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March / mars 2018

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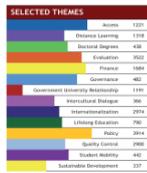
Presentation

Welcome to the March 2018 edition of *New in HEDBIB*.

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

The first part of *New in HEDBIB* reflects the IAU priority themes: The Role of Technology in Higher Education; Internationalization, Higher Education and Research for Sustainable Development; and Values-Based Leadership. These references are further grouped by region. The second part of *New in HEDBIB* comprises all other references headed by their main keyword.

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

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

New in HEDBIB is produced five times a year. The next edition of *New in HEDBIB* will be released in May 2018.

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

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

More information on the IAU: https://www.iau-aiu.net. **To join the IAU** please contact Juliette Becker (j.becker@iau-aiu.net).

Summary

We recommend

Higher Education Policy v. 31, no. 1, March 2018 / International Association of Universities [IAU]. – Basingstoke, New York: Palgrave Macmillan
Abstract: The March 2018 issue of Higher Education Policy (HEP), IAU's quarterly peer-reviewed journal, features three papers which look at academics' experiences: women in teaching in Swedish universities; development challenges in the Cambodian academic profession; and Italian scientific mobility. Two papers explore higher education quality: an analysis of recent quality assurance reforms in Swedish higher education and a study of the Chilean higher education quality assurance system. Other papers include an in-depth study of stakeholders' viewpoints on a proposed university for the Arab minority in Israel, and an exploration of graduate destinations in Kenya.
URL: https://link.springer.com/article/10.1057/s41307-017-0045-9
Open access to article available via link for IAU Members using login codes

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The future of the university in a polarizing world / Luc E. Weber, Howard Newby, Eds. . - Geneva : Association Glion Colloquium, 2018 . - 219 p. (Glion Colloquium Series, v. 11)
Abstract : This book provides diverse perspectives on the challenges facing research universities in an increasingly uncertain future. It is developed from topics discussed at the 11th Glion Colloquium, held in 2017. The contributors - Rectors and Presidents from universities around the world as well as leading researchers - discuss the impact of recent scientific and technological developments on universities. Specifically, they examine how the digital revolution has disrupted traditional approaches to learning and research and promoted new forms of learning, research and governance. While fresh approaches brought about by technological change have benefited many universities, the authors argue that with globalisation, these advances can inadvertently deepen the divide between universities that are able to adapt and benefit from these changes and those who are excluded.
Classmark : INT-6 WEB

Adoption and impact of Open Educational Resources (OER) in the Global South / Cheryl Hodgkinson-Williams, Patricia Brazil Arinto / African Minds [South Africa]. - Cape Town: African Minds, 2017. - 592 p.
Abstract: This book examines the take up of OER and engagement in Open Educational Practices (OEP) in secondary and higher education as well as teacher professional development in 21 countries in South America, Sub-Saharan Africa and South and Southeast Asia.
URL: http://www.africanminds.co.za/wp-content/uploads/2017/08/171204-AM-ROER4D-combined-Web.pdf

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Free to think 2017 / Scholars at risk. - New York: Scholars at Risk, 2017. - 41 p.
Abstract: This publication, by Scholars at Risk, details attacks on higher education communities, analysing 257 reported attacks on higher education communities in 35 countries, from September 2016 to August 2017. It summarises 12 months of data collected by SAR's Academic Freedom Monitoring Project. The report demonstrates the extent to which higher education is often a focal point for violent and coercive attacks and is dangerously exposed under authoritarian regimes and in conflict settings. The report calls on responsible states, higher education leaders, and civil society to reaffirm publicly their commitment to academic freedom.
URL: https://www.scholarsatrisk.org/wp-content/uploads/2017/09/Free-to-Think-2017.pdf

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The Role of Technology in Higher Education

Creating a successful MOOC for academics in low-resource settings / International Network for the Availability of Scientific Publications [INASP]. - Oxford, London: INASP, 2017. - 5 p.
Abstract: This publication examines the results of the introduction of the authorAID research-writing MOOC introduced by INASP in 2015. Over 3000 early career researchers have enrolled in this MOOC to date.
URL: http://www.inasp.info/uploads/filer_public/30/54/3054b6a8-a6eb-4ba2-98f6-027e2e3d7a7a/authoraid_mooc_lri.pdf

Digital storytelling in higher education: international perspectives / G. Hardy, P., Nordkvelle, Y., Pleasants, H. Jamissen, Eds. - Basingstoke, New York: Palgrave Macmillan, 2017. - XXXI, 399 p.
Online ISBN 978-3-319-51058-3
Abstract: This book outlines how to teach, research and build communities in tertiary institutions through the particular form of audio-visual communication known as digital storytelling by developing relationships across professions, workplaces and civil society. Across four sections, the book considers the potential of digital storytelling to improve, enhance and expand teaching, learning, research, and interactions with society. Contributions are by an international range of academics, researchers and practitioners, from disciplines spanning medicine, anthropology, education, social work, film and media studies, rhetoric and the humanities. The strength of this volume lies in building interdisciplinary bridges between basic research and practical applications as well as between transformatory learning, traditions of Bildung and civic engagement.

Horizon report: 2017 Higher education edition / New Media Consortium [USA]; EDUCAUSE. - Austin, Texas: The New Media Consortium, 2017. - 54 p.
ISBN 978-0-9977215-7-7
Abstract: This report identifies and describes important developments in technology poised to have a large impact on technology planning and decision-making in higher education around the globe.
URL: http://cdn.nmc.org/media/2017-nmc-horizon-report-he-EN.pdf

L'Université 2.0: la réussir - y réussir / Michel Dupeux. - Paris: L'Harmattan, 2017. - 125 p. (Questions contemporaines)
ISBN 978-2-343-12192-5
Abstract: Comme toute la société française, l'Université est actuellement confrontée à la révolution numérique. Cet ouvrage dresse un état des lieux critique mais constructif de l'enseignement supérieur à l'heure des écrans omniprésents, tantôt indispensables, tantôt encombrants. Adressé aux étudiants et aux enseignants, il délivre un message optimiste et fournit des références documentaires précises.

Like everywhere in French society, universities are currently confronting the digital revolution. This book presents a critical but constructive overview of higher education in the era of ubiquitous screens, whether essential or cumbersome. Addressed to students and teachers, its message is optimistic and provides detailed references.

Beyond change blindness: embracing the technology revolution in higher education / Kimberly Kode Sutton, Josh DeSantis. - **In:** Innovations in Education and Teaching International, v. 54, no. 3, pp. 223-228, 2017
Abstract: The pace of education technology innovation outpaces many professors' abilities to thoughtfully integrate new tools in their teaching practice. This poses challenges for higher education faculty as well as those responsible for

planning professional development in higher education. This article explores recent trends in education technology and the capabilities that new pedagogical tools make possible. It also introduces three foundational educational technology theories: Rogers' diffusion model, Davis's technology acceptance model and Mishra & Koehler's technological, pedagogical and content knowledge model. Each theory holds important implications for those interested in helping higher education faculty members to make the most of emerging classroom technologies. Higher education leadership can help their faculties make the most of education technology tools by including the implications of these theories in their professional development designs.

Big data in higher education / Marta Vidal, Javier Vidal-Garcia, Rafael Hernández Barros. - **In:** Handbook of research on emerging business models and managerial strategies in the nonprofit sector. - Hershey, Penn. USA: IGI Global, 2017. - pp. 1 - 16

Abstract: This book chapter examines of uses of big data analysis in higher education. The authors note that while a majority of higher education institutions are collecting large volumes of data, few use the data strategically. Examples given include student evaluation; student recruitment and retention; teacher evaluation; and management and financial decision-making.

Contemporary research discourse and issues on big data in higher education / Ben Daniel. - **In:** Educational Technology, v. 57, no. 1, January - February 2017
ISSN 0013-1962

Abstract: The increasing availability of digital data in higher education provides an extraordinary resource for researchers to undertake educational research, targeted at understanding challenges facing the sector. Big data can stimulate new ways to transform processes relating to learning and teaching, and helps identify useful data, sources of evidence to support decision-making initiatives. However, in order to fully harness the potentials of big data, researchers must be able to make sense of this incredibly complex data, and pursue relevant questions, uncover patterns of interest, and identify and correct errors inherent in the processing and interpretation of big data. Furthermore, data governance, privacy, security, statistical algorithms, and analysis are processes that require contextualized human judgment. Researchers, therefore, must be able to tease out the specific significance of data and make valid and realistic interpretations of what the data offer. This article describes conceptual, technical, managerial, and educational opportunities and limitations associated with the use of big data in higher education. The article also identifies elements of a research agenda that could further the theoretical understanding of the relevance of big data within higher education discourse.

Making sense of the MOOCs debate / Geoff Sharrock / Association for Tertiary Education Management [Australia] [ATEM]. - **In:** Journal of Higher Education Policy and Management, v. 37, no. 5, pp. 597-609, 2015

Abstract: This article considers recent public debates about massive open online courses (MOOCs) and their potential to transform higher education. Drawing on reports and media commentary, it probes the claims and counterclaims of MOOC proponents and MOOC sceptics. It considers the implications for students, governments, institutions and scholars themselves. The paper concludes that mass-scale online courses have the potential to reshape the sector significantly over time.
URL: www.tandfonline.com/loi/cjhe20

Africa

Technology driven curriculum for 21st century higher education in Africa / Lawrence Meda, Alfred H. Makura. - Bamenda, Cameroon: Langaa RPCIG, 2017. - 230 p.

Abstract: This book presents research in the area of higher education curriculum and technology in seven African countries: Lesotho; Namibia; Kenya; South Africa; Zimbabwe; Tanzania and Nigeria. It touches upon the following sub-themes: Implications of the integration of technology in the curriculum; Curriculum development in the digital era; Student perspectives on learning using technology; Staff perspectives on teaching using technology; Instructional technology across different subjects / courses; Assessment and technology; Gender and technology in the curriculum; Technology and disability: A challenge? Social media and curriculum; Technology education.
URL: http://www.africanbookscollective.com/books/technology-driven-curriculum-for-21st-century-higher-education-students-in-africa

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Empirical study of digital poverty: a case study of a University of Technology in South Africa / Watson Manduna. - **In:** Journal of Communication, v. 7, no. 2, pp. 317-323, 2016

Abstract: This research evaluates the availability and use of Information and Communications Technology (ICT) by students from disadvantaged and privileged families studying Computer Science at a University of Technology in South Africa. A questionnaire was distributed to a stratified random sample of 50 first-and 20 third year students. Descriptive statistics were used to analyze and present the results of the study. The results suggested that a low level of education is associated with digitally poor people. Results of the research also proposed that men had more opportunities of using ICTs than women. The more economically poor a family was, the more digital poor it was. The research also showed that living in the rural areas seems to decrease the probability of being (more) digitalized. The results of the study were later used to create a framework for assessing the degree of ICT usage and to group the population into digital poverty levels.

Asia and the Pacific

Leadership in open, distance and online learning university / Asian Association of Open Universities. - AAOU Annual Conference, Yogyakarta, Indonesia, September 2017. - Laguna, Philippines: AAOU, 2017. - 83 p.

Abstract: This report contains the conference proceedings and papers presented at the AAOU 2017 conference. Themed 'Open University for Inclusive and Equitable Quality Education', the conference addressed topics such as leadership, quality assurance, distance and online learning.

URL: http://aaou2017.ut.ac.id/wp-content/uploads/2017/10/Proceeding_AAOU_2017_Leadership.pdf

The fourth industrial revolution / Association of Pacific Rim Universities. - Kowloon, Hong Kong: APRU, 2017. - 25 p.

Abstract: This report looks at the big challenges facing education with the introduction of disruptive technologies - such as digitisation, robotics and artificial intelligence - and provides context to build partnerships for policy development and capacity-building in Asia-Pacific. It is the outcome report of the APEC University Leaders' Forum held in Da Nang, Vietnam on November 8, 2017.

URL: https://docs.wixstatic.com/ugd/78e791_f9e4e28870a14bea806d9138fdce0e07.pdf

Green ICT framework to reduce carbon footprints in universities / Mueen Uddin, Safiya Okai, Tanzila Saba. - **In:** Advances in Energy Research, v. 5, no. 1, pp. 1 - 12, 2017

Abstract: This paper evaluates the carbon footprints from the use of ICT devices and comes up with a proposed green ICT framework to reduce the carbon footprints in universities. The framework contains techniques and approaches to achieve greenness in the data center, personal computers and monitors, and printing in order to make ICT more environmentally friendly, cheaper, safer and ultimately more efficient. Concerned experts in their respective departments at Asia Pacific University of Technology and Innovation (APU) Malaysia evaluated the proposed framework. It was found to be effective for achieving efficiency, reducing energy consumption and carbon emissions.

URL:
https://www.researchgate.net/profile/Tanzila_Saba/publication/318426349_Green_ICT_framework_to_reduce_carbon_footprints_in_universities/links/597a59b0aca272e8cc118b6d/Green-ICT-framework-to-reduce-carbon-footprints-in-universities.pdf

Scale and scope economies of distance education in Australian universities / Liang-Cheng Zhang, Andrew C. Worthington / Society for Research into Higher Education [SRHE][UK]. - **In:** Studies in higher education, v. 42, no. 9, pp. 1785-1799, August - September 2017

Abstract: In this paper, the authors explore the scale and scope economies of distance education using a sample of 37 Australian public universities over the 10-year period from 2003 to 2012. The results suggest strong overall scale and scope economies and product-specific scale economies for distance education. Further, the economies of scope for distance education are increasing with mean output, suggesting an increasing cost benefit of producing distance education in conjunction with traditional class-based face-to-face teaching. The authors conclude that is when allocating places for different modes of attendance or considering further expansion of student numbers, there should be a priority on distance education as a means of achieving significant cost savings.

Social media use in the career development of graduate students: the mediating role of internship effectiveness and the moderating role of Zhongyong / Changqing He, Jibao Gu, Wei Wu, Xuesong Zhai, Jun Song. - **In:** Higher

Abstract: This paper proves that social media use can contribute in important ways to employability outcomes. Specifically, results from a survey of 196 recent graduate students in China indicate that social media use is positively related to employability skills. Internship effectiveness serve as a mediating mechanism through which social media use affects employability skills. *Zhongyong* has a moderating effect on the social media use-internship effectiveness relationship. In addition to the direct moderating effect, *Zhongyong* is found to moderate the indirect relationship between social media use and employability skills. The authors discuss implications of these results for research and practice.

What works and why? Student perceptions of 'useful' digital technology in university teaching and learning /
Abstract: This paper explores students' actual experiences of digital technology during their academic studies – highlighting the aspects of digital technology use that students themselves see as particularly helpful and/or useful. Drawing on a survey of 1658 undergraduate students in two universities in Australia, the paper identifies 11 distinct digital 'benefits' – ranging from flexibilities of time and place, ease of organising and managing study tasks through to the ability to replay and revisit teaching materials, and learn in more visual forms. While these data confirm digital technologies as central to the ways in which students experience their studies, they also suggest that digital technologies are not 'transforming' the nature of university teaching and learning. As such, the authors argue that university educators perhaps need to temper enthusiasms for what might be achieved through technology-enabled learning and develop better understandings of the realities of students' encounters with digital technology.

Europe and North America

Disruptive technology enhanced learning: the use and misuse of digital technologies in higher education /
Abstract: This book is about how technologies are used in practice to support learning and teaching in higher education. Despite digitization and e-learning becoming ever-increasingly popular in university teaching settings, this book convincingly argues instead in favour of simple and convenient technologies, thus disrupting traditional patterns of learning, teaching and assessment. The author uses Disruptive Innovation theory, Activity Theory and the Community of Practice theory as lenses through which to examine technology enhanced learning.

Reimagining the role of technology in higher education: a supplement to the National Education Technology Plan / USA. Dept of Education. Office of Educational Technology. - Washington, DC: Dept. of Education, 2017. - 83 p.
Abstract: This document is an outgrowth of the 2016 National Education Technology Plan (NETP). It reviews learning, teaching, leadership, assessment, and infrastructure and examines them in the context of higher education. The supplement embraces the NETP themes of lifelong learning, equity, and accessibility and supports the NETP's assertion that technology must serve the needs of a diverse group of students seeking access to high-quality postsecondary learning experiences.
URL: https://tech.ed.gov/files/2017/01/Higher-Ed-NETP.pdf

Estimación de calidad de objetos de aprendizaje en repositorios de recursos educativos abiertos basada en las interacciones de los estudiantes = **Quality estimation of learning objects in repositories of open educational resources based on student interactions** / Aldo Gordillo Méndez, Enrique Barra Arias, Juan Quemada Vives /
Abstract: Los recursos educativos abiertos se han erigido como uno de los pilares fundamentales de la educación abierta. Una de las principales barreras que está obstaculizando su uso y adopción es la carencia de mecanismos de control de calidad efectivos y sostenibles en los repositorios. Estrategias de evaluación como la revisión por pares no han resultado lo suficientemente escalables para afrontar el ritmo de creación de materiales abiertos por parte de la comunidad. El presente estudio muestra una nueva estrategia basada en analíticas de aprendizaje para estimar la calidad de los objetos de aprendizaje en base a las interacciones que los estudiantes tienen con ellos en entornos abiertos. Se analizaron 146.291 sesiones de interacción de estudiantes con 256 objetos de aprendizaje distribuidos a

través de un repositorio abierto. Un total de 11 interacciones estudiante-objeto de aprendizaje fueron consideradas en el estudio. La calidad de los recursos fue medida empleando el instrumento estándar de evaluación LORI (Learning Object Review Instrument).Para estudiar las relaciones entre las interacciones de los estudiantes con los objetos de aprendizaje y la calidad de los mismos y para construir una métrica de predicción se utilizaron análisis de regresión lineal. Los resultados muestran que existe relación entre las interacciones y la calidad, y que es posible estimar con un error moderado la calidad de los objetos de aprendizaje en base a las interacciones que los estudiantes tienen con ellos. Los resultados obtenidos señalan que la analítica de aprendizaje propuesta puede ser utilizada en repositorios de objetos de aprendizaje abiertos para detectar automáticamente recursos conflictivos o de baja calidad.

Open educational resources have emerged as one of the cornerstones of open education. One of the main barriers hampering their use and adoption is the lack of sustainable and effective quality control mechanisms in digital repositories. Evaluation strategies such as peer review have not been sufficiently scalable to keep up with the fast pace of open content creation by the user community. This study presents a new approach grounded on learning analytics to estimate the quality of learning objects based on the interactions that students have with them in open environments. For the study, 146291 sessions of student interactions with 256 learning objects distributed through an open repository were analyzed. A total of 11 student learning object interactions were considered in the study. The quality of the resources was measured using the standard evaluation instrument LORI (Learning Object Review Instrument). To study the relationships between the student interactions with the learning objects and their quality as well as to build a predictive metric, linear regression analyses were used. The results show that there is a relationship between interactions and quality, and that it is possible to estimate with a moderate error the quality of the learning objects based on the interactions that students have with them. The results obtained point out that the proposed learning analytic can be used in open learning object repositories to automatically detect conflicting or low quality resources.
URL: http://revistas.uned.es/index.php/educacionXX1/article/view/20196

Implementing the flipped classroom: an exploration of study behaviour and student performance / Anja J. Boevé, Rob R. Meijer, Roel J. Bosker, Jorien Vugteveen, Rink Hoekstra, Casper J. Albers. - **In:** Higher Education, v. 74, no. 6, pp. 1015-1032, December 2017
ISSN 0018-1560. - Online ISSN 1573-174X
Abstract: The flipped classroom is becoming more popular as a means to support student learning in higher education by requiring students to prepare before lectures and actively engaging students during lectures. This study explored students' study behaviour throughout a flipped and a regular course at a higher education institution in the Netherlands by means of bi-weekly diaries. Furthermore, student references to their learning regulation were explored in course evaluations. Results from the diaries showed that students' study behaviour in the flipped course did not appear to be very different from that of students in a regular course. Furthermore, study behaviour did not appear strongly related to student performance in both the flipped and the regular course. Exploration of student references to their learning regulation in the course evaluations showed that some students experienced the flipped course design as intended to support their learning process. Other students, however, demonstrated resistance to changing their study behaviour even though changing study behaviour is expected in order to benefit from the flipped classroom.
URL: https://link.springer.com/article/10.1007/s10734-016-0104-y

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Mediating role of inertia in organisational transformation: e-learning in higher education / Julian Sims, Richard Vidgen, Philip Powell. - **In:** Higher Education Review, v. 50, no. 1, pp. 35-62, Autumn 2017
ISSN 0018-1609
Abstract: This study investigates the conditions under which implementation of e-learning is strategic for higher education institutions (HEIs), how HEIs are changed by adopting e-learning, and the role inertia plays in transformation. A multiple case study in seven UK higher education institutions. Findings suggest e-learning enables development of new products and entry to new markets, thus e-learning exploitation may be strategic. Two types of e-learning implementers are identified: Experimental e-learning implementers develop new e-pedagogy, undergo radical change and organisational transformation, exhibiting little evidence of inertia and high enthusiasm for innovation. Alternately, designed e-learning implementers undergo convergent, emergent incremental change, inertia is an important factor. Thus, e-learning can play a transformational role for HEIs; inertia mediates the effects of strategic intent in bringing about organisational transformation.

Latin America and the Caribbean

Competencias para la educación superior en el ecuador del siglo XXI: responsabilidad social y tecnologías / Rita

Patricia Perez-Zamora, Eugenia del Carmen Miño-Acurio, María Cecilia Miño-Acurio, Wilma Mercedes Feijoó Vega. - **In:** In Crescendo, v. 8, no. 2, 2017
Abstract: This article deals with social responsibility of higher educational institutions in Ecuador for education that engenders respect and recognition of cultural diversity and biodiversity, and digital competences to prepare students for the technological revolution. The research is descriptive, not experimental, based on bibliographical review and documentation. Results confirm the progression achieved in Ecuador since the constitution of Monte Cristi in the attribution of social responsibility, universality of access to the whole population and in providing measures to boost quality. It also indicates how more work should be done in providing methodologies for the implementation of information and communication technologies into teacher training. The article concludes that higher education in Ecuador has achieved remarkable progress in the last decade, underlining the importance of continuing to strengthen the entire educational cycle so that students upon arrival at university can make the most of the resources at their disposal and thus contribute to the development of each of the regions and thus the country.

El presente artículo aborda la responsabilidad social de las Instituciones de Educación en Ecuador para formar en competencias que inciden en el respeto y reconocimiento de la riqueza en diversidad cultural y de biodiversidad, y por otra parte en competencias digitales para preparar a estudiantes ante la revolución tecnológica a nivel global. El objetivo es aportar a investigadores y docentes del Ecuador un aporte desde la literatura internacional para tener referentes para aplicar en el contexto de su trabajo académico. La investigación es de carácter descriptivo, no experimental fundamentado en revisión de bibliográfica y documentación. Los resultados que se presentan constatan los avances conseguidos en el país desde la constitución de Monte Cristi en materia de atribuir una responsabilidad social a la educación y universalizarla gratuitamente a toda la población al tiempos que disponiendo medidas para impulsar su calidad; de igual modo se señala como debe realizarse un mayor trabajo en proporcionar metodologías para la implementación de las tecnologías y capacitación docente en su uso pedagógico. Se concluye que la situación de la Educación Superior en Ecuador ha conseguido notables avances en la última década, subrayando la importancia de continuar en el fortalecimiento de todo el ciclo educativo para que al llegar a la universidad los estudiantes puedan aprovechar al máximo los recursos a su disposición y contribuir al desarrollo de cada una de las regiones y así al país.
URL: http://revistas.uladech.edu.pe/index.php/increscendo/article/view/1493

Formación en investigación educativa en la sociedad digital: una experiencia innovadora de enseñanza en el nivel superior en el contexto latinoamericano / Selin Carrasco, Silvia Baldivieso, Lorena Di Lorenzo. - **In:** Revista de Educación a Distancia, no. 48, Ene 2016

Abstract: Desde la Cátedra Investigación Educativa II de la Universidad Nacional de San Luis, Argentina, nos preguntamos acerca de la pertinencia de los contenidos y valor de las estrategias de enseñanza que se utilizan para formar en investigación a los futuros profesionales de la educación y asumimos el reto de repensar la disciplina misma y su enseñanza en el contexto de la sociedad actual. Se analizó la investigación a la luz de las nueva tecnologías y el desarrollo de lo digital, se indagó la expresión que esto adopta en el contexto latinoamericano y se planificó una experiencia de trabajo innovadora para los estudiantes de cuarto año del Profesorado y la Licenciatura en Ciencias de la Educación, con un enfoque de enseñanza centrado en el estudiante, y acciones que devienen de los principios del aprendizaje invertido, aprendizaje extendido y trabajo colaborativo. El artículo profundiza la relación que se establece entre investigación educativa, tecnología y enseñanza de la investigación; y promueve la reflexión en torno al impacto que la misma puede tener sobre los contenidos de la formación de investigadores, los procesos de formación, el perfil de los investigadores y la investigación educativa misma. Relata los principios de los que se partió en la experiencia, el modo como se trabajó, los aspectos más valorados y los considerados críticos o que requieren más atención y estudio. Cierra con unas reflexiones generales.

This study by the Educational Research Chair at the Universidad Nacional de San Luis, Argentina, examines the content relevance and value of teaching strategies used in the education of future educational professionals and the challenge to rethink the discipline and its teaching methodology, in today's societal context. The authors analysed research using new technologies and digital expression in the Latin American context, specifically, in a case study of fourth year Educational Sciences students. The study focuses on student-centered teaching and actions that arise from flipped learning, extended learning and collaborative work principles. The article also explores the relationship established between educational research, technology and educational research; and it promotes reflection on the potential impact on training for researchers, training processes, the profile of researchers and educational research itself. The article describes the principles which informed the study, the method, the highly valued as well as critical aspects are considered.
URL: http://www.um.es/ead/red/48/selin_et_al.pdf

Las tecnologías en el mejoramiento de los procesos educativos en la educación superior en América Latina /
María Augusta Pérez-Fabara, Rosa del Carmen Rojas-Arias, , Edwin Edison Quinatoa-Arequipa, Javier Guaña Moya. -
In: Revista Publicando, v. 4, no. 11, pp. 704-718, 2017

Abstract: This article examines the changes brought about by the implementation of new technologies in higher education institutions in Latin America, particularly in relation to learning and teaching.

Este artículo examina los cambios producidos por la implementación de nuevas tecnologías en las instituciones de educación superior en América Latina, particularmente en relación con el aprendizaje y la enseñanza.
URL: https://www.rmlconsultores.com/revista/index.php/crv/article/view/613

Internationalization

The social impact of international education: International research roundtable 2016: Outcomes report / Douglas Proctor / International Education Association of Australia. - IEAA International Research Roundtable 2016, Melbourne, 18 October 2016. - Melbourne: IEAA, 2016. - 21 p.

Abstract: This outcomes report of examines the ripple effect of international education on local and global communities. The three key themes discussed during the research roundtable were community and social impact; public diplomacy; and employment outcomes.
URL: https://www.ieaa.org.au/documents/item/910

Nature of the Indonesia–United States education relationship / Anita Abbott. - **In:** Globalisation, Societies and Education, v. 15, no. 4, pp. 545-560, August 2017
ISSN 1476-7724. - Online ISSN 1476-7732

Abstract: This article discusses the nature of the education relationship between Indonesia and the US. The article examines two hypotheses. The first hypothesis is that transnational education constitutes a new type of imperialism by perpetuating knowledge dependency and financial dependency through the transfer of knowledge and foreign aid in education. In contrast to the first hypothesis, the second holds that transnational education advances learning about and from other states, and has the potential to improve relationships, and promote international understanding. This article concludes that although the one-way transfer of knowledge from, and dependence on, foreign experts is evident, the Indonesian government has attempted to reduce dependence on foreign countries, whether that reliance was on knowledge or on finance. Although the Indonesia–US education relationship is politically motivated towards serving the interests of each, most respondents believed that any US political agendas were unacceptable. The experiences of both Indonesian and American respondents show that the relationship enhances and improves understanding between Indonesia and the US through academic exchanges and scientific and research links.

The politics of the great brain race: public policy and international student recruitment in Australia, Canada, England and the USA / Creso M. Sá, Emma Sabzalieva. - **In:** Higher Education, v. 75, no. 2, pp. 231-253, February 2018
ISSN 0018-1560. - Online ISSN 1573-174X

Abstract: As the number of globally mobile students has expanded, governments are assumed to be consistently and intentionally competing for talent, in what has been called a "great brain race". While the notion of competition has become dominant, there is little evidence on long-term policy dynamics in this field, not only across jurisdictions but also over time. The authors seek to address this gap in this paper through a longitudinal analysis of the politics and public policies impacting international students in four major recruiting countries - Australia, Canada, England and the USA. Through this comparative analysis of the period 2000 to 2016, they demonstrate that international student numbers across the jurisdictions have grown steadily but that this appears to be decoupled from political and policy changes. They also discuss how "internationalization" initiatives provide an insufficient policy umbrella for policy action on the recruitment and retention of international students. Public policy impacting international students spans multiple government agencies or ministries, encompassing different policy fields. They conclude that this requires greater policy coordination, which remains elusive for the most part.

Asia and the Pacific

Constructing the [parochial] global citizen / Peta Salter, Kelsey Halbert. - **In:** Globalisation, Societies and Education, v. 15, no. 5, pp. 694-705, October 2017
ISSN 1476-7724. - Online ISSN 1476-7732

Abstract: The Australian government's New Colombo Plan is an initiative of the Australian Government which aims to lift knowledge of the Indo Pacific in Australia by supporting Australian undergraduates to study and undertake internships in the region. The authors examine the plan in the context of a 'Third Wave' of globalisation through developing student capabilities to live, work and contribute to global communities and aims to make the global an 'everyday' experience for students. Mobility programs are promoted as the main strategy for fostering global perspectives, contradicting the idea of the global as an everyday experience. This paper unpacks constructs of global citizenship that underpin Australia's recent international and global engagement policies, and implications for the 'global' wave in 'local' parochial contexts.

Mobile self-fashioning and gendered risk: rethinking Chinese students' motivations for overseas education /
Fran Martin. - **In:** Globalisation, Societies and Education, v. 15, no. 5, pp. 706-720, October 2017

Abstract: This article focuses on Chinese female tertiary students in Australia. Based on longitudinal fieldwork with 56 such students, it analyses motivations described by students and their parents in interviews, showing that these far exceed instrumentalism and engage tactics of both gendered risk management and cosmopolitan self-fashioning. Discussion of the gendered risks in post-socialist China that students seek to mitigate through study abroad illustrates the complexity of students' motivations, and underlines the limitations of western European sociological theories of risk society which assume that gender inequality tends to decrease in late modernity. [Abstract adapted from publisher]

The real 'cost' of study in Australia and the ramifications for China, Australia, and the Chinese nursing students: what do these three players want? A narrative review / Carol Chunfeng Wang, Lisa Whitehead, Sara Bayes. - **In:** Globalisation, Societies and Education, v. 15, no. 5, pp. 590-606, October 2017

Abstract: Australia attracts international nursing students from China to maintain its economic advantage and to alleviate the projected nursing shortage; conversely, China needs citizens who have trained abroad in nursing to return to cope with current challenges within its healthcare system and nursing education. This paper explores whether China can lure its foreign-trained nurses home to achieve its goals; whether China or Australia will win the nursing talent war; and whether Chinese nursing students want to remain abroad or return home.

'Responsibility in mobiity': international students and social responsibility / Ly Thi Tran. - **In:** Globalisation, Societies and Education, v. 15, no. 5, pp. 561-575, October 2017

Abstract: This paper examines how cross-border mobility shapes international students' responsibility towards the home and host country. It is derived from a research project funded by the Australian Research Council that includes fieldwork and semi-structured interviews with 155 staff and international students from 25 institutions in Australia over 4 years. Using positioning theory as a conceptual framework, the study shows that it is important to take into account the tangible aspects of transnational mobility in understanding international student responsibility rather than merely locating their responsibility in simple cultural, personal or institutional parameters. The study suggests the important roles of host institutions and community in creating conducive conditions and opportunities for international students to exercise responsibility as social members and intercultural learners.

Europe and North America

Global education for Canadians: equipping young Canadians to succeed at home and abroad = **Éducation Mondiale pour les Canadiens: Outiller les jeunes Canadiens pour leur réussite au Canada et à l'étranger** /
University of Ottawa. Centre for International Policy Studies; University of Toronto. Munk School of Global Affairs. - Ottowa, Toronto: CIPS, MSGA, 2017. - 39 p.

Abstract: This report finds that only 11 per cent of Canadian undergraduate students study abroad during their degree. It calls for measures to increase the number of Canadian students studying abroad.
URL: http://goglobalcanada.ca/media/2017/10/Global_Education_Nov2017.pdf (English)
http://education-mondiale.ca/media/2017/10/E%CC%81ducation_Mondiale_Nov2017_v2.pdf (French)

Samfundsøkonomisk regnskab for internationale dimittender i Danmark / Universities Denmark. - Copenhagen: Universities Denmark, 2017. - 14 p.

Abstract: This analysis of the economic impact of international students in Denmark shows that the net contribution to the Danish economy of international students was DKK4 billion (537 million Euros) in 2007 - 11.
URL: https://dkuni.dk/wp-content/uploads/2017/11/samfundsokonomisk-regnskab-for-internationale-dimittender.pdf

The economic impact of international students in Wales / Universities Wales. - Cardiff: Universities Wales, 2017. - 35 p.

Abstract: This report is based on an analysis of international students (including both EU and non-EU students) studying

at the 8 universities in Wales during the academic and financial year 2015/16. There were 22,190 international students in Wales in 2015/16 - 25% from EU, 75% from outside the EU. This comprises 17% of the total 128,670 students in Wales. The expenditure of international students and their visitors generated £716m of Welsh output across Wales.
URL: http://www.uniswales.ac.uk/wp/media/Unis-Wales-international-student-research.pdf

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Making sense of scientific mobility: How Italian scientists look back on their trajectories of mobility in the EU / Chantal Saint-Blancat / International Association of Universities [IAU]. - **In:** Higher Education Policy, v. 31, no. 1, pp. 37-54, March 2018
ISSN 0952-8733. - Online ISSN 1740-3863
Abstract: The scientific brain drain issue in Italy has been attracting the public's attention since the 1990s. This article examines individual biographies to identify motives behind scientific mobility and how scientists interpret their experience. Drawing on 83 in-depth interviews conducted with Italian scientists working in Europe (mainly mathematicians, engineers and physicists), and on the results of a subsequent survey based on computer-assisted web interviewing (528 respondents), we find a complex mix of pull and push factors characterizing the scientists' reasons for going abroad; and most of our sample would not classify their experience in the brain drain category. We also discuss these scientists' professional and academic links with Italy, and their propensity to return. The authors note that the findings add complexity to the existing theory on brain drain and brain circulation.
URL: https://link.springer.com/article/10.1057/s41307-017-0042-z
Open access to article available via link for IAU Members using login codes

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Still the main show in town? Assessing political saliency of the Bologna Process across time and space / Martina Vukasovic, Jens Jungblut, Mari Elken / Society for Research into Higher Education [SRHE][UK]. - **In:** Studies in higher education, v. 42, no. 8, pp. 1421-1436, August - September 2017
ISSN 0307-5079. - Online ISSN 1470-174X
Abstract: This study investigates the changes in the size and rank of delegations of national governments and European stakeholder organizations to the Bologna ministerial conferences in order to assess Bologna's political saliency in relation to (1) a more concrete interest in the actual European policy preferences for higher education and (2) an interest in the symbolic aspect of European policy coordination in higher education. The results suggest that the Bologna Process is primarily losing political appeal for the national governments of European Union (EU) members, while for the EU candidates and potential members as well as for the European stakeholder organizations it remains politically salient.

Latin America and the Caribbean

Estudiantes extranjeros en educación superior en Chile / Chile. Ministerio de Educación. - Santiago: Ministerio de Educación, 2017. - 38 p.
Abstract: This report on international students in Chile shows that 76.5% of international students come from South America followed by Central America (6.7%) and Europe (3.6%).
URL:
http://www.mifuturo.cl/images/Estudios/Estudios_SIES_DIVESUP/estudiantes%20extranjeros%20en%20educacion%20superior%20en%20chile_matricula%202016_sies.pdf

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Stretching the academic harness: knowledge construction in the process of academic mobility in Chile / Ana Luisa Muñoz García, Roxanna Chiappa. - **In:** Globalisation, Societies and Education, v. 15, no. 5, pp. 635-647, October 2017
ISSN 1476-7724. - Online ISSN 1476-7732
Abstract: This article, analyses the impact of academic mobility on the construction of knowledge for Chilean scholars who have studied abroad. The authors conducted 41 semi-structured interviews with Chilean-born scholars in the social sciences and humanities, who accepted jobs at national research universities in Chile after receiving their doctorates abroad. Findings show that international academic mobility allowed these participants to question legitimised ways of doing knowledge, where they can stretch the academic harness that increasingly rules their knowledge construction. The authors conclude that the knowledge construction process is neither linear nor unidimensional and it occurs as a rhizomatic process in a multidimensional space.

Higher Education and Research for Sustainable Development

A Statement on climate change and education / InterAcademy Partnership [IAP]. - Trieste, Italy: IAP, 2017. - 4 p.
Abstract: This Statement on Climate Change and Education was released at the One Planet Summit which took place in December 2017 in Paris, France. The Statement lays out a series of recommendations on how effective climate change education can be promoted in schools and universities.
URL: http://www.academie-sciences.fr/pdf/rapport/IAP_111217_gb.pdf

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Designing an Africa-EU research and innovation collaboration platform on climate change / A. Tostensen, J. Monteverde Haakonsen, M. Hughes, J. A. Haselip, C. Larsen. - CAAST-Net Plus, 2016. - 25 p.
Abstract: This report is a blueprint for joining up academia, business, civil society, and government in a dedicated platform for improving, for enhancing, and for strengthening the coordination and funding of Africa-EU research and innovation on climate change. The authors show our accumulated findings and recommendations about the research gaps, cooperation constraints and potential solutions in this domain, which were obtained through a research study and through four multi-stakeholder consultation workshops. The platform design proposition, which is based on these findings and recommendations, is expected to confront barriers obstructing joint Africa-EU actions on climate change mitigation, which vary, from capacity issues, to uptake issues, to access to funding.
URL: https://caast-net-plus.org/object/document/1523/attach/TheBergenReport_V6_[WEB_.pdf

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The quality factor: strengthening national data to monitor Sustainable Development Goal 4 / UNESCO Institute for Statistics [Canada]. - Montreal: UIS, 2017. - 65 p.
ISBN 978-92-9189-217-4
Abstract: This report presents a comprehensive strategy and framework to improve the quality of data needed to implement and monitor progress towards the SDG 4 - Education 2030 Agenda. It showcases a concrete set of tools designed to help countries strengthen each stage of their national education statistical systems – from diagnostic tools to evaluate data availability and quality to the frameworks and guidelines needed to initiate a national strategy for the development of education statistics that directly responds to policy priorities.
URL: http://uis.unesco.org/sites/default/files/documents/quality-factor-strengthening-national-data-2017-en.pdf

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Universities, inclusive development and social innovation: an international perspective / Claes,Göransson, Bo,Carvalho de Mello, Jose Manoel Brundenius, Eds.. - Springer International Publishing, 2017. - 405 p.
Abstract: This book details the importance of inclusive development and inclusive innovation on economic growth and demonstrate the ways in which universities can be pioneers in this area through initiatives in social responsibility and social innovation. It features the results of research performed by eleven research groups from UniDev country communities presenting in-depth and comparative case studies from universities around the world.
Contents: Challenges of Rising Inequalities and the Quest for Inclusive and Sustainable Development (Brundenius, Claes); Inclusive Knowledge Policies When Ladders for Development Are Gone: Some Considerations on the Potential Role of Universities (Arocena, Rodrigo et al.); Social Development as an Academic Mission of Brazilian Universities: Public Policies and the Case of the Federal University of Rio de Janeiro (Renault, Thiago Borges et al.); Universities and Inclusive Development in Bolivia (Aguirre-Bastos, Carlos); Universities, Inclusive Development, and Social Innovation: Does That Debate Matter in Cuba? (Jover, Jorge Núñez et al.); Beyond Revolution and Actualization: The Potential for Social Innovation in Cuba's Non-state Enterprise Sector (Voltan, Annika et al.); Fostering the Developmental Role of the University in Uruguay (Arocena, Rodrigo); Universities and Innovation in Tanzania: Social or Commercial? (Diyamett, Bitrina et al.); Engaged Universities and Inclusive Development: Grappling with New Policy Directions in South Africa (Kruss, Glenda); Universities and Inclusive Innovation for Development: Concepts and Practices in Vietnam (Ngoc, Ca Tran); Universities as Actors of Inclusive Development in Russia (Gokhberg, Leonid et al.); Investigating Social Inclusiveness of Universities in Latvia: Policy Discourse and University Practices (Adamsone-Fiskovica, Anda); Role of Universities for Inclusive Development and Social Innovation: Experiences from Sweden (Göransson, Bo); Role of Universities for Inclusive Development and Social Innovation: Experiences from Denmark (Gregersen, Birgitte); Universities and Inclusiveness: An Overview (Brundenius, Claes).

Agenda setting in multilateral contexts: the example of the Decade of Education for Sustainable Development / Sugata Sumida. - **In:** Globalisation, Societies and Education, v. 15, no. 4, pp. 381-396, August 2017

Abstract: A number of papers have focused on UN policy formulation processes, but little is known about how particular issues come to policy-makers' attention in the first place. This very early stage of policy formulation, called agenda setting, remains under-researched and more so in multilateral contexts. Applying Kingdon's multiple streams model to the example of the Decade of Education for Sustainable Development (DESD), this study analyses the trajectory of the policy from being just an idea to the point of being placed on the UN agenda. This paper goes on to argue that there are three conditions that supported the successful trajectory of DESD: a funding-backed policy entrepreneur, policy oligopoly, and a highly predictable policy window. Its theoretical contribution is to fill the gap between current studies and theories by presenting an analysis of one policy in a multilateral context.

Assessing graduate sustainability capability post-degree completion: why is it important and what are the challenges? / Orana Sandri, Sarah Holdsworth, Ian Thomas. - **In:** International Journal of Sustainability in Higher Education, v. 19, no. 1, 2017
Abstract: This paper explores the nature of sustainability capabilities and reviews existing approaches to post-degree sustainability capability assessment. The assessment and application of capability in graduates' professional contexts are an important part of closing the loop between learning and teaching in higher education and professional application of this learning.

Educating academic staff to reorient curricula in ESD / Michele Biasutti, Vassilios Makrakis, Eleonora Concina, Sara Frate. - **In:** International Journal of Sustainability in Higher Education, v. 19, no. 1, pp. 179-196, 2017
Abstract: This paper presents a professional development experience for higher education academic staff within the framework of within the framework of the Reorient University Curricula to Address Sustainability (RUCAS) project funded by the European Commission. Participants were academic staff (three males and five females) from two Jordanian universities who had been involved in the RUCAS activities. A qualitative approach was used to examine perceived professional development. Focus groups were conducted with the academic staff who participated in the project. The results provided evidence that revising their curricula offered the participants an opportunity to discuss different principles, teaching methods, didactic processes and practices in Education for Sustainable Development (ESD). Several strategies emerged during curricula revision such as a positive attitude towards meta-cognitive strategies and a goal-oriented approach to curriculum planning. Moreover, the project induced the academic staff to reconsider their teaching methods.

Higher education institutions: a strategy towards sustainability / Fabricio Casarejos, Mauricio Nogueira Frota, Laura Morten Gustavson. - **In:** International Journal of Sustainability in Higher Education, v. 18, no. 7, 2017
Abstract: This paper aims is to guide higher education institutions (HEIs) in accomplishing sustainability goals while strengthening their associated systems and processes. It proposes a conceptual framework for modeling the HEI organisational environment; a set of strategic sustainability actions to drive movements toward sustainability; and an assessment scheme incorporating four indices to measure the degree of commitment, parity, difficulty and institutional performance throughout the implementation process of the actions proposed.
Development of the work included a literature review focused on internationally established concepts, recommendations and guidelines aimed at driving HEIs to fully acknowledge the principles of sustainable development, a study of the state-of-the-art evaluation frameworks for sustainability and an analysis of scientific studies on sustainability in HEIs and society. The overall approach proposed proved to be robust, as it synthesizes global concepts, recommendations and guidelines endorsed by key international organizations and researchers thoroughly discussed in worldwide publications related to sustainability. Moreover, the conceptual framework for modeling the HEI organizational environment, the strategic sustainability actions formulated and the assessment scheme are confirmed to be a practical and realistic strategy for assisting HEIs to effectively achieve their sustainability targets and goals.

How transformational learning promotes caring, consultation and creativity, and ultimately contributes to sustainable development: lessons from the Partnership for Education and Research about Responsible Living (PERL) network / Victoria Wyszynski Thoresen / UNESCO Institute for Lifelong Learning. - **In:** International Review of Education, v. 63, no. 6, pp. 915-934, 2017

Abstract: This article examines three learning approaches developed by the network of the Partnership for Education and Research about Responsible Living (PERL). These approaches are structured around core elements of transformative learning for sustainable development, yet focus particularly on the ability to care, consult with others and be creative. They seem to depend on the learners' ability to articulate their perceptions of sustainable development in relation to their own values and to identify how these are actualised in their daily life. Together with other core elements of transformative learning, an almost magical (not precisely measurable) synergy then emerges. The intensity of this synergy appears to be directly related to the individual learner's understanding of the contradictions, interlinkages and interdependencies of modern society. The impact of this synergy seems to be concurrent with the extent to which the learner engages in a continual learning process with those with whom he/she has contact. The findings of this study suggest that mainstreaming transformational learning for sustainable development in ways that release the "magic synergy of creative caring" can result in the emergence of individuals who are willing and able to move from "business as usual" towards more socially just, economically equitable, and environmentally sensitive behaviour.

Sustainable development policies as indicators and pre-conditions for sustainability efforts at universities: fact or fiction? / Walter Leal Filho, Luciana Londero Brandli, Deisi Becker, et al. - **In:** International Journal of Sustainability in Higher Education, no. 19, no. 1, pp. 85-113, 2017
Abstract: This article details the results of a surveys of 35 universities in seven countries - Brazil, Germany, Greece, Portugal, South Africa and the UK and the USA - to ascertain the extent to which universities that are active in the field of sustainable development have formal policies on sustainable development, and whether such policies are a pre-condition for successful sustainability efforts. A mixed-methods approach was used, including document analysis, website analysis, questionnaires and interviews. Although only 60 per cent of the sampled universities had a policy that specifically addressed SD, this cannot be regarded as an indicator that the remaining 40 per cent are not engaged with substantial actions that address SD. Indeed, all of the universities in the sample, regardless of the existence of a SD formal policy, demonstrated engagement with environmental sustainability policies or procedures in some form or another.

Africa

Promoting sustainable development implementation in higher education: universities in South Africa / Bankole Awuzie, Fidelis Emuze. - **In:** International Journal of Sustainability in Higher Education, v. 18, no. 7, pp. 1176 - 1190, 2017
Abstract: This study aims to review the zeal exhibited by universities in South Africa towards aligning institutional mandates of teaching, learning, research and community engagement to the sustainable development (SD) agenda. The implementation of the SD agenda across higher education institutions (HEIs) continues to draw attention from the wider society. This is because HEIs are increasingly being looked up to for leadership in this regard. However, although several studies are quick to identify various factors which have driven the adoption of sustainable practices in HEIs, the paucity of studies seeking to identify the drivers for SD implementation remains glaring. This is particularly so in developing countries like South Africa. To confirm the exploratory data from desktop study on public university engagement with sustainability in South Africa, a single case study was conducted in the Central University of Technology (CUT). The single case study design adopted semi-structured interviews and document reviews as data collection techniques. Purposive snowballing sampling technique was strictly adhered to in the selection of interviewees. Interviewees were selected on the basis of their roles in the implementation of the CUT's sustainability agenda. Data from these interviews were analysed thematically using qualitative content analysis. Although a plethora of drivers were identified, there appeared to be a consensus between most of the interviewees that the quest for cost reduction remained the most significant driver for the viable implementation of the sustainability agenda at CUT.

Students' attitudes to solid waste management in a Nigerian university: implications for campus-based sustainability education / Ayodeji Peter Ifegbesan, Biodun Ogunyemi, Isaac T. Rampedi. - **In:** International Journal of Sustainability in Higher Education, v. 18, no. 7, pp. 1244-1262, 2017
Abstract: Waste management is a critical element of the campus sustainability in which Nigerian universities are yet to actively participate. The purpose of this study was to investigate prevalent waste management practices and the disposition of undergraduate students in a Nigerian University. Data collection involved the use of a questionnaire, focus

group discussion and participative observation. Respondents consisted of 840 students drawn from four academic faculties of the university. Descriptive and inferential statistics were used to address the research questions raised to guide the investigation. The findings showed that indiscriminate littering, open dumping of waste, weedy and overgrown lawns, proliferation of power generating sets, uncollected refuse sites and defaced walls with postings were the major observed environmental challenges. Open burning of refuse was found to be the single most prevalent way of managing large volumes of waste generated on the university campus. Although the problems were widespread, only 40.5 per cent of the students expressed serious concern for the solid waste practices. Also, while the students were positively disposed to innovative ways of addressing the challenge of waste management in the university, there were significant differences in students' awareness and disposition according to sex, age, academic level and faculties.

Asia and the Pacific

Developing pro-environmental behaviour: ecotourism fieldtrip and experiences / Ding Hooi Ting, Charles Fang Chin Cheng. - **In:** International Journal of Sustainability in Higher Education, v. 18, no. 7, pp. 1212-1229, 2017
Abstract: This study aims to assess the effectiveness of a student participatory approach and assessment to achieve an environmentally friendly behaviour and change strategy. A participatory and experiential case study of ecotourism experiential learning and assessment was carried out using a sample of 100 higher education students at a university in Malaysia. The findings suggest that students' participations through the development, implementation and maintenance of nature-based experiences, combined with professional guides in educating students about sustainable practices has significant and positive effects on pro-environmental behaviour (PEB). The study also reveals that social-psychological constructs (except environmental awareness) and socio-demographic variables account for variances in PEB intentions.

Low factual understanding and high anxiety about climate warming impedes university students to become sustainability stewards: an Australian case study / Sebastian Pfautsch, Tonia Gray. - **In:** International Journal of Sustainability in Higher Education, v. 18, no. 7, pp. 1157-1175, 2017
Abstract: This study, from a University in Australia, aims to assess the disposition of students towards climate warming (CW) – a key component of sustainability. An online survey, split into three parts, was used to deliver benchmark data on (I) personal information, (II) factual knowledge and (III) sentiments related to CW. The results indicated that gender and age of students significantly influenced their perception of CW. While self-rated understanding of CW was generally high, factual knowledge about CW was low. Few students recognised that CW was already under way, and that it was mainly caused by human activity. The most prominent emotions were fear, sadness and anger, foretelling widespread disempowerment and fear for the future.
URL: http://www.emeraldinsight.com/doi/full/10.1108/IJSHE-09-2016-0179

Social learning as a key factor in sustainability transitions: the case of Okayama City / Robert J. Didham, Paul Ofei-Manu, Masaaki Nagareo / UNESCO Institute for Lifelong Learning. - **In:** International Review of Education, v. 63, no. 6, pp. 829-846, 2017
Abstract: The Okayama Education for Sustainable Development (ESD) Project is an ongoing initiative in Okayama City, Japan, established in 2005 by the Regional Centre of Expertise (RCE) Okayama and the Okayama Municipal Government with the aim "to create a community where people learn, think and act together towards realising a sustainable society". With a diverse participant base of over 240 organisations - including community learning centres (kominkans), schools, universities and non-governmental organisations (NGOs) - this initiative has administered numerous programmes. It engaged a large and diverse group of citizens from Okayama City in exploring sustainability issues through collective discussion, envisioning and practice with the aim of living more sustainable lives. The decade-long experience of the Okayama ESD Project has gained international attention, and the "Okayama Model" is considered an inspiring example of community-based ESD due to the positive changes it has supported. The conditions for creating an effective learning community are investigated, while the practical actions taken are examined in relation to creating an effective social learning process. Finally, this article presents the important role which social learning has played in Okayama City's transition to sustainability and identifies the key efforts made to address and link each of these elements of social learning into a dynamic cycle.

Variation of greenness across China's universities: motivations and resources / Wanxia Zhao, Yonghua Zou. - **In:** International Journal of Sustainability in Higher Education, v. 19, no. 1, pp. 48-66, 2017

Abstract: This study examines cross-institutional variation in university greenness in China and analyses its underlying dynamics. It constructs a University Greenness Index (UGI) and conducts multivariate regression. The study finds variation within two dimensions; in the vertical dimension, top-tier universities have significantly higher UGIs than tier-2 universities, and in the horizontal dimension (type of university) agricultural and forest, engineering and technology and generalist universities have significantly higher UGIs than other specialist universities. The dynamics underlying the greenness variation lies in different universities' motivations and resources, which are associated with China's higher education administrative system, especially the mechanism by which funding is allocated. The authors note limitations to their internet-search-based greenness index. First, there is a gap between green information communication and real green achievement. Second, this research may be difficult to apply to other countries, because of the specific characteristics of China's higher education system.

Europe and North America

Sustainable communities: university-community partnership research on social dimensions of sustainable development / Carolyn Kagan, Rebecca Lawthom, Ornette Clennon, Jenny Fisher, John Diamond, Katy Goldstraw. - **In:** Sustainable Development Research at Universities in the United Kingdom. - Springer, Cham, 2017. - pp 245-262

Abstract: This paper examines the role that university research can play in sustainable development at the level of community. The methodological approach is action research undertaken in collaboration with voluntary and community organisations, addressing their needs and including high levels of participation. An outline of the nature of sustainable communities and engaged university research, is followed by case examples of five collaborative research projects, each generating different types of qualitative data, which inform sustainable development of communities in diverse ways. The studies indicate that university-community partnerships can provide understanding of the challenges facing people in communities; encourage innovative local action for sustainability; and contribute to policy development at different levels. They do this via the creation of ecological 'edges'. The challenges facing universities doing this kind of research are highlighted.

A holistic approach to delivering sustainable design education in civil engineering / Chandra Mouli Vemury, Oliver Heidrich, Neil Thorpe, Tracey Crosbie. - **In:** International Journal of Sustainability in Higher Education, v. 19, no. 1, pp. 197-216, 2017

Abstract: This paper provides results of implementing sustainable design education (SDE) to second-year undergraduate students on civil engineering programmes in a university in the north of England. The research takes an action-based approach to the development of a teaching and assessment model centered on problem- and project-based learning in a real-world context. Because of the use of a design brief, which addressed a practical infrastructure problem encountered by regional communities, the academic team were able to make arguments related to the three pillars of sustainability more accessible to the students. This suggests that pedagogical instruments based on problem- and project-based learning strategies are effective in delivering SDE. The authors found that the successful delivery of SDE requires commitment from the senior management teams leading individual departments as well as commitments embedded in the high-level strategies of Higher Education institutions. In addition, some students need extra support from the teaching staff if their engagement through SDE is to be successful.

Ecological regional analysis applied to campus sustainability performance / Shana Weber, Julie Newman, Adam Hill. - **In:** International Journal of Sustainability in Higher Education, v. 18, no. 7, pp. 974-994, 2017

Abstract: This paper demonstrates an ecoregions-based analytical approach to evaluating sustainability performance in higher education institutiotns. Four sustainability metrics across 300 North American institutions are analyzed between 2005 and 2014. The study applies two established regional frameworks to group and assess the institutions: Commission on Environmental Cooperation Ecoregions and WaterStat (water scarcity status). Assessment of significant differences between the groupings of institutions as compared to the North American study population as a whole were carried out. The results indicate that all institutions perform statistically uniformly for most variables when grouped at the broadest (Level I) ecoregional scale. One exception is the Marine West Coast Forest ecoregion where institutions outperformed the North American average for several variables. Only when institutions are grouped at a smaller scale of (Level III)

ecoregions do the majority of significant performance patterns emerge.

Enhancing climate change adaptation: strategies for community engagement and university-community partnerships / James S. Gruber, Jason L. Rhoades, Michael Simpson, Michael Stack, Leslie Yetka, Robert Wood. - **In:** Journal of Environmental Studies and Sciences, v. 7, no., pp 10-24, March 2017

Abstract: This paper discusses current opportunities for universities to partner with local governments and NGOs to support local level adaptation to climate change and a proposed ten-stage model which delineates the key stages of a collaborative climate change adaptation process. The findings and recommendations are based upon two case studies of recently completed regional climate change adaptation projects in New Hampshire and Minnesota, USA. These recommendations are also informed by previous research on effective community-based natural resource management programs and the role of building local community capital to support ongoing adaptation efforts. Key findings include the identification of relevant and significant roles for higher education that are supportive of local climate change adaptation efforts. These roles include, but are not limited to, conducting applied climate change research, assessment of current conditions and the risks from severe weather events, translating science for lay audience and local decision makers, disseminating local-scaled climate information, providing technical support for multisector collaborative planning efforts, and evaluating the effectiveness of local adaptation actions. Both case study sites found that the involvement of higher education in local climate change adaption efforts raises the legitimacy of the process.

How education for sustainable development is implemented in Germany: looking through the lens of educational governance theory / Inka Bormann, Jutta Nikel / UNESCO Institute for Lifelong Learning. - **In:** International Review of Education, v. 63, no. 6, pp. 793-809, 2017

Abstract: The authors of this article address the implementation process of ESD in Germany during the UN Decade (2005–2014). By undertaking a meta-analysis of the findings of four related sub-studies they carried out during a three-year project funded by the German Federal Ministry of Education and Research, the authors contribute to the understanding of the process of transferring the concept of ESD within a multi-level education system. They investigated this process at two levels – the federal state (a sub-national entity in Germany) and the communal level. Drawing on educational governance theory, the authors unveil principles, norms, rules and procedures in the coordination of action within constellations of heterogeneous actors contributing to the implementation of ESD in their social entities. The outcome of the meta-analysis describes an emerging governance regime in ESD, taking into consideration the following features impacting the coordination of action being carried out by the actors involved: (1) the understanding of the normative concept of ESD as content of negotiation; (2) the perceived opportunity for actors to gain and increase appreciation within the field of ESD as an incentive for and driver of engagement; and (3) the dynamic quality of the set-up, rules and principles of the coordination of action, which renders these subject to situative changes. In the final part of the paper, the findings are discussed from the perspectives of the theory of transfer and the current empirical basis of ESD policy and governance.

Mapping a sustainable future: community learning in dialogue at the science-society interface / Matthias Barth, Daniel J. Lang, Philip Luthardt, Ulli Vilsmaier / UNESCO Institute for Lifelong Learning. - **In:** International Review of Education, v. 63, no. 6, pp. 811-828, 2017

Abstract: In 2015, the German Federal Ministry of Education and Research (BMBF) announced that the Science Year 2015 would focus on the "City of the Future". It called for innovative projects from cities and communities in Germany dedicated to exploring future options and scenarios for sustainable development. Among the successful respondents was the city of Lüneburg, located in the north of Germany, which was awarded funding to establish a community learning project to envision a sustainable future ("City of the Future Lüneburg 2030+"). What made Lüneburg's approach unique was that the city itself initiated the project collaboratively with Leuphana University and an umbrella NGO that works in sustainable development. The authors of this article use the project as a blueprint for sustainable city development. They report on the process and outcomes of the project and investigate community learning processes amongst different stakeholders as an opportunity for transformative social learning..

The implementation of sustainability practices in Portuguese higher education institutions / Ana Marta Aleixo, Ulisses Azeiteiro, Susana Leal. - **In:** International Journal of Sustainability in Higher Education, v. 19, no. 1, pp. 146-178, 2017

Abstract: This paper examines the implementation of sustainability development (SD) in Portuguese higher education institutions (HEIs). A questionnaire was developed to measure the level of implementation of SD practices in HEIs as well as the number of rankings, certifications and declarations of these institutions. The questionnaire was sent by e-mail to all rectors, presidents, directors of faculties, departments and schools of Portuguese universities and polytechnics. A sample of 53 leaders was obtained. Portuguese HEIs are mainly engaged in the social dimension of sustainability. The economic dimension emerges in second place and the institutional in third; the environmental dimension is the least developed. Except for a few specific topics (e.g. related to research on SD, and the offer of degree courses in SD), there are no significant differences between universities and polytechnics in the implementation of SD practices. Only 11 per cent of HEIs are innovators in the implementation of SD practices, and a majority of HEIs have implemented less than 34 per cent of the SD practices studied.

The "carbon-neutral university": a study from Germany / Erica Udas, Monique Wölk, Martin Wilmking. - **In:** International Journal of Sustainability in Higher Education, v. 19, no. 1, pp. 130-145, 2017

Abstract: This paper presents a case study from a pilot project implemented by a university in Germany on its way towards a "carbon-neutral university". The purpose of this paper is to share an institutional process targeting a gradual transformation towards achieving carbon neutrality. To achieve carbon neutrality, three major transformative strategies were adopted: carbon reduction, carbon offsetting and mainstreaming sustainable actions via teaching and research. A locally adaptable institutional framework on sustainability was successfully developed to: promote changes in daily operations, implement interdisciplinary research, incorporate sustainability into teaching and education and enhance outreach programs. Strong commitment from all stakeholders resulted in reduction of the university's carbon footprint from 8,985 to 4,167 tCO2e year^{-1}. Further, the unavoidable emissions could be locally offset through enhanced carbon sequestration on the university-owned forests.

Universities and smart specialisation strategy: from third mission to sustainable development co-creation / Chiara Rinaldi, Alessio Cavicchi, Francesca Spigarelli, Luigi Lacchè, Arthur Rubens. - **In:** International Journal of Sustainability in Higher Education, v. 19, no. 1, pp. 67-84, 2017

Abstract: The paper analyses the emerging role of Social Sciences and Humanities (SSH) universities in contemporary society via third- and fourth-mission activities, particularly in developing and enhancing capacities, supporting the changing conception of innovation coherently through a Smart Specialisation Strategy (S3) approach. The case study presents third- and fourth-mission activities carried out by the University of Macerata (Italy). The activities are framed according to the roles universities could have in supporting S3. the results show that universities can play different and broader roles (generative, absorptive, collaborative and leadership) within third- and fourth-mission activities, which could support regions in designing and implementing S3.

Latin America and the Caribbean

Strategies to promote sustainability in higher education institutions: a case study of a federal institute of higher education in Brazil / Issa Ibrahim Berchin, Vanessa dos Santos Grando, Gabriela Almeida Marcon, Louise Corseuil, José Baltazar Salgueirinho Osório de Andrade Guerra. - **In:** International Journal of Sustainability in Higher Education, v. 10, no. 7, pp. 1018 - 1038, 2017

Abstract: The research was based on a scientific literature review on sustainability in HEIs, to identify the actions for sustainability in these institutions; and a case study of a federal institute of higher education in Brazil, to illustrate how these actions are being implemented by HEIs. Concerns about sustainability, prompted by the Brazilian federal legislature, led federal HEI to change its internal processes, infrastructure and organizational culture toward sustainability. The findings presented in this study, more specifically the sustainability plan of the Federal Institute for Education, Science and Technology of Santa Catarina, aligned with the recommendations proposed, can be used and replicated in other HEIs.

Values-based Leadership

International mapping of tertiary education leadership training programs : analytical report / International Association of Universities [IAU] . - Paris : IAU, 2017 . - 13 p.

Abstract : Around the world, there is a growing number of professional development and training programs offered to help strengthen tertiary education leadership. The International Association of Universities (IAU), itself offering a leadership program since 2016, undertook research in 2017 with the support of the World Bank to identify and produce an initial mapping of programs that are on offer around the world. The report details the results which are organised according to target audience, duration, delivery mode, location, tuition fee and credential offered, and pinpoints gaps that may need to be filled in the future.

URL : https://iau-aiu.net/IMG/pdf/analytical_report_-_iau_international_mapping_of_tertiarty_education_leadership_training_programs.pdf

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State of play: higher education management training schemes in the field of development cooperation / Laura E. Rumbley, Hélène Bernot Ullerö, Edward Choi, Ayenachew Aseffa Woldegiorgis, Hans De Wit, Philip G. Altbach / Boston College [USA]. Center for International Higher Education [CIHE]. - Chestnut Hill: CIHE, 2017. - 76 p. (CIHE Perspectives, no. 7)

Abstract: This research responds to a call made by the German Academic Exchange Service (DAAD) and the German Rectors' Conference (HRK). The study produced two key outputs. The first is a global inventory of HE management training programmes which identifies the major players active in higher education training in international development cooperation. The second output provides deeper insight into the complexity of profiles and activities demonstrated by a subset of the training providers. This report focuses on the type of management training schemes offered; the effectiveness and impact of these programmes; and the major challenges and opportunities ahead for higher education training in international development cooperation.

Classmark: INT-42 CIHE

URL: https://www.bc.edu/content/dam/files/research_sites/cihe/pubs/CIHE%20Perspective/CIHE%20Perspectives%207_26NOV2017.pdf

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Africa

Institutional governance and management systems in Sub-Saharan Africa higher education: developments and challenges in a Ghanaian Research University / James B. Abugre. - **In:** Higher Education, v. 75, no. 2, pp. 323–339, February 2018

Abstract: This article presents the results of a qualitative study based on interviews of deans, directors and heads of Department of the University of Ghana, to discover unexplored issues that affect the universities in developing countries. The study identifies weakness in institutional policies and infrastructure deficiency of higher education in Ghana as key challenging factors. Findings also show congestion of students in academic facilities of learning, teaching overloads and lack of research facilities as key factors hampering academic development in higher education. Based on their results, the authors advocate for the development of policies that take into account the institutional realities in higher education. Governmental policies aimed at enhancing higher education in developing economies must first improve the existing institutional set up for their chance of success. [Abstract adapted from publisher]

Europe and North America

The impact of leadership and leadership development in higher education: a review of the literature and evidence / Sue Dopson, Ewan Ferlie, Gerry McGivern, Michael D. Fischer, Jean Ledger, Sonja Behrens, Sarah Wilson. - London: Leadership Foundation for Higher Education, 2016. - 66 p. (Research and Development Series)

Abstract: This report provides new insights on what is known about the impact and outcomes from leadership interventions; the conceptual underpinnings of leadership development research in higher education; and critical discussion of the emerging issues from other sectors and internationally. Finally it generates propositions for a development and research agenda to be taken forward by the sector.

Focusing the kaleidoscope: exploring distributed leadership in an English university / Alan Floyd, Dilly Fung / Society for Research into Higher Education [SRHE][UK]. - **In:** Studies in higher education, v. 42, no. 8, pp. 1488-1503, August - September 2017

Abstract: In the UK and elsewhere, the idea of 'distributing leadership' in universities is becoming more popular. Yet, there is surprisingly little research on this topic. This paper reports on a funded study which explored how one institution had implemented a newly conceived 'distributed' leadership model, specifically to investigate the impact of the model on the academics who had taken on the new leadership positions within the university. The study adopted an exploratory, sequential mixed methods design with in-depth interviews (n = 30) being undertaken first, followed by an online survey (n = 177). The findings suggest that the challenge of 'distributed leadership' in universities is complex on a number of levels: the plurality of the institutional mission; the diversity of possible leadership/management roles; the challenge of effective communication; and the effects of traditional academic values and identities, which may support but may also be antithetical to the strategic direction of the institution.

Leadership for team leaning: the case of university teacher teams / Mieke G. M. Koeslag-Kreunen, Marcel R. Van der Klink, Piet Van den Bossche, Wim H. Gijselaers. - **In:** Higher Education, v. 75, no. 2, pp. 191-207, February 2018

Abstract: The study explores university teacher team members' perceptions of team learning behavior, their assigned task, and leadership behaviors in their team. Interviews were conducted with 16 members of different teacher teams at a university of applied sciences in the Netherlands. Findings included that the vast majority of the team learning behaviors only involved sharing ideas; engaging in constructive conflicts and co-constructions was not observed. Only a few teams combined all three team learning behaviors. In these teams, members observed that existing methods and solutions were no longer adequate, with leaders appearing to combine transformational and transactional behaviors, but operating from a distance without actively interfering in the process. Furthermore, these team members shared leadership behaviors while focusing on the team as a whole, instead of solving problems at individual level. This strongly indicates that task perception and specific vertical and shared team leadership behaviors play a role in stimulating teachers in seeking controversy and co-constructing new knowledge.
URL: https://link.springer.com/article/10.1007/s10734-017-0126-0

Universities need leadership, academics need management: discursive tensions and voids in the deregulation of Swedish higher education legislation / Marianne Ekman, Monica Lindgren, Johann Packendorff. - **In:** Higher Education, v. 75, no. 2, pp. 299-321, February 2018

Abstract: As of 2011, there has been new legislation that frames Swedish universities as 'autonomous' and transfers most of the regulative responsibilities from the government level to university vice-chancellors. This article examines how tensions are handled in the promotion of New Public Management reforms and its consequences for higher education leadership. The authors analyse the discourse of the core documents leading up to the 2010 Riksdag decision to enact the proposed deregulation, and the subsequent evaluation undertaken by the social democratic government that took over in 2014. Based in this analysis, the authors suggest that the texts indeed draw upon notions of leadership and leaders as necessary for Swedish universities to survive and thrive in the future, but that the envisaged practice e of this 'strong leadership' can either be characterised as a discursive void or described in terms of de-personalised, instrumental managerial surveillance and control. [Abstract adapted from publisher]

Other themes

Academic teaching personnel

Les femmes dans le monde académique: perspectives comparatives / Rebecca Rogers, Pascale Molinier / Université Sorbonne Paris Cité. - Rennes, France: Presses universitaires de Rennes, 2016. - 226 p. (Essais)
ISBN 978-2-7535-5052-0

Abstract: Cet ouvrage rassemble des communications présentées lors d'un colloque qui s'est tenu en 2015 et avait pour thème la place des femmes (étudiantes et enseignantes-chercheuses) dans le monde universitaire. Le corpus de 14 textes, pluriel et riche, regroupe les contributions d'historiens, de sociologues ou encore de chercheuses et chercheurs en sciences de l'éducation. Les auteurs analysent la situation des femmes dans des universités (ou ensembles d'universités) en Haïti, en Suisse, en Côte d'Ivoire, en Allemagne, en France et encore au Québec. Les cadres de production des travaux présentés sont tout aussi variés (projet européen, groupe de recherche…), de même que les méthodes d'investigation employées (travail d'archives, entretiens, traitement de bases de données).

This book brings together papers presented at a conference held in 2015 on the place of women (students and researchers) in the academic world. The corpus of 14 texts, plural and rich, brings together the contributions of historians, sociologists and researchers in Educational Sciences. The authors analyse the situation of women in universities in Haiti, Switzerland, Côte d'Ivoire, Germany, France and Quebec. The types of research presented are varied (European project, research group, etc.), as are the methods of investigation used (archival work, interviews, databases).

Can the institutional 'self critical academic community' survive? / G. R. Evans. - **In:** Higher Education Review, v. 50, no. 1, pp. 89-106, Autumn 2017
ISSN 0018-1609

Abstract: This paper explores the meaning of 'the university" in contemporary UK policymaking. The author argues that the absence of a 'self-critical academic community' in new higher education institutions undermines their aspirations towards university status and the ability to award research degrees. The paper also examines the shifting nature of employment conditions and expected qualifications of staff working in higher education, with a parallel growth in short-term contracts and staff lacking a doctorate.

Policy misalignments and development challenges in the Cambodian academic profession: insights from public university lecturers / Vutha Ros, Anatoly Oleksiyenko / International Association of Universities [IAU]. - **In:** Higher Education Policy, v. 31, no. 1, pp 19-35, March 2018
ISSN 0952-8733. - Online ISSN 1740-3863

Abstract: Worldwide, markets challenge academics to keep their professional competency constantly improving. While in some countries governments, universities and individual scholars synergize their efforts to improve conditions for professional development, in others the stakeholders act in a chaotic and uncommitted manner. This paper examines the efforts of Cambodian policy-makers aimed at making structural alignments of interests, strategies, and resources at governmental and institutional levels in response to sporadic changes in academic labor markets. The qualitative research data shed light on a range of asynchronies generated by underinvestment in academic competence improvement and reliance on random actors that make choices in accordance with political circumstances, rather than professional norms. The Cambodian case stimulates thinking on what might be required to align national and institutional personnel policies and enhance opportunities for continued improvement of academic competence in a resource-deficient higher education system.
URL: https://link.springer.com/article/10.1057/s41307-017-0043-y
Open access to article available via link for IAU Members using login codes

Re-empowering academics in a corporate culture: an exploration of workload and performativity in a university / John Kenny. - **In:** Higher Education, v. 75, no. 2, pp. 365–380, February 2018
ISSN 0018-1560. - Online ISSN 1573-174X

Abstract: Neo-liberal reforms in higher education have resulted in corporate managerial practices in universities and a drive for efficiency and productivity in teaching and research. As a result, there has been an intensification of academic work, increased stress for academics and an emphasis on accountability and performativity in universities. The paper

proposes that while managerialism in modern universities is now the norm, corporate approaches have disempowered academics in their institutions and reduced productivity because they ignore the nature of academic work. The paper reports on a case study in an Australian university which explored the relationship between academic workload allocation and performance management policies and concludes that a more balanced power relationship is needed in which academics can have more influence over these key processes which control their work so they preserve the self-managed aspects of academic work and the intrinsic motivations driving their careers.

Research, teaching and performance evaluation in academia: the salience of quality / Society for Research into Higher Education [SRHE][UK]. - **In:** Studies in higher education, v. 42, no. 8, August - September 2017
ISSN 0307-5079. - Online ISSN 1470-174X

Abstract: Despite the dual nature of academics' work, teaching and research, career advancement usually chiefly depends on research performance. Warnings are beginning to emerge that current predominantly research-based performance evaluation systems may be detrimental to creativity and innovation in teaching. This paper investigates the substance of these warnings by revisiting the relationship between research performance and teaching quality. Using a large cross-disciplinary sample of academics within a research-oriented university in Slovenia, the authors found, consistent with prior evidence, that research productivity is not related to teaching quality, whereas research quality is positively related with teaching quality. These findings discount fears that research-based performance evaluation in academia may be detrimental to teaching quality.

The exploitation of academic work: women in teaching at Swedish universities / Petra Angervall, Dennis Beach / International Association of Universities [IAU]. - **In:** Higher Education Policy, v. 31, no. 1, pp. 1-17, March 2018
ISSN 0952-8733. - Online ISSN 1740-3863

Abstract: This study concerns some of the implications of the increasing commodification of the higher education sector. It tries to highlight how higher education institutions have developed in the late 2000s through the reform path that was introduced to transform programmes and employees into marketable products. New forms of governance that change institutional contexts and concrete practices accompany this change. Based on interviews with a group of female academic lecturers and teachers, the authors look in particular at how the work structure is organized and practised at Swedish universities. The results illustrate a greater division of labour and a fragmentation of academic work that can be explained by recent developments. More specifically, it appears as if female academics in teaching-intensive departments do work that serves the interests of others (often men), foremost in areas and practices such as research.
URL: https://link.springer.com/article/10.1057/s41307-017-0041-0
Open access to article available via link for IAU Members using login codes

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The research-teaching nexus from the Portuguese academics' perspective: a qualitative case study in a school of social sciences and humanities / Diana Farcas, Sónia Figueira Bernardes, Madalena Matos. - **In:** Higher Education, v. 74, no. 2, pp. 239-258, August 2017
ISSN 0018-1560. - Online ISSN 1573-174X

Abstract: This paper reports on a study conducted as part of an action-research project—INTEGRA I&E—aiming to promote the research and teaching (R&T) nexus at the School of Social Sciences and Humanities of a Research University in Lisbon, Portugal (Instituto Universitário de Lisboa, ISCTE-IUL). This study set out to investigate a multi-informant perspective of the academics' rhetoric (conceptions, perception of barriers/facilitators and consequences) concerning the nexus, which can be considered at different levels of the curricular and organizational structure. Focus groups were conducted with 26 professors and 8 researchers from six different disciplinary areas and, afterwards, recorded and transcribed. A content analysis was used to categorize and quantify participants' responses. Four themes emerged: practices linking R&T, barriers, facilitators and consequences of the nexus. Different levels of analysis were identified for each theme, namely, the level of ISCTE-IUL, Research Centers, Departments, Courses and Classes. Some disciplinary differences were also encountered. This study contributes with a multi-informant and multi-level perspective of academics' conceptions of the R&T nexus in a Portuguese research-oriented university.

What is required to develop career pathways for teaching academics? / Dawn Bennett, Lynne Roberts, Subramaniam Ananthram, Michelle Broughton. - **In:** Higher Education, v. 75, no. 2, pp. 271-286, February 2018
ISSN 0018-1560. - Online ISSN 1573-174X

Abstract: This article reports from an Australian university-wide study that responded to the introduction of teaching academic roles during a major restructure of academic staff. Thirteen focus groups involving 115 academic staff employed in a range of roles were held approximately 12 months after teaching academic roles were introduced. In

conveying the results, the authors report on the teaching academic experience, highlighting the perceived low value of the teaching academic (TA) role and confusion about what the role entails. The authors then focus on teaching academic career pathways. The findings highlight the uncertainty surrounding career paths for teaching academics, who noted the absence of career or promotion scripts. Respondents noted also an absence of role models within the professoriate. They expressed widespread concerns about developing the traditional academic skill set required to transition between roles and institutions, with many TAs finding themselves in boundaried careers with an uncertain future. The construct of career or promotion scripts is used to examine multiple perceptions of career pathways for teaching academics. The findings highlight the importance of systematic change management processes when new academic roles are introduced within the context of university-wide academic restructure, and the critical role of human resources in designing and implementing the same.

Access and success in Higher Education

Measuring gender equality in science and engineering: the SAGA toolkit / UNESCO. - Paris: UNESCO, 2017. - 88 p. (Working paper, 2)
ISBN 978-9-23100248-9
Abstract: This publication is part of a series of tools to integrate, monitor and evaluate gender equality in Science, Technology, Engineering and Mathematics (STEM). The publication was developed as part of the STEM and Gender Advancement (SAGA) project which aims to contribute to reducing the gender gap in STEM fields internationally at all levels of education and research
URL: http://unesdoc.unesco.org/images/0025/002597/259766E.pdf

A university for the Arab minority in Israel: stake holders' perceptions and proposed models / Khalid Arar, Yonis Abu El-Hija / International Association of Universities [IAU]. - **In:** Higher Education Policy, v. 31, no. 1, pp 75-96, March 2018
ISSN 0952-8733. - Online ISSN 1740-3863
Abstract: For decades Arab citizens of Israel have repeatedly proposed the establishment of an Arab university in Israel. Although Arab students increasingly study in Israel's higher education institutions, Arab candidates still face obstacles in access to Israel's universities, especially to prestigious faculties such as medicine and many turn to pursue their higher education abroad. Instruction in these universities is in Hebrew, and the Arab national narrative and cultural heritage are generally ignored. In other world states, ethnic minority colleges have successfully promoted the social, political and economic status of these minorities. This paper discusses findings from qualitative research, using in-depth interviews with Arab local government employees, Arab and Jewish academics and politicians to explore the extent of support for an Arab university in Israel and to elucidate arguments for and against this proposal. Conclusions indicate that like minority universities in other countries, an Arab university could meet particular needs of the Arab population in Israel and contribute significantly to the state's academic excellence and economy.
URL: https://link.springer.com/article/10.1057/s41307-017-0040-1
Open access to article available via link for IAU Members using login codes

Admission path, family structure and outcomes in Ghana's public universities: evidence from KNUST students enrolled in the social sciences / Hadrat Yusif, Grace Ofori-Abebrese. - **In:** Higher Education, v. 74, no. 6, pp. 1069-1089, December 2017
ISSN 0018-1560. - Online ISSN 1573-174X
Abstract: At the Kwame Nkrumah University of Science and Technology (KNUST) in Ghana, there are now five main admission paths, comprising regular, mature, fee paying, less endowed, and protocol/staff admissions. The number of dropouts and fails has risen steeply, for example, at the end of the 2013/2014 academic year, roughly 22.11% of the 1239 students were either withdrawn or repeated at the Faculty of Social Sciences due to non-performance. This paper examines the impact of the admission path and family structure on university students' academic outcomes. Individual-level data on 1000 students enrolled at the Faculty of Social Sciences in the university was analysed. The results indicated that the regular and mature admission paths have a positive impact on performance whilst the fee-paying admission path has a significant negative influence on academic performance. It was also found that the family structure (living with the father and mother and the mother only) has a significant positive influence on performance. The study recommended that lecturers should be motivated to conduct additional classes for academically weak students and that Counselling units should also identify students who experienced disruption in home life and raise their aspirations.

Expansion of higher education and consequences for social inequality (the case of Russia) / David L. Konstantinovskiy. - **In:** Higher Education, v. 74, no. 2, pp. 201-220, August 2017

Abstract: This paper offers a retrospective description of educational system manipulation and changes that have occurred due to general transformations in Russia. The new labor market required qualified specialists. At the same time, employers needed a significant number of more or less socialized young people, and these skills are considered to be acquired as a result of studying in a higher education institution (HEI). Both demands from the labor market were transmitted to families, who, in turn, translated demands to the educational system. The educational scope responded adequately to demand from families. HEIs underwent differentiation: some provided knowledge, along with socialization, confirmed by degrees; others just gave degrees plus socialization. Enrollment in HEIs grew continuously and very rapidly. Two types of consequence of the resulting situation are considered here. Using the findings of 50 years' research, it is shown that increased HEI enrollment has led to greater uniformity in aspirations for education among young people and to their broader participation in higher education. However, this has not proved conducive to lessening social inequality in higher education. In addition, studies of HEI graduates in the labor market testify that the growth of HEI differentiation has raised inequality in the labor market.

Modelo predictivo de persistencia universitaria: alumnado con beca salario = **Predictive model of university persistence: students with salary scholarships** / Vanesa Berlanga Silvente, M. Pilar Figuera Gazo, Ernest Pons Fanals / Universidad Nacional de Educación a Distancia [UNED][Spain]. - **In:** Educación XX1, v. 21, no. 1, pp. 209-230, 2018

Abstract: La dimensión social de la Educación Superior constituye uno de los elementos fundamentales de las políticas universitarias a nivel internacional en estos inicios del siglo xxi. Entre las medidas de retención, las políticas de becas y ayudas al estudio favorecen la equidad ya que garantiza una renta a las familias con menor nivel de recursos. En España, dentro del marco de la Estrategia 2015, la implantación de las becas salario pretendía garantizar el acceso y la persistencia a los estudios universitarios a aquellos grupos sociales más desfavorecidos económicamente. La presente investigación utiliza un modelo de regresión logística dirigido a buscar los factores determinantes de la permanencia del alumnado becado. El estudio se ha realizado con un total de 642 estudiantes de grado con beca salario de la cohorte 2010-11 de la universidad de Barcelona. Con base a los resultados se puede afirmar que la probabilidad de que un o una estudiante becada de la población objeto de estudio presente persistencia, aumenta con el incremento de la tasa de presentación y con un alto porcentaje de asignaturas aprobadas. Los resultados estimados parecen indicar que la beca proporciona mayor dedicación al estudio y permite compensar las dificultades del alumnado procedente de familias con bajos ingresos. Y por lo tanto se constituye en un instrumento potente para garantizar la equidad social.

The social dimension of higher education is one of the fundamental elements of university policies at an international level in this early twenty-first century. Among the retention measures, scholarship policies and study aids support equity and guarantee an income for families with lower levels of resources. In Spain, within the framework of the 2015 Strategy, the implementation of the «salary scholarships» aimed to ensure access and persistence at university for those economically disadvantaged social groups. This research uses a logistic regression model aimed at seeking the determinants of retention of students on a scholarship. The study was conducted with a total of 642 undergraduate «scholarship salary» students of the class of 2010-11 at the University of Barcelona. Based on the results we can say that the probability of a scholarship student in this study population persisting with their studies increases with an increased filing fee and a high percentage of subjects passed. The estimated results suggest that the scholarship provides greater dedication to study and compensates the difficulties of students from low-income families. And so it becomes a powerful tool to ensure social equity.
URL: http://revistas.uned.es/index.php/educacionXX1/article/view/20193

"Sense of place" and college placement / Shlomo Getz, Lilach Lev-Ari. - **In:** Higher Education, v. 74, no. 6, pp. 933-948, December 2017

Abstract: Differences in student placement in higher education institutions by place of residence are usually explained by their Socioeconomic status (SES). The authors of this study argue that place of residence is not only a geographical attribute, but also a social factor that influences self-identity and plays a significant role in student placement regardless of their SES. The study was conducted in Israel among first year undergraduate students, and analysed the effect of living in four residential locality types (cities, small towns, Jewish and Arab villages) on institutional placement. The study focused on the patterns of student placement in institutions, controlling for individual SES and previous academic ability.

Findings indicate that place of residence has a net effect on student placement, and it interacts with SES and with previous academic achievements. Less "successful" students, regardless of their SES, are less influenced by their residential locality. These differences in college placement are explained in part by the place of residence, which represents a way of life that creates a shared "sense of place" or "habitus" based on locality.

Community engagement

University-Community Engagement in the Asia Pacific: Public Benefits Beyond degrees / Christopher S. Collins. - Cham, Switzerland:: Springer, 2017. - 126 p. (International and Development Education)
ISBN 978-3-319-45221-0
Abstract: This book provides a framework for understanding academic public good and offers case studies and perspectives as in depth examples of the ways in which universities engage with the community to produce social benefits. Focusing on the Asia Pacific region, the authors discuss examples of engagement that produce consciousness, partnerships, and services that are broadly available to the public and enhance the progress of society. The authors argue that, unlike an individual degree, these are public benefits that should be focused upon and featured more readily so that the breadth of university benefits come to be better understood.

Doctoral education

Promotionen von Absolventinnen und Absolventen von Fachhochschulen und Hochschulen für Angewandte Wissenschaft und Promotionen in kooperativen Promotionsverfahren = **Doctoral theses from graduates from universities of applied sciences and doctoral theses in cooperative doctoral degrees**.
: HRK-Umfrage zu den Prüfungsjahren 2012, 2013 und 2014 / Hochschulrektorenkonferenz [HRK][Germany]. - Berlin: HRK, 2017. - 28 p. (Statistiken zur Hochschulpolitik, 1/2017)
ISBN 978-3-942600-61-3
Abstract: This publication presents results of a survey carried out by the HRK among doctorate-awarding faculties of German universities in the exam years 2012, 2013 and 2014. The results show that In the years 2012, 2013 and 2014 at least 1245 people graduated from universities of applied sciences with a doctoral degree out of 1245 graduates, about one third are women (398) and two third men (847); The amount of graduates has risen more than 30% compared to the previous 3 years; Most graduates from universities of applied sciences choose universities nearby; Most degrees were received in engineering (430) followed by 386 degrees in the natural sciences, followed by 135 in health sciences and 122 in law, economics and social science.
Classmark: DE-341 HRK
URL: https://www.hrk.de/fileadmin/redaktion/hrk/02-Dokumente/02-10-Publikationsdatenbank/Stat-2017-01_Promotionen.pdf

Sustainable transformation of doctoral training in African universities / Felix Maringe, Elizabeth Spiwe Ndofirepi. - **In:** Sustainable transformation in African higher education. - Rotterdam: Sense Publishers, 2017. – pp. 53-64
Online ISBN 978-94-6300-902-7
Abstract: This book chapter argues that doctoral programmes across the continent speak more to the prescriptions and needs of western epistemes than they seek to address the African challenges. In pursuit of the goal of sustainable transformation, the authors propose theory driven alternatives for transforming doctoral learning in Africa at the ideological, purpose, content, methods and assessment levels. They argue that Africa needs a different form of doctoral education and not one which simply reproduces the knowledge required elsewhere especially in the global north. The authors call for the development of a mandatory course for all doctoral students in their first year of doctoral learning which places focus on the four issues of poverty, inequality, the need to reclaim lost identities and the imperative of creating just and equitable societies across the continent.

Does external funding push doctoral supervisors to be more directive? A large-scale Danish study. - **In:** Higher Education, v. 74, no. 2, pp. 357–376, August 2017
ISSN 0018-1560. - Online ISSN 1573-174X
Abstract: Researchers have raised concern that external funding will push doctoral supervisors to be more directive in their supervision of doctoral students' research projects. However, the empirical evidence supporting such concern is limited. The aim of the study was, first, to develop and validate a scale allowing us to measure the degree of supervisor

direction. Second, the aim was to examine the hypothesis that directive supervision is more likely to occur when the doctoral student's research project is supported by external funding secured by the supervisor. A total of 1690 doctoral students at a research-intensive Danish university participated in the study. Three scales, including a directive supervision scale, were developed and validated by means of exploratory and confirmatory factor analysis. The hypothesis was confirmed for the health sciences, but not the natural sciences. Results from the humanities and social sciences were ambiguous.

Geography of doctoral education in the Netherlands: origin and current work location of recent PhDs from five Dutch universities / Cathelijn J. F Waaijer. - **In:** Research evaluation, online, December 2017

Abstract:. This is the first study describing the geographic origin and current work location of PhDs from Dutch universities, which are located in a densely populated area with a high concentration of basic science and science-based industries. Our study shows that their country of origin is strongly related to the field of study, as engineering PhDs were born outside The Netherlands much more often than PhDs from other fields. Furthermore, we show that PhDs disproportionally come from the same region as where the PhD university is located. PhDs also frequently did their pre-PhD degree at the university where they obtained their PhD degree. Finally, a disproportionate number of PhDs stay in the PhD region to work, especially if they also did their pre-PhD degrees at the PhD university. The extent of PhDs staying in the PhD region varies by sector, with PhDs in the higher education sector staying in the PhD region more often than PhDs working in other sectors. This implies that the geographic concentration of PhDs in the region of the PhD university is mainly due to PhDs staying to work at the same university rather than employment opportunities in other (science-based) industries - a finding at odds with Dutch science policy, which promotes mobility in academia but also stresses the importance of the region in innovation by science-based industries

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Looking back at doctoral education in South Africa / Chaya Herman / Society for Research into Higher Education [SRHE][UK]. - **In:** Studies in higher education, v. 42, no. 8, pp. 1437-1454, August-September 2017
ISSN 0307-5079. - Online ISSN 1470-174X

Abstract: This article provides a quantitative picture of doctoral education in South Africa up to 2010, from the time the first doctorate was awarded in 1899. It identifies the different institutional profiles and emphases of doctoral graduation in South African universities at in the context of economic, political and social change. In addition, it analyses the progress that has taken place in attaining the national goal of equity, redress and increased research production to allow South Africa to become a player in the knowledge economy. The article is based on a comprehensive database of all the doctoral degrees awarded by South African universities for over a century. This database was compiled by triangulating various data sources.

Not what I expected: early career prospects of doctoral graduates in academia / Brittany Etmanski, David Walters, David Zarifa. - **In:** Canadian Journal of Higher Education, v. 47, no. 3, 2017
ISSN 0316-1218

Abstract: Various studies acknowledge the uncertainty many doctoral graduates face when beginning their search for full-time employment within the academic sector. Recent graduates face a job market where the likelihood of obtaining full-time permanent positions in academia is perceived to be declining, and the mobility of graduates within the sector is unclear. Drawing on Statistics Canada's 2013 National Graduates Survey, this paper assesses whether graduates who pursued a doctoral degree to become a full-time professor achieved their goal within three years of graduation. The results suggest that although a large portion of doctoral graduates pursued their degrees to become full-time professors, relatively few reported obtaining such positions within three years of graduation, regardless of field of study.

Plusieurs études attestent de l'incertitude que doivent affronter les titulaires d'un doctorat quand ils entament leurs recherches pour un poste à temps plein dans le secteur universitaire. En effet, les récents diplômés font face à un marché de l'emploi où on perçoit que les chances d'obtenir un poste permanent à temps plein dans le secteur académique s'amenuisent, et où la mobilité professionnelle des titulaires d'un doctorat de ce secteur demeure floue. À partir des données de l'Enquête nationale auprès des diplômés 2013 de Statistique Canada, cet article examine la propension des titulaires d'un doctorat souhaitant devenir professeurs à temps plein à réaliser leur objectif sur une période de trois ans après leur collation des grades. Indépendamment du domaine d'étude, les résultats démontrent que, bien qu'une grande proportion de titulaires d'un doctorat aspire à devenir professeurs à temps plein, peu d'entre eux rapportent avoir obtenu de tels postes trois ans après leur remise de diplôme.
URL: http://journals.sfu.ca/cjhe/index.php/cjhe/article/view/187784

Reproducing "academic successors" or cultivating "versatile experts": influences of doctoral training on career expectations of Chinese PhD students / Jianxiu Gu, John S. Levin, Yingzi Luo. - **In:** Higher Education, online, 2017

Abstract: This investigation focuses on Chinese doctoral students' career expectations, and examines how the students' career expectations changed over time under the influence of doctoral training based on survey data of 1467 doctoral students from 8 Chinese universities. Doctoral students' evaluations of doctoral training were identified. The examination indicates that more than half of doctoral students expect a non-academic profession, and more than 70% of students did not alter their professional expectations radically over time. Logistic regression model results indicate that doctoral students' career expectations and their changes over time were influenced by doctoral training in their university environment, students' relationships with supervisors, and students' experiences of collaboration with non-academic organizations. Doctoral students are dissatisfied with doctoral training that does not encourage and prepare them for diverse career paths. The authors conclude that in the present environment, the goal of doctoral training should not only be the reproduction of "academic successors" but also be the cultivation of "versatile experts."

Supervising doctoral students: variation in purpose and pedagogy / Gerlese S. Akerlind, Lynn McAlpine / Society for Research into Higher Education [SRHE][UK]. - **In:** Studies in higher education, v. 2, no. 9, pp. 1686-1698, August - September 2017

Abstract: This paper explores the purpose of undertaking a doctorate from the perspective of doctoral supervisors in a research intensive university in the UK, and the pedagogical strategies supervisors described using to achieve these purposes, showing the essentially integrated nature of purpose and pedagogy. The paper argues for the importance, for both doctoral education and supervisor professional development, of making variation in views of doctoral purpose explicit, and argues that the predominant focus on developing skills and abilities in research and supervisor training needs to be complemented by a concomitant focus on purpose and intentions.

The stifling silence around scholarly creativity in doctoral education: experiences of students and supervisors in four disciplines / Eva M. Brodin. - **In:** Higher Education [Advance online publication]

Abstract: The demand for developing creativity among doctoral students is found in a number of educational policies all over the world. Yet, earlier studies on Swedish doctoral education suggest that doctoral students' creativity is not always encouraged. Based on a critical hermeneutic approach and cases in four different disciplines, the aim of this study was therefore (1) to explore different shapes of doctoral students' creativity in Swedish doctoral education and (2) to reveal and find possible explanations to some of the conditions stifling doctoral students' scholarly creativity. Interview data was collected from 28 participants, constituting 14 dyads of students and supervisors in four disciplines. Through hermeneutic interpretative analysis of the disciplinary cases, the results show that creativity kept on playing in musical performance, was an unexpected guest in pedagogical work, was captured in frames in philosophy and put on hold in psychiatry. Across the cases, students' scholarly creativity was essentially encapsulated in silence. This silence seemed to emanate from controlling intellectual, political and economic agendas that enabled stifling conditions of the students' scholarly creativity, where it was as follows: restricted by scholarly traditions, embodying supervisors' power and unrequested in practice. Based on these findings, the article ends in suggestions for preventing such conditions, holding that it is important to establish a discourse on scholarly creativity in doctoral education, to view doctoral students as capable creative agents and to actually ask for their scholarly creativity.

Why do students consider dropping out of doctoral degrees? Institutional and personal factors / Montserrat Castelló, Marta Pardo, Anna Sala-Bubaré, Núria Suñe-Soler. - **In:** Higher Education, v. 74, no. 6, pp. 1053-1068, December 2017

Abstract: This study focuses on the motives students give for considering dropping out of their doctoral degree. Participants were 724 social sciences doctoral students from 56 Spanish universities, who responded to a questionnaire containing doctoral degree conditions questions and an open-ended question on motives for dropping out. Results showed that a third of the sample, mainly the youngest, female and part time students, stated that they had intended to drop out. The most frequent motives for considering dropping out were difficulties in achieving a balance between work, personal life and doctoral studies and problems with socialization. Overall, results offer a complex picture that has implications for the design of doctoral programmes, such as the conditions and demands of part-time doctoral studies or the implementation of educational proposals that facilitate students' academic and personal integration into the scientific

community in order to prevent the development of a culture of institutional neglect.

Economics of education

How much is too much? Cross-subsidies from teaching to research in British universities / Vicky Olive. - Oxford: HEPI, 2017. - 78 p. (HEPI Report, 100)
ISBN 978-1-908240-32-3
Abstract: This report examines the scale that tuition fees, in particular from international students, are subsidising the shortfall in research funding.
URL: http://www.hepi.ac.uk/wp-content/uploads/2017/11/HEPI-How-much-is-too-much-Report-100-FINAL.pdf

Key financial metrics on Australia's higher education sector / Australia. Tertiary Education Quality and Standards Agency. - Melbourne: TEQSA, 2016. - 55 p.
Abstract: This report provides a snapshot of key financial metrics across the Australian higher education sector. It indicates that international student revenue is a major revenue source for many providers. It also identifies a large increase in the number of organisations seeking entry to the higher education sector.
URL: https://files.eric.ed.gov/fulltext/ED573158.pdf

Report of the Commission of Enquiry into Higher Education and Training / South Africa. Commission of Inquiry into Higher Education and Training. - Pretoria: Commission of Inquiry into Higher Education and Training, 2017. - 748 p.
Abstract: The report recommends that the current student financial aid scheme be replaced by an income contingency loan scheme, and that the government raise expenditure on higher education to at least 1% GDP.
URL:
http://www.thepresidency.gov.za/sites/default/files/Commission%20of%20Inquiry%20into%20Higher%20Education%20Report.pdf

De-privatization in higher education: a conceptual approach / Marek Kwiek. - **In:** Higher Education, v. 74, no. 2, pp. 259-281, August 2017
ISSN 0018-1560. - Online ISSN 1573-174X
Abstract: This paper seeks to conceptualise the processes of de-privatization in higher education. Trends of de-privatization (and contraction in enrolments) are highly interesting because they go against global trends of privatisation (and educational expansion). De-privatisation means a decreasing role for the private component in the changing public–private dynamics. The paper studies its two dimensions (funding and provision) and distinguishes between seven potential empirical organizational/geographical levels of analysis. Empirically, the paper draws from data from Central Europe. The traditional dichotomous pairing of the public and the private is shown to still be useful in specific empirical contexts, despite it becoming blurred globally. Major approaches to privatisation in higher education over the last two decades are rethought and redirected toward de-privatisation. An empirically informed notion of de-privatization is being developed and its usefulness is briefly tested

Financial regulations and the diversification of funding sources in higher education institutions: selected European experiences / Monika Stachowiak-Kudła, Janusz Kudła / Society for Research into Higher Education [SRHE][UK]. - **In:** Studies in higher education, v. 42, no. 9, pp. 1718-1735, August - September 2017
ISSN 0307-5079. - Online ISSN 1470-174X
Abstract: The paper addresses the problem of the financial regulations' impact on the share of private financing in higher education institutions (HEIs). The authors postulate the trade-off between the size and stability of public financing and the regulations fostering stability of HEIs' funds. If the public sources are insufficient then the regulations increasing the stability of financing are expected. Such a policy increases the private-source financing at the expense of public-source financing, and it can be tested econometrically. The components of financial regulations are distinguished on the basis of the legal comparative study. The authors identify four financial regulations whose prevalence affects the diversification of European universities' financing and can improve their financial stability.

The economic impact of higher education institutions in Ireland: evidence from disaggregated input - output tables / Qiantao Zhang, Charles Larkin, Brian M. Lucey / Society for Research into Higher Education [SRHE][UK]. - **In:** Studies in higher education, v. 42, no. 9, pp. 1601-1623, October 2017

Abstract: This paper provides a modelling of the economic impact of higher education institutions (HEIs) in Ireland, a using a disaggregated input–output table. The picture painted overall is a higher education sector that adds considerable gross value to the national economy, whether via state or other income. In 2010-2011, the gross income of Irish HEIs, as a total of €2.6 billion, generated gross output nationwide of €10.6 billion.

Education and development

Stakeholder involvement in the higher education sector in Cambodia / Chanphirun Sam, Heidi Dahles / Society for Research into Higher Education [SRHE][UK]. - **In:** Studies in higher education, v. 42, no. 9, pp. 1764-1784, August - September 2017

Abstract: This article examines how stakeholders involve themselves in the higher education (HE) sector in donor-dependent Cambodia and to what extent and with what result these stakeholders succeed to collaborate, or fail to do so. It is based on qualitative data from semi-structured interviews with 46 key research participants from relevant institutions representing the major stakeholders in the sector. The triple helix model, advocating a close government-university-industry collaboration, is employed as a guiding tool for data analysis. The study identifies four categories of stakeholders in the sector, namely government, development partners, HE institutions, and the industries. The stakeholders contribute to the sector in diverging ways and at different levels. Despite their involvement, collaboration among stakeholders has remained very limited, impeding the advancement of the sector. Thus, stakeholder collaboration, as postulated in the triple helix model, has yet to emerge in the Cambodian context.

Unequal partners? Networks, centrality, and aid to international education / Francine Menashy, Robin Shields. - **In:** Comparative Education, v. 53, no. 4, pp. 495-517, November 2017

Abstract: This paper uses social network analysis to analyse relationships between organisations involved in prominent partnerships for education in international development. The authors' analysis of an original dataset demonstrates that bilateral donors, civil society organisations, and international organisations are most likely to occupy central positions in this network, meaning that they enjoy high levels of connectivity to many organisations. Literature on international networks suggests that these organisations would therefore shape the flow of information and ideas between organisations, influence the distribution of resources among members, and determine normative preferences of the partnerships. In contrast, recipient governments, private businesses, and universities occupy peripheral positions.

Education and employment

In-depth analysis of the labour market relevance and outcomes of higher education systems: analytical framework and country practices report / Organisation for Economic Cooperation and Development [OECD]. - Paris: OECD, 2017. - 160 p.
URL: http://www.oecd.org/edu/skills-beyond-school/LMRO%20Report.pdf

Is labour market demand keeping pace with the rising educational attainment of the population? / Organisation for Economic Cooperation and Development [OECD]. - Paris: OECD Publishing, 2017. - 6 p. (Education Indicators in Focus, no. 57)

Abstract: This report finds that even though there are more tertiary-educated individuals than ever before, they still achieve good labour market outcomes. Only in about one-quarter of OECD countries, the employment advantage of tertiary-educated adults over adults with upper-secondary or post-secondary education has declined over the past two decades, which may be a sign that demand for tertiary-educated people is slowing down.
URL: http://www.oecd-ilibrary.org/docserver/download/1410f36e-en.pdf?expires=1518004206&id=id&accname=guest&checksum=7038940CAAF47750576D015551708FEA

Ready for jobs, careers, and a lifetime: public research universities and credentials that count / Association of Public and Land-grant Universities [APLU][USA]. - Washington, DC: APLU, 2017. - 31 p.

Abstract: This report calls on universities to deepen their engagement with industry and employers. It also details strategies and recommendations for universities to strengthen the link between degree completion, graduate workforce entry and career success.
URL: http://www.aplu.org/library/ready-for-jobs-careers-and-a-lifetime/file

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Higher education and its contribution to a diverse regional supply of human capital: does the binary/unitary divide matter? / Artur Santoalha, Ricardo Biscaia, Pedro Teixeira. - **In:** Higher Education, v. 75, no. 2, pp. 209-230, February 2018

Abstract: This paper examines to what extent HEIs are contributing to provide a diversified pool of graduates in a spatially diverse labor market, thus creating opportunities for different regions and not only to the more important or wealthier ones. The article focuses on whether diversity in the types of HEIs may influence the degree of effectiveness of HE in fulfilling its contribution and relevance to economic and social development. They examine whether unitary or binary systems present significant differences in different dimensions of diversity that may enhance HEIs' contribution to territorial cohesion, notably by enhancing the local stock of human capital and contributing to the social and cultural development of their regions.

Should we start worrying? Mass higher education, skill demand and the increasingly complex landscape of young graduates' employment / Hugo Figueiredo, Ricardo Biscaia, Vera Rocha, Pedro Teixeira / Society for Research into Higher Education [SRHE][UK]. - **In:** Studies in higher education, v. 42, no. 8, pp. 1401-1420, August - September 2017

Abstract: The massive expansion in higher education, fuelled by high expectations about its private benefits has raised concerns about the impact on the employability of recent graduates and the potential mismatches between their skills and the competences required by the job market. Equally, it could set the ground for a possible transformation of demand for graduate skills and the emergence of new employment profiles. In this article, data for Portugal for the period 2000–2010 were used to look at compositional changes in graduate employment and the incidence of three potential problems in graduates' transition to the labour market: overeducation, overskilling and education - job mismatches. The implications of growing demand heterogeneity on increasing inequality in graduate labour markets and on the expectations supporting mass HE in a country that rapidly expanded access to tertiary education as a strategy to converge with the productivity levels of other more developed economies are discussed.

Temporary contracts: effect on job satisfaction and personal lives of recent PhD graduates / Rosalie Waaijer, Cathelijn J. F. Belder, Hans Sonneveld, Cornelis A. van Bochove, Inge C. M. van der Weijden. - **In:** Higher Education, v. 74, no. 2, pp. 321-339, August 2017

Abstract: This study examines the effect of temporary employment on the highest educated group in the labor force, PhD graduates. The authors present findings of a survey of 1133 respondents who obtained their PhD from one of five Dutch universities between 2008 and 2012. Compared to PhDs employed on a permanent contract, PhDs on a temporary contract are less satisfied with their terms of employment, especially if they have no prospect of permanence. Temporary contracts with no prospect of permanence also decrease satisfaction with job content. Conversely, self-employment increases satisfaction with job content. Educational level required for the job also influences job satisfaction to a large degree: working below PhD level negatively affects job satisfaction. Finally, the type of contract affects different aspects of the personal lives of PhDs, such as the ability to obtain a mortgage, the stability of family life, and the possibility to start a family.
URL: https://link.springer.com/article/10.1007/s10734-016-0050-8

Towards a national graduate destinations survey in Kenya: an exploratory study of three universities / Tristan McCowan, Ibrahim Oanda, Moses Oketch / International Association of Universities [IAU]. - **In:** Higher Education Policy, v. 31, no. 1, pp. 97-119, March 2018

Abstract: While concerns about graduate unemployment and the work-readiness of graduates in Sub-Saharan Africa abound, there is a severe lack of institutional data and academic research on graduate destinations on which to base

policy changes. This article presents findings from an exploratory study of three major higher education institutions in Kenya. An online survey was conducted with recent graduates in a range of disciplinary areas, aiming to determine, first, what employment activities they were engaged in, and second, what associations there might be between those activities, the graduates' background characteristics, and their experiences at university. Findings suggest that proportions of absolute unemployment are lower than expected, but that many graduates are transiting between provisional or part-time employment and internships, and have not yet obtained the graduate level jobs aspired to. Finally, implications are drawn out for potential national-level graduate destination surveys in Kenya and elsewhere in Sub-Saharan Africa.

URL: https://link.springer.com/article/10.1057/s41307-017-0044-x
Open access to article available via link for IAU Members using login codes

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Educational assessment

Assessment and student satisfaction: importance, perceptions and relationships / Matti J. Haverila, Thomas Lowe, Hanna Teräs. - **In:** Higher Education Review, v. 50, No. 1, pp. 63-88, Autumn 2017

Abstract: This article presents research fundings for a survey administered to Business and Economics students at a university in British Columbia, Canada. The research investigates the drivers of student satisfaction with an emphasis on higher education assessment practices as a core driver. The results indicate that the students' perceived importance of the assessment, the aspects that stand out are the suitability of the assessment methods, the level of challenge, fair grading and transparency of the assessment process.

Competencias básicas relacionadas con la evaluación: un estudio sobre la percepción de los estudiantes universitarios = **Basic competences related to assessment: a study about university students´ perception** / Gregorio Rodríguez Gómez, M. Soledad Ibarra Saiz, Jaione Cubero Ibáñez / Universidad Nacional de Educación a Distancia [UNED][Spain]. - **In:** Educación XX1, v. 21, no. 1, pp. 181-208, 2018

Abstract: This study, framed under the Re-Evalúa Research Project, describes and analyses university students' perceptions of ten assessment-related basic competences. These competences, which were selected as basic competences in the e-Learning Oriented Assessment framework, are: knowledge application, reasoning, problem solving, information analysis, communication, autonomous learning, sense of ethics, creativity, teamwork and assessment. These competences were selected and defined by 67 researchers from ten Spanish public universities participating in the project, considering the RD 1393/2007 on the organisation of official university studies in Spain. The sample for this study, 2,556 students from ten Spanish public universities, rated their level of competence through the COMPES questionnaire, a self-assessment tool where students rate 37 academia-related actions that are strongly linked to the ten competences stated above. The results show a high perceived competence in teamwork and knowledge application and low perceived competence in assessment and creativity. Furthermore, significant differences were found by gender, course and branch of knowledge. These results highlight the importance of taking these differences into account when educating students, so that they can all develop their basic competences regardless of gender, course or branch of knowledge.

El presente estudio, enmarcado en el contexto del Proyecto de excelencia Re-Evalúa1, pretende analizar y describir la percepción que tienen los estudiantes universitarios sobre su nivel competencial en diez competencias seleccionadas como básicas en relación a los procesos de e-evaluación orientada al aprendizaje: aplicación de conocimientos, argumentación, resolución de problemas, analizar información, comunicación, aprendizaje autónomo, sentido ético, creatividad, trabajo en equipo y evaluación. Estas competencias fueron seleccionadas y definidas por 67 investigadores procedentes de diez universidades públicas españolas participantes en el proyecto, teniendo en cuenta el RD 1393/2007 por el que se establece la ordenación de las enseñanzas universitarias oficiales. La muestra de este estudio, 2.556 estudiantes pertenecientes a diez universidades públicas españolas, ha valorado su nivel competencial a través del autoinforme COMPES, un instrumento que permite la autoevaluación de los estudiantes en 37 actuaciones referidas al ámbito académico y vinculadas con las diez competencias básicas relacionadas con la evaluación. Los resultados obtenidos muestran una percepción competencial alta en las competencias trabajo en equipo y aplicación de conocimientos y baja en las competencias evaluación y creatividad. Además se presentan diferencias existentes en el nivel competencial percibido por los estudiantes en función del sexo, curso y rama de conocimiento a la que pertenecen. En este sentido, se manifiesta la necesidad de tener en cuenta estas diferencias de cara a la formación de los estudiantes para que todos ellos, independientemente del sexo, curso y titulación a la que pertenezcan, puedan

desarrollar y mejorar sus competencias básicas para enfrentarse al complejo panorama laboral actual.
URL: http://revistas.uned.es/index.php/educacionXX1/article/view/20184

Exploring learning goals and assessment approaches for Indigenous health education: a qualitative study in Australia and New Zealand / Clare Delany, Lachlan Doughney, Lilon Bandler, et al.. - **In:** Higher Education, v. 75, no. 2, pp. 255-270, February 2018

Abstract: This research examines how academics design assessment to achieve these learning goals in Indigenous health education. Indigenous health education is an important area of learning for health practitioners to help address worldwide patterns of health inequities that exist for Indigenous people. The authors used a constructivist qualitative methodology to (i) explore learning goals and assessment strategies used in Indigenous health tertiary education and (ii) examine how they relate to higher education assessment ideals. Forty-one academics (from nine health disciplines) involved in teaching Indigenous health content participated in a semi-structured interview. Thematic analysis revealed learning goals to transform students' perspectives and capacities to think critically and creatively about their role in Indigenous health. In contrast, assessment tasks encouraged more narrowly bounded thinking to analyse information about historical and socio-cultural factors contributing to Indigenous health. To transform students to be critical health practitioners capable of working and collaborating with Indigenous people to advance their health and well-being, the findings suggest that assessment may need to be nested across many aspects of the curriculum using a programmatic approach, and with a focus on learning to think and act for future practice. These findings accord with more recent calls for transformation of learning and assessment in health education.

Educational indicators

L'état de l'Ecole 2017: coûts, activités, résultats: 34 indicateurs sur le système éducatif français / France. Ministère de l'éducation nationale. - PARIS: Ministère de l'éducation nationale, 2017. - 83 p. (no. 27)

Abstract: This publication contains an analysis of the costs, activities and results of the French educational system. It describes the changes and includes international comparisons. Includes all levels of education, including higher education.

Cette publication propose une analyse synthétique des coûts, des activités et des résultats du système éducatif français. Elle porte sur tous les niveaux d'éducation, y compris l'enseignement supérieur, observe les évolutions et apporte l'éclairage des comparaisons internationales
Classmark: FR 37 MIN
URL: http://cache.media.education.gouv.fr/file/etat27-2017/41/4/DEPP-EE-2017-etat-ecole-2017_844414.pdf

Educational institutions

MSIs across the globe: laying the foundation for future research / Tyler Hallmark, Marybeth Gasman. - **In:** Higher Education, v. 75, no. 2, pp. 287-298, February 2017

Abstract: In this paper, the authors explore the role that Minority Serving Institutions (MSIs) play in democratising education in the USA and around the world, examining both the institutions and their larger context. They also put forth recommendations for reaching and empowering students attending MSIs and "students at the margins" across the globe.

The worst of times? A tale of two higher education institutions in France: their merger and its impact on staff working lives / Linda Evans / Society for Research into Higher Education [SRHE][UK]. - **In:** Studies in higher education, v. 42, no. 9, pp. 1699-1717, August - September 2017

Abstract: This paper presents the preliminary findings of a case study of the merger of two higher education institutions in France. The paper's main focus is not the politics that gave rise to the institutional merger, nor the rights or wrongs of the decision, nor the merger process itself; rather, it is the extent to and the ways in which these features of the transition combined to touch the working lives of the people affected by it. Data were gathered through semi-structured interviews with 16 employees of the 2 institutions. The findings revealed widespread post-merger dissatisfaction, lowered morale,

frustration and disillusionment created by people's impeded capacity to carry out their work as they wished. Drawing on Dickensian literary language to evoke the severity of the negativity expressed by most of the sample, the author suggests that, for these French education professionals, 'the worst of times' may be yet to come.

Educational planning

Brexit means...? The British Academy's priorities for the Humanities and Social Sciences in the current negotiations / British Academy. - London: British Academy, 2017. - 24 p.
Abstract: This report examines the potential impact of Brexit on Social Sciences and the Humanities in the UK. It presents a series of priorities that that need to be achieved for the humanities and social sciences and urges the UK Government to maintain and build the UK's research collaboration in the humanities and social sciences with partners in Europe through mechanisms like the European Research Council.
URL:
https://www.britac.ac.uk/sites/default/files/Brexit%20Means...TheBritishAcademy%27sPrioritiesForTheHumanitiesandSocialSciencesInTheCurrentNeogtiations.pdf

Education for all: embracing change, securing the future / Saint Kitts and Nevis. Ministry of Education. - Basseterre: Ministry of Education, 2017. - 101 p.
Abstract: This plan provides a strategic road-map to improve the provision and administration of education over the medium-term plan period.
URL: http://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/st_kitts_education_sector_plan_2017-2021_0.pdf

Educational policy

Higher education policy change and the hysteresis effect: Bourdieusian analysis of transformation at the site of a post-apartheid university / Wayne Peter Dirk, Derik Gelderblom. - **In:** Higher Education, V. 74, no. 2, pp. 341-355, August 201è
ISSN 0018-1560. - Online ISSN 1573-174X
Abstract: In this article the authors focus on constraints to post-apartheid transformation in the higher education sector of South Africa via a case study of an attempt to introduce a new curriculum for the Bachelor of Education. Thirty-one semi-structured interviews were the main data-gathering method. We use Pierre Bourdieu's concepts of field, capital, habitus and hysteresis to explain why transformation proved difficult in this case. We analyse the higher education field that gave rise to this curriculum with a brief historical overview of the position of Afrikaners as the dominated part of the dominant white group in the early years of the twentieth century. Their lack of cultural, economic and intellectual capital gave rise to a position-taking that placed Afrikaans language universities in general and Faculties of Education in particular into the heteronomous part of the higher education field. At first the curriculum, and their intellectual habitus, was in synch. However, it started to drift apart because of a number of economic and political changes that made their position at the heteronomous part of the higher education field increasingly untenable. Because of their insulation from the wider higher education field, academics in the Faculty of Education were at first only vaguely aware of the implications of these changes. However, when a dean was appointed in 2000 with a mandate to transform the curriculum for the BEd, they experienced hysteresis, and they were no longer feeling at home in the field. This explains why the new curriculum was consequently substantially subverted.

Educational quality

From government control to increased transparency? Changes to quality assurance of higher education in Japan and China / Futao Huang / UCL Institute of Education. Centre for Global Higher Education. - London: CGHE, 2017. - 24 p. (Working paper no., 29)
Abstract: Since the 1990s, in addition to national classifications of higher education, and government reports or national-level projects, more diverse transparency tools of higher education have emerged in Japan and China. They include private sector university ranking systems, as well as evaluation by researchers and third -parties. Nowadays the purpose of transparency of higher education does not merely cater to government demands as it used to prior to the 1980s. It has aimed to benefit a wide range of users, including students, their parents, individual higher education institutions, faculty

members, administrators, graduates, workplaces, industry, and the public. In a major sense, there has been a transformation from government control to increased transparency in relation to quality assurance of higher education, in both countries.
URL: http://www.researchcghe.org/perch/resources/publications/wp29.pdf

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Constructing educational quality in the Arab region: a bottom-up critique of regional educational governance / Clara Morgan. - **In:** Globalisation, Societies and Education, v. 15, no. 4, pp. 499-517, August 2017
ISSN 1476-7724. - Online ISSN 1476-7732

Abstract: The article takes as its case study the Arab Regional Agenda for Improving Educational Quality in order to explore the construction of an educational quality space. Focusing on Jordan, Lebanon, and Tunisia, the regional analysis draws on evidence collected from 70 interviews, empirical observations and analysis of official documents (World Bank, ARAIEQ, UNESCO and government reports). The analysis challenged the extant view in which education in the Arab region is portrayed by problem-solving globalised versions of educational quality which excludes context and complexity. The author's analysis of the interview data, identified three broad themes that go unaddressed by this approach: (1) poor working conditions and low wages; (2) inequalities and lack of resources; and (3) politics of educational reform. She suggests that improving educational quality in the region entails creating responsive approaches grounded in political and socio-economic contexts, and that takes into consideration the on-the-ground realities of teaching and learning.

Is undergraduate programme accreditation influenced by educational public policy quality indicators? An exploratory study of the Chilean higher education quality assurance system / Oscar Jerez, César Orsini, Beatriz Hasbún, Eduardo Lobos, Marcos Muñoz / International Association of Universities [IAU]. - **In:** Higher Education Policy, v. 31, no. 1, pp. 121-138, March 2018
ISSN 0952-8733. - Online ISSN 1740-3863

Abstract: In Chile, as well as in most of Latin America, public policies for higher education have recently adopted a focus on quality assurance and accreditation systems. Uncertainty, however, still exists in terms of the quality assurance consistency in the current Chilean accreditation system, especially in terms of the relation between public policy quality indicators for higher education and their relation to accreditation outcomes. Therefore, the aim of this study was to make a first explorative attempt to investigate the relationships between these indicators and the results of undergraduate programme accreditation. The authors hypothesised that the public policy quality indicators of first-year drop-out rate, employment at graduation and ratio of actual to expected time to graduation would be strongly correlated to undergraduate programme accreditation as well as largely explaining its accreditation-year variance. By means of correlation and multiple regression analyses, we found small-sized associations, being first-year drop-out the only significant predictor of programme accreditation, explaining a 9.4% of its variance. These results raise questions regarding the consistency between the aims of public policy for higher education and the current accreditation system. This study should be of value to policy makers, managers and curriculum developers in terms of this initial analysis of the consistency between quality indicators and the accreditation system. Further research is necessary to make a systematic and in-depth assessment of the impact of quality assurance mechanisms to provide better rationale for making important decisions such as when defining the characteristics of the accrediting institutions as well as for establishing effective ways to achieve the proposed public policy objectives.
URL: https://link.springer.com/article/10.1057/s41307-017-0046-8
Open access to article available via link for IAU Members using login codes

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The emotional politics of quality assurance reform: shifting affective atmospheres in Swedish higher education policy / Joakim Lindgren, Linda Rönnberg / International Association of Universities [IAU]. - **In:** Higher Education Policy, v. 31, no. 1, pp. 55-73, March 2018
ISSN 0952-8733. - Online ISSN 1740-3863

Abstract: The aim of this study is to describe and analyse two recent quality assurance (QA) reforms in Swedish higher education (HE) and to discuss how shifts and continuities can be understood with a particular focus on the role of affects and emotions. Using conceptual devices from the literature on affects and emotions in the context of policy, official documents, media materials and interviews with stakeholders were analysed. In conclusion, the reforms were surrounded by distinctive affective atmospheres in which different emotional registers were circulated and articulated. The 2010 reform was criticised due to a lack of deliberation and produced a QA system described by HE actors in negative terms prior to its implementation. The second policy process after 2014 was emotionally reframed as being open for dialogue and collaboration in the creation of the reformed QA system. These affective atmospheres were

framed by their particular policy histories and memories, but they also involved strategic attempts to create certain feelings, responses and actions.
URL: https://link.springer.com/article/10.1057/s41307-017-0045-9
Open access to article available via link for IAU Members using login codes

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Educational qualifications

Best practices guidelines for assessing the qualifications of refugees / Council of Ministers of Education. Canadian Information Centre for International Credentials. - Toronto: CICIC, 2017. - 6 p.
Abstract: These guidelines outline the legal framework for assessing the qualifications of refugees in Canada and identifies alternative assessment procedures that institutions can put in place.
URL: https://www.cmec.ca/Publications/Lists/Publications/Attachments/376/Best_Practices_and_Guidelines.pdf

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Grade inflation in UK higher education / Ray Bachan / Society for Research into Higher Education [SRHE][UK]. - **In:** Studies in higher education, v. 42, no. 8, pp. 1580-1600, August - September 2017
ISSN 0307-5079. - Online ISSN 1470-174X
Abstract: This paper examines the continual increase in the proportion of 'good' honour degrees awarded by UK universities since the mid-2000s. This trend has brought with it the charge of 'grade inflation' that may reflect falling standards in UK higher education. This issue has been raised in the national press and in government which brings into question the usefulness of the current degree classification system. Using a stochastic frontier strategy and university-wide data, we find evidence of grade inflation in UK higher education from 2009 onwards after controlling for changes in university efficiency in improving degree outcome and factors associated with degree performance. The data employed allow several other sub-themes to be explored. We confirm the findings from previous research that a student's pre-entry A-level score, region of domicile and previous schooling impact on degree performance.

La evaluación de la calidad de títulos universitarios: dificultades percibidas por los responsables de los sistemas de garantía de calidad = **Quality assessment of university degrees: difficulties perceived from the quality assurance systems** / Mercedes López Aguado / Universidad Nacional de Educación a Distancia [UNED][Spain]. - **In:** Educación XX1, v. 21, no. 1, pp. 263-284, 2018
ISSN 1139-613X
Abstract: This paper presents a survey research where those responsible for the Quality Assurance Systems of University Center Education qualifications participated. The objective of this paper is to describe the main difficulties detected in these systems. Results: Data suggest that the difficulties encountered are not influenced by the territory or the size of the university. The analysis of the difficulties presents a panorama in which the evaluation seems to have an excessively bureaucratic character associated with a lack of resources (both human and material), insufficient specific training of the agents involved in these processes and a lack of evaluation culture that is evident in the problems of coordination and participation of actors who are not directly involved in the management of Quality Assurance Systems. Conclusions: The results match *grosso modo* with those reported in other studies. Some suggestions are provided to refocus the evaluation process in order to stabilize assessment processes, guide them towards more strategic and less bureaucratic aspects and ultimately redirect them towards improving university education.

En este trabajo se presenta una investigación por encuesta en la que participan responsables de los Sistemas de Garantía de Calidad de Centros Universitarios con títulos de Educación. El objetivo principal de este trabajo es describir las principales dificultades que detectan los responsables de estos sistemas. Resultados: Los datos recogidos apuntan a que las dificultades detectadas son comunes en términos generales independientemente del territorio y del tamaño de la Universidad. El análisis de las respuestas presenta un panorama en el que la evaluación parece tener un carácter excesivamente burocrático asociado a una carencia de recursos (tanto personales como materiales), a una insuficiente formación específica de los agentes implicados en estos procesos, así como una falta de cultura de evaluación que se hace patente en los problemas de coordinación y participación de los agentes que no están directamente implicados en la gestión de los Sistemas de Garantía de Calidad. Conclusiones: Los resultados coinciden, en líneas generales, con los descritos en otros estudios. Se aportan algunas sugerencias para reorientar los procesos de evaluación para estabilizar los procesos de evaluación, dirigirlos hacia aspectos más estratégicos y menos burocráticos y, en definitiva, hacia la mejora de la formación universitaria.
URL: http://revistas.uned.es/index.php/educacionXX1/article/view/20195

Educational role

Where Soviet and neoliberal discourses meet: the transformation of the purposes of higher education / Anna Smolentseva. - **In:** Higher Education, v. 74, no. 6, pp. 1091 - 1108, December 2017
ISSN 0018-1560. - Online ISSN 1573-174X
Abstract: This paper studies transformations in the role of higher education in Russia as represented in official Soviet and post-Soviet policy documents between the 1950s and 2013. The focus is on the categories defining the purposes and tasks of higher education in the larger context of society and economy. There is a basic dichotomy in relation to the purposes and role of higher education, between vocational training (which is seen as a determining factor in the economic development) and personal development/education (seen as a condition of social development). The balance of these two poles, economic instrumentalism and social instrumentalism, changes throughout the history. The Soviet documents emphasised the importance of both, with the predominance of the social instrumentalism. The transitional period of the late 1980s and early 1990s is characterised by increasing humanistic discourse in regard to higher education. Later post-Soviet documents, reflecting neoliberal policies, largely abandon social instrumentalism and more exclusively promote the economic role of higher education. Economic instrumentalism is the meeting point of two historical eras, with their respective ideologies and political agendas.

The contribution (or not) of UN higher education to peacebuilding: an ethnographic account / Kevin Kester. - **In:** Globalisation, Societies and Education, v. 15, no. 4, pp. 464-481, August 2017
ISSN 1476-7724. - Online ISSN 1476-7732
Abstract: This paper examines the role of United Nations (UN) peace academics in teaching for peace within the UN higher education system, and questions what contribution, if any, UN peacebuilding education makes to the broader field of peace and conflict studies education, and in the lives of the people it touches. The study draws on ethnographic data collected over a six-month period at one UN university in 2015. The data collection period involved participant observation, interviews with faculty and postgraduate students, document analysis, and surveys with learners. Findings suggest tensions and contradiction in the university around issues of UN mimicry, Western-centrism, state domination, and institutional capitalism. Implications are briefly addressed and recommendations provided.

Educational systems

Education in Chile = **Educación en Chile** / Organisation for Economic Cooperation and Development [OECD]]. - Paris: OECD, 2017. - 298 p. (Reviews of National Policies for Education)
ISBN 978-92-64-28441-8. - Online ISBN 978-92-64-28442-5
Abstract: This report details how Chile's education system can foster stronger economic, democratic and social development in the country. It reviews the evolution of the higher education system in Chile and details recent reforms.
URL: http://www.keepeek.com/Digital-Asset-Management/oecd/education/education-in-chile_9789264284425-en#.WleBJnlFeUk#page3 (English)
http://www.keepeek.com/Digital-Asset-Management/oecd/education/educacion-en-chile_9789264288720-es#.WleBqHlFeUk (Spanish)

Reformer le premier cycle de l'enseignement supérieur et améliorer la réussite des étudiants / France. Ministère de l'éducation nationale, de la recherche et de l'innovation. - Paris: Ministry of Education, 2017. - 34 p.
Abstract: Ce rapport est le résultat d'une consultation qui s'est centrée sur quatre thèmes principaux: l'accès à l'enseignement supérieur, l'ingénierie de l'offre de formation, le renouvellement de la pédagogie et la vie étudiante.

This report entitled Reforming Undergraduate Higher Education and Improving Student Achievement is the result of a consultation based on four main axes: access to higher education, training and courses offered, renewing teaching and student life.
https://cache.media.enseignementsup-recherche.gouv.fr/file/concertation/26/6/RAPPORT_GENERAL_Reformer_le_premier_cycle_de_l_enseignement_superieur_et_amerliorer_la_reussite_des_etudiants_835266.pdf

Industry and education

Technology transfer evolution: driving economic prosperity / Association of Public and Land-grant Universities [APLU][USA]. - Washington, DC: APLU, 2017. - 27 p.

Abstract: This report finds research universities are moving beyond a revenue-driven technology approach and are increasingly important drivers in the regional and national innovation economy. It identifies four guideposts for institutions aiming to evolve their technology transfer activities.
URL: http://www.aplu.org/library/technology-transfer-evolution-driving-economic-prosperity/file

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How and what knowledge do universities and academics transfer to industry in African low-income countries? Evidence from the stage of university-industry linkages in Mozambique / Nelson Casimiro Zavale, Elísio Macamo. - **In:** International Journal of Educational Development, v. 49, pp. 247-261, 2016

Abstract: Drawing from the Mozambican case, this paper addresses the stage of university-industry linkages (UILs) in Sub-Saharan Africa, from the perspective of universities. The paper examines the kind of knowledge universities transfer to industry, the knowledge channels used, the incentives and barriers faced, including influencing contextual conditions. The findings suggest that UILs in Mozambique are weak and informal, and that academics engage with companies mainly through DUI-innovation model and exchange of embodied knowledge, particularly ideas in informal meetings, internship/employment for students, consultancies for academics, rather than through disembodied knowledge, such as patents and technology prototypes, embedded in RD and STI-innovation model.
URL: www.sciencedirect.com/science/journal/07380593

Towards openness and inclusiveness: the evolution of a science park / Runolfur Smari Steinthorsson, Eirikur Hilmarsson, Hilmar Bragi Janusson. - **In:** Industry and Higher Education, 2017
ISSN 0950-4222. - Online ISSN 2043-6858

Abstract: The authors outline the establishment of the University of Iceland Science Park (UISP) and trace the main ideas that have guided its creation and development. With the Science Park still in an early phase of growth, the article explores the extent to which its development has been in line with concepts such as the entrepreneurial university and the Triple Helix as well as the body of knowledge on science parks. The authors consider science parks as knowledge-based ecosystems with an emphasis on openness, inclusiveness and co-creation. A review of UISP in light of the theoretical discussion reveals that certain aspects of its development are in accordance with the body of knowledge, but that there are also patterns of activity and ideas worthy of further research.

Regional development

The transformative role of universities in regional innovations systems: lessons from university engagement in cross-border regions / Jos Broek, Franziska Eckardt, Paul Stephen Benneworth / Center for Higher Education Policy Studies [CHEPS][University of Twente, Netherlands]. - Enschede, Netherlands: CHEPS, 2017. - 32 p. (CHEPS working paper, 5)

Abstract: This working paper seeks to explore the roles that universities can play in one very specific type of peripheral region namely cross-border regions, where national borders hinder interactions, network-formation and institutionalisation between innovation actors that might geographically be proximate. The authors propose a conceptual typology for how universities may build up elements of university innovation activities in cross-border regions using their teaching, research, management and administrative processes. This is explored this in six border regions: Bothnian Arc, Hedmark - Dalarna, Helsinki – Tallinn, Ireland – Northern Ireland, TTR-ELAt and Öresund to reflect more widely on universities' wider roles in building up regional innovation systems
URL: https://ris.utwente.nl/ws/portalfiles/portal/6027785

ASEAN's flagship universities and regional integration initiatives / Morshidi Sirat. - **In:** Higher Education Evaluation and Development, 2017
ISSN 2514-5789

Abstract: This paper examines the role of Association of Southeast Asian Nations' (ASEAN) flagship universities in moving the agenda of regional integration forward through academic/research collaboration and cooperation. This study is based on a three-pronged strategy, namely, a literature review, analysis of websites contents, and citation of supporting pieces of evidence from other relevant studies to support arguments. Using the QS top universities in Asia

2016 listing, top 70 public universities in ASEAN were selected for investigation. In instances where public universities in a particular ASEAN country were not listed in the QS listing, a premier public university of that country was then selected for investigation. The results indicate that there is a tendency for ASEAN's flagship universities to look beyond ASEAN, primarily to establish vertical collaboration, which is important to their efforts in creating their image and enhancing their reputation. As a result, academic/research collaboration among flagship universities and collaboration between these universities and other universities in ASEAN is glaringly on the low side. Interestingly, to move the regional integration agenda in ASEAN, other intermediary agencies outside of ASEAN, such as in the European Union, are very active in providing a platform for both flagship and non-flagship universities to collaborate.

Catalan universities and the entrepreneurial discovery process Challenges and opportunities emerging from the RIS3CAT Communities / Manuela Natário, Ascensão Braga, Ana Daniel, Cecília Rosa, Miguel Salgado. - **In:** Industry and Higher Education, 2017 [Advance online publication]
Abstract: This article provides new insights into the role of public universities in regional development by looking at their involvement in Research and Innovation Strategies for Smart Specialization (RIS3), a key element of the current European Cohesion Policy. In the latter, stakeholders from the triple or Quadruple Helix (public, private, research and nongovernmental sectors) jointly identify areas for research, development and innovation (RDI) investment. The analysis focuses on the region of Catalonia, which hosts a mix of higher education institutions (HEIs) with different characteristics and different relationships with local innovation stakeholders. The authors examine in-depth one of the main RIS3 funding instruments recently implemented in the region: the Research and Innovation Smart Specialization Strategy for Catalonia Communities. The Communities support the implementation of action plans for industrial research and development, jointly defined by research and private-sector stakeholders in RIS3 strategic areas. The instrument embeds the characteristics of a continuous EDP and enables exploration of the challenges and opportunities that emerge when researchers engage in strategic market-oriented RDI activities. The article highlights how HEIs are evolving and adapting to the new policy environment and concludes with policy implications.

Do emerging countries prefer local knowledge or distant knowledge? Spillover effect of university collaborations on local firms / Shumin Qiu, Xielin Liu, Taishan Gao. - **In:** Research Policy, v. 46, no. 7, pp. 1299-1311, Spetmber 2017
Abstract: This study compares the university spillover effect of two types of knowledge, localized knowledge from domestic collaboration and distant knowledge from international collaboration, and investigates their spillover effect on local firms' innovation. The findings of this study challenge the conventional idea that international collaboration, especially collaboration with developed countries that possess frontier knowledge, better promotes innovation in developing countries. For the period from 1999 to 2004, only in first-tier regions of China do domestic and international university collaborations show a positive relation with local corporate innovation. In the period from 2005 to 2012, the positive spillover effect of both types of collaboration spreads to second-tier regions. However, international collaboration is negatively associated with firms' innovation in the least developed regions. Furthermore, domestic collaboration showed a larger positive impact on corporate innovation than international collaboration in recent years.

Using a Triple Helix approach to examine interactions and dynamics of innovation in less-favoured regions: the case of the Portuguese Polytechnic of Guarda / Manuela Natário, Ascensão Braga, Ana Daniel, Cecília Rosa, Miguel Salgado. - **In:** Industry and Higher Education, 2017 [Advance online publication]
Abstract: Using the Triple Helix model, this article examines the contribution of a higher education institution, the Polytechnic of Guarda (PG), located in an inland, a less-favoured region of Portugal, to territorial innovation dynamics. The main goal is to explore how the interaction and cooperation between the three helices of the Guarda region (PG, companies and local governance institutions) fosters innovation and development in a less-favoured region in a sustainable way, generating new patterns of collaboration among the helices. The study investigates the behaviour of the three helices through an online survey. The results suggest that PG has a key role in building a knowledge-based society, in advancing innovation and the development of the region. Its role in business dynamics and community development through knowledge transfer and entrepreneurship training is reflected mainly in the high proportion of businesses and institutions of the local governance system that have workers trained in this institution, and in the satisfaction with the work performed by professionals trained at PG. Although the other helices (companies and local governance institutions) are also involved in innovation to different degrees, the innovation performance of the region remains low because of weak interactions between companies and PG, and between companies and local governance institutions. However, a closer relationship is identified between local governance institutions and PG.

Religion and education

Jesuit promotion of social justice: social justice action at Jesuit universities in Spain, as assessed by teaching and research staff / Taylor & Francis. - **In:** British Journal of Religious Education, v. 40, no. 1, January 2018
ISSN 0141-6200

Abstract: A substantive and differentiating element of the Jesuits' university paradigm is the promotion of social justice. The results of a survey conducted amongst professors and researchers convey the initiatives to further social justice that Jesuit universities in Spain have been carrying out primarily since the 1990s. Although still a limited presence, respondents largely favour continuing these initiatives.

Research

Persistent factors facilitating excellence in research environments / Evanthia Kalpazidou Schmidt, Ebbe Krogh Graversen. - **In:** Higher Education, v. 75, no. 2, pp. 341-363, February 2018
ISSN 0018-1560. - Online ISSN 1573-174X

Abstract: This paper takes as its point of departure an empirical study conducted in 2002 in Denmark which identified the common characteristics of 15 dynamic and innovative public research environments, and focusses on their development by revisiting the environments after more than a decade, hence mapping them in the current research landscape. Using a model for studies of research environments that was constructed and used in the Nordic countries, the study maps both internal elements and those in the framework of the environments that influence research performance and identifies persistent factors in dynamic and innovative research environments. The findings shed light on how to improve the overall ecology of knowledge production and create optimal conditions that support research environments in pursuing and ensuring excellence.

Researchers

A balancing act: the interaction between the work and broader lives of male and female early career researchers / Mahima Mita, Lynn McAlpine. - **In:** Higher Education Review, v. 50, no. 1, pp. 5-34, Autumn 2017
ISSN 0018-1609

Abstract: This qualitative analysis draws on data from a broader research study in the UK that sought to understand early career researchers' (ECRs) experiences of journeying from post-PhD research to independent status. The authors found that both work and family life negotiation is an important concern of both male and female ECRs, although they conceive of it differently. The results indicate that there is a need for academic institutions, policymakers and academic leaders to be attentive to the life issues for both men and women when designating provision of reconciling work and family life in the academic work space.

Developing reflexive identities through collaborative, interdisciplinary and precarious work: the experience of early career researchers / Bryony Enright, Keri Facer. - **In:** Globalisation, Societies and Education, v. 15, no. 5, pp. 621-634, October 2017
ISSN 1476-7724. - Online ISSN 1476-7732

Abstract: This paper explores the experiences of 24 Early Career Researchers in the UK working in interdisciplinary and precarious employment conditions in which they are managing collaborations with multiple partners beyond the university as part of the AHRC's 'Connected Communities' Programme. These conditions emerge from conflicting sources – from critical and emancipatory moves in knowledge production as well as from globalising neoliberal education policies. The paper draws on Archer's concept of reflexive identity to identify four different orientations developed by ECRs in these conditions: the disciplinarian, the freelancer, the worker bee and the social activist.

Social responsibility

Higher education and social justice: engaging the normative with the analytical / Jennifer M. Case / UCL Institute of Education. Centre for Global Higher Education. - London: CGHE, 2017. - 11 p. (Working paper, 23)
Abstract: This paper considers what are the implications and potential pitfalls of taking a social justice stance on higher

education. The paper is influenced by current developments in the South African context, where extreme social inequity sharpens the debate.
URL: http://www.researchcghe.org/perch/resources/publications/wp23.pdf

Knowledge for social change: Bacon, Dewey, and the revolutionary transformation of research universities in the twenty-first century / Lee Benson, Ira Harkavy, John Puckett, Matthew Hartley, Rita A. Hodges, Francis E. Johnston, Joann Weeks. - Philadelphia: Temple University Press, 2017. - 189 p.
Abstract: Employing history, social theory, and a detailed contemporary case study, this book argues for fundamentally reshaping research universities to function as democratic, civic, and community-engaged institutions dedicated to advancing learning and knowledge for social change. The authors focus on significant contributions to learning made by Francis Bacon, Benjamin Franklin, Seth Low, Jane Addams, William Rainey Harper, and John Dewey—as well as their own work at the University of Pennsylvania's Netter Center for Community Partnerships to help create and sustain democratically engaged colleges and universities for the public good.
Classmark: US-6 BEN

Finnish higher education institutions' reactions to the 2015 asylum seeker situation: motives, goals and future challenges / H. Vaarala, E.-L. Haapakangas, E. Kyckling, T. Saarinen. - **In:** Apples: Journal of Applied Language Studies, v. 11, no. 3, pp. 143-165
Abstract: This article examines the reception of asylum seekers by Finnish higher education institutions mainly by analysing media data written about and written by universities and universities of applied sciences in Finland. The higher education institutions, in keeping with their societal role, spontaneously developed various kinds of pop-up courses, co-operation projects and other activities for asylum seekers. These activities range from crisis work to medical clinics and sports events to language teaching. This article examines whether new tasks were emerging in the Finnish higher education institutions' understanding of the societal role of higher education. This main question is operationalised in three sub-questions. Firstly, the authors examine how higher education institutions motivate their actions on developing activities for asylum seekers. Secondly, they analyse the goals and gainers of these activities. Thirdly, they discuss the challenges faced by the higher education institutions in their refugee and asylum seeker activities. Based on our findings, we suggest that new kinds of voluntary and humanitarian activities appear to be emerging at Finnish higher education institutions, as they responded to the increase in the number of asylum seekers, suggesting a change in the traditions of societal impact of Finnish higher education. The analysis also shows an apparent paradox in the activities of the institutions: while they had no way of knowing how many asylum seekers will remain in Finland, they still organised activities that implied staying in Finland for a longer time. The higher education institutions themselves benefitted from the activities: they could exhibit their expertise and previous research in the area of immigrant studies, and aspects of service-learning system of societal activity could be taken into their curricula.
URL:
https://jyx.jyu.fi/dspace/bitstream/handle/123456789/56277/finnishhighereducationinstitutionsreactionstothe2015asylums eekersituationmotivesgoalsandfuturechallenges.pdf?sequence=1

Social engagement in Latin American universities / José-Ginés Mora, Mauricio Aguiar Serra, María-José Vieira / International Association of Universities [IAU]. - **In:** Higher Education Policy, 2018 [Advance online publication]
Abstract: Regional engagement of universities encompasses a wide number of activities. To a large extent, the literature has emphasised innovation and technological transfer as the main focus of university partnerships. Based on a broad project data carried out in Latin America, this paper points out that social engagement is the most remarkable activity in Latin American universities. This role played by these universities is quite distinctive and could be considered a model for other regions, especially in developing countries. This paper aims to analyse how universities in Latin America interact with civil society in order to meet multiple demands and needs.

Student welfare

In it together: taking action on student mental health / Council of Ontario Universities [Canada]. - Ontario: COU, 2017. - 10 p.
Abstract: This report calls for the creation of an integrated strategy for the growing problem of student mental health in

the province.
URL:

'Just deal with it': neoliberalism in dyslexic students' talk about dyslexia and learning at university / Harriet Cameron, Tom Billington / Society for Research into Higher Education [SRHE][UK]. - **In:** Studies in higher education, v. 42, no. 8, pp. 1358-1372, August - September 2017

Abstract: This paper analyses conversations about dyslexia and 'fairness' during two focus group formed of dyslexic students studying at a UK higher education institution. It is as part of a study into the discursive construction of dyslexia in higher education. The investigation identified neoliberalist ideology as a powerful voice within the analysed transcripts of the focus group conversations, and as directive for identity and action. The students' understanding that success is based on merit and hard work frequently shut down other ways of constructing achievement and fairness in education.

Teacher education

History curriculum and teacher training: shaping a democratic future in post-apartheid South Africa? / Felisa L. Tibbitts, Gail Weldon. - **In:** Comparative Education, v. 53, no. 3, pp. 442-461, August 2017

Abstract: This article examines the role of education in transitional justice, and specifically teacher professional development focusing on history curriculum change in post-apartheid South Africa. The authors show how the post-apartheid South African government developed a human rights-based history curriculum but failed to support teachers to implement it. Aspects of these inadequacies included a failure to take into account the de-skilling of a large segment of the teaching population under apartheid and teachers' personal legacies of that era. Through a review of the teacher professional development programme, *Facing the Past*, this article demonstrates the possibility to implement teacher training programmes attuned to the particular needs of a transitional justice environment.