courses can provide opportunities for students to explore topics related to gender and sexuality? How are disciplinary and interdisciplinary studies creating pathways for students to contemplate timely and controversial topics related to LGBTQ issues? What can faculty across disciplines do to support LGBTQ students in their classrooms?
URL : <http://www.diversityweb.org/DiversityDemocracy/vol15no1/vol15no1.pdf>

Nuevas perspectivas en la sección de idiomas de la Prueba de Acceso a la Universidad = New perspectives in the foreign language section of the University Access Examination. - In: Revista de Educación, no. 357, Enero-Abril 2012
ISSN 0034-8082

URL : <http://www.revistaeducacion.educacion.es/re357/re357.pdf>

Predictors of Bachelor's degree completion among rural students at four-year institutions / Soo-yong, Irvin, Matthew J. Bun, Judith L. Meece / Association for the study of higher education [ASHE][USA] . - In: The Review of Higher Education, v. 35, no. 3, pp. 463-484, Spring 2012
ISSN 0162-5748 . - Online ISSN 1090-7009

Abstract : This article reports the results of a study to explore if rural students at four-year institutions differ in background traits, pre-college and college experiences, and which of these are predictors for degree completion.

Socially inclusive higher education / Liz Thomas / European University Association [Brussels] . - In: Journal of the European Higher Education Area, no. 1, 2011
ISSN 2192-0109

Abstract : This article focuses on embedding and mainstreaming widening participation (WP) and lifelong learning (LLL) in universities and other higher education institutions (HEIs) to create more socially inclusive higher education. It therefore addresses the social dimension of the Bologna process. The paper develops the notion of institutional transformation to mainstreaming WP and LLL to facilitate the access and success of students from diverse, under-represented and excluded groups. In particular, it considers what institutions need to do to mainstream WP and LLL, and applies this framework to assess how well English institutions are mainstreaming WP and LLL. This is based on an analysis of the Widening Participation Strategic Assessments (WPSAs) submitted by all 129 English HEIs in June 2009 (HEFCE 2009). Some European illustrative examples of institutional responses to mainstreaming WP and LLL are also presented. The article concludes with recommendations for institutions.

Social inequality and access to higher education in Russia / David L. Konstantinovskiy . - In: European Journal of Education, v. 47, no. 1, pp. 9-24, March 2012

ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : This article considers the results of sociological research studies from the 1960s until recently. Recent research indicates that new conditions in Russia are not eliminating the social differentiation of the young. This is clearly seen in opportunities for and access to higher education. The research analysed in this article shows that such inequality begins during secondary education, if not earlier, and is aggravated during the transition to post-school education and particularly to university.

Women Ph.D. students in engineering and a nuanced terrain : avoiding and revealing gender / Shelley K. Erickson / Association for the study of higher education [ASHE][USA] . - In: The Review of Higher Education, v. 35, no. 3, Spring 2012

ISSN 0162-5748 . - Online ISSN 1090-7009

Abstract : Tensions regarding gender emerged from interviews conducted with 20 women Ph.D. students as the author explores how women's multiple identities and their status as graduate students shaped their experiences in engineering. The purpose of this paper is not to focus explicitly on the reasons for women's continued underrepresentation (although it does illuminate many of the difficulties women experience in engineering Ph.D. programs); rather the students' explanations for underrepresentation serve as a case study with which to analyze their gendered experiences as Ph.D. students. The paper focuses on the women as both students and workers and draws on the theoretical framework of gender in the workplace. The 20 women in this study could be considered success stories as they are pursuing their engineering Ph.D.s; they have neither dropped out nor switched majors. However, their sense of not truly belonging to the engineering community is expressed through the ways in which they avoid and reveal gendered experiences.

URL :

http://rproxy.iii.com:9797/MuseSessionID=c1616e1075f34966dd4c29ecaa13dd4/MuseHost=muse.jhu.edu/MusePath/journals/review_of_higher_education/v035/35.3.erickson.pdf

Working through whiteness : white, male college students challenging racism / Nolan L. Cabrera / Association for the study of higher education [ASHE][USA] . - In: The Review of Higher Education, v. 35, no. 3, pp. 375-401, Spring 2012

ISSN 0162-5748 . - Online ISSN 1090-7009

Abstract : This qualitative study critically examines the means by which White male undergraduates learn about racism and White privilege and take action against racism, while exploring their continued struggles negotiating issues of race.

URL :

http://rproxy.iii.com:9797/MuseSessionID=c1616e1075f34966dd4c29ecaa13dd4/MuseHost=muse.jhu.edu/MusePath/journals/review_of_higher_education/v035/35.3.cabrera.pdf

■ Latin America and the Caribbean

Jóvenes : una generación que poríamos perder / Rafael Cordera Campos / Unión de Universidades de América Latina [UDUAL][Mexico] . - Mexico : Unión de Universidades de América Latina y el Caribe, 2012 . - 116 p. (Idea Latinoamericana, 9)

ISBN 978-607-8066-02-5 . - Online ISBN 978-607-8066-02-5

URL : <http://www.udual.org/CIDU/ColIdea/JovenesMexicanos.pdf>

■ Higher Education and Social Responsibility / EFA

Community-university engagement in 2030 : A scenario / Pascal International Observatory . - Glasgow : Pascal International Observatory, 2011 . - 4 p.

Abstract : This communiqué results from the second Global Dialogue on Community-University Research and Engagement on measures to sustain university engagement with community which took place on 17 October 2011.

URL : http://pascalobservatory.org/sites/default/files/Second_Global_Dialogue_Communique_0.pdf

La universidad como espacio cívico : valoración estudiantil de las modalidades de participación política universitaria / Gonzalo Jover Olmeda, Esther Lopez Martin, Patricia Quirogo Uceda . - In: Revista de Educación, número extraordinario, pp. 69-91, 2011
ISSN 0034-8082

Abstract : Spain's recent adoption of the University Students' Statute initiates student involvement in university policy. This paper aims to ascertain what value students assign to different means of political participation in the university. A survey of more than 5,000 students in Spain was undertaken. The results show that students value institutional means of participation more than alternative means. In particular, students prioritise the individual dimension of civic experience over the community dimension. The authors suggest that the community aspect of civic experience should be strengthened by fostering less-tightly regulated means of exercising citizenship.

URL : http://www.revistaeducacion.educacion.es/re2011/re2011_04.pdf

Educación, valores y democracia / Miquel Martínez Martín, Ed. . - In: Revista de Educación, Número extraordinario, pp. 7-269, 2011
ISSN 0034-8082

URL : <http://www.educacion.gob.es/dctm/revista-de-educacion/numeros-completos/re2011.pdf?documentId=0901e72b811c59e5>

■ Intercultural Dialogue

Asia and the Pacific

Culturally mixed groups on international campuses : an opportunity for inter-cultural learning / S. E. Volet, G. Ang . - In: Higher Education Research and Development, v. 31, no. 1, pp. 21-37, February 2012

First published in Higher Education Research and Development, Volume 17, Issue 1, 1998 . - ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : One of the major educational goals of the internationalization of higher education is to prepare students to function in an international and intercultural context. Cultural diversity on university campuses creates ideal social forums for intercultural learning, yet, one of the most disturbing aspects of the internationalization of higher education in Australia is the lack of interactions between local and international students from Asian backgrounds. This article examines the factors which students believe are affecting the formation of mixed groups for the completion of academic tasks. It also explores the nature of change in students' perceptions after a successful experience of mixed group work. The focus on both local and international students' appraisals of the situation highlights the two-way, interactive nature of group formation and shows how both parties share some responsibility in the lack of cultural mix.

Europe and North America

Innovation in learning and development in multilingual and multicultural contexts : principles learned from a higher educational study programme in Luxembourg / Gudrun Ziegler / UNESCO Institute for Lifelong Learning . - In:

International review of education, 57, 5-6, pp. 685-703

ISSN 0020-8566

Abstract : Multilingualism in education is a conceptual as well as a pedagogical challenge of the 21st century. Luxembourg, with its three statutory official languages (Luxembourgish, French and German), is an especially complex setting. The gap between traditional principles of language education on the one hand and the challenging impacts of today's multilingualism on the other led the University of Luxembourg to set up a developmentally-driven Master's programme in 2007, entitled "Learning and Development in Multilingual and Multicultural Contexts". After a presentation of the general multilingual settings in Luxembourg, this paper discusses the constellation of the multilingual University's staff and students and provides an analysis of the concept of the course by outlining its innovative approach, its principles and lessons learned with regard to running a trilingual higher education programme.

Los institutos universitarios de formación de profesores de Francia y la educación intercultural / Leoncio Vega Gil, Juan Carlos Hernández Beltrán . - In: Revista de Educación, no. 357, pp. 189-190, Enero-Abril 2012

ISSN 0034-8082

Abstract : This research focuses on an analysis of the training offered by French Teacher Training University Institutes (IUFMS) from the point of view of intercultural education. The paper starts by outlining changes in the IUFM since 2005. The IUFMS are in the process of being integrated in universities and discussion focuses on their nature (academic or professional), the status of teachers in that integration, the social appeal of the teaching profession and, the implementation of the EHEA leading this training toward a Master qualification. In terms of curriculum, the authors observe the absence of a teacher training model in the field of intercultural education. Nevertheless, there are elements from which IUFM students can obtain some training in intercultural matters such as teaching practice in schools, activity modules, talks, workshops and seminars that some IUFMS develop on intercultural issues.

■ Internationalization

Developing cultural capacity in international higher education : a narrative enquiry / Sheila Trahar . - Abingdon : Routledge, 2010 . - 192 p.
ISBN 978-0-415-57239-2

Abstract : The book gathers together empirical research, case studies and reflections to scrutinise how higher education can effect greater understanding between people from different cultural contexts and academic traditions. There are four main themes: learning, teaching and assessment as a cultural product of higher education; personal and professional interactions between staff and students; the political and personal dimensions of the internationalization of higher education; and methodological and ethical considerations when conducting research across cultures.

Going global : the landscape for policy makers and practitioners in tertiary education / Mary Stiasny, Tim Gore, Eds. . - Bingley : Emerald Group Publishing, 2012 . - 230 p.
ISBN 978-0-85724-783-4

Abstract : The papers included in this book were presented at the 2010 and 2011 Going Global conferences hosted by the British Council. Primarily focusing on the importance of developing global citizens and the role of education in addressing this agenda, the book discusses the different models and drivers for global partnerships, the changing nature of international student mobility, and issues surrounding policy and leadership. Global internationalization, and in particular rankings, can be seen as conflicting with regional development, according to one contribution. Further investigation into the effect of international collaboration and the effects of rankings are considered in Part 3 of the book. Regional policy, 'regional hubs' and the specific impact and challenges of internationalization on non-Western and developing countries, including Malaysia, Brazil, China, Hong Kong and Nigeria, are also explored. Contributions also include analysis of International student security and the situation of women and higher education in Nigeria.

International higher education : an encyclopedia / Philip G. Altbach . - 1st publ. 1991. 2nd edition 2012 . - London : Routledge, 2012 . - xi-589 p. (Routledge Library Editions : Garland Reference Library of Social Science)
ISBN 978-0-415-68431-6

Abstract : This two-volume set contains a total of 67 essays on the subject of international higher education. Fifty-two essays focusing on countries or regions are included. Volume 1 contains 15 chapters that deal with themes and topics, presented in a comparative framework, that address the most important topics relevant to contemporary higher education globally. Volume 1 contains articles on African and Asian countries/regions. Volume 2 begins with Australia and then offers articles on European, Latin American, Middle Eastern, and North American countries/regions. The topics discussed in volume 1 include the following: academic freedom; the academic profession; accountability; university reform; student political activism; foreign students; graduate education; the costs of higher education; women and higher education; higher education and the labor market; the history of universities; private higher education; new universities--their origins and strategic development; and university research and the development of scientific capacity in sub-Saharan Africa and Asia. Volume 2 provides the index, a bibliography, and a list of contributors.

Le rôle des langues et des cultures dans les stratégies internationales des universités / Michael Kelly . - Colloque international de la Société japonaise de didactique du français (SJDF), Université de Kyoto (Japan), 2010

Classmark : P

URL : <http://eprints.aidenligne-francais-universite.auf.org/499/>

The internationalization of higher education institutions : a critical review and a radical proposal / Gabriel Hawawini / INSEAD [France] . - INSEAD, 2011 . - 45 p. (INSEAD Working Paper)

Abstract : This paper provides a critical review of the internationalization of higher education institutions. the author explains the 'internationalization paradox': the observation that despite evidence that many of these initiatives fail to deliver what they promise, they nevertheless remain at the top of the agenda of heads of HEIs. A framework is outlined that identifies alternative models of internationalization, with a model of the truly global HEI whose mission is to learn from the world rather than teach the world what the institution knows. The paper concludes that most HEIs should refrain from claiming that their aim is to become global institutions. They should instead focus on the successful implementation of an import-export model of internationalization that calls for initiatives such as the internationalization of the curriculum, the creation of student and faculty exchange programmes, and the participation in international academic and research partnerships.

URL : <http://www.insead.edu/facultyresearch/research/doc.cfm?did=48726>

Assessing international (post)graduate education : a research agenda / Tami Blumenfeld, Maresi Nerad . - In: Australian Universities Review, v. 54, no. 1, pp. 72-82, 2012
ISSN 0818-8068

Abstract : This article assesses the current state of internationalisation and international experiences in postgraduate education, focusing in particular on science and engineering fields. It discusses initial results from a workshop, sponsored by the US National Science Foundation and organised by the Center for Innovation and Research in Graduate Education at the University of Washington, to develop an interdisciplinary research agenda aimed at launching and coordinating empirically driven research on international graduate education.

Impacto de la globalización en la universidad europea del siglo xxi / María José García Ruiz . - In: Revista de Educación, no. 356, pp. 509-529, Septiembre-Diciembre 2011
ISSN 0034-8082

Abstract : This article analyses the impact of globalisation on the 21st century European university and the dichotomy between tradition and reform in different realms of the university as an institution, such as ethos, teleology, epistemology and the social function of the university. These concepts are analysed by contrasting landmark British reports such as the Robbins Report (1963) and the Dearing Report (1997). Concepts are also compared by comparing debates currently taking place between modern academics (e.g., Filmer, Bauman) and post-modern academics (e.g., Scott). One of the conclusions of this study points to the fact that the phenomenon of globalisation, together with factors such as the Bologna Process, seems to sanction the establishment of neoliberal devices in the university. Such strategies can, nevertheless, conflict with the objectives of spreading democracy; the university is obligated to give an answer to such objectives in the era of the knowledge society. Another conclusion of the analysis deals with the fact that the innovation function that the post-modern agenda seems to impose on the university could be performed more suitably by other institutions of higher education than the university. According to the author, the social damage derived from the process of linking the university too tightly to industry is incalculable: It is the humanities and the social sciences, more than other disciplines now acquiring primacy, that must design the future model of society.

URL :

http://portal.uned.es/pls/portal/docs/PAGE/UNED_MAIN/LAUNIVERSIDAD/UBICACIONES/03/DOCENTE/MARIA_JOSE_GARCIA_RUIZ/RE356_21.PDF

The global university : past, present and future perspectives / Adam R. Nelson, Ian Wei, Eds. . - Basingstoke, New York : Palgrave Macmillan, 2012 . - 272 p.
ISBN 978-0-230-39245-8

Abstract : This book brings together essays from higher education researchers and leaders from China, Australia, Canada, Norway, the United Kingdom, and the United States. This volume addresses these issues by situating the globalisation of higher education in a broad comparative-historical context.

Contents : Introduction: The Global University: Past, Present, and Future Perspectives; A.R.Nelson Global Aspirations and Strategizing for World-Class Status: New Modes of Higher-education governance and the Emergence of Regulatory Regionalism in East Asia; K.H.Mok Contributing to the Southeast Asian Knowledge Economy? Australian Offshore Campuses in Malaysia and Vietnam; A.R.Welch Collegiality and Hierarchy: Coordinating principles in higher education; I.Bleiklie The Twenty-First Century University: Dilemmas of Leadership and Organizational Futures; R.Deem Medieval Universities and Aspirations to Universal Significance; I.P.Wei The Changing Role of the Academic: Historical and Comparative Perspectives; X.Xiaozhou & X.Shan ;Toward General Education in the Global University: The Chinese Model of Doctoral Education and the Global University: Student Mobility, Hierarchy, and Canadian Government Policy, G.A.Jones & B.Gopaul : What Can Modern Universities Learn from the Past? English Universities Working with Industry, 1870-1914; J.Taylor Universities and the Effects of External Funding: Sub-Saharan Africa and the Nordic Countries; P.Maassen Conclusion: Lessons from the Past, Considerations for the Future; A.R.Nelson & I.P.Wei Contributor Biographies List of Tables and Figures.

Classmark : INT-6 NEL

Trends in international student mobility / Rahul Choudaha, Li Chang / World Education Services [WES][USA] . - New York : WES, 2012 . - 18 p.

Abstract : This report presents an overview of international student mobility to four host countries - the U.S., the UK, Australia and Canada in the context of major policy reforms. An analysis of international enrolment trends in the U.S is provided with an emphasis on emerging recruitment practices and institutional examples.

URL : <http://www.wes.org/ras/TrendsInInternationalStudentMobility.pdf>

Africa

Institutional strategies for meaningful internationalization of African universities / African Network for Internationalization of Education (ANIE) . - Eldoret, Kenya : ANIE, 2011 . - 2 p. (ANIE Policy Brief, 2)

Abstract : This policy brief argues for development of institutional strategies for internationalization in African universities which are institutionally embedded in most university activities in a comprehensive way and aligned to overall university plans.

URL : <http://www.anienetwork.org/sites/default/files/ANIE%20MRCI%20Policy%20Brief%202.pdf>

New patterns in student mobility in the Southern Africa Development Community (SADC) / UNESCO Institute for Statistics [Canada] . - Montreal : UIS, 2012 . - 17 p. (UIS Information Bulletin, 7)

Abstract : This examines the evolution of enrolment in time and studies and compares the specific growth of local enrolment and outbound mobility, the distribution of enrolment by countries, connections between mobility and region of origin, intra-regional mobility of SADC and non-SADC students, student concentration/dispersion by country, fields of study and types of programmes preferred.

URL : <http://www.uis.unesco.org/Education/Documents/ib7-student-mobility-2012-en.pdf>

Asia and the Pacific

Higher education in the Asia-Pacific : strategic responses to globalization / Simon Marginson, Sarjit Kaur, Erlenawati Sawir . - Dordrecht (Netherlands) : Springer, 2011 . - 465 p. (Higher Education Dynamics, v. 36) Bibl.

Abstract : This survey provides information and analysis of higher education in the Asia-Pacific region. In this era of global integration, convergence and comparison, the balance of power in worldwide higher education is shifting. In less than two decades the Asia-Pacific region has come to possess the largest and fastest growing higher education sector worldwide : the countries of East and Southeast Asia and the Western Pacific together enroll 50 million tertiary students, compared to 14 million in 1991. In China, Hong Kong, Taiwan, Korea and Singapore, 'world-class' universities are emerging , fostered by modernizing governments that see knowledge and skills as key to a future shaped equally by East and West, and supported by families deeply committed to education. But not all Asia-Pacific countries are on this path, not all reforms are effective, and there are marked differences between nations in levels of resources, educational participation, research, state controls and academic freedom. The book's 23 chapters, written by authors from 12 different countries, focus successively on the Asia-Pacific as a whole, the strategies of individual universities, and national policies and strategies in response to the global challenge.

A tale of sea turtles : job-seeking experiences of Hai Gui (high-skilled returnees) in China / Jie Hao, Anthony Welch / International Association of Universities [IAU] . - In: Higher Education Policy, v. 25, no. 2, pp. 243-260, June 2012

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : A key feature of contemporary globalization is the increasing mobility of high-skilled talent. While for many countries in the developing world the loss of such individuals represents a longstanding concern, countries such as China have now developed key policies to harness their overseas talent. The article examines the job-seeking experiences of a key group of high-skilled returnees, after taking advanced degrees in Australia, discussing the outcomes in terms of salaries and length of time to secure employment, as well as analysing their advantages and disadvantages relative to their domestic peers. On the basis of survey and interview data, the views of both returnees and employers are canvassed, as also issues of re-integration and Chinese networks and values

Shifting patterns of student mobility in Asia / Sheng-Ju Chan / International Association of Universities [IAU] . - In: Higher Education Policy, v. 25, no. 2, pp. 207-224, June 2012

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : During the past decade, Asia — traditionally one of the largest exporters of mobile students — has experienced major changes in student mobility within higher education. As the worldwide competition for international students has escalated, many Asian countries have adopted a wide range of mechanisms and strategies in facilitating student mobility. This paper argues that although most Asian nations face a problem of net outflow of students to Western countries, a trend of regionalization or horizontal mobility of students within the region is emerging. As the Asian countries mainly compete for the same pool of students in the region, the competition will intensify. Therefore, the role of

leading universities in the West in helping to attract international students to Asia in the form of transnational higher education has become problematic. The growing competition for international students between domestic and foreign higher education institutions poses new governance challenges for host countries in Asia.

Tactics of interventions : student mobility and human capital building in Singapore / Aaron Koh / International Association of Universities [IAU] . - In: Higher Education Policy, v. 25, no. 2, pp. 191-206, June 2012
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Hitherto, research on transnational higher education student mobility tended to narrowly present hard statistics on student mobility, analysing these in terms of 'trends' and the implication this has on policy and internationalizing strategies. What is missing from this 'big picture' is a close-up analysis of the micropolitics of student mobility in specific geographical contexts. Despite an expanding university sector in Singapore, there is a persistent trend of Singaporean students leaving the country for overseas study, posing a possible problem of brain drain. This paper presents a socio-politico analysis of student mobility and the attendant politics this has created for Singapore's human capital building. The Singapore case is instructive of how it manages its human capacity building vis-à-vis its outward-bound student mobility. Although there are 'tactics of intervention' in place, it remains to be seen how the Singaporean government tackles two national dilemmas that are related to the socio-politico consequences of student mobility.

The rise of transnational higher education in Asia : student mobility and studying experiences in Singapore and Malaysia / Mok Ho Ka / International Association of Universities [IAU] . - In: Higher Education Policy, v. 25, no. 2, pp. 225-241, June 2012
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : In recent decades, trade in higher education services has become increasingly popular in Asia. Realizing the importance and the economic potential of higher education not only for generating national incomes, but also for asserting soft power in the highly competitive world, the governments of Malaysia and Singapore have put serious efforts in questing for the regional education hub status, engaging overseas partners to diversify transnational higher education (TNHE) programmes catering for local citizens' and foreign students' pressing education demand. In this context, this article aims to examine TNHE degree students' evaluation of their studying experiences in Singapore and Malaysia in a way to apprehend the progress, achievement and difficulties of these two potential education hubs in Asia.

Trading on the West's strength : the dilemmas of transnational higher education in East Asia / Li-Chuan Chiang / International Association of Universities [IAU] . - In: Higher Education Policy, v. 25, no. 2, pp. 171-189, June 2012
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Responding to the impacts of globalization and the knowledge economy, the increasing demand for higher education in East Asia is not only met by domestic higher education, but also by importing transnational higher education (TNHE). Importing TNHE becomes an export strategy to attract international students to contribute to capacity building for the importing countries. While trading on the strength of west-dominated TNHE in East Asia is well received, its underlying dilemmas are under-represented. The paper aims to offer an alternative analysis to identify possible hurtful aspects that might be treated as 'the Trojan Horse' hidden in the import-export model that might aggravate rather than minimize student mobility and brain drain and deepen rather than alleviate the influence of western culture on East Asian countries. Hence, the overwhelming discourse of capacity building in importing TNHE should be critically re-visited by paying attention to foreign providers' motives, the nature and characteristics of TNHE programmes, and the reality of the partnership process and arrangement.

Transnational higher education and challenges for university governance in China / Kok Chung Ong, David Chan / International Association of Universities [IAU] . - In: Higher Education Policy, v. 25, no. 2, pp. 151-170, June 2012
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Higher education in China is currently undergoing a process of re-orientation. This paper focuses specifically on the development of transnational higher education (TNHE) in China over the last decade, as well as its implications for university governance. Major features of TNHE programmes in China is explored, and a corresponding typology is presented. The authors argue that in the face of the fast expanding activities of TNHE, the common irregularities in programme operation, and the less effective and efficient mechanism of quality assurance, may well be the major challenges for university governance in China. Structural reform in university governance is desirable, particularly in terms of empowering the non-public sector in Chinese higher education and of separating the role of the government from academic administration.

Europe and North America

Investing in higher education abroad : the experience of Chinese postgraduate students in Britain / Des Monk . -
In: Industry and Higher Education, v. 26, no. 2, pp. 115-126, April 2012
ISSN 0950-4222

Abstract : This paper presents the results of an examination of the value of business postgraduate courses undertaken by Chinese students at UK universities. The author assesses the benefits that might accrue to such students, especially in terms of their subsequent experience in the labour market. The results suggest that it is the non-financial rather than the financial rewards of postgraduate study that are considered important by Chinese students. Moreover, there is a mismatch between the expectations of these students and their subsequent experience in the Chinese labour market.

Mind the gap : staff and postgraduate perceptions of student experience in higher education / Rodney Arambewala, Felix Maringe . - **In:** Higher Education Review, v. 44, no. 2, pp. 63-84, Spring 2012
ISSN 0018-1609

Abstract : Based on an exploratory qualitative study conducted in a UK university, this article is concerned with identifying how staff and international students view the impact of university support services on student experience and argues that a convergence of staff and student views is a critical antecedent to developing positive experience and satisfaction among students. While the results indicate some convergence of perceptions around key areas of the students' experience, the study identifies four critical gaps based on divergent views and perceptions regarding issues of the quality of the UK higher education, the level and quality of student support, English language proficiency and cultural integration. The article concludes with management implications for narrowing these gaps.

The implementation of the Bologna Bachelor : a comparative national analysis / Andrée Sursock, Hanne Smidt, Jonna Korhonen / European University Association [Brussels] . - **In:** Journal of the European Higher Education Area, no. 1, p.1 -29, 2011
ISSN 2192-0109

Abstract : This paper compares the implementation of the "Bologna Bachelor" in France, Germany, Hungary, Spain and Sweden. The national data are compared to the European data collected for the Trends 2010 report. The Trends 2010 report emphasised that the Bologna process represented an opportunity for the development of coherent policies that encompass all three degree levels, but that it has been difficult to implement the reforms in the context of an evolving, broader and far-reaching European and national policy agenda. After looking at the European and national contexts, the paper examines the introduction of the new first-cycle degrees, in order to assess the progress of student-centered approaches to learning and the employers' acceptance of these degrees in the five countries

The European Higher Education Area in 2012 : Bologna Process implementation report / European Centre for Strategic Management of Universities [ESMU]; European Union. European Platform Higher Education Modernisation [MODERN] . - Brussels : EURYDICE, 2012 . - 217 p.
ISBN 978-92-9201-256-4

Abstract : The report describes the state of implementation of the Bologna Process in 2012 from various perspectives and with data ranging from 2010 to 2011 as well as with earlier trends data for some statistical figures. The report is divided into seven chapters:

1. Context of the European Higher Education Area; 2. Degrees and Qualifications ; 3. Quality Assurance ; 4. Social dimension in higher education ; 5. Effective outcomes and employability ; 6. Lifelong Learning ; 7. Mobility

URL : http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/138EN.pdf

The influence of academic migration on the intellectual potential of Russia / Natalia V. Iatova, Vladimir Savinkov . - **In:** European Journal of Education, v. 47, no. 1, pp. 64-76, March 2012
ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : This article considers the impact of academic migration, or "brain drain" on the intellectual potential of contemporary Russia. The emigration of highly-qualified scientific researchers is considered to be a key factor in the loss of human capital in post-Soviet Russia. However, the statistics show that the scale of this emigration since 2000 was relatively minor. At the same time, the concept of "brain circulation" has gained in popularity. According to this, the departure of Russian scientists abroad should not be seen as a potential threat, but as a chance to stimulate the development of domestic science.

Latin America and the Caribbean

Dimensiones y métrica de la internacionalización de las universidades / Jesús Sebastián / Unión de Universidades de América Latina [UDUAL][Mexico] . - In: Universidades, Año LXI, no. 51, 2011
ISSN 0041-8935
URL : <http://www.udual.org/revista/inicio.html>

■ Research and Doctoral Education

Knowledge matters : the public mission of the research university / Diana Rhoten, Craig Calhoun, Eds. . - New York : Columbia University Press, 2012 . - 539 p.
ISBN 978-0-231-15114-6

Abstract : Contents : The public mission of the research university (Craig Calhoun); Great expectations, past promises, and golden ages: rethinking the "crisis" of public research universities (Gustavo E. Fischman, Sarah E. Igo, Diana Rhoten) ; "El central volumen de la fuerza": global hegemony in higher education and research (Simon Marginson, Imanol Ordorika) ; The state, the university, and society in Soviet and Russian higher education: the search for a new public mission (Mark S. Johnson, Andrey V. Kortunov) ; Public research universities in Latin America and their relation to economic development (Juan Carlos Moreno-Brid, Pablo Ruiz-Nápoles) ; When neoliberalism colonizes higher education in Asia: bringing the "public" back to the contemporary university (Ka Ho Mok) ; Challenges for higher education in Africa, Ubuntu, and democratic justice (Yusef Waghid) ; The idea of the public university and the national project in Africa: toward a full circle, from the 1960s to the present (N'Dri T. Assié-Lumumba, Tukumbi Lumumba-Kasongo) ; Rethinking what is made public in the university's public mission (John Willinsky) ; Public research universities: from land grant to federal grant to patent grant institutions (Diana Rhoten, Walter Powell) ; German universities in the new knowledge ecology: current changes in research conditions and university-industry relations (Stefan Lange, Georg Krücken) ; The micropolitics of knowledge in England and Europe: the Cambridge University IPRs controversy and its macropolitical lessons (Voldemar Tomusk) ; Playing the quality game: whose quality and whose higher education? (John Brennan, Mala Singh) ; The academic workplace: what we already know, what we still do not know, and what we would like to know (Christine Musselin) ; Cultural formations of the public university: globalization, diversity, and the state at the University of Michigan (Michael D. Kennedy).

Classmark : INT-7 RHO

Addressing the curriculum problem in doctoral education / Bill Green . - In: Australian Universities Review, v. 54, no. 1, pp. 10-18, 2012
ISSN 0818-8068

Abstract : This paper reviews a longstanding research programme addressed specifically to research supervision, focusing on notions of pedagogy, textuality, subjectivity and knowledge. Over more than a decade and a half, a body of work has been produced in this regard, informed by literary and cultural studies, feminism and poststructuralist theory and philosophy, thereby opening up the field to new theoretical resources and perspectives. The paper goes on to draw on contemporary curriculum thought and on what is called post-reconceptualist curriculum inquiry to outline a curriculum-theoretical perspective on doctoral studies and research education, bringing together notions of representation, emergence, practice and futurity. It does so here with reference to both the PhD and the professional doctorate.

URL : <http://www.aur.org.au/current/pdf>

Internationalisation of doctoral education : possibilities for new knowledge and understandings / Janette Ryan . - In: Australian Universities Review, v. 54, no. 1, pp. 55-63, 2012
ISSN 0818-8068

Abstract : The past decade has seen a rapid increase in the number of international students undertaking doctorates in Anglophone universities such as Australia and the UK. These students have brought with them different academic cultures and intellectual tradition, however there still appears to be a lack of recognition of the potential to take advantage of these global flows of people, ideas and perspectives by engaging with the knowledge and academic values that international doctoral students bring. Using theories of cross-cultural pedagogy, this paper reports on a qualitative study of views of scholarship and learning in Western and Confucian-heritage higher education, using Australia and the UK, and China and Hong Kong as case studies.

URL : <http://www.aur.org.au/current/pdf>

The higher education research archipelago / Bruce Macfarlane . - In: Higher Education Research and Development, v. 31, no. 1, pp. 129-131, February 2012
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This article maps higher education research, as forming two large islands of policy-making and teaching and learning research and researchers. The author outlines the evolution in articles published in higher education journals, and notes that the higher education research community is male dominated.

The transformative potential of blogs for research in higher education / Jana L. Bouwma-Gearhart, James L. Bess . - In: The Journal of Higher Education, v. 83, no. 2, pp. 249-275, March / April 2012

ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : The authors explore blogging as an innovation in academic communication and collaboration with potential for overcoming the traditional limitations; and discuss the significance of blogging to the higher education research community.

Africa

Foundations for the future : supporting the early careers of African researchers / British Academy; Association of Commonwealth Universities [ACU] . - London : British Academy, ACU, 2011 . - 38 p.

Abstract : This report is a follow-up to The Nairobi Report, published by the British Academy and the Association of Commonwealth Universities in 2009. It offers an analysis of the challenges facing early career researchers in African universities, drawing on the discussions which led to the earlier Nairobi study, subsequent consultations, and on parallel work by other organisations. It identifies the key areas in which further support needs to be provided, and suggests ways in which new collaborative mechanisms might be designed in order to do this. The focus of this and the earlier Nairobi Report is on relationships between Africa and the UK, but this is undoubtedly relevant to research links within the African continent, as well as between Africa and other regions.

Classmark : AFR-61 BRI

URL : <http://www.acu.ac.uk/publications/search>

Mentorship and sustainable research output : A case study of the University of Johannesburg / Reertha

Nundulall, Nirmala Dorasamy . - In: Industry and Higher Education, v. 26, no. 2, pp. 127-137, April 2012

ISSN 0950-4222

Abstract : Higher education institutions (HEIs) in South Africa are facing challenges arising as a result of the shift from traditional teaching activities to a combination of research and teaching. Increasing emphasis on research, an integral part of this transformation of higher education, has required HEIs to develop and implement capacity development strategies to enable those new to research to engage in research output; and mentorship is a strategy that is enjoying increasing popularity. This article explores the challenges faced in the implementation of a formal research mentorship programme (REMP), using the University of Johannesburg as a case study. A quantitative approach was adopted to obtain the perceptions of academic staff of REMP as a strategy for building research capacity. The findings reveal that whilst the REMP is strongly favored by academics as a means of guiding novice researchers, key factors need to be addressed to ensure its success. This article examines the challenges for both mentors and mentees and suggests actions to help mentorship programmes make sustainable contributions to the development of research capacity.

Asia and the Pacific

Contemporary issues in doctoral education [Whole issue] . - In: Australian Universities Review, v. 54, no. 1, pp. 1 - 112, 2012

ISSN 0818-8068

Abstract : On doctoral education: How to supervise a PhD, 1985-2011 (Raewyn Connell); Addressing the curriculum problem in doctoral education (Bill Green) ; Researching doctoral pedagogy close up: Design and action in two doctoral programmes (Susan Danby & Alison Lee) ; Supervisors watching supervisors (Catherine Manathunga) ; Identity-trajectories (Lynn McAlpine) ; What constitutes doctoral knowledge? (Anita Devos & Margaret Somerville) ; Internationalisation of doctoral education (Janette Ryan) ; Up and coming? Doctoral education in China (Rui Yang) ; Assessing international (post)graduate education: A research agenda (Tami Blumenfield & Maresi Nerad) ; A new era for research education in Australia? (Helene Marsh, Bradley Smith, Max King & Terry Evans) ; PhDs in Australia, from the beginning (Ian R Dobson).

URL : <http://www.aur.org.au/current/pdf>

PhDs in Australia, from the beginning / Ian R. Dobson . - In: Australian Universities Review, v. 54, no. 1, pp. 94-101, 2012

ISSN 0818-8068

Abstract : The Australian PhD is a relatively recent phenomenon, the first three being awarded in 1948. Before that, most Australian scholars typically went to Britain (predominantly) or the USA to undertake their doctoral studies. The aim of this research note is to provide a brief statistical history of the Australian PhD, noting changes over time between study

fields, universities, genders and citizenship groups.

URL : <http://www.aur.org.au/current/pdf>

Researching doctoral pedagogy close up : design and action in two doctoral programmes / Susan Danby, Alison Lee . - In: Australian Universities Review, v. 54, no. 1, pp. 19-28, 2012

ISSN 0818-8068

Abstract : This paper presents two cases of doctoral pedagogical work being undertaken within different disciplinary and institutional settings to describe how learning opportunities were designed and to theorise what it means to be engaged in doing doctoral pedagogy.

URL : <http://www.aur.org.au/current/pdf>

Up and coming? doctoral education in China / Yang Rui . - In: Australian Universities Review, v. 54, no. 1, pp. 64-71, 2012

ISSN 0818-8068

Abstract : In line with China's massive leap forward in higher education since the late 1990s and its ambitious bid for world-class universities within decades, doctoral education has been strongly, and arguable strategically, promoted by the Chinese government. During the past four decades, China quickly established a national system of academic degrees and postgraduate education since the early 1980s. Its doctoral education has since grown fast to become one of the largest in the world. While the developmental process deserves much commendation, it was never short of twists and turns. The extraordinarily fast growth has particularly led to a variety of problems that have evoked controversy in China, especially over the widely perceived decline of quality in doctoral training. In view of a lack of literature in English on Chinese doctoral education, this article attempts to provide an analytical review of China's current practices as well as some issues and challenges faced by the system in meeting societal needs and future development.

URL : <http://www.aur.org.au/current/pdf>

Europe and North America

Educating scholars : doctoral education in the humanities / Ronald G. Ehrenberg, Harriet Zuckerman, Jeffrey A. Groen . - Ithica : Princeton University Press, 2009 . - 368 p.

ISBN 978-0-6911-4266-1

The postgraduate crisis / 1994 Group [U.K.] . - London : 1994 Group, 2012 . - 26 p.

Abstract : This report argues that successive Governments have neglected postgraduate education and that the current Government's higher education reforms risk causing damage to postgraduate education.

URL : http://www.1994group.ac.uk/documents/120215_PostgraduateCrisis.pdf

The PhD in Europe : developing a system of doctoral training that will increase the internationalisation of universities / Conor O'Carroll, Lewis Purser, Magdalena Wislocka, Sinead Lucey, Nina McGuinness . - In: European higher education at the crossroads : between the Bologna process and national reforms . - Dordrecht : Springer, 2012 . - pp. 461-484

ISBN 978-94-007-3936-9

An output perspective on the teaching–research nexus : an analysis focusing on the United States higher education system / Hugo Horta, Vincent Dautel, Francisco M. Veloso / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 37, no. 2, pp. 171-187, March 2012

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

Abstract : This empirical study demonstrates that teaching and research can be leveraged synergistically and contribute to research outputs. In particular, it is critical to consider the nature of the learning environment associated with the teaching effort. First, by distinguishing between graduate and undergraduate education, the authors conclude that involvement in graduate teaching can play a significant role in driving research output. Moreover, both undergraduate and graduate students can provide a valuable contribution to the productivity of faculty members if integrated in research activities where teaching and research are combined within a learning perspective.

Bridging the gap between academic research and regional development in the Basque Country. / James Karlsen, Mire Larrea, James R. Wilson, Mari Jose Aranguren . - In: European Journal of Education, v. 47, no. 1, pp. 122-138, March 2012

ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : This article focuses on how the gap between academic knowledge and regional development can be bridged. Institutional entrepreneurs can create regional development organisations and research organisations, but in order to fulfill regional needs it is necessary to create processes where researchers and practitioners can develop a mutual change process. The analysis shows how new organisations have been used to create conditions for knowledge co-generation processes, and new work methods between researchers from a university and regional actors over a period of 11 years in the Spanish Basque Country.

Economics of corruption in doctoral education : the dissertations market / Ararat L. Osipian . - In: Economics of Education Review, v. 31, no. 1, pp. 76-83, 2012

Incl. bibl., abstract . - ISSN 0272-7757

Abstract : This paper addresses the issue of dissertations for sale in Russia. The tasks of this anthropological study include establishing the problem of corruption in doctoral education, identification of the dissertations suppliers, study of the specific services they offer, analysis of their prices on different services, and generalizations of findings in the context of the educational system. All of these tasks address the supply side of the dissertations market. This paper identifies a total of 169 firms that offer dissertations for sale in Russia. It concludes that the cost of the dissertations market extends far beyond its monetary expression. Fake doctorates undermine the credibility of real, earned doctorates, and erode the gold standard of quality in research and scholarship.

Classmark : P

URL : <http://www.sciencedirect.com/science/journal/02727757>

How Europe shapes academic research : insights from participation in European Union Framework Programmes / Emilia Primeri, Emanuela Reale . - In: European Journal of Education, v. 47, no. 1, pp. 104-121, March 2012

ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : This article considers the European Union Framework Programmes as policy instruments that contribute to the Europeanisation of academic research and studies the changes with respect to: the organisation and activities of Departments; the type of knowledge produced; and the ways of doing research. The analysis is based on a case study of the Sapienza University in Rome.

La financiación de la investigación como motor del emprendimiento académico: análisis de las patentes universitarias / David Rodeiro Pazos, Sara Fernández López, Alfonso Rodríguez Sandiás, Luis Otero González . - In: Revista de Educación, no. 357, pp. 181-, Enero-Abril 2012

ISSN 0034-8082

Abstract : The objective of this paper is to understand why some Spanish universities are more successful than others at patenting. A study using a sample of the 47 Spanish State On-Campus Universities existing in 2006 was studied. The results showed that university patents are significantly and positively associated with research funding, university size and the scientific areas with greatest market orientation. On the other hand, the results support the idea that a university's research quality has a negative effect on patent outputs. This study contributes to the literature on university patenting activity and provides quantitative evidence of the importance of institutional, financial and commercial resources in university patent production.

Professional doctorates and careers : the Spanish case / Juan Francisco Canal Domínguez, Manuel Antonio Muñiz Pérez . - In: European Journal of Education, v. 47, no. 1, pp. 153-169, March 2012

ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : This article is based on a survey of 17,000 PhD-holders who obtained their PhD between 1990 and 2006 at any public or private Spanish university. The results showed a constant increase in the graduation of new doctors caused by the expansion of Spanish public universities. In terms of career choice, a job outside the university is becoming a preferred option in certain doctoral disciplines. Expected wages strongly impacts career choice, penalising the choice of a university professional career vs. other options, as well as the selection of humanities and social science training.

Research and teaching revisited : a pre-Humboldtian or post-Humboldtian phenomenon? The cases of France and the UK / Kuang-Hsu Chiang . - In: European Journal of Education, v. 47, no. 1, pp. 139-152, March 2012

ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : The author examines how teaching and research are related at doctoral level in France and the UK. France has a pre-Humboldtian system of research and teaching, whilst the UK has a post-Humboldtian one. Strikingly similar findings were found across the two countries. First, little relationship between the departmental research performance and the quality of doctoral education as experienced by PhD students was found in either country. This lack of significant relationship was found across these disciplines. More consistent results were in found in France than in the UK.

Structuring a customised doctorate / Ivain Collonge, Philippe Denoulet / European University Association [Brussels] .

- In: Journal of the European Higher Education Area, no. 1, pp. 31-48, 2011

ISSN 2192-0109

Abstract : Following the Salzburg 2 recommendations, a doctorate has become an individualised development path for the early-stage researcher that requires standardised structures, support and review processes from the institution. This article is based on research at Pierre and Marie Curie University (UPMC) in France, which found that doctoral research projects that are well-prepared have a considerably better rate of success. For this reason, the university has put in place a number of support structures with clearly defined roles to facilitate the preparation and supervision procedures for individualised research projects. Quality management processes have also been created to regularly measure success in attaining defined goals, enabling an environment for continuous improvement.

■ Sustainable Development

Building university partnerships for sustainable development / Association of Commonwealth Universities [ACU] . - London : ACU, 2011 . - 4 p. (ACU Spotlight, no. 2)

Abstract : Interuniversity partnerships in lower- and middle-income countries are increasingly recognised for their potential to address development challenges. This paper addresses key questions raised by ACU's work in this area: what is needed for developing country HEIs to better access project funding? How might the sustainability of projects be best improved? And how can joint ownership of projects with Southern partners be strengthened?

URL : <http://www.acu.ac.uk/publications/search>

Europe and North America

The sustainable university : green goals and new challenges for higher education leaders / James Martin, James E. Samels, Eds. . - Baltimore : John Hopkins University Press, 2012 . - 331 p.

ISBN 978-1-4214-0459-2

Abstract : This book includes contributions on measuring sustainability on campus, the impact of sustainability on institutional quality assurance and accreditation, and sustainability in campus housing, food services, and athletics. Contents : 1. Sustainable university: a need to move forward (James Martin and James E. Samels) ; 2. Promises made and promises lost: a candid assessment of higher education leadership and the sustainability agenda (Anthony D. Cortese) ; 3. Trends, skills, and strategies to catalyze sustainability across institutions (Debra Rowe and Aurora Lang Winslade) ; 4. Measuring campus sustainability performance: implementing the first sustainability tracking, assessment, and rating system (STARS) (Judy Walton and Laura Matson) ; 5. Institutionalizing sustainability: achieving transformations from the inside (Leith Sharp and Cindy Pollock Shea) ; 6. Sustainability: shifting definitions and evolving meanings (Davis Bookhart) ; 7. Sustainable citizenship: the challenge for students and their institutions (Terry Link) 8. Sustainability and the presidency: five starting points (Jo Ann Gora and Robert j. Koester) ; 9. Not so fast: a dose of reality about sustainability (Thomas Buchanan and Tara Evans) ; 10. Importance of sustainability in the community college setting (Mary Spilde) ; 11. Sustainability, leadership, and the role of the chief academic officer (Geoffrey Chase, Peggy Barlett, and Rick Fairbanks) ; 12. Greening the endowment (Mary Jo Maydew) ; 13. Sustainability and higher education architecture: best practices for institutional leaders (Scott Carlson) ; 14. Sustainable campus housing: building a better place (Norbert W. Dunkel and Lynne Deninger) ; 15. Food for thought: building sustainable food systems and healthy communities (Howard L. Sacks) ; 16. University athletics and sustainability: start on the field (Dedee Delongpre Johnston and Dave Newport) . ; Sustainability and the institution's external partners ; 17. Impact of sustainability on institutional quality assurance and accreditation (Sandra Elman) 18. Green legal: creating a culture of vigilance, compliance, and sustainability thinking (James E. Samels and James Martin). 19. Conclusion: new goals and new challenges for institutional leaders (James Martin and James E. Samels).

Classmark : US-14 MAR

Latin America and the Caribbean

Costa Rica - Higher education project : environmental and social management framework / World Bank . - Washington, DC : World Bank, 2012 . - 297 p.

Abstract : This report is based on the project to increase equitable access and strengthen and develop the capabilities of talent enhancing human knowledge and incorporating science, technology and innovation in state universities, to contribute to nation building and to be more competitive, inclusive and environmentally sustainable.

URL : <http://www->

wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2012/03/15/000020953_20120315140623/Rendered/PDF/E29960CR0SP0higherOeducation.pdf

Other themes

■ Academic journals

Journal editor perceptions of universities : some empirical evidence / Emerson Wagner Mainardes, Mario:Alves, Helena Raposo . - In: Tertiary Education and Management, v. 18, no. 1, pp. 79-92, March 2012
ISSN 0135-3883

Abstract : Out of considerations as to the importance of university relationships with their various stakeholders, the primary objective of this research project was to identify the perceptions of academic journal editors regarding universities. Editors were asked to provide their perceptions on: (a) the relevance of universities to academic publications; (b) the mutual influence between universities and academic journals; and (c) the participation of editors in universities. Following initial exploratory research, the authors used an online questionnaire and received a total of 276 responses from editors of indexed publications, enabling analysis of their perceptions. Despite editors recognizing the influence of universities on academic and scientific communities, our findings point to universities having failed in proactively reaching out to editors, especially surprising given the vast experience held by such figures.

■ Academic teaching personnel

Academic work and careers : relocation, relocation, relocation / Lynn McAlpine / Society for Research into Higher Education [SRHE][UK] . - In: Higher Education Quarterly, v. 66, no. 2, pp. 174-188, April 2012
ISSN 0951-5224 . - Online ISSN 1468-2273

Abstract : Increasingly PhD graduates who wish to take up traditional academic positions (full-time teaching and research leading to permanence) are unable to find such jobs. They end up in fixed-term appointments as post-doctoral fellows or researchers on others' grants. This longitudinal study reports on the experiences of five social science researchers in two universities in the UK over the years 2008–2010. The analysis results in a rich portrayal of the role of relocations as integral, yet often disruptive, to academic work. Moreover, the multiple often concurrent work-related relocations in the two-year period had personal impact; this aspect of researcher life is rarely reported. A subsequent review of similar data from doctoral students and new lecturers revealed the broader applicability of relocation in their lives. The results raise questions about the long-term impact of such relocations on newer researchers.

Academic work in Canada : the perceptions of early-career academics / Glen Jones, Amy Scott Metcalfe, Don Fisher, Kjell Rubenson / Society for Research into Higher Education [SRHE][UK] . - In: Higher Education Quarterly, v. 66, no. 2, pp. 189-206, April 2012
ISSN 0951-5224 . - Online ISSN 1468-2273

Abstract : This paper analyses junior academic staff's (assistant professors) perceptions of academic work in a highly decentralised Canadian 'system'. Drawing on recent work by the authors on Canadian university tenure processes and remuneration, the paper compares the perceptions of assistant professor respondents with senior (associate full professor) peers to the Canadian component of the Changing Academic Professions (CAP) survey. The analysis suggests that junior academic staff perceive the academic workplace as reasonably positive and supportive. In addition to relatively high levels of satisfaction, institutional support and remuneration, the findings suggest that there are minimal substantive differences in levels of work and work patterns between junior and more senior academic staff, a finding at odds with the general literature and common sentiment, which suggests junior staff work longer hours. The differences that do emerge appear to be more modest and nuanced than is popularly characterised.

Are academics in Kazakhstan capable of self-regulation? a study of faculty's normative structure in the midst of higher education decentralization reforms / Nataliya L. Romyantseva, Timothy C. Caboni . - In: Tertiary Education and Management, v. 18, no. 1, pp. 1-16, March 2012
ISSN 0135-3883

Abstract : This paper investigates the state and structure of professional norms in undergraduate teaching in a university in Kazakhstan. The purpose is to understand the belief system held by academics with regards to their professional duties in the context of teaching. Evidence of such normative structure would suggest that the Kazakhstani academic profession holds potential for effective and ethical self-regulation; its absence would raise a red flag for university administrators and policy-makers. The normative structure in Kazakhstan is compared to that of the US academic profession previously studied by Braxton and Bayer. The authors find that academics in Kazakhstan adhere to a normative structure which is quite similar to, although somewhat more relaxed than, that of US professors. They discuss the implications of these findings and empirical evidence for academic corruption in the context of decentralization reforms, authority devolution and formation of accountability mechanisms.

Fools, facilitators and flexians : academic identities in marketised environments / Katherine Smith / Society for Research into Higher Education [SRHE][UK] . - In: Higher Education Quarterly, v. 66, no. 2, pp. 155-173, April 2012
ISSN 0951-5224 . - Online ISSN 1468-2273

Abstract : Employing the interdisciplinary field of health inequalities as a case study, this paper draws on interviews to explore subjective accounts of academic identities. It finds widespread acceptance that academia is a market place in which research-active careers require academics to function as entrepreneurs marketing ideas to funders. Beyond this, two contrasting aspirational identities emerged: academics seeking to work collaboratively with policy makers ('policy facilitators') and academics seeking to challenge dominant discourses ('Shakespearean fools'). Most interviewees identified strongly with one or the other of these identities and few believed academia sufficiently supported their preference, although there was some consensus that recent changes were aiding 'policy facilitator' roles. In interviewees' accounts of trying to pursue 'Shakespearean fool' type roles in marketised environments, a further, chameleon-like identity emerged ('flexians'): academics producing malleable ideas that can be adapted for different audiences. In exploring these identities, the paper challenges the popular distinction between mode-1 and mode-2 research.

The role of faculty members' cross-cultural competencies in their perceived teaching quality : evidence from culturally-diverse classes in four European countries / Alain De Beuckelaer, Filip Lievens, Joost Bücker . - In: The Journal of Higher Education, v. 83, no. 2, pp. 217-248, March / April 2012
ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : In the field of higher education, it has often been claimed that in culturally-diverse classes high levels of cross-cultural competence will result in better teaching performance among faculty. In this study, we examine the nature of this relationship using course-related survey data from faculty members teaching management-related courses to master's students in four EU countries (Belgium, France, Germany, and the Netherlands). Results demonstrate that cross-cultural competence (in particular showing a high degree of cultural empathy and being open-minded) is an important asset for faculty members whenever the educational programme relies on (frequent) interactions between faculty members and students.

■ Business education

Small firms and the growth stage : can entrepreneurship education programmes be supportive? / S. Bureau, E. Salvador, J. Fendt . - In: Industry and Higher Education, v. 26, no. 2, pp. 79-100, April 2012
ISSN 0950-4222

Abstract : The authors first position growth and its barriers in small firms in the context of current theory and practice in entrepreneurship education: from this analysis, they identify prerequisites and drivers for growth-related entrepreneurship training for small businesses. A pedagogical experiment focused on growth, targeted at a mixed audience of small firm entrepreneurs and graduate students enrolled in an entrepreneurship major in a French business school, is then described. The experiment is presented as an integrated process model. The authors suggest that such programmes could be developed in three main directions: (a) changing the culture of business schools so that they become less individual-centred and more open and value-creating for their students and the external community; (b) strongly and regularly involving entrepreneurship students in the realities of business beyond start-up; and (c) making systematic and sophisticated use of the Internet for enhancing growth through e-learning and community-building.

■ Distance education

Regulatory frameworks for distance education : a pilot study in the Southwest Pacific/South East Asia Region - Final report / Rosalind James, Belinda Tynan, Stephen Marshall, Len Webster, Gordon Suddaby, Richard Lewis / International Council for Open and Distance Education [ICDE] . - Oslo : ICDE, 2012 . - 224 p.

Abstract : This document presents the project and the methodology used before analysing the outcomes of the work that aimed to study and compare the educational policies and regulations implemented in twenty-four countries of the region with regard to each country's cultural specificities in order to determine how they favour or hinder the provision of online and distance education.

URL : http://www.icde.org/filestore/Regulatory_Framework/RegulatoryFrameworksforDEfinalreport2.pdf

Dual mode universities : distance learning in campus universities / Helen Lentell . - In: Open Learning: The Journal of Open and Distance Learning, v. 27, no. 1, 98 p., 2012
Whole issue. Including abstracts, bibl. . - ISSN 0268-0513

Abstract : The articles in this issue of the periodical Open Learning focuses on dual mode universities – meaning universities which offer both on and off campus provision – suggests that most campus based universities find it

impossible to operationalise distance learning in a sustainable way. By failing to appreciate that distance learning requires a totally different pedagogy to conventional campus teaching and demands that a very different set of work practices and cultures are implemented, the vulnerability of campus universities which put on distance learning programmes may only become apparent when the innovating individuals who developed these programmes leave.

URL : <http://www.informaworld.com/smpp/title~content=t713440064~db=all>

Ried: Revista Iberoamericana de Educación a Distancia / Association Iberoamericana de Educacion Superior a Distancia [AISAD] . - v. 15, no. 1, pp. 1 -199, 2012

ISSN 1138-2783

Abstract : Contains : Information society and teacher training: e-activities and collaborative learning (Martín Sánchez, M. A., López Meneses, E.); Innovation from information technology and communication (Villarruel Fuentes, M). ; Analysis of communicative interaction of online education forum from textual discursive and didactic discursive perspectives: the local intervention articulation (Morán, L.,Álvarez, G) ; Designing e-learning content: what theories of learning can we find? (Rocha Fernandes, G., Ferreira, C. A.) ; Open learning object for teacher education oriented to develop critical thinking competencies, with emphasis on cognitive skills (Cruz Meléndez, A.; Alfaro Rivera, J. A.; Ramírez Montoya, M. S) ; Migration of the actual to virtual in the subject "Introduction to Computers" in the Nursing Program at UCLA (Henríquez Gabante, G.; Ugel Garrido, E) ; Pioneering experience of distance education research in the training of university library users (Pizzani, L., da Silva, R. C.; de Cássia Moreira Zornoff, D., Arantes, L. F) ; The evaluation of blended and on-line university teaching and learning models in the context of the European Higher Education Area (EHEA) by means of the use of Moodle platform activity reports (Martín Galán, B., Rodríguez Mateos, D) ; Consensual coordination of pedagogical practices between tutors and teachers (Novello, T. P., Pereira Laurino, D).

URL : <http://www.utpl.edu.ec/ried/images/pdfs/vol15-1/ried15-1.pdf>

Ried: Revista Iberoamericana de Educación a Distancia, / Association Iberoamericana de Educacion Superior a Distancia [AISAD] . - v. 14, no. 2, pp. 1 - 214, December 2011

ISSN 1138-2783

Abstract : Quality assurance at the Consorcio Clavijero Institute (Mercado del Collado, R.; López Granados, M.; Balderas Rosas, G). Quality of service in distance higher education : A perspective from Mexico (Marúm-Espinosa, E.) ; Quality of service in higher distance education. A perspective from Mexico (García Cabrero, B.; Pineda Ortega, V. J.); Significant determinants of academic performance by new students enrolled in the higher distance education system of Ecuador. The case of the Universidad Técnica Particular de Loja (Moncada Mora, L. F.; Rubio Gómez, M. J.) ; Learning communities in e-learning platforms (Tirado-Morueta, R.; Hernando-Gómez, Á.; Aguaded, I) Distance Learning Course of Pedagogy: predicaments in the course proposition as an initial graduation (Panicacci Bahia, N.; Geraes Duran, M. C.) E-learning model implemented via Simulation (Durán, E.; Costaguta, R.; Gola, M) ; The webquest Invadiv: a proposal to promote educational cooperative work in the classroom (González López, I.; De León y Huertas, C). ; Promoting changes in learning styles and motivations on higher education students through collaborative activities in Blended Learning (Fernández Sánchez, N.)

URL : <http://www.utpl.edu.ec/ried/images/pdfs/volum14-2/ried14-2.pdf>

■ Education and employment

Graduate employability in Asia / UNESCO Office Bangkok and Regional Bureau for Education in Asia and the Pacific . - Bangkok : UNESCO Office Bangkok, 2012 . - 90 p.

Incl. bibl. (Electronic version only) . - ISBN 978-92-9223-395-2

URL : <http://unesdoc.unesco.org/images/0021/002157/215706e.pdf>

Contribution of the SPEED Programme to the enhancement of an enterprise culture in a UK university / Mike Clements . - In: Industry and Higher Education, v. 26, no. 2, pp. 101-106, April 2012

ISSN 0950-4222

Abstract : When the current UK government came to power in 2010, one of its first acts was to charge universities to become the bedrock for entrepreneurial activity, and to deliver challenging enterprise education to all their students, so making those students more employable. However, successive reports from government itself and from industry and academia suggest that universities continue to deliver into the workplace graduates insufficiently prepared to make an early, positive impact in the world of work. This case study, based on the experiences at one UK university, looks at how the SPEED (Student Placements for Entrepreneurs in Education) Programme (2006-) has provided the foundations for a university-wide enterprise and employability strategy, with an impact on syllabus content, teaching methods and staff

engagement, as well as enhancing and strengthening the role given to contributors drawn from the local business community in delivering enterprise education.

■ Educational accountability

Negotiating academic values, professorial responsibilities and expectations for accountability in today's university / Luanna H. Meyer / Society for Research into Higher Education [SRHE][UK] . - In: Higher Education Quarterly, v. 66, no. 2, pp. 207-217, April 2012

ISSN 0951-5224 . - Online ISSN 1468-2273

Abstract : This paper argues that it is reasonable to expect the professoriate to balance traditional academic values with external demands for accountability. The author explores how the role of professors in supporting knowledge development and dissemination through research and teaching can be elaborated and enhanced to ensure that universities contribute to the social good. How well the professoriate responds to contemporary challenges within and beyond traditional academic interests will determine the future of universities, just as previous responses have contributed to their endurance as institutions for more than 900 years. The essay concludes with emphasis on how full professors in particular can promote their special role and responsibilities for supporting the ideal of the university in today's world.

■ Educational autonomy

Autonomy and accountability / Margrit Seckelmann . - In: Leadership and governance in higher education : handbook for decision-makers and administrators . - Stuttgart : RAABE, 2012 . - 24 p.

ISBN 978-3-8183-9559-8 . - ISSN 2191-5989

Abstract : Institutions of higher education and research contribute to society by generating new ideas, furthering not only research but societal and economic progress as well. To enhance the quality of research results, scholarship has traditionally been based on freedom of teaching and research – in many countries this is guaranteed by the constitution. In the classical model of research, publishing is the functional precondition for certifying and validating scientific claims. However, for at least a decade now, a “new autonomy” of the university is being sought. The concept of the “unchained university” (Müller-Böling 2000) is one that demands exoneration from state control as well as from corporate regulation. In this paper, different concepts of the autonomy and accountability of science and its participants are analyzed.

Papel de los estudiantes en la defensa de la autonomía / Juan Vela Valdés / Unión de Universidades de América Latina [UDUAL][Mexico] . - In: Universidades, Año LXI, no. 51, 2011

ISSN 0041-8935

Abstract : Análisis histórico del desarrollo de la autonomía y el papel que desempeñaron los jóvenes universitarios en esa evolución.

URL : <http://www.udual.org/revista/inicio.html>

■ Educational buildings

Space frontiers for new pedagogies : a tale of constraints and possibilities / Tansy Jessop, Laura Gubby, Angela Smith / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 37, no. 2, pp. 189-202, March 2012

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

Abstract : This article draws together two linked studies on formal teaching spaces within one university. The first consisted of a multi-method analysis, including observations of four teaching events, interviews with academics and estates staff, analysis of architectural plans, and a talking campus tour. The second study surveyed 166 students about their perceptions of existing teaching spaces and dreams of ideal spaces, eliciting qualitative comments. Researchers used a comparative analysis of the data to generate themes. Academics and students held differing conceptions of space. For students, a functional view prevailed with teacher-centred and dominant approaches (lectures, seminars, tutorials) constraining their imagination of fresh possibilities. Academics reflected on the limits and potential of spaces, surfacing more abstract concepts about familiarity, invisibility, space–time dimensions, territoriality and collegiality. The article explores the boundaries that space may place over imagined and alternative pedagogies, and concludes that familiar, computer-networked and conventional spaces may re-inscribe hierarchical, teacher-centred approaches.

■ Educational cooperation

Collaborations, alliances and mergers in higher education / Higher Education Funding Council for England [HEFCE] . - Bristol : HEFCE, 2012 . - 70 p.

Abstract : This document sets out lessons learned from collaborations, alliances and mergers in higher education, and proposed guidance for higher education institutions (HEIs). It is in the form of a consultation that aims to: enrich the guidance with further evidence from the sector; challenge the conclusions we have drawn; and identify areas where more detailed guidance would be helpful.

URL : http://www.hefce.ac.uk/media/hefce/content/pubs/2012/201206/12_06.pdf

Policy brief on external partnerships for university development / Association of Universities and Colleges of Canada [AUCC]; Association of African Universities [AAU] . - Ottawa, Accra : AUCC, AAU, 2012 . - 6 p.

Abstract : This document highlights directions for the development of universities in Africa while addressing resource constraints.

URL : http://www.ugb.sn/appels_a_candidatures/Policy%20Brief%20on%20Strategic%20Planning.pdf

■ Educational finance

Counting the cost : financing Asian higher education for inclusive growth / Asian Development Bank [Philippines] . - Mandaluyong City, Philippines : Asian Development Bank, 2012 . - 51 p.

ISBN 978-92-9092-579-8 . - Online ISBN 978-92-9092-580-4

Abstract : This report explores and seeks solutions to higher education funding in the Asian context. The two areas of focus are the implications of the massification of higher education on its financing and equity preservation and the costs of brain drain, corruption, and inequities in access to higher education.

URL : <http://www.adb.org/sites/default/files/pub/2012/counting-cost.pdf>

Beyond philanthropy : recognising the value of alumni to benefit higher education institutions / Maria Gallo . - In: Tertiary Education and Management, v. 18, no. 1, pp. 41-55, March 2012
ISSN 0135-3883

Abstract : As austerity measures become a reoccurring theme, higher education institutions (HEIs) worldwide are examining diverse sources of funding, such as philanthropy, as an alternative to State support. This paper argues that building lifelong relationships with alumni offers an HEI with a strategy to yield other residual benefits for the institution, which may also lead to philanthropy. The research offers a deeper understanding of the alumni-academy relationship using institutional advancement (IA) strategies. IA is defined as an approach to building relationship with stakeholders—including alumni—to increase support for an institution. By consulting specialist IA literature, this study develops an alumni relationship-building cycle for consideration by institutions. A case study of an Irish university is the vehicle to analyse this paradigm. The empirical evidence shows that applying IA strategies and building alumni relationships at each stage of the cycle offers the institution positive outcomes ultimately towards advancement.

Is expenditure on higher education per student converging across EU-15 countries? / Tommaso Agasisti, Carmen Pérez-Esarrells, Giuseppe Catalano, Susana Morales / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 37, no. 2, pp. 235-252, March 2012
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This article examines the trend in expenditure per student at higher education institutions in the EU-15 countries, during the period 1998–2006. The results show that there was a tendency towards convergence (as measured by sigma and beta convergence analysis). The ratio of convergence is higher after 2001, suggesting that the implementation of European-level policies (e.g. the Bologna Declaration and the Lisbon Strategy) had an impact not only in the political arena, but also at an economic level. The convergence has been driven more by private financial resources than by public ones, supporting evidence for a gradual transformation of the patterns of financing higher education in Europe. There are elements that continue to influence the level of expenditure of individual countries; mainly their wealth as measured by GDP per capita.

Understanding differences in state support for higher education across states, sectors, and institutions : a longitudinal study / David J. Weerts, Justin M. Ronca . - In: The Journal of Higher Education, v. 83, no. 2, pp. 155-185, March / April 2012

ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : This longitudinal study examines factors that explain differences in levels of state appropriations for higher education across states, sectors, and institutions between 1984 and 2004. The study sheds light on the complex relationship between institutional mission, state fiscal health, and state political context in explaining appropriations for public colleges and universities.

Who shall pay for the public good? Comparative trends in the funding crisis of public higher education / Yann Lebeau, Rolf Stumpf, Roger Brown, Martha Abrahão, Saad Lucchesi, Marek Kwiek . - In: Compare: A Journal of Comparative and International Education, v. 42, no. 1, pp. 137-157, 2012
Bibl. . - ISSN 0305-7925

URL : <http://www.tandfonline.com/doi/abs/10.1080/03057925.2010.523168>

■ Educational indicators

Key data on education in Europe 2012 / European Commission. EURYDICE . - Brussels : EACEA, 2012
ISBN 978-92-9201-242-7

Abstract : This report provides a comprehensive picture of the organisation, functioning and management of 37 education systems in Europe and traces the main developments over the last decade. It reveals longer participation in education and a rise in the number of tertiary education graduates. In terms of future challenges, it points to teacher shortages and overqualified graduates for their posts.

URL : http://eacea.ec.europa.eu/education/eurydice/documents/key_data_series/134EN.pdf

■ Educational management

Academic leadership : changing conception, identities, experiences in UK higher education / Richard Bolden, Jonathan Gosling, Anne O'Brien, Kim Peters, Michelle Ryan, Alex With Dr Luz Longsworth, Anna Davidovic and Kathrin Winkleman Haslam / Leadership Foundation for Higher Education [UK] . - London : LFHE, 2012 . - 59 p.
(Research and Development , series 3, no. 4)
ISBN 978-1-906627-35-5

Abstract : This report presents the findings from a research project on academic leadership in UK higher education. The overall aim of this project was to explore and understand 'academic leadership' that relates directly to the core academic functions of teaching, research and service.

URL : <http://www.lfhe.ac.uk/publications/lfresearch/index.html/>

Entrepreneurial president : Richard Atkinson and the University of California, 1995-2003 / Patricia A. Pelfrey . - Berkeley : University of California Press, 2012 . - 233 p.
ISBN 978-0-520-27080-0
Classmark : US-420 PEL

Gender, power and management : a cross-cultural analysis of higher education / Barbara Bagilhole, Kate White, Eds. . - Basingstoke : Palgrave Macmillan, 2011 . - 215 p
ISBN 9780230232259

Abstract : This book presents collaborative research on gender, power and higher education management in eight countries: the UK, Ireland, Portugal, Sweden, Turkey, South Africa, Australia and New Zealand. It offers a comparative analysis in relation to a range of factors that have shaped gender dynamics and higher education systems. The research presented includes comparative statistical and secondary data to map the representation of women in higher education management, empirical data and research with senior higher education managers across the eight countries. Interventions in support of women's advancement in higher education management are identified.

Diversifying the faculty across gender lines : do trustees and administrators matter? / Ronald G. Ehrenberg, George H. Jakubson, Mirinda L. Martin, Joyce B. Main, Thomas Eisenberg . - In: *Economics of Education Review*, v. 31, no. 1, pp. 9-18, 2012

Incl. bibl., abstract . - ISSN 0272-7757

Abstract : This paper focuses on the role that the gender composition of the leaders of American colleges and universities - trustees, presidents, and provosts - play in influencing the rate at which academic institutions diversify their faculty across gender lines. The analyses make use of institutional level panel data collected for a large sample of American academic institutions. The authors found that other factors held constant, including estimate of the -expected-share of new hires that should be female, that institutions with female presidents and provosts, as well as those with a greater share of female trustees, increase their share of female faculty at a more rapid rate. The magnitudes of the effects of these leaders are larger at smaller institutions, where central administrators typically play a larger role in faculty hiring decisions. A critical share of female trustees must be reached before the gender composition of the board matters.

Classmark : P

Policy implementation and academic workload planning in the managerial university : understanding unintended consequences / Sue Hornibrook / Association for Tertiary Education Management [ATEM] . - In: *Journal of Higher Education Policy and Management*, v. 34, no. 1, pp. 29-38, 2012

Incl. abstract, bibl. . - ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : Within an increasingly dynamic and volatile external environment, university managers are charged with implementing strategies including models that attempt to distribute complex academic workloads fairly and transparently in order to meet institutional goals. However, the impact of such models on individual academic behaviour is often unexpected. This paper explores a theoretical approach based on perceptions of fairness, to explain the unintended consequences arising from the use of a workload allocation model. Using results from a case study to illustrate theoretical constructs, we identify the reasons behind academic resistance in response to such models.

Retos para el gobierno de las universidades en el marco del EEES / José Joaquín Mira Solves, Manuel Galán Vallejo, Everard Van Kemenade, Juan Carlos Marzo Campos, Mercedes Gilabert Mora, Inmaculada Blaya Salvador, María Virtudes Pérez Jover . - In: *Revista de Educación*, no. 357, pp. 201-203, Enero-Abril 2012
ISSN 0034-8082

Abstract : This study seeks to identify the challenges and information/training requirements of Spanish university management teams in order to facilitate their integration in the EJE. Qualitative research was undertaken with 115 chancellors, vice-chancellors, deans and heads of service of Spanish Universities (EUE) and 26 managers of non-Spanish Universities included in European university quality and management agencies (ENE). The results showed that the most important challenges are improvement in the quality of education and redefinition of each university's strategy. The EUE group considers it necessary to increase coordination between subjects in order to offer a comprehensive education and promote the renovation of teaching methodologies and gives priority to the need for professionalizing university management. The information/training requirements of university managers are: quality management, strategic management and change leadership. Conclusions: There is a notable effort to identify how EHEA integration affects the different disciplines but it is less frequent to address the structural changes needed in universities to be able to successfully accomplish this integration. These include improving the quality of teaching and management, for which managers must have the capacity for innovation and change leadership.

Training university leaders and managers: why and how? / Nadine Burquel . - In: *Leadership and governance in higher education : handbook for decision-makers and administrators* . - Stuttgart : RAABE, 2012 . - pp. 71-86 (Supplemental vol. no. 1, 2012)

ISBN 978-3-8183-9559-8 . - ISSN 2191-5989

Abstract : European higher education institutions are operating in a highly competitive environment, which requires different institutional responses to "face the challenges" this presents. There is growing competition for students and staff, to attract funding and to assume a strong strategic position in the market. Such major changes mean training current and future leaders and managers to new leadership and management styles. Yet in Europe, the demand and supply of higher education management programmes present a highly fragmented picture. The MODERN European higher education modernisation platform was set up as a European-wide instrument to address this fragmentation.

■ Educational outcomes

Searching for the holy grail of learning outcomes / John Aubrey Douglass, Gregg Thomson, Chyn-Mei Zhao / University of California [USA]. Center for Studies in Higher Education . - Berkeley : University of California, 2012 . - 5 p. (Research & Occasional Paper Series, CSHE.3.12)

Abstract : This paper describes and questions the validity of current methods of measuring learning outcomes in higher education, such as the Collegiate Learning Assessment (CLA) test in the USA and the OECD AHELO programme. The authors argue that the success of the CLA results from successful marketing and a growing demand with few competitors, and thwarts the development of alternatives. They examine the merits of student experience surveys in gauging learning outcomes and present data from the Student Experience in the Research University (SERU) Survey that they conducted. They conclude that universities can probably learn more about learning outcomes in a wide range of disciplines via properly designed census surveys than by standardized tests.

URL : http://cshe.berkeley.edu/publications/docs/ROPS_JD.GT.MZ.CLA&AHELO.2.21.2012.pdf

A research-based approach to generic graduate attributes policy / Simon C. Barrie . - In: Higher Education Research and Development, v. 31, no. 1, pp. 79-92, February 2012

ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This paper considers how the qualitatively different conceptions of graduate attributes have been applied to the challenge of revising a university's policy statement specifying the generic attributes of its graduates. The resultant two-tiered policy is presented and the key academic processes associated with the disciplinary contextualization of this framework are considered. The discussion explores some of the implications of this novel approach to structuring a university's policy, in particular, the variation between discipline knowledge and generic knowledge.

■ Educational planning

Education and Research 2011 – 2016 : A development plan / Finland. Ministry of Education and Culture . - Helsinki : Finland Ministry of Education and Culture, 2012 . - 74 p.

ISBN 978-952-263-120-6 . - Online ISBN 978-952-263-094-0 ISSN: 1799-0343

Abstract : This development plan for 2012–2016 has been adopted by the Finnish government. The development plan is based on the objectives set for education and science policy. The priorities in educational development in Finland are to raise the level of education among the population and the labour force, improve the efficiency of the education system, prevent children's and young people's exclusion and broaden adults' opportunities in education and training.

URL : <http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2012/liitteet/okm03.pdf>

Strategic Plan 2012 - 2016 / Higher Education Authority [Ireland] . - Dublin : HEA, 2012 . - 35 p.

Abstract : This document reflects the roles for the HEA that are envisaged in the Government's National Strategy for Higher Education. The plan identifies six key strategic objectives over the next five years: System Development; Sustainability of Higher Education; Policy and Planning; Governance of Higher Education; Excellence in Higher Education; and Strategic Programmes.

URL : <http://www.heai.ie/files/HEA-STRATEGIC-PLAN.pdf>

The innovative university : changing the DNA of higher education from the inside out / Clayton Christensen, Henry J. Eyring . - San Francisco : Jossey-Bass, 2011 . - 475 p.

ISBN 978-1-118-06348-4

Abstract : This book analyses where the traditional university and its traditions have come from and how it needs to change for the future. Through an examination of universities in the USA (Harvard and BYU-Idaho) as well as other stories of innovation in higher education, the authors decipher how universities can find innovative, less costly ways of performing their uniquely valuable functions. Issues covered include curriculum, faculty issues, enrollment, retention, graduation rates, campus facility usage. The authors also discuss a strategic model to ensure economic vitality at the traditional university and approaches to change to move institutions of higher education forward in innovative ways.

Classmark : US-3 CHR

■ Educational policy

Centres of excellence in the context of further education and training in South Africa / van der Bijl, Adele Ebrahim . - In: *Industry and Higher Education*, v. 26, no. 1, pp. 53-62, February 2012
ISSN 0950-4222

Abstract : Since 1994 South African further education and training (FET) has undergone significant and fundamental changes. These changes include the transfer of colleges between state departments, curriculum revision, forced mergers and a shift in the student population. As a result of the growing interest in, and funding of, vocationally aligned education, education and training excellence models have permeated into the management portfolio of South Africa's FET. FET colleges (FETCs) have been faced with the emerging excellence discourses in the higher education and business sectors, as well as funding and accreditation linked motivators. How FETC managers have chosen to incorporate, or not to incorporate, centres of excellence (CoEs) into their organizational structures indicates both the difference in the application of CoE models to the sector compared with the higher education and business sectors and the way FETCs are managed in their volatile environment. This paper uses data initially gathered for a funded project aimed at identifying excellence indicators applicable to the FET sector, and a comparative content analysis of related publications and telephone interviews with senior staff responsible for innovation. The authors argue that higher education or business excellence models cannot be applied to the further education and training college environment; models need to be adapted to suit this specific type of environment.

Dominant and emerging approaches in the study of higher education policy change / Taina Saarinen, Jani Ursin / Society for Research into Higher Education [SRHE][UK] . - In: *Studies in higher education*, v. 37, no. 2, pp. 143-156, March 2012
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : The purpose of the article is to analyse recent literature on higher education policy change. Based on the review, three different approaches are distinguished: structural, actor and agency. In the structural approach the dynamic of policy change originates in well-established structures. The actor approach focuses on either individual or institutional actors as the drivers of policy change. The agency approach understands higher education policy change as an interactive process between various actors and domains within transient structures. We will also present two emerging, alternative approaches: actor-network theory, which takes interaction as a starting point and proposes that no organization or agent is ever autonomous; and a discursive approach, which sees higher education policy change as a discursive process.

Knowledge and power : the new politics of higher education / Hans N. Weiler / National University of Educational Planning and Administration [NUEPA][India] . - New Delhi : NUEPA, 2011 . - pp. 205-222, v. 25, no. 3, pp. 205-222, 2011
Incl. abstract, bibl.

URL : http://www.nuepa.org/Pub_Jepa.html

The open method of coordination in european education and training policy / Ralf Drachenberg / European University Association [Brussels] . - In: *Journal of the European Higher Education Area*, no. 1, pp. 127-148, 2011
ISSN 2192-0109

Abstract : Cooperation in education and training (E&T) policy at EU level increased exponentially during the last 10 years. Today there is a relatively well functioning form of the open method of coordination (OMC) in place that has established common objectives and benchmarks for the EU in E&T, covering issues from pre-school education to higher education and adult learning. It allows the Member States to share their best practices in a structured way and gives the EU a substantial while still secondary role in this policy field. The aim of this article is to provide an overview on the creation, functioning and impact of the OMC in E&T, indicating where appropriate the particular significance for higher education.

■ Educational qualifications

National Qualifications Frameworks and the European Overarching Frameworks / Mryan T. Maguire / European University Association [Brussels] . - In: *Journal of the European Higher Education Area*, no. 1, pp. 49-78, 2011
ISSN 2192-0109

Abstract : The introduction of the Qualifications Framework for the EHEA in 2005, followed by the European Qualifications Framework for Lifelong Learning by the European Union in 2008, has stimulated the development of

national frameworks of qualifications in many European countries. As development and implementation of national frameworks proceeds, this report examines the respective roles of national and overarching frameworks and the relationship of the two overarching frameworks to each other. It also looks at the implications of qualifications frameworks for recognition of qualifications within and beyond Europe, both academically and in the context of the European directive on professional mobility.

■ Educational quality

Quality assurance in an international higher education area : a case study approach and comparative analysis / Andrea Bernhard / University of Klagenfurt. Institute of Science Communication and Higher Education Research. Doctoral University (Austria) . - Wiesbaden (Germany) : VS Research, 2012 . - 294 p. Doctoral dissertation for the PhD Degree. Bibl. . - ISBN 978-3-531-18566-8

Quality and trust : at the heart of what we do : a selection of papers from the 6th european Quality assurance forum / European University Association [EUA] . - European Quality Assurance Forum, 6, Antwerp, 17-19 November 2011 . - Brussels : EUA, 2012 . - 67 p. ISBN 9789078997313

Abstract : This publication gathers presentations and papers from the 2011 Quality Assurance Forum. Contents : European quality assurance in a global perspective: 'Soft power' at work? (Mala Singh) ; Implementing quality assurance in doctoral education – a snapshot (Thomas Ekman Jørgensen) ; Quality assurance in comparison: Austria, Germany, Finland, United Kingdom, the United States of America and Canada (Andrea Bernhard) ; Putting quality at the centre of quality assurance – Where is the centre? (Marion Coy) ; Perceptions of quality: NOKUT's 'quality barometers for higher education' – 2010 and 2011 (Jon Haakstad) ; Experiences gained from the implementation of quality management processes at a Greek Higher Education Institution: Cultural, organisational and stakeholder Issues (P. Ipsilantis, N. Batis, D. Kantas, I. Papadopoulos, P. Trivellas) ; To understand and successfully utilise the learning outcome in higher education, must we first destroy it? (Ian Scott and Julian Martin) ; Building trust (Sjur Bergan) ; Discussing 'quality' and 'trust': an analysis of the EQAF 2011 contributions (Heinz Lechleiter).

URL : <http://www.eua.be/News/12-04->

[12/New_publication_Collection_of_selected_contributions_from_the_6th_European_Quality_Assurance_Forum.aspx](http://www.eua.be/News/12-04-12/New_publication_Collection_of_selected_contributions_from_the_6th_European_Quality_Assurance_Forum.aspx)

Quality assurance of joint programmes / Mark Frederiks, Josep Grifoll, Kirsi Hiltunen, Achim Hopbach / European Association for Quality Assurance in Higher Education [ENQA] . - Quality Assurance of Joint Programmes, Vienna, 19 September 2011 . - Brussels : ENQA, 2012 . - 23 p. (Workshop Report, 19) ISBN 978-952-5539-60-8 ISSN 1458-106X . - Online ISBN 978-952-5539-61-5

Abstract : This report is based on the ENQA seminar on Quality Assurance of Joint Programmes that was held in September 2011 in Vienna, Austria. It comprises chapters on the Transnational European Evaluation Project (TEEP II); the Nordic challenge of joint evaluations; and joint programmes and mutual recognition of accreditation decisions.

URL : http://www.enqa.eu/files/ENQA_wr_19.pdf

Quality procedures in the European Higher Education Area and beyond : visions for the future - Third ENQA Survey / European Association for Quality Assurance in Higher Education [ENQA][Finland] . - Helsinki : ENQA, 2012 . - 47 p. 978-952-5539-67- (ENQA Occasional Papers, 18)

ISBN 978-952-5539-66-0 . - Online ISBN 978-952-5539-67- 7 ISSN : 1458-1051

Abstract : This report contains the results of the third ENQA survey on quality procedures of quality assurance agencies across Europe and beyond. Current features of good practice in external quality assurance within the new priorities formulated by ENQA and following the ministerial Communiqués are presented. In addition, the report identifies practices that are expected to be implemented by quality assurance agencies, as well as areas where progress should be made.

URL : http://www.enqa.eu/files/ENQA_op18.pdf

Strengthening education quality in East Asia / Harry Anthony Patrino, Ed. / World Bank; UNESCO . - 2012 . - 162 p.

Abstract : This report presents the outcomes of the first pilot application in 14 East Asian countries of the System Assessment and Benchmarking for Education Results (SABER) project, a tool that assesses and compares education systems in order to improve education quality. It includes the framework to evaluate policies in eight domains – including ICT in education and tertiary education – as well as indicators for systems performance and health assessment.

URL : <http://www->

Friend or foe : the impact of undergraduate teaching evaluation in China / John Chi-Kin Lee, Yvonne Xianhan Huang, Binglin Zhong . - In: Higher Education Review, v. 44, no. 2, pp. 5-25, Spring 2012
ISSN 0018-1609

Abstract : Quality assurance in higher education has been an important issue not only in western countries but also in China. This study analyses the features and implementation of undergraduate teaching evaluation (UTE) through case studies of four different universities in Guangdong province, southern China. The findings reveal both positive and negative impacts on the institutions, staff and students concerned under the UTE. Suggestions for the improvement of quality assurance mechanisms are discussed.

Russian higher education and European standards of quality assurance / Galina:Pykkö, Ritta Motova . - In: European Journal of Education, v. 47, no. 1, pp. 25-36, March 2012
ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : This article examines the introduction of European standards of quality assurance in Russian higher education. It covers the transformation of Russian higher education during the post-Soviet period; specific features of the Russian state accreditation system; and the importance of the European Standards and Guidelines (ESG) on Russia's system of quality assurance.

■ Educational reform

European higher education at the crossroads : between the Bologna Process and national reforms / Adrian Curaj, Peter Scott, Lazar Vlasceanu, Lesley Wilson, Eds. . - Dordrecht : Springer, 2012 . - 2 vol. (v-524 p., 524 p.; 527-1103 p.)
ISBN 978-94-007-3936-9

Abstract : This 2 volume book brings together 50 articles based on the results of the Bologna Process Researchers' Conference held in Romania in 2011. These are arranged in sections addressing the European Higher Education Area (EHEA) principles; teaching and learning; quality assurance; mobility; higher education governance in the EHEA; funding of higher education; diversification of higher education missions; higher education futures and foresight.

Classmark : EUR-3 CUR

Europeanizing education : governing a new policy space / Martin Lawn, Sotiria Grek . - Oxford : Symposium Books, 2012 . - 173 p.

ISBN 978-1-873927-61-8

Classmark : EUR-71 LAW

Higher education reforms in Europe : a comparative perspective of new legal frameworks in Europe / Alberto Amaral, Orlanda Tavares, Cristina Santos . - In: European higher education at the crossroads : between the Bologna process and national reforms . - Dordrecht : Springer, 2012 . - pp. 655-673

ISBN 978-94-007-3936-9

URL : <http://books.google.fr/books?hl=fr&id=wmSJyDjz0XYC&q=legal#v=snippet&q=legal&f=false>

Report of the UGC Expert Committee to formulate action plan on reforms of affiliating system / University Grants Commission [India] . - New Delhi : UGC, 2012 . - 85 p.

Abstract : This report issues recommendations and sets out a work plan to amend the College Affiliation Reform, the affiliating system of colleges with universities in India. The recommendations are based on the examination of: other countries' models; the genesis, development and present status of the affiliating system; previous reform initiatives; issues and present needs; the response of universities and colleges concerned to a survey; the views and suggestions of higher authorities and experts; the idea of clusters of colleges to lessen the burden of affiliating universities

URL : http://www.ugc.ac.in/notices/affiliation_reform_xii_plan.pdf

Thematic Report VI : Engaging in the modernisation agenda for European higher education / European Union. European Platform Higher Education Modernisation [MODERN]; European Centre for Strategic Management of Universities [ESMU] . - Brussels : ESMU, 2012 . - 70 p.

Abstract : Part one of this report reflects on the modernisation agenda from five angles (governance; funding; internationalisation; knowledge exchange; regional innovation). Part two contains the executive summaries of the five MODERN thematic reports.

URL : <http://highereducationmanagement.eu/images/stories/modern%20report%20modernisation%20agenda.pdf>

Globalization and higher education reforms : legislation, policy, and market forces in Israel / Nitza Davidovitch, Yaacov Iram . - In: Educational Practice Theory, v. 33, no. 2, pp. 43-62, 2011

Includes bibl.

URL : <http://www.jamesnicholaspublishers.com.au/abstracts/>

Reforming the Finnish university system : policies and institutional responses / Elias Pekkola, Jussi Kivistö . - In: Leadership and governance in higher education : handbook for decision-makers and administrators . - Stuttgart : RAABE, 2012 . - pp. 97-106 (Supplemental vol. no. 1, 2012)

ISBN 978-3-8183-9559-8 . - ISSN 2191-5989

Abstract : The article gives an overview of the latest university reform in Finland and describes the higher education policy changes which have occurred in Finland in recent decades. It focuses on changes in the national university legislation and discusses the role of international policy influences in shaping the Finnish higher education policy. The article also highlights the institutional responses to the changing policy environment by utilising two different case descriptions; establishment of Aalto University as a "world class university" and organisational development of the University of Tampere

Russian higher education and the Post-Soviet transition [Whole issue] . - In: European Journal of Education, v. 47, no. 1, pp. 1 - 171, March 2012

ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : Contents : Part I. Social Inequality and Access to Higher Education in Russia (David L. Konstantinovskiy) ; Russian Higher Education and European Standards of Quality Assurance (Galina Motova and Ritta Pykkö) ; The Bologna Process: perspectives and implications for the Russian university (Galina Telegina and Hermann Schwengel) ; European Standards in Russian Higher Education and the Role of English: a case study of the National University of Science and Technology, Moscow (MISiS) (Richard West and Elena Frumina) ; The Influence of Academic Migration on the Intellectual Potential of Russia (Natalia V. Latova and Vladimir I. Savinkov) ; Private Higher Education in Russia: capacity for innovation and investment ; Vladimir A. Geroimenko, Grigori A. Kliucharev and W. John Morgan (The Role of Religious Higher Education in the Training of Teachers of Russian 'Orthodox Culture' (Agata adykowska) . Part II: How Europe Shapes Academic Research: insights from participation in European Union Framework Programmes (Emilia Primeri and Emanuela Reale) ; Bridging the Gap between Academic Research and Regional Development in the Basque Country (James Karlsen, Miren Larrea, James R. Wilson and Mari Jose Aranguren) ; Research and Teaching Revisited: a pre-Humboldtian or post-Humboldtian phenomenon? The cases of France and the UK (Kuang-Hsu Chiang) ; Professional Doctorates and Careers: the Spanish case (Juan Francisco Canal Domínguez and Manuel Antonio Muñiz Pérez).

The Bologna Process: perspectives and implications for the Russian university / Galina Telegina, Hermann Schwengel . - In: European Journal of Education, v. 47, no. 1, pp. 376-49, March 2012

ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : This article considers the implications of the Bologna Process for the renewal and development of higher education in Russia. The authors show that this requires using a multi-dimensional discourse, reflecting some of the complexities of globalisation: in many local cases evoking responses and outcomes which were neither planned nor predicted by the official education policy planners. The role of international organisations in the reform of Russian higher education is considered and the barriers, limitations and possible consequences of the Bologna Process for the Russian situation are explored.

■ Educational research

Academic networks and knowledge construction / Instituto Europeo de Iniciativas Educativas [IEIE][Spain] . - In: Revista española de pedagogía, v. 70, no. 251, pp. 27-43, enero-abril 2012
ISSN 0034-9461

Abstract : This article analyses the role of networks in enhancing educational research and achieving research goals through collaboration. The analysis is mainly focused on technology based networks in Latin-American countries. The authors discuss the effectiveness of networks for knowledge generation, as well as the challenges to enhance collaborative work through networks as a mean to contribute to institutions' social capital growth.

Sociedad tecnológica e investigación educativa = Technological society and educational research / Francisco Javier Tejedor Tejedor, Ana García-Valcárcel Muñoz-Repiso / Instituto Europeo de Iniciativas Educativas [IEIE][Spain] . - In: Revista española de pedagogía, v. 70, no. 251, pp. 5-26, enero-abril 2012
ISSN 0034-9461

Abstract : The current technological society is rethinking educational research, both for the content of study as new search tools, organization, information gathering, data analysis, dissemination and publication of research results. Communication networks open up new ways to address the research and tools make it easy to organize and present information with a hypermedia nature. This article describes and assesses the main ICT resources to support research on education. The educational researcher faces a new challenge: to consolidate and develop ICT-based research to promote a dynamic knowledge management to help improve the quality of life of citizens.

Higher Education Research and Development, v. 31, no. 1, pp. 1-137, February 2012; Special issue : 30th anniversary issue

ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : Contents : 1. Editorial - Barbara Grant, Bruce Macfarlane ; 2. Recognition and influence: the evolution of higher education research and development - Peter Kandlbinder; 3. Getting our students to engage: a review of two key contributions 10 years on - Glynis Cousin ; 4. Culturally mixed groups on international campuses: an opportunity for inter-cultural learning - S. E. Volet, G. Ang; 5. What the student does: teaching for enhanced learning - John Biggs; 6. Challenges and visions for higher education in a complex world: commentary on Barnett and Barrie - Ann E. Austin; 7. Learning for an unknown future - Ronald Barnett; 8. A research-based approach to generic graduate attributes policy - Simon C. Barrie; 9. Challenging dualities - Shirley Booth ;10. Teaching and research: new relationships and their implications for inquiry-based teaching and learning in higher education - Angela Brew ;11. Variation and commonality in phenomenographic research methods - Gerlese S. Åkerlind ;12. The higher education research archipelago - Bruce Macfarlane.

■ Educational systems

Indian higher education : envisioning the future / Pawan Agarwal . - New Delhi : Sage Publications India, 2009 . - 520 p.

ISBN 978-81-7829-41-9

Abstract : This book is a clear exposition of what constitutes the Indian higher education system today, and how it is likely to develop by 2025. Its assessment of possible future policy decisions provides parallels for many aspects of higher education in Western countries. The number of institutions is large - 500 universities, and 23,000 colleges, but many are small and inefficient. The aim is to expand the number of universities to 1,500 and colleges to 30,000 by 2020. Certain aspects of the current system are highly successful, particularly in terms of the quality of India's manpower : over 400,000 graduate engineers are produced each year. A recent development has been the emergence of an elite private sector, and major expansion within the private sector is anticipated. Policy recommendations are set about a backdrop of the reality of limited resources.

Whose responsibility is it? The third sector and the education system in Israel / Devorah Eden / UNESCO Institute for Lifelong Learning . - In: International review of education, v. 58, no. 1, pp. 35-54

ISSN 0020-8566

Abstract : This study aims to explore the relationships between the third sector and the educational system in Israel in light of their current increasing involvement with one another. This was investigated along four stages of the policy process ranging from initial agenda-setting to final implementation. The stage of policy these relationships reached was

determined by the scope of change they demanded and by their ability to engage the mediation of an elite. This qualitative research revealed that third sector organisations seeking to create a counter-hegemony were stopped at early stages of the policy process. Organisations that helped to maintain the existing order reached the implementation stage and executed the Education Ministry's policy.

■ Ethics

Ethics in higher education institutions and their governance: key issues / Jürgen Kohler . - In: Leadership and governance in higher education : handbook for decision-makers and administrators . - Stuttgart : RAABE, 2012 . - pp. 25-44 (Supplemental vol. no. 1, 2012)

ISBN 978-3-8183-9559-8 . - ISSN 2191-5989

Abstract : This article maps ethical challenges which typically occur in higher education institutions and which university leaders need to address, if possible preemptively. These challenges are grouped in two dimensions, i.e. by outlining issues of ethics with regard to teaching and research performance on the one hand and with regard to leadership and governance activities on the other, and are individually itemized by briefly illustrating their key features and scope of risk. In view of their characteristics, measures are suggested which appear to be fit for preventing and remedying failure on standards of ethics.

■ Governance

Governance of higher education in the Baltic countries / Mari Elken . - In: Leadership and governance in higher education : handbook for decision-makers and administrators . - Stuttgart : RAABE, 2012 . - pp. 107-128

ISBN 978-3-8183-9559-8 . - ISSN 2191-5989

■ Higher education institutions

All India survey on higher education : pilot report / India. Ministry of Human Resource Development. Dept of Higher Education . - New Delhi : Indian MHRD, 2011 . - 63 p.

Abstract : This report presents the results of a pilot survey and proposed plan for the main survey which aims to identify all higher education institutions in India and collect data of various aspects of higher education.

URL : http://mhrd.gov.in/sites/upload_files/mhrd/files/PilotReport_1.pdf

Annuaire national de l'enseignement supérieur / L'Etudiant . - 29th ed. . - Paris : L'Etudiant, 2012 . - 1245 p.

ISBN 978-2-8176-0166-3 ISSN 1152-6114

Abstract : Cet outil de référence recense toutes les informations utiles sur l'ensemble des établissements français d'enseignement supérieur. Les organismes institutionnels, les centres d'information, les associations nationales d'élèves et de diplômés et les réseaux d'écoles sont également répertoriés.

Classmark : FR-11 ETU

Annuaire national des universités / L'Etudiant . - 29th ed. . - Paris : L'Etudiant, 2012 . - 1049 p.

ISBN 978-2-8176-0161-8 ISSN 1152-6114

Abstract : Cet ouvrage de référence regroupe l'ensemble des universités en France, leur organisation et leurs formations.

Classmark : FR-11 ETU

Directory of Canadian Universities 2011 : Répertoire des universités canadiennes / Association of Universities and Colleges of Canada [AUCC] . - 46th Ed. . - Ottawa : AUCC, 2012 . - 696 p.

ISBN 978-0-88876-303-4 ISSN 0706-2338

Classmark : CA-12 AUCC

Higher education classification in the Middle East and North Africa : a pilot study / Institute for International Education [IIE][USA] . - New York : IIE, 2011

Abstract : This report details the results of a pilot study in May 2009 to develop a system for classifying HEIs in the region. The pilot countries included: Jordan, Lebanon, Morocco, Qatar, Saudi Arabia, Tunisia, and the UAE. Incorporating eleven key dimensions that comprise the Classification Model for the Arab Countries (CMAC), this first-ever study and accompanying report include data and findings from 300 higher education institutions across seven countries
URL : <http://www.iie.org/Research-and-Publications/Publications-and-Reports/IIE-Bookstore/~media/Files/Corporate/Publications/MENA-Executive-Summary.ashx>

■ Industry and education

Renforcement des liens entre l'industrie, le secteur productif et les établissements d'enseignement supérieur en Afrique / John Ssebuwufu, Teralynn Ludwick, Margaux Béland / Association of African Universities [AAU]; Association of Universities and Colleges of Canada [AUCC] . - Accra : AAU, 2011 . - 47 p.
URL : http://www.aau.org/aau_fr/sites/default/files/aucc/AAU-AUCC%20Study_univ_ind_link_fr_dec_2011.pdf

Industry and Higher Education, v. 26, no. 2, pp. 76 -149, April 2012
ISSN 0950-4222

Abstract : Contents: Small firms and the growth stage: can entrepreneurship education programmes be supportive? pp. 79-100 (Bureau, S.; Salvador, E.; Fendt, J.); Contribution of the SPEED Programme to the enhancement of an enterprise culture in a UK university, pp. 101-106 (Clements, Mike) ; Graduates and Active Labour Market Programmes: evidence of deactivation, pp. 107-113 (Stephens, Simon) ; Investing in higher education abroad: The experience of Chinese postgraduate students in Britain pp. 115-125 (Monk, Des); Mentorship and sustainable research output: A case study of the University of Johannesburg, pp. 127-137 (Nundulall, Reetha; Dorasamy, Nirmala); Selection of postgraduate students in a South African management programme: How effective is the general reasoning test?, pp. 139-149 (Abrahams, Fatima; Friedrich, Christian; Tredoux, Nanette).

Revenue sharing : an assessment of current policies at UK universities / James Gazzard, Sarah A. Brown . - In: **Industry and Higher Education**, v. 26, no. 1, February 2012
ISSN 0950-4222

Abstract : The transfer of academic technologies to industry is an important process underpinning innovation and economic development. Various approaches have been adopted by universities to encourage academics to participate in commercial activities. Many have implemented revenue sharing policies, through which the revenues generated from university-owned intellectual property (IP) are distributed to internal stakeholders, including the inventing academics. This article assesses the current revenue sharing policies of 84 UK universities. The findings are of relevance to policy makers and practitioners seeking to benchmark existing policies and to explore how academics can be further incentivised to commercialize their research.

■ Information and communication technologies

Les TIC et l'éthique à l'Université Cheikh Anta Diop de Dakar / Abdou Salam Sall . - Dakar : Université Cheikh Anta Diop . - 5 p.

Abstract : Le concept, d'enseignement supérieur, dans le monde en général et en Afrique en particulier, des TIC et de l'enseignement à distance (EAD) considérés simultanément ensemble.
URL : http://archives.auf.org/21/1/entretien_Abdou-Salam-Sall-TIC-EAD.pdf

Estudios y notas Aportaciones de las nuevas tecnologías a la investigación educativa = Contributions of new technologies to educational research [Whole issue] / Instituto Europeo de Iniciativas Educativas [IEIE][Spain] . - In: **Revista española de pedagogía**, v. 70, no. 251, pp. 5-178, enero-abril 2012
ISSN 0034-9461

Abstract : Contents: Statistical modeling techniques in educational research : Data mining, structural equation models and hierarchical linear models (María Castro, Luis Lizasoain); The new information and communication technologies and the educational research. categorical data analysis (Luis Lizasoain, Luis Joaristi) ; evaluative research and Information and Communication Technology (ICT) (Jesús Miguel Jornet Meliá, José González-Such, Rosario García-Bellido) ; Applications of information and communication technologies to qualitative research (Pilar Colás Bravo, Juan de Pablos Pons) ; On-line application and processing of questionnaires (José Serrano Angulo) ; New technologies and educational measurement (Vicente Ponsoda); Academic networks and knowledge construction (María Soledad Rámirez Montoya) ;

Les utilisations d'Internet et des TIC chez les étudiants : Étude de cas des étudiants de l'Unité Technologique de l'Université Catholique de l'Afrique de l'Ouest (UCAO) de Lomé au Togo / Kokou Awokou . - In: Frantice.net : industries de la connaissance, éducation, formation et technologies pour le développement, no. 2, décembre 2010
ISSN 2110-5324

Abstract : L'enseignement supérieur au Togo tente de relever le défi de l'informatisation des campus par l'utilisation d'internet et les TIC pour enseigner et apprendre. À partir d'une étude de cas, l'article analyse les utilisations que des étudiants dans un contexte d'enseignement présentiel font de l'ordinateur et d'internet pour leurs apprentissages. Les résultats de l'enquête révèlent que l'utilisation d'internet et des ordinateurs par les étudiants est fonction du choix du parcours. En effet lorsque l'étudiant est inscrit dans un parcours où l'enseignement porte en partie sur l'informatique et donc sur l'utilisation de ces outils, l'étudiant les utilise pour ses activités d'apprentissage (prendre des notes, faire des exercices et des devoirs, faire de la recherche documentaire sur internet...). Ce qui n'est pas le cas des étudiants qui ont choisi des parcours où l'informatique n'est pas enseignée.

URL : <http://www.frantice.net/document.php?id=218>

La universidad red y en red = The university network and on the net [Special issue] . - In: Revista Comunicar, v. X1V, no. 37, pp. 4-238, October 2011
ISSN 1134-3478 . - Online ISSN 1988-3293

Abstract : Contents: Media education: an international unstoppable phenomenon UN, Europe and Spain support for education (José Ignacio Aguaded Gómez) ; The Net on Teaching Processes at the University (Josep María Duart Montoliu); Flexibilidad Flexibility in Higher Education: Revisiting Expectations (Betty Collis, Jef Moonen) ; Building Creative Competence in Globally Distributed Courses through Design Thinking (Reinhold Steinbeck) An Open Learning Design Repository for University Teaching (Carlos Marcelo García, Carmen Yot Domínguez, Cristina Mayor) Apprenticeship Students Learning On-line: Opportunities and Challenges for Polytechnic Institutions (Martha Burkle) ; Learning Networks, Networked Learning (Peter Sloep, Adriana Berlanga) Interaction Analysis in Hybrid Learning Environment (Luz Adriana Osorio Gómez, Josep María Duart Montoliu); Students' Perspective on On-line College Education in the Field of Journalism (Gloria Gómez-Escalonilla Moreno, María Santín Durán, Gladys Mathieu) ; Digital Divide in Universities : Internet Use in Ecuadorian Universities ; University Senior Students on the Web (Roberto Martínez Pecino, Rosa Cabecinhas, B, Felicidad Loscertales Abril).

URL : <http://www.revistacomunicar.com/index.php?contenido=revista&numero=37>

■ Knowledge management

Knowledge transfer in higher education : collaboration in the arts and humanities / Lisa Mooney Smith . - Basingstoke : Palgrave Macmillan, 2012 . - 245 p.
ISBN 978-0-230-27872-1

Abstract : This book presents four years of close observation of research and knowledge transfer practices in a UK university. It attempts to contextualise knowledge transfer within the arts and humanities, as well as situate learning about the reception and adoption of knowledge transfer by the individual scholar and their institution.

Classmark : UK-522.2 MOO

Knowledge transfer between SMEs and higher education institutions / Heike Delfmann, Sierdjan Koster . - In: Industry and Higher Education, v. 26, no. 1, pp. 31-42, February 2012
ISSN 0950-4222

Abstract : Knowledge transfer (KT) between higher education institutions (HEIs) and businesses is seen as a key element of innovation in knowledge-driven economies: HEIs generate knowledge that can be adopted in the regional economy. This process of valorization has been studied extensively, mainly with a focus on universities. In the Netherlands, there is a binary system of higher education comprising universities and the more practice-oriented colleges of higher education. From 2001 these colleges have played an increasingly important role in KT, which gives rise to the question of whether there are differences in the frequency and structure of KT involving universities and KT involving colleges. Colleges appear easier to access for SMEs, because of their focus on business practices. The interactions between universities and SMEs are more localized, suggesting the need for face-to-face interactions in those contacts. Furthermore, the results reiterate the importance of the absorptive capacity of firms and previously established contacts of entrepreneurs in explaining firm-HEI interaction

■ Language instruction

Bureau des langues de l'Université Libanaise : défis et rendement / Stéphane-Ahmad Hafez

Abstract : L'article se penche sur la politique linguistique et éducative menée par le bureau des langues de l'Université Libanaise dans le cadre du Projet FSP de l'Ambassade de France au Liban.

URL : <http://eprints.aidenligne-francais->

[universite.auf.org/644/1/Bureau_des_langues_de_l'universit%C3%A9_Libanaise_d%C3%A9fis_et_rendement.pdf](http://eprints.aidenligne-francais-universite.auf.org/644/1/Bureau_des_langues_de_l'universit%C3%A9_Libanaise_d%C3%A9fis_et_rendement.pdf)

Essai sur l'enseignement multilingue et multiculturel à l'Université Musashi / Junko Nishimura . - Colloque International Plurilinguisme et pluriculturalisme : l'enseignement du français en Asie de l'Est et dans le monde (SJDF), Université de Kyoto (Japan) , 6-7 novembre 2010

Abstract : Depuis l'année universitaire 2007, nous organisons un cours expérimental d'enseignement multilingue et multiculturel à l'Université Musashi. Il s'agit d'un cours de 90 minutes, échelonné sur 26 à 28 séances pendant une année universitaire portant sur 6 à 8 langues et leurs aspects socio-culturels. Les langues enseignées sont l'allemand, le français, l'anglais, l'italien, l'espagnol, le chinois, le coréen et le japonais. Une vingtaine de professeurs de la faculté des sciences humaines se chargent, à tour de rôle, de ces cours. L'objectif immédiat des apprenants est d'acquérir une compétence minimale de ces différentes langues, afin de pouvoir voyager à l'étranger individuellement sans interprète. Ces 28 cours sont bien sûr insuffisants pour atteindre ce but, mais l'essentiel est de donner aux étudiants l'envie d'apprendre et de faciliter leur apprentissage.

Classmark : P

URL : <http://eprints.aidenligne-francais-universite.auf.org/528/>

■ Lifelong education

Post-compulsory education and lifelong learning across the United Kingdom: policy, organisation and governance / Ann Hodgson, Ken Spours, Martyn Waring / University of London. Institute of Education [IOE] . - London : IOE, 2011 . - 170 p. (Bedford Way Papers, 037)

Bibl. . - ISBN 978-0-85473-904-2

Abstract : The book looks at the commonalities and differences between the UK's national systems and compares this internationally, before it maps out and summarises each nation's key system features. It analyses the organisational arrangements and priorities in England, Scotland and Wales and shows how each operates in practice and what implications there are for the learners, educational professionals and wider stakeholders. Chapters explore the role of the state, markets and democracy in shaping reforms in this sector before the editors summarise the key themes and discuss how they might affect convergence and divergence between England, Scotland, Wales and Northern Ireland in the future. The book concludes by imagining three possible scenarios for the future of education and training policy in the UK.

■ Marketing

Selling university reform : the University of Melbourne and the press / Anthony Potts / Society for Research into Higher Education [SRHE][UK] . - **In**: Studies in higher education, v. 37, no. 2, pp. 157-169, March 2012

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

Abstract : As part of an agenda to remain one of the world's leading universities, the University of Melbourne instigated major curricular reforms to align its degree structure with that espoused by the Bologna Agreement and consistent with those at North American universities. Aware that successful implementation of such a large-scale reform depended on its acceptance by internal and external communities, the University conducted an extensive press campaign promoting the reforms. This article explores the press reporting of this campaign over a two and a half year period, as the University of Melbourne sought to gain public support and acceptance of the Melbourne Model

■ Open educational resources

CORRE : a framework for evaluating and transforming teaching materials into open educational resources / Samuel K. Nikoi, Tania Rowlett, Alejandro Armellini, Gabi Witthaus . - **In**: Open Learning: The Journal of Open and Distance Learning, v. 26, no. 3, pp. 191-207, 2011

Including abstract, bibl. . - ISSN 0268-0513

Abstract : Open education resources (OER) are taking centre-stage in many higher educational institutions globally, driven by the need to raise institutional profiles, improve the effectiveness of teaching and learning and achieve universal access to education. Many academics attracted to the idea of turning teaching materials into OER have, however, found the experience challenging and daunting. This article puts forward a workflow framework that provides guidance for evaluating existing teaching materials and turning them into OER using indicative questions against which they can be assessed on quality, ease of access, adaptability and potential usefulness. Recommendations are also made for moving the OER agenda forward, including changing institutional cultures, designing for openness, quality assurance and sustainability.

URL : <http://www.informaworld.com/smpp/title~content=t713440064~db=all>

Les dispositifs électroniques pédagogiques conçus pour l'encadrement en ligne des cours présentiels universitaires : le cas du Liban / Rima Malek . - Université de Rouen, Université Saint-Esprit de Kaslik . - 342 p.

Doctoral thesis

Abstract : "Dans l'enseignement supérieur, le recours aux dispositifs électroniques pédagogiques en complément des cours présentiels ou dans des dispositifs de formation à distance est en constante progression et a fait l'objet de nombreux travaux de recherche. Avec un décalage temporel et avec ses spécificités, le Liban n'échappe pas à cette évolution, ainsi depuis plusieurs années sont apparus les premiers environnements d'enseignement et d'apprentissage électroniques académiques accessibles aux étudiants, à tout moment et de tout lieu, jouant le rôle d'un complément du manuel de base et d'un supplément aux cours présentiels, tout en proposant, éventuellement, un encadrement en ligne. Ce phénomène n'a pas encore été l'objet de recherches. Intitulée « Les dispositifs électroniques pédagogiques conçus pour l'encadrement en ligne des cours présentiels universitaires : le cas du Liban », cette thèse porte sur le déploiement des technologies de l'information et de la communication pour l'éducation (TICE) dans le cadre libanais, elle s'intéresse au e-learning et à la mise en ligne des cours dans les établissements de l'enseignement supérieur. Elle a pour objet d'analyser les choix effectués par les décideurs et d'étudier les stratégies déployées par les universités privées et celle publique. S'interrogeant sur l'intelligibilité des usages libanais, cette thèse cherche à comprendre le processus de mise en ligne des cours tout en essayant de tracer la genèse des cours en ligne au Liban. Initiée en octobre 2005, menée en cotutelle, ce qui a favorisé les comparaisons internationales, cette thèse traite d'un sujet certes embryonnaire, mais en constante évolution. En effet, plusieurs universités se sont aventurées dans l'intégration des TICE et ont déjà entamé l'expérience du e-learning depuis déjà une décennie ; néanmoins, les études, les recherches et les publications dans le domaine restent assez timides... Ce qui constitue une motivation importante pour l'étude du terrain libanais dans un contexte où, à ce jour, la réglementation est très lacunaire."

URL : http://tel.archives-ouvertes.fr/docs/00/55/49/68/PDF/These_Rima_Malek.pdf

Mainstreaming open educational practices : policy recommendations / Anthony F. Camilleri, Ulf Daniel Ehlers / Open Educational Quality Initiative [OPAL] . - Essen, Germany : OPAL, 2011 . - 10 p.

Abstract : Open Educational Resources, and open education more generally, are considered to have huge potential to increase participation and educational opportunities at large and to promote widening participation and lifelong learning. At the same time, the past decade has shown that openness in itself is not enough to unfold these potentials. These have been the subject of the two-year OPAL project, the findings of which are summarised in Mainstreaming Open Educational Practices, policy recommendations.

URL : http://cdn.efquel.org/wp-content/uploads/2012/03/Policy_Support_OEP.pdf?a6409c

Open educational resources in the People's Republic of China: achievements, challenges and prospects for development / Chunyan Wang, Guodong Zhao / UNESCO Institute for Information Technologies in Education [IITE] . - Moscow : IITE, 2011 . - 83 p., illus.

Incl. bibl. (Electronic version) . - ISBN 978-5-905175-07-7

Abstract : This is the third publication of a series on best practices of Open Educational Resources (OER) development in non-English-speaking countries. After providing a general background and a definition of the concept and categories of OER content, it discusses the legal and technological issues concerning implementation, and then describes 15 successful OER projects. Finally, it addresses future challenges and measures to be taken regarding financing, technology and infrastructure, quality assurance and sustainability, public awareness and promotion, and pedagogy.

URL : <http://iite.unesco.org/pics/publications/en/files/3214700.pdf>

■ Private education

Actes du séminaire / Benin. Ministère de l'enseignement supérieur et de la recherche scientifique [MESRS]; Institut de formation sociale, économique et civique (Benin) [INFOSEC] . - Séminaire sur Les établissements privés d'enseignement supérieur: Contribution des établissements privés d'enseignement supérieur à l'amélioration de l'accessibilité et de la qualité de l'enseignement supérieur au Bénin, Cotonou, 3-5 juin 2009 . - Paris : AFD, 2012 . - 111 p.

Document en ligne

URL : <http://www.education.benin.bj/index.php/documentation/category/1-documents?download=76:actes-du-seminaire-qcontribution-des-etablissements-privés-denseignement-superieur-a-lamelioration-de-laccessibilite-et-de-la-qualite-de-lenseignement-superieur-au-beninq>

Money, politics and the rise of for-profit higher education in the US : a story of supply, demand and the Brazilian effect / John Aubrey Douglass / University of California [USA]. Center for Studies in Higher Education . - Berkeley : CSHE, 2012 . - 15 p. (Research & Occasional Paper Series, CSHE.2.12)

Abstract : From 2000 to 2010, for-profit colleges and universities in the US increased its market share from 3 to 9.1 percent of all tertiary enrolled students. This paper analyses what accounts for this rapid growth in the For-Profit (FP) sector in the US and how such growth influence educational opportunity and degree attainment rates.

URL : <http://cshe.berkeley.edu/publications/docs/ROPS.JAD.ForProfitsUS.2.15.2012.pdf>

Private higher education in Russia : capacity for innovation and investment / Vladimir, A. Geroimenko, Grigori A. Kliucharev, John Morgan . - In: European Journal of Education, v. 47, no. 1, pp. 77-91, March 2012

ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : This article considers the characteristics of the privatisation of higher education in Russia. Some commentators consider this to mean a loss of control by the Russian State, while others welcome private initiatives as an extension of student choice and as an opportunity to increase budgets. It is noted that Russian higher education is challenged by the demographic gap, with the number of secondary school graduates in 2012 expected to be half that of 2006.

■ Rankings

Quality and research based ranking of Pakistani higher education institutions (HEI's) / Pakistan. Higher Education Commission . - Islamabad : HEC, 2012

Web resource

Abstract : This report features 9 ranking tables of institutions regrouped by speciality or enrolment capacity. Within each group, institutions are ranked according to a total score made up of the individual scores from the assessment of teaching quality, quality assurance criteria implementation, and research output.

URL : <http://beta.hec.gov.pk/InsideHEC/Divisions/QALI/Others/RankingofUniversities/Pages/CategoryWise.aspx>

University rankings : theoretical basis, methodology and impacts on global higher education / Jung Cheol Shin, Robert K. Toutkoushian, Ulrich Teichler, Eds. . - New York : Springer, 2011 . - 271 p.

ISBN 978-94-007-1116-7

Abstract : This book analyses university ranking methods, scrutinises their theoretical bases, methodological issues, societal impact, and policy implications. The authors propose that university rankings are misused by policymakers and institutional leaders. They assert that these interested parties overlook the highly problematic internal logic of ranking methodologies as they focus on the surveys' assessment of their status. The result is that institutions suffer from short-termism, realigning their resources to maximize their relative rankings.

A different approach to university ranking / Chris Tofallis . - In: Higher Education : the international journal of higher education and educational planning, v. 63, no. 1, pp. 1-18, 2012

Incl. graphs, tabl., bibl. . - ISSN 0018-1560

Abstract : This article provides a technical analysis of university ranking methods and suggests how their reliability can be improved. University rankings combine various measures to produce an overall score using an additive approach. The individual measures are first normalized to make the figures 'comparable' before they are combined. Various normalization procedures exist but they lead to different results when applied to the same data: hence the compiler's choice of normalization actually affects the order in which universities are ranked. Other difficulties associated with the

additive approach include differing treatments of the student to staff ratio, and unexpected rank reversals associated with the removal or inclusion of institutions. The authors show that a multiplicative approach to aggregation overcomes all of these difficulties. It also provides a transparent interpretation for the weights. The proposed approach is very general and can be applied to many other types of ranking problem.

URL : <http://www.springerlink.com/content/0018-1560>

Profiling universities, not only ranking them : maximising the information of predictors / Kay Cheng Soh . - In:

Higher Education Review, v. 44, no. 2, pp. 27-42, Spring 2012

ISSN 0018-1609

Abstract : This paper analyses University ranking systems and concludes that using only about half of the number of predictors currently in use will produce almost the same results. According to the author, this makes some of the predictors 'redundant' as they contributed little to the overall ranking. It is suggested that these 'redundant' predictors should be used for profiling the universities for useful information that aids improvement. Thus, a combination of ranking and profiling is recommended to maximise the information provided by the data.

■ Student retention

Why are there dropouts among university students? Experiences in a Thai University / Ruthaychonnee Sittichai . -

In: International Journal of Educational Development, v. 32, no. 2, pp. 283-289, 2012

Abstract. Bibl. - ISSN 0738-0593

Abstract : The purpose of this qualitative research study was to investigate premature dropping out of university study at Prince of Songkla University, Pattani Campus in southern Thailand. 21 Muslim and non-Muslim males and females and four senior staff were interviewed. The findings are discussed in terms of practical implications and also reflecting on Tinto's model of university dropouts from western findings. The five main reasons for dropout are interesting for the Eastern cultural context. These were concerns about being enrolled in a non-preferred field of study, security, and lifestyle, problems with time management and problems caused by a break or change in an intimate relationship.

■ Students

Les étudiants rhônalpins face à leurs études : quelques dimensions clés de leur expérience . - Grenoble : UPMF, 2012

Abstract : Ce rapport est issu d'une enquête au sein des établissements d'enseignement supérieur de la région de Rhône Alpes en France. Le rapport est divisé en six parties thématiques : les conditions et modalités de travail des étudiants; les modes de vie des étudiants (logement, travail salarié en marge des études, ...) dans leur diversité, permettant d'établir des liens avec la performance universitaire ; les jugements que forment ces étudiants sur la qualité , efficacité, justice de l'enseignement supérieur ; les motivations et les facteurs qui ont orienté les choix d'étude et qui ont pu déterminer l'accès au supérieur ; les facteurs susceptibles de rendre compte des phénomènes de persistance ou de non persistance dans les études ; les liens qui s'établissent entre parcours de formation et insertion sur le marché de travail.

Classmark : FR-44 UPMF

URL : <http://webu2.upmf-grenoble.fr/sciedu/lima/CEE/spip.php?rubrique5>

Construction of the image of the university : a major stakeholder approach : the students / Joaquin Traverso,

Marisa Román, Gonzáles Rosario . - In: Higher Education Review, v. 44, no. 2, pp. 43-62, Spring 2012

ISSN 0018-1609

Abstract : Obtaining competitive advantage has become a recurrent necessity, in successful organisational management. Nowadays, intangibles represent an excellent opportunity to attain these advantages. Given its social impact, the organisational image is one of the most important intangibles to work with. In this research, a model based on the determination of the internal image of the university institution, from the perspective of students, is formulated and developed. A practical application of the model is developed in the University of Seville and the evolution of the model is tested while certain characteristics of the collective under study are altered.

El uso académico de las redes sociales en universitarios = the academic use of social networks among university students / Marisol Gómez, Sergio Roses, Pedro Rafias . - In: Revista Comunicar, v. XIX, no. 38, pp. 131-138, March 2012
ISSN 1134-3478 . - Online ISSN 1988-3293

Abstract : This paper examines the academic use made of the social networks by university students through a survey conducted among a representative sample of students at Universidad de Málaga (Spain) (n=938) and two discussion groups. Given that network consumption has profoundly penetrated the daily routines of the students, the vast communication possibilities of these channels could be considered for educational use in the future despite a predominance of entertainment-related use. We discuss the most suitable networks for academic use, which type of activities may be most widely accepted among the students and which social networking tools could be most useful for academic purposes. The results indicate that consumption of social networks in the student population surveyed is very high. In addition, the students show a favourable attitude to lecturers using social networks as an academic resource. However, the frequency of use of such networks for academic activities was rather low and, on average, the most frequently used academic activities are those initiated by the students themselves, such as answering queries among peers or doing coursework. The perceived low academic support on social networks may mean that lecturers take only limited advantage of their potential.

URL : <http://www.revistacomunicar.com/index.php?contenido=detalles&numero=38&articulo=38-2012-16&idioma=en>

Using a satisfaction index to compare students' satisfaction during and after higher education service consumption / Paulo O. Duarte, Mario B. Raposo, Helena B. Alves . - In: Tertiary Education and Management, v. 18, no. 1, pp. 17-40, March 2012
ISSN 0135-3883

Abstract : This study explores the factors that influence students' satisfaction with higher education services and assess how they change after graduation, when students enter the labour market. To achieve the objectives, a survey was performed on two occasions, 2002 and 2008. Data on satisfaction were collected from current and former students in order to test the conceptual model of satisfaction formation using partial least squares path modelling and estimate the satisfaction index. The results show that the overall satisfaction level is almost similar in the two samples, nevertheless, the weights in the explanatory model of satisfaction changed between the two samples. With the exception of quality perception, all other factors show an increase in importance. This paper presents an innovative approach to students' satisfaction with higher education services as it compares current and former students' satisfaction and extends current knowledge on the importance of professional experience for satisfaction.

■ Teacher education

Critical thinking as culture : teaching post-Soviet teachers in Kazakhstan / Nancy Burkhalter, Maganat R. Shegebayev / UNESCO Institute for Lifelong Learning . - In: International review of education, v. 58, no. 1, pp. 55-72
ISSN 0020-8566

Abstract : This paper explores the question of whether critical thinking can eventually become part of the cultural fabric in Kazakhstan. This paper reviews literature and presents qualitative data gathered through interviews with Soviet-trained teachers. The authors recommend that teachers should embrace student-centered techniques and critical thinking methodologies, as well as shift from an authoritarian, top-down system of relating to students and colleagues to one of cooperation, openness and fairness. Such a reform will take repetitive, intensive and experiential training as well as regular assessments of progress.

European Journal of Teacher Education, v. 35, no. 1, pp. 1-133, February 2012
ISSN 0261-9768

Abstract : Contents : Creating expansive learning opportunities in schools: the role of school leaders in initial teacher education partnerships (Alaster Scott Douglas); Everyday life and everyday learning: the ways in which pre-service teacher education curriculum can encourage personal dimensions of teacher identity (Amélia Lopes & Fátima Pereira); Incorporating critical thinking in the pedagogical content of a teacher education programme: does it make a difference? (Banu Yücel Toy & Ahmet Ok); Implementing a technology-supported model for cross-organisational learning and knowledge building for teachers (Kairit Tammets, Kai Pata & Mart Laanpere); How do pre-service teachers' reflective processes differ in relation to different contexts? (Raimo Kaasila & Anneli Lauriala); Scientific evidence as content knowledge: a replication study with English and Turkish pre-service primary teachers (Ros Roberts & Esin Sahin-Pekmez); Pre-service biology teachers' perceptions on the instruction of socio-scientific issues in the curriculum (Yılmaz Kara).

Abstract : Contents : Patterns of control over the teaching–studying–learning process and classrooms as complex dynamic environments: a theoretical framework (Elina Harjunen) ; Becoming a teacher: student teachers' experiences and perceptions about teaching practice (Susana Caires, Leandro Almeida & Diana Vieira) Promoting deep learning in a teacher education programme through self- and peer-assessment and feedback (Raymond Lynch, Patricia Mannix McNamara & Niall Seery) ; Public reflection within learning communities: an incessant type of professional development (Karl Attard); Multilingual primary classrooms: an investigation of first year teachers' learning and responsive teaching (Wasył Cajkler & Bernadette Hall) ; Teaching English to speakers of other languages teachers' views on the relationship between research and practice (Parvaneh Tavakoli & Michael J. Howard) ; Teaching in rural Turkey : pre-service teacher perspectives (Irem K & İslan) .

■ Teaching

Un giro copernicano en la enseñanza universitaria : formación por competencias = An upheaval in higher education: Education by Competences / Juan Ignacio López Ruiz . - In: Revista de Educación, no. 356, pp. 279-301, Septiembre-Diciembre 2011

ISSN 0034-8082

Abstract : Implementation of the competence approach at the university teaching level means enabling university teaching to equal the new needs and demands of the information society. The aim of this paper is to move in this innovative direction by proposing a new model of university teaching based on and tested in educational practice. An eco-systemic competence based approach is described, and the approach's defining features are given. Educational aims are then formulated, starting with a map of their constituent elements. A proposal is made regarding the validity of selecting and organizing academic contents on the basis of discipline specific or interdisciplinary modules structured into core problems and problem networks. Likewise, an innovative didactic methodology is presented, which promotes active, reflexive, true learning based on cooperative student research, on the basis of different sources of information: printed matter, audiovisuals, computerized sources and institutional sources. Lastly, a holistic focus is described for evaluating competence acquisition, in which three key points in time are distinguished: diagnostic evaluation, formative evaluation and additive evaluation. A series of techniques and instruments are outlined for performing this complex, rigorous evaluation of academic learning. These techniques and instruments make it possible to conduct a true evaluation, because they incorporate knowledge evidence and performance evidence at the same time. This new model is being implemented in a number of subjects at different schools at the University of Seville. Results show increases in the level and quality of academic learning as students master expected competences. The paper ends by pointing out the need for this brand-new pedagogical approach to be based on a deep change in three key elements of the conventional higher education system: institutional structure, academic culture and university curriculum.

URL : http://www.revistaeducacion.educacion.es/re356/re356_12.pdf
