

New in / Nouveautés

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June 2015 / juin 2015

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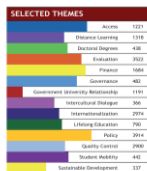
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<http://hedbib.iau-aiu.net>

COLLECTIONS	
Monographs	14479
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Periodical Articles	18982
TOTAL	35440

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Presentation

Welcome to the June 2015 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); Union de Universidades de América Latina (UDUAL); Higher Education South Africa (HESA); and Associació Catalana d'Universitats Públiques (ACUP).

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).



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We recommend

Education for All 2000-2015: achievements and challenges : EFA Global Monitoring Report = Education pour tous 2000-2015 : progrès et enjeux : rapport mondial de suivi sur l'EPT = La educación para todos 2000-2015 : logros y desafíos : Informe de seguimiento de la EPT en el mundo

/ UNESCO . - Paris : UNESCO Publishing, 2015 . - 499p.

ISBN 978-92-3-100085-0

Abstract : The 2015 edition of UNESCO's Global Monitoring Report, "Education for All: achievements and challenges" shows that only a third of countries reached all of the measurable Education for All goals. Only half reached the most watched goal of universal primary education. It also shows that two third more children were enrolled in primary school in 2012 than in 1999; by 2015, one in six children in low and middle income countries will not have completed primary school; almost two thirds of countries will have reached gender parity in primary education by 2015; 34 million more children have gone to school for the first time who would not have without the EFA goals.

Classmark : INT-713 UNE

URL : <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf> (English)

<http://unesdoc.unesco.org/images/0023/002324/232433f.pdf> (French)

<http://unesdoc.unesco.org/images/0023/002324/232435s.pdf> (Spanish)

Social Innovation : challenges and perspectives for higher education [In Focus] = L'Innovation sociale: défis et perspectives pour l'enseignement supérieur [dossier thématique] / International Association of Universities [IAU] . -

In: IAU Horizons / AIU Horizons, v. 21, no. 1, pp. 23-39, April 2015

Abstract : A special issue of IAU Horizons in line with the IAU Global Meeting of Associations 6 in Montreal in May 2015. The *In Focus* section presents a variety of views from international experts on the role of universities in social innovation. Papers debate the concepts and provide examples of good practice from Thailand, Canada, Sweden, Jamaica, Japan, Spain, Malaysia, USA, South Africa and Mexico and Latin America more broadly. They look at how social innovation is fostered; community engagement initiatives; the social appropriation of science; the transformation of curricula for social innovation; and evaluating the impact of social innovation initiatives. A bibliography is included.

URL : http://www.iau-aiu.net/sites/all/files/IAU_Horizons_Vol_21_1_EN_LIGHT.pdf (English)

http://www.iau-aiu.net/sites/all/files/IAU%20Horizons%20Vol.21.1%20%5BFREN_LIGHT%5D_0.pdf (French)



IAU Themes

▪ Equitable Access and Success in Higher Education

Guide for gender equality in teacher education policy and practices . - Paris : UNESCO Publishing, 2015 . - 111 p.
ISBN 978-92-3-100069

Abstract : This contribution to the development of capacities of teaching and non-teaching personnel aims to promote a gender-responsive institutional culture, and achieve gender equality in teacher education. It includes a glossary, key gender concepts, case studies and activities.

URL : <http://unesdoc.unesco.org/images/0023/002316/231646e.pdf>

Africa

Tackling gender inequality in higher education institutions in Africa = S'attaquer à l'inégalité entre les genres dans les établissements de l'enseignement supérieur en Afrique / Association for the Development of Education in Africa [ADEA] . - Tunis, Tunisia : ADEA, 2015 . - 7 p.

Abstract : This policy brief presents the argument that there is need to shift to more holistic gender responsive strategies in higher education, which move beyond simply enabling women's access to higher education institutions to issues affecting women's ability to fully participate and perform within institutions. Based on the Forum for African Women Educationalists' research, the key priorities for addressing the gender inequalities in African higher education institutions are highlighted.

URL : http://adeanet.org/portalv2/en/system/files/resources/policy_brief_gender_en.pdf (English)

http://adeanet.org/portalv2/fr/system/files/resources/note_d_orientation_genre_fr.pdf (French)

Growth and equity in tertiary education in Sub-Saharan Africa / Péter Darvas, Sonali Ballal, Kebede Feda / International Network for Higher Education in Africa [INHEA] . - In: International Journal of African Higher Education, v. 1, no. 1, pp. 85 - 137, 2014
ISSN 2313-5069

Abstract : This study represents a first report of a regional cross-country analysis of patterns in equity and growth in tertiary education in Sub-Saharan Africa undertaken by the World Bank. The authors analyse country-level surveys and regional statistics to see how expansion affected equity, how equity is explained by household characteristics and other factors, and which characteristics of the tertiary education system influence equity. Data show that in many instances, Sub-Saharan African countries fall behind other regions in terms of equity; and whereas some policies, such as diversification and more equitable pre-tertiary education can help, more efforts and more effective policies need to be introduced to make the system more equitable. The report argues that growth itself will not necessarily lead to improved equity and more equitable access to tertiary education can help the sector in achieving its higher-level objectives, including its contribution to competitiveness and prosperity. (Abstract adapted from publisher)

Cette étude constitue le premier rapport d'une analyse de l'équité et de la croissance de l'enseignement supérieur en Afrique sub-saharienne effectuée par la Banque Mondiale. Les auteurs analysent des enquêtes nationales et des statistiques régionales pour montrer la manière dont la croissance affecte l'équité, comment l'équité peut être expliquée par les caractéristiques des ménages ainsi que par d'autres facteurs et quels facteurs propres au système d'enseignement supérieur influencent l'équité. Les données montrent que, dans de nombreux cas, les pays d'Afrique sub-saharienne sont en retard par rapport à ceux d'autres régions en ce qui concerne l'équité. Tandis que certaines mesures politiques, comme diversifier l'enseignement supérieur ou rendre les enseignements primaire et secondaire plus équitables, peuvent aider, des efforts plus importants et des mesures politiques plus efficaces doivent être mis en place pour rendre le système plus équitable. Ce rapport soutient que la croissance ne conduira pas forcément à l'amélioration de l'équité et qu'un accès plus équitable à l'enseignement supérieur peut aider le secteur à atteindre ses

Asia and the Pacific

From early aspirations to actual attainment: the effects of economic status and educational expectations on university pursuit / Ching-Ling Wu, Haiyan Bai . - In: Higher Education, v. 69, no. 3, pp. 331-334, March 2015
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This study investigated the effects of economic status and the educational expectations of significant others (parents and teachers) on early university aspirations and actual university attainment. The study analysed two-wave longitudinal data collected from 1,595 Taiwanese students in their 9th grade in middle school and in their freshman year at universities. The results revealed that economic status affected neither university aspirations nor university attainment. Among the significant others studied, parental expectations fundamentally affected university aspirations and teacher expectations consistently affected university aspirations and attainment. After considering economic status and educational expectations, early university aspirations remained strongly related to actual university attainment. (Abstract adapted from publisher)

Europe and North America

The effect of gender and race intersectionality on student learning outcomes in engineering / Hyn Kyoung Ro, Karla I. Loya / Association for the study of higher education [ASHE][USA] . - In: The Review of Higher Education, v. 38, no. 3, pp. 359-396, Spring 2015
ISSN 0162-5748 . - Online ISSN 1090-7009

Abstract : This study looks at the intersections of gender and race to investigate differences in self-assessed learning outcomes in engineering undergraduate education. Part of a larger study on engineering education, data from 5,017 students in 32 institutions of higher education in the United States were analysed for students' self-assessment of engineering-focused skills and professional skills (communication, leadership, teamwork). The results indicated that women assessed their engineering learning outcomes lower than men, but assessed their professional learning outcomes higher than men. Furthermore, the impact of gender on perceived learning outcomes varies by race/ethnicity; Black women, Asian men, and men from other racial/ethnic groups tend to rate their skills lower than their White counterparts. The authors suggest future research to examine overlooked differences in learning outcomes as well as recruitment and retention strategies for women and men of colour.

The effects of a state need-based access grant on traditional and non-traditional student persistence / Jeffrey Cody Davidson / International Association of Universities [IAU] . - In: Higher Education Policy, v. 28, no. 2, pp. 235-257, June 2015
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : In 2011–2012, more than 236.7 billion dollars of student financial aid was disbursed to undergraduate and graduate students at postsecondary institutions in the United States. Today, many groups and organisations are advocating for financial aid to increase student access and success as well as to assist the neediest students. The purpose of this study was to assess the impact of the College Access Program (CAP) grant, which is a need-based state access grant, on persistence from the first to second year at Kentucky's 2- and 4-year public institutions using logistic regression and propensity score matching. A dependent full-time student who receives the CAP grant has 51% greater odds of persisting from the first to second year, but receiving the CAP grant was not statistically significant for part-time or independent students. These findings have practical and policy implications if institutional, state and federal financial aid is to align to increase student access and success.

URL : <http://hedbib.iau-aiu.net/> (Access to full text article for IAU Members using login)

The social, educational and cognitive factors of success in the first year of university : a case study / Sophie Morlaix, Bruno Suchaut / UNESCO Institute for Lifelong Learning . - In: International Review of Education, v. 60, no. 6, pp. 841-862, December 2014
ISSN 0020-8566 . - Online ISSN 1573-0638

Abstract : This study evaluated a sample of first-year students enrolled at the University of Burgundy, France, in 2010–

2011 to understand the factors determining success in the first year of university. The originality of this research lies in the inclusion of specific indicators of students' skills when they start university within the explanatory models of educational achievement. These indicators include measures of academic performance and cognitive abilities. Students' educational and social backgrounds are also taken into consideration. The results show the significant impact of educational background (repeated years, type of baccalaureate and baccalaureate grade) on success. The researchers also found that written comprehension skills and cognitive abilities alone play a limited role in explaining success, since the impacts of these variables are apparent throughout a student's educational career (and not just in higher education). Another finding was that subject choice based on specific career aspirations is an important factor associated with success – a significant insight which qualifies the impact of educational background.

La présente étude, qui évalue un échantillon d'étudiants inscrits en première année 2010-2011 à l'université de Bourgogne (France), a pour objet de cerner les facteurs déterminant la réussite de la première année universitaire. Cette étude prend en compte d'indicateurs spécifiques sur les compétences que possèdent les nouveaux étudiants. Ces indicateurs comprennent la mesure des performances intellectuelles (compréhension écrite) et des capacités cognitives. La présente étude intègre le contexte éducatif et social des étudiants. Les résultats révèlent l'impact significatif sur la réussite du contexte éducatif (années de redoublement, type de baccalauréat et note obtenue à celui-ci). Les chercheurs constatent en outre que la compréhension écrite et les capacités cognitives jouent à elles seules un rôle limité dans l'explication de la réussite, puisque l'impact de ces variables est manifeste tout au long du parcours éducatif (et pas seulement au niveau supérieur). Il apparaît par ailleurs que le choix de la discipline fondé sur des aspirations concrètes de carrière est un facteur important de succès, et constitue une découverte importante qui relativise l'impact du contexte éducatif.

URL : <http://rd.springer.com/article/10.1007/s11159-014-9459-4/fulltext.html>

▪ Higher Education and Social Responsibility / EFA

A new model of university : universities for development / Modesto Saera Vazquez . - Oaxaca, Mexico : Universidad Tecnologica de la Mixteca, 2010 . - 272 p.
ISBN 978-607-95222-3-0

Abstract : In this book, the Rector of a Mexican university and President of the Mexican International Studies Association criticises the commodification of universities and makes a passionate defense of the public university.

Classmark : LAT-42 SEA

Building capacities of the next generation of community-based participatory researchers / UNESCO Chair in Community Based Research and Social Responsibility in Higher Education . - Building capacities of the next generation of community - based participatory researchers, New Delhi, 10 April 2015 . - New Delhi, Victoria, Canada : UNESCO Chair in Community Based Research and Social Responsibility in Higher Education, 2015 . - 13 p.

Abstract : This conference report addresses the perspectives and issues currently faced, and various experiences of resource mobilisation for building capacity in community-based participatory research.

URL : http://unescochair-cbrsr.org/unesco/pdf/10_April_2015_event_report.pdf

Event report : symposium on “Mainstreaming university - community research partnerships” / UNESCO Chair in Community Based Research and Social Responsibility in Higher Education . - Symposium on “Mainstreaming University - Community Research Partnerships”, New Delhi, 9 April 2015 . - New Delhi, Victoria, Canada : UNESCO Chair in Community Based Research and Social Responsibility in Higher Education, 2015 . - 21 p.

Abstract : This report of the symposium primarily focuses on the practices of Community-University Research Partnerships (CURP) across the world.

URL : http://unescochair-cbrsr.org/unesco/pdf/9_April_2015_event_report.pdf

Supporting higher education during crisis and recovery [Special issue] / Institute for International Education [IIE][USA] . - In: IIE Networker, Spring 2015

Abstract : Contents: Supporting higher education in crisis, post-conflict, and transition: an imperative for the next century (Daniela Kaisth); Refugee access to higher education (Alexa Schmidt); Supporting Syria's students: successes and recommendations (Monica Ibrahim); Creating local and global solutions to Syria's higher education emergency: five recommendations (James King); Higher education and political transition in post-war societies: lessons from the Tripoli University Programme for Rebuilding Libya (Sansom Milton); Geography of a crisis: lessons learned with international sponsored students (Sarah Ilchman and Megan Spillman); Assisting higher education in Afghanistan (Kenneth M. Holland); From autocracy to autonomy: reflections on higher education in Myanmar (Myint Oo).

URL : <http://www.nxtbook.com/naylor/IIEB/IIEB0115/index.php#/4>

Towards the right to inclusive quality public education and lifelong learning beyond 2015 . - 2015 NGO Forum , Incheon, Korea . - Incheon, 2015 . - 5 p.

Abstract : This Declaration has been adopted by national, regional and international non-government and civil society organisations at the 2015 NGO Forum ahead of the World Education Forum. It re-affirms that education is a fundamental right and public good that is key to promoting social, economic and environmental justice. It recognizes that civil society participation should be institutionalized and guaranteed in all processes, and is crucial to ensuring that governments are held to account in achieving inclusive education for all. It also states civil society's position on issues around quality education, access and equity; as well as teachers, indicators and financing.

URL : <http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/2015-NGOForum-Declaration-FinalDraft.pdf>

Institutional and contextual factors of quality in civic and citizenship education : exploring possibilities of qualitative comparative analysis / Anu Toots, Triin Lauri . - In: Comparative Education, v. 51, no. 2, pp. 247 - 275, May 2015

ISSN 0305-0068

Abstract : This article analyses quality assurance (QA) policies of 30 countries in civic and citizenship education (CCE).

The main aim was to find combinations of institutional and contextual factors that are systematically associated with a high achievement in citizenship education. Analysis revealed six configurations of contextual and institutional factors, belonging to the accountability or to the participatory paths. The strongest configuration in terms of consistency and coverage is the absence of strict regulations on teaching CCE embedded by a participatory path. The result of the accountability path is more diverse, indicating that both, a more regulative New Public Management-related and an internal assessment-oriented QA might be enabled by this context. (Abstract adapted from publisher)

Africa

Sub-Saharan Africa Statement on education post-2015 (Kigali Statement) = Déclaration de Kigali = Declaración de Kigali / UNESCO; African Union; Rwanda. Ministry of Education . - Sub-Saharan Africa Regional Ministerial Conference on Education Post-2015, Kigali, Rwanda, 9 - 11 February 2015 . - Dakar : UNESCO, 2015 . - 2015

Abstract : This Statement was adopted during the Sub-Saharan Africa Regional Ministerial Conference on Education Post-2015 in Kigali, Rwanda in February 2015. It sets regional priority action areas to promote the development of education across the region.

URL : <http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Dakar/pdf/KigaliStatementENFinal.pdf> (English)

<http://unesdoc.unesco.org/images/0023/002321/232153f.pdf> (French)

<http://unesdoc.unesco.org/images/0023/002321/232153s.pdf> (Spanish)

<http://unesdoc.unesco.org/images/0023/002321/232153a.pdf> (Arabic)

Latin America and the Caribbean

Situation educativa de América Latina y el Caribe : hacia la educación de calidad para todos al 2015 = The state of education in Latin America and the Caribbean : towards a quality Education for All 2015 / Cristian Bellei, Ed. / UNESCO Regional Office for Education in Latin America and the Caribbean [OREALC][Chile] . - Santiago : UNESCO, 2013 . - 208 p.

Abstract : Esta publicación tiene el propósito de poner en valor el progreso alcanzado y reconocer los esfuerzos realizados. También pretende develar los desafíos emergentes para la agenda educativa post 2015 que deberá generar sin duda una nueva visión de la educación en la región. Y es que una educación de calidad para todos a lo largo de la vida, en tanto derecho fundamental de todas las personas, se enfrenta a un contexto de cambio profundo al comenzar el siglo XXI. Es preciso entenderlo y construir un nuevo paradigma acorde a los tiempos.

This publication sets out to leverage the progress made so far, and to recognise efforts made. It also aims to survey emerging challenges for the post-2015 education agenda, which must certainly generate a new vision of education in the region. Indeed, quality education for all people throughout their lives, as a fundamental and universal right, is facing a landscape of profound changes at the dawn of the 21st century. This must be understood, and a new paradigm built for our times.

URL : <http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Santiago/images/SITIED-espanol.pdf> (Spanish)

<http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Santiago/pdf/state-of-education-in-LAC-towards-2015.pdf> (English)

▪ Information and Communication Technologies (ICTs)

Open access checklist for universities : a practical guide / European University Association [EUA] . - Brussels : EUA, 2015 . - 22 p.

Abstract : This guide contains key information on Open Access, such as benefits, challenges and ways of implementing it, as well as strategic, practical and economic aspects that should be considered when developing Open Access policy. It also includes links to resources and highlights some of the main findings of the EUA survey on Open Access conducted in 2014.

URL : http://www.eua.be/News/15-04-09/EUA_launches_Open_Access_checklist_for_universities.aspx

Early career academic mentoring using Twitter : the case of #ECRchat / Hazel Ferguson, Katherine L. Wheat / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 37, no. 1, pp. 3 - 13, February 2015 ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : This paper examines how Twitter can be used to provide early career academics with career development support. It reflects on the authors' experiences of starting a career development discussion group via Twitter for early career academics. Over 400 participants were active in this group during the first year (2013). Drawing on the group's tweets, the paper explores its role as a peer-mentoring forum that provides opportunities for support and knowledge sharing.

Who goes to lectures (and does it matter)? / Elisa Birsch, Andrew Williams . - In: Higher Education Review, v. 47, no. 2, pp. 22 - 46, Spring 2015 ISSN 0018-1609

Abstract : This study looks at the learning characteristics of students who attend face to face lectures, versus students who choose to view these same lectures via online lecture recordings. The authors undertook a survey which examined students' learning methods together with student record data, from a first year Economics course in an Australian university. The results suggested that lecture attendance is positively related to whether or not students use a 'deep' approach to learning. In addition, students treated face to face lectures and viewing these lectures online as substitutes, rather than complementary to learning.

Africa

Open practices in higher education trends and possibilities for Africa / Neil Butcher, Sarah Hoosen, Monica Mawoyo / OER Africa [Nairobi] . - Nairobi : Saide, 2015 . - 62 p.

Abstract : This publication analyses the possibilities of openness in African higher education and provides recommendations for African universities in the field. The factors leading to the rise of openness, including a social inclination towards openness, government involvement, and technological innovations that have encouraged and facilitated openness are also explored.

URL : <http://www.oerafrica.org/resource/open-practices-higher-education-trends-and-possibilities-africa>

Asia and the Pacific

ICT leadership in higher education : selected readings / Sanjaya Mishra, Ed. / Commonwealth Educational Media Centre for Asia [CEMCA] . - New Delhi : CEMCA, 2014 . - 106 p. ISBN 978-81-88770-27-4

Abstract : Aiming to help higher education leaders in dealing with ICTs, this publication analyses ICTs as a change agent; policy perspectives; e-Learning; institutional strategic plans for open, distance and eLearning; OER implementation; the creation of an environment for sharing educational and research resources, and two country studies (Malaysia, Bangladesh).

URL : http://www.col.org/PublicationDocuments/ICT%20Leadership_LR.pdf

Developing government policies for distance education : lessons learnt from two Sri Lankan case studies / Tharindu Rekha Liyanagunawardena, Andrew A. Adams, Naz Rassool, Shirley A. Williams / UNESCO Institute for Lifelong Learning . - In: International Review of Education, v. 60, no. 6, pp. 821-839, December 2014
ISSN 0020-8566 . - Online ISSN 1573-0638

Abstract : In an attempt to address this shortage of university places, the government of Sri Lanka has invested heavily in information and communications technologies (ICTs) for distance education. Although this has resulted in some improvement, the authors of this article identify several barriers which are still impeding successful participation for the majority of Sri Lankans wanting to study at tertiary level. These impediments include the lack of infrastructure/resources, low English language proficiency, weak digital literacy, poor quality of materials and insufficient provision of student support. In the hope that future implementations of ICT-enabled education programmes can avoid repeating the mistakes identified by their research in this Sri Lankan case, the authors conclude their paper with a list of suggested policy options.

L'accès à l'enseignement supérieur connaît néanmoins un engorgement dû à un manque aigu de places universitaires. Pour tenter de résoudre ce problème, le Gouvernement du Sri Lanka investit massivement dans les technologies d'information et de communication (TIC) pour l'enseignement à distance. Si cet effort a apporté quelques améliorations, les auteurs de l'article identifient plusieurs obstacles qui entravent encore une participation concluante pour la majorité des Sri-Lankais désireux de suivre des études supérieures. Ces obstacles consistent en déficits dans plusieurs domaines : infrastructures et ressources, maîtrise de l'anglais, culture numérique, matériels et soutien aux étudiants. Les auteurs concluent leur article en proposant une liste d'options stratégiques, avec l'espoir que les applications futures des programmes éducatifs utilisant les TIC éviteront de répéter les erreurs identifiées lors de leur recherche sur ce cas du Sri Lanka.

URL : <http://rd.springer.com/article/10.1007%2Fs11159-014-9442-0>

Europe and North America

Institutional MOOC Strategies in Europe / European Association of Distance Teaching Universities [EADTU] . - Heerlen, Netherlands : EADTU, 2015 . - 34 p.
ISBN 978-90-79730-15-5

Abstract : This report presents and analyses the results of a survey conducted by the HOME (Higher Education Online: MOOCs the European way) project between October and December 2014. It presents data on the perception and objectives of European higher education institutions on MOOCs and the main drivers behind the MOOC movement, and makes a comparison with similar studies conducted in the United States in 2013 and 2014.

URL : http://www.eadtu.eu/documents/Publications/OEenM/Institutional_MOOC_strategies_in_Europe.pdf

La pédagogie numérique : un défi pour l'enseignement supérieur / France. Conseil Economique, social et environnemental [CESE] . - Paris : CESE, 2015 . - 72 p.
ISBN 978-2-11-138658-7

Abstract : These recommendations of a strong state strategy concerning digital higher education were adopted by the French government in February 2015.

URL : http://www.lecese.fr/sites/default/files/pdf/Avis/2015/2015_06_pedagogie_numerique.pdf

Open access : Is a national licence the answer? / David Price, Sarah Chaytor / Higher Education Policy Institute [HEPI][UK] . - Oxford : HEPI, 2015 . - 28 p. (HEPI Occasional Paper, 10)
ISBN 978-1-905315-27-7

Abstract : This paper proposes a new national licence scheme in the UK as a way to promote greater access to academic research.

URL : http://www.hepi.ac.uk/wp-content/uploads/2015/03/openaccess_v3_web.pdf

Postsecondary play : the role of games and social media in higher education / William G. Tierney, Zoë B. Corwin, Tracy Fullerton, Gisele Ragusa, Eds. . - Baltimore : John Hopkins University Press, 2014 . - 336 p.
ISBN 978-1-4214-1306-8

Abstract : This collection reports on recent research on the emerging role of multiplayer games in the classroom, and

how these tools can boost student confidence, and increase access to higher education. Examples, mostly in the context of the United States, are from a variety of disciplines and illustrate student learning in response to games and social media.

Classmark : US-531 TIE

El desarrollo de las sociedades de la informacion y el conocimiento en Europe : politicas educativas y tecnologias de la informacion (TIC) en el siglo 21 / Jorge Enrique Flores Orozco / Asociación Mexicana para la Educación Internacional [AMPEI] . - **In:** Educación Global, v. 18, pp. 21 - 37, 2014

ISSN 2007-1914

Abstract : This article identifies the key competencies that will have to be developed in higher education institutions in order to prepare students to compete in the globalized labour market. The main policies in Europe for ICT and internet connectivity are described. A literature review and data analysis were used to research the competencies that are being developed by European Universities for 21st century markets and the knowledge society.

Este artículo identifica las principales competencias que deberán desarrollarse en los estudiantes de educación superior y que serán especialmente valoradas en el entorno laboral globalizado durante los próximos años, realizando también una descripción de las políticas públicas en materia de TIC que se han implementado en Europa para el desarrollo de las sociedades de la información y el conocimiento. Para la realización de este estudio se ha hecho una revisión de las principales estrategias y planes implementados en la Comunidad para incrementar la conectividad y el desarrollo de las tecnologías de la información en esa región.

The Massive Open Online Course movement, xMOOCs, and faculty labor / Robert A. Rhoads, Maria Sayil Camacho, Brit Toven-Lindsey, Jennifer Berdan Lozano / Association for the study of higher education [ASHE][USA] . - **In:** The Review of Higher Education, v. 38, no. 3, pp. 397-424, Spring 2015

ISSN 0162-5748 . - Online ISSN 1090-7009

Abstract : Using document analysis of over 200 texts, the authors examine the rise of the MOOC movement and implications for faculty work. They highlight the role of xMOOCs in particular, focusing on challenges to faculty labor. They organise findings into three key areas: 1) context for the rise of MOOCs; 2) xMOOCs and reshaping faculty labour; and 3) opposition arising from the professorate.

▪ Internationalization

Recognition of qualifications and competences of migrants / International Organization for Migration . - Geneva : International Organization for Migration, 2013 . - 255 p.

Abstract : The study investigates the existing national practices for assessing, validating and recognizing formal, non-formal and informal learning of migrants based on experiences from selected European countries (Denmark, Germany, Italy, Netherlands, Sweden and the United Kingdom) and on good practices and recommendations from outside the EU (Australia and Canada). The study reviews national practices against the complex requirements of modern labour markets and differing needs of various skill groups of migrants. While taking into account latest developments in skills assessment procedures, set-up of bilateral or multilateral recognition frameworks and introduction of pre-migration measures, it explores policy approaches to counteract brain waste of different groups of migrants resident in the EU Member States. It was commissioned by the European Commission.

URL : http://publications.iom.int/bookstore/free/Recognition_Qualifications_CompetencesofMigrants.pdf

Reflexions sur l'internationalisation du monde universitaire : pointe de vue d'acteurs / Mario Laforest, Gilles Breton, David Bel / Agence universitaire de la Francophonie [AUF] . - Paris : Editions des archives contemporaines, 2014 . - 133 p.
ISBN 978-2-813-00156-6

Abstract : Dans un environnement mondialisé, la mobilité des étudiants et des enseignants ne cessent de s'amplifier et la dimension internationale devient un axe central de la gouvernance universitaire. Cet ouvrage aborde des questions et réflexions sur ce qu'est l'internationalisation et l'internationalité universitaires dans le contexte français, chinois, vietnamien ainsi que globalement : Où se situent les universités au regard du processus d'internationalisation, de globalisation ? Quels seraient les critères d'internationalité à retenir ? L'ouvrage propose également des outils conceptuels de diagnostic, de réflexion et d'aide à la décision. Il est le résultat du Réseau international sur la mondialisation de l'enseignement supérieur (RIMES).

In a globalised environment, mobility of students and teachers continues to grow and the international dimension is becoming a central axis in university governance. This book examines questions and discussions on what internationalization is and its place in universities in the French, Chinese, Vietnamese and global contexts. Where do universities position themselves in relation to the process of internationalization and globalisation? Which criteria of internationalization should we keep? The book also sets out conceptual tools for investigation, analysis and decision-making. It is the result of the International network on globalisation in Higher Education (RIMES).

Classmark : INT-6 LAF

Identity issues : expatriate professors teaching and researching in Qatar / Michael H. Romanowski, Ramzi Nasser . - In: Higher education, v. 69, no. 4, pp. 653-671, April 2015

Abstract : This paper presents narratives of twenty expatriate professors as they describe their experiences and conflicts they face teaching in American universities in Qatar and how this impacts their professional identities. Various identities and strategies that expatriate professors use in their daily work and lives are described and discussed. The findings indicate that many expatriate professors experience with controls in academic freedom, security concerns and alienation which hamper their teaching and research. The authors note that expatriate professors must learn to successfully handle and resolve cultural misunderstandings and miscommunication issues. In this context, there was little preparation for expatriate professors beyond simple orientations.

Africa

The regionalisation, internationalisation and globalisation of African higher education / Chica Schoole, Hans De Wit / International Network for Higher Education in Africa [INHEA] . - In: International Journal of African Higher Education, v. 1, no. 1, pp. 217-241, 2014
ISSN 2313-5069

Abstract : This article positions the debate on the relationships among globalisation, regionalisation, and internationalisation in the context of Africa and its sub-continent, showing that, although these concepts have emerged at different times and contexts, they are still related. Using case studies of two regional political and economic organisations

and their higher education counterparts, this article shows that regionalisation is not a new phenomenon but has been part of and has been used in the post-colonial era to serve new social, economic, political, and development purposes in the current period. (Abstract adapted from publisher)

Cet article centre le débat sur la relation entre la mondialisation, la régionalisation et l'internationalisation dans le contexte de l'Afrique et de son sous-continent, et démontre que, bien que ces concepts soient apparus à différentes époques et dans des contextes variés, ils sont encore liés. Cet article s'appuie sur une étude de cas de deux organisations régionales politiques et économiques et de leurs équivalents dans le domaine de l'enseignement supérieur pour montrer que le concept de régionalisation n'est pas un phénomène nouveau, mais qu'il a fait partie de et a été utilisé pendant l'époque postcoloniale pour satisfaire de nouveaux objectifs sociaux, économiques, politiques et de développement.

URL : <http://ejournals.bc.edu/ojs/index.php/ijahe/article/view/5648/4980>

Asia and the Pacific

Draft National Strategy for International Education (for consultation) / Australian Government . - Canberra : Australian Government, 2015 . - 78 p.

ISBN 978-1-74361-888-2 . - Online ISBN 978-1-74361-889-9

Abstract : This draft strategy sets out six goals for in Australian international higher education.

URL : <https://internationaleducation.gov.au/International-network/Australia/InternationalStrategy/Documents/Draft%20National%20Strategy%20for%20International%20Education.pdf>

An empirical study of faculty mobility in China / Guangcai Yan, Ying Yue, Menghu Niu . - In: Higher Education, v. 69, no. 4, pp. 527-546, April 2015

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

Abstract : In China, faculty have become more mobile with the implementation of position appointment and contract system, though in terms of mobility frequency and rate, they are still less active than their counterparts in the West. Using data from over 6,000 faculty members from 50 research universities throughout China, this study examines the relationship between faculty members' perceptions of their working environment and their mobility intentions. Additionally, the authors examined whether western-based theories about satisfaction and mobility intentions can provide an adequate account of academic mobility in the Chinese context. One finding was that internal factors within a university, such as income, evaluation and promotion, is related to faculty member's intention to leave; however, when the regional/city location of the university was taken into account, levels of satisfaction with the university's internal environment did not necessarily become a path to their academic mobility. Secondly, age and academic relationship were both associated with faculty members' intentions to move - those under the age of 45 stated clearer intentions to move. Thirdly, there was a high correlation between faculty members' cross-university intention and cross-regional intention to move.

Europe and North America

Open doors 2014 : Report on international educational exchange / Institute of International Education [IIE][USA] . - New York : IIE, 2014 . - 142 p.

ISBN 978-0-87206-371-6

Abstract : The Open Doors 2014 report contains detailed information on international students in the USA as well as U.S. students who study abroad. It reveals that international student enrolment in the USA continued to rise increased by 8% in 2012/13 Students from China and Saudi Arabia together account for 73% of the growth, a wider range of countries contributed to the increase, with India, Brazil, Iran and Kuwait together accounting for an additional 18 percent of growth. The number of U.S. students studying abroad increased by 2%, the UK had the largest increase in the number of U.S. study abroad students. In addition, there was growth in the number of U.S. students studying in South Africa, Denmark, South Korea, Peru, and Thailand, as well as strong growth to Costa Rica and Ireland and a continued rebound in those going to Japan.

Classmark : US-444 BHA

URL : <http://www.iie.org/Research-and-Publications/Open-Doors/Data>

Beyond the limits of the European Higher Education Area : the case of Belarus / Olga Gille-Belova . - In: European Journal of Higher Education, v. 5, no. 1, pp. 83-95, March 2015

ISSN 2156-8235

Abstract : The only European country which was refused membership in the European Higher Education Area (EHEA) was Belarus, whose demand was rejected in 2012. This article provides a case study of this failed accession to analyse the interaction between European and national levels in the process of higher education transformations. It examines various strategic uses of the Bologna Process by different national and European actors. The authors asserts that If the Belarusian officials perceived Bologna mainly as an opportunity to improve their relations with the EU by cooperating on a politically neutral issue, other domestic actors such as the Public Bologna Committee saw EHEA accession as an instrument for radically reforming the existing higher education system. The author concludes that the refusal of the Belarusian application also reveals a complex interplay between the increasing importance of 'technical' criteria inside the EHEA and EU external policy considerations. (Abstract adapted from publisher)

Europeanization, Internationalization and higher education reforms in Central and Eastern Europe / Dorota Dakowska, Robert Harmsen, Ioana Cirstocea, Editors . - In: European Journal of Higher Education, v. 5, no. 1, March 2015

ISSN 2156-8235

Abstract : Contents: Ahead of 2015 Bologna Ministerial Conference: a new agenda for the European Higher Education Area Manja Klemencic; Laboratories of reform? The Europeanization and internationalization of higher education in Central and Eastern Europe (Dorota Dakowska , Robert Harmsen); Exploring the governance of Polish public higher education: balancing restored historical legacies with Europeanization and market pressures (Michael Dobbins); International norms in the reform of Romanian higher education: a discursive analysis (Ligia Deca); Re-contextualization of the Bologna process in Lithuania (Liudvika Leisyte, Rimantas Zelvys, Lina Zenkiene) International models and domestic translations? The case of university governing boards in Romania and Lithuania (Renáta Králiková); Beyond the limits of the European Higher Education Area: the case of Belarus (Olga Gille-Belova); Concluding comments: when international, European and domestic influences collide (Martina Vukasovic).

Internationalization : small projects that can make a difference / Luville Landry / Asociación Mexicana para la Educación Internacional [AMPEI] . - In: Educación Global, v. 18, 2014, pp. 55 - 66, 2014

ISSN 2007-1914

Abstract : This article describes virtual internationalization initiatives within a university in New Brunswick, Canada. The examples of projects that are explored helped students, lecturers and administration to develop the necessary skills to become an "Interculturally Effective Person" and to work more effectively in a multicultural learning environment. The projects involved 700 students from eight countries in virtual projects for non-mobile students. The five objectives of the virtual projects were: language competencies, cross-cultural awareness, adaptability to host culture, cultural sensitivity and utilisation of technology.

Laboratories of reform? The Europeanization and internationalization of higher education in Central and Eastern Europe / Dorota Dakowska, Robert Harmsen . - In: European Journal of Higher Education, v. 5, no. 1, pp. 4-17, March 2015

ISSN 2156-8235

Abstract : This article deals with higher education transformations in Central and Eastern Europe in the context of democratisation and globalisation. The authors first briefly survey the wider canvas of reform since 1989, particularly the extent to which the countries of the region may be treated as a distinctive or a cohesive group. Diverging experiences with communism, international organisations and the European Union are highlighted, while attention is also focused on the differing degrees of marketisation exhibited by academic systems across the region. Yet, notwithstanding such differences, it is clear that the countries of the region emerge as distinctive 'laboratories of reform', privileged sites for understanding the interplay of external and domestic influences in the reshaping of the HE sector. The second part of the article then turns to understanding the domestic mediation of the processes of Europeanization and internationalization, identifying a series of key factors broadly discussed in terms of structures, norms and actors. (Abstract adapted from publisher)

Re-contextualization of the Bologna process in Lithuania / Liudvika Leisyte, Rimantas Zelvy, Lina Zenkiene . - In: European Journal of Higher Education, v. 5, no. 1, pp. 49-67, March 2015
ISSN 2156-8235

Abstract : The paper explores the implementation of the Bologna process in Lithuanian higher education institutions and shows how national recontextualisation evolves. Data was collected from institutional and national documents, external quality audit reports, institutional websites and interviews with 35 administrators, managers and deans in five Lithuanian higher education institutions. The results indicate that the Bologna process is likely to be normatively accepted by institutions. At the institutional level, transformations were taking place alongside a changing regulatory HE environment. Institutions took initiatives to adapt to increasing student numbers and internationalization, external quality assurance requirements and regulatory changes in degree structure - even though the 4-year first cycle degree and 2-year Master degree system in Lithuania was retained in universities after the Bologna process started.

Similarities, divergence, and incapacity in the Bologna Process reform implementation by the former-socialist countries : the self-defeat of state regulations / Dennis Soltys . - In: Comparative Education, v. 51, no. 2, pp. 179 - 195, May 2015
ISSN 0305-0068

Abstract : This qualitative analysis describes the legacy in the governance of higher education within the former Soviet-led member countries that entered the European Higher Education Area (EHEA) between 2001 and 2010. The analysis is based on EHEA Bologna process Country Reports and a literature and policy survey. It is argued that ministries of education are little engaged with academic and civic communities, in large part because policymakers underestimate the depth of the cultural and institutional changes that are necessary for educational reforms. Therefore, deep convergence of the new signatory countries to the EHEA via the Bologna process has not occurred. Concurrently, West European measures intended to empower educational communities operate in the post-socialist region, characterised by low civic and state capacities. The over-emphasis on bureaucratic checks and controls negates two important aspirations of Bologna: on the one side, university autonomy, empowerment of faculty, and development of local communities; and on the other side, the free flow of international knowledge. According to the author, without an adjustment of policies, the prospects for effective reforms are lowered. (Abstract adapted from publisher)

Staff and student perceptions of English language policies and practices in 'international' universities : a UK case study / Jennifer Jenkins, Ursula Wingate . - In: Higher Education Review, v. 47, no. 2, pp. 47 - 73, Spring 2015
ISSN 0018-1609

Abstract : This article presents a qualitative study in two universities in the UK which examined lecturers' and students' perceptions of the English language practices and policies at their institutions. The findings show that most participants perceive current practices and policies as unfair. However, there were differences between lecturers and students views. While opinions were similar in relation to admission policies - many felt that the English language test used was inadequate and 'unfair', since it underestimates academic competence - there was divergence as regards to expected language standards, assessment and student support.

What deters students from studying abroad? Evidence from four European countries and its implications for higher education policy / Nicolai Netz / International Association of Universities [IAU] . - In: Higher Education Policy, v. 28, no. 2, pp. 151-174, June 2015
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : his study examines factors that deter students in Austria, Germany, Switzerland and the Netherlands from studying abroad. Using an adaptation of the Rubicon model of action phases, the path to gaining study abroad experience is conceptualised as a process involving two thresholds: the decision threshold and the realisation threshold. Theoretical predictions drawn from rational choice, migration and reproduction theories are integrated into this framework. On the basis of nationally representative and internationally comparable student survey data, logistic regressions are calculated for the two thresholds. Five implications for higher education policy are derived: First, the fact that there are various obstacles to studying abroad means that some students may face multiple disadvantages and might therefore need additional support. Second, mobility schemes might have to reflect better that obstacles at the decision threshold differ from obstacles at the realisation threshold. Third, the self-perpetuating nature of mobility makes the moments of political intervention crucial. Fourth, the similarity of obstacles between countries suggests certain supranational initiatives. Finally, the achievability of the European mobility targets could be discussed, as increasing mobility and creating equitable access to it might be conflicting goals.

Latin America and the Caribbean

Choque cultural inverso : re-adaptacion del estudiante despues de una experiencia internacional / Marcela Manzo Vessi, Marcela del Carmen Ramirez-Zablah Davila, Ola Maria Garcia Patlan, Andrea Fernandez Samar, Julia Maria Cortes Garza / Asociación Mexicana para la Educación Internacional [AMPEI] . - In: Educación Global, v. 18, pp. 67 - 75, 2014

ISSN 2007-1914

Abstract : Reverse culture shock is a phenomenon that occurs when returning to the country of origin and can be experienced by anyone who takes part in an international experience. The returnee can experience a series of emotional, physical, social and cultural obstacles, which generally produce confusion and anguish upon return. The research within Monterrey University used a quasi -experimental study design. Levels of perceptions of readjustment, levels of emotional balance, anxiety and depression in students who completed an Intercultural competences course were measured. It explores whether the intervention favored both re-adaption of students in employment skills and intercultural learning acquired during their international experience abroad in different contexts.

El choque cultural inverso es un fenomeno que ocurre al momento de retornar al pais de origen y puede ser experimentado por cualquier persona que hayo sido participe de alguna experiencia internacional, pudiendo atravesar por una serie de obstaculos emocionales, fisicos, sociales y culturales, que generalmente producen desconcierto y angustia al momento de retornar. El investigacion consistio en un trabajo de campo dentro de la Universidad de Monterrey y fue un estudio con diseno cuasi-experimental, en el cual se incluyo la medicion de percepcion de readaptacion , niveles de balance emocional, ansiedad y depresion del alumno que tomo el curso de competencias Interculturales III. Se explora si la intervencion favorecio tanto la re-adapcion de los estudiantes como el empleo de habilidades y aprendizajes interculturales adquirido durant su experiencia internacional en el extranjero en distintos contextos.

La estategia de inernacionalizacion en las universidades publicas estatales ante los rankings internacionales y las politicas nacionales de educacion / Martin P. Pantoja Aguilar / Asociación Mexicana para la Educación Internacional [AMPEI] . - In: Educación Global, v. 18, pp. 77 - 89, 2014

ISSN 2007-1914

Abstract : Due to the boom and high impact of international rankings and federal policies and programmes for higher education in Mexico in recent decades, the public state universities have to meet academic indicators to validate them to ensure access to funding. To benefit from this and direct efforts of such institutions towards consolidation of academic quality, an analysis of the indicators used by major international rankings and various government agencies and university associations was undertaken. A proposal of academic international and national quality indicators applied to public state universities was developed which served as a basis for one university's internationalization strategy and various actions proposed were incorporated into an international activity plan. (Abstract adapted from publisher)

Dado el auge y el alto impacto que en las ultimas decadas han tenido los rankings internacionales por una parte, y las politicas y programas federales para la educacion del nivel superior en Mexico por otra, las universdades publicas estatales se han visto obligadas a seguir tendencias y cumplir con indicadores academicos que les valide ante la sociedad y les garantice el acceso a fondos. Buscando aprovechar esta coyuntura para dirigir los esfuerzos de dichas instituciones hacia la consolidacion de la calidad academica, se realizo un analisis de los indicadores utilizados por los principales rankings internacionales y por las diversas instancias gubernamentales y de asociacones de universidades. A partir de elle se genero una propuesta de indicadores internacionales y nacionales de calidad acadmica aplicable a las universidades publicas estatales. Estas propuestas de indicadores de calidad academica sirvieron como base para la definicion de una propuesta de acciones para la estrategia de internacionalizacion. En el ambito de influencia de la oficina internacional se definieron las diversas acciones que pueden ser incorporades a su plan de actividades. Con el correcto desempeno de las mismas, la oficina internacional puede realizar su contribucion al logro de la calidad academica de excelencia de la institucion.

Las estancias internacionales y el desarrollo de competencias para el empleo : el caso del Programa MEXFITEC en a Universidad de Guanajuato / Magdalena Liliana Bustos Aguirre, Adan Martínez Contreras / Asociación Mexicana para la Educación Internacional [AMPEI] . - In: Educación Global, v. 18, pp. 5 - 19, 2014
ISSN 2007-1914

Abstract : This article analyses students participating in the "Mexico France Engineering Technology - MEXFITEC" Program at Guanajuato University. It uses the methodology of evaluation of skills for employment, graduate studies in Europe, 'The Flexible Professional in the Knowledge Society' - PROFLEX and in Latin America - PROFLEX . The results indicate that stays in France of these students helped to raise their skills in language fluency as well as the critical and analytic thinking

Este artículo analiza el caso de los estudiantes del Programa "Mexico Francia Ingenieros Tecnologia - MEXFITEC" de la Universidad de Guanajuato, utilizando la metodología de evaluación de competencias para el empleo, de los estudios de egresados graduados en Europa, The Flexible Professional in the Knowledge Society - REFLEX y en America Latina, El Profesional flexible en la sociedad del conocimiento - PROFLEX. Los resultados indican que las estancias en Francia de estos estudiantes contribuyeron a elevar sus competencias en el manejo de idiomas, así como el pensamiento crítico y analítico.

La colaboracion academica de America Latina y el Caribe con la Union Europea y Estados Unidos : principales tendencias y características / Jocelyn Gacel Avila / Asociación Mexicana para la Educación Internacional [AMPEI] . - In: Educación Global, v. 18, pp. 39 - 53, 2014
ISSN 2007-1914

Abstract : This case study researched higher education institutions in Latin American (Brazil, Mexico, Dominican Republic and Ecuador) that broadly met criteria of visibility and recognition of activities and programs of internationalization. The results show that the European Union presence is higher than the United States with regard to the activities of internationalization and academic cooperation, research collaboration, outgoing and incoming mobility students and teachers, and joint and double degree (CDG) programmes, among other strategies.

En el estudio de caso participaron las instituciones de educación superior latinoamericanas (en Brasil, México, República Dominicana y Ecuador) que cumplen con criterios de amplia visibilidad y reconocimiento de sus actividades y programas de internacionalización. Los resultados demuestran que la presencia de la Unión Europea es mayor que la de Estados Unidos en América Latina y el Caribe, por lo que respecta a las actividades de internacionalización y cooperación académica, tal como la investigación en colaboración, la movilidad saliente y entrante de estudiantes y profesores, y los programas conjuntos y doble grado (CDG), entre otras estrategias.

▪ Research and Doctoral Education

Africa

Confronting the challenges of graduate education in Sub-Saharan Africa and prospects for the future / Fred M. Hayward, Daniel J. Ncayiyana / International Network for Higher Education in Africa [INHEA] . - In: International Journal of African Higher Education, v. 1, no. 1, pp. 173 - 216, 2014
ISSN 2313-5069

Abstract : This study examines the current status of graduate education in Sub-Saharan Africa. How has it been affected by the decline in donor funding, economic crises in much of Africa, the growth in undergraduate education, and a shortage of faculty members with PhDs? One of the authors suggested in an earlier study that a short-term response to the shortage of high quality graduate education might be regional graduate centers. Has that taken place? To what extent has graduate education improved and expanded? Where has growth taken place? The article explores challenges facing the development of high quality graduate education including those of recruitment and retention, efforts to improve the qualifications of faculty members, funding issues, as well as research and publications. Several innovative graduate programs are examined. Finally, the authors make recommendations for the growth and quality improvement of graduate education including rekindling a culture of research, a focus on quality teaching, and the critical need for major investments in high quality graduate education. (Abstract adapted from publisher)

Cette analyse s'intéresse au statut des études de master et de doctorat en Afrique subsaharienne. Comment ont-elles été affectées par la diminution des dons financiers, les crises économiques dans toute l'Afrique, la croissance phénoménale du nombre d'étudiants en licence, et le manque de professeurs titulaires d'un doctorat ? Un des auteurs a suggéré dans de précédents travaux une réponse à court-terme à la pénurie de diplômés de master et de doctorat d'excellent niveau : des centres régionaux consacrés aux études de masters et de doctorat. Ceci a-t-il été mis en place ? Dans quelle mesure les formations de master et de doctorat se sont-elles améliorées et leur nombre a-t-il augmenté ? Où la croissance a-t-elle eu lieu ? Nous nous attardons sur les obstacles au développement de formations de master et de doctorat de qualité, en particulier ceux de recrutement et de rétention des étudiants, les efforts pour améliorer les qualifications des professeurs, la situation financière ainsi que la recherche et les publications. Plusieurs formations innovantes de master et de doctorat sont examinées. Finalement, nous proposons des recommandations pour la croissance et l'amélioration de la qualité des études de master et de doctorat, notamment raviver la culture de recherche, se concentrer sur la qualité de l'enseignement, et le besoin critique d'investissements majeurs dans des masters et doctorats de qualité.

URL : <http://ejournals.bc.edu/ojs/index.php/ijahe/article/view/5647/4979>

Europe and North America

Stratégie nationale de recherche : France Europe 2020 / France. Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche . - Paris : Ministère de l'Education Nationale, de l'Enseignement supérieur et de la Recherche, 2015 . - 39 p.

Abstract : The national research strategy 2020 focuses on 10 scientific, technological, environmental and social challenges of the 21st century.

URL : http://cache.media.enseignementsup-recherche.gouv.fr/file/Strategie_Recherche/26/9/strategie_nationale_recherche_397269.pdf

Competitive funding, citation regimes, and the diminishment of breakthrough research / Mitchell Young . - In: Higher Education, v. 69, no. 3, pp. 421-434, March 2015
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : At first glance Sweden looks like a researcher's paradise with high levels of GDP investment in research and high scores on citation indexes, yet recent studies have suggested that Sweden might be losing its edge in groundbreaking research. This paper explores why that is happening by examining researchers' logics of decision-making at a large university in Sweden. Interviews with researchers at different career stages and at a range of different departments are analysed. The results suggest that a highly fragmented and competitive system can undermine efforts to foster groundbreaking research, despite the expectations posited by a neoliberal logic of governance. (Abstract adapted from publisher)

Reconciling tensions between excellence, access and equity in multilateral R&D partnerships : a Canadian collaborators' perspective / International Association of Universities [IAU] . - In: Higher Education Policy, v. 28, no. 2, pp. 197-214, June 2015
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : The bridging of disparate stakeholder interests requires an enormous effort as research policies, institutional norms and organisational cultures in global science often remain irreconcilable. In seeking to identify strategic leverages for optimal balance in cross-border partnerships, this paper considers the case study of the Structural Genomics Consortium, which represents a synergy of resources, interests and commitments by research universities, governments and industries in Canada, Sweden and the UK. Using content analysis of institutional materials, interviews and participant observations in Toronto, the study zeros in on the Canadian equilibration of symbolic, cultural and organisational forces aimed at securing long-term stakeholder support across institutional, sectoral and geopolitical domains.

URL : <http://hedbib.iau-aiu.net/> (Access to full text article for IAU Members using login)

Latin America and the Caribbean

El perfil internacional de los investigadores : factor impulsor para una participacion activa en proyectos de colaboracion academica / Scilia Michel Rodríguez Rodríguez / Asociación Mexicana para la Educación Internacional [AMPEI] . - In: Educación Global, v. 18, pp. 91 - 107, 2014
ISSN 2007-1914

Abstract : El artículo analiza la participacion de investigadores en proyectos de colaboracion academica y la relacion existente con poseer un perfil internacional. En este trabajo se examina el objeto de estudio mediante una investigacion cuantitativa, en la que se consulto a mas de 340 investigadores de la Universidad de Guadalajara. Los resultados del analisis de los datos confirman la existencia de una relacion positiva entre los elementos del perfil internacional de los investigadores y la participacion en proyectos de colaboracion asi como el impacto de otras variables como es el ultimo grado academico obtenido y la pertenencia al Sistema Nacional de Investigadores. Ademas, hay evidencia en que no existen diferencias en la participacion entre hombres y mujeres. (Abstract adapted from publisher)

This paper analyses the participation of researchers in academic cooperation projects and their international profiles. Quantitative research was undertaken with more than 340 researchers from the University of Guadalajara. The results of the analysis of the data confirms the existence of a positive relationship between elements of the international profile of researchers and participation in projects of cooperation as well as the impact of other variables such as the last academic degree obtained and membership in the National System Researchers. In addition, there is evidence that there are no differences in participation between men and women.

▪ Sustainable Development

The path to fossil fuel divestment for universities : climate responsible investment / Cutler J. Cleveland, Richard Reibstein . - Boston : Boston University . - 60 p.

Abstract : This paper presents the case for divestment by universities from fossil fuels. The authors argue that in addition to the ethical imperative of sustainability, universities holding assets in fossil fuel companies and in companies that are fossil fuel-intensive, poses significant risks.

URL : http://energyincontext.com/wp-content/uploads/2015/02/University-Divestment-Fossil-Fuels-Cleveland_Reibstein_02_13_15.pdf

Africa

RECP study on higher education for renewable energy in Africa / Africa-EU Renewable Energy Cooperation Programme [RECP] . - Eschborn, Germany : EU Energy Initiative – Partnership Dialogue Facility (EUEI PDF), 2015 . – 37 p.

Abstract : This report is targeted at African and European academic institutions planning to engage in the renewable energy sector. It focuses on Master level education in sub-Saharan Africa, delivering an overview on energy supply and renewable energy, identifying challenges and needs faced by the higher education sector, providing recommendations and entry points for support activities as well as developing a conceptual framework for future interventions.

URL : http://euei-pdf.org/sites/default/files/files/field_pblctn_file/RECP_Higher%20Education%20for%20Renewable%20Energy_Apr2014_EN.pdf

Asia and the Pacific

An overview of management education for sustainability in Asia / Yen-Chun Jim Wu, Ju-Peng Shen, Tsuang Kuo . - In: International Journal of Sustainability in Higher Education, v. 16, no. 3, pp. 341-353, 2015
ISSN 1467-6370

Abstract : Content analysis was conducted on web-based sustainability-related courses of management education for sustainability in higher education in 136 universities in China, Hong Kong, India, Indonesia, Japan, Malaysia, Philippines, Korea, Singapore, Taiwan, Thailand and Viet Nam. Additionally, differences were analysed between online courses arrangement, teaching methods and instructors' educational background. The results show that 50% of the universities studied have sustainability-related courses. The authors note that there is an opportunity for interdisciplinary integration, as there are imbalanced sustainability courses offered by business, science and engineering schools. Additionally, business schools in Asia offer sustainability-related courses as electives, rather than as required courses, often at graduate level.

Europe and North America

Empowering future educators through environmental sustainability / Amanda O. Latz, Jocelyn H. Bolin, Marilyn Quick, Marks, Ruth Jones, Austin Chapman . - In: International Journal of Sustainability in Higher Education, v. 16, no. 3, pp. 296-309, 2015
ISSN 1467-6370

Abstract : This article reports on a survey of how faculty in a Teachers' College use paper within their pedagogical practice. A related purpose was to ascertain faculty interest in professional development initiatives related to reducing paper usage through technological affordances. Both quantitative and qualitative data were collected via the survey. The results suggested that digital resources are widely used by faculty, and students are encouraged to conserve paper. However, many faculty are uncomfortable with the complete elimination of paper.

Motivating students and lecturers for education in sustainable development / Karel F. Mulder, Didac Ferrer, Jodi Segalas Coral, Olga Kordas, Eugene Nikiforovich, Kateryna Pereverza . - In: International Journal of Sustainability in Higher Education, v. 16, no. 3, pp. 385-401, 2015

Abstract : This paper aims to identify factors linked students' motivations in sustainable development education. A brief literature review is followed by a report of case studies of elective international project-based programmes in Sustainable development in Barcelona Tech (Spain), Delft University of Technology (Sweden) and Kyiv Polytechnic Institute (Ukraine). The results showed that four motivators for students that had been identified in the literature review - a sense of autonomy, a challenge of reflection on the future role, connection with others, self-fulfillment, focus on the individual learning need - could be observed in the cases of successful SD education, although to various degrees. Individual autonomy in learning was not observed, but group autonomy was present in all cases.

Reflections on interdisciplinary sustainability research with undergraduate students / Can Baran Aktas . - In: International Journal of Sustainability in Higher Education, v. 16, no. 3, pp. 354-366, 2015
ISSN 1467-6370

Abstract : This article examines experiences with involving students in initiating and conducting multiple research projects spanning engineering and sustainability. Three separate research projects are used as case studies with specific examples as to how those projects were developed. Results of the three projects indicate that faculty should not refrain from working with students from other disciplines. If successful, bringing different backgrounds and perspectives to a project enables a big picture view of problems at hand and leads to better solutions that are more in line with the three pillars of sustainability, while at the same time providing valuable hands-on experience to undergraduate students.

Students' environmental responsibility and their willingness to pay for green buildings / Sharmin Attaran, Bilge Gokhan Celik . - In: International Journal of Sustainability in Higher Education, v. 16, no. 3, pp. 327-340, 2015
ISSN 1467-6370

Abstract : Therefore, this study examines the environmental responsibility levels of students in a university in New England, USA, and to explore how these scores, along with gender, impact their willingness to pay for studying and living in green buildings. An online survey was administered to 162 undergraduates. The results show a direct correlation between environmental responsibility and willingness to pay for green buildings, as defined by a leading green building assessment system. Results also show that female students are more environmentally responsible than males.

What do we say when we talk about sustainability?: Analyzing faculty, staff and student definitions of sustainability at one American university / Katharine A. Owens, Sasha Legere . - In: International Journal of Sustainability in Higher Education, v. 15, no. 3, pp. 367-384, 2015
ISSN 1467-6370

Abstract : The authors analysed student, staff and faculty definitions of sustainability by comparing the 25 most frequently found words in over 100 definitions of sustainability. Content analysis produced emergent themes. The authors found that the definitions proffered do not rate highly when compared to a list of the most frequent words from published definitions (specifically, White's list (2013)). The authors note that the concept of sustainability is challenging and can be ambiguous even to sustainability scholars and professionals. The authors question whether the students in this study are poorly informed about sustainability (and although the faculty fared better than students there was also a subsequent mismatch in their definitions). However, in closer evaluation, the authors found a more nuanced understanding of sustainability. They conclude that by understanding what the campus sample lacks in understanding of the concept, a road map can be created to address deficiencies and basic concepts.

Other themes

▪ Academic teaching personnel

A comparison of Chinese and Australian university academics' valence for teaching and cross-disciplinary research / Edward Feng Li, John McCormick, Kerry Barnett . - In: Higher Education, v. 69, no. 4, pp. 583-605, April 2015
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This study investigates Chinese and Australian university academics' positive attitudes towards teaching and cross-disciplinary research, with reference to individual cultural values, and idiocentric (individualism) versus allocentric (collective/external) attributes. Factor analysis revealed no statistically significant difference between the Chinese and Australian participants' valence for teaching. However, the Australian academics reported a significantly higher disposition for cross-disciplinary research than the Chinese academics. In general, the Australian academics scored significantly higher on idiocentric factors and lower on allocentric factors than their Chinese counterparts.

The effects of lecturer commitment on student perceptions of teaching quality and student satisfaction in Chinese higher education / Jian Xiao, Stephen Wilkins / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 37, no. 1, pp. 98 - 10, February 2015
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : This research examines the effects of lecturer commitment on student perceptions of teaching quality and student satisfaction. The sample comprised 24 lecturers and 456 students at one Chinese university using a questionnaire-based research. It was found that lecturer commitment to students' academic achievement and lecturer commitment to the social integration of students are both positively related to student satisfaction. However, lecturer commitment to the social integration of students did not appear to influence students' perceptions of teaching quality. The implications for higher education institutions are discussed.

The Italian university habilitation and the challenge of increasing the representation of women in academia / Marco Pautasso . - In: Challenges, v. 6, no. 1, pp. 26-41, 2015
Open access publication . - ISSN 2078-1547

Abstract : This study uses data from the Italian University habilitation competition in 2012 to test whether this national, assessment of researchers contributed to improving the situation representation of women in academia . The proportion of female applications (on the whole about 36%) was in many fields higher than the reported proportion of female University professors (27%, 2010), but lower than the proportion of female researchers (2010) in Italy (45% and 51% for researchers with and without a permanent position, respectively). There was still a gap between the proportion of female applications at the associate (on average 39%) and full professor level (29%). A similar gap was also present between scientific disciplines and the humanities. Average success rates of female applications (41.2%) were on the whole lower than those of male applications (43.9%), but in most fields these differences were not significant. Overall, it is generally much lower proportion of female applications rather than their lower success rate that perpetuates the low proportion of female academics in Italy. More effort is needed to support female researchers in choosing and pursuing an academic career.

URL : <http://www.mdpi.com/2078-1547/6/1/26/htm>

▪ Curriculum

The evolution of International Development as an academic discipline / Nanette Svensen / Asociación Mexicana para la Educación Internacional [AMPEI] . - In: Educación Global, v. 18, pp. 109 - 130, 2014
ISSN 2007-1914

Abstract : International Development as a course of study is found mainly in the higher education institutions of industrialised countries, and the same is true for journals that publish on related themes. This trend is beginning to change, however, and institutions in developing countries are becoming increasingly involved in the discipline, at all levels. This article examines different aspects of the discipline's historic development, definitions and measures, along with models employed for the professionalisation of instruction and research.

▪ Directories

Directory of Canadian Universities 2015 : Répertoire des universités canadiennes . - 49 ed . - Ottawa : AUCC, 2015 . - 519 p.

ISSN:0706-2338 . - ISBN 978-0-88876-320-4

Abstract : This publication contains information on and profiles of universities in Canada. The profiles for the 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 2015 edition contains several articles about the Canadian higher education system, the qualifications framework, fees and scholarship opportunities. An index lists over national programmes of study.

Classmark : CA-12 AUCC

Higher Education : a worldwide inventory / Laura E. Rumbley, Philip G. Altbach, David A. Stanfield, Yukiko Shimmi, Ariane de Gayardon, Roy Y. Chan / Boston College [USA]. Center for International Higher Education [CIHE] . - 3rd Edition . - Bonn : Lemmens, 2014 . - 358 p.

ISBN 978-3-86856-012-1

Abstract : This publication provides a global landscape of research centres focused on higher education, as well as academic programmes offering postgraduate degrees in this field. In addition, there is a comprehensive listing of academic journals focused on higher education.

Classmark : INT-11 ALT

URL : http://www.bc.edu/content/dam/files/research_sites/cihe/pdf/Worldwide_Inventory_full.pdf

▪ Economics of education

Financial crisis and higher education policies in Greece : between intra- and supranational pressures / Aristotelis Zmas . - In: Higher Education, v. 69, no. 3, pp. 495-508, March 2015

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

Abstract : This article analyses the transition from the 'democratic' university in Greece in the 1980s, to that of the market economy in the context of the Europeanisation of Greek higher education policy. The author argues that the neoliberal policies implemented in Greek higher education do not exclusively derive from the current financial crisis.

URL : <http://rd.springer.com/article/10.1007%2Fs10734-014-9787-0>

▪ Education and development

Higher education and economic growth in Africa / David E. Bloom, David Canning, Kevin Chan, Dara Lee Luca / International Network for Higher Education in Africa [INHEA] . - In: International Journal of African Higher Education, v. 1, No. 1, pp. 23-57, 2014

ISSN 2313-5069

Abstract : Enrollment rates for higher education in Sub-Saharan Africa are by far the lowest in the world at 6%. Yet because of conventional beliefs that tertiary education is less important for poverty reduction, the international development community has encouraged African governments' relative neglect of higher education. This article challenges beliefs that tertiary education has little role in promoting economic growth and alleviating poverty. First, we review recent evidence that higher education can produce significant public and private benefits. Next, the authors analyse the relationship between tertiary education and economic growth. They find evidence that tertiary education improves technological catch-up and, in doing so, may help to maximize Africa's potential to achieve more rapid economic growth given current constraints. Investing in tertiary education in Africa may accelerate technological diffusion, which would in turn decrease knowledge gaps and help reduce poverty in the region. (Abstract adapted from publisher)

Le taux d'inscription dans l'enseignement supérieur en Afrique sub-saharienne est de loin le plus faible du monde, atteignant seulement 6%. Pourtant, parce que l'enseignement supérieur est perçu comme moins important que les enseignements primaire et secondaire pour lutter contre la pauvreté, la communauté internationale a encouragé les gouvernements africains à moins y prêter attention. Cet article conteste l'idée que l'enseignement supérieur joue un rôle peu important dans le développement économique et la lutte contre la pauvreté. Tout d'abord, les auteurs adressent de

récents résultats qui montrent que l'enseignement supérieur crée des bénéfices publics et privés. Ensuite, ils analysent la relation entre l'enseignement supérieur et la croissance économique. Ils montrent que l'enseignement supérieur permet de rattraper le retard technologique et, ce faisant, pourrait aider l'Afrique à maximiser sa capacité à accélérer sa croissance économique dans les conditions actuelles. Investir dans l'enseignement supérieur en Afrique pourrait permettre une diffusion plus rapide des avancées technologiques, qui pourrait à son tour réduire la disparité de savoir et participer à la réduction de la pauvreté dans la région.

URL : <http://ejournals.bc.edu/ojs/index.php/ijahe/article/view/5643/4974>

Knowledge production and contradictory functions in African higher education / Nico Cloete, Peter Maassen, Tracy Bailey, Eds. / Centre for Higher Education Transformation [CHET][South Africa] . - Wynberg, South Africa : CHET, 2015 . - 310 p.

Open access . - ISBN 978-1-920677-85-5

Abstract : This extensive publication examines the role of African higher education in the development of Africa and of the world at large.

Contents: Roles of Universities and the African Context (Nico Cloete and Peter Maassen); Research Universities in Africa: An empirical overview of eight flagship universities (Nico Cloete, Ian Bunting and Peter Maassen); Assessing the Performance of African Flagship Universities (Ian Bunting, Nico Cloete, Henri Li Kam Wah and Florence Nakayiwa-Mayega); Research Output and International Research Cooperation in African Flagship Universities (Robert Tijssen); South Africa as a PhD Hub in Africa? (Nico Cloete, Charles Sheppard and Tracy Bailey); Faculty Perceptions of the Factors that Influence Research Productivity (Gordon Musiige and Peter Maassen); Academic Incentives for Knowledge Production in Africa (Gerald Wangenge-Ouma, Agnes Lutomiah and Patrício Langa); Functions of Science Granting Councils in Sub-Saharan Africa (Johann Mouton, Jacques Gaillard and Milandrè van Lill); Roles of National Councils and Commissions in African Higher Education Governance (Tracy Bailey); University Engagement as Interconnectedness: Indicators and insights (François van Schalkwyk); Student Engagement and Citizenship Competences in African Universities (Thierry M Luescher-Mamashela, Vincent Ssembatya, Edwina Brooks, Randall S Lange, Taabo Mugume and Samantha Richmond); Managing Contradictory Functions and Related Policy Issues (Nico Cloete, Peter Maassen, Ian Bunting, Tracy Bailey, Gerald Wangenge-Ouma and François van Schalkwyk).

URL : <http://chet.org.za/books/knowledge-production-and-contradictory-functions-african-higher-education>

Charting African higher education : perspectives at a glance / Damtew Teferra / International Network for Higher Education in Africa [INHEA] . - In: International Journal of African Higher Education, v. 1, no. 1, pp. 9 - 21, 2014
ISSN 2313-5069

Abstract : Higher education in Africa is undergoing a transformation wrought by massive expansion, which has implications for every facet of the sector. What makes Africa's growth unique is that it has seen a "flash flood" of growth with consequent implications that range from quality to funding, from governance to employment. Ironically, however, despite this massive growth, the system still remains the world's least developed. This introduction to the International Journal of African Higher Education's inaugural issue is intended to capture the state of higher education around the themes featured in this volume, based on recent sources. (Abstract from publisher)

L'enseignement supérieur en Afrique connaît une transformation provoquée par une expansion massive, qui touche de nombreux aspects de ce secteur. Ce qui rend la croissance africaine unique, c'est sa rapidité qui engendre des conséquences qui vont de la qualité au financement, de la gouvernance au recrutement. Ironiquement, malgré cette croissance massive, le système reste le moins développé du monde. Cette introduction au premier numéro du Journal International sur l'Enseignement Supérieur en Afrique a pour objectif de présenter la situation de l'enseignement supérieur autour de thèmes abordés dans ce numéro. Cet article est basé sur des recherches récemment publiées.

URL : <http://ejournals.bc.edu/ojs/index.php/ijahe/article/view/5642/4981>

▪ Education and religion

An exploration of the viability of partnership between dar al-ulum and higher education institutions in North West England focusing upon pedagogy and relevance / Ron Geaves / Taylor & Francis . - In: British Journal of Religious Education, v. 37, no. 1, pp. 64-82, January 2015
ISSN 0141-6200

Abstract : The article explores possibilities of collaboration between Muslim providers of traditional education

(dar al-ulums) and HE/FE institutions in close geographical proximity in the North West of England. It reports the outcomes of a project carried out in 2011/2012 influenced by the findings of the Makadam/Scott-Baumann report in 2010, in which it was stated that cross fertilisation of pedagogical methodologies in the dar al-ulums is already achieving a unique synthesis drawing upon skills of memory and cognition. The project had a dual intention to (1) see through to completion a partnership in which a BA in Islamic Education would be created and (2) to focus on the relevance and pedagogical styles of the curriculum taught in the dar al-ulums. (Abstract adapted from publisher)

Religious studies, religious education and the aims of education / L. Philip Barnes / Taylor & Francis . - In: British Journal of Religious Education, v. 37, no. 2, pp. 195-206, March 2015
ISSN 0141-6200

Abstract : This article discusses a recent article by Denise Cush and Catherine Robinson in the same journal in which they call for a new dialogue between religious studies in universities and religious education in schools. The author questions this by arguing that religious education has (and is required to have) a different set of aims from religious studies (though some aims may be held in common) and that this has a distinctive nature.

▪ Educational cooperation

Declaração de Brasília / Brazil. Ministerio da Educação . - 2nd Meeting of BRICS Education Ministers, Brasília, 2 March 2015 . - Brasília, 2015 . - 3 p.

Abstract : The Declaration of Brasília contains key decisions and recommendations concerning future educational initiatives for BRICS countries (Brazil, Russia, India, China, and South Africa). These include basic principles for a common university network, a league of universities to develop joint research projects, and increasing academic mobility of faculty, researchers, and students across BRICS countries. It was signed by BRICS Ministers at a Ministerial meeting in Brasília, Brazil in March 2015.

URL :

http://www.google.fr/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CDAQFjAC&url=http%3A%2F%2Fportal.mec.gov.br%2Findex.php%3Foption%3Dcom_docman%26task%3Ddoc_download%26gid%3D17160%26Itemid%3D&ei=crpIVc7kIY32aM6-qOgH&usq=AFQjCNFDMZTwlIZQ1b-5BtQDVK2DIs7KsQ&sig2=lipFmi8mw0eQkZJWOZ0GAQ&bvm=bv.92291466,d.d2s

▪ Educational evaluation

Implications of key performance indicator issues in Ontario universities explored / Vivian Chan / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 37, no. 1, pp. 41 - 51, February 2015
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : Since 1998, the province of Ontario, Canada, has required that data on specific key performance indicators (KPIs) be made public by its publicly funded universities. The information is intended to be used by universities to demonstrate their achievements, to improve their programmes and services, and to provide a basis for informed decision-making by potential students and their parents in the selection of institutions and programmes. This exploratory study on the perception of participating universities of the efficacy and effectiveness of existing KPIs uncovered a number of underlying issues: KPIs are not seen as appropriate measures of performance and accountability at institutional or programme levels; awarding performance funding through aggregation at institutional and system levels is far removed from programme improvement at the decision-making level; and, Ontario Student Assistance Programme Default Rates are driven by factors that are beyond institutions' control. (Abstract from publisher)

▪ Educational finance

DEFINE thematic report : funding for excellence / European University Association [EUA] . - Brussels : EUA, 2014 . - 24 p.

Abstract : This report focuses on public funding mechanisms aiming to raise the performance of certain higher education institutions to an "excellent" level. It explores related challenges and success factors; the institutional impact of such schemes on beneficiary institutions, and the potential unintended effects.

Institutional diversity and funding universities in Ontario : is there a link? / Pierre Gilles Piché / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 37, no. 1, pp. 52 - 68, February 2015
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : The fiscal climate of restraint in the Canadian province of Ontario has led to increased calls for a more diversified higher education system. This study used policy and descriptive analysis to examine the factors that promoted or hindered institutional diversity. The results suggest that the lack of diversity objectives in provincial funding policies combined with the existing egalitarian operating funding model contributed to the continued lack of diversity in the university sector in Ontario while federal funding programmes distributed on the basis of a peer review, competitive process increased the potential for diversification. (Abstract adapted from publisher)

Trends in cost-sharing in the US and potential international implications / Barrett J. Taylor, Christopher C. Morpew / International Association of Universities [IAU] . - In: Higher Education Policy, v. 28, no. 2, pp. 129-149, June 2015
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : 'Cost-sharing' refers to the principle that a variety of sources contribute to the cost of higher education. This study utilises university-level data from the United States to explore the increasing shift of cost burdens from governments to students. Results suggest that the share of expenditures drawn from tuition increases as a college or university draws a larger share of its total enrolment from low-income households. This, along with other findings, raises troubling questions of equity by suggesting that the burdens of heightened tuition reliance fall upon those who are least able to bear them.

URL : <http://hedbib.iau-aiu.net/> (Access to full text article for IAU Members using login)

▪ Educational institutions

DEFINE Thematic Report : university mergers in Europe / European University Association [EUA] . - Brussels : EUA, 2015 . - 60 p.

Abstract : This report maps and analyses different merger and concentration processes across Europe from 2000 to 2015. This provides the basis for recommendations to policy makers and institutions.

URL : <http://www.eua.be/Home.aspx>

▪ Educational management

Are Australia's universities in deficit? A tale of generic managers, audit culture and casualisation / Megan Kimber, Lisa C. Ehrich / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 37, no. 1, pp. 83 - 97, February 2015
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : This article describes managerial changes in Australian universities, applying a theory known as the 'democratic deficit'. This deficit covers the: weakening of accountability through responsibility being replaced with responsiveness; denial of public values through the use of private-sector performance practices; contracting out and privatisation of public goods and services; and the redefinition of citizens as customers and clients. The authors suggest that the increased power of managers, expansion of the audit culture and the extensive use of contract employment seem to be weakening the democratic culture and role of universities. (Abstract adapted from publisher)

Exploring the governance of Polish public higher education : balancing restored historical legacies with Europeanization and market pressures / Michael Dobbins . - In: European Journal of Higher Education, v. 5, no. 1, pp. 18-33, March 2015
ISSN 2156-8235

Abstract : This article places developments in Polish public higher education in the broader context of higher education

governance and, in particular, marketisation. The Polish case stands out due to the parallel existence of prestigious large universities with long histories of scientific advancement and the largest number of private higher education institutions in Europe. Since 1989 Poland has undergone a process of extreme massification, with student numbers having exponentially multiplied. The author argues that Polish public higher education has been characterised by fragmentary state-driven attempts to inject more competition into the system and altogether relative policy inertia – despite an internal and external environment which is highly conducive to policy change and in particular marketisation. The author presents a series of empirical indicators to assess the degree of marketization and/or attachment to the historical governance model, which was reinstated in 1990. (Abstract adapted from publisher)

International models and domestic translations? The case of university governing boards in Romania and Lithuania / Renáta Králiková . - In: European Journal of Higher Education, v. 5, no. 1, pp. 68-82, March 2015
ISSN 2156-8235

Abstract : This article examines the mechanisms involved in the implementation of the 'modernization agenda' for higher education governance in Lithuania and Romania, both of whom redesigned their higher education governance in the early 1990s in the context of transition. By comparing the introduction of university governing boards in the two countries, two key findings emerged. First, it appears that institutional features formed during the time of the transition in the early 1990s played an important role in translating the 'modernization agenda' almost 20 years later. They set in motion path-dependent logics that affected the manner and extent to which a 'modernization agenda' was 'translated'. Second, data gathered through extensive interviewing across the two national cases further show how actors' perceptions of institutions may also crucially influence policy translation. (Abstract adapted from publisher)

▪ Educational planning

Annual Performance Plan 2015-2016 / South Africa. Department of Higher Education and Training . - Pretoria : Department of Higher Education and Training, 2015 . - 101 p.
ISBN 978-0-621-43342-5

Abstract : This Plan is informed by the Strategic Plan (2015 -2020) and covers the 2015/16 financial year.

URL :

<http://www.dhet.gov.za/Strategic%20Plans/Annual%20Performance%20Plans/Department%20of%20Higher%20Education%20and%20Training%20Annual%20Performance%20Plan%202015-16.pdf#search=ssauf>

A system dynamics model for long-term planning of the undergraduate education in Brazil / Luísa Mariele Strauss, Denis Borenstein . - In: Higher Education, v. 69, no. 3, pp. 375-397, March 2015
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : Despite the expansion of higher education, Brazil has not yet achieved the enrolment goal expected in the National Education Plan launched in 2010. Moreover, the demand for undergraduate programmes is lowering, characterising a system with fast initial growth followed by stagnation. This paper presents the construction and application of a system dynamics model for analyzing long-term policies concerning undergraduate programmes in Brazil at an aggregate level. A scenario analysis was conducted using this model, of the effects of government regulation, demand, places, and the balance between public and private sectors in relation to different policies regarding education and economic development. The results are highly promising, demonstrating the potential of this approach for both understanding the dynamic behaviour of higher education, improving policies, and developing effective strategies. (Abstract adapted from publisher)

▪ Educational policy

Executive Summary : Malaysia Education Blueprint 2015 - 2025 (Higher Education) / Malaysia. Ministry of Education . - Putrajaya, Malaysia : Ministry of Education, 2015 . - 40 p.

Abstract : This government plan proposes major reforms to Malaysia's higher education system and reiterates commitment to providing equitable access to high-quality education of international standards. It calls for more intensive and frequent industry and community engagement, collaboration, and partnerships.

URL : <http://hes.moe.gov.my/event/docs/4.%20Executive%20Summary%20PPPM%202015-2025.pdf>

Higher education reform in Italy : tightening regulation instead of steering at a distance / Davide Donina, Michele Meoli, Stefano Paleari / International Association of Universities [IAU] . - In: Higher Education Policy, v. 28, no. 2, pp. 215-234, June 2015
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : In December 2010, a comprehensive reform (Law 240/2010, or 'Gelmini reform') changed the institutional governance and internal organization of Italian state universities. This paper investigates the redefinition of the state role in the light of public management reform narratives, linking them to the Governance Equalizer Model to evaluate how the on-going reform process has affected the power sharing arrangement and coordination mechanisms in the Italian higher education system thus far. Rhetoric of reform was influenced by the New Public Management narrative; Law 240 was presented as a fundamental change to the traditional Italian governance regime, based on detailed state regulation and academic self-governance. In practice, contradictions between the rhetoric of the reform and the effectiveness of implementation are evident. The Gelmini reform did not have any substantial impact on power distribution.

URL : <http://hedbib.iau-aiu.net/> (Access to full text article for IAU Members using login)

International norms in the reform of Romanian higher education: a discursive analysis / Ligia Deca . - In: European Journal of Higher Education, v. 5, no. 1, pp. 34-48, March 2015
ISSN 2156-8235

Abstract : This paper surveys developments across the entire post-transition period in Romania, as a relatively new (2007) member of the European Union. By focusing on three phases of policy change corresponding broadly to three major legal transformations, this paper observes when, why and by whom the international influences were strategically used in Romanian public discourse on higher education reform. (Abstract adapted from editor)

Middlemen and midwives of reform : the in-between worlds of Albanian educational policy-makers and professionals / Meg P. Gardinier . - In: Comparative Education, v. 51, no. 2, pp. 276 - 292, May 2015
ISSN 0305-0068

Abstract : This article draws on a larger vertical qualitative case study in Albania from 2003-2009. It examines the experiences of three local educational experts situated at the nexus of Albanian education post-communist reform. These professionals, representatives of key national organisations with key relationships with international organisations (such as the OECD, World Bank, Council of Europe), strategically mediated processes of social change. The author argues that a more multifaceted model is needed to conceptualise the role of these strategic 'in between' actors who mediate, negotiate, and enact processes of educational policy re-contextualisation and localisation.

Policy borrowing and transfer, and policy convergence : justifications for the adoption of the Bologna Process in the CEMAC region and the Cameroonian higher education system through the LMD reform / Elizabeth Agbor Eta . - In: Comparative Education, v. 51, no. 2, pp. 161 - 178, May 2015
ISSN 0305-0068

Abstract : This paper examines the adoption and transfer of Bologna Process ideas in the Economic and Monetary Community of Central Africa (CEMAC) and in the Cameroonian higher education system through the lens of policy borrowing and transfer, and policy convergence, in order to understand the justification for such transfer at the local level. In 2005, the heads of state of the Central African Economic and Monetary Community region (CEMAC) signed the Libreville Declaration with the intention of creating the CEMAC Space for Higher Education, Research and Professional Training through licence (Bachelor), master and doctorate reform. The need to legitimise the harmonisation of the degree structure and to adhere to international standards for international recognition of certificates and graduates was found to be the major justification for the reform in the Cameroonian higher education system. This paper draws attention to two aspects: first, how the Bologna Process, a European model, has spread beyond Europe and is influencing reforms in other parts of the world, including Africa; and second, how borrowed models are justified at the local level.

▪ Educational quality

A conceptualisation of available trust-building mechanisms for international quality assurance of higher education / Bjorn Stensaker, Peter Maassen / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management,

Abstract : The authors argue that international quality assurance of higher education is an emerging area with somewhat chaotic characteristics. They contend that a fundamental use of quality assurance in higher education is build trust in cross-national education. A conceptual framework for analysing existing trust-building mechanisms in higher education is presented, and different mechanisms are identified which impact the current development of international quality assurance.

Evaluating the success of educational policy in Mexican Higher Education / Marti Sagarra, Cecilio Mar-Molinero, Herberto Rodríguez-Regordosa . - **In:** Higher Education, v. 69, no. 3, pp. 449-469, March 2015
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : The Mexican government has been engaging in a policy of HE quality improvement that can be traced to 1989. In this paper the authors use data from the period 2007–2010, when various quality programmes were in action, to trace their impact on Federal, State, and Private Universities in Mexico. The results indicate that, during the period studied, the performance indicators used in this study show a general quality improvement in Mexican HE, and that this improvement has extended to both the State and the private sectors.

Higher education quality assessment in China : an impact study / Shuiyun Liu / International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 28, no. 2, pp. 175-195, June 2015
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This research analyses an external higher education quality assessment scheme in China, the Quality Assessment of Undergraduate Education (QAUE). Case studies were conducted in three Chinese universities with different statuses. Analysis shows that the evaluated institutions responded to the external requirements of the QAUE actively, but the actual effects of the QAUE on university operations were not as high as expected. The empirical study of the QAUE indicates that quality assessments can trigger university change as an external force, but genuine change can only occur when it is integrated with internal motivation and capacities for change. The external and internal forces involved in the process are detailed. The analysis also shows that there is limited impetus for quality assessment as an external force driving university change. This is determined by the functional mechanism of quality assessment per se.
URL : <http://hedbib.iau-aiu.net/> (Access to full text article for IAU Members using login)

International accreditation as global position taking : an empirical exploration of U.S. accreditation in Mexico / Gerardo Blanco Ramirez . - **In:** Higher Education, v. 69, no. 3, pp. 361-374, March 2015
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This study describes an ethnographic case study of how a Mexican institution of higher education, close to the U.S.–Mexico border, engaged in the process of institutional accreditation with a U.S. regional accrediting agency. The findings encompassed four themes: (a) Reputational value is the central motivation to pursue U.S. accreditation (b) despite several benefits, the accreditation process established a complex division of labour in which members of the academic staff are necessary yet distanced from decision making; (c) compliance with highly challenging - yet construed as fair - standards legitimises both the accreditation process and the U.S. accreditor; and (d) language and translation are valuable concepts to understand the accreditation process. (Abstract adapted from publisher)

Political nature and socio-professional determinants of the concept of quality / Jon Olaskoaga-Larrauri, Xabier González-Laskibar, Miren Barrenetxea-Ayesta . - **In:** Higher Education, v. 69, no. 4, April 2015
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This paper is based on a survey that examined attitudes of 1,134 teaching staff in Spain's public universities towards educational quality and assesses the influence that certain sociodemographic variables may have on the academics' preferred options.

Quality assurance in Africa : towards a continental higher education and research space / Juma Shabani, Peter Okebukola, Olusola Oyewole / International Network for Higher Education in Africa [INHEA] . - **In:** International Journal of African Higher Education, v. 1, no. 1, pp. 139 - 171, 2014
ISSN 2313-5069

Abstract : This article reviews quality assurance in higher education in Africa with the purpose of identifying recent

results, challenges still to be faced, and actions required to forcefully move towards the construction of an African higher education and research space (AHERS). It identifies factors responsible for the decline in quality and proposes an integrated and holistic conceptual framework for analysing quality assurance. It reviews the various initiatives implemented in recent years and identifies, among the results, the establishment of new quality assurance agencies, the creation of a regional quality assurance system in East Africa, the strengthening of institutional development capacities, and capacity building in competencies-based curriculum reform. Challenges include the limited human capacity of quality assurance agencies, ineffectiveness in implementing harmonisation strategies, and the lack of tools required to compare qualifications. The article concludes with recommendations on promoting student and staff mobility to help achieve the creation of AHERS. (Abstract from publisher)

Cet article est une critique de l'assurance qualité de l'enseignement supérieur en Afrique. Il a pour objectif d'identifier les récentes études, les défis à relever, et les actions nécessaires pour provoquer la création d'un Espace Africain pour l'Enseignement Supérieur et la Recherche (AHERS). Cet article identifie les facteurs à l'origine du déclin de la qualité et propose un cadre théorique holistique complet pour analyser l'assurance qualité. Il critique les différentes initiatives mises en place ces dernières années et s'attarde plus spécifiquement sur la fondation de nouvelles agences chargées de l'assurance qualité, la création d'un système régional d'assurance qualité en Afrique de l'Est, le renforcement des capacités de développement des institutions, et le développement des capacités nécessaires pour établir une réforme des programmes axée sur les compétences. La capacité humaine limitée des agences d'assurance qualité, l'inefficacité quant à l'implémentation des stratégies d'harmonisation et le manque d'outils pour comparer les diplômes font partie des difficultés majeures. Nous terminons cet article en encourageant la mobilité des étudiants et des professeurs pour provoquer la création d'un Espace Africain pour l'Enseignement Supérieur et la Recherche.

URL : <https://ejournals.bc.edu/ojs/index.php/ijahe/article/view/5646/4978>

Quality enhancement : governing student learning / Vicky Gunn, Ming Cheng . - In: Higher Education Review, v. 47, no. 2, pp. 74 - 93, Spring 2015

ISSN 0018-1609

Abstract : This article provides an overview of current debates about the purpose and results of quality assurance and quality enhancement particularly within European higher education systems. It argues for the promotion of learning and teaching rather than process based quality enhancement and suggests that a new conceptual framework is needed to balance these.

▪ Educational research

Reflexivity and the politics of knowledge: researchers as 'brokers' and 'translators' of educational development

/ Arathi Sriprakash, Mukhopadhyay Rahul . - In: Comparative Education, v. 51, no. 2, pp. 231-246, May 2015

ISSN 0305-0068

Abstract : This paper interrogates the ways in which 'reflexivity' has proliferated as a methodological discourse in international and comparative education. The authors argue that the reflexivity dominates research in a way that does not comprise the situated, contingent, and relational dynamics of 'knowing' itself. Drawing on the actor-network theory, the authors put forward the perspective that social researchers are 'brokers' and 'translators' of knowledge. This signifies the ways in which the process of research engages actors, scripts, and performances which produce particular understandings of, and effects on, education and development. The paper illustrates this perspective through a case study on research on teachers and education reform in India. (Abstract adapted from publisher)

▪ Educational systems

University of the World : A Case for a World University System / Dieter Lenze . - New York, Dordrecht, London: Springer, 2015/ - 52 p.

ISBN 978-3-319-13454-3

Abstract: The author, Vice president of the German Rectors' Conference, analyses three major educational systems: the continental – European, the Atlantic (Anglo-American), and the East Asian. Distancing himself from the current trend towards the economically driven Anglo-American system of education, the author proposes an alternative model, "a university of the world".

Classmark : INT-12 LEN

Higher education in the EU / European Parliament . - Strasbourg : European Parliament, 2015 . - 35 p.

ISBN 978-92-823-6151-1

Abstract : This publication describes the main policy approaches and discusses key issues and recent trends in higher education across the European Union (EU). The paper also focuses on achievements and challenges against the background of the current economic and financial crisis.

URL : <http://www.europarl.europa.eu/EPRS/EPRS-IDA-554169-Higher-education-in-the-EU-FINAL.pdf>

'Only connect' : Is there still a higher education sector ? / David Watson / Higher Education Policy Institute [HEPI][UK] . - Oxford : HEPI, 2014 . - 20 p. (HEPI Occasional Paper, 8)

ISBN 978-1-905315-18-5

Abstract : This paper calls for a new approach in three areas: quality assurance in higher education, credit transfer, and the benefits of higher education beyond key information sets.

URL : <http://www.hepi.ac.uk/wp-content/uploads/2014/07/Only-Connect-WEB-clean.pdf>

Global challenges, local responses in higher education : the contemporary issues in national and comparative perspective / Jelena Brankovic, Manja Klemencic, Predrag Lazetic, Pavel Zgaga, Eds. . - Rotterdam, Boston, Taipei : Sense Publishers, 2014 . - 243 p. (Higher Education Research in the 21st Century, 6)

ISBN 978-94-6209-579-3

Abstract : This book reflects on how contemporary higher education reforms across Europe affect university governance, research and the roles and functions of academics. It seeks to rebalance the debate on European higher education and the European Higher Education Area (EHEA). Contributors examine specific aspects of global challenges and local responses in the Czech Republic, Croatia, Portugal, Finland, Italy and Denmark. These diverse cases, even though they are located in different higher education systems, address issues that can be found in all parts of Europe and beyond. The book is divided into three parts. The first deals with issues of the academic profession, and includes research evaluation, the impact of managerial changes, academic mobility, and the civic mission of the university. The second part examines changes in research training and doctoral studies and the third section examines institutional governance. It includes a chapter on post-conflict reconstruction in the Western Balkans and an article on the rise of the 'quadruple-helix university'. Some of the papers were presented at the Conference of the Consortium of Higher Education Research (CHER) on "Higher Education and Social Dynamics" in 2012.

Classmark : EUR-61 BRA

URL : <https://www.sensepublishers.com/media/1923-global-challenges-local-responses-in-higher-education.pdf>
(Introduction and sample chapter)

The state of higher education 2014 / Anna Glass, Ed. / Organisation for Economic Cooperation and Development [OECD]. Higher Education Programme [IMHE] . - Paris : OECD, 2014 . - 145 p.

Abstract : This report provides comparative data, shares key policy developments and provides analysis of current higher education developments and policy challenges relevant to institutional management. The report is designed to cover what is happening in higher education across countries, stimulate thinking and reflection about policy and practical challenges, and signal emerging trends. In the first part three themes are analysed: proposed quality framework for quality assurance and improvement, innovative concepts and practices of business models in higher education, and new approaches to funding and promoting research excellence. In addition, five short articles from higher education experts on the regionalisation of Higher Education in ASEAN countries; governance and structures; and 'What is an International University?'

Classmark : INT-37 OECD

URL : <http://www.oecd.org/edu/imhe/SOHE2014-Executive%20Summary.pdf>

La Universidad en 30 Años de Democracia / Argentina. Ministerio de Educación . - Buenos Aires : Ministry of Education, 2013 . - 79 p.

Abstract : This publication by the Argentinian government Under-Secretariat of University Policies celebrates the country's 30 years of democracy.

URL : <http://portales.educacion.gov.ar/spu/sin-categoria/la-universidad-en-30-anos-de-democracia-2/>

The coming of post-institutional higher education / David Watson . - In: Higher Education Review, v. 47, no. 2, pp. 4 - 21, Spring 2015
ISSN 0018-1609

Abstract : This article examines how UK higher education responded to the economic crisis of the 1970s, and about how it is shaping up in response to the banking crisis of 2008 and its global ramifications. The first is constructed around the rise and fall of 'public sector higher education' between the James Report and the Dearing Report of 1997. The second looks at the prospects of higher education's contributions to a more fluid, flexible and responsive process of lifelong learning, summed up as 'post-institutional higher education.' (Abstract adapted from publisher)

▪ **Ethics**

Cyberbullying, depression, and problem alcohol use in female college students : a multisite study / Ellen M. Selkie, Rajitha, Chan, Ya-Fen, Moreno, Megan Kota . - In: Cyberpsychology, Behavior, and Social Networking, v. 8, no. 2, pp.79-86, February 2015
ISSN 2152-2715 . - Online ISSN 2152-2723

Abstract : A study of 265 female students from four universities in the Midwestern and Western United States using online surveys assessed involvement in cyberbullying. Participants also completed a questionnaire to assess depressive symptoms and alcohol use. Results indicated that 27% of participants had experienced cyberbullying in university; 17.4% of all participants met the criteria for depression, and 37.5% met the criteria for problem alcohol use. Participants with any involvement in cyberbullying, both victims and bullies, had increased odds of depression. Those involved in cyberbullying as bullies had increased odds of both depression and problem alcohol use. The four most common cyberbullying behaviors were also associated with increased odds for depression, with the highest odds among those who had experienced unwanted sexual advances online or via text message.

Spotlight on ethics : institutional review boards as systemic bullies / Caleb T. Carr / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 37, no. 1, pp. 14 - 29, February 2015
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : Institutional review boards (IRBs), the 'human research ethics committees' at US universities, help oversee the protection of human research subjects, particularly in the social sciences, but are organisationally situated so that they often have unchecked power over research. Though important components of academic institutions, considering IRBs as bullies may empower institutions to the address negative effects on researchers' personal and professional well-being and the unchecked mission creep reported of many IRBs. (Abstract from publisher)

Who teaches academic integrity and how do they teach it? / Erika Löfström, Tiffany Trotman, Mary Furnari, Kerry Shephard . - In: Higher Education, v. 69, no. 3, pp. 435-448, March 2015
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : The authors explored academics' conceptions about their role in promoting academic integrity in New Zealand and Finland. The 56 academics in the sample were asked to sort 42 statements highlighting a broad spectrum of perspectives on academic integrity and the teaching of it, and answer some related interview questions. The results showed that the academics appeared united in respecting the importance of academic integrity, but not of one mind about what it is, how it should be taught, whether or not it can be taught, whose responsibility it is to teach it, and how to handle cases of misconduct. The results suggest that teachers are confused about integrity policies extant in higher education and about their roles within these.

▪ **Rankings**

EUA members participation in U-Multirank : experiences from the first round / European University Association [EUA] . - Brussels : EUA, 2015 . - 16 p.

Abstract : This report is based on a survey conducted in late 2014. It provides information on universities' experiences with the U-Multirank university ranking and their expectations or views on how the initiative might work.

URL : <http://www.eua.be/Home.aspx>

▪ Regional cooperation

Espacio Latinoamericano y Caribeno (ENLACES) de Educación Superior : plan de desarrollo estratégico / Unión de Universidades de América Latina y el Caribe [UDUAL][Mexico] . – México : UDUAL, 2015 . - 6 p.

Abstract : This document presents the strategic plan for the construction of the Latin American and Caribbean Area of Higher Education.

URL : <http://www.udual.org/pdf/Plan%20de%20Desarrollo%20Estrategico%20de%20ENLACES.pdf>

Harmonization of higher education in Africa or why we need to hang in there together = Harmonisation de l'enseignement supérieur en Afrique ou pourquoi nous devons nous soutenir / Association for the Development of Education in Africa [ADEA]. . - Tunis, Tunisia : ADEA, 2015 . - 7 p.

Abstract : This policy brief examines the pitfalls of a harmonisation deficit, stresses the urgency to align continental higher education agendas within a framework of sustainable development and recommends revitalising the Arusha Convention.

URL : http://adeanet.org/portals2/en/system/files/resources/policy_brief_harmonization_en.pdf (English)

http://adeanet.org/portals2/fr/system/files/resources/note_d_orientation_harmonisation_fr.pdf (French)

▪ Students

Do students swing elections? Registration, turnout and voting behaviour among full-time students / Stephen D. Fisher, Nick Hillman / Higher Education Policy Institute [HEPI][UK] . - Oxford : HEPI, 2014 . - 47 p. (HEPI Report, 70)

Abstract : According to this study in the UK, a number of factors must be present for the student voice to be heard at the ballot box. To make a difference, students must: register to vote; turn out to vote; be concentrated within marginal constituencies; and behave differently from other voters. Detailed analysis of electoral data suggests full-time students could determine the outcome in only around ten constituencies. But that is conceivably enough to swing the overall result of the 2015 general election.

URL: <http://www.hepi.ac.uk/wp-content/uploads/2014/12/VERY-FINAL-CLEAN-PDF.pdf>

Exploring time allocation for academic activities by university students in France / Alain Fernex, Laurent Lima, Erica de Vries . - In: Higher Education, v. 69, no. 3, pp. 399-420, March 2015

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

Abstract : This article examines how and why students allocate time to academic activities in relationship with a whole range of extra-university activities. It reports on a survey of 6968 third year undergraduate students in higher education institutions in the Rhone-Alpes region of France. Results show that time allocation appears to be rooted in students' past and current experiences more than in their anticipations of the future. Implications for the value of existing models in relation to the study of students' time allocation are discussed.

What future for student engagement in neo-liberal times? / Nick Zepke . - In: Higher Education, v. 69, no. 4, pp. 693-704, April 2015

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

Abstract : The paper first examines the context that has given student engagement a very strong profile in higher education. It identifies neo-liberalism as the driving force in the present higher education context and argues that student engagement enjoys an elective affinity with it. While neo-liberalism is dominant, student engagement will be strong. But attitudes to student engagement will vary. It examines possible futures for student engagement by discussing how three different scenarios could affect the student engagement enterprise in neo-liberal times. (Abstract from publisher)

▪ Teaching

Education policy borrowing and cultural scripts for teaching in China / Charlene Tan . - In: Comparative Education, v. 51, no. 2, pp. 96 - 211, May 2015

ISSN 0305-0068

Abstract : In this article, the author argues that in interpreting policy transfer from the West in China's recent education

reforms, it is important to consider the cultural context. The author explores the epistemological basis for cultural views that mediate policy transfer. She argues that the dominant cultural factors ('cultural scripts') for teaching in China - students' respect for the teacher, student attention and discipline, and the importance of practice - find their genesis and justification in a Confucian worldview. This article elucidates the ancient Chinese views on the nature and transmission of knowledge and explains why a teacher-dominated pedagogy is believed by many Chinese educators to be indispensable for good teaching.
