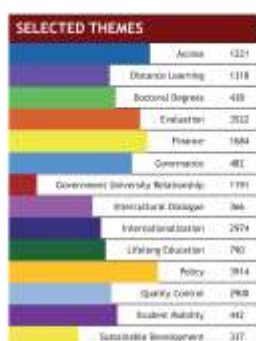


New in / Nouveautés

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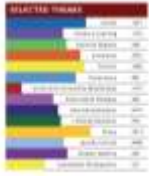


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Presentation

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

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

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

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

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

New in HEDBIB is produced five times a year.

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

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



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We recommend

Global citizenship education : preparing learning for the challenges of the 21st century / UNESCO . - Paris : UNESCO . - 44 p.

Open access publication . - ISBN 978-92-3-100019-5

Abstract : This report seeks to enhance understanding around Global Citizenship Education (GCE) and its implications for educational content, pedagogy and practice. It attempts to provide common perspectives and to clarify some of the contested aspects of GCE. The report features examples of good practices and existing approaches to GCE in different settings, while highlighting priority elements for the future agenda. The publication is the result of an extensive process of research, consultation, dialogue and information exchange with education experts, policy-makers, researchers, practitioners, representatives of youth, the civil society, media and other stakeholders from all over the world. It draws extensively on the foundational work of two key UNESCO events: the Technical Consultation on Global Citizenship Education (Seoul, September 2013) and the first UNESCO Forum on Global Citizenship Education (Bangkok, December 2013).

Classmark : INT-7 UNESCO

URL : <http://unesdoc.unesco.org/images/0022/002277/227729e.pdf>

Developing intercultural competence through education : Développer la compétence interculturelle par l'éducation / Josef Huber, Christopher Reynolds, Eds. / Council of Europe . - Strasbourg : Council of Europe Publishing, 2014 . - 128 p. (Pestalozzi Series, no. 3)

ISBN 978-92-871-7745-2

Abstract : This book discusses the educational rationale and provides a conceptual framework for the development of intercultural competence through education. It includes a section detailing different pedagogical approaches and activities which are conducive to the development of intercultural competence.

Classmark : EUR-341 COU



IAU Themes

▪ Equitable Access and Success in Higher Education

Asia and the Pacific

Home environment and educational transitions on the path to college in rural northwest China / Tanja Sargent, Peggy Kong, Yuping Zhang . - In: International Journal of Educational Development, v. 34, pp. 98-109, 2014
Abstract. Bibl.

Abstract : In China, the National College Entrance Examination (gaokao) is an important gateway to future life outcomes. In this paper, the authors analyse longitudinal survey data from two waves (2004 and 2009) of the Gansu Survey of Children and Families to examine the home environment factors that predict successful transitions on the path to participation in the college entrance examination among rural youth in Gansu province. The results show that parents play a crucial role in determining their children's life chances through their shaping of a nurturing home learning environment.

The higher education continuum: access, achievement and outcomes among students from non-English speaking backgrounds / Keman Mestan, Andrew Harvey . - In: Higher Education Review, v. 46, no. 2, pp. 61-80, Spring 2014
ISSN 0018-1609

Abstract : This article focuses on higher education equity in Australia, considering access to higher education, academic achievement and specifically access for Non-English Speaking Background (NESB) students. Recent reforms in Australian higher education, presented in the article indicates that NESB students are well represented at university, but typically under-achieve and then face relatively poor employment outcomes.

Europe and North America

The Graduate student debt review / New America Foundation [United States] . - Washington D.C. : New America Foundation, 2014 . - 18 p.

Abstract : This report analyses the debt levels of graduate students in Masters and professional degrees in the United States and the impact on student financial borrowing.

URL : <http://newamerica.net/sites/newamerica.net/files/policydocs/GradStudentDebtReview-Delisle-Final.pdf>

Can an excellent distance learning library service support student retention and how can we find out? / Gill Needham, Richard Nurse, Jo Parker, Non Scantlebury, Sam Dick. - In : Open Learning: the Journal of Open, Distance and e-Learning, vol. 28 no. 2, pp. 135-140, 2013
Abstract, bibl.

Abstract : This paper outlines the efforts of staff at The Open University Library to embed their services and resources into the learning experience of their distance learners, and to aspire to find ways of demonstrating their contribution to student retention and achievement. While there is huge potential in the amount and range of data available, the challenge is to identify an appropriate model that allows the Open University Library to demonstrate how Library Services impact on student retention, attainment and achievement.

URL : <http://www.tandfonline.com/doi/full/10.1080/02680513.2013.847364#.U39rsijifU>

Democratizing higher education and access to science : The Portuguese reform 2006-2010 / Manuel Heitor, Hugo Horta / International Association of Universities [IAU] . - In: Higher Education Policy, v. 27, no. 2, pp. 239-257, June 2014 ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : The democratization of higher education through strategically driven science policies and higher education reforms is documented in this paper. These represent complementary policy actions oriented towards strengthening social, cultural and economic dimensions that allow higher education institutions (HEIs) to grow and to train graduates able to adapt to increasingly uncertain job markets. Drawing from the main achievements in Portugal during the period 2006-2010, the authors' central argument focuses on the need to open higher education to all as a means to sustain a strong and specialized knowledge base. The results are related to the role of HEIs in fostering socially robust knowledge and supplying talented people and researchers to society in globalized socio-economic contexts.

Dynamics of inequalities in access to higher education : Bulgaria in a comparative perspective / Peya Ilieva-Trichkova, Pepka Boyadjieva . - In: European Journal of Higher Education, v. 4, no. 2, pp. 97-117, June 2014 ISSN 2156-8235

Abstract : This paper examines the dynamics of inequalities in access to higher education both in a historical and a comparative perspective. It uses Bulgaria as a case study, comparing it to five other countries: Estonia, Hungary, Poland, Slovakia and Slovenia. Data from the European Social Survey (2006–2010) is analysed, complemented by data from EUROSTUDENT III (2007). It is argued that, despite the expansion of higher education before and especially after 1989, Bulgaria is among the countries where inequality in access to higher education caused by socio-economic disadvantages is most salient. In general, the authors found that this hypothesis was supported.

Student retention in distance education: are we failing our students? / Ormond Simpson . - In: Open Learning: The Journal of Open and Distance Learning, v. 28, no. 2, pp. 105-119, 2013
Abstract, bibl.

Abstract : This paper brings together some data on student retention in distance education in the form of graduation rates at a sample of distance institutions. The paper suggests that there is a 'distance education deficit' with many distance institutions having less than one-quarter of the graduation rates of conventional institutions. It looks in some detail at the data for one well-known institution - the UK Open University - and surveys some of the reasons why such a deficit should occur and asks what the effects are on students, institutions and society as a whole. The paper suggests that one reason for the deficit is the 'category error' of confusing teaching with learning, and that institutions have focused too much on the provision of teaching materials, especially online, and too little on motivating students to learn. It maintains that there is accumulating evidence for the essentiality of proactive contact for overcoming dropout and the importance of making that contact motivational. The paper claims that such an approach is financially viable and can make surpluses for the institutions concerned if carefully designed. Finally, whilst briefly surveying some of the new developments in distance education in the form of Massive Online Open Courses, learning analytics, and the use of smartphones, this paper suggests more speculatively that rather than resources or organisation, the main barriers to increasing student success in distance education are institutional attitudes to student retention.

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

Understanding the racial transfer gap : modeling underrepresented minority and nonminority students' pathways from two- to four-year institutions / Gloria Crisp, Anne-Marie Nuñez / Association for the study of higher education [ASHE][USA] . - In: The Review of Higher Education, v. 37, no. 3, pp. 291-320, Spring 2014 ISSN 0162-5748 . - Online ISSN 1090-7009

Abstract : This study models student- and institutional-level factors that influence vertical transfer of students in the United States from 2-year community colleges to 4-year higher education institutions. The research was conducted among a national sample of White and underrepresented minority community college students. Results indicate that the predictors of transfer are different in many ways for White and minority students. Most notably, findings suggest that enrolling in vocational programs may hinder students' odds of vertical transfer for minority (but not White) students. Implications for research, theory, and practice are discussed.

University access and after : explaining the social composition of degree programmes and the contrasting expectations of students / Helena Troiano, Marina Elias . - In: Higher Education, v. 67, no. 5, pp. 637-654, May 2014 ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This article presents the results of quantitative research on social composition of 857 students in four public universities in Barcelona. The authors analysed why the students choose a particular degree. The results showed that the factors predicted by the theory by which working-class students choose degrees — instrumental motivations and

conditions that minimise risk —are often met. The authors note that, taking these results into account, the recent structural reforms related with the implementation of the European Higher Education Area that removes shorter-cycles of degrees could lead to a problem of access for students from working class backgrounds.

When social class meets ethnicity : College-going experiences of Chinese and Korean immigrant students /

Eunyoung Kim / Association for the study of higher education [ASHE][USA] . - In: The Review of Higher Education, v. 37, no. 3, pp. 321-348, Spring 2014

ISSN 0162-5748 . - Online ISSN 1090-7009

Abstract : This study examines the experiences of Chinese and Korean immigrant students in the United States and specifically the relationship between these students' higher education decisions and their parents' expectations and involvement. Semi-structured interviews were conducted with a sample of Asian immigrant students in a university with a relatively large Asian immigrant student population. Results indicate that parental expectations and involvement are significantly related to higher education enrolment decisions and extend influence well into the academic careers of these students. The study reveals both differences and commonalities in parental involvement across ethnicity and social class.

Latin America and the Caribbean

Educación superior e inclusión social en México : algunas experiencias recientes / Armando Alcantara S. / Union

de Universidades de América Latina y Caribe [UDUAL] . - In: Universidades, v. 63, no. 57, pp. 17-28, jul.-sep. 2013

ISSN 0041-8915 . - Online ISSN 2007-5340

Abstract : Despite the rapid expansion and institutional diversification of higher education in recent decades both in Latin America and in Mexico, there are still serious gaps in access of disadvantaged social groups, among which are the lower-income and indigenous groups. To address this situation, governments have implemented policies and created new institutions to promote the inclusion of the above groups and involve them in the benefits that higher education can offer to the improvement and development of individuals and communities. However, efforts in this direction are still incipient since the number of institutions is very low, graduates are few and the quality of training they receive in the new institutions has not been sufficiently evaluated. It is very important not only to ensure entry to higher education, but also provide the means for the retention and successful completion of studies. (Abstract from publisher)

Por sus reales y potenciales contribuciones en diversas esferas del desarrollo social y económico de los países, la educación superior en el mundo contemporáneo cobra cada vez mayor importancia. Sin embargo, pese a su rápida expansión y diversificación institucional durante las últimas décadas, tanto en América Latina, como en México, aún persisten graves deficiencias en el acceso de los grupos sociales menos favorecidos, entre los que destacan los de menores ingresos y los grupos indígenas. Para enfrentar esta situación, se han creado políticas e instituciones destinadas a favorecer la inclusión de los grupos antes mencionados y hacerlos partícipes de los beneficios que la educación superior puede ofrecer al mejoramiento personal y al desarrollo de las comunidades. No obstante, los esfuerzos en esta dirección aún son incipientes toda vez que el número de instituciones es muy bajo, los egresados son pocos y la calidad de la formación que reciben en las nuevas instituciones no ha sido suficientemente evaluada. Es muy importante no sólo asegurar el ingreso a los estudios de nivel superior, sino también ofrecer los medios para la permanencia y la terminación exitosa de los estudios

URL : <http://www.udual.org/revistauniversidades/doss57-2.html>

▪ Higher Education and Social Responsibility / EFA

Globalization and international education / Robin Shields . - London : Bloomsbury Academic, 2013 . - 139 p.
(Contemporary Issues in Education Studies)
ISBN 978-1-4411-3576-6

Abstract : Aimed at students of Education Studies, the book provides a clear introduction to key international issues in education and considers the changes in education associated with globalisation. It has a strong focus on education and development and contains a brief history of international development and educational practices and the current role of Education for All (EFA). The relationship of education in settings of contemporary conflicts and emergencies is analysed. The role of ICT in education in developing countries is also explored. Higher education is specifically explored in one chapter of the book.

Classmark : INT 6 SHI

Higher Education in the World 5 : Knowledge, engagement and higher Education: Contributing to Social Change / Global University Network for Innovation [GUNI] . - Basingstoke : Palgrave Macmillan, 2014 . - 368 p. (GUNI Series on the social commitment of universities, 5)

Abstract : This publication explores the roles of higher education institutions as active players in contributing to the creation of more just and sustainable world. It examines the current concept of community university engagement and social responsibility at both global and regional levels. The authors illustrate how universities have linked knowledge with society, presenting different practices, mechanisms and structures, including the impact of engagement in teaching, learning, research and institutional activities.

Tertiary pathways to literate worlds / Isabelle Turmaine . - In: Literacies : the power to change . – Oxford : World Literacy Summit, 2014 . - pp. 62-68
ISBN 978-3942883122

Abstract : This chapter by Isabelle Turmaine, Director International Association of Universities (IAU) Information Centre and Services, describes IAU's Higher Education For Education For All Project, lists and explains the motivations behind the project and how it relates to literacy, and advocates for the inclusion of higher education and digital literacy in the future education goal. Because higher education is responsible for training teachers or is at least responsible for the training of teachers' trainers; academic research produces a wealth of expertise, knowledge and innovation; community engagement is increasingly becoming a core mandate of higher education institutions globally; more students reach and want to study at higher education level; and the increased online provision of education. The chapter forms part of a two volume collection exploring the challenges of literacies and the role of both new and traditional literacy tools and techniques and was published in conjunction with the World Literacy Summit 2014.

Classmark : INT-541 WOR

Europe and North America

Forms of embeddedness and discourses of engagement : a case study of universities in their local environment / Yann Lebeau, Alice Bennion / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 2, pp. 278-293, March 2014
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This paper explores two universities' strategies of impact and engagement and their perceptions by local economic and policy stakeholders in a post-industrial city in Scotland. In contrast with the dominant knowledge and innovation research paradigm presenting universities as key drivers of regional economic development and competitiveness, the paper suggests multiple and at times contradictory levels of impact of universities depending on their capacity to embed themselves in regional development strategies and socio-economic regeneration programmes. The conclusion suggests that the nature and returns of universities' local engagement approaches are determined by their position on the higher education market as much as by their embeddedness in the local economy, culture and polity. (Abstract from publisher)

Latin America and the Caribbean

Formación académica, valores, empatía y comportamientos socialmente responsables en estudiantes

universitarios / Olber E. Arango Tobón, Sandra J. Clavijo Zapata, Isabel C. Puerta Lopera, José W. Sánchez Duque / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES] . - In: Revista de la Educación Superior, v. 43 (1), no. 169, pp. 89-105, enero-marzo 2014
ISSN 0185-2760

Abstract : This paper reports on a qualitative study on the development of socially responsible behaviour in different cohorts of students within a Colombian university.

URL : <http://publicaciones.anuies.mx/revista/169/1/5/es/formacion-academica-valores-empatia-y-comportamientos-socialmente>

Global microlending in education reform: enseñá por Argentina and the neoliberalization of the grassroots /

Daniel S. Friedrich / Comparative and International Educational Society . - In: Comparative Education Review, v. 58, no. 2, pp. 298-321, May 2014
ISSN 0010-4086

Abstract : This articles examines Enseñá por Argentina (Teach for Argentina) programme. Part of the larger international Teach for All network, it explains the development of the programme in the context of Argentina's educational system. The article is based on qualitative research undertaken in 2012 with teachers on their motivations for enrolling and their experiences of teaching in the programme.

▪ Intercultural Dialogue

To let students self-select or not : that is the question for teachers of culturally diverse groups / Bart Rienties, Peter Alcott, Divya Jindal-Snape / Association for Studies in International Education [ASIE] . - In: Journal of Studies in International Education, v. 18, no. 1, pp. 64-83, February 2014
ISSN 1028-3153

Abstract : The goal of this study is to understand the impact of different selection methods on how students from diverse cultural backgrounds build learning and work relations. Two groups of postgraduate students were compared: one in which students were randomly allocated to groups; and another where students self-selected their group members. The results indicated that students in the latter category primarily selected their friends from a similar cultural background. The learning networks after 14 weeks were primarily predicted by the group allocation and initial friendships. However, students in the randomly selected group developed equally strong internal group relations but more "knowledge spillovers" outside their group.

▪ Internationalization

La educación superior como autoformación : el caso de estudiantes transfronterizos / Simon Marginson / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES] . - In: Revista de la Educación Superior, v. 43 (1), no. 169, pp. 7-24, enero 2014
ISSN 0185-2760

Abstract : In research in cross-cultural psychology, cross border international education is largely understood as a process of 'adjustment' to host country norms and institutions. This paper, instead of seeing home country identity as a barrier to be broken down, defines international education as a process of self-formation in which students act reflectively, fashioning their own changing identities. The paper concludes that international students form their selves and their trajectories between home country identity, host country identity and a larger set of cosmopolitan options.

URL: <http://publicaciones.anui.es/revista/169/1/1/es/la-educacion-superior-como-autoformacion-el-caso-de-estudiantes>

Student self-formation in international education / Simon Marginson / Association for Studies in International Education [ASIE] . - In: Journal of Studies in International Education, v. 18, no. 1, pp. 6-22, February 2014
ISSN 1028-3153

Abstract : This article highlights the process of students' self-formation within international education. It is based on research involving 290 international students studying in Australia and New Zealand, of whom 80% were from East, Southeast and South Asia. The research found that self-directed agency was experienced by these students, who piloted their pathways developing new forms of hybrid identity in their host country. This is compared with more traditional accounts of cross-cultural psychology, whereby the student's home country identity is seen as a barrier to be broken down in order to "adjust" to host country norms and institutions.

To stay or not to stay : retention of Asian international faculty in STEM fields / Janet H. Lawrence, Sergio Celis, Hee Sun Kim, Sarah Ketchen Lipson, Tong Ximeng . - In: Higher Education, v. 67, no. 5, pp. 511-531, May 2014
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This study identifies characteristics of individuals and work settings that influence Asian international faculty members' intentions to continue their employment in research universities in the United States. The sample is limited to assistant professors employed in these areas. The results suggest that faculty who are more satisfied with time available for research and those who express stronger organisational commitment are more likely to say they will stay. Those dissatisfied with the fairness of work evaluations and believe tenure decisions are not merit-based, are more likely to say they will leave.

Asia and the Pacific

English-medium instruction in Chinese higher education : a case study / Guangwei Hu, Jun Lei . - In: Higher Education, v. 67, no. 5, pp. 551-567, May 2014
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This article reports a case study of an English-medium instruction (EMI) undergraduate Business Administration programme at a major university in mainland China. The study analysed national/institutional policy statements and conducted interviews with professors and students to discover EMI-related views, practices, and language management mechanisms. Findings showed a complex interplay of these three components of language policy and revealed considerable misalignment between policy intentions and actual classroom practices. The authors conclude that these findings raise concerns about the quality and consequences of EMI in Chinese higher education.

The emergence of a regional hub : comparing international student choices and experiences in South Korea / Jae-Eun Jon, Jenny J. Lee, Kiyong Byun . - In: Higher Education, v. 67, no. 5, pp. 691-710, May 2014
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This study compares the different motivations and experiences of international students within and outside the East Asian region. Based on findings, this paper suggests the possibility of Korea developing its position as a regional hub for education in East Asia. It also discusses related issues such as English-Medium Instruction in Korean higher education as well as strategies for international student recruitment.

Web-based analysis of internationalization in Israeli teaching colleges / Anat Cohen, Miri Yemini, Efrat Sadeh / Association for Studies in International Education [ASIE] . - In: Journal of Studies in International Education, v. 18, no. 1, pp. 23-44, February 2014

ISSN 1028-3153

Abstract : This study has two main aims: first, to present a model large-scale feasibility test for internationalization assessment through institutions' websites; and second, to assess internationalization using the proposed methodology in teachers' colleges in Israel. A website-based analysis was combined with in-depth interviews with colleges' leadership. The use of the proposed methodology is demonstrated through systematic assessment of 21 teachers' colleges in Israel. The effect of contextual variables such as colleges' size, location (national periphery vs. center), and educational stream (Jewish-Secular, Palestinian-Arab, and Jewish-Religious) on internationalization expression and intensity are presented and discussed in detail. Internationalization levels were found to positively relate to the size of each institution and its proximity to Israel's geographic centre. In addition, Jewish-religious and Palestinian-Arab colleges were found to possess lower general levels of internationalization in comparison to the Jewish-Secular stream. This article presents discussion and policy implications of the findings. (Abstract from publisher).

Europe and North America

Global demand for English higher education : an analysis of international student entry to English higher education courses / Higher Education Funding Council for England [HEFCE] . - Bristol, London : HEFCE, 2014 . - 21 p.

Abstract : This report examines shifts in enrolments of international students in higher education in England and analyses what might have caused them.

URL : http://www.hefce.ac.uk/media/hefce/content/heinengland/HEFCE2014_08a.pdf

Academic attractiveness of countries : a possible benchmark strategy applied to the Netherlands / Renze Kolster . - In: European Journal of Higher Education, v. 4, no. 2, pp.118-134, June 2014

ISSN 2156-8235

Abstract : In the context of internationalization, the academic "attractiveness" of the country to international students is important. To measure this, this paper argues that in addition to looking at countries' characteristics (i.e. factual data), subjective data (i.e. perceptions of international students) should also be considered. An explorative benchmark model is proposed based on a mixed method approach and consisting of factual and perceptual data as an initial attempt to measure the academic attractiveness of countries. Outcomes provide insights into the strengths and weakness as benchmarked against other countries and can result in possible implications for policy. Because of data limitations, the model was solely applied to the Netherlands.

Can internationalisation really lead to institutional competitive advantage? A study of 16 Dutch public higher education institutions / Haijing de Haan, Helen . - In: European Journal of Higher Education, v. 4, no. 2, pp. 135-152, June 2014

ISSN 2156-8235

Abstract : Public higher education institutions have widely acknowledged a positive relationship between internationalization and their institutional competitive advantage enhancement. This study aims to define this relationship with data collected through 73 interviews with faculty internationalization staff; international Office staff; academics and senior management in charge of internationalization at 16 Public higher education institutions in the Netherlands. The results provide evidence that internationalization is seen by the majority of interviewees as the means by which universities gain a competitive advantage and enhance their overall performance in the local and global competition. Second, three foundations were identified upon which this relationship is established: survival and growth of the institution, education and research quality; and student employability. Third, research universities and universities of applied sciences view this relationship differently.

Denmark: an attractive study destination : how to attract and retain talent from abroad / Denmark. Ministry of Higher Education and Science . - Copenhagen : Ministry of Higher Education and Science, 2014 . - 6 p.

Abstract : This summarises the objectives of the second part of the Danish government action plan. The plan contains 24 initiatives and five strategic measures.

URL : <http://ufm.dk/en/publications/2014/files-2014-1/denmark-an-attractive-study-destination.pdf>

Disciplinary differences in the use of English in higher education : reflections on recent language policy developments / Maria Kuteeva, John Airey . - In: Higher Education, v. 67, no. 5, pp. 533-549, May 2014
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : There has been a noticeable increase in English-medium instruction in Europe. The authors take the case of Sweden as an illustrative example of the wider disciplinary issues involved in changing the teaching language in this way. By 2008 the use of English in Swedish higher education had risen to such an extent that it had to be regulated at the governmental level and through university language policies. Such policies have attempted to provide generalised pragmatic guidelines for language use across educational programmes. In this paper the authors argue that such general policies fail to take into consideration fundamental disciplinary differences and their potential impact on language use. They present a theoretical argument about the knowledge structures of disciplines, relating these to the disciplinary literacy goals of educational programmes. Using data from an extensive survey carried out at a major Swedish university, the authors argue that the disciplinary variation in the use of English can be seen as a product of different knowledge-making practices and educational goals. This conclusion problematises "one-size-fits-all" language policies which only deal with general features of language use and do not allow for discipline-specific adjustments.

Kritiker und Befürworter : Die Wahrnehmung des Bologna-Prozesses durch Professorinnen und Professoren / Tobias Brändle, Björn Wendt / Bayerisches Staatsinstitut für Hochschulforschung und Hochschulplanung [IHF] [Germany] . - In: Beiträge zur Hochschulforschung, v. 36, no. 1, pp. 46-69, 2014
Open access . - ISSN 0171-645X

Abstract : Based on a quantitative survey at three universities in North-Rhine-Westphalia, Germany, the authors examine the attitude of professors towards the Bologna process. They outline general assessments of the reform, ratings of its goals as well as its implementation and results. They analyse differences between critics and supporter of the Bologna process and demonstrate that attitudes towards the goals of the reform influences its effects.

URL : <http://www.bzh.bayern.de/uploads/media/1-2014-Braendle-Wendt.pdf>

Staffing UK University campuses overseas : lessons from MNE practice / John Salt, Peter Wood / Association for Studies in International Education [ASIE] . - In: Journal of Studies in International Education, v. 18, no. 1, pp. 84-97, February 2014
ISSN 1028-3153

Abstract : This articles examines staffing issues confronting UK International Branch Campuses. Comparing evidence from four United Kingdom universities with several surveys of commercial multinational enterprises, it concludes that although there are similarities to the challenges posed by international operations, there are also several key differences: universities lack the infrastructure to manage overseas staff requirements; they have different approaches to career development - for many academics, career progression depends on individual research profiles, which may often not benefit from secondment - and have a different attitudes to dealing with contingency. It argues that as the size and variety of overseas campuses expand, the current staffing models based on ad hoc staff mobility, international staff recruitment and electronic communications will not be effective.

Student mobility and migrant knowledge : recognizing the flow value / Johanna Julia Vauterin, T. Virkki-Hatakka, K. E. Michelsen . - In: Industry and Higher Education, v. 28, no. 2, pp. 69-77, April 2014
ISSN 0950-4222

Abstract : The authors examine the relationship between global student mobility and migrant knowledge and discuss the impact of global student flows on industries and knowledge societies. The paper focuses on the knowledge transfer processes in university-industry collaborative relationships and is based on research conducted in Finland which demonstrated that such collaborative relationships facilitated a shift in thinking about attracting and retaining global student talent.

The importance of rationales for internationalization at a local level : university and individual / Ian Willis, John Taylor . - In: European Journal of Higher Education, v. 4, no. 2, pp. 153-166, June 2014
ISSN 2156-8235

Abstract : This study examines rationales for internationalization at a research intensive university in the UK. Internationalization is often described at a macro level without reaching down to explore the individual motivations that may support or constrain internationalization at a particular institution. The article argues that it is important to understand internationalization at a local level as well as at the macro level. Any university's internationalization agenda will be both similar and different to other institutions, based on its history and immediate ambitions. There are institutional

rationales and rationales across different levels of staff within the institution. Comparing rationales within an institution adds a richness to the picture of internationalization and helps to explain and predict an university's internationalization trajectory. can help to uncover some of the real personal motivators for action that impel academics to engage with and shape internationalization at their university. (Abstract from publisher)

U.S. engineering degrees for improving south Indian graduate students' marriage and dowry options / Tamara Yakaboski, Robyn Stout Sheridan, Dristin Dade / Association for Studies in International Education [ASIE] . - In: Journal of Studies in International Education, v. 18, no. 1, pp. 45-63, February 2014
ISSN 1028-3153

Abstract : This qualitative study explores the intersection between educational migration decisions and perceived marriage opportunities in South Indian men and women international postgraduate students in a United States university. The students framed their educational migration as a decision to improve opportunities, however there were gendered differences in how the degree would improve status and opportunities. Increased social status translated into increased marriage opportunities for the men; however for women it sometimes created difficulties in finding an equally educated partner from the same region and cast. For some, graduate education migration is one strategy that participants use to delay the marriage clock.

Latin America and the Caribbean

Internationalisation in higher education in Latin America : policies and practice in Colombia and Mexico / Caroline Berry, John Taylor . - In: Higher Education, v. 67, no. 5, pp. 585-601, May 2014
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This paper considers perceptions and experiences of internationalization in Colombia and Mexico, and compares practices in the public and private sectors. Based on detailed analysis of interviews with senior managers in six universities, the authors report a growing level of activity, with some increasing levels of planning and strategy. Important differences are identified in the response of public and private universities, reflecting funding differences and freedom to determine institutional priorities.

▪ Research and Doctoral Education

Research as a transferable skill in higher education / Tom Bourner, Linda Heath, Asher Rospigliosi . - In: Higher Education Review, v. 46, no. 2, pp. 20-46, Spring 2014
ISSN 0018-1609

Abstract : This paper explores the place of research training in higher education in the 21st century. It examines the changing position of research skills within higher education, focusing on undergraduate education, and looks for possible reasons for those changes. There are three main conclusions. First, training in research skills has been shifting down from doctoral programmes into Masters and increasingly into undergraduate programmes. Second, this development can be explained in terms of: a growing requirement for students to be able to plan and manage their own learning, changing trends in graduate employment; and the growth of a knowledge-based society. Third, research has become a transferable skill. The last of these conclusions has implications for the location of research within the higher education curriculum. [Abstract from Publisher]

Africa

Doctoral education and institutional research capacity strengthening : an example at Makerere University in Uganda (2000-2013) / Hannah Akuffo, Phyllis Freeman, Eva Johansson, Celestino Obua, Jasper Ogwal-Okeng, Paul Waako / International Association of Universities [IAU] . - In: Higher Education Policy, v. 27, no. 2, pp. 195-217, June 2014
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Bilateral research cooperation between Sweden and Uganda has supported major advances in institutional research capacity strengthening at Makerere University (2000–2013). This case study illustrates how a department within the university's Faculty of Medicine has contributed to transforming the post-graduate educational process with formation of a productive research team comprised of faculty and students to advance a research agenda targeting strategic priorities of national significance. The authors explain the evolution of research as an element of national development and development assistance plus the evolution of doctoral studies and strategic research worldwide, in Africa, and at Uganda's oldest national university, Makerere. The authors conclude with lessons and recommendations about Ph.D. programme start up, recruitment, supervision, international collaboration, and research infrastructure and environment for building institutional research capacity.

URL : <http://www.palgrave-journals.com/hep/journal/v27/n2/index.html#oa>

Evaluating doctoral programmes in Africa : context and practices / Michael Cross, Judy Backhouse / International Association of Universities [IAU] . - In: Higher Education Policy, v. 27, no. 2, pp. 155-174, June 2014
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Models of doctoral education in Africa remained similar to those in European universities, well into the 2000s. However, there has been an increasing realisation that such programmes are ill-suited for the African realities. With recent efforts to revitalise higher education in Africa, considerable attention has been placed on the need to explore more effective models of doctoral education, better suited to the African context. Doctoral education is key to this rebuilding as it offers the potential for developing skilled staff for academic and research institutions, and is central to the development of much-needed locally relevant knowledge in Africa. In the last decade, innovative programmes have emerged that make use of partnerships to achieve more than individual institutions could, working alone. This paper examines the constraints, challenges and opportunities in African doctoral education and identifies critical elements of doctoral education that have particular nuances in the African context. We propose a framework for evaluating the suitability of the structure and practices of such programmes. The authors review two of the more successful collaborative Ph.D. programmes with reference to this framework.

URL : <http://www.palgrave-journals.com/hep/journal/v27/n2/index.html#oa>

The experiences and needs of African doctoral students : current conditions and future support / Julie Stackhouse, Jonathan Harle / International Association of Universities [IAU] . - In: Higher Education Policy, v. 27, no. 2, pp. 175-194, June 2014
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : 'Next generation' issues are attracting considerable attention in higher education (HE) policy and programming. This is particularly true in Africa, where depleted academic capacity, insufficient levels of doctorate-qualified staff, and the steady retirement of many experienced lecturers and researchers place a particular urgency on identifying, training and nurturing new cohorts of research and teaching staff across the continent's HE and research

institutions. Recent contributions to the debate have also raised concerns about the extent to which doctoral study has been 'casualised', interrupted by the demands of employment, and hampered by inadequate supervision and support to develop and undertake research, resulting in fragmentary research and long times to completion. This paper presents the results of a survey of African and European doctoral students alongside a desk review of current funding programmes, bringing new evidence to this debate, particularly around what it is to be a doctoral student in different regions of Africa and how this is currently supported. In doing so, it highlights issues to be considered in future programmes to strengthen doctoral study.

URL : <http://www.palgrave-journals.com/hep/journal/v27/n2/index.html#oa>

Europe and North America

Monitoring Progress in the Transition to Open Access / Research Information Network [United Kingdom] . - London : Research Information Network, 2014 . - 33 p.

This report presents proposals for a framework of indicators to monitor progress towards open access in the UK. The proposals are built around the core themes of the Finch Report: accessibility, sustainability and quality of service.

URL : <http://www.researchinfonet.org/wp-content/uploads/2013/02/Report-final.pdf>

The nonacademic careers of STEM PhD holders / American Institutes for Research . - Washington DC : AIR, 2014 . - 11 p. (Issue Brief, April 2014)

Abstract : This issue brief addresses the nonacademic career pathways of STEM PhD holders and examines employment patterns by gender and race/ethnicity.

URL : <http://www.air.org/sites/default/files/downloads/report/STEM%20nonacademic%20careers%20April14.pdf>

Conceptions of research: the doctoral student experience in three domains / Jenni Stubb, Pyhältö, Kirsti Lonka / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 2, pp. 251-264, March 2014

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

Abstract : This study investigates how doctoral students perceive research work in the context of their own PhD projects. Thirty-two students from a Finnish university were interviewed, representing three disciplines: medicine, natural sciences and behavioural sciences. Their conceptions of research varied in terms of describing research as a job to do, obtaining qualifications and gaining accomplishments, a personal journey, and making a difference. The conceptions in each category differed in terms of how product-oriented vs. process-oriented and person-centred vs. community-centred they were. The four categories were not exclusive: the students often reported overlapping conceptions. The emphasis of conceptions was different in each discipline, and also varied according to the phase of studies.

Gender homophily, Ph.D. completion, and time to degree in the humanities and humanistic social sciences /

Joyce B. Main / Association for the study of higher education [ASHE][USA] . - In: The Review of Higher Education, v. 37, no. 3, pp. 349-375, Spring 2014

ISSN 0162-5748 . - Online ISSN 1090-7009

Abstract : Doctoral programs in the humanities and humanistic social sciences in the United States contend with relatively lower graduation rates and longer duration to degree. This research was carried out using national data from the Graduate Education Survey 2002/2003. Results showed that the frequency of supervisor-student communications during the dissertation process, as well as the supervisor's attitude toward dissertation completion, influences programme duration. Moreover, same-gender mentorship is associated with higher graduation probabilities for women doctoral students.

Issues in the articulation of 'impact': the responses of UK academics to 'impact' as a new measure of research assessment / Richard Watermeyer / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 2, pp. 359-377, March 2014

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

Abstract : This paper reflects on the emergence of an impact agenda and its incorporation as a feature of the academic contract in UK universities. It presents the responses of senior academic managers across a range of social science research centres, as they critically reflect upon their organisational strategy for capturing and communicating the socio-

economic impact of their research. Their testimonies articulate issues in impact capture yet focus mainly on a disjuncture between an impact discourse mobilised by research funders/regulators and the daily practice of academics. Respondents nevertheless identify the potential of 'impact capture' as an obligation that enriches the perceptual horizons of research and the critical reflexivity of academics as knowledge workers.

Student satisfaction with graduate supervision in doctoral programs primarily delivered in distance education settings / Elizabeth Anne Erichsen, Doris U. Bolliger, Coleen Halupa / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 39, no. 2, pp. 321-338, March 2014

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

Abstract : This research investigated doctoral students' perceptions of supervision and doctoral student satisfaction with graduate supervision where programs were delivered using distance systems. Statistically significant differences in student responses were found based on gender. While students whose programmes were primarily delivered online were moderately satisfied, students who were in the blended programmes were more satisfied. Other differences were detected between online and blended doctoral supervision environments.

The Bayh-Dole Act, technology transfer and the public interest / Jason F. Perkins, William G. Tierney . - **In:** Industry and Higher Education, v. 28, no. 2, pp. 143-151, April 2014

ISSN 0950-4222

Abstract : Passed to stimulate innovation and economic growth in 1980, the Bayh–Dole Act caused research universities in the USA to increase their focus on patenting and licensing activities. While Bayh–Dole appears to have led to an escalation in licensing and patenting applications through technology transfer offices, some question the Act's utility and influence with regard to the traditional mission of the university. This paper describes the Act's operation and influence, and analyses its consequences for academia, industry and the mission of research universities. (Abstract from publisher)

▪ Sustainable Development

African higher education : opportunities for transformative change for sustainable development / Association of Public and Land-grant Universities [APLU][USA] . - Washington DC : APLU, 2014 . - 139 p.

Abstract : This publication analyses the broader development context in Sub-Saharan Africa, the contributions of higher education to economic development, African higher education challenges and opportunities, the USAID policy and strategy context, and the broader development assistance landscape for African higher education and proposed recommendations for action. This publication was produced for review by the United States Agency for International Development.

Evaluating sustainability education : lessons from international development experience / Peter H. Koehn, Juha I. Uitto . - In: Higher Education, v. 67, no. 5, pp. 621-635, May 2014

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

Abstract : While academic initiatives in sustainability are blossoming, higher education lacks a comprehensive evaluation framework that is specifically tailored to the challenges of assessing sustainability programmes. This article presents a framework for assessing higher-education curricular, research, and community-outreach programmes devoted to sustainability. The evaluation framework links process, outputs, outcomes, impacts, and continuous programmatic improvement. It engages three core purposes: management evaluation, capacity- and capability-development evaluation, and sustainability evaluation. Evaluation criteria adapted from an assessment of UNDP contributions to national development are embedded into the framework. Examples of sustainability evaluation approaches used by universities in Europe, Japan, and the United States are outlined and graduate competencies from sustainability programmes are identified.

Other themes

▪ Academic teaching personnel

Academics job satisfaction and job stress across countries in the changing academic environments / Jung Cheol Shin, Jisun Jung . - In: Higher Education, v. 67, no. 5, pp. 603-620, May 2014
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This study uses data from the international comparative survey Changing Academic Profession (CAP) which covers 19 countries. The authors tested whether new public management impacts on both job satisfaction and job stress among academic staff. The analysis conducted by the authors shows that new public management, measured by performance-based management, is the main source of academic job stress. These results support the findings of the CAP study that strong market driven countries are classified in the high stress and high satisfaction group, reflecting, according to the authors, the conflicting nature of current academic roles.

Another matrix revolution? The overlap of university work / Carroline Graham . - In: Australian Universities Review, v. 56, no. 1, pp. 67-69, 2014
Open access . - ISSN 0818-8068

Abstract : This article proposes an framework for understanding the roles and complementarity of all university staff within an institution. Rather than a binary divide between professional and academic staff, all university staff are located within a matrix structure, encompassing both teaching and research, and management focus and skills. According to the author, this approach improves understanding of the organisational capabilities of the institution and of the equivalent value of different roles and leads to a clearer view of potential pathways for staff progression.

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

Qualität durch Differenzierung? Lehrprofessuren, Lehrqualität und das Verhältnis von Lehre und Forschung / Romy Hilbrich, Robert Schuster / Bayerisches Staatsinstitut für Hochschulforschung und Hochschulplanung [IHF] [Germany] . - In: Beiträge zur Hochschulforschung, v. 36, no. 1, pp. 70-89, 2014
ISSN 0171-645X

Abstract : This article discusses whether the role differences of professors in German higher education has an impact on the quality of teaching. While until recently all professors in Germany had to pursue research and teaching, the newly established position of the teaching professor has to do more teaching than a traditional professor. The authors conducted biographical interviews with teaching professors in order to identify their expectancies, experiences and coping strategies. The results showed that the integration of teaching and research is likely to improve teaching quality, because teachers are able to deliver up to date research knowledge, whereas a big increase in teaching load makes this questionable. (Abstract from publisher).

URL : <http://www.bzh.bayern.de/uploads/media/1-2014-Hilbrich-Schuster.pdf>

Te Wero: the challenge: reimagining universities from an indigenous world view / Edwina, Tipuna, Kitea Pio, Ali Rasheed, Lorraine Parker . - In: Higher Education, v. 67, no. 5, pp. 675-690, May 2014
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : The authors discuss the experiences of indigenous staff in a university in New Zealand and infer from these how management practices related to indigenous staff could be enhanced. Building on this study of academic and administrative staff in a New Zealand university, an indigenous typology and a 'Wero' or challenge matrix is offered, which locates different positions and actions that universities adhere to or seek to emulate. The paper argues for universities to reimagine their policies and practices by drawing from the complex richness of indigenous world views.

▪ Curriculum

Embedding undergraduate research experiences within the curriculum : a cross-disciplinary study of the key characteristics guiding implementation / Kirsten Zimbardi, Paula Myatt / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 2, March 2014
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This study investigated the diversity of undergraduate research opportunities available across a wide range of disciplines at a large, research-intensive, Australian university. Through extensive interviews, 68 undergraduate research programmes across 26 discipline-based schools were characterised. A typology of undergraduate research models is proposed, revealing key characteristics underlying the ways in which research experiences are embedded in undergraduate curricula across a diverse range of disciplines.

Supporting the implementation of curriculum reform through learning communities and communities of practice

/ Rosette Defise / UNESCO International Bureau of Education [IBE][Switzerland] . - In: Prospects: Quarterly review of comparative education, v. 43, no. 3, pp. 473-479, December 2013

ISSN 0033-0337

Abstract : This article analyses the role that teacher training can play in implementing curriculum reform, specifically in studies conducted in French-speaking Africa by researchers at the UNESCO Chair in Curriculum Development. After reviewing the effects that reform has on the school as an organisation, it establishes a link between the concept of change and the notions of communities of practice and learning communities. The article describes how teacher training can enable teachers to develop such communities, as an effective strategy for implementing certain aspects of curriculum reform. It also outlines the importance of training that focuses on class management and the ways that such communities can empower teachers. Finally, it shows how a learning community that developed in one class extended throughout a school. [Abstract adapted from publisher]

URL : <http://rd.springer.com/article/10.1007%2Fs11125-013-9286-6>

▪ **Economics of education**

The impact of universities on the UK economy / Universities UK . - London : UUK, 2014 . - 32 p.

ISBN 978-1-84036-304-3

Abstract : This report examines the higher education sector's contribution to the UK economy in the academic year 2011–12. It finds that the higher education sector contributed 2.8% of UK GDP, up from 2.3% in 2007 and generated significant employment opportunities.

URL : <http://www.universitiesuk.ac.uk/highereducation/Documents/2014/TheImpactOfUniversitiesOnTheUkEconomy.pdf>

▪ **Educational evaluation**

Global league tables, big data and the international transfer of educational research modalities / Michael Crossley

. - In: Comparative Education, v. 50, no. 1, pp. 15-26, February 2014

ISSN 0305-0068

Abstract : This article critically evaluates the evolution, key issues and challenges of large-scale cross-national comparative surveys on student achievement carried out by international organisations and agencies, such as the OECD, UNESCO and the World Bank. It is argued that global trends and agendas are increasing prioritising, and internationalising, educational and social research. Further, the author analyses the impact of these large-scale comparative studies, and more generally the "big data movement", on national policies and specific educational reforms.

Die Vorhersage des Studienerfolgs im Masterstudiengang Psychologie durch Schul- und

Bachelorstudienleistungen / Stefan J. Troche, Mirjam Mosimann, Thomas H. Rammsayer / Bayerisches Staatsinstitut für Hochschulforschung und Hochschulplanung [IHF] [Germany] . - In: Beiträge zur Hochschulforschung, v. 36, no. 1, pp. 30-45, 2014

Open access . - ISSN 0171-645X

Abstract : This article examines school grades and bachelor performance as predictors of performance in a Masters in Psychology at the University of Bern. The results found that school grades are valid predictors of Bachelors and Masters performance, however this did not hold when school grades and Bachelor performance were used concurrently. There is a close association between Bachelor and Master performance. The results are discussed regarding consequences for student counselling and selection.

URL : [http://www.bzh.bayern.de/63/?tx_ttnews\[tt_news\]=1650&cHash=10621bc0aefc7106c99034b5c7444ba2](http://www.bzh.bayern.de/63/?tx_ttnews[tt_news]=1650&cHash=10621bc0aefc7106c99034b5c7444ba2)

▪ Educational finance

Review of the demand driven funding system : final report / David Kemp, Andrew Norton / Australia. Dept of Education . - Canberra : Australia Department of Education, 2014 . - 89 p.

Creative Commons Attribution 3.0 Australia . - ISBN 978-1-74361-523-2; e-ISBN 978-1-74361-422-8

Abstract : This report presents the findings and recommendations of the Australian Review of the Demand Driven Funding System. It examines how dropping the imposed limits on domestic bachelor-degree student numbers at public universities in 2012 affected the quality of teaching; participation and access (for socially and geographically disadvantaged and indigenous students); and chances of meeting the skill needs of the economy. It also investigates the probability of extending the system to non-university higher education providers, private universities and sub-bachelor courses.

URL :

http://docs.education.gov.au/system/files/doc/other/review_of_the_demand_driven_funding_system_report_for_the_web_site.pdf

We need to talk about higher education / Austin Delaney, Tom Healy / The Nevin Economic Research Institute[NERI][Ireland] . - Dublin : NERI, 2014 . - 48 p. (NERI working paper , 2014 no. 14)

Abstract : This paper reviews the evidence on higher education funding across OECD countries to make proposals for Ireland.

URL : http://www.neriinstitute.net/download/pdf/we_need_to_talk_about_higher_education.pdf

“I’d be expecting caviar in lectures” : the impact of the new fee regime on undergraduate students’ expectations of higher education . - In: Higher Education, v. 67, no. 5, pp. 655-673, May 2014

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

Abstract : The introduction of the new tuition fee regime in the UK has resulted in growing concerns about the impact on students’ expectations of their university experiences This study explores undergraduate psychology students’ expectations and experiences of higher education through a series of focus groups. In particular, students’ perceptions of level of support, contact time, and resources were explored. These were undertaken both before and after the introduction of the fee rise, to provide a cross-sectional comparison of the potential changes. The results indicated minimal support for the idea that increased tuition fees had heightened students’ expectations. Additionally, although there were some discrepancies between students’ expectations and experiences, particularly in relation to level of support and contact time, this did not have a detrimental impact on satisfaction of their university experiences. This was related to the fact that these experiences exceeded their original expectations. One noteworthy finding however, suggested that higher tuition fees were related to greater expectations of graduate employability. The implications for student recruitment and retention are discussed.

▪ Educational indicators

An empirical overview of eight flagship universities in Africa : 2001-2011 : a report of the Higher Education Research and Advocacy Network in Africa (HERANA) / Ian Bunting, Nico Cloete, Francois Van Schalkwyk / Centre for Higher Education Transformation [CHET][South Africa] . - Wynberg, South Africa : CHET, 2014 . - 36 p.

ISBN 978-1-920677-40-4

Abstract : This report details and analyses on cross-national higher education data eight ‘flagship’ universities in Botswana, South Africa, Tanzania, Ghana, Kenya, Mozambique, Uganda and Mauritius. These universities are described as flagship universities because each is the most prominent public university in its country, and because all of the universities have broad flagship goals built into their vision and mission statements. The report consists primarily of descriptive analyses of the student enrolments, academic staff profiles, graduate statistics and research and knowledge outputs of each university. It concludes with an analysis of performance which focuses on the links between high-level academic staffing resources and high-level knowledge outputs.

URL : <http://chet.org.za/books/empirical-overview-eight-flagship-universities-africa-2001-2011>

Challenges in higher education research : the use of quantitative tools in comparative analyses / Emanuela Reale . - In: Higher Education, v. 67, no. 4, pp. 409-422, April 2014

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

Abstract : This paper discusses the use of quantitative indicators in comparative studies. The author argues that the use

data and indicators in comparative studies on higher education face three methodological challenges. Firstly, interactions between actors are strongly influenced by context and difficult to capture with indicators, pointing to the importance of the mixed-method design. Secondly, identifying causal effect for the phenomena observed often proves challenging; and finally, many of the observed variables correspond more with values and individual beliefs rather than objective facts. In order to improve the accuracy of quantitative analyses, the author concludes that educational researchers should pay attention to accurately constructed research design; well defined concepts guiding the research; possibilities of empirical evidence to test the hypotheses; and acknowledgement of country, field, sector and discipline specificities.

▪ Educational management

Enseignement supérieur et nouvelle gouvernance au Maghreb . - Paris : L'Harmattan, 2013 . - 194 p. (Interstices, 003)

Numéro spécial . - ISBN 978-2-296-343-02430-1

De la bonne performance de l'enseignement supérieur et de sa judicieuse adéquation avec la sphère du social, du politique et de l'économique, dépend la puissance d'un pays. Le challenge est de taille et le Maghreb s'active à le relever. La région dispose aujourd'hui d'une industrie de pointe qui requiert une expertise de haut niveau. Ce 3e numéro d'*Interstices* n'a d'autre ambition que de fournir quelques pistes et perspectives. (Résumé de l'éditeur)

Revisiting “cooperative governance” in higher education : a discussion document / André Du Toit / Higher Education South Africa [HESA] . - Pretoria : HESA, 2014 . - 108 p.

ISBN 978-0-620-59865-1

Abstract : This report analyses the impact of the restructuring of post-apartheid higher education on HESA's commitment to co-operative governance of higher education.

URL : http://www.hesa.org.za/sites/hesa.org.za/files/Revisiting%20%27Co-operative%20Governance%27%20in%20Higher%20Education%20%20A%20Discussion%20Document_0.pdf

Women and higher education leadership : absences and aspirations / Louise Morley . - London : Leadership Foundation for Higher Education, 2013 . - 26 p. (Stimulus Paper)

ISBN 978-1-906627-39-3

Abstract : In this paper, the author examines global literature, data and trends on gender representation in leadership in higher education institutions. Despite increasing rates of female enrolment in higher education, a global gender gap remains in senior higher education leadership. The paper details initiatives in different countries to address this issue, such as leadership programmes in India, South Africa, New Zealand and the United States.

URL : <http://www.lfhe.ac.uk/en/research-resources/publications/index.cfm/Morley>

WomenCount: Leaders in Higher Education 2013 / WomenCount [UK] . - London : WomenCount, 2014 . - 49 p.

Abstract : This report provides information on the representation of women as Chairs, Vice Chancellors and members of HE governing bodies in higher education institutions in the UK. Individual institutions are at different points on their journeys to create more diverse leadership but this report shows that almost a third of all governing body members are women and that almost a fifth of HEIs have boards with 40% or more women. The report notes that increasing the proportion of women chairing governing bodies or leading them as Vice Chancellors is proving more challenging: Women chair only 12% of all HEIs in the UK and lead only 17% of them as vice chancellors.

URL :

<http://www.kpmg.com/UK/en/IssuesAndInsights/ArticlesPublications/Documents/PDF/Market%20Sector/Education/women-count-leaders-higher-education-2013.pdf>

▪ Educational planning

New challenges for strategy development in Irish higher education institutions / Deirdre Lillis, Marion Lynch / International Association of Universities [IAU] . - In: Higher Education Policy, v. 27, no. 2, pp. 279-300, June 2014

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Strategic planning has become an integral part of the management of higher education institutions worldwide. The experiences of all but one of the Republic of Ireland's 21 universities and institutes of technology with strategic planning are explored from 2000 to 2010. At the starting point in 2000, only two institutions had a documented strategic

plan. Ten years later, all had undergone one or more iterations of strategic planning. Qualitative research methods were used including document analysis of 42 strategic plans, 12 institutional review reports and 26 interviews with senior managers with responsibility for strategic planning. The paper considers whether the strategic planning models used in the past decade will be able to meet the challenges presented by unprecedented economic circumstances and the new national strategy for higher education in Ireland. Significant deficits are identified with respect to strategic planning for institutional diversity, performance-related funding and external stakeholder engagement. Fundamental questions are raised in relation to the approaches taken to strategy development.

URL : <http://www.palgrave-journals.com/hep/journal/v27/n2/index.html>

▪ Educational policy

Making policy in turbulent times : challenges and prospects for higher education / Paul Axelrod, Theresa Shanahan, Richard Wellen, Roopa Desai-Trilokekar, Eds . - Montreal and Kingston : McGill-Queen's University Press . - 446 p. (Queen's policy studies series)

Papers based on the Conference 'Policy formation in post-secondary education: Issues and prospects in turbulent times' held at University of York, Toronto, Canada, 2012. . - ISBN 978-1-55339-332-0

Abstract : This anthology is the outcome of an international Conference held in Canada in 2012. Leading higher education experts analyse and compare policy developments and convergences in the contemporary economic climate. Contributors examine the effectiveness of national and pan-national higher education policies and the consequences of economic on policy. They also explore in detail funding and funding agencies, the importance of research in policy development, access to higher education, the impact of globalisation, university autonomy and the role of university networks and alliances. While this book is broadly international in scope, a particular focus is on policy developments in the European Union and Canada as well as the United Kingdom and Australia.

Classmark : INT-7 AXE

National University Reform Plan : summary / Japan. Ministry of Education, Culture, Sports, Science and Technology (MEXT) . - Tokyo : MEXT, 2014 . - 2 p.

Abstract : This provides an outline of the Japanese Mid-term Plan starting FY2016 aimed at maintaining competitiveness and encouraging independent and autonomous improvement and development of national universities. It lists items that need to be strengthened and outlines directions and measures for strengthening universities.

URL : http://www.mext.go.jp/english/topics/_icsFiles/afieldfile/2014/03/13/1345139_1.pdf

Rashtriya Uchchatar Shiksha Abhiyan : National Higher Education Mission / India. Ministry of Human Resource Development . - New Delhi : Indian Government, 2013 . - 209 p.

Abstract : This policy document outlines the plan for higher education in India, called Rashtriya Uchchatar Shiksha Abhiyan (RUSA). The plan covers state higher educational institutions and focuses on the introduction of performance-based funding higher education in state universities. RUSA also aims to provide greater autonomy to universities as well as colleges and have a sharper focus on equity-based development, and improvement in teaching-learning quality and research.

URL : http://mhrd.gov.in/sites/upload_files/mhrd/files/RUSA_final090913.pdf

Report on the general scheme of a Technological Universities Bill / Ireland. Joint Committee on Education and Social Protection . - Dublin : Houses of the Oireachtas, 2014 . - 56 p.

This report analyses and includes recommendations on the Technological Universities Bill introduced in Ireland in 2013.

URL : <http://9thlevel.ie/wp-content/uploads/TUBillScrutiny.pdf>

The Lisbon Recognition Convention at 15 : making fair recognition a reality / Sjur Bergan, Carita Blomqvist / Council of Europe . - Strasbourg : Council of Europe Publishing, 2014 . - 312 p. (Higher Education Series, no. 19) ISBN 978-92-871-7867-1

Abstract : The Lisbon Recognition Convention is the main international legal text on the international recognition of qualifications and has been ratified by more than 50 countries. This book examines some of the challenges to the international recognition of qualifications. The authors review the policies and practice of recognition, link recognition to the broader higher education policy debate and consider the role of recognition in enabling individuals to move freely

▪ Educational quality

Administrar la crisis de la educación pública y evaluar la calidad universitaria en América Latina : dos caras de la misma reforma educativa / Marcela Mollis / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES] . - In: Revista de la Educación Superior, v. 43 (1), no. 169, pp. 25-45, enero-marzo 2014
ISSN 0185-2760

Abstract : The article describes the international influence of Latin American higher education experts and global agencies on the creation of higher education reforms in the region. Particular attention is paid to reforms in accreditation and evaluation of higher education in Argentina.

URL : <http://publicaciones.anuiem.mx/revista/169/1/2/es/administrar-la-tesis-de-la-educacion-publica-y-evaluar-la-calidad>

Internetbasierte Selbsttests zur Studien- orientierung / Svea Hasenberg, Lothar Schmidt-Atzer / Bayerisches Staatsinstitut für Hochschulforschung und Hochschulplanung [IHF] [Germany] . - In: Beiträge zur Hochschulforschung, v. 36, no. 1, pp. 8-28, 2014
ISSN 0171-645X

Abstract : This article provides an overview of the characteristics of web-based self-assessment as an aid to orientation for prospective students to find out whether they are suited to a particular course of studies.

URL : http://www.bzh.bayern.de/uploads/media/1-2014-Hasenberg-Schmidt_Atzer.pdf

Policy reforms, trojan horses, and imaginary friends : the role of external stakeholders in internal quality assurance systems / Maria Joao Rosa, Pedro Teixeira / International Association of Universities [IAU] . - In: Higher Education Policy, v. 27, no. 2, pp. 219-237, June 2014
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : In this paper, the authors analyse the introduction of external stakeholders in governance and quality assessment processes by looking at the Portuguese experience, and more specifically at their contribution to the implementation of internal quality assurance systems. The authors use empirical data collected from four higher education institutions under the framework of the IBAR project, subsumed in the form of barriers to and good practices for the implementation of policies and procedures for quality assurance. The results suggest that although the presence of external stakeholders has become more visible, it is yet to be fully reflected in the way institutions are governed or the way in which they manage their internal quality assurance processes and mechanisms.

URL : <http://www.palgrave-journals.com/hep/journal/v27/n2/index.html#oa>

▪ Educational reform

La décentralisation / Alain Bouvier, Bernard Toulemonde / Association française des administrateurs de l'éducation [AFAE] . - In: Administration et éducation, no. 140, pp. 5-162, 2013

Abstract : Etat des lieux de la décentralisation de l'éducation en France en 2013 à tous les degrés d'enseignement. Constat du développement du partage de la compétence de l'éducation. (Résumé de l'éditeur)

URL : <http://www.education-revue-afae.fr/pagint/revue/ancnum.php>

Universidad brasileña : expansión y reforma de los sistemas / Vera Lucía Mendoca Silva / Union de Universidades de América Latina y Caribe [UDUAL] . - In: Universidades, v. 63, no. 57, pp. 51-58, jul.-sep. 2013
ISSN 0041-8915 . - Online ISSN 2007-5340

Abstract : "En Brasil, los sistemas universitarios se encuentran en un proceso de reestructuración en las formas de ingreso y de formación en los estudios superiores. Esto sucede en medio de un debate profundo sobre la igualdad. El país aspira a seguir la tendencia mundial en cuanto a la reforma de la universidad. En este sentido, la reestructuración tiene la finalidad de aumentar los niveles de equidad con el desarrollo de competencias exigidas por el mercado. Éstas son consideradas claves para el crecimiento económico del país. Debido a la complejidad de las estructuras existentes, se instituyó un programa que facilita nuevos modelos de enseñanza, el Programa de Reestructuración de las Universidades (REUNI). Este programa se basa en la descentralización de la gestión y la flexibilidad del currículum; estos cambios son desarrollados para adaptar los sistemas a la actual coyuntura económica. Este artículo examina las

acciones políticas del gobierno brasileño para promover las nuevas directrices de los sistemas académicos, según la tendencia internacional. Al mismo tiempo destaca que la misma, al enfatizar los aspectos prácticos del conocimiento, va en detrimento de la formación humanista en la universidad."

URL : <http://www.udual.org/revistauniversidades/aca57-1.html>

▪ Educational research

Growth or steady state? A bibliometric focus on international comparative higher education research / Anna

Kosmützky, Georg Krücken . - In: Higher Education, v. 67, no. 4, pp. 457-472, April 2014

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

Abstract : This study examines recent trends in international comparative higher education research published in specialist international academic journals. The overall data set covers 4,095 publications between 1992 and 2012. The results of the analysis show a relatively steady rate of comparative educational research published. Further, international collaborative articles have a much higher share in international comparative research compared to non-comparative research. The analysis of countries covered showed that 90 different countries have been included in comparative studies and compared with another country, however more than half the world does not appear as a research object in the dataset studied. The core of compared countries were found to be UK and the USA, followed by Australia, German, China, Canada, the Netherlands, France, Japan and Sweden. A dense network of comparative clusters was found between Europe and the United States.

Opportunities and problems of comparative higher education research : the daily life of research / Ulrich Teichler

. - In: Higher Education, v. 67, no. 4, pp. 393-408, April 2014

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

Abstract : The author analyses the practicalities of international comparative research, illustrating its' benefits and challenges. Drawing from international comparative studies, the article raises questions related to funding of comparative projects, and team capacities and dynamics in multi-country research teams. Challenges may arise in the mix of international teams as regards shared language, and differing levels of expertise. The author notes that some partners may acquire the role of providing primarily data for the project instead of contributing to the conceptual development. He notes that large international comparative projects are typically planned for four years, however on average their completion averages twice this.

Spatial theorizing in comparative and international education research / Marianne A. Larsen, Jason Beech /

Comparative and International Educational Society . - In: Comparative Education Review, v. 58, no. 2, pp. 191-214, May 2014

ISSN 0010-4086

Abstract : The authors argue for a critical spatial perspective in comparative and international education research. They summarise how time and space have been conceptualised, and oversimplified, within education research. This binary logic, according to the authors, is reflected in globalization research which has focused on how globalizing processes have affected national policies, or how the national has mediated the global. This 'global inevitability' assumes that local places, previously neutral or untouched, receive, modify or resist global influences. The authors analyse the significance of new spatial theorizing, reviewing the work of both comparative and educational researchers.

The dimensions of social dynamics in comparative studies on higher education / Jussi Valimaa, Terhi Nokkala . -

In: Higher Education, v. 67, no. 4, pp. 423-437, April 2014

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

Abstract : This article discusses social dynamics of higher education, an area which, according to the authors, is one of the most crucial but neglected perspectives in comparative studies of higher education. The article focuses on the national higher education system level. Particular attention is paid to time, space and contexts - both geographical and cultural - to show how they influence social dynamics in different systems of higher education.

Working with missing data in higher education research : a primer and real-world example / Bradley E. Cox,

Kadian McIntosh, Robert D. Reason, Patrick T. Terenzini / Association for the study of higher education [ASHE][USA] .

- In: The Review of Higher Education, v. 37, no. 3, pp. 377-402, Spring 2014

Abstract : This article examines the reliability of different statistical methods for managing incomplete datasets - "missing data" - in higher education research. The advantages and disadvantages of six different methods are described. A large-scale case study using student data from 33 institutions is detailed to document how using a specific approach to missing data can substantially effect results and interpretations, and subsequent implications for policy and practice.

▪ Educational systems

Rappoto sullo stato del sistema universitario et della ricerca 2013 / Agenzia Nazionale di Valutazione del Sistema Universitario e della Ricerca [ANVUR][Italy] . - Rome : ANVUR, 2014 . - 601 p.

Abstract : The Italian National Agency for the Evaluation of Universities and Research Institutes has published a report on the state of the university and research system in Italy for 2013.

URL :

http://www.anvur.org/attachments/article/644/Rappoto%20ANVUR%202013_UNIVERSITA%20e%20RICERCA_integrale.pdf

Sistemas de educación superior en Paraguay y Uruguay : un estudio comparado / Jorge Garcia Riart, Liliana Ferreira / Unión de Universidades de América Latina y el Caribe [UDUAL][Mexico] . - v. 63, no. 55, pp. 68-77, ene.-mar. 2013

ISSN 0041-8935 . - Online ISSN 2007-5340

Abstract : "La comparación de datos de los sistemas de educación superior de Paraguay y Uruguay permiten colegir: a. El Paraguay tiene un sistema complejo y privatizado; b. El Uruguay tiene un sistema menos expandido pero hegemonícamente público y c. La precarización laboral del docente es común en ambas naciones. Es sobre todo patente en el caso paraguayo la necesidad de institucionalizar, oficializar y renovar la información en el ámbito de la educación superior para asegurar una mayor continuidad, convergencia y articulación. El trabajo coloca en contraste el número de universidades activas, públicas y privadas; el número de programas de estudios vigentes y programas acreditados; el número de docentes, su dedicación y titulación; el número de estudiantes y la tasa de escolarización universitaria."

Classmark : P

URL : <http://www.udual.org/revistauniversidades/aca55-4.html>

Convergence and differentiation processes in Swiss higher education : an empirical analysis / Benedetto Lepori, Jeroen Huisman, Marco Seeber / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 39, no. 2, pp. 197-218, March 2014

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

This article aims is to contribute to the scholarly debate on differentiation processes in higher education, particularly in binary systems, taking as a case study the two main types of institution in Swiss higher education.

▪ Ethics

Academic integrity : a review of the literature / Bruce Macfarlane, JingJing Zhang, Annie Pun / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 39, no. 2, pp. 339-358, March 2014

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

Abstract : This article provides a literature review on academic integrity, which encompasses the values, behaviour and conduct of academics in all aspects of their practice. This is a growing area of academic research as a result of the expansion of higher education on a global basis and concerns about standards of professional conduct. The article maps the main strands of research on academic integrity by reference to teaching, research and service using 115 articles derived from both western and Chinese literature. The review indicates that much of the literature is framed in terms of misconduct or academic corruption with research ethics the dominant focus. Researchers investigating academic integrity draw predominantly on multivariate analysis using surveys/questionnaires, documentary analysis and, more occasionally, interviews. While there has been rapid growth in the literature, a stronger focus is needed on identifying ethical as well as unethical practice despite the methodological challenges in overcoming social desirability reporting.

▪ Industry and education

A systematization of the literature on entrepreneurship education : challenges and emerging solutions in the entrepreneurial classroom / Ana Naia, Rui Baptista, Carlos Januário, Virgínia Trigo . - In: Industry and Higher Education, v. 28, no. 2, pp. 79-96, April 2014
ISSN 0950-4222

Abstract : This article reviews the literature on entrepreneurship education in the higher education context published over the first decade of the 2000s. The article has two purposes: to propose a framework of analysis to systematize and assess the literature; and to examine its main insights and contributions towards practice in the entrepreneurial classroom. The first decade of the 2000s is particularly relevant because it witnessed significant developments in the theoretical and empirical frameworks for the assessment of entrepreneurship education programmes and methodologies. The authors find that a very significant share of the research on entrepreneurship education over the period of analysis has sought to evaluate its results. There is not yet a consistent body of knowledge that can provide general insights and tools for practice. Practitioners need to pick and choose among pedagogical approaches and methods to select those that best suit their particular context. (Abstract from publisher).

Navigating the career transition from industry to academia / Michael Wilson, Lee Wood, Ian Solomonides, Peter Dixon, Merrilyn Goos . - In: Industry and Higher Education, v. 28, no. 1, pp. 5-13, February 2014
ISSN 0950-4222

Abstract : This article presents an attempt to reconceptualise the career movement from 'industry' to 'academia' and analyse attitudes to such career transition. Such career transitions are becoming increasingly common in Australian universities. The authors advocate that transitions from industry to academia do not require the dismantling of linkages between the two fields, but rather are made more meaningful and effective when pre-existing professional and personal linkages are maintained and encouraged.

Spinning-off or licensing? The case of academic technology transfer at two South African universities / Ramazan Uctu, Rachel Jafta . - In: Industry and Higher Education, v. 28, no. 2, pp. 127-141, April 2014
ISSN 0950-4222

Abstract : This paper focuses on the option of intellectual property licensing of technologies. In particular, the authors examine why academics who are in a position to create a spin-off opt for licensing, in the context of the universities' rationale for technology transfer, the nature and performance of their technology transfer institutions and the motivations behind the academics' decisions. The case study focuses on South Africa's premier research-led universities, based in the Western Cape region. The results show that technologies originated mainly from the engineering and health sciences and the biotechnology industries; technologies were created through collaboration among researchers; they were mainly patented worldwide; and the researchers chose to license the technology in order to convert their knowledge into practical applications, to use existing knowledge fully and to make a financial profit. The most important factors influencing the decision of an inventor/researcher not to create a spin-off company were funding, commercialization and distribution. (Abstract from publisher)

▪ Information and Communication Technologies

A world map of Open Educational Resources initiatives : can the global OER community design and build it together? / Susan D'Antoni . - Athabasca, Canada : Athabasca University, 2014 . - 8 p.

Abstract : This is the Summary report of an international conversation in November 2012, which was convened with the Athabasca University, Canada, OER community of almost 900 members over a three -week period with a suggested focus for each week: What could an OER world map look like?; Could a world map be built collaboratively?; and Reflection and next steps.

URL :

<https://oerknowledgecloud.org/sites/oerknowledgecloud.org/files/OER%20mapping%20discussion%20Summary%20Report%20Final.pdf>

eLearning in Commonwealth Asia 2013 / Sanjaya Mishra, S. K. Pulist / Commonwealth Educational Media Centre for Asia [CEMCA] . - New Delhi : CEMCA, 2013 . - 102 p.
Open access (Creative Commons) . - Online ISBN 978-81-88770-12-0

Abstract : This report provides a compilation of eLearning country profiles of Commonwealth Asian countries:

Bangladesh, Brunei Darussalam, India, Malaysia, Maldives, Pakistan, Singapore, Sri Lanka. The findings indicate that the implementation of eLearning in Commonwealth Asian countries is an increasing trend. Though institutions face different challenges, the enthusiasm among the faculty is high. Institutions are integrating ICTs and online technologies in their programmes. e-learning programmes are largely offered in blended mode. The study is expected to provide an overview for policy-makers, planners, implementers and leaders in educational institutions to help them think about the use of eLearning for providing increased access to quality education in a holistic manner through appropriate use of ICTs.

URL : http://www.col.org/PublicationDocuments/eLearning_CWAsia_2013.pdf

Growing an Institutional Health OER Initiative : a case study of the University of Cape Town / Monica Mawoyo / OER Africa [Nairobi] . - SAIDE; University of Michigan, 2012 . - 22 p.

Abstract : This case study is the result of semi-structured interviews and email engagement with teaching and support staff involved in OER activities in the Faculty of Health Sciences (FHS) at the University of Cape Town, South Africa. The case study describes the institutions' experience with OER and highlights strategic priorities, perceived benefits, achievements, challenges, production processes, lessons learned, future plans, and advice for others interested in creating their own institutional OER initiatives.

URL : http://www.oerafrica.org/FTPFolder/Website%20Materials/Health/case_studies/UCT_Case_Study_Final_.pdf

ICT skills action plan 2014 - 2018 / Ireland. Dept for Education and Skills; Ireland. Department of Enterprise, Trade and Employment. Forfás . - Dublin : Forfás, 2014 . - 23 p.

Abstract : The revised ICT Skills Action Plan is informed by the 2013 report Addressing Future Demand for High-Level ICT Skills. The Action Plan will further increase the domestic supply of ICT graduate output and move from meeting 63 per cent of demand in 2014 to 74 per cent of demand in 2018.

URL : http://www.skillsireland.ie/media/14042014-ICT_Skills_Action_Plan-Publication.pdf

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

Abstract : This paper discusses the use of MOOCs in Sub-Saharan Africa, specifically in the context of the New Economy Skills for Africa Program – ICT (NESAP-ICT) in Tanzania, supported by the World Bank. The authors consider MOOCs to be a useful delivery model in the developing world in building skills for the knowledge economy. They however note the challenges involved, such as access to digital technologies and technological competencies required to complete MOOCs courses; and language of the MOOCs, which can create barriers to access for many students. In addition, developing countries may become locked in to a certain MOOC platform, losing some of their autonomy and excluding potential local partners. Another issue highlighted is that commercial MOOC platforms copyright-protect their materials, which means that developing countries can lose the ability to adapt, localise or translate content to their own context. The authors outline an alternative path, advocating the use of an open-source MOOC platform in combination with OERs, so that local instructors have the flexibility to adapt curricula to meet the unique needs of their learners; and using existing technologies such as radio and mobile phones.

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

Mkwawa University College of Education (MUCE) and University of Dar-es-Salaam (UDSM), Tanzania : integrating OER into teacher development programmes / Willy Komba, Tony Mays . - 2014 . - 17 p.

Abstract : This case study documents the background, process and outcomes of a collaboration between Mkwawa University College of Education, the University of Dar-es-Salaam and OER Africa in the period 2011 to 2014.

URL : <http://www.oerafrica.org/system/files/2013%2009%2013%20UDSM-MUCE%20OER%20case%20study%20vfinal.pdf?file=1&type=node&id=9815>

MOOCs : Massive open online courses / Michael Gaebel / European University Association [EUA] . - Brussels : EUA, 2014 . - 35 p. (EUA Occasional Papers)

Abstract : This paper examines recent developments in MOOCs, particularly as they concern European higher education. It begins with an update on the three largest providers (Coursera, edX and Udacity) noting that they are concentrated in the USA. Around one third of MOOCs around the world involve European higher education institutions.

European reaction to and participation in MOOCs is outlined and presented in a mapping. Currently, there are some platforms at national level in larger European countries. These include Open Education Europa, Miranda X (Spain), iMOOC (Portugal), FutureLearn (UK), France Université Numérique (France) and iversity (Germany). The paper also examines MOOCs Business models and their impact on learning and teaching.

URL : <http://www.eua.be/eua-work-and-policy-area/building-the-european-higher-education-area/e-learning/moocs.aspx>

MOOCs and open education : implications for higher education : a white paper / Li Yuan, Stephen Powell / JISC CETIS[UK] . - Bolton : University of Bolton, 2013 . - 21 p.

Abstract : This report sets out to help decision makers in higher education institutions gain a better understanding of Massive Online Open Courses (MOOCs) and trends towards greater openness in higher education and to consider the implications for their institutions. Developments in MOOCs are described and placed within the wider context of open education, online learning and the changes that are currently taking place in higher education at a time of globalisation of education and constrained budgets. The report is written from a UK higher education perspective, but is largely informed by the developments in MOOCs from the USA and Canada.

URL : <http://publications.cetis.ac.uk/wp-content/uploads/2013/03/MOOCs-and-Open-Education.pdf>

NMC Horizon Report : 2014 Higher Education Edition / L. Johnson, S. Adams Becker, V. Estrada, A. Freeman / New Media Consortium [USA]; EDUCAUSE Learning Initiative [USA] . - Austin, Texas : The New Media Consortium, 2014 . - 48 p.

ISBN 978-0-9897335-5-7

Abstract : This annual publication examines emerging technologies for their potential impact on and use in teaching, learning, and creative inquiry within higher education.

URL : <http://cdn.nmc.org/media/2014-nmc-horizon-report-he-EN-SC.pdf>

Preis für Hochschulkommunikation 2013 : Die beste Kommunikationsleistung einer Hochschule in den Social Media / Hochschulrektorenkonferenz [HRK][Germany] . - Bonn : HRK, 2014 . - 51 p. (Beiträge zur Hochschulpolitik, 1/2014)

ISBN 978-3-942600-27-9

Classmark : DE-341 HRK

URL : http://www.hrk.de/fileadmin/redaktion/hrk/02-Dokumente/02-10-Publikationsdatenbank/Beitr-2013-01_Preis_fuer_Hochschulkommunikation.pdf

This publication details case studies of the use of social media as communication tools by universities in Germany in the context of an annual competition.

What may promote or discourage changes towards innovation friendly learning systems recognizing grassroots innovations? / VISIR Consortium . - VISIR Consortium, 2014 . - 15 p.

Creative Commons Attribution

Abstract : This report of the Third VISIR Consultation focuses on barriers and enablers for mainstreaming e-learning innovation. VISIR Vision, Scenarios, Insights and Recommendations is an EU project, the strategic initiative of seven European open, distance and e-learning networks.

URL : <http://files.visir-network.eu/wp-content/uploads/2012/06/VISIR-3rd-Consultation-Paper-final.pdf>

The pedagogy of the Massive Open Online Course : the UK view / Siân Bayne, Jen Ross / Higher Education Academy [UK] . - York : HEA, 2013 . - 73 p.

Abstract : This report addresses the question of pedagogy of MOOCs: what it means to teach in the open and at massive scale; and what kinds of demands and expectations are experienced by academics who teach MOOCs. These issues are addressed specifically as they relate to the UK context.

URL : http://www.heacademy.ac.uk/assets/documents/elt/HEA_Edinburgh_MOOC_WEB_030314_1136.pdf

Les MOOCs y su papel en la creación de comunidades de aprendizaje y participación / Daniel Torres Mancera, David Gago Saldana / Association Iberoamericana de Educación Superior a Distancia [AISAD] . - In: Ried: Revista Iberoamericana de Educación a Distancia, v. 17, no. 1, pp. 13-34, 2014
ISSN 1138-2783

Abstract : This paper advances that the most promising value of MOOCs is not derived from what they are, but from what they may transform into, due to the open and flexible character of learning which can be made possible by MOOCs. According to the authors, this enables the transition towards personalised learning pathways that are more adjusted to individual competences and preferences and which underlie the concept of learning and participation communities.
URL : http://ried.utpl.edu.ec/sites/default/files/file/archivo/volumen17_1/LOS-MOOCs.pdf

The methodological illumination of a blind spot : information and communication technology and international research team dynamics in a higher education research project / David M. Hoffman, Brigida Blasi, Bojana Calum, Sarko Dragsic, Amy Ewen, Hugo Horta, Terki Nokkala, Cecilia Rios-Aguilar . - In: Higher Education, v. 67, no. 4, pp. 473-495, April 2014
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : Using a self-ethnographic approach in a research study across five countries, this article examines international research team dynamics in the context of ICT-based research collaboration.

▪ **Private education**

Innovative approaches to education in the private higher education sector / OECD Centre for Educational Research and Innovation [CERI] . - Innovative approaches to education in the private higher education sector, Madrid, 28-29 November 2013 . - Paris : OECD, 2013 . - 27 p.

Abstract : This report is of the eponymous seminar held in Spain in 2013 organised by the OECD CERI in collaboration with Laureate International Universities Europe. It discusses the growth of the private higher education sector and its role in educational innovation.
URL : <http://www.oecd.org/edu/cei/EDU-CERI-CD%282014%298-ENG.pdf>

▪ **Rankings**

Rankings, institutional behavior, and college and university choice : framing the national dialogue on Obama's Ratings Plan / American Council of Education [ACE] . - Washington D.C. : ACE, 2014 . - 23 p. (Issue Brief)

Abstract : The goal of this publication is to add a research-based context to the Obama administration's plan to rate colleges on value and affordability. Findings show that rankings have a negative effect on institutions and that they are not used by low-income students to choose among their higher education options.
URL : <http://www.acenet.edu/news-room/Documents/Rankings-Institutional-Behavior-and-College-and-University-Choice.pdf>

The performance of New Zealand universities in international rankings / New Zealand. Ministry of Education . - Wellington : Ministry of Education, 2014 . - 41 p.

Abstract : This report examines how New Zealand institutions perform in the Quacquarelli Symonds World University Ranking, Times Higher Education (THE) World University Ranking, and Academic Ranking of World Universities. It also draws comparisons with Australian universities.
URL : http://www.educationcounts.govt.nz/data/assets/pdf_file/0007/145987/The-Performance-of-NZ-Universities-in-International-Rankings.pdf

The ranking phenomenon and the experience of academics in Taiwan / William Yat Wai Lo / International Association of Universities [IAU] . - In: Higher Education Policy, v. 27, no. 2, pp. 259-277, June 2014
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : The primary aim of the paper is to examine how global university rankings have influenced the higher education sector in Taiwan from the perspective of academics. A qualitative case study method was used to examine how university ranking influenced the Taiwanese higher education at institutional and individual levels, respectively, thereby providing insights into the challenges that a group of academics faced. As for institutional level, the paper

discusses how universities used rankings as a tool of quality assurance, and the extent to which rankings intensified competition between universities in Taiwan. In regard to individual level, the paper focuses on how faculty members had to abandon their teaching duties under the climate of competitiveness and achievements brought by rankings. It concludes by arguing that the effects of global ranking have caused inequality in Taiwan's higher education.

URL : <http://www.palgrave-journals.com/hep/journal/v27/n2/index.html>

▪ **Regional development**

Universidade e desenvolvimento económico local : o caso da UNILA / Josué Modesto, Dos. Passos Subrinho / Unión de Universidades de América Latina [UDUAL][Mexico] . - Primera . - In: Universidades, v. 63, no. 57, pp. 59-63, jul.-sep. 2013

ISSN 0041-8915 . - Online ISSN 2007-5340

Abstract : El tema de esta mesa puede simultáneamente entenderse como algo autoevidente o como paradójico, dependiendo, en gran parte, de como encaramos el concepto de universidad. Antes de adentrarnos en el concepto y en la evolución de la aceptación del término universidad, sostenemos brevemente el concepto de desarrollo económico local.

URL : <http://www.udual.org/revistauniversidades/doc57-1.html>

▪ **Student attitudes**

Exploring the impacts of policy changes on student approaches and attitudes to learning in higher education / Michael Tomlinson / Higher Education Academy [UK] . - York : HEA, 2014 . - 48 p.

Abstract : This report is based upon a United Kingdom cross-national and cross-institutional qualitative study looking at the impact on students' attitudes and approaches to higher education in a marketised higher education system. It includes recommendations for policy development.

URL :

http://www.heacademy.ac.uk/assets/documents/research/Exploring_the_impact_of_policy_changes_student_experience.pdf

Being 'at' university : the social topologies of distance students / Siân Bayne, Michael Sean Gallagher, James Lambe . - In: Higher Education, v. 67, no. 5, pp. 569-583, May 2014

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

Abstract : This paper considers how online, distance students perceive the space of 'the university', in the context of the rise of distance education within a traditional, elite institution. The authors draw on the new mobilities paradigm, using four different kinds of social space in order to analyse narrative and visual data generated with distance students at the University of Edinburgh. The results show that the physical campus continues to be symbolically and materially significant for a group of students who may never physically attend that campus. Distance students, the authors find, need their own version of the spatial certainties of bounded, campus space.

▪ **Student participation**

Back in the USSR : path dependence effects in student representation in Russia / Igor Chirikov, Ivan Gruzdev / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 3, pp. 455-469, April 2014

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

Abstract : This paper analyses the current state of student representation in Russia as deeply rooted in the institutional structure of the Soviet higher education system. The study traces the origins of existing institutional arrangements for student representation at the level of university governance and analyses how representation practices have been transformed in post-Soviet Russia. The current state of the professional student union (profsoyuz studentov) is analysed, which is one of the most widespread organisational forms of student representation in Russia. The data were collected through a series of 30 in-depth interviews with student activists and university administrators from four state universities in Tomsk, in addition to an analysis of documents regulating student representation.

Student organizations in Canada and Quebec's 'Maple Spring' / Mary-Louise Kearney, Daniel Lincoln / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 39, no. 3, pp., April 2014
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This article describes the structure of the student movement in Canada and the formal role of students in higher education governance, and analyses the Maple Spring, the dramatic mobilization of students in opposition to proposed tuition fee increases in Quebec that eventually led to a provincial election and the fall of the government. Based on an analysis of documents, news reports, and a small number of interviews with student leaders, the article analyses what became the largest student protest movement in Canadian history.

Student representation and multiparty politics in African higher education / Thierry M Luescher-Mamashela, Taabo Magume / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 39, no. 3, pp. 500-515, April 2014
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This paper analyses the organisation of student governments, student representation in institutional and national governance, student unionism and the emergence of political parties in student politics in the 2000s and finds that party politics is increasingly implicated in African student politics with varied results. The paper concludes by proposing a tentative framework for understanding the impact of high levels of resource exchange between student leaders and political parties on student representation.

The changing role of students' representation in Poland : an historical appraisal / Dominik Antonowicz, Romulo Pinheiro, Marcelina Smuzewska / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 39, no. 3, pp. 470-484, April 2014
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This article offers an historical appraisal of the development of student representation in Poland in the context of rapid and deep structural changes in Polish higher education. Based on a desktop analysis of official documentation, legislation, declarations and background (first-hand) information provided by student leaders, the article reconstructs the establishment of the first independent self-governing student organisation in the country. In so doing, the paper pays particular attention to the emergence, institutionalisation as well as legitimacy challenges facing student bodies either as formalised organisations or more bottom-up structures resembling social movements.

▪ **Student welfare**

Perceived barriers to mental health services: a mixed-method study with Ukrainian college students / V. Burlaka, I. Churakova, O. A. Aavik, D. Goldstein . - **In:** European Journal of Higher Education, v. 4, no. 2, pp. 167-183, June 2014
ISSN 2156-8235

Abstract : This paper examines perceived barriers to professional help among Ukrainian college students, psychologists and psychiatrists. Students from eight universities and psychologists participated. A survey of barriers to mental health treatment was developed based on qualitative data and used with psychiatrists to validate understanding of help-seeking strategies gained in qualitative stage. The qualitative stage revealed two major sets of barriers. Some barriers were perceived as being caused by the structure in which services are rendered (e.g., availability of services, inconvenient location and hours), and other barriers were thought to be attitudinal (e.g., stigma, acceptance and trust). Psychiatrists supported categories that were found in the qualitative stage, still, they mostly believed that fear of hospitalization, anonymity concerns and hope to manage on one's own were three major barriers to seeking professional help. These results raise significant concerns of trust and ethics of the care providers in the post-soviet Ukraine. (Abstract from publisher)

Food insecurity: is it an issue among tertiary students / Danielle Gallegos, Rebecca Ramsey, Kai Wen Ong . - **In:** Higher Education, v. 67, no. 5, pp. 497-510, May 2014
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : Insufficient access to food is known to compromise tertiary studies. Students often belong to groups known to have poor food security such as those renting or relying on government payments. The present study administered a cross-sectional survey incorporating the USDA food security survey module (FSSM) to 810 students at a metropolitan

university in Brisbane, Australia. One in four students indicated they were food insecure, this being double that previously reported for tertiary students and five times that previously reported for the general population. Factors associated with food insecurity included low income, reliance on government support and renting. Students from food insecure households were twice as likely to report only fair or poor general health and three times as likely to have deferred their studies due to financial difficulties. Further, at least 80% of these students reported that their studies were compromised. The authors suggest that strategies to alleviate food insecurity among students could improve retention rates and educational outcomes. (Abstract from Publisher)

▪ **Teacher education**

Integrated teacher education programme for open distance learning: a model for development and implementation / Sutapa Bose . - 2013 . - p. 120-134, v. 28, no. 2, pp. 120-134, 2013

Abstract, bibl.

Abstract : Teacher education in India, including that offered by the open distance learning (ODL) system to thousands every year, imparts mainly pedagogic knowledge, although the need for integrated teacher education programmes has been underscored. As the Indira Gandhi National Open University (IGNOU), an ODL institution, will develop an integrated Bachelor of Education programme for secondary-level teachers, a model based on the Technological Pedagogical Content Knowledge (TPACK) framework has been proposed for developing and implementing it. The model takes cognisance of the systemic challenges to TPACK-based teacher education, but it does not envision radical changes in IGNOU's teacher education framework for addressing these challenges. It includes propositions with theoretical underpinnings for redesigning the major components of the framework while retaining its basic structure. The model has been described in terms of its rationale, its structure and the way it envisages the progress of teacher trainees from a phase of learning with the help of self-learning material designed for imparting integrated theoretical knowledge to one whereby they apply such knowledge in simulated situations, and finally moving on to a phase of situated learning during internship.

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