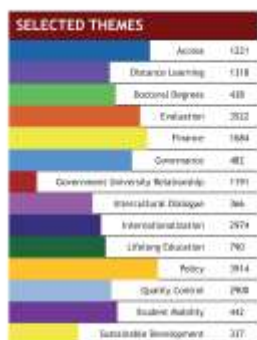


## New in / Nouveautés

### HEDBIB

## International Bibliographic Database on Higher Education

October / octobre 2014

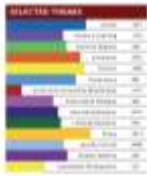


### HEDBIB

International Bibliographic Database on Higher Education

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





## Presentation

Welcome to the October 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: 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; Information and Communication Technologies; Intercultural Dialogue; Sustainable Development; Research and Doctoral Education; and Internationalization. These references are further grouped by region. The second part of *New in HEDBIB* comprises all other references headed by their main keyword.

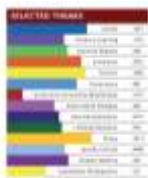
Each issue of *New in HEDBIB* is supplemented by the IAU monthly selection 'We Recommend', providing a close-up of one or more recent publications chosen by the IAU-UNESCO Information Centre on Higher Education.

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

*New in HEDBIB* is produced five times a year.

*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](mailto:a.sudic@iau-aiu.net)).



## Summary

<b>We recommend .....</b>	<b>4</b>
<b>IAU Themes .....</b>	<b>5</b>
▪ <b>Equitable Access and Success in Higher Education .....</b>	<b>5</b>
Africa .....	5
Arab States .....	8
Asia and the Pacific .....	8
Europe and North America .....	9
Latin America and the Caribbean .....	11
▪ <b>Higher Education and Social Responsibility / EFA.....</b>	<b>12</b>
Africa .....	12
Asia and the Pacific .....	13
▪ <b>Information and Communication Technologies (ICTs) .....</b>	<b>14</b>
Africa .....	16
Asia and the Pacific .....	16
Europe and North America .....	17
▪ <b>Intercultural Dialogue .....</b>	<b>18</b>
Asia and the Pacific .....	18
▪ <b>Internationalization .....</b>	<b>19</b>
Africa .....	20
Asia and the Pacific .....	20
Europe and North America .....	21
Latin America and the Caribbean .....	24
▪ <b>Research and Doctoral Education .....</b>	<b>25</b>
Africa .....	26
Asia and the Pacific .....	26
Europe and North America .....	29
▪ <b>Sustainable Development .....</b>	<b>31</b>
Africa .....	31
Asia and the Pacific .....	31
Europe and North America .....	31
Other themes .....	34



## We recommend

**International handbook of universities 2015/** International Association of Universities [IAU] . - Basingstoke : Palgrave Macmillan, 2014 . - 3 vol.

ISBN 978-1-137-32326-2

**Abstract:** The 26th edition of the International Handbook of Universities includes information on over 18,000 university-level institutions as well as information on the education systems of over 180 countries. Up to date information includes contact details for every institution; degrees and diplomas offered at each level of study; quality assurance and recognition systems; and contact details for national bodies.

---

**Education at a glance 2014 : OECD indicators = Regards sur l'éducation 2014 : les indicateurs de l'OCDE /**

Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2014 . - 566 p.

ISBN 978-92-64-21132-2 . - Online ISBN 978-92-64-21505-4

**Abstract :** These most recent OECD annual statistics provide data on the structure, finances, and performance of education systems in the OECD's 34 member countries and 10 other countries. One of the key findings of the report is that access to education and tertiary attainment levels continues to expand worldwide: almost 40% of young adults in OECD countries now hold tertiary degrees. The report also shows that while the majority of OECD countries have increased expenditure to support higher education institutions, one-third have cut public spending on higher education and raised tuition fees. Educational mobility (relative to parents' tertiary education levels) has started to slow down. The report concludes that that this "expansion in education has not translated into a more inclusive society".

**URL :** <http://www.oecd.org/edu/Education-at-a-Glance-2014.pdf>

---



## IAU Themes

### ▪ Equitable Access and Success in Higher Education

#### **World education finance policies and higher education access : a statistical analysis of World Development**

**Indicators for 86 countries** / Lijing Yang, Brian McCall . - In: International Journal of Educational Development, v. 35, pp. 25-36, 2014

Abstract. Bibl.

**Abstract :** This study uses panel data models to analyse international indicators and examines the relationship between education finance policies and higher education access among 86 countries from 1998 to 2009. The findings show that public expenditure per tertiary student is negatively associated with tertiary enrollment ratios, whereas GDP per capita and public spending on education as a percentage of GDP both have a positive effect on tertiary enrollment. The authors conclude that the results imply that for a fixed amount of total budget and rising demands for higher education, various nations have reduced spending per college student and drawn on more private resources to expand higher education access.

URL : <http://www.sciencedirect.com/science/article/pii/S0738059312001459>

## Africa

#### **Access constraints experienced by physically disabled students at a South African higher education institution /**

L. Engelbrecht, L. L. de Beer . - In: Africa Education Review, v. 11, no. 4, pp. 544-562, 2014

**Abstract :** The aim of this study was to determine if a group of students, living with a physical disability, experienced constraints with regard to access to a South African higher education institution. This study, following a two-phase sequential mixed method approach, consisted of a questionnaire survey, a focus group discussion, and individual interviews. It was found that students living with a physical disability experienced constraints relating to the accessibility of the relevant higher education institution. Since access constraints affect the lives of students living with a disability, it is necessary to provide guidelines to universities on how to address these challenges. [Abstract from publisher]

#### **An Activity Theory analysis : reasons for undergraduate students' absenteeism at a South African university / L.**

Scheckle . - In: South African Journal of Higher Education, v. 28, no. 2, pp. 605-623, 2014

ISSN 1011-3487

**Abstract :** The study this article draws on sought to ascertain the extent of undergraduate student absenteeism; the reasons for its occurrence; and the actions performed afterwards. He participants in the study are 696 students enrolled in three or four-year degree programmes across degree levels in four faculties at a higher education institution in the Eastern Cape, South Africa. The study found that students' absenteeism reflects challenges regarding existence needs, compromised learning quality and a risk to throughput. Departmental and institutional strategies are recommended. (Abstract adapted from publisher)

#### **Assessing the effectiveness of academic development programmes : a statistical analysis of graduation rates across three programmes / L.C. Smith, J.M. Case, C. Van Walbeek . - In: South African Journal of Higher Education,**

v. 28, no. 2, pp. 624-638

ISSN 1011-3487

**Abstract :** This article reports on a study that used statistical analysis to estimate the impact of the first-year academic development (AD) courses offered by three diverse AD programmes (in Commerce, Engineering and Science faculties) within one South African higher education institution (HEI). The study used a larger sample and a more comprehensive multivariate specification to identify the determinants of academic performance than previous studies. The study found

that the AD programmes, during the period under investigation (1999-2003), did not improve the graduation rate relative to the participants' mainstream peers. The authors question whether the type of AD programme investigated can alone provide the solution to the problems faced South African HEIs in their efforts to encourage graduation rate from students with educationally disadvantaged backgrounds.

---

**Contradictions in the situational logic of the university : implications for student success** / L. Case, J. Luckett, K. Kotta . - In: South African Journal of Higher Education, v. 28, no. 2, pp. 514-532, 2014  
ISSN 1011-3487

**Abstract :** This study reports on the case of a South African university's Department of Chemical Engineering and its historical struggle with the success of black students. The study explored students' progression through a design course and the associated pedagogical realities. Using a social realist approach, the study showed that the higher education environment is a complex of necessary contradictions which create a situational logic for agents. In the process of navigating the inconsistencies of a system in which academic development and quality assurance work against each other, it seems that black students get caught in the middle, with deleterious consequences for the country's transformative agenda. [Abstract from publisher]

---

**Femmes et enseignement supérieur en Afrique : reconceptualisation des capacités humaines fondées sur le genre et renforcement des droits humains à la connaissance** / N'Dri Thérèse Assié-Lumumba . - Paris : L'Harmattan, 2013 . - 508 p.

**Abstract :** Cet ouvrage, contribution essentielle à la recherche sur l'éducation comparative, sur le genre dans l'éducation, ainsi que sur les études supérieures, fournit une analyse approfondie de sujets sous-estimés, en particulier les études supérieures en Afrique, les études supérieures pour les femmes, sur le continent africain, mais aussi dans tout le monde oriental. [Résumé de l'auteur]

---

**Massification in higher education institutions in Africa : causes, consequences and responses** / Goolam Mohamedbhai . - In: International Journal of African Higher Education, v. 1, no. 1, pp. 60-83  
ISSN 2313-5069

**Abstract :** Most public higher education institutions in Africa, in response to historical conditions, have enrolled students in excess of their capacity, resulting in massification and negative consequences on educational quality. Increased enrolment has addressed issues of equity; but the equally important issue of ensuring equity in success for the enrolled students has received limited attention. Apparently graduation rates in higher education in Africa remain fairly low. Higher education institutions have taken several corrective measures to address the consequences of massification. Governments have also created new institutions and put quality assurance systems in place. There have also been continental responses. Sub-Saharan Africa has the lowest tertiary enrolment of any world region, a handicap in its development. It must also meet the demands of its rapidly increasing secondary school graduates. There is a compelling need to further increase tertiary enrolment, a situation that challenges both institutions and countries. The growth in private higher education, if regulated and quality-controlled, could relieve this pressure.

Pour des raisons historiques, la majorité des établissements d'enseignement supérieur d'Afrique admet plus d'étudiants qu'elle ne peut en accueillir. Ceci conduit à la massification de l'enseignement supérieur et a des conséquences négatives sur sa qualité. L'augmentation de la participation a permis de répondre à des problèmes d'équité, mais la tout aussi importante question de l'équité dans la réussite des étudiants admis a reçu une attention limitée. Le taux de réussite dans l'enseignement supérieur en Afrique reste faible. Les établissements d'enseignement supérieur ont mis en place plusieurs mesures visant à corriger les conséquences néfastes de la massification. Les gouvernements ont aussi créé de nouvelles institutions et mis en place des systèmes d'assurance qualité. Des réponses ont par ailleurs été proposées à l'échelle du continent. Cependant, l'Afrique sub-saharienne a le plus faible taux d'inscription dans l'enseignement supérieur du monde, un handicap pour son développement. Elle doit aussi répondre aux demandes d'une population de diplômés du secondaire qui augmente rapidement. Il est impossible de nier la nécessité d'augmenter les admissions dans l'enseignement supérieur, une situation qui pose des problèmes aussi bien aux établissements qu'aux nations. La croissance des établissements privés pourrait permettre de relâcher la pression, s'ils sont correctement régulés et contrôlés en termes de qualité.

**URL :** <http://ejournals.bc.edu/ojs/index.php/ijahe/article/view/5644>

---

**Massification of university education in Nigeria : private participation and cost challenges** / S. Ahunanya, U. Chineze, I. Nnennaya . - In: Africa Education Review, v. 10, no. 1, pp. 65-79, 2013  
ISSN 1814-6627 . - Online ISSN 1753-5921

**Abstract :** This study investigated the massification of university education in Nigeria as a result of the reforms in the education subsector that led to private participation in the provision of university education from 1999. The question of the study hinges on the percentage of access and if the increased number of universities has led to increased access. Using a checklist based on the objectives of university education and some policies of the Nigerian government such as sixty percent admission for science and technological based courses and forty percent for art and humanity based courses, the massification was examined in view of meeting the manpower needed for technological development of Nigeria. Suggestions were proffered on the inherent challenges of the massification of university education in Nigeria. (Abstract from publisher)

---

**Race matters and the emergence of class : views from selected South African university students** / D. Bhana . - In: South African Journal of Higher Education, v. 28, no. 2, 2014  
ISSN 1011-3487

**Abstract :** This article examines how a group of black working class students at a university in KwaZulu-Natal talk about race. Despite widening participation of black students at the university, class, language and space were invoked during interviews as entangled in the reproduction of inequalities. The analysis draws attention to the relation to broader social and historical forces which crystallise into sharp inequalities for working class black students. The author notes that within the university environment it is important to recognise students' differentiated experiences which serve to complicate a homogenous understanding of race. Further, treating all students in undifferentiated racial terms would miss how class and race are invoked, maintained and produced within specific university settings and has important implications for the development of context specific interventions in higher education. [Abstract adapted from publisher]

---

**Sustainability of private sector participation in the provision of access to higher education in Nigeria** / F. O. Olaleye . - In: Journal of Emerging Trends in Educational Research and Policy Studies, v. 3, no. 4, pp. 580-586, 2012  
ISSN 2141-6990

**Abstract :** This paper is based on research undertaken with three groups of subjects, higher education administrators, private sector managers and the general public, to investigate ways by which private sector can provide access and participate in funding higher education in Nigeria. Findings showed that there was no significant difference among three sampled, in the areas of access, funding and sustainability. All the respondents believed that private sector should continue to participate in the provision of access, funding and management of higher education. The article includes recommendations for further private sector participation in higher education provision and access.

**URL :**

<http://jeteraps.scholarlinkresearch.org/articles/Sustainability%20of%20Private%20Sector%20Participation%20in%20the%20Provision%20of%20Access%20to%20Higher%20Education%20in%20Nigeria.pdf>

---

**The influence of ecosystemic factors on black student teachers' perceptions and experience of early childhood education** / D. Hannaway, M. Steyn, C. Hartell . - In: South African Journal of Higher Education, v. 28, no. 2, pp. 386-409, 2014  
ISSN 1011-3487

**Abstract :** The low enrolment and pass rate of black students motivated this qualitative study to explore how the ecosystemic factors influenced black student teachers' perceptions and experiences of early childhood education (ECE) at a former white university. The study aimed to understand black student teachers' perceptions and experiences of ECE; to provide recommendations to strengthen the ECE programme in order to meet the needs of the black students it serves; and finally to gain insight in order to address the need to recruit and retain black students. Initial analysis of the data revealed several categories, such as perceptions of career, status and programme; financial implications; support; and current experiences. [Abstract adapted from publisher]

---

**Theorising research with vulnerable people in higher education : ethical and methodological challenges** / Felix Maringe, N. Sing . - In: South African Journal of Higher Education, v. 28, no. 2, pp. 533-549, 2014  
ISSN 1011-3487

**Abstract :** University students experience varying forms of vulnerability, which could have negative consequences for fulfilling their academic potential. The authors maintain that the experiences of vulnerable students have not been

adequately captured in existing research and can be best sought through qualitative research which targets students experiencing such vulnerabilities. Thus the article reports explores how university students experience the phenomenon of being at risk; how they cope with it; and how their narratives of vulnerability can inform student retention and support in higher education institutions. The preliminary findings suggested that students at risk feel marginalised from mainstream support services. Further, the evidence suggested that doctoral students' training reproduces the marginalisation of vulnerability through inadequately addressing ways of researching with vulnerable people.

---

## Arab States

**The war follows them : Syrian university students and scholars in Lebanon** / Keith Watenpaugh, Adrienne, L. Fricke, James R. King / Institute of International Education [IIE][USA] . - New York : IIE, 2014 . - 39 p.

**Abstract** : This report looks at the conditions and educational needs of Syrians university students and scholars in Lebanon. It is based on first-hand research and interviews conducted in Lebanon in March 2014. The report identifies barriers Syrians face in accessing higher education in Lebanon, existing programmes and support models that are working, and recommendations for increasing Syrians' access to higher education.

**URL** : <http://www.iie.org/Research-and-Publications/Publications-and-Reports/IIE-Bookstore/The-War-Follows-Them-Syrian-University-Students-And-Scholars-In-Lebanon>

---

## Asia and the Pacific

**Success for Pasifika in tertiary education : highlights from Ako Aotearoa-supported research** / Academy of tertiary teaching excellence [Ako Aotearoa][New Zealand] . - Wellington : AAC&U, NAFSA, 2014 . - 21 p.

ISBN 978-1-927202-60-9 . - Online ISBN 978-1-927202-61-6

**Abstract** : This report presents key findings from projects on the enhancement of educational outcomes for Pasifika learners in tertiary education.

**URL** : <https://ako.aotearoa.ac.nz/download/ng/file/group-4/success-for-pasifika-in-tertiary-education-highlights-from-ako-aotearoa-supported-research-in-2013.pdf>

---

**Loan financing to higher education: experiences of bank financing in a less developed region** / Sailabala Debi / National University of Educational Planning and Administration (India) [NUEPA] . - 2014 . - p. 55-82, v. 28, no. 1, pp. 55-82, 2014

Incl. abstract, bibl.

**Abstract**: This paper examines the financing of higher education through bank loans in the State of Odisha, India. The paper, based on a survey, found that (i) loans have increased the inequality in access to higher education; (II) the amount of default on loans is higher when household economic status is higher; (iii) the return to education of loan holders is higher than return to education by those without loans.

**URL**:

[http://www.researchgate.net/publication/261885302\\_Loan\\_Financing\\_to\\_Higher\\_EducationExperiences\\_of\\_bank\\_Financing\\_in\\_a\\_less\\_Developed\\_Region](http://www.researchgate.net/publication/261885302_Loan_Financing_to_Higher_EducationExperiences_of_bank_Financing_in_a_less_Developed_Region)

---

**The attainability of university degrees and their labour market benefits for young Australians** / Jung-Sook Lee . -

**In**: Higher Education, v. 68, no. 3, pp. 449-469, September 2014

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

**Abstract** : This paper analyses a 1995 longitudinal survey of Australian Youth to investigate the factors associated with the attainment of degrees. The results found that the probabilities of attaining a university degree differed significantly by individual and family background. Individual's family backgrounds significantly predicted the prestige of their universities, but not their fields of study. University graduates enjoyed higher income and occupational prestige relative to non-graduates. Among university graduates, income and occupational benefits differed significantly by fields of study but less by the prestige of universities.

---



**Motivation matters? The relationship among different types of learning motivation, engagement behaviors and learning outcomes of undergraduate students in Taiwan** / Tzu-Ling Hsieh . - In: Higher Education, v. 68, no. 3, pp. 417-433, September 2014

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

**Abstract :** This study examines predictors of learning outcomes among 178 undergraduate students at a research university in Taiwan. The analysis showed that the three different student engagement behaviours examined do not significantly predict learning outcomes when including the variables of students' demographic background and learning motivation. Compared with student engagement behaviours, student background characteristics (gender, socioeconomic status) and their learning motivation were more important predictors of learning outcomes. In addition, the student's major was found to be an important factor in predicting learning outcomes.

---

**Staying the distance : students' perceptions of enablers of transition to higher education** / Angela Bowles, Ron Fisher, Ruth McPhail, Daniela Rosenstreich, Alexandra Dobson . - In: Higher Education Research and Development, v. 33, no. 2, pp. 212-225, April 2014

ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract :** This study considers students' perceptions of the factors that enable successful transition to university. Qualitative research, in-depth interviews and focus groups were used to capture the perspectives of students at the end of first-year studies at an Australian university. Key findings from the research are the identification of seven enabling factors that fall into two main groups, student-centred and university-led. Identifying enablers of transition provides universities with the opportunity to assist students in the successful transition to higher education. (Abstract adapted from publisher)

---

**'Newstart' or 'Stop-Start'? The implications of recent welfare reforms on undergraduate students who are sole parents** / Caroline Lenette, Donna McDonald, Jane L. Fowler . - In: Higher Education Research and Development, v. 33, no. 3, pp. 627-630, June 2014

ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract :** This article discusses the implications of recent policy changes in national child support allowances in Australia on access to higher education for single parents.

---

## Europe and North America

**Closing the gap : unlocking opportunity through higher education** / University Alliance [United Kingdom] . - London : University Alliance, 2014 . - 44 p.

**Abstract :** This report finds that the debate on social mobility and higher education in the UK has been too focused on access and, within that, access to a very small number of universities and that this has resulted in misinformation on universities' outcomes.

URL : [http://www.unialliance.ac.uk/wp-content/uploads/2014/05/Closing\\_the\\_gap\\_web.pdf](http://www.unialliance.ac.uk/wp-content/uploads/2014/05/Closing_the_gap_web.pdf)

---

**Économie société et éducation : l'effet des droits de scolarité sur l'accès aux études universitaires au Québec et en Ontario** / Centre interuniversitaire de recherche sur la science et la technologie [Canada] . - Montreal : CIRST, 2014 . - 44 p. (Note de recherche, 2014-01)

ISBN 978-2-923333-74-8

**Abstract :** This report presents the trends in enrolment and tuition fees in Quebec and Ontario and analyses the impact of tuition fees on access to higher education.

URL : [http://www.cirst.uqam.ca/Portals/0/docs/note\\_rech/2014-01.pdf](http://www.cirst.uqam.ca/Portals/0/docs/note_rech/2014-01.pdf)

---

**From access to completion : a seamless path to college graduation for African American Students** / National Urban League [United States of America] . - Washington D.C. : National Urban League, 2014 . - 25 p.

**Abstract :** This study shows that the work and family background of African American students influences their choice in study, their matriculation, their completion rates and their financial aid. Key findings of the report are that most African American students balance higher education with full-time work and families. In addition, African American students are likely receiving less financial aid because they are enrolled less-than-full-time.

**Higher education as a tool of social mobility** / Michael Brown / Centre Forum [United Kingdom] . - London : Centre Forum, 2014 . - 48 p.

**Abstract** : This report recommends that higher education policy in the UK should be redirected towards "output" (what happens to students once leaving higher education). The report unveils a prototype Social Mobility Graduate Index (SMGI) which ranks British universities by the professional outcomes they achieve for their students. The SMGI is offered as a tool for comparing the success of institutions in getting disadvantaged students into graduate level employment.

URL : <http://www.centreforum.org/assets/pubs/he-as-a-tool-of-social-mobility.pdf>

---

**Modernisation of higher education in Europe : access, retention and employability** / European Commission. EURYDICE . - Luxembourg : Publications Office of the European Union, 2014 . - 87 p.  
ISBN 978-92-9201-564-0

**Abstract** : This report examines policy and practice related to the student experience of higher education through three stages: access, progression through the study programme, including support that may be provided when problems are encountered; and the transition from higher education into the labour market. Information has been gathered from three different sources: the primary source is the Eurydice national units in 36 different education systems (all EU member states except Luxembourg and the Netherlands, plus Iceland, Liechtenstein, Montenegro, Norway and Turkey). This was supplemented by information provided by quality assurance agencies in twelve countries, and with site visits to higher education institutions in eight countries to better understand the relationship between policy and institutional practice.

URL : [http://eacea.ec.europa.eu/education/eurydice/documents/thematic\\_reports/165EN.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/165EN.pdf)

---

**National strategy for access and student success in higher education** / Higher Education Funding Council for England [HEFCE]; Office for Fair Access [OFFA][United Kingdom] . - London : Department for Business, Innovation and Skills, 2014 . - 113 p.

**Abstract** : This strategy aims to ensure that all those with the potential to benefit from higher education have equal opportunity to participate and succeed. Part one proposes key actions across three broad stages of the student lifecycle: access; retention and student success; and progression to further study or to/within employment. Part two describes the strategy in detail and the evidence that it is based on. It brings together new and existing research on access and student success gathered through commissioned research, a call for evidence and discussions with a wide range of stakeholders in spring 2013.

---

**Students' expectations of debt in UK higher education** / Ray Bachan / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 5, pp. 858-873, June 2014  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract** : This paper shows that a student's gender, ethnicity, and year of study play an important role in determining their expected debt. Students in receipt of financial support from their parents and those with part-time jobs anticipate a lower level of debt. The findings also suggest that a student's expected earnings post-graduation has a positive impact on current debt. The authors conclude that if the level of student debt – which is expected to rise in the future – compromises access to higher education, then the close targeting of student financial aid is warranted and an equitable repayment framework needs development.

---

**The unified state exam in Russia : problems and perspectives** / Elena Denisova-Schmidt, Elvira Leontyeva . - In: International Higher Education, no. 76, pp. 22-23, Summer 2014  
ISSN 1084-0613

**Abstract** : Since 2009, all Russian students have had to pass the EGE (Unified State Exam), which serves as both school finals and university entrance examinations. The EGE was planned as an efficient instrument to counter corruption in university admission and to promote student mobility. Since its inception, the EGE has only fulfilled half of these goals: while mobility has increased significantly, corruption persists. The paper explains some of the reasons for this.

URL : <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/5530/4926>

---

## Latin America and the Caribbean

**Modeling the impacts of national and institutional financial aid opportunities on persistence at an elite Chilean university** / Catherine Horn, María Verónica Santelices, Ximena Catalán Avendaño . - In: Higher Education, v. 68, no. 3, pp. 471-488, September 2014  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract :** Much of the recent Chilean educational debate and reform has centered around issues of higher education cost, debt burden, and availability of grants versus loans. This quantitative case study of Pontificia Universidad Católica de Chile sought to understand the longitudinal contributions of combinations of types of financial aid to persistence of low-income students. The results identified that the aggregate availability of both grants and loans at the university-level has a net positive contribution beyond the contributions of national-level grants and loans. In finest distinction, however, only ministry aid (in the form of need-based grants and loans) decreased the likelihood of dropping out. (Abstract from publisher)

---

## ▪ Higher Education and Social Responsibility / EFA

**Education and skills 2.0 : new targets and innovative approaches** / World Economic Forum [Switzerland] . - Geneva : WEF, 2014 . - 158 p.

**Abstract**: Covering all levels of education from early childhood to higher education, this book aims to provide the latest thinking on the critical importance of education and that highlights what can be done to ensure that all people around the world can benefit. To this end, the book critically reviews existing and new ideas, perspectives and frameworks on education through analyses and case studies. It explores the full array of social benefits of different programmes and interventions and related evidence of return on investment.

**URL** : <https://s3.amazonaws.com/corp-son/prod/static/PDF/WEF-Education-and-Skills-2014.PDF>

---

**The real crisis in higher education** / Roger Brown . - In: Higher Education Review, v. 46, no. 3, pp. 4-25, Summer 2014

ISSN 0018-1609

**Abstract** : Universities are trying harder than ever to raise their status, rank or position, partly driven by globalisation, technological change, and societal choices about how we organise ourselves. Even if we cannot reverse these developments there is more we can do as academics, as institutions and as a higher education sector to help society to understand them and to moderate their impact. The untrammelled pursuit of status will be the death of the university as we know it. (Abstract from publisher)

---

**Higher education and world politics** / Isaac Kamola, Neema Noori . - In: Political Science & Politics, v. 47, no. 3, pp. 599-603, July 2014

**Abstract** : Originating from a series of panels organised at the International Studies Association's general meetings (2011-2014), this article represents a transnational conversation among scholars in North and South America, Asia, and Europe concerning how the social science literature — and that of international relations and world politics in particular — might better understand and theorise universities as significant political actors. Drawn on cases from different regions in the world, the article makes broader claims about how to begin thinking about the multiple and varied ways in which universities not only affect international relations but are themselves locations of world politics.

**URL** :

[http://journals.cambridge.org/download.php?file=%2FPSC%2FPSC47\\_03%2FS1049096514000699a.pdf&code=453d5f7e655cd464a8274c4fdfabca59](http://journals.cambridge.org/download.php?file=%2FPSC%2FPSC47_03%2FS1049096514000699a.pdf&code=453d5f7e655cd464a8274c4fdfabca59)

---

**Fields of paradox : university-community partnerships** / Roni Strier . - In: Higher Education, v. 68, no. 2, pp. 155-165, August 2014

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

**Abstract** : in addition to the acknowledged benefits of University–community partnerships (UCP's) , studies have also noticed that UCP's can engender internal tensions and conflicts which harm the spirit of collaboration between partners. This article challenges the conception of UCP's as inherently conflictive and suggests a more complex vision. It argues that UCP's can be better understood through organizational paradox theory. This theory offers a way to grapple with the complexity of UCP's and overcome the binary conception of conflict or collaboration. The article illustrates the interrelatedness of conflict and collaboration by presenting seven areas that characterize the paradoxical nature of UCP's.

---

## Africa

**Community capacity development in universities : empowering communities through education management programmes in Strathmore university (a pilot study)** / Alfred Kirigha Kitawi / The Clute Institute . - In: Contemporary Issues in Education Research, v. 7, no. 2, pp. 75-94, Second quarter

Open access journal . - ISSN 1940-5847 . - Online ISSN 1941-756X

**Abstract** : This research examined the issue of community capacity development in a university in Kenya through the education management programmes offered at Strathmore University in Nairobi, Kenya. The research used Chaskin's (2001) framework to examine which issues of community capacity development emerged through the different action research projects students implemented within their communities. Content and map analysis was the analytical

technique which was adopted. The outcome of the research was that there were some categories and relations similar to Chaskin's framework and others were different given the nature of students' action research projects. The study provides insights into how universities in developing countries can develop communities' capacities through higher education. A framework for community capacity development in the field of higher education management is proposed. The main categories were: fundamental characteristics of community capacity, social agencies, functions of community capacity, enablers, challenges, strategies, and outcomes.

URL : <http://journals.cluteonline.com/index.php/CIER/article/view/8477/8488>

---

## Asia and the Pacific

**Developing 'emancipatory interest' : learning to create social change** / Donella Caspersz, Doina Olaru . - In: Higher Education Research and Development, v. 33, no. 2, pp. 226-241, April 2014  
ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract :** This study draws on qualitative research conducted with Australian university students engaged in a learning programme aimed at teaching how to create social change. The results showed a central position in the programme between students' motivations to engage and creating change in fostering student involvement with the community. The discussion is informed by Habermas' concept of the life-world. The authors forward that students' prior involvement produced an acceptance of the importance of social change. While this directly motivated their engagement in the educational programme, it also enabled a positive interpretation of the programme to affirm authenticity for social change.

---

## ▪ Information and Communication Technologies (ICTs)

**A compilation of papers : published to celebrate the 75th anniversary of the International Council for Open and Distance Education - ICDE / International Council for Open and Distance Education [ICDE] . - Open Praxis, v. 5, no. 1-4, pp. 3-363, January-December 2013**  
ISSN 2304-070X3-363

**Abstract :** This publication contains all papers published in the journal Open Praxis in 2013 (volume 5, issues 1 to 4). The compendium includes 32 research and innovative practice papers on Open educational resources, open courseware, open access, MOOCs, open distance learning and mobile learning in countries including Nigeria, the Philippines, South Africa, Spain, Portugal, Canada, the United Arab Emirates. Two articles focus on specific regions, Latin America and Southeast Asia.

URL : [http://icde.org/admin/filestore/Open\\_Praxis\\_dox/OpenPraxis2013compendiumwebsite.pdf](http://icde.org/admin/filestore/Open_Praxis_dox/OpenPraxis2013compendiumwebsite.pdf)

---

**Different backgrounds different priorities? Student perceptions of a technology initiative / Miika J. Eriksson, Hanna Vuojärvi . - In: Higher Education Research and Development, v. 33, no. 2, pp. 272-285, April 2014**  
ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract :** This paper reports on research conducted in a university in Finland which examines whether university students with children (around 10% of the Finnish student population) and those without have different perceptions of a technology initiative where students were able to acquire university sponsored laptops and were provided with wifi around campus. The results suggest that both students with and without children consider the increased 'effectiveness of studying the most important strength of the laptop initiative. It seems, however, that students with children especially appreciate the mobility and flexibility that laptops and networks offer, while other students value more the functionality of the university infrastructure and are more concerned about the deteriorative effects of technology on communality within the university.

---

**In focus : ICTs in education - revolution or evolution? = Dossier thématique : Les TIC en éducation - révolution ou évolution? . - In: IAU Horizons / AIU Horizons, v. 20, no. 1-2, pp. 27-45, June 2014**

**Abstract :** 14 papers from around the world focus on ICTs in education investigate the latest developments in MOOCs, Open Educational Resources (OER); online distance learning and ICT based education.  
Contents: Open distance and elearning in Africa (Griff Richards); MOOCs and OERs at the University of South Africa - Perils and Promise (MS Makhanya, N. Baijnath and R. Mare); MOOCs and mobile learning in an African context (Sandi Boga and Rory McGreal); Technology in Education: why, what for, and how (Eugenio Severin); What's the diagnosis Doctor? Is it a MOOC? (Tim Gore); MOOCs and higher education in developing countries (N. V. Varghese); MOOCs: Opportunities, impacts and recommendations for Asia and ASEAN (Pornchai Mongkhonvanit et al.); OER, open and distance learning and MOOCs - charting higher education's digital future (Anuwar Ali); Chinese MOOC projects (Qiong Wang); A MOOC on globalising higher education and research (Kris Olds, Susan Robertson); MOOCs, MOOCs everywhere - what are we to think? (Raisa Belyavina); Open Educational Resources (OER) rather than Massive Open Online Courses (MOOCs) (Isabelle Turmaine).

URL : [http://www.iau-aiu.net/sites/all/files/IAU%20Horizons%20Vol.20.1%20%5BEN\\_web%5D.pdf](http://www.iau-aiu.net/sites/all/files/IAU%20Horizons%20Vol.20.1%20%5BEN_web%5D.pdf) (English);  
[http://www.iau-aiu.net/sites/all/files/IAU%20Horizons%20Vol.20.1%20%5BFR\\_web%5D.pdf](http://www.iau-aiu.net/sites/all/files/IAU%20Horizons%20Vol.20.1%20%5BFR_web%5D.pdf) (French)

---

**MOOCs: expectations and reality / Fiona M. Hollands, Devayani Tirthali / Columbia University [USA]. Teachers College . - New York : Teachers College, Columbia University, 2014 . - 210 p.**

**Abstract :** This report is based on interviews with administrators, faculty members and researchers in 62 higher education institutions in the USA who are active in MOOCs or more generally in online learning. It examines how and why institutions are engaging with MOOCs.

URL : [http://cbcse.org/wordpress/wp-content/uploads/2014/05/MOOCs\\_Expectations\\_and\\_Reality.pdf](http://cbcse.org/wordpress/wp-content/uploads/2014/05/MOOCs_Expectations_and_Reality.pdf)

---

**Networked curricula : fostering transnational partnership in open and distance learning / Maria-Luz Cachero Gonzalez, Patricia Mata-Benito . - In: Open Praxis, v. 5, no. 2, pp. 179-187, April-June 2013**

**Abstract :** Supporting higher education Institutions in enhancing and implementing international networked practices in virtual campus building is the main aim of the NetCU project, which was developed by the European Association of Distance Education Universities (EADTU), in partnership with 14 member organizations, from 2009 to 2012. The project

outcomes intend to facilitate the future set-up of networked curricula in higher education institutions. This paper presents the main products developed in the project, assesses its completeness and usage, and discusses on the challenges of curricula networking starting from the ideas and opinions shared in different stakeholders workshops organized under the NetCU project.

URL : <http://openpraxis.org/index.php/OpenPraxis/article/view/54/pdf>

---

**Technological developments and tertiary education delivery models – the arrival of MOOCs: Massive Open Online Courses** / New Zealand. Tertiary Education Commission=Te Amorangi Mtauranga Matua . - Wellington : Tertiary Education Commission., 2014 . - 41 p.

**Abstract** : This paper looks at the nature and functioning of MOOCs; their impact, opportunities and the reasons for using them; questions they raise for the government, education agencies and the sector in terms of suitability and risks / challenges to be overcome.

URL : [http://www.educationcounts.govt.nz/\\_data/assets/pdf\\_file/0003/146856/Massive-Open-Online-Courses.pdf](http://www.educationcounts.govt.nz/_data/assets/pdf_file/0003/146856/Massive-Open-Online-Courses.pdf)

---

**The eMundus project : fostering international Higher Education collaboration through ICT and Open Education** / Fabio Nascimbeni, Rory McGreal, Conole, Grainne C. . - In: Proceedings of OpenCourseWare Consortium Global 2014 : Open Education for a Multicultural World . - 2014 . - 6 p.

**Abstract** : This paper presents the work of the eMundus project that began in October 2013 and reports on the project activities to date. The aim of eMundus is to strengthen cooperation among HE institutions from the involved regions (EU, Brazil, Mexico, Russia, Indonesia, Canada and New Zealand) and globally, by exploring the potential of open approaches (e.g. OER, MOOCs and Virtual Mobility amongst others) to support long term, balanced, inter-cultural academic partnerships for improving learning and teaching through Open Education approaches.

URL : [http://conference.ocwconsortium.org/2014/wp-content/uploads/2014/02/Paper\\_86-eMundus.pdf](http://conference.ocwconsortium.org/2014/wp-content/uploads/2014/02/Paper_86-eMundus.pdf)

---

**Mobile learning for teacher training and curriculum development** [Special issue] / John Traxler, Steve Vosloo, Eds. / UNESCO International Bureau of Education [IBE][Switzerland] . - Prospects: Quarterly review of comparative education, v. 44, no. 1 (169), pp. 1-136, March 2014  
ISSN 0033-0337

**Abstract** : Contents: Editorial Mobile learning for literacy, teacher training and curriculum development (Clementina Acedo) pp 1-4; Mobile learning in the last mile (Ken Banks) pp. 5-11; Introduction: The prospects for mobile learning (John Traxler, Steve Vosloo) pp. 13-28; Teacher development with mobiles: Comparative critical factors (Karl Royle, Sarah Stager, John Traxler) pp. 29-42; Preparing teachers for a mobile world, to improve access to education (Mohamed Ally, Margarete Grimus, Martin Ebner) pp. 43-59; Inventing and re-inventing identity: Exploring the potential of mobile learning in adult education (Maria Ranieri, Norbert Pachler) pp. 61-79; Postliteracy in the digital age: The use of mobile phones to support literacy practices in Namibia and Tanzania (Ladislaus M. Semali, Tutaleni I. Asino) pp. 81-97; Integrating technology and pedagogy for inquiry-based learning: The Stanford Mobile Inquiry-based Learning Environment (SMILE)(Elizabeth Buckner, Paul Kim Pages) pp. 99-118; Mobiles for literacy in developing countries: An effectiveness framework (Daniel A. Wagner, Nathan M. Castillo, Katie M. Murphy, Molly Crofton, Fatima Tuz Zahra) pp. 119-132.

---

**Virtual Mobility as an inclusion strategy in higher education : research on distance education Master degrees in Europe, Latin America and Asia** / Marta Ruiz Corbella, Beatriz Alvarez-Gonzalez . - In: Research in Comparative and International Education, v. 9, no. 2, pp. 165-181, 2014  
ISSN 1745-4999

**Abstract** : This article is the result of research conducted over six years by a team of scholars and experts from Europe, Latin America and central Asia analysing 256 masters degrees offered in distance learning programmes at universities. This article presents and discusses the results, particularly convergences and divergences among these regions, the issues affecting online and distance higher education, focusing on the development and delivery of postgraduate studies (MSc courses) and, especially, the possibilities of inter-institutional collaboration through Virtual Mobility.

---



## Africa

**The elearning Africa report 2014** / Harold Elletson, Ali MacKinnon, Eds. . - Berlin : ICWE, 2014 . - 134 p.

Creative commons licence

**Abstract** : The report of 2014 eLearning Africa Conference which took place in Kampala, Uganda, in May 2014. It provides a snapshot of progress and perspectives in the field of technology-enabled learning across the continent. It includes 55 country profiles.

**PDF** : [http://www.elearning-africa.com/media\\_library\\_publications\\_ela\\_report\\_2014.php](http://www.elearning-africa.com/media_library_publications_ela_report_2014.php)

---

**A glimpse of Generation-Y in higher education : some implications for teaching and learning environments** / A.

Maurtin-Cairncross . - In: South African Journal of Higher Education, v. 28, no. 2, pp. 564-583, 2014

ISSN 1011-3487

**Abstract** : Research indicates that traditional teaching methods and materials need to be adapted to improve the match between the needs and preferences of the current 'Generation-Y' students, where information communication technology (ICT) is the norm. This study was designed to examine students' perceptions of the inclusion of e-learning technologies in their courses and their use of interactive social media sites. According to the authors, the results, which showed that the majority of the participants accessed and used social network sites regularly, illustrate the importance of the inclusion of electronic, social network-based and mobile teaching and learning opportunities.

---

**Key factors that influence the diffusion and infusion of information and communication technologies in Kenyan higher education** / Jimmy K. N. Malcharia, Theunis G. Pelser / Society for Research into Higher Education [SRHE][UK]

. - In: Studies in higher education, v. 39, no. 4, pp. 695-709, May 2014

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

**Abstract** : This paper presents the results of a study of factors influencing ICT use by students in Kenyan universities. A sample of 1092 completed questionnaires from students in 16 universities in Kenya were analysed. The findings show that environmental, technological, organizational and individual factors play a significant role in ICT the perceived usefulness of ICT. It was further observed that the effects of some factors including availability of ICT, access to ICT, and the characteristics of the institution's chief executive officer play a pivotal role in ICT diffusion in a developing country context.

---

**Strategic management and the use of information and communication technologies by selected South African and American students** / J. Hough, E. Neuland . - In: South African Journal of Higher Education, v. 28, no. 2, pp. 455-465, 2014

ISSN 1011-3487

**Abstract** : This article focuses on research conducted into the value of strategy teaching and the impact of current information communication technologies (ICTs) on the business life of students in South Africa and the United States (US). This article firstly reports on research in South Africa and the United States of America to assess students' perceptions of the value of strategic management teaching and what online practices they currently employ. Secondly, students' modes of ICT access, awareness about possible ICTs, influence of sharing, submitting, amending and using information were analysed. The majority of students in both countries indicated that they experience significant value in their study of strategic management. There were also significant differences between the two populations about the perceived value of the ICT activities they perform.

---

## Asia and the Pacific

**Opportunity costs associated with the provision of student services : a case study of web-based lecture technology** / Ross H. Taplin, Rosemary Kerr, Alistair M. Brown . - In: Higher Education, v. 68, no. 1, pp. 15-28, July 2014

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

**Abstract** : This study considers staff and student perceptions of the usefulness and valuation of web-based lecture technology (WBLT) within an Australian university. The results show that a quarter of students did not use WBLT while many staff members thought WBLT had a negative impact on their face-to-face teaching. Further, over a third of students sampled said they would not be affected if WBLT were not made available and many staff members felt constrained by



WBLT technology. Some staff members spent a lot of time preparing WBLT while others eschewed the technology altogether. Nevertheless, a relatively small number of students place enormous value on WBLT, as do some staff, even if only simple audio of lectures are provided. The academic policy implications of this study are discussed.

---

## Europe and North America

**State of the art review of quality issues related to open educational resources (OER)** / European Commission . - Luxembourg : Publications Office of the European Union, 2014 . - 52 p.  
Online ISBN 978-92-79-37916-1

**Abstract :** This provides an overview of definitions of quality for OER and suggests a conceptual mapping. It also includes an overview of major issues related to quality for OER, as well as insights on the role of actors and institutions involved in quality and OER. Finally, it provides recommendations for policymakers at European and Member State level.  
**URL :** <http://is.jrc.ec.europa.eu/pages/EAP/documents/201405JRC88304.pdf>

---

**Why not? Examining college students' reasons for avoiding an online course** / D. Kevin O'Neill, Tzy Horng Sai . - In: Higher Education, v. 68, no. 1, pp. 1-14, July 2014  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract :** This study examines why students may choose to take a large lecture course face-to-face, when they know that the same course is offered by their institution online in the same semester, for the same credit and at the same tuition cost. A survey was conducted of 48 undergraduate students in a Canadian university enrolled in a face-to-face offering of an introductory Educational Psychology course. The students reported why they chose to attend lectures and tutorials in person when they could have earned the same credit without doing so. A majority of respondents suggested that they believed they would learn better face-to-face, and expressed informal theories about why this would be the case. The authors examine these informal theories, and the possible implications they may have for future research and institutional planning with regard to online course offerings.

---

## ▪ Intercultural Dialogue

**Developing critical languaculture pedagogies in higher education** / Adriana Raquel Diaz . - Bristol, U.K.,Buffalo, Toronto : Multilingual Matter, 2013 . - 195 p. (Languages for Intercultural Communication and Education)  
ISBN 97861-78309-034-1

**Abstract** : This book provides a pedagogic framework for a more integrated approach to language and culture in language education, conceptualised by the term 'languaculture'. The book is primarily intended for university language teachers and their role in developing and implementing curriculum innovation. A threefold process of developing intercultural competences through language education is described. The first critically examines discrepancies between the expected goals of languages education and higher education policies in relation to intercultural learning and teaching practices. The second articulates a curriculum development framework that aims to address these discrepancies. The third analyses the framework's implementation, through four case studies in the Australian higher education context.

**Classmark** : INT-341 DIA

---

## Asia and the Pacific

**Intercultural learning in graduate studies at an Israeli college of education : Attitudes toward multiculturalism among Jewish and Arab students** / Lilach Lv Ari, Dina Laron . - In: Higher Education, v. 68, no. 2, pp. 243-262, August 2014

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

**Abstract** : This study aimed to investigate the factors which affect attitudes towards multiculturalism among Jewish and Arab graduate students who experience intercultural learning in an Israeli-Jewish academic college of education. The research population was composed of first and second year graduate students, all of whom were practicing teachers or involved in other educational work. Everyone perceived the college's socio-cultural climate as an open and multicultural one in both years of study. However, these positive feelings characterised Jewish students to a larger extent than Arab students, while the socio-cultural aspect as well as the quality of the academic experience had a positive impact on multicultural attitudes primarily among Arab students. Thus, a multicultural climate is not enough to effect a positive change in entrenched attitudes toward multiculturalism. Multicultural education policy should also be reinforced through a formal academic curriculum, so as to set an example for ongoing social change which will further encourage graduate students—majority and minority alike—to implement their multicultural positive experiences in their own schools in the future. [Abstract adapted from publisher]

---

**Local university students and intercultural interactions : conceptualising culture, seeing diversity and experiencing interactions** . - In: Higher Education Research and Development, v. 33, no. 3, June 2014

ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract** : This paper examines the intercultural interaction experiences of local, first-year students in their first few weeks at university in Australia. The focus on local students complements existing intercultural interaction literature, which has tended to concentrate on the experience of the 'cultural other' student. Employing qualitative analysis, the study revealed relationships between how students conceptualise culture, see diversity and experience their initial intercultural interactions on campus. A link between students' cultural backgrounds and the depth of their intercultural interaction experiences emerged.

---

## ▪ Internationalization

**Impacts of transnational education on host countries** / Kevin T. McNamara, Jane Knight / Deutscher Akademischer Austausch Dienst [DAAD][Germany] . - London : British Council, 2014 . - 67 p.

**Abstract** : This report seeks to consider transnational education (TNE) specifically from the host country perspective. The main objective of the research is to produce robust findings on the local impact of TNE in host countries, focusing on four main impacts categories – academic, cultural/social, economic and skills impacts. The study canvassed the views of eight different TNE stakeholder groups in the following 10 countries: Botswana, Mauritius, Egypt, Mexico, Hong Kong (SAR), Turkey, Jordan, UAE, Malaysia and Vietnam. The report was developed in partnership by the British Council and the German Academic Exchange Service (DAAD), with further support from the Australian government Department of Education. It launched at the British Council's Going Global 2014 conference.

URL : [http://www.britishcouncil.org/sites/britishcouncil.uk2/files/tne\\_study\\_final\\_web.pdf](http://www.britishcouncil.org/sites/britishcouncil.uk2/files/tne_study_final_web.pdf)

---

**Mobilités étudiantes Sud-Nord : trajectoires scolaires de Marocains en France et insertion professionnelle au Maroc** / Etienne Gérard, Ronan Balac, Bénédicte Kail, Eric Lanoue, Laurence Proteau / Université de Picardie Jules Verne (France) [UPJV] . - Paris : Publisud, 2008 . - 379 p.  
ISBN 978-2-86600-591-7

URL : [http://horizon.documentation.ird.fr/exl-doc/pleins\\_textes/divers12-05/010043627.pdf](http://horizon.documentation.ird.fr/exl-doc/pleins_textes/divers12-05/010043627.pdf)

---

**What do MOOCS mean for internationalization** / Sarah Custer / National Association for Foreign Student Affairs [NAFSA][USA] . - Washington D.C. : NAFSA, 2013 . - 3 p. (Trends & Insights for International Education Leaders, August 2013)

URL : [http://www.nafsa.org/File/ /ti\\_moocs.pdf](http://www.nafsa.org/File/ /ti_moocs.pdf)

---

**ICT assisting institutions in internationalisation** / Fabrice Hénard, Leslie Diamond, Deborah Roseveare . - In: Approaches to Internationalisation and their Implications for strategic management and institutional Practice : a guide for Higher Education Institutions . - Paris : OECD IMHE, 2012 . - pp. 28-31

**Abstract** : An outcome of the OECD's Higher Education Programme (IMHE) project 'Managing Internationalisation', this report explores the relationships between the internationalisation strategies of governments and higher education institutions. This section of the report examines the impact of ICTS in internationalisation.

URL : <http://www.oecd.org/edu/imhe/Approaches%20to%20internationalisation%20-%20final%20-%20web.pdf>

---

**Internationalization of higher education : converging or diverging global trends** / Eva Egron-Polak . - In: International Higher Education, no. 76, pp. 7-9, Summer 2014  
ISSN 1084-0613

**Abstract** : Based on results of the most recent global survey on internationalization of higher education conducted by the International Association of Universities (IAU), the article focuses on findings that show the growing importance of internationalization policies/strategies for higher education institutions worldwide as well as the strong role played by institutional leadership. A discussion of the perceived risks for institutions and for society serves to demonstrate some converging trends while also pointing out the persistent differences and variations between HEIs in different geographic regions of the world. Some analysis of the responses to questions about funding of internationalization is used to highlight the complexity of the picture drawn by the findings of this 4th Global Survey.

URL : <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/5521/4917>

---

**Review of UK transnational Education in United Arab Emirates : overview in June 2014** / Quality Assurance Agency for Higher Education [UK] . - Gloucester : QAA, 2014 . - 37 p.

**Abstract** : This review includes the results of 11 review reports conducted in 2014 in UK universities that have established a branch or physical presence in United Arab Emirates.

URL : <http://www.qaa.ac.uk/en/Publications/Documents/Review-Transnational-Education-UAE-14.pdf>

---

## Africa

**Les étudiants d'Afrique de l'Ouest face à la globalisation du savoir = Western African Student Migration: A Response to Globalisation of Knowledge** / Denise Efonayi, Etienne Piguet . - In: International Development Policy = Revue internationale de politique de développement, no. 5, 2014

**Abstract :** This article discusses the international migration plans expressed by university students from three West African countries (Senegal, Côte d'Ivoire and Niger). Based in particular on a questionnaire distributed to around 4,000 students, the study identifies a series of contributing factors in the intention to migrate: family networks abroad, level of educational attainment, a lack of confidence in their country's future, supportive attitude on the part of family members, etc. Contrary to the widespread assumptions expressed in the media and in policy debates in industrialised countries, migration intentions appear to be carefully pondered and proactive in nature, rather than impulsive headlong rushes. Students are relatively well informed, and their mostly temporary migration intentions are based on a weighing of their interests in terms of education and professional experience. This article therefore calls for improved coordination of mobility and development policies to unlock the potential of migration while satisfying the thirst for knowledge identified in the three countries concerned.

Cet article porte sur les projets migratoires internationaux formulés par les étudiants universitaires de trois pays d'Afrique de l'Ouest (Sénégal, Côte d'Ivoire et Niger). Basée notamment sur un questionnaire auprès de 4000 étudiants, l'étude isole une série de facteurs qui contribuent à susciter des intentions de départ : les réseaux familiaux à l'étranger, le degré d'avancement des études, le manque de confiance dans le futur du pays, l'attitude favorable de la famille, etc. Contrairement à une image répandue dans les médias et les débats politiques des pays industrialisés, les intentions migratoires n'ont rien d'une fuite en avant mais apparaissent réfléchies et proactives. Les étudiants sont relativement bien informés et leurs intentions migratoires, pour la plupart temporaires, reposent sur une pesée d'intérêts concernant leur formation et leur expérience professionnelle. L'article plaide en conséquence pour une meilleure articulation des politiques de mobilité et de développement, susceptible de valoriser le potentiel migratoire et la soif de connaissance identifiés dans les trois pays étudiés.

URL : <http://poldev.revues.org/1730#quotation>

---

**Stakeholder participation in international higher education partnerships : results of a survey of two sub-Saharan African universities** . - In: Tertiary Education and Management, v. 20, no. 3, September 2014

ISSN 0135-3883 . - Online ISSN 1573-1936

**Abstract :** This study draws from a survey of a random sample of 468 university administrators, academic staff and postgraduate students at two major public universities in Tanzania and the Democratic Republic of Congo. It estimates the level of participation in international partnership activities and examines factors related to this participation. The study found that 4 in 10 stakeholders at the two institutions had participated in partnership activities, and that participation was a function of awareness of partnership opportunities, the use of technology and stakeholder status.

---

## Asia and the Pacific

**Code of practice for the pastoral care of international students** / New Zealand Qualifications Authority . - Wellington : NZQA, 2013 . - 15 p.

**Abstract :** The purpose of this Code is to provide a framework for education providers for the pastoral care of international students. It offers guidance from recruitment to enrolment to student welfare, including the requirement to provide support services.

URL : <http://www.nzqa.govt.nz/assets/Providers-and-partners/Code-of-Practice-NZQA.pdf>

---

**Singapore's global schoolhouse strategy : retreat or recalibration?** / Peter Waring / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 5, pp. 874-884, June 2014  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract :** In 2002 a high-level economic review committee recommended that Singapore position itself as a 'global schoolhouse'. An ambitious target was set to attract 150,000 international students to Singapore by 2015 and to lift the education sector's contribution to GDP from 1.9% to 5% in the same timeframe. The global schoolhouse was viewed as producing a number of policy complementarities including addressing population, labour market and economic priorities. This article reviews the last 10 years of Singapore's global schoolhouse strategy from its inception until the present time.

It examines the policy successes and setbacks, and present statistical evidence of its performance. In particular, the article examine the development of both the public and private higher education sectors in Singapore, the growth of the tuition grant scheme in the public universities and the introduction of the Private Education Act of 2009 in the private sector. It is argued that the 2011 general election in Singapore has proved to be an historic watershed and exposed considerable tensions between local needs and global ambitions in higher education. [Abstract from publisher]

---

**Welcome and exclusion : an analysis of The Australian newspaper's coverage of international students** / Brian Paltridge, Susan E. Mayson, Jan M. Schapper . - In: Higher Education, v. 68, no. 1, pp. 103-116, July 2014  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract :** To understand how international students are both welcomed and excluded by the media, the authors analysed 101 news articles on international students published in an Australian national newspaper from 2009-2011. Using critical discourse analysis, the authors found that the newspaper articles constructed international students in ways that commodify their participation in higher education and marginalised them as the excluded 'other'. The common themes of the reporting of international students were an emphasis of international students' importance to the economy whilst also being "exploiters of the immigration system". Another theme which emerged in the analysis was of international students as victims of violence and/or racism. The authors conclude that the implications of the media discourses identified have important consequences for international student welfare and security.

---

## Europe and North America

**Erasmus+ programme guide = Erasmus+ guide du programme = Erasmus+ Programmleitfaden** / European Commission . - Brussels : European Commission, 2014 . - 267 p.  
Electronic version only

**Abstract :** An in-depth guide to the entire Erasmus+ programme, featuring an overview of the programme, specific information about each key action, procedures for grant applications and selection criteria.

URL : [http://ec.europa.eu/programmes/erasmus-plus/documents/erasmus-plus-programme-guide\\_en.pdf](http://ec.europa.eu/programmes/erasmus-plus/documents/erasmus-plus-programme-guide_en.pdf) (English);  
[http://ec.europa.eu/programmes/erasmus-plus/documents/erasmus-plus-programme-guide\\_fr.pdf](http://ec.europa.eu/programmes/erasmus-plus/documents/erasmus-plus-programme-guide_fr.pdf) (French);  
[http://ec.europa.eu/programmes/erasmus-plus/documents/erasmus-plus-programme-guide\\_de.pdf](http://ec.europa.eu/programmes/erasmus-plus/documents/erasmus-plus-programme-guide_de.pdf) (German)

---

**ICTs and the concept and practice of internationalisation of higher education** / Marie Gottlieb, Kathrine Dalgaard Skovdal . - Copenhagen, 2010 . - 24 p. (Laerning & Medier, 4)  
ISSN 1903-248X

**Abstract :** This article discusses the potential of ICTs of developing the concept and practice of internationalization of higher education. Based on a number of Danish and international cases, that a clear, strategic anchoring of ICTs and internationalization activities, including support services, participation and ownership of faculty, staff and students, and clear financial prospects may be necessary in order to successfully apply ICTs of internationalization on a broader scale.

URL :  
<http://www.google.fr/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCMQFjAA&url=http%3A%2F%2Fajs.statsbiblioteket.dk%2Findex.php%2Fflom%2Farticle%2Fdownload%2F3926%2F3433&ei=auPQU-OvPMPC0QXDooDQCw&usq=AFQjCNEZevOAPpZTfe9BvUQcpPTc--Rv5A&sig2=w2uzFtNB5IFVcTuyUS8ttww&cad=rja>

---

**Global learning : defining, designing, demonstrating** / Kevin Hovland / Association of American Colleges and Universities [AACU]; National Association for Foreign Student Affairs [NAFSA][USA] . - Washington D.C. : AAC&U, NAFSA, 2014 . - 12p.

**Abstract :** Global learning is a term increasingly used in higher education to link university education to successful preparation for a complex, globally connected world. This document defines global learning and provides a set of associated student learning outcomes or competencies through "3-D Global Learning": Designing educational experiences through which students gain competence and meet those outcomes; Demonstrating that those experiences actually help achieve global learning outcomes; while simultaneously creating projects that allow students to demonstrate competencies that they can apply the knowledge, skills, and perspectives that signify their development as global learners.

URL : [http://www.aacu.org/globallearning/documents/global\\_learning\\_2014.pdf](http://www.aacu.org/globallearning/documents/global_learning_2014.pdf)

---

**Global learning : reaching across horizons** / Association of American Colleges and Universities [AACU] . - Diversity & Democracy, v. 17, no. 2, Spring 2014

**Abstract :** Contents: Bringing Global Education to the Core of the Undergraduate Curriculum (Fernando M. Reimers); What Can Global Learners Do? (Kevin Hovland); Critical Cosmopolitan Teaching and Learning: A New Answer to the Global Imperative (Tammy Birk); Awakening Global Awareness in the Humanities (Marcia Bronstein, Shelley Jones, and Sharyn Neuwirth); Engaging with Global Issues in Local Communities (Arlene Walker-Andrews); Seeking Common Ground in the Swan Valley (Cody Dams); Innovative Team Teaching for Systems Thinking and Global Citizenship (Leigh Ann Litwiller Berte and Margaret Davis); Global Women's Leadership Development (Mark Dalhouse and Tracy McLoone); A Collaborative Alternative to MOOCs: AASCU's Global Challenges Project (Shala Mills); Educating Culturally Competent Nurses at Home and Abroad (Marianne Baernholdt).

URL : <http://www.aacu.org/DiversityDemocracy/vol17no2/index.cfm>

---

**La coordination de l'action internationale en matière d'enseignement supérieur et de recherche** / France. Ministère des affaires étrangères; France. Ministère de l'enseignement supérieur et de la recherche . - Paris : La Documentation française, 2014 . - 132 p.

**Abstract :** Ce rapport montre la diversité des actions conduites à l'international par les très nombreux acteurs de l'enseignement supérieur et de la recherche et leur forte présence à l'étranger, l'existence de multiples structures de coordination et, néanmoins, la difficulté d'une coordination entre les établissements, l'État et le niveau communautaire dans un secteur caractérisé par la diversité des approches, des objectifs, des domaines et des modes d'intervention. Tenant compte d'éléments de comparaison internationale, le rapport propose d'accompagner la constitution d'établissements scientifiques puissants capables d'affronter la concurrence internationale ; de définir des priorités pour l'action de l'État établissant un équilibre entre stratégies nationale de recherche et d'enseignement supérieur et diplomatie scientifique ; d'assurer dans ce cadre un meilleur pilotage des moyens, des acteurs et du réseau diplomatique. [résumé éditeur]

URL : <http://www.ladocumentationfrancaise.fr/var/storage/rapports-publics/144000163/0000.pdf>

---

**Leading the globally-engaged institution : new directions, choices and dilemma** / American Council of Education [ACE] . - Washington D.C. : ACE, 2014 . - 8 p. (CIGE Insights : Global Higher Education)

**Abstract :** This short report summarises discussion and analysis from an ACE co-hosted internationalization conference covering such issues as faculty engagement, the assessment of student learning, and the contribution which higher education associations can make.

URL : <http://www.acenet.edu/news-room/Documents/CIGE-Insights-2013-Trans-Atlantic-Dialogue.pdf>

---

**Les étudiants étrangers: un enjeu de la politique migratoire** / Lionel Ragot / Centre d'études prospectives et d'informations internationales [CEPII][France] . - Paris : CEPII, 2013 . - 4 p. (La Lettre du CEPII, 338-20-12-2013)

**Abstract :** La concurrence entre pays d'accueil – principalement pays de l'OCDE – s'intensifie. Ces étudiants en mobilité constituent une cible privilégiée des politiques d'immigration sélective en faveur des qualifiés et sont une source de revenus conséquents pour le financement des systèmes éducatifs. Pour renforcer l'efficacité des politiques d'attraction menées par les pays d'accueil, il est important de mieux identifier les déterminants des choix de localisation des étudiants. Cette Lettre montre que les leviers à disposition des pouvoirs publics sont l'augmentation des capacités d'accueil, la qualité de l'offre d'enseignement et la réduction du coût de la vie des étudiants.

Competition between host countries for foreign students - mainly OECD countries - is intensifying. These mobile students are a prime target for selective immigration policies for skilled and are a source of substantial revenue for the financing of education systems. To enhance the effectiveness of attraction policies of the host country, it is important to better identify the determinants of location choices of students. This letter shows that the levers available to governments are increasing the capacity of reception, the quality of educational provision and reducing the cost of living for students.

URL : [http://www.cepii.fr/PDF\\_PUB/lettre/2013/let338.pdf](http://www.cepii.fr/PDF_PUB/lettre/2013/let338.pdf)

---

**Social media in international student recruitment** / Rahul Choudaha / Association of International Education Administrators [AIEA] . - Durham, NC, USA : AIEA . - 11 p. (AIEA Issue Brief)

**Abstract :** Universities increasingly use social media as an important tool in international student recruitment. This paper covers both the primary reasons why institutions are taking this route, how they are using it in the international context (including varied examples), as well as widespread challenges.



URL : <http://www.aieaworld.org/assets/docs/OccasionalPapers/social%20media%20issue%20brief-%20chodaha-%20Op.pdf>

---

**The changing significance of EU and international students' participation in Scottish higher education** / Scott Tindal, Allan Findlay, Robert Wright . - Southampton, U.K. : ESRC Centre for Population Change, 2014 . - 27 p. (ESRC Centre for Population Change Working Paper Series, 49)

ISSN 2042-4116

**Abstract** : This paper examines the significance of students coming from other countries to study at Scottish higher education institutions. The paper posits that higher education is more important to the Scottish economy than is the sector to England or the rest of the UK. It is for this reason that demographic differences in the student population between Scotland and the rest of the UK are particularly important. The authors consider that unless there is a large and sustained increase in the higher education participation rate, the number of Scotland-domiciled students studying at Scottish higher education institutions will decline in the future. This means that to maintain the overall size of the student population in Scotland, an increasing share of students will need to come from outside Scotland. This includes students from the rest of the UK, students from countries of the European Union, and students from countries that are not part of the European Union. Such students have largely been responsible for the growth in student numbers over the past decade and are likely to become even more important in the decade to come.

URL :

[http://eprints.soton.ac.uk/364567/1/2014\\_WP49\\_The\\_changing\\_significance\\_of\\_EU\\_and\\_international\\_students\\_participation\\_in\\_Scottish\\_higher\\_education.pdf](http://eprints.soton.ac.uk/364567/1/2014_WP49_The_changing_significance_of_EU_and_international_students_participation_in_Scottish_higher_education.pdf)

---

**Your way to Portugal : a guide for international students** / Portugal. Ministerio da Educação. Direcção-Geral do Ensino Superior . - Lisbon : Directorate-General of Higher Education, 2014 . - 23 p.

Classmark : PT-12 DGE

URL : [http://www.dges.mec.pt/en/files/drmci/publications/Brochura\\_Portugal\\_2013\\_en\\_A5.pdf](http://www.dges.mec.pt/en/files/drmci/publications/Brochura_Portugal_2013_en_A5.pdf)

---

**The internationalization of institutional websites : the case of universities in the European Union** / Alberto Fernández Costales . - In: Translation research projects 4 . - Tarragona, Spain : Universitat Rovira i Virgili, 2012 . - 10 p. ISBN 978-84-695-3050-4

**Abstract** : This study focuses on the translation of the corporate websites of universities in the European Union. The main goal is to gain a comprehensive picture of institutional websites in higher education and try to shed some light on certain questions that have not been addressed so far in Translation Studies: Do all university websites have to be translated into English? Into which languages are online contents mostly translated? Are European language policies on multilingualism being effectively applied in the case of the Web? Are institutional websites localized for a particular market or rather globalized for the international audience? And finally, are university websites being adapted by professional translators? This paper reports on 800 corporate websites from universities of the 27 state members of the European Union.

URL : [http://isg.urv.es/publicity/isg/publications/trp\\_4\\_2012/4-Fernandez.pdf](http://isg.urv.es/publicity/isg/publications/trp_4_2012/4-Fernandez.pdf)

---

**International students : the United Kingdom drops the ball** / Simon Marginson . - In: International Higher Education, no. 76, Summer 2014

ISSN 1084-0613

**Abstract** : The number of non-EU students entering UK higher education has fallen for the first time for many years, especially students from South Asia. This article examines this development in the light of changes in immigration policy in the UK.

URL : <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/5522/4921>

---

**Trends in participation and attainment of Chinese students in UK higher education** / Cristina Iannelli, Jun Huang / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 5, pp. 805-822, June 2014

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

**Abstract** : The data used in this study show that the total number of Chinese graduates (at both undergraduate and

postgraduate levels) in the UK increased from around 6,000 at the beginning of the twenty-first century to more than 20,000 in 2009: the second largest number of Chinese overseas students in the world. This paper addresses the issues of whether and how patterns of participation and attainment of Chinese graduates have changed over the last decade. The findings show that (1) increasing proportions of Chinese students graduate from the Russell Group universities; (2) alongside subjects such as science, engineering and business, a growing popularity of social science among Chinese students is emerging; (3) compared to home students and other international students, Chinese first-degree graduates persistently achieve lower attainment levels. The conclusions highlight possible explanations for these patterns and directions for future research.

---

**What motivates Chinese women to study in the UK and how do they perceive their experience?** / Matthew Bamberg . - In: Higher Education, v. 68, no. 1, pp. 47-68, July 2014  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract :** This paper addresses the motivations of female Chinese globally mobile graduates to continue their education in the UK; and whether they are satisfied with their experience. First, this mixed methods study revealed that the primary motivations were: early and mid-career gains, competitive advantages derived from completing a 1-year master's programme, favourable exchange rates, and the opportunity to travel. Alongside these, a number of challenges and concerns were also noted, including: high UK tuition fees and living costs, shifting Chinese employer perceptions of an overseas education, and punitive UK visa regulations. Second, findings indicated mid- to high levels of satisfaction with the experience. Students believed that the main strengths and benefits of a UK-based education related to the high levels of tutorial participation and interaction which facilitated increased subject-matter engagement, as well as to the development of interpretation and application skills. Nevertheless, respondents reported that improvements could be made, such as by: offering clearer language guidance, closing the assessment requirements expectations gap, offering more opportunities for classroom participation, cutting class sizes, reducing fees, and ironically, attracting students from geographical zones other than China to facilitate academic development and programme diversity. (Abstract from publisher)

---

## Latin America and the Caribbean

**Encuentros regionales 2013 : importancia y calidad de los procesos de internacionalización de la IES en el marco de la acreditación** / Téllez Mendivelso, Fernando Alonso, Diego Alejandro Romero Castro / Colombia. Ministerio de Educación nacional . - Bogotá : Ministry of Education, 2013 . - 105 p.

**Abstract :** This document contains the proceedings of Regional meetings organised by the National Council for Accreditation (CAN) in 2013 to identify good practices in internationalization in Colombia.

Este documento pretende, a propósito de la celebración de los Encuentros Regionales CNA 2013, recoger algunas reflexiones en torno a la importancia de la internacionalización de la educación superior y su impacto en los procesos de acreditación.

URL : [http://ecahe.eu/wp-content/uploads/2014/04/Memorias-Encuentros\\_regionales-2013.pdf](http://ecahe.eu/wp-content/uploads/2014/04/Memorias-Encuentros_regionales-2013.pdf)

---



## ▪ Research and Doctoral Education

**Promoting research excellence : new approaches to funding** / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2014 . - 216 p.  
ISBN 978-9-26420-745-5 . - Online ISBN 978-9-26420-746-2

**Abstract** : This report presents evidence on how governments steer and fund public research in higher education and public research institutions through research excellence initiatives (REIs). The report provides information on how REIs work and on the functioning and characteristics of institutions that host centres of excellence. The findings show some of the benefits to be gained through REIs and note some pitfalls to be avoided. Country case studies provide details of REIs in Denmark, Germany, Japan, Norway, Portugal and Slovenia.

**URL** : [http://www.oecd-ilibrary.org/science-and-technology/promoting-research-excellence\\_9789264207462-en](http://www.oecd-ilibrary.org/science-and-technology/promoting-research-excellence_9789264207462-en)

---

**On the shoulders of giants? Global science, resource asymmetries, and repositioning of research universities in China and Russia** / Anatoly Oleksiyenko / Comparative and International Educational Society . - In: Comparative Education Review, v. 58, no. 3, pp. 482-508, August 2014  
ISSN 0010-4086

**Abstract** : This article examines the local and global repositioning of research universities in Russia and China by comparing their research and development funding and performance data, as well as contrasting their global standing with Brazil, India, South Africa, and G7 members. The article details the influence of global hierarchies and rankings of knowledge productivity in both China and Russia. In this context, globally connected talents and finding stability "based on the shoulders of giants" become essential for elevating local research performance. The author notes a prioritisation in both countries of science and technology over social sciences and humanities.

---

**Social science doctoral students' needs and preferences for written feedback** / Gulfidan Can, Andrew Walker . - In: Higher Education, v. 68, no. 2, August 2014  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract** : A mixed methods approach was used to collect data from doctoral students in two research-intensive universities in the United States. The results based on 276 doctoral students' responses provided a clear list of feedback types needed by doctoral students, including comments addressing their main idea, argumentation, clarity, and information coverage. Students' preferences varied on issues of autonomy, criticism, and ambiguity, all critical factors in the transition to independence expected during their doctoral education. The authors identified written feedback categorization encompassing three aspects: function, focus, and presentation. The authors conclude that the findings of this study can guide supervisors, and doctoral students as well as inform further research, including instrument development and written feedback content analyses.

---

**Who's getting the biggest research bang for the buck?** / Jeffrey M. Litwin / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 5, pp. 771-, June 2014  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract** : This paper examines the relationship between research finance and research productivity, as measured by peer-reviewed articles published. The study undertaken by the author compares research expenditure and research publications for 72 public and private United States universities and colleges from 1989 to 2004. The results showed a decline in the research publications during the period 1996 to 2002. The paper also includes a concise literature review on studies evaluating research productivity.

---

**Postdoctoral career paths 2.0 : the golden triangle of competitive junior investigators, adequate academic systems, and successful careers** / Alexander von Humboldt Foundation . - Forum on the Internationalization of Sciences and Humanities, 7, Berlin, 15–16 November 2013 . - Bonn : Alexander von Humboldt Foundation, 2014 . - 43 p.

**Abstract** : This publication documents the presentations and discussions which took place at an international forum in Berlin in 2013. The current situation of postdoctoral researchers in Germany, Taiwan, China, the United States and Senegal are evaluated. The core questions discussed are: How can the current situation of young internationally mobile investigators be described in different countries in terms of career perspectives? What are the needs, demands, and career options of internationally mobile junior researchers? What are the demands of stakeholders and employers in

academia, industry and other sectors with regard to internationally trained, highly qualified young researchers?

Classmark : EUR-711 ALE

URL : [http://www.humboldt-foundation.de/pls/web/docs/F3356/iab\\_brochure\\_2013.pdf](http://www.humboldt-foundation.de/pls/web/docs/F3356/iab_brochure_2013.pdf)

---

## Africa

**Action research for the 21st century : exploring new educational pathways** / L. Wood . - In: South African Journal of Higher Education, v. 28, no. 2, pp. 660-672, 2014

ISSN 1011-3487

**Abstract** : This article argues for the need to adopt more inclusive and participatory paradigms and methodologies that challenge entrenched views that research is the prerogative of the academy. In particular, the author proposes that an action research paradigm may offer suitable ways to navigate new educational pathways suited for improving and sustaining social life in South Africa in the 21st century. Such an approach will help to ensure that academic research remains relevant in today's complex world. [Abstract adapted from publisher]

---

**De-colonising international collaboration : the University of KwaZulu-Natal-Mauritius Institute of Education Cohort PhD programme** / Michael Anthony Samuel, Hyleen Mariaye . - In: Compare, v. 44, no. 4, pp. 501-521, 2014  
Abstract. Bibl. . - ISSN 0305-7925

**Abstract** : This paper explores the setting up of the partnership across the Mauritian and South African higher education contexts with respect to the development of a postgraduate PhD doctoral studies programme. The Mauritian Institute of Education (MIE) aims to develop staffing capacities through engagement with doctoral studies, especially in the context of limited experience in doctoral supervision. The South African model of doctoral cohort supervision at The University of KwaZulu-Natal (UKZN) School of Education is a recent alternative model of delivery in the building of these student and staff capacities through shared ownership of the process and products of doctoral education and development. This paper highlights the expectations, constraints and enabling features of the setting up of the UKZN-MIE PhD programme across international boundaries, driven by mutual reciprocity through valuing of indigenous local knowledge, a non-colonising engagement and innovative methodologies for postgraduate education. Adapting the UKZN cohort model for the international context is the subject of this paper. The paper draws on the experiences of the designers and deliverers as well as users of this programme. The paper explores what drives this form of international collaboration for both contracting partners in the context of shifting conceptions of a teacher education institution.

Classmark : P

---

## Asia and the Pacific

**Higher education in Asia : expanding out, expanding up, the rise of graduate education and university research** / UNESCO Institute for Statistics [Canada] . - Montreal : UIS, 163 p. . - 163 p.

ISBN 978-92-9189-147-4

**Abstract** : This report presents and compares data from national reports and case studies from 16 countries in Asia to better understand the factors driving the expansion in undergraduate and graduate education across Asia. By looking at the system as a whole, the authors evaluate the strategies used to respond to current demand but also to build a sustainable system that can continue to grow in terms of quality.

Contents: 1. The reshaping of higher education across Asia; 2. Expanding out and up: what are the system-level dynamics? Case study of Malaysia and Thailand; 3. The case for graduate education: does university-based research really lead to economic development?. 4. University research productivity across Asia. 5. Summary and conclusions. Appendix. Statistical tables.

Classmark : ASI-522 UNE

URL : <http://unesdoc.unesco.org/images/0022/002275/227516e.pdf>

---

**Increasing the national benefit from higher education research : policy note** / Group of Eight [Australia] . - Canberra : Go8, 2014 . - 4 p.

**Increasing the national benefit from higher education research : background** / Group of Eight [Australia] . - Canberra : Go8, 2014 . - 12 p

**Abstract :** This policy note and background document explore the range of research outputs, the purposes served, the different transfer pathways in order to determine ways of improving the linkages and knowledge flow between university and industry, government and the general community.

URL : [https://go8.edu.au/sites/default/files/docs/publications/policy\\_note\\_-\\_increasing\\_the\\_national\\_benefit\\_from\\_higher\\_education\\_research\\_-\\_final.pdf](https://go8.edu.au/sites/default/files/docs/publications/policy_note_-_increasing_the_national_benefit_from_higher_education_research_-_final.pdf)

URL : [https://go8.edu.au/sites/default/files/docs/publications/backgroundunder-increasing\\_the\\_national\\_benefit\\_from\\_higher\\_education\\_research\\_-\\_final\\_0.pdf](https://go8.edu.au/sites/default/files/docs/publications/backgroundunder-increasing_the_national_benefit_from_higher_education_research_-_final_0.pdf)

---

**A roadmap for forming successful interdisciplinary education research collaborations : a reflective approach /**

Diana Bossio, Birgit Loch, Mark Schier, Alexander Mazzolini . - **In:** Higher Education Research and Development, v. 33, no. 2, April 2014

ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract :** Current literature about interdisciplinary education research is focused on three points: conceptual definitions of interdisciplinarity, the need for interdisciplinary research to tackle the advent of problem-based research and the positive curriculum outcomes to be gained from interdisciplinary research. While this research is important, it does not always include an account of the often complex and politicised interactions that might affect the outcomes of interdisciplinary research groups. This paper provides one possible 'roadmap' for successful interdisciplinary collaboration. It is based on a reflective case study of the authors' own formation of an interdisciplinary research group in an Australian university and the practical resolutions to both the theoretical and the practical issues involved in achieving interdisciplinarity in education research. [Abstract adapted from publisher]

---

**Can a doctoral degree be completed faster overseas than domestically? Evidence from Taiwanese doctorates /**

Eric Sin, Shih-Yng Chiu . - **In:** Higher Education, v. 67, no. 2, pp. 263-283, August 2014

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

**Abstract :** This paper investigates the role that studying overseas or domestically plays in Taiwanese students obtaining a doctoral degree and, in particular, whether doctorates can be completed faster overseas than domestically. . Using a large data set (23,212) of PhD graduates the authors found that Taiwanese students studying in foreign universities (and who come back to Taiwan) on average take 9.61 months less than those earning PhD degrees domestically after netting out other controls. Other factors such as being male, starting a PhD when older, younger cohorts, holding a master's degree, school types matching, and studying in non-top tier universities, are associated with a shorter elapsed time to a doctoral degree.

---

**Constructing an institutional identity in university tea rooms: the international PhD student experience . - In:**

Higher Education Research and Development, v. 33, no. 2, April 2014

ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract :** This case study profiles eight international PhD students in an Australian university and describes the process of the construction and negotiation of their social and institutional identities. Audio-recorded informal conversations highlight the role of social membership, staffroom interactions and language in the construction of students' institutional identities. The analysis indicates that second language use reflects the negotiation of power, space and identity in informal multicultural institutional encounters. The article also includes a critique of the negative stereotype of the 'international student' in Australian universities and the way it underplays the heterogeneity of student experience.

---

**Doctoral supervision in a cross-cultural context : issues affecting supervisors and candidates /** Theresa

Winchester-Seetoab, Judi Homewood, Jane Thogersen, Christa Jacenyik-Trawogera, Catherine Manathunga, Anna Reidd, Allyson Holbrooke . - **In:** Higher Education Research and Development, v. 33, no. 3, pp. 610-626, June 2014

ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract :** This article presents an analysis of data, gathered from interviews with 46 doctoral candidates and 38 supervisors from three Australian universities, about experiences of doctoral supervision in cross-cultural situations. The analysis shows that many of the issues reported by international candidates are the same as those encountered by domestic candidates. However, this study identified eight factors that make such situations more complicated or difficult for candidates in a cross-cultural context: language; cultural differences in dealing with hierarchy; separation from the familiar; separation from support; other cultural differences; stereotypes; time; and what happens when the candidate

**Experiencing the progress report : an analysis of gender and administration in doctoral candidature** / Inger Mewburn, Denise Cuthbert, Ekaterina Tokareva / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 36, no. 2, pp. 155-171, April 2014  
ISSN 1360-080X . - Online ISSN 1469-9508

**Abstract** : Progress reporting mechanisms require students and supervisors to make a retrospective account of the research undertaken in a given period. In this paper, the authors report on findings from a study of progress reporting in doctoral studies in a university in Australia. They found that men and women reported qualitative differences in their encounters with the progress reporting mechanisms, which called into question the idea that these management tools are gender neutral and fair in their effects or application.

---

**Graduate education in Malaysia and Thailand** / Chiao-Ling Chien, David W. Chapman . - In: International Higher Education, no. 76, pp. 20-22, Summer 2014  
ISSN 1084-0613

**Abstract** : Graduate education in Malaysia and Thailand has expanded significantly to provide qualified instructors to serve growing undergraduate enrollment. In both countries, this rationale was eclipsed, to a large extent, by the view that graduate education would help fuel national economic development. The focus on economic development triggered an intensified emphasis on universities placing high in international rankings which, in turn, led to pressure for more research.

URL : <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/5529/4925>

---

**Interdisciplinarity and industry collaboration in doctoral candidature : tensions within and between discourses** / Yolanda Amy Adeline Strengers / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 4, pp. 546-559, May 2014  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract** : This article interrogates the conflicting and challenging pressures experienced by doctoral candidates and their supervisors in interdisciplinary and industry collaborative environments in the humanities, arts and social sciences in an Australian university. The article questions the common assumption that 'more (disciplines) is better' to address complex social, economic and environmental problems. It highlights the ways in which interdisciplinary and industry-led projects can inadvertently silo the doctoral candidate and the problem to be 'solved' within dominant ontological, epistemological and political frameworks. The article calls on supervisors and candidates to adopt the role of negotiators and translators in complex research relationships. It concludes that in some cases, discipline-specific, independent research may provide the novel and innovative answers required to address 'real-world' problems.

---

**'Learning is an endless journey for anyone': undergraduate awareness, experiences and perceptions of the research culture in a research-intensive university** / Rachel Sproken-Smith, Romain Miroso, Martine Darrou . - In: Higher Education Research and Development, v. 33, no. 2, p. 355-371, April 2014  
ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract** : This study explored undergraduates' experiences of the research culture at a research-intensive university in southern New Zealand. The survey was undertaken in 2009 with 1281 students. The results indicated that there was increased awareness and experience of research in more advanced years of study. Overall, undergraduates reported mainly positive experiences of the research culture, such as increased understanding of the topic, greater motivation and inspiration, as well as learning research skills and practical applications of theory. The authors note that the survey results for final-year students compared very favourably to students at UK and Canadian research-intensive universities.

---

**Re-signifying subjectivity? A narrative exploration of 'non-traditional' doctoral students' lived experience of subject formation through two Australian cases** / Eva Bendix Petersen / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, June 2014, no. 5, pp. 823-834, June 2014  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract** : This paper explores the doctoral student experience from the point of view of two 'non-traditional' students

studying in Australian universities. The data come from a qualitative study exploring postgraduate supervision in Australia. A focus of the article is on how subjectivity or selfhood is being (re)constituted and negotiated in pedagogical encounters with supervisors.

---

**The benefits of publishing systematic quantitative literature reviews for PhD candidates and other early-career researchers** / Catherine Pickering, Jason Byrne . - In: Higher Education Research and Development, v. 33, no. 3, pp. 534-548, June 2014

ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract :** This paper describes a method successfully used by early-career researchers including PhD candidates in an Australian university to undertake and publish literature reviews. The method allows researchers new to the field to systematically analyse existing academic literature to produce a structured quantitative summary of the field. The authors forward that this type of review can also complement existing narrative reviews produced by experts in a field by quantitatively assessing the literature, including identifying research gaps. The method can also be used as the initial step for further analysis, including identifying suitable datasets for meta-analysis. Students report that the method is enabling and rewarding. [Abstract adapted from publisher]

---

## Europe and North America

**Bibliometric study in support of Norway's strategy for international research collaboration** / Research Council of Norway . - Oslo : Research Council of Norway, 2014 . - 189 p.

ISBN 978-82-12-03310-8 . - Online ISBN 978-82-12-03311-5

**Abstract :** The report is based on a bibliometric analysis and addresses all of the co-publications between Norwegian researchers and researchers in 57 other countries for a 10-year period beginning in 2003. The report describes the relative strengths of each country within 15 thematic areas.

**URL :**

[http://www.forskningsradet.no/en/Newsarticle/Norways\\_international\\_research\\_collaboration\\_under\\_scrutiny/1253996090504/p1177315753918?WT.ac=forside\\_nyhet](http://www.forskningsradet.no/en/Newsarticle/Norways_international_research_collaboration_under_scrutiny/1253996090504/p1177315753918?WT.ac=forside_nyhet)

---

**e-IRG White Paper 2013** / e-Infrastructure Reflection Group [e-IRG][Netherlands] . - The Hague : e-IRG, 2013 . - 24 p.

ISBN 978-90-817691-8-1

**Abstract :** This White Paper aims to contribute towards the development of a European e-Infrastructure for research. The recommendations in the White Paper concern e-Infrastructures in support of Open Science, data policy recommendations for large-scale research projects, big data access and standards, cloud computing, and legal barriers to commercial use of e-Infrastructures.

**URL :** [http://www.e-irg.eu/images/stories/dissemination/white-paper\\_2013.pdf](http://www.e-irg.eu/images/stories/dissemination/white-paper_2013.pdf)

---

**Intentionality and developing researcher competence on a UK master's course : an ecological perspective on research education** / Juup Stelma, Richard Fay / Society for Research into Higher Education [SRHE][UK] . - In:

Studies in higher education, v. 39, no. 4, pp. 517-533, May 2014

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

**Abstract :** This study examines the development of research competence among Masters of teacher education students at a UK university. A particular focus is on the intentionality ('purpose') of the students' research education activity, representing a learner-oriented focus on research education pedagogy. The results are used to develop an "ecological perspective" which consists of interactive, reflective and more product-like written outputs generated by the Masters students. The analysis shows how the participants' developing intentionality was shaped by both professional and research-related influences, and how this affected the quality of the participants' research education experience.

---

**La mobilité internationale des diplômés de doctorats français, caractéristiques et déterminants** / Association pour l'emploi des cadres [APEC][France]; Université de Bourgogne (France). Institut de recherche sur l'économie de l'éducation [IREDU] . - Paris : APEC, 2014 . - 46 p. (Les études de l'emploi cadre, no. 2014-28)

**Abstract :** Cet étude indique que, "majoritairement, les jeunes docteurs partent à l'étranger parce qu'ils ont des difficultés à trouver un emploi en France" et que "c'est également la raison qui explique le prolongement de leur expatriation". Pour

autant, les deux enquêtes quantitatives sur lesquelles s'appuie l'étude montrent qu'il est difficile d'assimiler ces départs à l'étranger à un phénomène généralisé de "fuite des cerveaux".

This study indicates that "on the whole, young PhDs go abroad because they have difficulty finding a job in France" and that "it is also the reason that they extend their stay abroad." However, both quantitative surveys that underpin the study show that it is difficult to equate these departures abroad to widespread phenomenon of "brain drain."

URL: [http://www.orientation-paysdelaloire.fr/mediatheque/doc\\_num.php?explnum\\_id=22486](http://www.orientation-paysdelaloire.fr/mediatheque/doc_num.php?explnum_id=22486)

---

**Leveraging university research to serve economic development : an analysis of policy dynamics in and across three US states** / Jarrett B. Warshaw, James C. Hearn / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 36, no. 2, pp. 196-211, April 2014  
ISSN 1360-080X . - Online ISSN 1469-9508

**Abstract** : As economic competition becomes more global and knowledge-based, US states have independently pursued initiatives in research and development (R&D) and science and technology (S&T). Policy efforts often entwine government, universities, and industry, aiming to stimulate socially optimal levels of innovation and economic growth. Through comparative case study of Georgia, Missouri, and Texas, the authors present perspectives of government, university, and industry leaders, who form and negotiate boundaries and roles for collaboration. They find that (1) S&T competition has been distinct from national initiatives and more domestic than global; (2) the three states feature similar policies but have evolved 'new economy' approaches idiosyncratically; and (3) universities in these states have driven endeavours, evincing specific industry/corporate perspectives. Themes suggest competition – not collaboration – within a national-innovation system and intriguing yet challenging opportunities for academic leaders and managers. (Abstract modified from publisher)

---

**Research universities : American exceptionalism** / Henry Rosovsky . - In: International Higher Education, no. 76, pp. 4-6, Summer 2014  
ISSN 1084-0613

**Abstract** : The author describes six key characteristics present in America's top tier of research universities: shared governance, academic freedom, merit selection, significant human contact, preservation of culture, and nonprofit status. Although often discussed individually, these six characteristics of quality are rarely discussed as a system and, contrary to a longstanding historical tradition, their presence does not preclude innovation and change. The author questions whether today's boards of trustees, the court of last resort in American higher education, are prepared to uphold the key characteristics of quality.

URL : <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/5522/4921>

---



## ▪ Sustainable Development

**The nine elements of a sustainable campus** / Mitchell Thomashow . - Cambridge, Mass. : The MIT Press, 2014 . - 236 p.  
ISBN 978-0-262-02711-3

**Abstract :** Based on his experiences developing campus sustainability initiatives as President of a North American college, the author discusses both the necessity and the scope of campuses to practice sustainability. They provide opportunities for both research and implementation; they have the capacity to engage students, staff, and faculty in collaborative engagement that inspire campus transformation; and they are concerned with intergenerational obligations. Though not an official policy or tracking tool, the nine elements which form the book chapters, provide a framework for examining campus sustainability. The nine elements are: energy; food; materials; governance; investment; wellness; curriculum; aesthetics; interpretation.

**Classmark :** US-14 THO

---

## Africa

**Advancing grassroots climate change awareness in Botswana : BCA campus greenhouse gas baseline inventory** / Nnyaladzi Batisani, Abijah Ndiane . - In: International Journal of Sustainability in Higher Education, v. 15, no. 3, pp. 304-313, 2014  
ISSN 1467-6370

**Abstract :** This paper provides the process of undertaking a campus greenhouse inventory within an Agricultural College of a University in Botswana. The procedure in carrying out the study provided learners with an opportunity to appreciate emissions from developing countries and also gain technical skills in conducting a greenhouse inventory using the Clean Air-Cool Planet (CACP) campus calculator to calculate emissions within the college. It also sensitised campus administrators about the scale of emissions and possible ways of reducing them. Furthermore, it highlights the fact that developing countries also produce significant emissions, hence the need for mitigation measures.

---

## Asia and the Pacific

**Community responses to the removal of bottled water on a university campus** / Katja Mikhailovich, Robert Fitzgerald . - In: International Journal of Sustainability in Higher Education, v. 15, no. 3, pp. 330-342, 2014  
ISSN 1467-6370

**Abstract :** This paper presents the findings of a survey conducted at the first Australian university to remove single-use bottled water from sale on a small regional university campus which formed part of the university's commitment to environmental sustainability. The results indicated some evidence of changes to pro-environmental behaviors such as increased use of re-fillable bottles, but there were less desirable outcomes such as drinking less water. Community perceptions were dramatically polarised. Restrictions on freedom of choice, concerns about health as a result of increased use of high-sugar drinks and the continued availability of other plastic drink bottles were provided as strong objections to the removal of bottled water from sale on campus.

---

## Europe and North America

**An analysis of viewpoints on education for responsible consumption in higher education** / Sandrine Gombert-Courvoisier, Vincent Sennès, Francis Ribeyre . - In: International Journal of Sustainability in Higher Education, v. 15, no. 3, pp. 259-269, 2014  
ISSN 1467-6370

**Abstract :** This paper reviews education for responsible consumption (ERC) in higher education using a cross-disciplinary approach. Presenting a literature review and highlighting as a model the cross-disciplinary master's degree at the University of Bordeaux, France, the authors note that there are three components that seem relevant for ERC in higher education: taught courses should be closely linked with research being carried out into responsible consumption; ERC should focus on a global approach to reducing ecological impacts by changing consumption behaviour and the diversity of situations in terms of specific characteristics of local administrative areas; and populations must be properly understood to adapt ERC messages and actions to significant local features. The authors conclude that the complexity inherent in responsible consumption mean that ERC has to be considered from a global, cross-disciplinary and interdisciplinary perspective.

---

**Conceptualizing digital literacies and digital ethics for sustainability education / Susan A. Brown . - In:**

International Journal of Sustainability in Higher Education, v. 15, no. 3, pp. 280-290, 2014

ISSN 1467-6370

**Abstract :** The paper draws on relevant literature in the field of sustainability education and in the field of digital literacies and digital ethics. It synthesizes perspectives in both fields to form a conceptualization of digital literacies and digital ethics for sustainability education.

The paper conceptualises digital literacies as a capacity to reflect on the nature of digital space in relation to sustainability challenges and digital ethics as a capacity to reflexively engage with digital space in ways which build rich discourses around sustainability. Critically reflective and exploratory activities in digital space are a means of developing these capacities.

---

**The effects of information regarding sustainability issues and behavioral self-management instruction on college students energy conservation / Hilary R. Mosher, Marcie Desrochers . - In:** International Journal of

Sustainability in Higher Education, v. 15, no. 3, pp. 359-370, 2014

ISSN 1467-6370

**Abstract :** This paper presents results of a study with 30 introductory environmental science laboratory students prior and subsequent to a workshop in sustainability education and behavior change strategies. Participants implemented self-management strategies and tracked their energy use for two weeks following the training. A significant difference was found between participants pre- and post training energy use, suggesting that the training increased participants' energy conservation behavior for their targeted device. Moreover, participants decreased their energy usage for other measured electronic devices, suggesting generalisation of treatment effects. A sizable savings in energy was achieved across all participants and devices (approximately 300 hours). The authors conclude that behaviour change strategies may be effective at improving pro-environment behaviours and provide a solid foundation from which to disseminate sustainability education.

---

**Education for sustainable development : guidance for UK higher education providers /** Quality Assurance Agency for Higher Education [UK]; Higher Education Academy [UK] . - Gloucester : QAA, 2014 . - 28 p.

**Abstract :** This guidance is intended to assist staff in UK higher education institutions seeking to incorporate education for sustainable development within the curricula. It has been produced by an expert group drawn from across the sector.

**URL :** <http://www.qaa.ac.uk/en/Publications/Documents/Education-sustainable-development-Guidance-June-14.pdf>

---

**From strategy to implementation : the second evaluation of the Green Academy programme /** Andrew McCoshan, Stephen Martin / Higher Education Academy [UK] . - York : HEA, 2014 . - 16 p.

**Abstract :** The Green Academy programme was launched in 2011 to assist universities in the United Kingdom in embedding education for sustainable development (ESD) into the overall student experience. This second evaluation report examines progress at seven Green Academy universities and discusses the general features of implementing the programme, including the relationship of activities to major curriculum reforms, modules, staff development activities and general management tools.

**URL :** [http://www.heacademy.ac.uk/assets/documents/esd/2nd\\_Green\\_Academy\\_Evaluation\\_2014\\_FINAL.pdf](http://www.heacademy.ac.uk/assets/documents/esd/2nd_Green_Academy_Evaluation_2014_FINAL.pdf)

---

**An analysis of viewpoints on education for responsible consumption in higher education /** Sandrine Gombert-Courvoisier, Vincent Sennès, Francis Ribeyre . - In: International Journal of Sustainability in Higher Education, v. 15, no. 3, pp. 259-269, 2014

ISSN 1467-6370

**Abstract :** This paper reviews education for responsible consumption (ERC) in higher education using a cross-disciplinary approach. Presenting a literature review and highlighting as a model the cross-disciplinary masters degree at the University of Bordeaux, France, the authors note that there are three components that seem relevant for ERC in higher education: taught courses should be closely linked with research being carried out into responsible consumption; ERC should focus on a global approach to reducing ecological impacts by changing consumption behaviour and the diversity of situations in terms of specific characteristics of local administrative areas; and populations must be properly understood to adapt ERC messages and actions to significant local features. The authors conclude that the complexity inherent in responsible consumption mean that ERC has to be considered from a global, cross-disciplinary and interdisciplinary perspective.

---



**Conceptualizing digital literacies and digital ethics for sustainability education** / Susan A. Brown . - In: International Journal of Sustainability in Higher Education, v. 15, no. 3, pp. 280-290, 2014  
ISSN 1467-6370

**Abstract :** The paper draws on relevant literature in the field of sustainability education and in the field of digital literacies and digital ethics. It synthesizes perspectives in both fields to form a conceptualization of digital literacies and digital ethics for sustainability education.

The paper conceptualises digital literacies as a capacity to reflect on the nature of digital space in relation to sustainability challenges and digital ethics as a capacity to reflexively engage with digital space in ways which build rich discourses around sustainability. Critically reflective and exploratory activities in digital space are a means of developing these capacities.

---

**The effects of information regarding sustainability issues and behavioral self-management instruction on college students energy conservation** / Hilary R. Mosher, Marcie Desrochers . - In: International Journal of Sustainability in Higher Education, v. 15, no. 3, pp. 359-370, 2014  
ISSN 1467-6370

**Abstract :** This paper presents results of a study with 30 introductory environmental science laboratory students prior and subsequent to a workshop in sustainability education and behavior change strategies. Participants implemented self-management strategies and tracked their energy use for two weeks following the training. A significant difference was found between participants' pre- and post training energy use, suggesting that the training increased participants' energy conservation behavior for their targeted device. Moreover, participants decreased their energy usage for other measured electronic devices, suggesting generalisation of treatment effects. A sizable savings in energy was achieved across all participants and devices (approximately 300 hours). The authors conclude that behaviour change strategies may be effective at improving pro-environment behaviours and provide a solid foundation from which to disseminate sustainability education.

---

## Other themes

### ▪ Academic freedom

**Silenced, expelled, imprisoned : repression of students and academics in Iran / Amnesty International . – London : Amnesty International, 2014 . - 117 p.**

**Abstract :** The report is based on interviews with more than 50 individuals with direct knowledge of Iran's higher education system subsequent to 2005 and an analysis of publicly available documents and media reports. It provides specific information on the cases of student activists and academics who were imprisoned on national security-related charges. The report also traces efforts to further "Islamicise" Iranian higher education, by, for example, tightening rules on gender segregation and dress code, suspending and expelling student activists, cancelling or revising humanities courses deemed to be Western-influenced," and dismissing or forcing the retirement of faculty perceived as being "secular" or "reformist."

**URL :** <http://www.amnesty.org/en/library/asset/MDE13/015/2014/en/a44b334a-cbcb-468d-a2f8-e3e66ce9e939/mde130152014en.pdf>

---

**Free to manage? A neo-liberal defence of academic freedom in British higher education / Brian Miller / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 36, no. 2, pp. 143-154, April 2014**  
ISSN 1360-080X . - Online ISSN 1469-9508

**Abstract :** This paper addresses managerialism from within a neo-liberal framework. The paper argues that there is no intrinsic reason why support for a neo-liberal philosophy should equate with a belief in the need for managerialism in higher education. In particular, the author argues that neo-liberalism values freedom above other principles and that managerialism curtails academic freedom through control, instrumentalism and ideology and that, in all of these respects, it is counter-liberal. The paper concludes by suggesting an alternative approach to higher education which would enhance the importance of academic freedom within a neo-liberal policy framework. (Abstract from publisher)

---

### ▪ Accreditation

**Enrollment competition, accreditation, and the private-public market in Mexico / Juan Carlos Silas Casillas . - In: International Higher Education, no. 71, pp. 26-27, Spring 2013**  
ISSN 1084-0613

**Abstract :** Accreditation is becoming a new battleground for public and private institutions in Mexico. Public and mid-profile private universities design marketing strategies based on the legitimization they get from accrediting agencies in order to enroll students.[Abstract from publisher]

**URL :** [https://htmlbprod.bc.edu/prd/f?p=2290:4:0::NO:RP,4:P0\\_CONTENT\\_ID:119724](https://htmlbprod.bc.edu/prd/f?p=2290:4:0::NO:RP,4:P0_CONTENT_ID:119724)

---

### ▪ Curriculum

**Die engagierten Hochschulen : Forschungsstark, praxisnah und gesellschaftlich aktiv = Committed Universities: Strong in research, skills-focused and active in society / Hochschulrektorenkonferenz [HRK][Germany] . - Bonn : HRK, 2014 . - 83 p.**  
ISBN 978-3-942600-28-6

**Abstract :** This publication introduces innovative models for bachelor degree programmes in Germany. It includes reports from more than 28 German universities covering individual and often creative approaches to re-design bachelor degree programmes and modes of teaching while contributing to social integration.

**Classmark :** DE-341 HRK

**URL :** <http://www.hrk-nexus.de/material/publikationen/detailansicht/meldung/neue-broschuere-die-engagierten-hochschulen-3437/> (German)

[http://www.hrk-nexus.de/fileadmin/redaktion/hrk-nexus/07-Downloads/07-02-Publikationen/nexus\\_committed\\_universities.pdf](http://www.hrk-nexus.de/fileadmin/redaktion/hrk-nexus/07-Downloads/07-02-Publikationen/nexus_committed_universities.pdf) (English)

---

**Productivity implications of a shift to Competency-Based Education : an environmental scan and review of the relevant literature** / B. Abner, O. Bartosh, C. Ungerleider, R. Tiffin / Ontario. Higher Education Quality Council . - Toronto : Higher Education Quality Council of Ontario, 2014 . - 72 p.

**Abstract** : This report examines the development of CBE postsecondary education programmes and its impact on cost, quality, productivity and accountability, compared with traditional forms of academic delivery.

**URL** : <http://www.heqco.ca/SiteCollectionDocuments/CBE%20Report-ENG.pdf>

---

**The HIV and AIDS academic curriculum in higher education** / N. de Lange . - In: South African Journal of Higher Education, v. 28, no. 2, pp. 368-385, 2014  
ISSN 1011-3487

**Abstract** : This article argues that the university academic curriculum should be harnessed more vigorously to address HIV and AIDS - a reality impacting the student corps. The article, therefore, seeks to persuade, but also to ensure, that the work of higher education institutions remains 'embedded in its students', and that the curriculum is responsive and engaged, and contributes to the public good of South African society as a whole. [Abstract adapted from publisher]

---

## ▪ Education and employment

**Can higher education solve Africa's job crisis?** / British Council . - British Council, 2014 . - 13 p.

**Abstract** : This policy brief forms part of the British Council study 'Universities, Employability and Inclusive Development', focusing primarily on four Sub-Saharan Africa countries - Kenya, Ghana, Nigeria, and South Africa. All these countries have different levels of access to higher education, different income levels and diverse political and social conditions, but all face a common challenge: how to ensure universities provide the highest quality of preparation for the workplace.

**URL** : [http://www.britishcouncil.org/sites/britishcouncil.uk2/files/graduate\\_employability\\_in\\_ssa\\_final-web.pdf](http://www.britishcouncil.org/sites/britishcouncil.uk2/files/graduate_employability_in_ssa_final-web.pdf)

---

**European mobility of United Kingdom educated graduates. Who stays, who goes?** / Heike Behler / Society for Research into Higher Education [SRHE][UK] . - In: Higher Education Quarterly, v. 68, no. 3, July 2014  
ISSN 0951-5224 . - Online ISSN 1468-2273

**Abstract** : This paper analyses the social composition of intra-European mobile graduates from the UK in the context of recent political developments (Bologna-Process, European Higher Education Area). Using quantitative and qualitative data from a longitudinal study of students and its follow-up study, the paper compares the social composition and current activity of intra-European mobile graduates with those remaining in the UK. Personal and higher education-related variables together with the current type of employment were significant for the distinction between intra-European mobile graduates and 'UK stayers'. UK-educated mobile graduates were identified as 'Eurostars', who come from high social classes or studied at high tariff higher education institutions. Mobility was identified as one way for UK-educated graduates to avoid employment in non-graduate jobs and add further value to their undergraduate degrees. (Abstract from publisher)

---

**Factors influencing job attainment in recent Bachelor graduates : evidence from Australia** / Denise Jackson . - In: Higher Education, v. 68, no. 1, pp. 135-153, July 2014  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract** : This study analyses recent Bachelor graduates of Australian higher education institutions using national data gathered in 2011 and 2012 of over 56,000 graduates. Findings indicate employer selection criteria broadly align with what is understood to constitute graduate employability, including technical expertise, generic skill mastery and a successfully formed graduate identity. The author found however that labour market opportunities are not based on merit alone, with employers favoring those graduating from prestigious universities, part-time students and whose study incorporated elements of on-campus learning. There were also noted variations by discipline, age and residency status

---

**The role of work experience in the future employability of higher education graduates** / Ruth Helyer, Dionne Lee / Society for Research into Higher Education [SRHE][UK] . - In: Higher Education Quarterly, v. 68, no. 3, pp. 348-372, July 2014  
ISSN 0951-5224 . - Online ISSN 1468-2273

**Abstract** : This paper examines the context in which work experience has come to the fore as an approach to enhancing employability by interrogating recent research and policy related to this agenda. Employability is presented as an on-

going debate that cannot be viewed as a finite entity but must move and develop with the market, society and the global situation. In addition the paper closely examines a graduate internship programme in a university in North East England. Comparing and contrasting findings from this scheme, with other examples of experiential learning through work experience, provides some evidence to suggest the value of internships and furthermore supports some formative ideas about how internships might be developed to best serve those taking part in them: interns; employers and universities.

---

## ▪ Educational cooperation

**China's higher education engagement with Africa : a different partnership and cooperation model?** / Kenneth King . - In: International Development Policy = Revue internationale de politique de développement, no. 5, pp. 151–173, 2014

**Abstract :** What is the nature of China's educational partnerships with Africa? This paper examines China's investment in human resource development in Africa, especially in higher education, through several programmes including long- and short-term training of Africans in China, Confucius Institutes, stand-alone projects, and the 20+20 scheme for higher education cooperation between China and Africa. It investigates several apparent differences between China's aid discourse and practice and those of traditional Organisation for Economic Co-operation and Development (OECD) donors. It asks how the enduring continuity of China's discourse on mutual benefit and common good in educational aid can be explained. Can what looks like a one-way partnership in terms of financing really, in fact, be symmetrical?

**URL :** <http://poldev.revues.org/1788>

---

## ▪ Educational development

**Tournant utilitariste de l'enseignement supérieur en Afrique** / Paulin Hounsounon-Tolin . - Paris : L'Harmattan, 2014 . - 174 p. (Harmattan Cameroun)  
ISBN 978-2-343-02298-7

**Abstract :** L'élite universitaire africaine ne conçoit pas la réflexion, la recherche fondamentale et le rôle de conservatoire des éléments inutiles et fragiles d'une identité culturelle, propres à l'université, comme une arme de développement. Cet ouvrage dénonce le tournant utilitariste de l'enseignement supérieur en Afrique, au point où l'argent l'emporte sur la recherche fondamentale. (Résumé de l'éditeur)

---

**Knowledge aid as instrument of regulation : World Bank's non- lending higher education support for Ethiopia** / Tebeje Molla . - In: Comparative Education, v. 50, no. 2, pp. 229-248, May 2014  
ISSN 0305-0068

**Abstract :** This paper reports some findings from a doctoral study on the role of the World Bank in the recent higher education (HE) policy reform process in Ethiopia. It focuses on the nature and impact of non-lending assistance by the Bank to the Ethiopian higher education subsystem. Based on an interpretive policy analysis of sector reviews and advisory activities of the Bank, and selected national higher education policy documents, the following findings are highlighted. First, as a knowledge institution', the World Bank produces, systematises and disseminates knowledge through policy advice, policy reports, analytical sector reviews, and thematic conferences and workshops. Second, knowledge aid from the Bank not only has a profound discursive effect on shaping Ethiopian higher policy reform priorities in accordance with its neoliberal educational agenda but also undermines the knowledge production capacity of the nation. The paper also argues that, for an effective education policy support, the Bank needs to shift its modality of engagement from knowledge aid to research capacity building. (Abstract from publisher)

---

**Universities, dependency and the market : innovative lessons from Kenya** / Ane Turner Johnson, Joan B. Hirt . - In: Compare, v. 44, no. 2, pp. 230-251, 2014  
Abstract. Bibl.

**Abstract :** Higher education in developing nations is typically viewed from a dependency perspective - institutions are seen as merely recipients of Western knowledge, aid and reform efforts. Nevertheless, universities in both the centre and the periphery are dealing with tensions between protecting the public good and embracing neoliberal values based on a market approach to higher education. The current study on the market approach to higher education in Kenya, suggests that public and private interests can be complementary, contributing to a re-envisioning of the traditional mission of higher education. This article seeks to examine more fully the nature of reform efforts at two universities in Kenya, to

## ▪ Educational evaluation

### **Not just another evaluation : a comparative study of four educational quality projects at Swedish universities /**

Sara. Karlsson, Karin Fogelberg, Asa Kettis, Lindgren, Stefan, Mette Sandoff, Lars Geschwind . - In: Tertiary Education and Management, v. 20, no. 3, pp. 239-251, September 2014

ISSN 0135-3883 . - Online ISSN 1573-1936

**Abstract :** This study compares and analyses four recent educational quality projects at Swedish universities. focuses on how the universities have handled the tension between external demands and internal norms. On the one hand, the projects are found to be built on similar rationales related to accountability, reputation building and strategic management and mirror similar ambitions regarding raising the status of education. On the other hand, the projects are found to differ considerably in their actual design, methodology, implementation, stakeholders and outcomes.

---

### **Learning outcomes across disciplinary divides and contrasting national higher education traditions /**

Rachel Sweetman, Elisabeth Hovdhaugen, Hilde Karlsen . - In: Tertiary Education and Management, v. 20, no. 3, pp. 179-192, September 2014

ISSN 0135-3883 . - Online ISSN 1573-1936

**Abstract :** This paper considers potential challenges in using broad generic learning outcomes across contrasting disciplinary and national settings. The author analysed data from the international REFLEX survey for Norwegian and English bachelor's degree graduates to examine the relationships between graduates' broad learning outcomes (general competencies), their national contexts and their disciplinary area. The results showed variations in competencies across subjects and countries, suggesting that general competencies often suggested as generic learning outcomes may be unstable and problematic to compare across contrasting settings. [Abstract adapted from publisher]

---

### **The legitimization of OECD's global educational governance : examining PISA and AHELO test production . - In:**

Comparative Education, v. 50, no. 2, April 2014

ISSN 0305-0068

**Abstract :** The authors present a comparative analysis of the production of two international tests – the Programme for International Student Assessment (PISA) and the Assessment of Higher Education Learning Outcomes (AHELO).

---

### **Student assessment in Portugal : academic practice and Bologna Policy /**

Cristina Sin, Maria Manatos / International Association of Universities [IAU] . - In: Higher Education Policy, v. 27, no. 3, pp. 323-340, September 2014

ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract :** This paper investigates institutional policies and academic practices of student assessment in four Portuguese higher education institutions (HEIs) in the wake of European policy developments driven by the Bologna Process. Specifically, it examines the correspondence between European policy recommendations related to student assessment (promotion of student-centred learning by the Bologna Process and the European quality assurance standard and guidelines on student assessment) and actual assessment procedures in the investigated Portuguese HEIs. It concludes that despite student-centred methodologies having started to make inroads, it does not emerge clearly how far changes (and practices) have been driven by recent European policy. Another notable aspect is that despite apparent institutional compliance with national or European orientations meant to improve the student experience of assessment (as reflected in policy documents), academic practices and students' experiences sometimes tell a story of resistance and enduring academic beliefs and traditions.

URL : <http://www.palgrave-journals.com/hep/journal/v27/n3/abs/hep201327a.html>

---

## ▪ Educational finance

### **Do changes in cost-sharing have an impact on the behaviour of students and higher education institutions : evidence from 9 case studies /**

European Commission . - Luxembourg : Publications Office of the European Union, 2014 . - 120 p. (v. 1 Comparative report)

**Abstract :** This report examines trends in participation and completion in higher education, as well as factors such as system structure, institutional revenue and strategy over the last 15 years in nine case study higher education systems in order to understand better how different models of funding – and changes to these – affect students and institutions. The countries covered by the study are Austria, Canada, UK-England, Finland, Germany, Hungary, Poland, Portugal and South Korea.

URL : [http://ec.europa.eu/education/library/study/2014/cost-sharing/comparative-report\\_en.pdf](http://ec.europa.eu/education/library/study/2014/cost-sharing/comparative-report_en.pdf)

---

**Financial management of Canadian universities : adaptive strategies to fiscal constraints** / Darren Deering, Creso M. Sa . - In: Tertiary Education and Management, v. 20, no. 3, pp. 207-224, September 2014

ISSN 0135-3883 . - Online ISSN 1573-1936

**Abstract :** this paper analyses the strategies of three Canadian universities to cope with financial challenges further to decreases in government funding and regulation of tuition policies. Using interview data and document analysis, the authors found that, instead of cutting costs and services, all three universities studied implemented decentralized budgeting and management structures in an attempt to increase efficiency and seek out new revenues.

---

**International trends in the public and private financing of higher education** / Bikas C. Sanyal, Bruce Johnstone / UNESCO International Bureau of Education [IBE][Switzerland] . - In: Prospects: Quarterly review of comparative education, v. 41, no. 1, pp. 157-175, March 2011

ISSN 0033-0337

**Abstract :** Beginning by analyzing the major qualitative and quantitative changes in higher education around the world, this article examines international trends in their financial implications. It then demonstrates the state's inability to bear the entire rising financial burden, and explores the role of self-financing, and of the non-profit and for-profit private sectors, in sharing the enrolment and the cost burden. Examples of cost-sharing from around the world are given, with an analysis of the complexities and ambiguities of the meanings of public and private in reference to financing higher educational institutions. A discussion of private-public partnerships follows, and of the role that non-profit and for-profit cross-border higher education plays in financing. The conclusion offers eight policy themes for coping with the underlying situation of financial strategy and the simultaneous need to supplement scarce public revenues with private revenues, meanwhile increasing access to and participation in higher education for those not yet benefiting from it.

---

**Trade policy in Asia : higher education and media services** . - Singapore : World Scientific Publishing . - 414 p. (36)

ISSN 1793-3641

**Abstract :** This book, the result of joint research between the Asian Development Bank Institute (ADBI) and the Organisation for Economic Cooperation and Development (OECD), reviews the regulation and policy affecting trade and investment in education and audiovisual services. In both areas, there is an overview of global trends, followed by a series of country studies for Singapore, Korea, Japan, China, Malaysia and India.

URL : <http://www.adb.org/sites/default/files/pub/2014/trade-policy-asia-higher-education-and-media-services.pdf>

---

**The concept of public goods, the state, and higher education finance : a view from the BRICs** / Economics of education, Educational finance . - In: Higher Education, v. 68, no. 3, September 2014

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

**Abstract :** This paper analyses how the State's financing of higher education can shape it as a public / private good and the factors that impact on States to influence such changes. Trends in higher education financing in the BRIC countries — Brazil, Russia, India, and China - are described within the context of globalisation and the rapid expansion of higher education. The authors show that in addition to increased privatisation of higher education financing, BRIC States are increasingly differentiating the financing of elite and non-elite institutions.

---

## ▪ Educational history

**Essential documents in the history of American higher education** / John R. Thelin . - Baltimore : John Hopkins University Press, 2014 . - 358 p.

ISBN 978-1-4214-1422-5

**Abstract :** This book presents and interprets primary sources that chart the social, intellectual, political and cultural history



of colleges and universities in the United States of America. Key historical documents are organised chronologically, from the nine colleges established in the Colonial era through to a 2012 report on the effects of the financial crisis on universities and colleges. The book includes memoirs that recount life as a Harvard student in the 1700s, as a participant in the campus riots of the 1960s, the experiences a female college athlete in the 1970s, or enrolling at university as a Latina in the 1990s.

**Classmark :** US-82 THE

---

## ▪ Educational interaction process

**Transforming students : fulfilling the promise of higher education** / Christina Johansson, Peter Felter . - Baltimore : John Hopkins University Press, 2014 . - 114 p.  
ISBN 978-1-4214-1437-9

**Abstract :** Drawing on interviews with undergraduate students at an American university, this book examines the role of the university in "transformative learning" - a notion rooted in the field of adult education. Students' experiences of the evolution of their sense of identity are examined through different lenses: the nature of "home" in the college environment; the impact of disruptions of students' beliefs and assumptions in creating openings for deeper learning; students' development of critical reflection; the role of relationships in the classroom community and beyond; and institutional transformation.

**Classmark :** US-531 JOH

---

**Navigating change : a typology of student transition in higher education** / Trevor Gale, Stephen Parker / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 5, pp. 734-753, June 2014  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract :** However, 'transition' as a concept is largely employed uncritically in the field. In making these transition assumptions explicit, this article argues that there are three distinct accounts in the research literature, which inevitably lead to different approaches to transition policy, research and practice in higher education. While the third – transition as 'becoming' – offers the most theoretically sophisticated and student-sympathetic account, it is the least prevalent and least well understood.

---

**Student engagement : students' and teachers' perceptions** / Nick Zepke, Linda Leach, Philippa Butler . - In: Higher Education Research and Development, v. 33, no. 2, 386-398, April 2014  
ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract :** Using data from a research project in Aotearoa, New Zealand that draws on selected questions from two surveys: One survey asked students how important nine selected teacher behaviours were in engaging them in learning, the other asked teachers what priority they put on these behaviours and how important they thought they were to students. The article reports that teachers and students had some similar but more dissimilar perceptions about what engages students. Suggested reasons for the differences are discussed.

---

**Students' classroom experience in foreign-faculty and local-faculty classes in public and private universities in Taiwan** / Te-Sheng Chang, Bin Bai, Tsai-Wei Wang . - In: Higher Education, v. 68, no. 2, pp. 207-226, August 2014  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract :** This research focuses on 714 undergraduate students of humanities and social sciences from 14 universities in Taiwan. The instrument consisted of seven dimensions: peer supportiveness, peer pressure, teacher supportiveness, teacher approachability, study preparedness, class participation, and learning comprehensiveness. The results indicate that students in both public and private universities are reluctant to participate, feel pressure, and experience difficulty comprehending course content in foreign teachers' classes. However, they feel that foreign teachers are more supportive and approachable than local teachers, especially in private universities. Compared with local-faculty classes, private university students prepare more and obtain more peer support in foreign-faculty classes. They also participate more and feel more peer support; however, they comprehend less course content than their public university counterparts in foreign-faculty classes.

---

## ▪ Educational management

**Governance reforms in higher education : a study of institutional autonomy in Asian countries** / N. V. Varghese .

- Paris : IIEP, 2014 . - 141 p. (New trends in higher education)

ISBN 978-92-803-1373-4

**Abstract** : Based on studies in Cambodia, China, Indonesia, Japan and Viet Nam, this book shows that autonomy has made institutions more independent, exercising freedom to prepare plans, appoint staff, mobilise resources, introduce new study programmes, establish new structures of governance, and introduce substantial changes in the academic and administrative decision-making process. However, autonomy has also led to an element of financial uncertainty, due to the smaller role of the state in the management of institutions, and resulted in the reduced authority and collective bargaining power of the professoriate in the institutional decision-making process.

**Classmark** : ASI 421 VAR

**URL** : <http://unesdoc.unesco.org/images/0022/002272/227242e.pdf>

---

**Higher education councils and commissions in Africa : a comparative study of the legal basis of their establishment, functions, autonomy and accountability** / Danwood Chirwa / Center for Higher Education

Transformation (South Africa) [CHET] . - Wynberg (South Africa) : CHET HERANA, 2014 . - 52 p., 52 p., 2014

**Abstract** : This study analyses and compares the legal machinery governing the establishment and operation of seven higher education councils/commissions in the following countries: Botswana, Ghana, Kenya, Mauritius, South Africa, Tanzania and Uganda

**URL** : <http://chet.org.za/files/Chirwa%202014%20HERANA%20II%20HE%20Commissions%20Legislative%20Report.pdf>

---

**Australian public universities : are they practising a corporate approach to governance?** / John Christopher /

Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 4, p. 560-573, May 2014

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

**Abstract** : This article examines the extent to which the corporate approach is practised in Australian public universities. In-depth interviews were carried out with Vice-Chancellors and senior management across a range of universities. The findings reveal that in meeting the needs of multiple stakeholders, universities are faced with a number of structural, legal, and behavioural factors that are in tension with the corporate culture. The author concludes that the current governance framework of Australian public universities, as hybrid organisations, supports a "pseudo-management culture".

---

**Focus on the finger, overlook the moon : the introduction of performance management in the administration of Italian universities** / Simone Busetti, Bruno Dente / Association for Tertiary Education Management [ATEM]; L.H.

Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 36, no. 2, pp. 225-237, April 2014

ISSN 1360-080X . - Online ISSN 1469-9508

**Abstract** : This article investigates management systems in higher education organisations by analysing the 2009 Italian reform of performance management and its implementation within Italian universities. The research is based on a survey that covered about half of Italy's public universities. Survey results provide an account of the state of management systems of Italian universities, confirming the assumption of their relative belatedness and the importance of specific preconditions (efficient organisation and effective control systems) for a good system of performance evaluation. (Abstract adapted from publisher)

---

**Management-by-results and performance measurement in universities – implications for work motivation** / Kirsii-Mari Kallio, Kallio Tomi J. / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 4, pp. 574-589, May 2014

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

**Abstract** : The article focuses on the effects of management-by-results from the perspective of the work motivation of university employees. The study is based on extensive survey data among employees at Finnish universities. According to the results, performance measurement is based on quantitative rather than qualitative measures, and the current management-by-results system has a negative effect on work motivation among experts. The motivation to engage in creative, knowledge-intensive work, such as the work carried out at universities, is typically intrinsic. In the light of the



empirical findings of the study it seems that management-by-results is in conflict with intrinsic motivation and the very essence of the expert work undertaken in universities. (Abstract from publisher)

---

**Shifting fundaments of European higher education governance: competition, ranking, autonomy and accountability** / Tero Erkkilö, Ossi Piironen . - In: Comparative Education, v. 50, no. 2, pp. 177-191, May 2014  
ISSN 0305-0068

**Abstract :** The authors present an interpretation of transnational governance of higher education in Europe. Competition, ranking autonomy and accountability are examined in contemporary European higher education policy . These are examined these not as separate ideas and practices but as an interlinked whole. Drawing on textual evidence, the authors argue that the recent trend for increasing universities' institutional autonomy and accountability has been justified by reference to competitive logic, which, in turn, has been strengthened by the practice of comparative ranking.

---

**The challenges and future of public higher education leadership in Kenya** / George Odhiambo / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 36, no. 2, pp. 183-195, April 2014  
ISSN 1360-080X . - Online ISSN 1469-9508

**Abstract :** This article discusses some of the key challenges and points of tension pertaining to leadership in higher education in Kenya. Effective leadership approaches are discussed including an exploration of why effective leadership is more important in Kenyan public higher education now than ever. Given the complex context within which public higher education leaders in Kenya now work and the challenges posed by recent changes, this article argues that the institutions need to develop new models of leadership to make sense of the highly complex political, economic and cultural landscapes of the modern world in general and Kenyan society in particular. In addition, this article suggests that 'action centred' dimensions of leadership could be applicable and that transformational leadership with its emphasis on distributed leadership styles and collegial decision-making may offer such model.

---

**The reform proces of Portuguese higher education institutions : from collegial to managerial governance** / Sofia Bruckmann, Teresa Carvalho . - In: Tertiary Education and Management, v. 20, no. 3, pp. 193-206, September 2014  
ISSN 0135-3883 . - Online ISSN 1573-1936

**Abstract :** This study analyses how Portuguese higher education institutions have reorganised their internal governance and management structures since 2007 higher education reforms. Specifically, it examines the extent to which institutions were able to introduce more diversity in their organisational models. This qualitative study is based on content analysis of internal legal documents from six universities (three public institutes and three that have a 'foundational model').

---

**Volunteered volunteers : role expectations and performance of the US university President and Chancellor's partner** / Juanita Gamez Vagas / International Association of Universities [IAU] . - In: Higher Education Policy, v. 27, no. 3, pp. 385-401, September 2014  
ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract :** The paper reports on a study of partners of USA university president/chancellors, a rarely researched population in scholarly literature. The study, consisting of interviews with 24 male and female presidential partners of state supported colleges and universities, draws on the theoretical framework of social role theory and the response of presidential partners to the university's role expectations. Findings reveal often intensely demanding roles, some clear and others more ambiguous suggest that while some of the presidential partners are able to adapt to these role expectations, others find themselves in a struggle.

---

## ▪ Educational personnel

**Citizens of the academic community? A societal perspective on leadership in UK higher education** / Richard Bolden, Jonathan Gosling, Anne O'Brien / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 5, pp. 754-770, June 2014  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract :** This paper presents a societal perspective on academic leadership by exploring the preoccupations of academics as citizens rather than as employees, managers or individuals. It uses a listening post methodology to ask 'what is it like to be a citizen of an academic institution in contemporary Britain?' Three listening posts, comprising 26 participants from 15 higher education institutions, were conducted and analysed. A number of common themes were identified, including a sense of ambiguity and ambivalence about one's relationship with the employing institution and a concern about the fragmentation of academic identities. Whilst this paper contributes towards debates about the marketisation of higher education and the implications for leadership and management practice, its main contribution is to challenge dominant individual and organisational perspectives on leadership by exposing an alternative discourse, based on citizenship, which may offer new opportunities for engagement in the civic life of universities.

---

**Les facteurs de risques psycho-sociaux chez les personnels de l'enseignement et de la recherche** / Florence Brunet, Laurence Durat / Centre d'études et de recherches sur les qualifications [CEReq][France] . - In: Formation Emploi, 125, p. 29-46, 2014

**Abstract :** This study examines a French university which has initiated an assessment and of risk factors of psycho-social risks. The authors conclude that the results show that, for the vitality of collective work and the health of individuals, the university must make possible spaces for exchange on practices within communities of discourse.

Cette étude porte sur une université française qui a initié une évaluation des risques et des facteurs de risques psycho-sociaux. Il ressort des résultats que, pour la vitalité des collectifs de travail et la santé des individus, l'université doit rendre possibles des espaces d'échange sur les pratiques, des communautés discursives.

URL : <http://formationemploi.revues.org/>;  [Cairn.info/revue-formation-emploi.htm](http:// Cairn.info/revue-formation-emploi.htm)

---

**Conversations with professors : an exploration of academic career success** / Maree Gladwin, Gael McDonald, Jade LcKay . - In: Higher Education Review, v. 46, no. 3, pp. 26-51, Summer 2014  
ISSN 0018-1609

**Abstract :** What factors contribute most to career success in academia? Using qualitative methods, the study sought information from eighteen full and chaired professors in Australia, New Zealand, USA and Canada. Reflecting on factors that contributed to academic success, participants identified: an 'inherent' attraction to academic work; ability to manage time; passion for research; ability to meet the challenges of writing; and the ability to form and maintain professional relationships and networks. Success factors spanned differences in gender, age, academic discipline, and national higher education system. Given recent changes in higher education, the study concludes that universities may need to review their policies and practices in order to provide an environment that will help them attract and retain outstanding academics in the future. (Abstract from publisher)

---

**Job satisfaction of academics : does gender matter?** / Maria de Lourdes Machado-Taylor, Kate White, Odilia Gouveia / International Association of Universities [IAU] . - In: Higher Education Policy, v. 27, no. 3, pp. 363-384, September 2014  
ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract :** This article reports on a study of academic career satisfaction in Portugal and gender differences with respect to academic job satisfaction. It found that male respondents in higher education institutions were in higher positions than women, but less so in private institutions. It also analysed some aspects of the professional context in which women and men work in order to explain similarities and/or differences in job satisfaction. The main difference was that women were less satisfied with personal and professional development, especially the balance between work and family.

---

**The African academic diaspora and African higher education** / Kim Foulds, Paul Tiyambe Zeleza . - In: International Higher Education, no. 76, pp. 16-17, Summer 2014  
ISSN 1084-0613

**Abstract :** Because of the focus on the impact of "brain drain," discussions centered on the African academic diaspora often fail to highlight the expansive and innovative relationships between institutions of higher education across Africa and African academic diaporas. Recent initiatives, specifically the Carnegie African Diaspora Fellowship Program, seek to build on existing and develop new relationships to promote academic exchanges and collaborations to internationalize and strengthen the capacities of African universities.

URL : <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/5526/4922>

---

**The cracked glass ceiling : equal work but unequal status** / Angela R. Dobeles, Sharyn Rundle-Thiele, Foula Kopanidis . - In: Higher Education Research and Development, v. 33, no. 3, pp. 456-468, June 2014  
ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract :** This article is based on research using a case study method to observe teaching and research workload of academic staff employed at mid-tier business faculties from two urban Australian universities which had more women employed in junior academic ranks. This article argues that although gender equity, in terms of workload, has improved, inequality, in terms of pay and status, still exists. Specifically, while workload differences between genders were largely not evident, fewer women were employed in senior ranks. The authors conclude that the results suggest, despite policy reforms, that inequity continues to be a problem in the Australian higher education sector with implications for the recognition (and addressing) of inequity in global higher education.

---

**The research-teaching nexus in nurse and teacher education : contributions of an ecological approach to academic identities in professional fields** / Lopez Amélia, Pete Boyd, Nicola Andrew, Fatima Pereira . - In: Higher Education, v. 68, no. 2, pp. 167-183, August 2014  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract :** This paper presents a qualitative study of the academic identities of higher education lecturers working in nursing and of teacher education in newer higher education institutions in Portugal. The findings align with previous studies concerning similarities between lecturers in nurse and teacher education, but they contrast with previous studies concerning differences between these two groups of lecturers. Similarities include the priority given by lecturers to their responsibility for preparing new clinical practitioners; the research-led model as the lecturers' main approach to the research-teaching nexus; and their difficulties in coping with current demands in academic work. Differences between the two groups of lecturers include the way that 'practitioner identity' is positioned within their current academic identities and the way that they position initial education within the wider professional field. The paper proposes an ecological approach to understanding the research-teaching nexus.[Abstract adapted from publisher]

---

**Understanding success : a case study of gendered change in the professoriate** / Pat O'Connor / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 36, no. 2, pp. 212-224, April 2014  
ISSN 1360-080X . - Online ISSN 1469-9508

**Abstract :** This article focuses on understanding the success of one university in Ireland in increasing the proportion of women at professorial level from zero in 1997 to 34 per cent in 2012 - considerably above the averages for Irish, European Union and Australian universities. Using a concept of leadership 'as a process of influence' and drawing on both documentary and experiential evidence, the author identifies four stages and key factors in that transition, including the situational context of a new university; positional and informal leadership; increased transparency and the prioritisation of disciplines with high levels of professorial posts and where the appointment of women was structurally more likely.

---

**Using mobile peer mentors for student engagement : student rovers in the learning commons** / Dan Tout, Geri Pancini, Rob McCormack . - In: Higher Education Research and Development, v. 33, no. 3, pp. 595-609, June 2014  
ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract :** This paper presents findings from a 2010 evaluation of an on-campus work-based learning programme in an Australian university in which mobile student mentors ("student rovers") are employed and deployed within the university's Learning Commons to provide learning support to other students. The student mentors are paid not to perform a quasi-staff role, but to be students who help other students learn and, in this process, to model both learning to learn and collaborative learning behaviours. Drawing on findings from a large-scale student survey, a small-scale staff survey and focus groups conducted with the mentors themselves, the paper is concerned with exploring the anomalous nature of the student mentor role and the potential for change inherent within this situation. The authors propose that by framing the work of student mentors as 'learningful' workers operating within the institutional contact zone between staff and students, the programme may both help new students to engage in campus life while simultaneously preparing the mentors themselves to negotiate contemporary organisational circumstances of change, complexity and contingency – but also act as a precursor to an emergent, institutionally recognised, educational role of students paid to support the learning of other students.

---

**Value conflicts embedded in service-oriented academic professions** / Anne Reino, Krista Jaakson . - In: Industry and Higher Education, v. 28, no. 1, pp. 15-25, February 2014  
ISSN 0950-4222

**Abstract :** The academic profession traditionally consists of three roles: teaching, research and service. The service role includes not only university–industry and university–society relationships, but also academic professionals' obligations to their internal stakeholders, such as administrators and colleagues. This paper argues that the paradigm shift in universities in favour of the service role has generated several value conflicts for academic employees. Using a case study methodology, focus group interviews with academic employees of a public university in Estonia revealed numerous value conflicts regarding the service role. It is argued that such conflicts cause job stress and dissatisfaction and impede necessary changes being made by the organization. The authors discuss possible strategies for coping with these value conflicts. (Abstract from publisher)

---

## ▪ Educational planning

**Education development strategic plan 2014-2019 : a learning nation** / Palestine. Ministry of Education and Higher Education . – Palestine : Ministry of Education and Higher Education, 2014 . - 175 p.

**Abstract :** This document provides basic characteristics and statistics, outlines a vision and sector-wide goals, policies and priorities, defines the financing plan, and evaluates risks and vulnerability of Palestine's education sector.

URL :

[http://www.mohe.gov.ps/Uploads/ramamohe/FINAL%20Education%20Development%20Strategy%20Plan%202014-2019\\_%20Mar%202014%281%29.pdf](http://www.mohe.gov.ps/Uploads/ramamohe/FINAL%20Education%20Development%20Strategy%20Plan%202014-2019_%20Mar%202014%281%29.pdf)

---

**Plan de développement de l'enseignement supérieur et de la recherche au Sénégal 2013-2017** / Senegal. Ministère de l'éducation supérieur et de la recherche . - Dakar : Ministère de l'éducation supérieur et de la recherche, 2013 . - 31 p.

URL :

[http://www.gouv.sn/IMG/pdf/Plan\\_de\\_developpement\\_de\\_l\\_enseignement\\_superieur\\_et\\_de\\_la\\_recherche\\_PDESR.pdf](http://www.gouv.sn/IMG/pdf/Plan_de_developpement_de_l_enseignement_superieur_et_de_la_recherche_PDESR.pdf)

---

**Education Strategic Plan (2014-2018)** / Cambodia. Ministry of Education, Youth and Sport . - Phnom Penh : Cambodian Ministry of Education, Youth and Sport, 2014 . - 94 p.

**Abstract :** This policy plan focuses on expanding access to quality education to equip people with the skills required for improving economic growth and national competitiveness. Sections deal with: an analysis of the education sector performance over the 2009-2013 period; national development priorities and educational policy for the 2014-2018 period; Strategic planning for the seven sub-sectors - one of them being higher education - and the financing, managing and monitoring of the Plan.

URL : <http://www.moeys.gov.kh/images/moeys/policies-and-strategies/559-en.pdf>

---

## ▪ Educational policy

**AU Outlook on education report 2014 : Arab Maghreb Union = Projet de perspectives de l'éducation en Afrique, 2014** - Union du Maghreb Arabe / African Union . - Addis Ababa, Yaoundé : Arab Union, ADEA, 2014 . - 43 p.

**Abstract :** This report assesses national and regional progress made by the Arab Maghreb Union countries (Algeria, Libya, Mauritania, Morocco and Tunisia) in the eight priority areas of the African Union's Plan of Action of the Second Decade of Education in Africa. The eight areas are as follows: gender and culture; education management information systems (EMIS); teacher development; tertiary education; technical and vocational education and training; curricula and teaching; quality management; and early childhood development. It was prepared for the 2014 Conference of Ministers of Education of the African Union (COMEDAF) meeting in 2014.

URL : [http://www.adeanet.org/portalv2/sites/default/files/au\\_outlook\\_report\\_amu\\_english\\_version\\_2014\\_web.pdf](http://www.adeanet.org/portalv2/sites/default/files/au_outlook_report_amu_english_version_2014_web.pdf)  
; [http://www.adeanet.org/portalv2/sites/default/files/au\\_outlook\\_report\\_amu\\_french\\_2014\\_web.pdf](http://www.adeanet.org/portalv2/sites/default/files/au_outlook_report_amu_french_2014_web.pdf)

---

**AU Outlook on education report 2014 : continental report = Projet de perspectives de l'éducation en Afrique : rapport sur l'éducation continentale** / African Union; Association for the Development of Education in Africa [ADEA] . - Addis Ababa; Yaounde : African Union, ADEA, 2014 . - 89 p.

**Abstract :** This report assesses national, regional and continental progress measure the progress made by Africa as a whole and by its sub-regions in the eight priority areas of the African Union's Plan of Action of the Second Decade of Education in Africa. The eight areas are as follows: gender and culture; education management information systems (EMIS); teacher development; tertiary education; technical and vocational education and training; curricula and teaching; quality management; and early childhood development. It was prepared for the 2014 Conference of Ministers of Education of the African Union (COMEDAF) meeting in 2014.

URL : [http://www.adeanet.org/portalsv2/sites/default/files/au\\_outlook\\_continental\\_english\\_2014\\_w.pdf](http://www.adeanet.org/portalsv2/sites/default/files/au_outlook_continental_english_2014_w.pdf)  
; [http://www.adeanet.org/portalsv2/sites/default/files/au\\_outlook\\_continental\\_french\\_2014\\_w.pdf](http://www.adeanet.org/portalsv2/sites/default/files/au_outlook_continental_french_2014_w.pdf)

---

**AU Outlook on education report : Economic Community for West African States (ECOWAS) = Projet de perspectives de l'éducation en Afrique, 2014** : Communautés Économiques Régionales (CEDEAO) / African Union; Association for the Development of Education in Africa [ADEA] . - Addis Ababa, Yaoundé : African Union, ADEA, 2014 . - 53 p.

**Abstract :** This report assesses national and regional progress made by West African countries (Benin, Burkina Faso, Cape Verde, Cote d'Ivoire, Gambia, Ghana, Guinea, Guinea-Bissau, Liberia, Mali, Niger, Nigeria, Senegal, Sierra Leone, Togo) in the eight priority areas of the African Union's Plan of Action of the Second Decade of Education in Africa. The eight areas are as follows: gender and culture; education management information systems (EMIS); teacher development; tertiary education; technical and vocational education and training; curricula and teaching; quality management; and early childhood development. It was prepared for the 2014 Conference of Ministers of Education of the African Union (COMEDAF) meeting in 2014.

URL : [http://www.adeanet.org/portalsv2/sites/default/files/au\\_outlook\\_report\\_ecowas\\_english\\_version\\_2014\\_web.pdf](http://www.adeanet.org/portalsv2/sites/default/files/au_outlook_report_ecowas_english_version_2014_web.pdf)  
; [http://www.adeanet.org/portalsv2/sites/default/files/au\\_outlook\\_report\\_ecowas\\_french\\_2014\\_web.pdf](http://www.adeanet.org/portalsv2/sites/default/files/au_outlook_report_ecowas_french_2014_web.pdf)

---

**AU Outlook on education report : East African Community (EAC)** / African Union; Association for the Development of Education in Africa [ADEA] . - Addis Ababa, Yaoundé : African Union, ADEA, 2014 . - 42 p.

**Abstract :** This report assesses national and regional progress made by the East African Community countries (Burundi, Kenya, Rwanda, Tanzania and Uganda) in the eight priority areas of the African Union's Plan of Action of the Second Decade of Education in Africa. The eight areas are as follows: gender and culture; education management information systems (EMIS); teacher development; tertiary education; technical and vocational education and training; curricula and teaching; quality management; and early childhood development. It was prepared for the 2014 Conference of Ministers of Education of the African Union (COMEDAF) meeting in 2014.

URL : [http://www.adeanet.org/portalsv2/sites/default/files/au\\_outlook\\_report\\_eac\\_english\\_version\\_2014\\_web.pdf](http://www.adeanet.org/portalsv2/sites/default/files/au_outlook_report_eac_english_version_2014_web.pdf)

---

**AU Outlook on education report : Southern African Development Community (SADC)** / African Union; Association for the Development of Education in Africa [ADEA] . - Addis Ababa, Yaoundé : African Union, ADEA, 2014 . - 58 p.

**Abstract :** This report assesses national and regional progress made by South African Development Community countries in the eight priority areas of the African Union's Plan of Action of the Second Decade of Education in Africa. The eight areas are as follows: gender and culture; education management information systems (EMIS); teacher development; tertiary education; technical and vocational education and training; curricula and teaching; quality management; and early childhood development. It was prepared for the 2014 Conference of Ministers of Education of the African Union (COMEDAF) meeting in 2014.

URL : [http://www.adeanet.org/portalsv2/sites/default/files/au\\_outlook\\_report\\_sadc\\_english\\_version\\_2014\\_web.pdf](http://www.adeanet.org/portalsv2/sites/default/files/au_outlook_report_sadc_english_version_2014_web.pdf)

---

**Education management information system : report on higher education 2012/13 (2069/70) Nepal** / University Grants Commission [Nepal] . - Sanathimi, Bhaktapur : UGC Nepal, 2014 . - 47 p.

**Abstract :** This sixth annual report covers a wide range of topics providing information about higher education institutions; enrolment; educational qualifications; gender parity; teachers; trend analysis; academic programmes; and public financing.

URL : <http://www.ugcnepal.edu.np/reports/EMIS%20071.pdf>

---



**The attainment agenda : State policy leadership in higher education** / Laura Walter Perna, Joni E. Finney . -

Baltimore : John Hopkins University Press, 2014 . - 308 p.

ISBN 978-1-4214-1406-5

**Abstract** : In contrast to many other countries, higher education policy in the United States is primarily the responsibility of individual states. Drawing on data collected from case studies of five states - Georgia, Illinois, Maryland, Texas and Washington - and on related prior research, the book examines the interaction between public policy and higher education performance.

**Classmark** : US-22 PER

---

**TRESAL Transformaciones y reformas en la educación superior de América Latina = Transformation in Latin American Higher Education** / Alfa Puentes . - Alfa Puentes, 2014 . - 145 p.

**Abstract** : This report presents the results of a survey of Latin American universities conducted by in the context of the Alfa Puentes project. The results provide comparable data on how universities in the region are currently tackling issues related to learning and teaching, research, mobility and internationalisation, quality assurance, and governance/management. They are based on the responses of higher education leadership, professors and students across Latin America.

**URL** : [http://alfapuentes.org/sites/default/files/tresal\\_final.pdf](http://alfapuentes.org/sites/default/files/tresal_final.pdf) (Spanish full report);

[http://alfapuentes.org/sites/default/files/tresal\\_executive\\_summary\\_final\\_en.pdf](http://alfapuentes.org/sites/default/files/tresal_executive_summary_final_en.pdf) (English Executive Summary)

---

**Comparing national policies on institutional profiling in Germany and the Netherlands** / Matthias Klumpp, Harry De Boer, Hans Vossensteyn, Globalisation . - **In**: Comparative Education, v. 50, no. 2, pp. 156-176, May 2014

ISSN 0305-0068

**Abstract** : This contribution provides a system-level description and comparison of the German and Dutch higher education systems, specifically regarding massification and global competition. It also points to possible interactions and development concepts connecting differentiation, strategic profiling of universities and excellence. Though both higher education systems started from very different positions and with differing policies towards differentiation, the global trends and national aspirations for the systems, as well as individual universities in Germany and the Netherlands, are, according to the authors comparable.

---

**The role of higher education within broader skills policies, a comparison of emerging Scottish and English approaches** / Ewart Keep / Society for Research into Higher Education [SRHE][UK] . - **In**: Higher Education Quarterly, v. 68, no. 3, pp. 249-266, July 2014

ISSN 0951-5224 . - Online ISSN 1468-2273

**Abstract** : This article explores the important role played by higher education in broader skills and economic development policies in England and Scotland. It places the often divergent policy experiments and structural developments in these two countries' higher education systems within an international policy context and explains why England and Scotland are often tackling common problems and challenges in different ways. Scotland's retention of a centralised funding system for higher education, its enthusiasm for a closer integration of higher education with other forms of skills creation and its emphasis on skills utilisation are all leading to greater divergence from England. (Abstract from publisher)

**URL** : <http://onlinelibrary.wiley.com/doi/10.1111/hequ.12050/pdf>

---

**The policy object: a different perspective on policy enactment in higher education** / Cristina Sin . - **In**: Higher Education, v. 68, no. 3, pp. 435-448, September 2014

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

**Abstract** : This paper proposes a new perspective for higher education policy research. It introduces the concept of policy object to designate the discrete preoccupation(s) of a policy text (e.g. a new governance regime, a quality system, or new degrees) and suggests that actor conceptualisations of the policy object intersect with other elements in the policy process to shape enactment and outcomes. First, the policy object concept is described. It is argued that the policy object does not have an objective existence and two concepts are proposed to explain it: ontology and enacted ontology. The former refers to what actors believe the policy object is, a socially-construed context-determined conceptualisation, whereas enacted ontology refers to what the policy object becomes further to enactment under the influence of ontology. Second, the paper presents the findings of a comparative study of master degrees further to the Bologna process in different national and institutional settings to illustrate the policy object approach. This research puts forward arguments to suggest that the policy object could be an important variable to consider in policy research. This somewhat different

lens, inviting fine-grained attention to a specific policy object (its ontologies and enacted ontologies), could bring additional insight into policy outcomes

---

**Transnational policy flows in European education : the making and governing of knowledge in the education field** / Andreas Nordin, Daniel Sundberg, Eds. . - Oxford : Symposium Books, 2014 . - 240 p. (Oxford Studies in Comparative Education, v. 24 no. 1)  
ISSN 0961-2149 . - ISBN 978-1-873927-52-6

**Abstract** : Bringing together historical and contemporary comparisons, this book examines educational policy-making as an international and open-ended process. The book demonstrates that despite processes of Europeanisation in European education, the national context still plays an important role in understanding how transnational policy is negotiated, translated, interpreted or even contested when recontextualised.

**Classmark** : EUR-71 NOR

---

**When and how does Europe matter? Higher education policy change in Croatia, Serbia and Slovenia** / Martina Vukasovic / International Association of Universities [IAU] . - In: Higher Education Policy, v. 27, no. 3, pp. 403-423, September 2014  
ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract** : The study investigates the factors under which European higher education policy initiatives, such as the Bologna Process, lead to policy change at the national level. The empirical focus is on higher education policy changes in three countries of former Yugoslavia from 1990 onwards. More specifically, the focus is on changes of policy goals, normative basis and instruments with regard to quality assurance. Document analysis and interviews with policy actors is used as a method to safeguard against overestimating the influence of European initiatives on national policy change. The results showed the importance of the clarity of European initiatives and consequences of non-compliance, as well as density of veto players in the domestic policy context. While legitimacy of European initiatives, the strength of domestic institutional legacies and the participation of domestic actors in the European epistemic communities may also be conducive to European influence on national policy change, the study identifies points where better operationalization and further research in relation to these factors are necessary.

---

## ▪ Educational publications

**Directory of Canadian Universities 2014 : Répertoire des universités canadiennes** / Association of Universities and Colleges of Canada [AUCC] . - 48th Ed. . - Ottawa : AUCC, 2014 . - 501 p.  
ISSN 0706 2338 . - ISBN 978-0-88876-311-5

**Abstract** : This edition contains information on and profiles of universities in Canada. The profiles for the 97 universities are provided in the working language(s) of the university and contains general information, information on tuition fees, housing and international education services. The 2014 edition contains several articles about the Canadian higher education system, the qualifications framework, application procedures and scholarship opportunities. An index lists over 10,000 academic programmes of study.

**Classmark** : CA-12 AUCC

---

**Chinese Universities and Colleges** / China Education Association for International Exchange . - 6th Ed. . - Beijing : Higher Education Press, 2013 . - 1227 p.  
ISBN 978-7-04-027082-2

**Abstract** : This edition contains information on 841 4-year higher education institutions recognised by the Ministry of Education in mainland China. Listings are arranged by province, municipality and region. Information provided for each higher education institutions includes contact and website details; university departments and research institutions; number of students and academic staff; publications and founding date.

**Classmark** : CN-12 CEAIE

---

**IIE Network handbook for international educators** / Institute of International Education [IIE][USA] . - New York : IIE, 2014 . - 234 p.  
ISBN 978-0-87026-368-6



**Abstract :** This directory lists at over 1,200 colleges, universities, and higher educational organizations that are institutional members of the IIE. Contact details are provided for international education coordinators within institutions.  
**Classmark :** US-6 IEE

---

## ▪ Educational qualifications

**First Italian referencing report to the European Qualifications Framework EQF = Primo rapporto italiano di referenziazione delle qualificazioni al quadro europeo EQF** / Istituto per lo sviluppo della formazione professionale dei lavoratori[ISFOL][Italy] . - Rome : ISFOL, 2014 . - 159 p. (I libri del Fondo sociale europeo , 190)  
ISSN 1590 0002 . - ISBN 978-88-543-0214-3

**Abstract :** The purpose of this report is to disseminate the results of the Italian referencing process, in compliance with European Qualification Framework recommendations requirements. The referencing process and the report have been elaborated by a working group of experts and have been agreed with regions and social parties.

**Classmark :** IT-613 ISF

**URL :** <http://bw5.cilea.it/bw5ne2/opac.aspx?WEB=ISFL&IDS=19823>;  
<http://bw5.cilea.it/bw5ne2/opac.aspx?WEB=ISFL&IDS=18746>

---

**Philippine Qualifications Framework (PQF)** / Catholic Educational Association of the Philippines . - Quezon City, Philippines : CEAP . - 32 p.

**Abstract :** This presentation outlines the Objectives, the development and the benefits of the Philippine Qualifications Framework (PQF) which was launched in 2012.

**URL :** [http://ceap.org.ph/upload/download/20138/2723637531\\_1.pdf](http://ceap.org.ph/upload/download/20138/2723637531_1.pdf)

---

**China : Reforming the Gaokao** / Gerard A. Postiglione . - In: International Higher Education, no. 76, pp. 17-18, Summer 2014  
ISSN 1084-0613

**Abstract :** China's newest reform of the gaokao will split the exam into two modes, one aiming at technically inclined students and the other at the traditionally academically oriented students. Six hundred local level colleges are asked to restructure their teaching programs from academic education to applied technology and professional education. Success of the reform will hinge on the quality of the education provided by the colleges, reducing the current level of graduate unemployment, up scaling the nation's industrial production, and raising the social status of a technical-professional education.

**URL :** <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/5527/4923>

---

**Mechanisms of lifelong learning : the spread of innovative short-cycle higher education qualifications within national systems** / Snezana Slantcheva-Drust . - In: Higher Education, v. 68, no. 1, pp. 87-102, July 2014  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract :** This study examines the process of the dissemination of innovative short-cycle higher education qualifications within European national lifelong learning systems. Using qualitative methods of data collection and analysis, the study focuses on the cases of the Netherlands and Flanders, and traces the emergence of the new idea, its metamorphosis within and communicating through the social systems, and the main proponents behind that process. (Abstract from publisher)

---

## ▪ Educational quality

**Handbook for the Commonwealth of Learning review and improvement model : making quality work in higher education** / Commonwealth of Learning [COL][Canada] . - Revised edition . - Vancouver : CoL, 2014 . - 56 p.  
ISBN 978-1-894975-67-4

**Abstract :** This revision of the 2010 edition provides a quality assurance model for post-secondary education and training institutions.

**URL :** [http://www.col.org/PublicationDocuments/COL-RIM\\_Handbook\\_2014.pdf](http://www.col.org/PublicationDocuments/COL-RIM_Handbook_2014.pdf)

---

**Working together to take quality forward: a selection of papers from the 8th European Quality Assurance Forum** / European University Association [EUA] . - European Quality Assurance Forum, 8, Gothenburg, Sweden, 21-23 November 2013 . - Brussels : EUA, 2014 . - 58 p.  
ISBN 978-9-0789-9744-3

**Abstract :** This examines topics such as analysing the implementation of the European Standards and Guidelines for Quality Assurance at institutional level: Outcomes of the IBAR project; Dealing with engagement issues – an examination of professionals’ opinions on stakeholder involvement in quality assurance; Engagement, empowerment, ownership – How to nurture the quality culture in higher education; and The potential impact of the internal service units on the quality culture in a higher education institution, and how to make optimal use of it.

**URL :** [http://www.eua.be/Libraries/Publications\\_homepage\\_list/EUA\\_EQAF\\_Publication\\_web.sflb.ashx](http://www.eua.be/Libraries/Publications_homepage_list/EUA_EQAF_Publication_web.sflb.ashx)

---

**Where next for university teaching improvement? What the Scottish example of quality enhancement has to offer** / Vicky Gunn . - In: Blue Skies : New thinking about the future of higher education : a collection of short articles by leading commentators . - 2014 edition . - London : Pearson Centre for Policy and Learning, 2014 . - pp. 28-30

**Abstract :** This paper briefly outlines Scotland’s experience with quality enhancement. According to the author, in contrast to England, Scotland has continued commitment to a quality process focused on enhancement rather than just assurance of learning and teaching. In Scotland, during the past 10 years, higher education institutions have been directed to a schedule of enhancement themes including employability, integrative assessment, research-teaching linkages, graduate attributes, flexible learning, and developing the curriculum. The author concludes that to truly grow, the process needs to mix both local institutional needs and global priorities.

**URL :** <http://eprints.gla.ac.uk/93729/1/93729.pdf>

---

**From quality assurance to quality practices : an investigation of strong microcultures in teaching and learning** / Katarina Mårtensson, Torgny Roxa, Bjorn Stensaker / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 4, pp. 534-545, May 2014  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract :** One of the main beliefs in quality assurance is that this activity – indirectly – will stimulate change in the work practices associated with teaching and learning in higher education. However, few studies have provided empirical evidence of the existence of such a link. Instead, quality assurance has created an unfortunate divide between formal rules and routines, and the daily practices in academia associated with teaching and learning. This article reports a study of ‘quality work’ – concrete practices in academic microcultures with a reputation for being strong in their teaching and learning as well as in their research function. We argue that the relationship between quality assurance and enacted quality practice needs to be understood in the light of how formal organizational structures, as well as cultural characteristics and academic aims, are balanced within working groups in universities. (Abstract from publisher)

---

**In the shadow of celebrity? World-class university policies and public value in higher education** / Leon Cremonini, Don F. Westerheijden, Paul Benneworth, Hugh Dauncey / International Association of Universities [IAU] . - In: Higher Education Policy, v. 27, no. 3, pp. 341-361, September 2014  
ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract :** Does concentrating public resources on the most excellent universities improve the overall quality of a higher education system, especially if definitions of excellence and world-class are made by external ranking organizations? This paper examines three European countries that have adopted world-class university programmes (WCUPs) - Germany, Finland and France - and develops a framework for weighing up trade-offs between institutional and system performance, focusing on the potential system-wide improvements which these programmes may bring. The authors note that because WCUPs are in a relatively early stage of their development, systemic effects are not yet clear. The reasons that policy makers have for adopting WCUPs are analysed to see if they at least seek to create these systemic benefits.

---

**Quality assurance strategies for affiliated institutions of HE : a case study of the affiliates under National University of Bangladesh** / Gazi Mahabubul Alam, Pradip Kumar Mishra . - In: Higher Education, v. 68, no. 2, pp. 285-301, August 2014  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract :** There are 1300 affiliated institutions in Bangladesh who receive 90% of total student enrolment, the majority of whom are from underprivileged backgrounds. This paper details research findings of the affiliated institutions of the

National University of Bangladesh. Research was carried out by extensive institutional and policy documentary review, observation, and by staff and student interviews. The authors concluded that a shortage of qualified staff, absence of well-stocked libraries, laboratories, inappropriate evaluation, management systems and lack of upgraded curriculum in affiliated institutions contribute to a disappointing standard of education.

---

**Private higher education's quality assurance in Ghana** / Linda Tsevi . - In: International Higher Education, no. 75, pp. 22-24, Spring 2014  
ISSN 1084-0613

**Abstract** : This article discusses factors influencing the establishment of Ghana's National Accreditation Board. Salient aspects are the growing population's demand for higher education, increase in private providers and concerns about quality. Also discussed are the accreditation board's quality assurance procedures and attendant problems.

**URL** : <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/5437/4863>

---

## ▪ Educational research

**Higher education research in Asia : an archipelago, two continents or merely atomization?** / Hugo Horta, Jisun Jung . - In: Higher Education, v. 68, no. 2, pp. 117-134, July 2014  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract** : This paper analyses the evolution of higher education research by researchers based in Asian countries, by analysing 3,328 higher education research articles published in a number of specialised higher education journals from 1980 to 2012. The analysis showed an increase in articles published by Asian researchers, which is particularly marked from 2000. The authors identified two major themes in the published research: teaching and learning; and policy. In the 1980s, the policy approach was dominant, while in the 2000s there was greater emphasis on learning and teaching in the articles.

---

**Working in separate silos? What citation patterns reveal about higher education research internationally** / Malcolm Tight . - In: Higher Education, v. 68, no. 3, pp. 379-395, September 2014  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract** : Higher education research is a growing, inter-disciplinary and increasingly international field of study. This article examines the citation patterns of articles published in six leading higher education journals—three published in the United States and three published elsewhere in the world—for what they reveal about the development of this field. The analysis shows that the American journals are not only dominated by American-based authors, but that they also cite predominantly articles, books, chapters and other publications published in the United States. By contrast, the three non-American journals accommodate a much broader spread internationally of both authors and citations.

---

## ▪ Educational systems

**The information gap in higher education in South Africa** / K.,Dwolatzky, B. McLoughlin . - In: South African Journal of Higher Education, v. 28, no. 2, pp. 584-604, 2014  
ISSN 1011-3487

**Abstract** : This article is based on a survey of participants from the majority of South African higher education institutions to investigate the form and consequences of the "information gap" : missing areas of institutional and educational system knowledge which prevents a comprehensive picture of the education system and the factors underpinning its performance from emerging. Both local and international experts were consulted to understand best practice; to describe information requirements; and to uncover the shortcomings in the existing system.

---

## ▪ Educational trends

**Argentina, Brazil, Chile: engaging with the southern cone** / American Council of Education [ACE]; Boston College [USA]. Center for International Higher Education [CIHE] . - Boston : CIHE, 2014 . - 27 p. (International Briefs for Higher Education Leaders, 4)  
ISBN ISSN : 1084-0613

**Abstract :** This briefing features 11 articles by experts in the field in Argentina, Chile, and Brazil. The higher education systems in these three countries are developing rapidly, and share a common interest in internationalization and expanding their global reach. However, the top priorities and specific challenges facing higher education in the region vary by country.

URL : <http://www.acenet.edu/news-room/Documents/International-Briefs-2014-April-SouthernCone.pdf>

---

**Higher education in South Asia : trends in Afghanistan, Bangladesh, India, Nepal, Pakistan and Sri Lanka /**

Economist Intelligence Unit; British Council . - Economist Intelligence Unit; British Council, 2014 . - 28 p.

**Abstract :** A concise profile of higher education in South Asia, its funding and governance, with details on the state of public and private universities as reflected in their levels of participation, quality, and internationalization.

URL : [http://www.britishcouncil.in/sites/britishcouncil.in2/files/sapd\\_british\\_council\\_south\\_he\\_report.pdf](http://www.britishcouncil.in/sites/britishcouncil.in2/files/sapd_british_council_south_he_report.pdf)

---

**South Asia and higher education : revolution and realities in the new economic order : Findings from the Global Education Dialogues South Asia Series /** British Council . - British Council, 2014 . - 71 p. (Global Education Dialogues, South Asia Series)

**Abstract :** This report is based on a series of Global Education Dialogues held across South Asia in 2013-14. It examines seven core challenges facing the higher education sector in South Asia and recommends action to address them. The countries covered are: Afghanistan, Bahrain, Bangladesh, India, Malaysia, Nepal, Oman, Pakistan, Sri Lanka, United Arab Emirates. An increasing population and rising demand for higher education and a severe shortage of highly skilled and workplace ready professionals are driving a transformation. According to the report, these needs cannot be met by simply expanding the existing higher education system. The report recommends building greater capacity, a new approach to the academic model, to quality assurance, and university funding. The report also finds that although the numbers of women enrolling in higher education across South Asia is rising, women are still largely under-represented in senior leadership and management positions in higher education.

URL : [http://www.britishcouncil.org/sites/britishcouncil.uk2/files/ged-sas\\_bc\\_template.pdf](http://www.britishcouncil.org/sites/britishcouncil.uk2/files/ged-sas_bc_template.pdf)

---

**Systematic changes in China /** Qiang Zha, Chuanyi Wang . - In: International Higher Education, no. 76, pp. 19-20, Summer 2014

ISSN 1084-0613

**Abstract :** Two parallel and discrete sectors seem to be emerging in Chinese higher education, both extending to university level. One is academic and "cosmopolitan" in outlook, and supports intensive research. The other is local, and teaching and service oriented. While such a binary approach helps diversify the interpretation of higher education quality and contributes to its relevance, it remains to be tested if China's tradition of meritocracy and elitism could ultimately drive changes back in the academic direction.

URL : <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/5528/4924>

---

## ▪ Ethics

**Our problem is two problems : that you're a woman and that you're educated : gendering and racializing Bedouin women experience at Israeli universities /** Sarab Abu-Rabia-Queeder . - In: International Journal of Educational Development, v. 35, pp. 44-52, March 2014

Abstract. Bibl.

**Abstract :** This study sheds light on the experiences of the first educated Muslim Bedouin women at Israeli universities and recommends several practices to be carried out on campus and in the community, involving in-group and out-group members alike. The authors suggest that these experiences are gendered and racialised: the Israeli university is perceived as having discriminating ethnic and gender values that marginalize Bedouin women as educated women on campus.

URL : <http://www.sciencedirect.com/science/article/pii/S0738059312001162>

---

**Student evaluation surveys : anonymous comments that offend or are unprofessional /** Beatrice Tucker . - In: Higher Education, v. 68, no. 3., pp. 347-358, September 2014

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

**Abstract :** This study was to investigate the number of student comments that were identified as being offensive or

unprofessional in an online evaluation survey. 30,684 comments were analysed. The results suggest that the vast majority of students do not abuse this method of giving anonymous feedback: Thirteen comments (0.04 %) were identified as abusive and forty-six comments (0.15 %) were identified as unprofessional.

---

## ▪ Industry and education

**Connecting with the ivory tower : business perspectives on knowledge exchange in the UK** / National Centre for Universities and Business [NCUB][United Kingdom] . - London : NCUB, 2013 . - 123 p.

**Abstract** : This report sets out the result of a large scale survey of UK businesses on their views concerning working with universities and higher education. The research was undertaken by the UK Innovation Research Centre with contributions from NCUB, The Centre for Business Research, Imperial College London and the University of Cambridge.

URL : <http://www.ncub.co.uk/reports/connecting-with-the-ivory-tower-business-perspectives-on-knowledge-exchange-in-the-uk.html>

---

**Delivering change : Supporting links between universities and high-growth firms in cities** / Ed. Clarke, Maire Williams / National Centre for Universities and Business [NCUB][United Kingdom] . - London : NCUB, 2014 . - 32 p.

**Abstract** : This 'paper offers a series of case studies in the UK and abroad showing different ways universities, high-growth firms and cities collaborate. For many UK cities, their greatest concentration of knowledge and innovation is their universities, so national and local decision makers are increasingly looking to support collaborations between universities and high-growth firms. Some take advantage of history and brand such as Cambridge, while others build cross-border networks in order to build scale and make greater investments than they could on their own.

URL : <http://www.ncub.co.uk/reports/delivering-change.html>

---

**State of the relationship 2014** / National Centre for Universities and Business [NCUB][United Kingdom] . - London : NCUB, 2014 . - 93 p.

**Abstract** : This report details case studies of collaboration between UK universities and businesses.

URL : <http://www.ncub.co.uk/reports/sor.html>

---

**Entrepreneurial intentions of university students : a study of design undergraduates in Spain** / Fancisoco Ubierna, Nieves Arranz, J. C. Fdez de Arroyabe . - In: Industry and Higher Education, v. 28, no. 1, pp. 51-60, February 2014

ISSN 0950-4222

**Abstract** : This paper presents an analysis of the entrepreneurial intentions of university undergraduate students in Spain, with particular regard to those studying design. Attitudinal, social and capabilities variables are analysed in order to determine the profile of an entrepreneur. Using a sample of 521 undergraduate students, the findings show that design students demonstrate a high entrepreneurial intention (62%). In addition, it was found that attitudinal factors outweighed the students' self-perceived inability to develop their own businesses. (Abstract from publisher)

---

**Knowledge exchange between universities and the creative industries in the UK : a case study of current practice** / Morag Ferguson . - In: Industry and Higher Education, v. 28, no. 3, pp. 177-183, June 2014

ISSN 0950-4222

**Abstract** : Initiatives in the United Kingdom have helped to stimulate engagement between universities and the creative industries, a sector of increasing importance to the UK economy. However, in contrast to other sectors, such as science and engineering, little has been published about the ways universities and the creative economy interact. In this paper a study designed to determine the characteristics of the modes of engagement which best support knowledge exchange between a Scottish university and partners in the creative industries is described. A qualitative case study approach is employed, in which data are gathered through in-depth interviews with key stakeholders. The literature suggests that the culture of an institution, based on mission and history, and the communication networks which are in place to support engagement are likely to be important factors. The issues identified in the literature are explored and interview responses are used to determine the practices that support and encourage successful engagement. (Abstract from publisher)

---

**Micro-sized enterprises, innovation and universities : a Welsh perspective** / Paul Jones, Ralf Patz, Brychan Thomas, Simon McCarthy . - In: Industry and Higher Education, v. 28, no. 1, pp. 39-49, February 2014  
ISSN 0950-4222

**Abstract :** This study considers the linkage between micro-sized enterprises and universities, in relation to the innovation process. The focus of the research is on non-start-up enterprises in Wales and how they develop their products. The research methodology adopted is a thematic literature review and the case study approach. The findings demonstrate that there are additional barriers to innovation in terms of legislation and regulation when micro-sized enterprises endeavour to overcome their knowledge gap through collaborating with universities. It is noted that there has been minimal research examining the knowledge gap encountered by micro-sized enterprises and how they attempt to overcome the barriers to collaborating with universities.

---

**Part-time higher education : employer engagement under threat?** / Geoff Mason / Society for Research into Higher Education [SRHE][UK] . - In: Higher Education Quarterly, v. 68, no. 3, pp. 305-327, July 2014  
ISSN 0951-5224 . - Online ISSN 1468-2273

**Abstract :** Employer support for employees who are studying part-time for higher education qualifications constitutes a form of indirect employer engagement with higher education institutions that has contributed strongly to the development of work-related skills and knowledge over the years. However, this form of employer engagement with higher education institutions now seems to be in some jeopardy, with reduced employer willingness to subsidise high education course fees: partly because of slow economic growth since the 2008–09 recession and partly because of increases in tuition fees. These cutbacks in employer support for part-time study may have contributed to the sharp decline reported in the numbers studying for part-time undergraduate higher education qualifications in the United Kingdom since 2009. One important implication for policy-makers is that, without new initiatives designed to encourage employer support for part-time study, this form of education is now less likely to contribute to the adult skills upgrading required to bring United Kingdom skills up to the standards of leading industrial nations. (Abstract from publisher)

---

## ▪ Learning

**Students' development in self-regulated learning in postgraduate professional education: a longitudinal study** / Maaïke D. Endendijk, Jan D. Vermunt, Brekelmans, Mieke Meijer . - In: Studies in Higher Education, v. 39, no. 7, pp. 1116-1138, 2014  
ISSN 0307-5079

**Abstract :** One of the tasks of postgraduate education is to develop students' conceptions and skills necessary for lifelong learning in their profession. To test this, this study aimed at identifying students' development in self-regulated learning throughout a postgraduate teacher education programme. A longitudinal design with three measurement occasions was adopted. The study found little evidence that student teachers became more self-regulating throughout the postgraduate professional programme. Rather, student teachers became more passive in their self-regulation throughout the programme.

---

## ▪ Management education

**Is Bologna working? Employer and graduate reflections of the quality, value and relevance of business and management education in four European Union countries** / Jane Andrews, Helen Higson / Society for Research into Higher Education [SRHE][UK] . - In: Higher Education Quarterly, v. 68, no. 3, July 2014  
ISSN 0951-5224 . - Online ISSN 1468-2273

**Abstract :** This article focuses on the relevance of undergraduate business and management higher education from the perspectives of recent graduates and graduate employers in four European countries. Drawing upon the findings of an empirical qualitative study in which data was collated and analysed using grounded theory research techniques, the paper draws attention to graduates' and employers' perceptions of the value of higher education in equipping students with discipline-specific skills and knowledge as well as softer 'generic' skills. It also highlights the importance of formal 'work-based' learning within undergraduate curricula in providing students with the skills and experiences required by employers operating within a global workplace.

---



## ▪ Private education

**Private sector participation in Indian higher education : FICCI Higher Education Summit 2011** / Ernst & Young; Federation of Indian Chambers of Commerce and Industry [FICCI] . - India : Ernst & Young, 2011 . - 65 p.

**Abstract** : Contents: Overview of the Indian higher education sector; private sector participation: current role and way forward; establishing and growing in Indian higher education: key options for private players; experience of private players: case studies; agenda for the government to promote private sector participation.

**URL** :

[http://www.ey.com/Publication/vwLUAssets/Private\\_sector\\_participation\\_in\\_Indian\\_higher\\_education/\\$FILE/Private\\_sector\\_participation\\_in\\_Indian\\_higher\\_education.pdf](http://www.ey.com/Publication/vwLUAssets/Private_sector_participation_in_Indian_higher_education/$FILE/Private_sector_participation_in_Indian_higher_education.pdf)

---

**The role of private provision in ensuring financial sustainability, increasing access, and improving relevance and quality of higher education = Le rôle de l'offre privée dans la viabilité financière, l'accès, la pertinence et la qualité de l'enseignement supérieur** / World Bank . - In: Breaking even or breaking through : reaching financial sustainability while providing high quality standards in higher education in the Middle East and North Africa . - Washington D.C. : World Bank, 2011 . - pp. 58-79

**URL** :

[http://siteresources.worldbank.org/MENAEXT/Resources/Financing\\_Higher\\_Education\\_Middle\\_East\\_Chapter5\\_English.pdf](http://siteresources.worldbank.org/MENAEXT/Resources/Financing_Higher_Education_Middle_East_Chapter5_English.pdf) (English);

[http://siteresources.worldbank.org/INTMENAINFRENCH/Resources/Enseignement\\_superieur\\_MENA\\_Chapitre5\\_Francais.pdf](http://siteresources.worldbank.org/INTMENAINFRENCH/Resources/Enseignement_superieur_MENA_Chapitre5_Francais.pdf) (French)

---

**Inside African private higher education : contradictions and challenges** / Louise Morley . - In: International Higher Education, no. 76, pp. 14-15, Summer 2014  
ISSN 1084-0613

**Abstract** : This article discusses the findings that relate to quality and standards in two private universities from a recent research study on widening participation in higher education in Ghana and Tanzania. It interrogates how students experience assessment, facilities, pedagogy and resources and whether the private universities attach value to the quality of student experiences.

**URL** : <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/5525/4920>

---

**Policies and patterns in US for-profit higher education** / Elizabeth Meza, William Zumeta . - In: International Higher Education, no. 76, pp. 13-14, Summer 2014  
ISSN 1084-0613

**Abstract** : For-profit higher education in the USA grew to 10% market share of all higher education enrollments as of 2010 before falling back a bit under federal regulatory pressure. State policies toward the sector have remained largely unexamined, however. The authors document the policy individual states take toward for-profit institutions - on such dimensions as financial aid, information disclosure, programme review requirements, etc. - and determine that states with more active policy saw larger for profit enrollment growth from 2000-2010. The direction of causation is unclear, though.

**URL** : <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/5524/4919>

---

**Private-for-profit higher education in Australia : widening access, participation and opportunities for public-private collaboration** / Mahsood Shaha, Chenicheri Sid Nair . - In: Higher Education Research and Development, v. 32, no. 5, pp. 820-832, 2013  
ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract** : In Australia, the number of students in private for-profit higher education is rising, with dramatic projections for the next 10 years. The Australian government has set a target to increase the participation of students in higher education, with a focus on increasing the access and success of students from disadvantaged backgrounds. It is unclear, however, what role the private for-profit institutions will play in meeting the government's targets, and what incentives will be provided for them to increase the access and participation of students from disadvantaged groups. This paper analyses the key drivers of growth in private for-profit higher education in Australia, and discusses issues around quality and standards. It examines the strengths and limitations of the sector, and the extent to which it contributes to diversity, access and the participation of students from disadvantaged backgrounds. [Abstract adapted from publisher]

---



**Private higher education the United Kingdom : myths and realities** / Steve Woodfield . - In: International Higher Education, no. 76, pp. 11-12, Summer 2014  
ISSN 1084-0613

**Abstract** : Private providers are becoming more visible in an increasingly heterogeneous UK higher education landscape. Policy changes in England have stimulated rapid enrolment growth in the private sector, and the government is currently facing the challenge of regulating and ensuring quality in this dynamic and complex part of the HE sector in the absence appropriate primary legislation.

URL : <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/5523/4918>

---

**Reconfiguring higher education in Brazil : the participation of private institutions** / Carlos Benedito Martins . - In: Analise Social, v. 208, no. XLVIII(3), pp. 622-658, 2013  
Online ISSN 2182-2999

**Abstract** : This article analyses the participation of private institutions in the expansion of higher education in Brazil. The article discusses the social conditions that have allowed the emergence of new private institutions, such as changes in the political system and the implementation of university reform. It also discusses current private higher education teaching.

URL : [http://analisesocial.ics.ul.pt/documentos/AS\\_208\\_d02.pdf](http://analisesocial.ics.ul.pt/documentos/AS_208_d02.pdf)

---

**Squeezing the non-profit sector** / Daniel C. Levy . - In: International Higher Education, no. 71, pp. 10-12, Spring 2013  
ISSN 1084-0613

**Abstract** : The growth of the for-profit sector combines with a partial public sector resurgence to squeeze the nonprofit sector, which for decades had increased its global enrollment share. The for-profit growth relates to competitive advantages in prioritizing the labor market while the public move involves accelerated access missions, changing demographics, and policies of competitive marketization. [Abstract from publisher]

URL : [https://htmlbprod.bc.edu/prd/f?p=2290:4:0::NO:RP,4:P0\\_CONTENT\\_ID:119706](https://htmlbprod.bc.edu/prd/f?p=2290:4:0::NO:RP,4:P0_CONTENT_ID:119706)

---

**The for-profit motive** / Andrés Bernasconi . - In: International Higher Education, no. 71, pp. 8-10, Spring 2013  
ISSN 1084-0613

**Abstract** : Proponents of education as a legitimate business, for their part, argue that competition and market discipline are at once good for business and for quality education. They also maintain that in the absence of profit-seeking entrepreneurship we would not be seeing the enormous expansion of enrollments characteristic of higher education in the developing world. At any rate, if the nature of the institution is to be a choice for students, they need to be properly informed about whether the institution of their choice is for-profit. [Abstract from publisher]

URL : [https://htmlbprod.bc.edu/prd/f?p=2290:4:0::NO:RP,4:P0\\_CONTENT\\_ID:119704](https://htmlbprod.bc.edu/prd/f?p=2290:4:0::NO:RP,4:P0_CONTENT_ID:119704)

---

## ▪ Rankings

**U21 Ranking of National Higher Education Systems** / Universitas 21 . - Birmingham, U.K. : Universitas, 2014 . - 29 p.

**Abstract** : This third annual ranking evaluates 50 countries which are ranked in four areas (Resources, Environment, Connectivity and Output) and 24 measures. This edition sees the addition of an Adjusted Ranking which evaluates national higher education systems against their country's level of economic development as measured by GDP per capita.

URL : <http://www.universitas21.com/RelatedFile/Download/589>

---

## ▪ Regional development

**Learning Cities : the role of the 'region-intensive' university** / Pascal International Observatory . - Pascal International Observatory, 2014 . - 7 p. (Policy Briefing, 3)

**Abstract** : This briefing focuses on the development of an effective regional role in regional development by higher education institutions.

URL : <http://pie.pascalobservatory.org/pascalnow/pascal-activities/news/learning-cities-role->

**Higher education, learning regimes and the Malaysian transformation policies** / Norzaini Azman, Morshidi Sirat, Abudul Razak Ahmad / International Association of Universities [IAU] . - In: Higher Education Policy, v. 27, no. 3, pp. 301-321, September 2014  
ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract :** Drawing upon the authors' experience with two cases of newly developed learning regions, Kuala Lumpur city-region and Iskandar Malaysia region, the authors examine Malaysia's effort at transforming its higher education system in the context of learning region objectives. Key government policies, namely, the Tenth Malaysia Plan, the National Higher Education Strategic Plan 2007–2020, the Economic Transformation Programme as well as documents of the learning regions' master plans were included in the document analysis. Although it remains to be seen how the learning regions will emerge, the experience in transforming higher education based on the learning region concept is highly relevant to developing countries that are attempting to shift their traditional economy to a more knowledge-intensive economy.

---

## ▪ Religious institutions

**Educating for today and tomorrow : a renewing passion** / Congregation for Catholic Education [Holy See] . - Vatican City : Vatican Press, 2014 . - 34 p.

**Abstract :** This document sets out the aims and contemporary challenges for Catholic schools and universities.

**Classmark :** INT-72 CON

---

## ▪ Student organisations

**Bringing them into the tent – student associations and the neutered academy** / Francine Rochford / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 3, pp. 485-499, April 2014  
ISSN 0307-5079 . - Online ISSN 1470-174X

---

**Student activism remains a potent force worldwide** / Philip G. Altbach . - In: International Higher Education, no. 76, pp. 2-3, Summer 2014  
ISSN 1084-0613

**Abstract :** Recently, students were instrumental in the collapse of the regime in Ukraine, and were key forces in the Arab Spring movements. Students, however, are unable to ensure that their views will be reflected in the governments that emerge from unrest. Students also are active participants in campus events, and have often been instrumental in shaping higher education policy.

**URL :** <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/5518/4914>

---

**Student power in a global perspective** [Special issue] / Mary-Louise Kearney, Daniel Lincoln, Eds. / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 3, pp. 395-515, April 2014  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract :** Contents: Student power in global perspective (Mary-Louise Kearney, Daniel Lincoln); Student power in a global perspective and contemporary trends in student organising (Manja Klemencic); Student organizations in Canada and Quebec's 'Maple Spring' (Olivier Bégin-Caouette, Glen A. Jones); The 2011 Chilean student movement against neoliberal educational policies (Cristián Bellei, Cristian Cabalin, Víctor Orellana); The evolution of student activism and its influence on tuition fees in South Korean universities (Jung Cheol Shin, Hoon-Ho Kim, Hong-Sam Choi); Back in the USSR: path dependence effects in student representation in Russia (Igor Chirikov, Ivan Gruzdev); The changing role of students' representation in Poland: an historical appraisal (Dominik Antonowicz, Rómulo Pinheiro, Marcelina Smuzewska); Bringing them into the tent – student association and the neutered academy (Francine Rochford); Student representation and multiparty politics in African higher education (Thierry M. Luescher-Mamashela, Taabo Mugume).

---

**Student power in a global perspective and contemporary trends in student organising / Manja Klemencic /** Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 3, pp. 396-411, April 2014

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

**Abstract :** The article discusses conceptual considerations in the study of student governments and movements and reviews the contemporary trends in student organising globally. The author introduces the Special Issue on student power in a global perspective, which addresses the question of how students are organised in different world regions and what role they play in higher education policymaking within universities or at the national level.

---

**The 2011 Chilean student movement against neoliberal educational policies / Cristian Bellei, Cristian Cabalin, Victor Orellana /** Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 3, pp. 426-440, April 2014

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

**Abstract :** This paper analyses the 2011 Chilean student movement, the most relevant social mobilisation in Chile since the restoration of democracy in 1990. Based on available material and secondary sources, it describes the main features of this student movement, analyses the key components of the students' discourse and its relationship with the Chilean market-oriented educational system, and identifies its impact on the field of higher education. The paper argues that this student movement was a process of expressing accumulated grievances against some neoliberal features of Chilean education. Since this movement is also linked to the emergence of a new generation of higher education students, it identifies relevant characteristics of current students' organisations and protests. Finally, the paper discusses hypotheses for interpreting the recent student movements. This case is informative not only for those concerned with student participation, but also with the potential downsides of market-oriented educational policies. [Abstract from publisher]

---

**The evolution of student activism and its influence on tuition fees in South Korean universities / Jung Cheol Shin, Hoon-Ho Kim, Hong-Sam Choi /** Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 3, pp. 441-454, April 2014

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

**Abstract :** This article briefly overviews the student movement working for political democratisation during the authoritarian governments in South Korea. The article focuses on how student activism has changed as a reflection of political developments from the dictatorship through to the civilian democratic governments. Further, it analyses how tuition-fee levels differ according to the organisational power of student unions within universities. The organisational power is represented by the student union's political orientation where strong political orientation implies that the student union holds stronger negotiation power in tuition-fee setting. The empirical analysis leads to in-depth discussions on student movements and tuition fees in Korea. [Abstract from publisher]

---

## ▪ Teacher education

**Preparing teachers for a mobile world, to improve access to education / Mohammed Ally, Margarete Grimus, Martin Ebner /** UNESCO International Bureau of Education [IBE][Switzerland] . - In: Prospects: Quarterly review of comparative education, v. 44, no. 1 (169), pp. 43-59, March 2014

ISSN 0033-0337

**Abstract :** This article describes projects around the world that are helping to prepare teachers for the mobile world, and some pilot projects using the technology. Most such research, however, is limited to short-term studies focusing on learners' satisfaction with mobile learning. Future studies must consider its long-term benefits and its impacts on performance and retention. As mobile technologies emerge, teachers have to keep up with the changes so that they can take advantage of the power of the technology to design and deliver education. [Abstract from publisher]

**URL :** <http://rd.springer.com/article/10.1007/s11125-014-9293-2/fulltext.html>

---

**Teacher development with mobiles : Comparative critical factors / Karl Royle, Sarah Sager, John Traxler /** UNESCO International Bureau of Education [IBE][Switzerland] . - In: Prospects: Quarterly review of comparative education, v. 44, no. 1, pp. 29-42, March 2014

ISSN 0033-0337

**Abstract :** This paper addresses ways that mobile technologies can be used in teacher development, and focuses on mobile technologies. In particular, it addresses issues of context. It outlines and explores accepted practice and

illustrates how mobility invites change and reappraisal of the teacher education process. It places this against a backdrop of current global challenges and questions the validity of existing educational systems in the face of those challenges. It then places mobile technology in the role of digital learning tool rather than content delivery system and explores how teacher education needs to adapt to the context of learning that is presented by increased mobility. Finally, it explores the relationship between knowing and doing in teacher education, acknowledging tension in two areas: first, between the standardisation of practice and the creation of user-defined and user-owned knowledge creation based on interaction with distinct contexts and second, between the social practice of learning through mobility and the 'otherness' of formal education.

URL : <http://rd.springer.com/article/10.1007/s11125-013-9292-8/fulltext.html>

---

**Predicting academics' willingness to participate in peer review of teaching : a quantitative investigation** / Kiri White, Emilia Boehm, Andrea Chester . - In: Higher Education Research and Development, v. 33, no. 2, pp. 372-385, April 2014

ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract** : This study surveyed 221 academics in the first year of implementation of a peer review of a teaching programme at a large university in Australia. Results supported the impact of four key variables on willingness to engage in peer review of teaching: the perceived benefits of the programme, an individual's perceived need for support around teaching, perceived drawbacks of the programme and career-related benefits. Level of teaching experience was related to willingness to engage: staff with moderate levels of teaching experience were most willing to participate in the programme. Limitations of the study are noted and recommendations for peer-review programmes are provided.

---

## ▪ Teaching

**Striving for excellence in tertiary teaching** / Academy of tertiary teaching excellence [Ako Aotearoa][New Zealand] . - Wellington : Ako Aotearoa, 2013 . - 31 p. (Striving for excellence : a guide for tertiary teachers, v. 1)

ISBN 978-1-927202-18-0 . - Online ISBN 978-1-927292-12-8

**Abstract** : This practical guide encourages tertiary teachers to reflect on and improve their teaching and other aspects of their work (philosophy and vision, professional development, personal attributes, goals and rewards).

URL : <https://ako.aotearoa.ac.nz/download/ng/file/group-4/striving-for-excellence--a-guide-for-tertiary-teachers-volume-1-striving-for-excellence-in-tertiary-teaching.pdf>

---

**Tertiary teaching excellence in practice** / Academy of tertiary teaching excellence [Ako Aotearoa][New Zealand] . - Wellington : Ako Aotearoa, 2014 . - 31 p. (Striving for excellence : a guide for tertiary teachers, v. 2)

ISBN 978-1-927202-18-0 . - Online ISBN 978-1-927292-12-8

**Abstract** : This volume focuses on case studies illustrating the foundations of excellent tertiary teaching; assessment as a tool for tertiary teachers; the site(s) of excellent tertiary teaching extend beyond the classroom; and working with diversity.

URL : <https://ako.aotearoa.ac.nz/download/ng/file/group-4/striving-for-excellence--a-guide-for-tertiary-teachers-volume-2-tertiary-teaching-excellence-in-practice.pdf>

---

**Teaching the way they were taught? Revisiting the sources of teaching knowledge and the role of prior experience in shaping faculty teaching practices** / Amanda Oleson, Hora, Matthew T. . - In: Higher Education, v. 68, no. 1, p. 29-45, July 2014

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

**Abstract** : In this exploratory study, interviews and observations were undertaken with 53 STEM faculty at three research institutions in the United States. Qualitative analysis showed that faculty do not only model their teaching after previous instructors, but also draw upon a varied repertoire of knowledge and prior experiences. These include knowledge derived from their experiences as instructors; their experiences as students; their experiences as researchers; and from their non-academic roles. In-depth analyses of two faculty members elaborate on the relationship between these varied types of prior experiences and how they interact with other factors including beliefs about teaching, instructional goals, and features of the organizational context to ultimately shape their classroom practice. The results suggest that instead of assuming that faculty lack any knowledge about teaching and learning, professional developers and policymakers should instead acknowledge and build upon their preexisting "craft" knowledge as professional teachers.

---

**Using technology for teaching and learning in higher education : a critical review of the role of evidence in informing practice** / Linda Price, Adrian Kirkwood . - In: Higher Education Research and Development, v. 33, no. 3, pp. 549-564, June 2014  
ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract :** This mixed-method study explores educational practices with technology in higher education. It examines what forms of evidence (if any) have influenced teachers' practices. It comprises a literature review, a questionnaire and interviews. Findings suggest that evidence has partial influence upon practice with practitioners preferring to consult colleagues and academic developers. The study underscored the difficulty in defining and evaluating evidence, highlighting ontological and epistemological issues. The academic developer's role appears to be key in mediating evidence for practitioners.

---