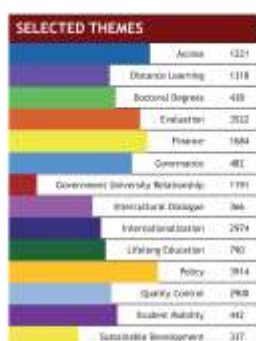


New in / Nouveautés

HEDBIB

International Bibliographic Database on Higher Education

December / decembre 2014

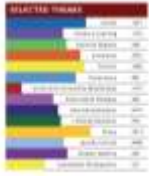


HEDBIB

International Bibliographic Database on Higher Education

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





Presentation

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

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

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

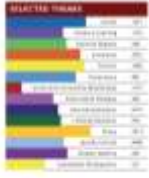
Each issue of *New in HEDBIB* is supplemented by the IAU monthly selection 'We Recommend', providing a close-up of one or more recent publications chosen by the IAU-UNESCO Information Centre on Higher Education.

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

New in HEDBIB is produced five times a year.

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

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



Summary

We recommend	4
IAU Themes	5
▪ Equitable Access and Success in Higher Education	5
Africa	5
Arab States	5
Asia and the Pacific	6
Europe and North America	6
Latin America and the Caribbean	7
▪ Higher Education and Social Responsibility / EFA	9
Asia and the Pacific	9
Europe and North America	9
Latin America and the Caribbean	9
▪ Information and Communication Technologies (ICTs)	11
Europe and North America	11
Latin America and the Caribbean	12
▪ Intercultural Dialogue	13
Europe and North America	13
▪ Internationalization	14
Asia and the Pacific	14
Europe and North America	14
▪ Research and Doctoral Education	17
Africa	17
Asia and the Pacific	18
Europe and North America	18
Latin America and the Caribbean	20
▪ Sustainable Development	22
Europe and North America	22
Latin America and the Caribbean	23
Other themes	25



We recommend

Early career researchers and the changing working conditions in academia [Special issue] / Veronika Wöhrer, Ed. / International Association of Universities [IAU] . - In: Higher Education Policy, v. 27, no. 4, pp. 431-544, December 2014 ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This special issue presents research that investigates the perceptions of early career researchers (ECRs) within changing working conditions in higher education and the effects these changes have on them. The papers in this issue include studies from several European countries: Estonia, the Czech Republic, Italy; Austria and focus on the social sciences and humanities. Two additional papers examine the social dimension of the Bologna Process and the representation of women academic staff at research universities in the USA.

Contents: Power at the Interfaces: The Contested Orderings of Academic Presents and Futures in a Social Science Department (Tereza Stöckelová) pp. 435-451; Supervision and Early Career Work Experiences of Estonian Humanities Researchers Under the Conditions of Project-based Funding (Jaana Eigi, Pille Põiklik, Endla Lõhkivi and Katrin Velbaum) pp. 453-468; To Stay or to Go? Narratives of Early-Stage Sociologists about Persisting in Academia (Veronika Wöhrer) pp. 469-487; Keep on Movin'? Research Mobility's Meanings for Italian Early-Stage Researchers (Chiara Carrozza and Sara Minucci) pp. 489-508 Setting Policy Agenda for the Social Dimension of the Bologna Process (Yasemin Yagci) pp. 509-528; Inclusion of Women Academics into American Universities: Analysis of Women Status Reports (Xuhong Su and Monica Gaughan).

URL : <http://www.palgrave-journals.com/hep/journal/v27/n4/index.html#ar>

Post 2015 development agenda : where in the world is higher education [In focus] = Le rôle de l'enseignement supérieur dans l'agenda du développement post 2015 / International Association of Universities [IAU] . - In: IAU Horizons / IAU Horizons, v. 20, no. 3, pp. 19-42, November 2014

Abstract : The 18 papers written by experts from every world region explores perspectives on what higher education's role can and should be in the post-2015 development agenda.

Contents: IAU work on HESD (Dzulkifli Abdul Razak, IAU); International Conference on Higher Education: higher education beyond 2014 (United Nations University); The future of education for sustainable development and the role of higher education institutions (UNESCO ESD Secretariat); Let's make some noise!: higher education and the post-2015 development agenda (Budd L. Hall); Sustainable lifestyles and the post-2015 agenda: searching for a world-embracing vision (Victoria W. Thoreson); The world beyond 2015: is higher education ready? (Patrice Ajai-Ajabe); Critical to include HE in post-2015 development agenda (Damtew Teferra); Setting the stage: post-2015 development agenda: challenges and the role of higher education and research (Berhanu Abegaz); HE in pursuit of development goals (Ad Boeren); ProSPER.Net and networking in higher education: advancing ESD and developing leaders for sustainable development (Aurea Christine Tanaka and Mario Tabucanon); Towards a sustainability-oriented university: Tongji practice (Wang Xin, Wu Jiang, Sun Jie); The role of higher education in Latin America in the post 2015 agenda (Roberto Escalante, Orlando Delgado); The role of higher education in the Latin American and Caribbean development agenda (Raul Aria Lovillo, Segundo Benitez Hurtado); The role of higher education and the post 2015 dialogues (Daniella Tilbury, Clemens Mader); Environment education and the training at UNEP: the Global Universities Partnership on Environment and Sustainability (GUPES); For a follow-up to the Education for All (EFA) initiative of the United Nations that includes higher education (Isabelle Turmaine, IAU); A sustainable literacy test, what for? (J-C. Carteron).

URL : http://iau-aiu.net/sites/all/files/IAU%20Horizons%20Vol%2020%203%20web%20version_ENG_0.pdf (English)

; http://iau-aiu.net/sites/all/files/IAU%20Horizons_Vol_20_3_FR_0.pdf (French)



IAU Themes

▪ Equitable Access and Success in Higher Education

The equity imperative in tertiary education : promoting fairness and efficiency / Jamil Salmi, Roberta Malee Bassett / UNESCO Institute for Lifelong Learning . - In: International Review of Education, v. 60, no. 3, pp. 361-377, 2014

ISSN 0020-8566 . - Online ISSN 1573-0638

Abstract : For many young people, especially in the developing world, major obstacles such as disparities in terms of gender, minority population membership or disabilities as well as academic and financial barriers are still standing in their way of attaining higher education. The authors of this article propose a conceptual framework to analyse equity issues in tertiary education and document the scope, significance and consequences of disparities in tertiary education opportunities. They highlight the main determinants of these inequalities and offer suggestions about effective equity promotion policies for widening participation and improving the chances of success of underprivileged youths to create societies which uphold humanistic values.

De nombreux jeunes gens, notamment dans le monde en développement, se heurtent à des obstacles majeurs tels que les disparités dues au sexe, à l'appartenance à un groupe minoritaire ou à un handicap, ainsi qu'à des barrières d'ordre scolaire et financier. Les auteurs présentent un cadre conceptuel permettant d'analyser les questions d'équité dans l'enseignement supérieur et documentent l'ampleur, la portée et les conséquences des inégalités dans le secteur. Ils éclairent quelque peu les principaux déterminants de ces disparités et proposent des politiques de promotion efficace de l'équité, qui visent à élargir la participation et à améliorer les chances de réussite des jeunes défavorisés, dans la perspective de créer des sociétés porteuses de valeurs humanistes.

URL : http://download.springer.com/static/pdf/334/art%253A10.1007%252Fs11159-013-9391-z.pdf?auth66=1413986435_1ef0f3e2e32f85ceaf4a916ef34ec95a&ext=.pdf

Africa

Review of initiatives in equity and transformation in three universities in South Africa / Carnegie Corporation of New York [USA]; Cape Higher Education Consortium [CHEC][South Africa] . - Wynberg, South Africa : CHEC, 2014 . - 81 p.

ISBN 978-1-920677-68-8

Abstract : This report presents the findings of a review undertaken by the Cape Higher Education Consortium (CHEC) for Carnegie Corporation of New York in 2012/2013 on the outputs and outcomes of the support it provided for staff development, postgraduate training, and institutional-climate interventions at universities in Witwatersrand, Cape Town, and KwaZulu-Natal.

URL : http://carnegie.org/fileadmin/Media/Publications/PDF/chec_carnegie_report_05.pdf

Arab States

Egypt : inequality of opportunity in education / World Bank. Social Protection and Labor Global Practice Group . - Washington, DC : World Bank, 2014 . - 38 p. (Policy Research Working Paper, 6996)

Abstract : This report shows that, although access to education has improved over the last three decades, inequalities remain in access to higher education and educational outcomes, especially for students from rural areas and whose parents have a low level of education.

URL : http://www-wds.worldbank.org/external/default/WDSContentServer/IW3P/IB/2014/08/04/000158349_20140804091324/Rendered/PDF/WPS6996.pdf

Asia and the Pacific

Two aspects of the rural-urban divide and educational stratification in China : a trajectory analysis / Lingzin Hao, Alfred Hu, Jamie Lo / Comparative and International Educational Society . - In: Comparative Education Review, v. 58, no. 3, pp. 509-536, August 2014
ISSN 0010-4086

Abstract : The study uses data from the 2008 Chinese General Social Survey to estimate the effects of two aspects of the rural-urban divide - (i) the household registration system (hukou) which assigns people to a hierarchy; and (ii) the rural-urban schooling system which institutionalises unequal resource distribution - on educational inequality in China. The findings indicate that (i) the hukou system places rural-hukou people at the bottom of educational stratification, (ii) the penalty of attending rural preterinary school increases with educational stages, and (iii) there is a cumulative disadvantage of rural hukou and rural school.

Europe and North America

How public universities can promote access and success for all students / Antoinette Flores / Center for American Progress [USA] . - Washington D.C. : CAP, 2014 . - 11 p.

Abstract : Giving the examples of three universities in the United States, the report shows that increasing access to underserved populations while improving graduation rates and reducing graduation gaps across demographics can be achieved with the right balance of federal, state, and institutional support.

URL : <http://cdn.americanprogress.org/wp-content/uploads/2014/09/FloresCaseStudy-brief.pdf>

STEM strategies : student ambassadors and equality in higher education / Clare Gartland . - London : Institute of Education Press, 2014 . - 184 p.

ISBN 978-1-85856-617-7

Abstract : This book examines recent policy in the United Kingdom for widening participation in science, technology, engineering and mathematics (STEM) in higher education, through the lens of STEM student ambassador schemes. These schemes, which were specifically designed for widening participation in STEM subjects, engage undergraduate students as ambassadors to work with secondary school students to encourage their progression in STEM subjects. The author provides a detailed account of practices of using student ambassadors in two contrasting universities in the UK.

Classmark : GB-521.3 GAR

The many prices of knowledge : how tuition & subsidies interact in Canadian higher education / Alex Usher, Jacqueline Lambert, Charlotte Mirzazadeh / Higher Education Strategy Associates [Canada] . - Toronto : HESA, 2014 . - 60 p.

Abstract : This report focuses on net prices paid by students with distinct profiles in each of the ten provinces in order to identify those with higher average aid and the degree to which each province focuses it on needier students.

URL : <http://higheredstrategy.com/wp-content/uploads/2014/08/The-Many-Prices-of-Knowledge-WEB.pdf>

Applying to higher education : comparisons of independent and state schools / Máiréad Dunne, Russell King, Jill Ahrens . - In: Studies in Higher Education, v. 39, no. 9, pp. 1649-1667, 2014
ISSN 0307-5079

Abstract : This paper reports on research into the ways that schools engage in university application processes. Questionnaire and interview data were collected from 1400 Year 13 students (17-18 years old) from 18 independent and state schools in England and 15 in-depth interviews were carried out with school teacher higher education (HE) advisors. The analysis compares independent and state schools with respect to: the types of higher education institutions (HEIs) that students applied for; the way the HE application process was managed in their schools; and how teacher advisors explained and managed the processes and outcomes for their students. Informed by Bourdieu's relational sociology, the discussion focuses on how schools in the two sectors mobilise different forms of capital in the competitive processes of university application. (Abstract adapted from publisher)

Higher education and demographic challenge : the German case / Johannes Balve . - In: Higher Education Forum, v. 11, pp. 1-9, March 2014
ISSN 078-4-902808-82-7

Abstract : The article examines the issue of how lower birth rates and changing demographic structures are predicted to affect German higher education.

URL : http://en.rihe.hiroshima-u.ac.jp/pl_default_2.php?bid=111892

Socioeconomic diversity in selective private colleges : an organizational analysis / James C. Hearn, Kelly Ochs Rosinger / Association for the study of higher education [ASHE][USA] . - In: The Review of Higher Education, v. 37, no. 1, pp. 71-104, Fall 2014
ISSN 0162-5748 . - Online ISSN 1090-7009

Abstract : There is substantial variation in Selective Private Colleges' socioeconomic composition, however. Some selective private institutions proportionately enroll five times as many lower-socioeconomic status students as others. What drives this variation? Longitudinal analyses presented here suggest that, all other factors being equal, private institutions that are historically embedded in elite status maintain less socioeconomic diversity. Conversely, generous financial-aid efforts and test-optional admissions policies appear to contribute to institutions achieving greater SES diversity. The findings suggest several research and policy implications. (Abstract from publisher)

The impact of college experiences on degree completion in STEM fields at four-year institutions : does gender matter? / Joy Gaston Gayles, Frim Ampaw . - In: The Journal of Higher Education, v. 85, no. 4, pp. 439-468, July / August 2014

ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : This study aimed to examine factors that influence degree attainment for students in science, technology, engineering, and mathematics (STEM) majors at four-year colleges and universities in the United States. Specifically, the authors studied differential effects across gender and educational experiences, such as interacting with faculty and social involvement with peers, on degree attainment. Results support that the effects of the college experience on degree attainment in STEM are conditional on gender. Recommendations for policy and practice are offered. (Abstract adapted from publisher)

Understanding retention in US graduate programs by student nationality / Erin Crede, Maura Borrego . - In: Studies in Higher Education, v. 39, no. 9, pp. 1599-1616, 2014
ISSN 0307-5079

Abstract : The purpose of this study is to better understand the differences in selected retention constructs by student nationality in US graduate programs. Surveys administered at four universities across the United States during fall 2010 resulted in responses from 685 PhD students from six international regions. Responses were analyzed to characterize demographic differences in participant responses to constructs related to intention to complete the degree. Five constructs were found to be both statistically and practically significant relative to students' degree completion; these were: expectations, individual preferences, perception of value, project ownership, and climate. Post hoc comparisons highlight differences in specific nationality groups. Results are explored in light of existing retention literature, and implications for graduate programs or other fields with similar levels of international diversity are offered. (Abstract from publisher)

Latin America and the Caribbean

La desvinculación en la primera generación de estudiantes de un programa innovador de la Universidad de la República, Uruguay / Pilar Rodríguez, Laura Brum, Analía Correa, Paula Laporta, Rossana Cantieri, Clara Núñez, Natalia Verrastro, Gastón De León / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES] . - In: Revista de la Educación Superior, v. 43 (2), no. 170, pp. 113-134, abril - junio 2014
ISSN 0185-2760

Abstract : This article details the results of research to identify the factors that influence student disengagement in an innovative programme with a flexible curriculum which aims to democratise access to the University of the Republic, Uruguay, by providing an alternative access path. The study used the Kaplan-Meier method to examine the timing of student disengagement. The results showed that student disengagement occurs predominantly during the first three months of the course and is related to institutional and programme aspects as well as the student's personal motivations.

Este artículo muestra los resultados de una investigación cuyo objetivo fue identificar los factores que influyen en la desvinculación estudiantil en el marco de los Ciclos Iniciales Optativos, una propuesta educativa innovadora dentro de la educación superior que apunta a la flexibilidad curricular y a democratizar el acceso a la Universidad de la República (U de la R). Se indagó sobre el momento y los motivos de la desvinculación; asimismo, se estudió la supervivencia estudiantil utilizando el método de Kaplan-Meier. Los resultados evidencian que la desvinculación de los estudiantes ocurre principalmente durante los primeros tres meses a partir del inicio de cursos y se relaciona con aspectos institucionales y del programa, así como con motivos personales de los estudiantes.

URL : <http://publicaciones.anuies.mx/revista/170/2/5/es/la-desvinculacion-en-la-primera-generacion-de-estudiantes-de-un>

▪ Higher Education and Social Responsibility / EFA

Asia and the Pacific

At the sunset of MDG and EFA: lifelong learning, national development and the future / Chris Duke, Heribert Hinzen, Eds. / Institut für International Zusammenarbeit des Deutschen Volkshochschul-Verbandes [DVV International][Germany] . - Non-formal Education: a National, Regional and International Exchange Non - formal Education, Lifelong Learning and Universities Network, Vang Vieng, Lao PDR , 10-14 March 2014 . - Vientiane, Lao PDR : DVV International regional office, 2014 . - 227 p.

Abstract : This document reports on the outcomes of three conferences held in March 2014 that looked at Quality Education and Lifelong Learning for all from national, regional, and international perspectives. Some of the papers presented dealt with policy making and the participation of universities in lifelong learning and continuing education in various Asian countries.

URL : http://cradall.org/sites/default/files/Sunset%20at%20MDG%20and%20EFA_0.pdf

Europe and North America

Higher education and diplomacy / Jane Knight / Canadian Bureau for International Education . - Ottawa : CBIE, 2014 . - 3 p. (CBIE Briefing Note)

Abstract : This paper discusses the contribution that higher education can make in a world of international relations transformed by the shift to a multi-actor diplomacy and the emergence of soft power. It also studies the potential for knowledge diplomacy.

URL : <http://www.cbie-bcei.ca/wp-content/uploads/2014/10/Jane-Knight-Briefing-Oct-2014.pdf>

State funding and the engaged university : understanding community engagement and state appropriations for higher education / David J. Weerts / Association for the study of higher education [ASHE][USA] . - In: The Review of Higher Education, v. 38, no. 1, pp. 133-169, Fall 2014
ISSN 0162-5748 . - Online ISSN 1090-7009

Abstract : This study examines how community engagement is expressed and understood at institutions that vary in their expected levels of state funding in universities in 2 states of the USA, Massachusetts and Virginia. The findings suggest that institutions with higher than expected levels of state funding over a 20-year period were located in urban, politically powerful districts with prevalent community engagement opportunities, had less intensive research missions, manifested campus cultures supporting engagement, and relationships with community and industry partners that were reciprocal and mutually beneficial.

Universities, the public good and professional education in the UK / Linda East, Rebecca Stokes, Melanie Walker . - In: Studies in Higher Education, v. 39, no. 9, pp. 1617-1633, 2014
ISSN 0307-5079

Abstract : The purpose and value of higher education have particular relevance when directed towards the preparation of professionally qualified graduates who might be expected to contribute to the public good. However, definitions of the public good are contested and the role of higher education is unclear. This interview-based study contributes to the debate by taking a professional capabilities index (PCI) generated in South Africa and interrogating it in the UK context. The PCI is oriented towards poverty reduction and is grounded in the human development and capabilities approach, an agenda to which UK respondents were broadly sympathetic although with differences in emphasis. This article argues that, if we are to move beyond a narrow economic understanding of the public good and a purely instrumental understanding of graduate attributes, the human development and capabilities approach has much to offer. (Abstract adapted from publisher)

Latin America and the Caribbean

Educación inclusiva y discapacidad : su incorporación en la formación profesional de la educación superior / Andrea Yupanqui Concha, Cristian A. Aranda Farías, Carolina A. Vásquez Oyarzun, Wilson A. Verdugo Huenumán /

Abstract : This study describes the perception of stakeholders in the educational process about the impact of an intervention related to inclusive education and disability, led by the Occupational Therapy Department of the University of Magallanes in Chile, from 2008 to 2012. It used mixed methodology and considered members of 15 educational institutions. Data were collected through interviews, focus groups and surveys. The results demonstrate the significant role of the Occupational Therapist in education by contributing to the inclusion of children with disabilities, which reveals the need to incorporate these issues in higher education training.

El presente estudio describe la percepción de actores clave en el proceso educativo acerca del impacto de una experiencia de intervención vinculada a la educación inclusiva y la discapacidad, liderada por la carrera de Terapia Ocupacional de la Universidad de Magallanes de Chile, entre los años 2008 y 2012. El análisis utilizó una metodología mixta y consideró a integrantes de 15 establecimientos educativos, cuyos datos se recogieron mediante entrevistas, grupos focales y encuestas. Los resultados demuestran la importancia del rol del Terapeuta Ocupacional en el campo educativo mediante su contribución a la inclusión de niños y niñas con discapacidad, aspecto que revela la necesidad de incorporar estas temáticas en la formación profesional de la Educación Superior.

URL : <http://publicaciones.anuies.mx/revista/171/2/4/es/educacion-inclusiva-y-discapacidad-su-incorporacion-en-la-formacion>

La incorporación de las lenguas indígenas nacionales al desarrollo académico universitario : la experiencia de

la Universidad Veracruzana / Miguel Figueroa Saavedra, Fuentes, Daniela Alarcon, Daisy Bernal Lorenzo, José Álvaro Hernández Martínez / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES] . - In: Revista de la Educación Superior, v. 43 (3), no. 171, pp. 67-92, julio-septiembre 2014
ISSN 0185-2760

Abstract : The Universidad Veracruzana has implemented several actions against discrimination, favoring the linguistic rights of indigenous people since 2005. The commitment to managing the university linguistic diversity from a pluricultural and intercultural approach, created the conditions for a budding academic production that updates and so recovers national indigenous languages as languages of thinking and knowledge. The main evidence of this process is the academic writing of theses in these indigenous languages, a pioneering and unusual event in Mexico that marks a new period in linguistic and educational policy in the Mexican university, but nevertheless with limitations and problems.

Desde 2005, la Universidad Veracruzana implementó acciones contra la discriminación y en pro de los derechos de los pueblos indígenas. Esta apuesta por gestionar la diversidad etnolingüística universitaria, de modo pluricultural e intercultural, creó las condiciones para una incipiente producción académica que actualiza y recupera las lenguas indígenas nacionales como lenguas de pensamiento y de conocimiento. La principal evidencia de este proceso es la redacción de tesis escritas en estas lenguas, un parteaguas que marca un hito histórico en la política lingüística y educativa de la universidad mexicana, pero que aún está sujeta a limitaciones y problemas.

URL : <http://publicaciones.anuies.mx/revista/171/2/3/es/la-incorporacion-de-las-lenguas-indigenas-nacionales-al-desarrollo>

▪ Information and Communication Technologies (ICTs)

MOOCs4D : Potential at the bottom of the pyramid : conference report / UNESCO Institute for Information Technologies in Education [IITE][Russian Federation]; University of Pennsylvania [USA]. Graduate School of Education . - MOOCs4D International Invitational Conference , Philadelphia, 10-11 April 2014 . - Philadelphia : University of Pennsylvania, 2014 . - 18 p.

Abstract : This Conference report discusses the advent of MOOCs, their future from a national and global perspective, their potential as instruments for international development and access to education and equity, particularly in developing countries, and challenges, issues and obstacles to their usage.

URL : http://iite.unesco.org/files/news/639173/MOOCs4D_ConfReport_July2014.pdf

OER Evidence report 2013-2014 / B. de los Arcos, R. Farrow, L.-A. Perryman, R. Pitt, M. Weller / Open University [UK]. OER Research Hub . - Milton Keynes : OER Research Hub, 2014 . - 35 p.

Abstract : This report details results of the and 20 international surveys conducted about the impact of open educational resources (OER) on learning and teaching practices. An OER Impact Map is included.

URL : <http://oerresearchhub.files.wordpress.com/2014/11/oerrh-evidence-report-2014.pdf>

Quality in Massive Open Online Courses . - In: INNOQUAL - International Journal for Innovation and Quality in Learning, v. 2, no. 3, pp. v-115, 2014

Open access journal . - ISSN 2294-9763

Abstract : Contents: Joint digital library of open educational resources of Russian universities (Alexey Abramov, Maria Bulakina, Alexander Ivannikov, Alexey Sigalov); What makes open education thrive?: Examination of factors contributing to the success of open education initiatives (Tomohiro Nagashima); Internet and social media communication skills: addressing the needs of LLP project teams (Katerina Zourou, Ju-Youn Song); How innovations and competence development support quality in lifelong learning (Christian M. Stracke); Introducing MOOCs to Austrian universities - is it worth it to accept the challenge? (Michael Kopp, Martin Ebner, Alexandra Dorfer-Novak); Academics' perceptions on the quality of MOOCs: An empirical study (Lyndon Walker, Birgit Loch); A new classification schema for MOOCs (Grainne Conole); The OpenupEd quality label: benchmarks for MOOCs (Jon Rosewell, Darco Jansen); Quality in MOOCs - Practice-based papers: Perspectives on MOOC quality - An account of the EFQUEL MOOC quality project (Alastair Creelman, Ulf-Daniel Ehlers, Ebba S. I. Ossiannilsson); UNX: A Latin American community of knowledge for entrepreneurship (Marta Caceres Piñuel); Rhizo14 – The MOOC that community built (Dave Cormier); Pedagogy of MOOCs (Paul Stacey).

URL : <http://papers.efquel.org/index.php/innoqual/issue/view/4>

Europe and North America

Building a smarter university : Big data, innovation, and analytics / Jason Lane, Ed. . - Albany, New York : SUNY Press, 2014 . - 318 p. (Critical Issues in Higher Education)

ISBN 978-1-4384-5452-8

Abstract : This book examines higher education institutions in the digital era and specifically the new opportunities and challenges of using 'Big Data'. The book has three sections. Part 1 provides an overview of what big data is and how it differentiates from traditional data. Legal issues of using big data are explored, particularly as related to privacy of educational records, intellectual property and data security. The second section explores access, completion and success. The papers analyse the use of big data to improve admissions and recruitment; using technology nudges to motivate students; and quantifying students' online learning behaviour to modify learning materials. A case study of the State University of New York highlights the use of data analysis to inform policies and administration of student campus mobility. The book's third section examines how higher education institutions can capitalise on existing data to inform strategy and policy. Contributors detail the adoption of data analytics by academic leaders and the use of international data by institutions to develop global engagements.

Classmark : INT-531 LAN

Open access to research publications : looking ahead / Joana Lourenço, Lidia Borrell-Damian / European University Association [EUA] . - Brussels : EUA, 2014 . - 19 p. (EUA Briefing Papers)

Abstract : An overview of policy developments and positions from a European university perspective, this briefing paper presents a selection of policy documents and positions on open access and research publications by national and international organisations representing universities, research institutes, scientists and research funders and also provides information on the European Commission's policy developments and reports on Open access.

URL : [http://www.eua.be/News/14-10-](http://www.eua.be/News/14-10-03/EUA_reponds_to_Science_2_0_consultation_and_takes_forward_work_on_open_access_with_new_briefing_paper_and_online_survey.aspx)

[03/EUA_reponds_to_Science_2_0_consultation_and_takes_forward_work_on_open_access_with_new_briefing_paper_and_online_survey.aspx](http://www.eua.be/News/14-10-03/EUA_reponds_to_Science_2_0_consultation_and_takes_forward_work_on_open_access_with_new_briefing_paper_and_online_survey.aspx)

Latin America and the Caribbean

El Informe sobre tendencias sociales y educativas en América Latina : Políticas TIC en los sistemas educativos de América Latina / IIPE-UNESCO Sede Regional Buenos Aires; Organización de Estados Iberoamericanos para la Educación, la Ciencia y la Cultura [OEI] . - Buenos Aires : IIPE- UNESCO - Sede Regional Buenos Aires, 2014 . - 261 p.

Abstract : This report provides an overview of policies for the integration of ICT in the educational systems of Latin America. Chapters include: trends; the status of infrastructure, equipment and connectivity; integration in educational institutions; and initial teacher training and professional development policies.

URL : http://www.siteal.org/sites/default/files/siteal_informe_2014_politicas_tic.pdf

Alfabetización informática y uso de sistemas de gestión del aprendizaje (LMS) en la docencia universitaria /

Holmes Rodríguez Espinosa, Luis Fernando Restrepo Betancur, Diego Aranzazu / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES] . - In: Revista de la Educación Superior, v. 43 (3), no. 171, pp. 139-159, julio-septiembre 2014

ISSN 0185-2760

Abstract : Teachers' digital literacy and learning management systems (LMS) used in the education and the influence of gender, age, teaching experience and type of link to the university were analysed at a university in Colombia. Statistical differences between gender about ICT knowledge used in teaching was found, whereby women had a better knowledge. In addition, a statistical difference was found between age groups in teachers' digital literacy ($p < 0.05$), whereby groups under 40 years old had a better level. No relationship between LMS use and teachers' digital literacy was found.

En este trabajo se analizó la alfabetización informática de los docentes y el uso de un sistema de gestión del aprendizaje (LMS) en la educación superior, así como la influencia del género, la edad, la experiencia docente y el tipo de vinculación con la Universidad. Se detectó la diferencia estadística ($p < 0,05$) entre géneros en el conocimiento sobre el uso de las IC en la docencia, siendo las mujeres las que tienen mayor conocimiento. También se reconoció la diferencia entre grupos de edad en la alfabetización informática ($p < 0,05$), siendo menores de 40 años los de mejor nivel. No se encontró relación entre el uso de la LMS y el nivel de alfabetización informática de los docentes.

- **Intercultural Dialogue**

Europe and North America

Cross-cultural mentoring : a pathway to making excellence inclusive / Betty Neal Crutcher . - In: Liberal Education, v. 100, no. 2, pp. 26-31, Spring 2014
ISSN 0024-1822

Abstract : This article examines the cross-cultural mentoring relationship as a bridge to institutional commitment to inclusive excellence. It is based on an address at the annual meeting of the Association of American Colleges and Universities.

URL : <https://www.aacu.org/liberaleducation/2014/spring/crutcher>

▪ Internationalization

Explaining international student satisfaction : insights from the International Student Barometer . - Redhill, Surrey : i-graduate, 2014 . - 37 p.

Abstract : Based on data from the International Student Barometer, a survey developed by the International Graduate Insight Group (i-graduate), this report examines student satisfaction in 50 universities in the US, UK and Australia.

URL : <http://igraduate.dev.ingelby.com/assets/Explaining-Satisfaction-ISB-2014.pdf>

Postgraduate student mobility trends to 2024 / British Council . - British Council, 2014 . - 44 p.

Abstract : This report forecasts the levels of graduate student flows to 2024 between 23 origin countries and six destination countries (Australia, Canada, Germany, Japan, the UK and the USA). The main findings indicate that the US will continue to dominate postgraduate enrolments globally, with the UK hosting the second highest number of postgraduate students. It also concludes that while China and India will continue to drive global enrolments, countries should be cautious about depending heavily on these two countries for postgraduates, especially with Pakistan, Saudi Arabia, Nigeria and Indonesia showing signs of strong growth. The report attributes the growth in postgraduate global mobility to a combination of factors: students eager to improve their employment opportunities; governments endeavoring to create more competent workforces; and universities needing to attract strong postgraduate students to boost research output and related funding.

URL : http://www.britishcouncil.org/sites/britishcouncil.uk2/files/postgraduate_mobility_trends_2024-october-14.pdf

Asia and the Pacific

Promoting regional education services integration : APEC university associations cross-border education cooperation workshop : workshop report / Asia Pacific Economic Cooperation [APEC] . - APEC University Associations Cross-Border Education Cooperation Workshop, Kuala Lumpur, 20-22 May 2014 . - Singapore : APEC, 2014 . - 29 p.

Abstract : This report summarises discussions at the APEC University Associations Cross-Border Education Cooperation Workshop. It contains best practice forms of cross-border education cooperation (CBE), barriers to mobility, and mechanisms for ongoing collaboration around CBE are described for four themes: enhancing the mobility of students, researchers, education providers, and virtual mobility.

URL : http://publications.apec.org/publication-detail.php?pub_id=1548

International students, academic publications and world university rankings : the impact of globalisation and responses of a Malaysian public university / Uao Sua Tan, Soo Khoo Goh . - In: Higher Education, v. 68, no. 4, pp. 489-502, October 2014

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

Abstract : This paper examines the responses of a Malaysian public university, Universiti Sains Malaysia, to the impact of globalisation vis-à-vis three key issues: international students, academic publications and world university rankings. There are concerted efforts put in place by the university to recruit more international students. But a global branding is needed to offset factors that have worked against its recruitment of international students. In the area of academic publications, there has been an increased emphasis on publications in citation-indexed journals in line with the globalised context of academic publications. Concerted efforts have also been put in place to enhance the reputation of academic journals published by the university. It is in the area of world university rankings that the counter-globalisation stand of the university has been most thought provoking in that it has rejected this standard benchmark for academic excellence by proposing an alternative benchmark. (Abstract from publisher)

Europe and North America

Canada's international education strategy : harnessing our knowledge advantage to drive innovation and prosperity = La stratégie du Canada en matière d'éducation internationale : utiliser notre avantage du savoir comme moteur de l'innovation et de la prospérité / Canada. Foreign Affairs, Trade and Development . - Ottawa :

Foreign Affairs, Trade and Development Canada . - 33 p.

ISBN 978-1-100-23110-5

Abstract : This strategy seeks to double the number of international students choosing Canada by the year 2022 without displacing Canadian students.

URL : <http://international.gc.ca/global-markets-marches-mondiaux/assets/pdfs/overview-apercu-eng.pdf> (English)

; <http://international.gc.ca/global-markets-marches-mondiaux/assets/pdfs/overview-apercu-fra.pdf> (French)

Connecting mobility policies and practice : observations and recommendations on national and institutional developments in Europe / European University Association [EUA]; Academic Cooperation Association [ACA] . -

Brussels : EUA, 2014 . - 27 p.

ISBN 978-9-07899-7498

Abstract : This report is based on the results of the Mobility Policy-Practice Connect (MPPC) project supported by the European Commission's lifelong learning programme, as well as other mobility projects carried out by the European University Association [EUA];Academic Cooperation Association [ACA] since 2009 . One of the conclusions is that while higher education mobility in Europe is a long-standing political priority – often expressed through Erasmus, the European Credit Transfer System and the Bologna Process – more needs to be done to encourage “cross-institutional buy-in for mobility objectives beyond the international office”. In particular, staff mobility needs to be given “a stronger focus within strategies, whether for internationalisation, research or teaching”.

URL : http://www.eua.be/Libraries/Publications_homepage_list/EUA_MPPC_Mobility_policies_Web.sflb.ashx

Geography of foreign Students in U.S. higher education : origins and destinations / Neil G. Ruiz / Brookings Institution [USA] . - Washington D.C. : Brookings Institution, 2014 . - 51p.

Abstract : This report, published by the Global Cities Initiative, a joint project of Brookings and JPMorgan Chase, is based on United States foreign student visa approvals from 2001 to 2012, it tracks the local origins, size and growth rate of the foreign student population at the metropolitan level.

URL : http://www.brookings.edu/~media/research/files/reports/2014/08/foreign%20students/foreign_students_final.pdf

Regulatory reform of the international education sector and the student immigration regime : policy statement / Ireland. Dept for Education and Skills; Ireland. Dept of Justice and Equality . - Dublin : Irish Government, 2014 . - 13 p.

Abstract : This sets out a series of actions that will be taken to protect the consumer and educational interests of genuine students, address abuse of the labour market, protect the high quality public and private providers of international education in Ireland and safeguard Ireland's reputation. The new rules take effect from 1st January 2015.

URL: <https://www.education.ie/en/Publications/Policy-Reports/Regulatory-Reform-of-the-International-Education-Sector-and-the-Student-Immigration-Regime.pdf>

The Erasmus impact study : effects of mobility on the skills and employability of students and the internationalisation of higher education institutions / European Commission . - Luxembourg : Publications Office of the European Union, 2014 . - 226 p.

ISBN 978-92-79-38380-9

Abstract : This study was commissioned by the European Commission to assess the impact of the Erasmus student mobility programme. The study of over 56,000 mobile and non-mobile students, staff, higher education institutions and employers, focuses on the impact of mobility on career development compared to non-mobile students. Students considered that they had increased their skills in intercultural competence, foreign languages and communication as a result of studying abroad. The study also finds positive results in the comparison of mobile and non-mobile staff, such as an increase in good practices and skills; effects on the quality of teaching; international cooperation and research. The study notes that uncertainty about additional costs, personal relationships and lack of financial resources are mentioned by non-mobile students as the main rationale for not participating in study abroad programmes.

URL : http://ec.europa.eu/education/library/study/2014/erasmus-impact_en.pdf

Expanding diversity in study abroad [Special issue] . - In: IIE Networker, pp. 38-49, Fall 2014

Abstract : Contents: Opening the doors of education abroad to enhance academic success for lower achieving students (Donald L. Rubin, et al.); Diversity and internationalization in higher education: finding common ground to increase

access to and diversity in education abroad (Lily Lopez-McGee and Eduardo Contreras Jr.); What will it take to send more underrepresented students abroad? (LaNitra Berger); Shifting from deficits to assets: reframing discussions of students of color in study abroad (Karyn L. Sweeney).

URL : <http://www.nxtbook.com/naylor/IEB/IEB0214/index.php?startid=38>

▪ Research and Doctoral Education

International Comparisons in postgraduate education : quality, access and employment outcomes / Higher Education Funding Council for England [HEFCE] . - Bristol : HEFCE, 2014 . - 215 p.

Abstract : This report examines postgraduate education in Australia, England, Germany, India, Norway, Scotland, Spain and the United States. It focuses on the three overarching themes of quality, access and employment outcomes of postgraduate education and includes comparisons between England and the other countries in order to identify the strengths and challenges of the various postgraduate education systems.

URL :

<http://www.hefce.ac.uk/media/hefce/content/pubs/indirreports/2014/internationalcomparisonsinpgeducation/International%20comparisons%20in%20postgraduate%20education%20-%20quality,%20access%20and%20employment%20outcomes.pdf>

Who are the doctorate holders and where do their qualifications lead them? = Titulaires de doctorats : qui sont-ils et que deviennent-ils après l'obtention de leur diplôme ? / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD, 2014 . - 25 p. (Educational Indicators in Focus, 25)

Abstract : The number of doctorates awarded across OECD countries significantly increased over the past decade, growing from 158 000 new doctorates in 2000 to 247 000 in 2012, a rise of 56%. International students get one in five of these new doctorates. Even though the share of women in doctorate programmes has increased over the last decade (as in other levels of education), by 2012 women were still less likely than men to earn an advanced research qualification. The data provided show that the employment opportunities for doctorate degree holders, outside research institutions, are very good. On average across OECD countries, the employment rate for PhDs reaches 91%, compared with 85% for bachelor's and master's degree holder

URL : [http://www.oecd-](http://www.oecd-ilibrary.org/docserver/download/5jxv8xsvp1g2.pdf?expires=1415200454&id=id&accname=guest&checksum=2440275DAF6673809A1120093BC6BDE7)

[ilibrary.org/docserver/download/5jxv8xsvp1g2.pdf?expires=1415200454&id=id&accname=guest&checksum=2440275DAF6673809A1120093BC6BDE7](http://www.oecd-ilibrary.org/docserver/download/5jxv8xsvp1g2.pdf?expires=1415200454&id=id&accname=guest&checksum=2440275DAF6673809A1120093BC6BDE7) (English);

[http://www.oecd-](http://www.oecd-ilibrary.org/docserver/download/5jxt470gm6g4.pdf?expires=1415200537&id=id&accname=guest&checksum=E076C91338512F727453DD1C0CDDD606)

[ilibrary.org/docserver/download/5jxt470gm6g4.pdf?expires=1415200537&id=id&accname=guest&checksum=E076C91338512F727453DD1C0CDDD606](http://www.oecd-ilibrary.org/docserver/download/5jxt470gm6g4.pdf?expires=1415200537&id=id&accname=guest&checksum=E076C91338512F727453DD1C0CDDD606) (French)

Africa

A decade of development in sub-Saharan African science, technology, engineering and mathematics research / World Bank . - Washington D.C. : World Bank, 2014 . - 72 p.

Abstract : This report analyses research outputs, research collaboration, and researcher mobility in sub-Saharan Africa from 2003 to 2013. Four main developments are presented over the past decade in research in sub-Saharan Africa: 1) sub-Saharan Africa has greatly increased both the quantity and quality of its research output; 2) sub-Saharan African research output in STEM lags that of other subject areas significantly; 3) sub-Saharan Africa, especially East Africa and Southern Africa, relies heavily on international collaboration and visiting faculty for their research output; and 4) research collaboration in Africa features a number of particular characteristics that are critical to understand for the design of successful policies.

URL : [http://www-](http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2014/09/26/000456286_20140926094154/Rendered/PDF/910160WPOP126900disclose09026020140.pdf)

[wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2014/09/26/000456286_20140926094154/Rendered/PDF/910160WPOP126900disclose09026020140.pdf](http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2014/09/26/000456286_20140926094154/Rendered/PDF/910160WPOP126900disclose09026020140.pdf)

Quelle recherche scientifique en Afrique? Le cas du Gabon / Idiata Daniel Franck . - Paris : L'Harmattan, 2014 . - 294 p. (Etudes africaines)

ISBN 978-2-343-03896-4

Abstract : Au moment où les nouveaux dirigeants affirment leur engagement à s'approprier véritablement les outils de développement, ce livre montre que les mêmes causes produisent les mêmes effets ; aucun pays africain engagé dans ce processus ne peut prétendre accéder au rang des pays émergents ou développés en faisant abstraction de la science et de l'innovation technologique. Il propose donc, en se fondant sur le cas du Gabon, des outils de mise en oeuvre d'une politique scientifique et technologique novatrice et efficiente. [Résumé de l'éditeur]

'It's an amazing learning curve to be part of the project' : exploring academic identity in collaborative research / Brenda Leibwiz, Clever Ndebele, Christine Winberg / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 7, pp. 1256-1269, September 2014
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This article reports on an investigation into the role of academic identity within collaborative research in higher education in South Africa. The study was informed by the literature on academic identities, collaborative research and communities of practice. It was located within a multi-site study, with involvement of researcher collaborators from eight South African higher education institutions. Eighteen academic development practitioners recorded their perceptions of their participation in one higher education research project. An analysis of the research team members' experiences of participating in the first phase of the research project lent credence to the factors influencing participants' academic identities. The study found that collaborative research provided potential for knowledge generation and personal and professional growth, but noted that in order to enable participation, attention needs to be paid to the interrelationship between researchers' academic individual and collective identities and their sense of expertise in the field of educational research. (Abstract from Publisher)

Asia and the Pacific

Higher Education and Research Reform Amendment Bill 2014 / Australia. Government . - Canberra : Australian Parliament, 2014 . - 40 p. (Bills Digest, 33)

Abstract : This bill seeks to amend the Higher Education Support Act 2003 to expand the demand-driven system of funding to all registered higher education providers. It proposes cuts to government funding for undergraduate study, deregulation of the tuition fees for undergraduate students, changes to the Higher Education Loan Programme and a revised arrangement for higher education grants. It also proposes changes to the funding of research, including the introduction of fees for postgraduate research students.

URL : http://parlinfo.aph.gov.au/parlInfo/download/legislation/billsdgs/3436314/upload_binary/3436314.pdf;fileType=application%2Fpdf#search=%22legislation/billsdgs/3436314%22

Key challenges for tertiary education policy and research : an Australian perspective / Leo Goedegebuure, Marian Schoen . - In: Studies in Higher Education, v. 39, no. 8, pp. 1381-1392, October 2014
ISSN 0307-5079

Abstract : This article discusses the key challenges for tertiary education research and policy in Australia. The authors assert that in the context of policy-related higher education research and to some extent research-informed policy-making, Australia has followed the trend of other New Public Management-driven systems of de-emphasising policy-oriented independent research. It is argued that evaluative and forward-looking research into the key areas of system coordination and institutional management is needed in the context of massive change that the Australian higher education sector is facing. A research agenda focusing on institutional change is proposed.

Europe and North America

Analysis of the state of play of the European Research Area in Member States and Associated Countries : focus on priority areas / European Commission. Directorate General for Research and Innovation . - 978 - 92 - 79 - 35570 - 7 : Publications Office of the European Union, 2014 . - 66 p.

Abstract : This report provides an overview of the degree of adoption of European Research Area-related policies by Member States and selected associated countries one year after the endorsement of the European Research Area.

URL : http://ec.europa.eu/research/era/pdf/era-communication/analysis_of_the_state_of_play_of_era_vf20140826.pdf

European universities in the European Research Area : building on strengths / European University Association [EUA] . - Brussels : EUA, 2014 . - 17 p.

Abstract : This report outlines the main activities of EUA and its university members, structured around the five European Research Area priorities. It also highlights a series of messages from the EUA's perspective for future European Research Area progress.

URL : http://www.eua.be/News/14-09-19/EUA_s_contribution_to_2014_European_Research_Area_Progress_Report.aspx

Science culture : where Canada stands / Council of Canadian Academies . - Ottawa : Council of Canadian Academies, 2014 . - 222 p.

Abstract : This report provides an inventory and analysis of the organizations and programmes that support and promote science culture in Canada, particularly among youth and, the results of a new public survey that assesses Canadians' science attitudes, engagement, and knowledge.

URL :

http://www.scienceadvice.ca/uploads/eng/assessments%20and%20publications%20and%20news%20releases/science-culture/scienceculture_fullreporten.pdf

Survey of doctorate recipients 2013 / National Science Foundation. National Center for Science and Engineering Statistics [USA] . - Washington, DC : NCSES, 2014

Abstract : This survey provides demographic and career history information about individuals with a research doctoral degree in a science, engineering, or health (SEH) field from US academic institutions.

URL : <http://ncesdata.nsf.gov/doctoratework/2013/>

Higher education research agendas for the coming decade : a UK perspective on the policy-research nexus /

Robin Middlehurst . - In: Studies in Higher Education, v. 39, no. 8, pp. 1475-1487, October 2014

ISSN 0307-5079

Abstract : From the perspective of the UK, this paper addresses two main themes. It presents a higher education (HE) research agenda for the next decade linked to key policy challenges and reflects on the dynamics of the research-policy landscape. The paper begins by identifying four dimensions of the UK that will continue to be important as a focus for research and policy and goes on to identify seven policy challenges for research. The paper illustrates relationships between HE research and policy development and discusses the range of actors now engaged in the policy-research landscape where a wide range of 'evidence' is drawn upon by policy-makers. The author considers that the challenge facing researchers is to ensure that longer term issues are not neglected in the rush for funding and short-term policy impact. While successful researchers engage in policy networks, they also need to maintain a critical distance from policy; and policy-makers themselves must recognise that independent enquiry provides the best service for the development of both HE and wider society. (Abstract adapted from publisher)

Increasing completion rates in Norwegian doctoral training : multiple causes for efficiency improvements / Svein Kyvik, Terje Bruen Olsen . - In: Studies in Higher Education, v. 39, no. 9, pp. 1668-1682, 2014

ISSN 0307-5079

Abstract : This article examines changes in completion rates and time-to-degree in Norwegian doctoral training over the last 30 years. A steadily increasing share of doctoral candidates holding a fellowship have been awarded their doctoral degree within five years; from 30% of those admitted in 1980 to 60% of those admitted 25 years later. Furthermore, the proportion of fellowship holders awarded a doctoral degree within 10 years increased from less than 50% to close to 80%. There are, however, large differences between fields. On the one hand, this is a success story, and the reasons for increasing efficiency in doctoral training are analysed. On the other hand, the average time-to-degree is still regarded as being too long, and the non-completion rate still too high. The multiple causes for efficiency improvements are examined with reference to the international body of literature on doctoral training. (Abstract adapted from publisher)

Keep on Movin'? Research mobility's meanings for Italian early-stage researchers / Chiara Carrozza, Sara

Minucci / International Association of Universities [IAU] . - In: Higher Education Policy, v. 27, no. 4, pp. 489-508, December 2014

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Research mobility is a core notion for the European Research Area (ERA), and a wide body of literature has focused on the factors facilitating and hindering researchers' mobility. The European discourse tends to promote mobility as a value, but to what extent is it perceived as such by researchers? What role does mobility play in career development, and what kinds of professional practices does it imply? The Italian case is particularly interesting for discussing scientific mobility, since unattractive career prospects and substandard working conditions are pushing more and more researchers to find job opportunities abroad. The article is based on a number of in-depth interviews conducted with early-stage researchers in the field of social sciences and humanities in the context of the research project OMERA

Social Sciences, and aims at giving 'flesh and blood' to the notion of mobility, thus overcoming the stylised narrative of the mobile scholar.

URL : <http://www.palgrave-journals.com/hep/journal/v27/n4/full/hep201423a.html>

Supervision and early career work experiences of Estonian humanities researchers under the conditions of project-based funding / Jaana Eigi, Pille Põiklik, Endla Lõhkivi, Katrin Velbaum / International Association of Universities [IAU] . - In: Higher Education Policy, v. 27, no. 4, pp. 453-468, December 2014

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This article analyses a series of interviews with Estonian humanities researchers to explore topics related to the beginning of academic careers and the relationships with supervisors and mentors. The authors show how researchers strive to have meaningful relationships and produce what they consider quality research in the conditions of a system that is very strongly oriented towards internationalization and project-based funding, where their efforts are compromised by a lack of policies helping them establish a stable position in academia. Leaving researchers to face these obstacles alone places a great burden on them and may lead to a loss of talent in academia. Identifying and addressing these issues is thus important for both the well-being of early career researchers and the future of academia.

URL : <http://www.palgrave-journals.com/hep/journal/v27/n4/full/hep201421a.html>

The role of higher education centres in research and policy : a case from a European periphery / Pavel Zgaga . -

In: Studies in Higher Education, v. 39, no. 8, pp. 1393-1404, October 2014

ISSN 0307-5079

Abstract : This article focuses on higher education research and policies in small and/or peripheral countries that usually occupy a marginal position in contemporary international debates. The region discussed is South-eastern Europe and especially the Western Balkans. First, an outline of emerging research centres and the developments in higher education research over the past two decades is given. The original survey carried out in 2012 is discussed and the problems that have occurred in the policy transfer from "centres" to the "periphery" (i.e. this region) and the policy transformation in local contexts are analysed. In the final section, specific problems in the development of higher education in the region arising from the dichotomy between the ambition for the nation-building and pressures of the global market are discussed. (Abstract from publisher)

Latin America and the Caribbean

Panorama de la Investigación en la Universidad Peruana / Asamblea Nacional de Rectores [Peru] . - Lima :

Asamblea Nacional de Rectores, 2014 . - 51 p.

Abstract : This report describes research carried out in Peruvian universities between 2010 and 2012.

URL : <http://www.anr.edu.pe/files/semilleros/miercoles18/1%20Panorama%20de%20la%20Investigacion%20Dra.pdf>

Patentes en instituciones de educación superior en México / Guadalupe Calderón-Martínez / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES] . - In: Revista de la Educación Superior, v. 43 (2), no. 170, pp. 37-56, abril - junio 2014

ISSN 0185-2760

Abstract : The objective of this paper is to analyse the factors that influence the production of patents in higher education institutions in Mexico. From the review of the international literature on the main factors that explain patent production, the authors built a database of 60 Mexican universities and constructed a model using institutional characteristics. Existing studies for the United States and some European countries show that the institutional framework and the individual characteristics of universities are important elements in the production of academic patents. The quantitative analysis in this article for a Latin American country can increase knowledge of academic patents and may have implications for science and technology policies.

El objetivo de la presente investigación es analizar los elementos que en México influyen en la producción de patentes en las Universidades e Instituciones de Educación Superior (IES). Las patentes académicas están recibiendo una atención creciente como vía de transferencia de conocimiento; a partir de la revisión de la literatura internacional sobre los principales factores que explican la producción de patentes, se ha construido una base de datos para 60 universidades mexicanas y se ha estimado un modelo tomando en cuenta las características institucionales de las

universidades. Estudios previamente realizados para Estados Unidos y algunos países europeos, muestran que el marco institucional y las particularidades propias de las universidades son elementos relevantes en la producción de patentes académicas. El análisis cuantitativo realizado en este artículo para un país latinoamericano permite ampliar el conocimiento relacionado a las licencias académicas, y podría tener implicaciones para el diseño de las políticas en ciencia y tecnología. (Abstract from Publisher)

URL : <http://publicaciones.anuies.mx/revista/170/2/7/es/patentes-en-instituciones-de-educacion-superior-en-mexico>

The emergence of doctoral programmes in the Colombian higher education system : trends and challenges /

Orlando Acosta, Jorge Celis / UNESCO International Bureau of Education [IBE][Switzerland] . - In: Prospects: Quarterly review of comparative education, v. 44, no. 3 (171), pp. 463-481, September 2014

ISSN 0033-0337

Abstract : This article analyzes the emergence of Colombian doctoral programmes within a national and international context. It shows that, while Colombia has experienced a significant growth in the number of Ph.D. graduates over the last decade, it continues to lag behind other Latin American countries. Further, it is critical for Colombia to increase funding for doctoral training, both by increasing the number of scholarships for graduate studies and by improving the mobility of researchers and strengthening the infrastructure of doctoral programmes. Increasing its numbers of Ph.D. holders is vital if Colombia is to succeed in entering the knowledge-based economy. [Abstract adapted from publisher]

URL : http://download.springer.com/static/pdf/189/art%253A10.1007%252Fs11125-014-9310-5.pdf?auth66=1415801655_734d4b4be60665ea81f05271d76ee35f&ext=.pdf

▪ Sustainable Development

Incorporating sustainability in engineering education / Deborah Shields, Francesca Verga, Gian Andrea Blengini . - **In:** International Journal of Sustainability in Higher Education, v. 15, no. 4, pp.390-403, 2014
ISSN 1467-6370

Abstract : Focusing on mining and petroleum engineering education, this paper describes the ongoing shift to sustainable engineering and discusses a variety of approaches that universities are currently using to introduce engineering students to sustainability principles.

Europe and North America

Green guide for universities / International Alliance of Research Universities [IARU]; Sustainia . - Zurich, Copenhagen : IARU, Sustainia, 2014 . - 143 p.
Online ISBN 978-87-93038-21-9

Abstract : Jointly developed by the ten IARU universities and the international think-tank Sustainia, this report presents key issues, recommendations and lessons learned when addressing campus sustainability, with a particular focus on environmental aspects. The guide includes 23 cases that have made a difference at the IARU universities.

URL : http://www.iaruni.org/images/stories/Sustainability/IARU_Green_Guide_for_Universities_2014.pdf

Mapping opportunities for professional development of university educators in Education for Sustainable Development : a state of the art report across 33 UE4SD partner countries / M. Mader, D. Tilbury, J. Dlouhá, J. Benayas, G. Michelsen, C. Mader, S. Burandt, A. Ryan, A. Barton, J. Dlouhý, D Alba . - Cheltenham : University of Gloucestershire, 2014 . - 53 p.

Abstract : This report has been developed as part of a three-year project entitled University Educators for Sustainable Development (UE4SD), funded by the European Commission. It captures recent efforts across Europe to support the development of education for sustainable development (ESD) competences of university educators. The aim is to draw on best practices, new initiatives, and usable tools for professional development in ESD for university educators.

URL : http://www.ue4sd.eu/images/2014/UE4SD_State-of-the-art-report_FINAL.pdf

Assessing sustainability knowledge of a student population / Adam Twickle, Tomas M. Koontz, Kristina, M. Slagle, Jeremy T. Bruskotter . - **In:** International Journal of Sustainability in Higher Education, v. 15, 4no., pp. 375-389, 2014
ISSN 1467-6370

Abstract : This article presents a tool for assessing the sustainability knowledge of an undergraduate population. It was developed within a United States higher education by using expert input, focus groups, pilot testing, and a large-scale online survey. The assessment tool can be used via a campus-wide survey or distributed at the classroom level by institutions to gauge current levels of knowledge and track changes over time, as well as assess the effectiveness of courses and curricula at meeting sustainability knowledge goals.

Integrating sustainability into business curricula : University of New Hampshire case study / Nelson A. Barber, Wilson Fiona, Venky Venkatachalam, Sara M. Cleaves, Josina Garnham . - **In:** International Journal of Sustainability in Higher Education, v. 15, no. 4, pp. 473-493, 2014
ISSN 1467-6370

Abstract : This paper aims to demonstrate how sustainable development education can be implemented at business schools, despite institutional barriers, through innovative and collaborative relationships with internal and external stakeholders. A detailed case study is presented of implementing sustainable development programmes into a business school in the United States.

Organizational transformation and higher sustainability management education : the case of the MBA Sustainability Management / Ki-Hoon Lee, Stefan Schaltegger . - **In:** International Journal of Sustainability in Higher Education, v. 15, no. 4, pp. 450-472, 2014

Abstract : Using an in-depth case study approach, this study explores the sustainability transformation of a university in Germany and its influence on the MBA Sustainability Management by applying Mintzberg's leadership framework. The findings suggest that leaders can strongly influence a process of change in mindsets, practices and curricula to incorporate sustainability into higher business education institutions. Whereas bottom-up leadership initiatives are crucial, leadership support from top management is seen as important to enable larger, more radical steps of transformation.

Student engagement with sustainability : understanding the value–action gap / Gareth Chaplin, Paul Wyton . - In: International Journal of Sustainability in Higher Education, v. 15, no. 4, pp. 404-417, 2014
ISSN 1467-6370

Abstract : This paper presents the findings of research that aimed to determine what university students living in student halls of residence in the UK understand about the concept of sustainable living. The research was carried out using semi-structured interviews and focus groups. The results found that students believed sustainable living to be important, yet levels of understanding were very low and there appeared to be a wide value–action gap. Reasons for this are varied; however, there was a very strong association between sustainable living and recycling, which, saw the lack of adequate recycling facilities as a significant barrier to sustainable living. There were also issues around a lack of information, cost and respondents' flatmates as further barriers. However, the most significant barrier was the displacement of responsibility for sustainable living to other people or organisations.

The status of education for sustainability in initial teacher education programmes : a Canadian case study / Thomas Falkenberg, Gary Babiuk . - In: International Journal of Sustainability in Higher Education, v. 15, no. 4, pp. 418-430, 2014
ISSN 1467-6370

Abstract : Education for sustainability is one of the five Priority Action Areas of the Ministry of Education in Manitoba, Canada. This study examined sustainability education in teacher education in the province, drawing on both online information of all initial teacher education programmes (data from 2009-2010) and interviews with a sample of deans and associate deans. The results showed that there was no systematic and focused preparation of teachers for education for sustainability in any of the Manitoba teacher education programmes. Three challenges for mainstreaming of education for sustainability are identified: lack of leadership, an unfavourable view of the role of education for sustainability and the silo-ing within faculties of education.

Latin America and the Caribbean

Economía ecológica y solidaria en el currículo del siglo XXI : el caso de la Maestría en Gestión de Proyectos para el Desarrollo Solidario del IPN / , Mara Rosas Bans, Santiago Jiménez, María Evelinda, Lidia A. Juárez Ruiz / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES] . - In: Revista de la Educación Superior, v. 43 (2), no. 170, pp. 89-112, abril - junio 2014
ISSN 0185-2760

Abstract : This paper recommends an ecological and solidarity economy as a cooperative basis to create a curriculum with a trans and interdisciplinary perspective. This approach is based on the Masters in Project management for Solidarity Development at a Mexican higher education institute.

La forma como la economía gestiona la naturaleza sigue siendo depredadora y nos posiciona en una situación de riesgo global y de incertidumbre debido a la crisis ecológica que ha provocado. Este fenómeno se reconoce desde la década de 1960, pero el rumbo de la interacción sociedad-naturaleza-conocimiento no ha cambiado, sigue dominando la economía de mercado sustentada en el consumismo. Cada vez se hace más evidente la necesidad de un cambio urgente en nuestra forma de ser, conocer y estar en el planeta, lo cual se refleja en el incremento del número de carreras que incluyen a la sustentabilidad en su currículo. No obstante, la mayoría son programas de estudio estructurados para seguir respondiendo a la dinámica de acumulación económica y alrededor de una sola disciplina, lo que impide captar la complejidad que caracteriza a la crisis ecológica y socioeconómica. Este documento propone a la economía ecológica y solidaria como fundamento para construir un currículo con perspectivas teóricas trans e interdisciplinarias; específicamente se aborda el proceso de construcción de la Maestría -profesional- en Gestión de Proyectos para el Desarrollo Solidario del IPN, en el que se destacan las características de ambas corrientes para crear un diálogo entre ciencias.

Other themes

▪ Academic teaching personnel

Faculty at work : a preliminary report on faculty work at Ontario's universities, 2010-2012 / Council of Ontario Universities [Canada] . - Toronto : Council of Ontario Universities, 2014 . - 12 p.

Abstract : This study aims to shed light on the Professors' contributions to preparing students for success, and universities to excellence and sustainability. It provides data on research, teaching and services activities.

URL: http://www.cou.on.ca/publications/reports/pdfs/ocav_facultywork_august26

Tenure and tenure track at LERU Universities : models for attractive research careers in Europe / League of European Research Universities [LERU] . - Leuven, Belgium : LERU, 2014 . - 22 p. (Advice Paper, 17)

Abstract : This paper discusses four traditional career models in Europe and North America, describing their basic structures, similarities and differences, as well as recent developments towards tenure track in Europe, identifying country-specific and academic cultural barriers related to the processes of developing and implementing tenure-track programmes, and recent developments and challenges in the North American model.

URL : http://www.leru.org/files/publications/LERU_AP17_tenure_track_final.pdf

El profesor universitario : entre el estímulo económico y la epistemodinámica / Rosalia Lastra, Oscar Comas / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES] . - In: Revista de la Educación Superior, v. 43 (2), no. 170, pp. 57-87, abril - junio 2014

ISSN 0185-2760

Abstract : This article offers a theoretical, practical and organizational perspective on how different factors act to affect knowledge flow, with inferences to the Mexican economic stimulus model. Evidence from a survey of a large group of academics is provided. The results support the hypothesis that the economic and management models used over the past two decades is an obstacle to academic potential.

Este trabajo plantea una perspectiva de organización teórico-práctica sobre la forma en que se vienen conjugando los elementos generales que intervienen en la dinámica del conocimiento, relacionándolos con inferencias de los supuestos en que se funda su modelo de estimulación económica en México. En segundo lugar, se aporta evidencia de algunas distancias instituyentes encontradas en una encuesta desde la óptica de un grupo significativo de académicos implicados. El conjunto conduce a sedimentar la idea de que la vía de pequeños ajustes, a lo largo de más de dos décadas del mismo tipo de patrón administrativo, obstaculiza la oportunidad de transitar a otro más contiguo a las potencias académicas intrínsecas.

URL : <http://publicaciones.anuies.mx/revista/170/2/3/es/el-profesor-universitario-entre-el-estimulo-economico-y-la>

Evincing the ratchet : a thematic analysis of the promotion and tenure guidelines at a striving university / Susan K. Gardner, Daniela Veliz / Association for the study of higher education [ASHE][USA] . - In: The Review of Higher Education, v. 38, no. 1, pp. 105-132, Fall 2014

ISSN 0162-5748 . - Online ISSN 1090-7009

Abstract : Institutional striving can be seen in colleges or universities that seek to gain prestige in the academic hierarchy. This goal includes the desire for faculty to produce more research in order to gain more prestige or increase the institution's reputation. This study examined the promotion and tenure criteria of 30 academic units at one striving university from 1980 to 2012, finding that the pressures to increase were apparent and were simultaneously guided internally by faculty and externally by the administration. Increased demands for excellence in all areas were also manifested in the criteria examined. (Abstract from publisher)

Exploring faculty beliefs about student learning and their role in instructional decision-making / Matthew T. Hora / Association for the study of higher education [ASHE][USA] . - In: The Review of Higher Education, v. 38, no. 1, pp. 37-70, Fall 2014

ISSN 0162-5748 . - Online ISSN 1090-7009

Abstract : This study investigates faculty beliefs about student learning and their influence on teaching decisions.

Interviews with and observations of 56 science and maths faculty were carried out in 3 large research universities in the United States. The findings confirmed prior research indicating that faculty beliefs can be characterised as either student-centered or teacher-centred. The two most common beliefs held by faculty in this study were (a) students learn best through repeated practice, and (b) students have different learning styles. The remaining 13 beliefs exhibited an underlying dimensionality regarding whether teachers or students are responsible for constructing knowledge and understanding.

Exploring faculty experiences in a striving university through the lens of academic capitalism / Leslie D. Gonzales, E. Martinez, C. Ordu / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 7, pp.1097-1115, September 2014
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : In this paper, the authors explore the work lives and experiences of faculty who work in a striving university - a university attempting to enhance its global prestige - in the United States. The research was conducted using a questionnaire completed by 180 professors, formal and informal interviews with participants, and review of organisational documents. The analysis suggested that faculty members felt pressures including a lack of space, no time and the sense of constant surveillance. The authors conclude that this study adds to the theoretical as well as empirical discussions concerning striving, academic capitalism and the impacts of both on the academic profession. (Abstract adapted from Publisher)

Inclusion of women academics into American universities : analysis of women status reports / Xuhong Su, Monica Gaughan / International Association of Universities [IAU] . - In: Higher Education Policy, v. 27, no. 4, pp. 529-544, December 2014
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : American research universities play an important role in the ongoing campaign to improve the status of women academics. During the last four decades, the practice of producing 'status of women' reports has been widely developed as part of the policy and management repertoire to understand the barriers women academics may face in their institutions. In this study, the authors attempt to unfold the institutional determinants of producing such reports. The findings suggest that the most important determinant is the existence of a permanent and institutionally sanctioned commission on women at the university level. This type of institutional commitment to matters of women academics proves far more important than the presence of policy entrepreneurs or programme support such as the NSF ADVANCE initiative. The primary policy implication is that universities should invest in and maintain formal institutional structures that focus on the particular needs of women academics.

URL : <http://www.palgrave-journals.com/hep/journal/v27/n4/full/hep201340a.html>

La carrera del académico mexicano a principios del siglo XXI : una exploración con base en la encuesta RPAM 2007-2008 / Jesus Francisco Galez-Fontes, Esperanza Viloria Hernández / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES] . - In: Revista de la Educación Superior, v. 43 (3), no. 171, pp. 37-65, julio-septiembre 2014
ISSN 0185-2760

Abstract : This article is based on the national survey results 'The Reconfiguration of the Academic Profession in Mexico, 2007-2008, considering the academic career as a temporal process - arrival, passing through, and leaving - a concept that is explored under five aspects: admission profile, academics' professional development, the temporal path towards progression, the nature of work performed, academics' identity and commitment, and finally retirement. The analysis was based on the identification of three generations of academics: young (3-6 years), mature (7-20 years) and deans (21+ years).

Con base en los resultados de la encuesta nacional La Reconfiguración de la Profesión Académica en México, 2007-2008, y considerando la carrera académica como un proceso temporal en el que se ingresa, se transita y se egresa, en este trabajo se explora dicho concepto en razón de cinco aspectos: el perfil de ingreso a la profesión, el desarrollo profesional de los académicos, la trayectoria temporal hacia las categorías del escalafón, la naturaleza del trabajo desarrollado, la identidad y el compromiso de los académicos y, por último, el retiro. El análisis se basó en la identificación, de acuerdo con la antigüedad, de tres generaciones de académicos: los jóvenes (0-6 años), los maduros (7-20 años) y los decanos (21+ años).

URL : <http://publicaciones.anuies.mx/revista/171/2/2/es/la-carrera-del-academico-mexicano-a-principios-del-siglo-xxi-una>

To stay or to go? Narratives of early-stage Sociologists about persisting in academia / Veronika Wöhrer / International Association of Universities [IAU] . - In: Higher Education Policy, v. 27, no. 4, pp. 469-487, December 2014 ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Based on analyses of life course questionnaires, semi-structured qualitative interviews and focus group interviews carried out with early-stage sociologists at two large Austrian universities over a period of 8 years, this paper presents analyses of continuity and change in the decisions made by early-stage researchers in regard to their work and careers. The longitudinal approach reveals contradictions between repeatedly declared intentions to leave academia due to the high level of insecurity and continued applications for academic jobs. Personal narratives reveal the individual reasoning behind this contradiction, and four reasons for staying are analyzed. The attitudes that changed the most within the given period had to do with work–life balance and moving abroad. The ambivalence between thinking that one will have to leave academia and still hoping for a more stable position is connected to contradictory policies of academic institutions and unclear evaluation criteria, which foster hope and cause frustration at the same time.

URL : <http://www.palgrave-journals.com/hep/journal/v27/n4/full/hep201422a.html>

▪ **Education and development**

Univercities : the knowledge to power UK metros / RSA. City growth commission [United Kingdom] . - London : RSA, 2014 . - 31 p.

Abstract : This report outlines policy recommendations which focus on the relationship between universities and cities in the United Kingdom, their importance driving forward innovation in the knowledge economy and contributing to a skilled workforce by attracting the best global talent. The report argues that competing in the global economy, universities will serve as increasingly important 'anchor institutions' in UK cities.

URL : http://www.thersa.org/_data/assets/pdf_file/0012/1547778/UniverCities-City-Growth-Commission-October-2014.pdf

▪ **Education and employment**

Forging futures : building higher level skills through university and employer collaboration / Universities UK . - London : Universities UK, 2014 . - 42 p. ISBN 978-1-84036-324-1

Abstract : This report describes why universities and employers collaborate to develop alternative pathways to higher level skills; considers how collaborations can be set up, delivered and sustained; promotes the need for more collaboration to develop pathways to highly skilled employment; and highlights 12 good practice examples of collaboration in case studies across six industrial sectors.

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

Réinventer l'université : approches de solutions pour l'emploi des jeunes au Bénin / Marc-Laurent Hazoumé . - Paris : L'Harmattan, 2014 . - 166 p.

Abstract : Cette étude sur la résorption du chômage concerne le Bénin. Mais la réorientation de l'Université, telle que proposée, pourrait concerner un grand nombre de pays africains. Cet essai tente donc de répondre à d'importantes questions que pose tous les jours un système qui n'évolue guère. Puissent alors les propositions devenir une ouverture à des débats constructifs sur les systèmes éducatifs africains dans la perspective d'une atténuation du chômage des jeunes diplômés. [résumé de l'éditeur]

Transforming African higher education for graduate employability and socio-economic development : selected papers / Association of African Universities [AAU] . - General Conference, Libreville , Gabon, May 2013 . - Accra : AAU, 2014 . - vi-137 p. ISBN 978-9988-589-57-3

Abstract : Contents: Enhancing the employability of blind graduates in Ghana: employers' perspectives (Kwabena Adu Poku); Entrepreneurship education and graduate employability in Nigeria (G. T. U. Chiaha, and Agu, Reuben Amaechi); Human capital development and graduate employability in post-war Liberia (Shefiu Dabiri); Graduate unemployment in Ghana: views of unemployed graduates (Patrick Darkwa and Addae Boateng Adu-Gyamfi); harnessing career

entrepreneurship as an optimistic measure of graduate employability in Cameroon (Fomba Emmanuel Mbebeb); Linking higher education and employability: a case study of graduates (2009) of the University of Mauritius (Deepa Gokulsing); Curriculum implications of employers' rating and perceptions of the employability of university Graduates in Kenya (Charles Nyandusi Mottanya); Africa challenging and trusting her socially responsive universities (Pai Obanya).
URL : http://www.aau.org/sites/default/files/english/publications/gen_conf_selected_papers.pdf

(Education for) work sets you free : 'employability' and higher education in former Yugoslavia and its successor states / Jana Bacevic . - In: European Journal of Higher Education, v. 4, no. 3, pp. 281-296, September 2014
ISSN 2156-8235

Abstract : cent analyses of education policy discourses in Europe and beyond note the rise of the discourse of 'employability' as a new form of regulating the relationship between universities, markets and the state. E are also considered to be one of the main aspects of postsocialist transition. This paper compares the construction of education and labour market relationships in the Republic of Yugoslavia in the 1970s and in its successor states today. Drawing on sociology and anthropology of policy and studies of education as a practice of governmentality, it shows how policy discourses from two distinct political and historical contexts nevertheless exhibit continuity in terms of empowering the state via 'agentification' of markets, employers or the working class. Interpreting this continuity in the context of changing political and economic orders, the contribution argues for a more nuanced understanding of 'socialism', 'postsocialism', or 'neoliberalism' in the analysis of education policies. (Abstract from publisher)

▪ Educational administration

Performance dialogs implemented in a Finnish university / Marjatta Takala, Soili Keskinen / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 7, pp. 1170-1184, September 2014
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This article analyses performance dialogues in the university context in Finland. Research methods included an electronic questionnaire over two different years delivered to the whole staff of the Department of Teacher Education. Both qualitative and quantitative methods were used to analyse the data. The research demonstrated that the dialogues were most beneficial to the youngest and less experienced employers as well as administrators. Participants indicated the importance of a trustful atmosphere and the interviewer having the appropriate knowledge of their field. The most common themes discussed in a performance dialogue were related to current and immediate work as well the importance of a healthy work climate. The most effective performance dialogues are those which the employee finds meaningful and which have empowering effects. (Abstract adapted from publisher)

Power at the interfaces : the contested orderings of academic presents and futures in a social science department / Terezá Stöckelova / International Association of Universities [IAU] . - In: Higher Education Policy, v. 27, no. 4, pp. 435-451, December 2014
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This article is based on an ethnographic study which investigated the multiplicity of academic realities at a leading social science department and attached research centre at a university in the Czech Republic in 2006–2008. Drawing on John Law's analysis of 'modes of ordering', the author explores how the modes of ordering operate and how they are strategically mobilised by different actors. She concludes by arguing that resistance to the rising managerial governance of universities cannot simply resort to citing the 'traditional' academic values of autonomy, vocation and internal quality but must also challenge those values.

URL : <http://www.palgrave-journals.com/hep/journal/v27/n4/full/hep201420a.html>

▪ Educational evaluation

Benchmarking universities' efficiency indicators in the presence of internal heterogeneity / Tommaso Agasisti, Francesca Bonomi / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 7, pp. 1237-1255, September 2014
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : When benchmarking its performance, a university is usually considered as a single strategic unit. According to the evidence, however, lower levels within an organisation (such as faculties, departments and schools) play a significant

role in institutional governance, affecting the overall performance. In this article, analysis was carried out to obtain teaching efficiency scores of the different schools belonging to 12 universities within one Italian region. In this perspective, the efficiency of a university can be viewed as the 'distribution' of the scores for each of its sub-units. The results show how the 'ranking' of efficient universities varies when they are analysed according to the different sub-units that compose them; moreover, the average efficiency scores seem to be greatly affected by the subject mix. The implication for management is that it is better to implement benchmarking exercises for the different schools within a university and not at the institutional level only. (Abstract from publisher)

▪ Educational finance

Reaching higher : reforming student loans to broaden access to postgraduate study / Rick Muir / Institute for Public Policy Research [IPPR][UK] . - London : IPPR, 2014 . - 11 p.

Abstract : This report demonstrates that a subsidised student loans system could be established for postgraduate study at relatively low risk to the public purse, thus extending more widely the potential benefits of attaining a higher degree.

URL : http://www.ippr.org/assets/media/publications/pdf/reaching-higher_Oct2014.pdf

Students, markets and social justice : higher education fee and student support policies in Western Europe and beyond / Hubert Ertl, Claire Dupuy, Eds. . - Oxford : Symposium Books, 2014 . - 216 p. (Oxford Studies in Comparative Education)

ISBN 978-1-873927-57-1

Abstract : This book examines recent changes in tuition fee policies in several Western European countries (Portugal, France, Germany, the Netherlands and the United Kingdom), Canada, the USA and China, specifically investigating the impacts of these changes on access to higher education. An overview of recent national reforms in a comparative perspective, and a systematic analysis of tuition fee policies' rationales, instruments and outcomes in terms of access to higher education are detailed.

Classmark : INT-443 ERT

Partisanship, political polarization, and State higher education budget outcomes / Educational finance, Economics of education, Educational budgets . - **In:** The Journal of Higher Education, v. 85, no. 4, pp. 469-498, July / August 2014
ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : This article explores how partisanship affects state higher education policy priorities and expenditures. The authors compared variations in state funding for higher education from 1977 to 2004 in 44 states in the USA. The results indicated that Democratic Party strength positively affects state funding for higher education but that the effect diminishes as political polarisation or unemployment increases.

Understanding the determinants of debt burden among college graduates / Rong Chen, Mark Wiederspan . - **In:** The Journal of Higher Education, v. 85, no. 4, pp. 565-598, July / August 2014

ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : This article differs from previous research by incorporating institutional and state characteristics into research on debt burden among college graduates. Using a combination of national datasets for the United States, the authors found several major themes. First, family income and college experiences are strongly associated with the probability of zero debt burden as well as the level of debt. Second, graduates from private institutions have a higher level of debt than graduates from a public institution. Lastly, state funding of merit-based aid programs play a role in reducing students' debt burden, but the effect disappears when accounting for the "Georgia effect." Conclusions and suggestions are made about the roles institutions and government can play in reducing debt burden among college graduates. (Abstract adapted from publisher)

▪ Educational institutions

Committed universities : strong in research, skills-focused and active in society = Die engagierten Hochschulen : forschungsstark, praxisnah und gesellschaftlich aktiv / Hochschulrektorenkonferenz [HRK][Germany] . - Bonn : HRK, 2014 . - 83 p.

ISBN 978-3-942600-34-7

Abstract : Part of the Project Nexus : concepts and good practice in higher education, this brochure showcases universities in Germany are developing innovative models as well as new forms of teaching.

Classmark : DE-711.2 HRK

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

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

<http://www.hrk-nexus.de/fileadmin/redaktion/hrk-nexus/07-Downloads/07-02-Publikationen/Die-engagierten-Hochschulen.pdf> (German)

The modern university as an imagined community : European dreams and Belarusian realities / Mark S. Johnson, Pavel Tereshkovich . - **In:** European Journal of Higher Education, v? 4, no. 3, pp. 235-248, September 2014
ISSN 2156-8235

Abstract : This article explores various aspects of modern Belarusian national identity through an analysis of two connected case studies, the development of the flagship national university, Belarusian State University (BSU) in Minsk and of the European Humanities University (EHU), a private institution founded in Minsk in 1992 with international funding. EHU was then forced into exile by the Belarusian regime in 2004, and has operated since that time in nearby Vilnius, Lithuania. These case studies are used to illuminate various dimensions of Belarusian national identity, from a neo-Soviet and authoritarian populism, to a more primordial or organic conception of nationalism, to a more European and cosmopolitan ethos of liberal education. At this point, 10 years into the exile of EHU and the de facto rupture of Belarusian intellectual and cultural life that this displacement symbolizes, the intellectual orientation of post-Soviet Belarusian higher education remains contested and the prospects for reconciliation remain uncertain. (Abstract from publisher)

The spin-off of elite universities in non-competitive, undifferentiated higher education systems : an empirical simulation in Italy / Giovanni Abramo, Ciriaco Andrea D'Angelo / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 39, no. 7, pp. 1270-1289, September 2014
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : Higher education systems featuring intense competition have developed world-class universities, capable of attracting top professors and students and considerable public-private funding. This does not occur in non-competitive systems, where highly talented faculty and students are dispersed across all institutions. In such systems, the authors propose the budding of spin-off universities, staffed by the migration of top scientists from the entire public research system. This article illustrates the proposal through an example: the spin-off of a new university in Rome, Italy staffed with the best professors from the three current public city universities. Such a faculty would offer top national research productivity, a magnet to attract the other critical ingredients of a world-class university: talented students, abundant resources and visionary governance. (Abstract from publisher)

Institutional diversity in Russian higher education : revolutions and evolutions / Isak Froumin, Yaroslav Kouzminov, Dimitry Semyonov . - **In:** European Journal of Higher Education, v. 4, no. 3, pp. 209-234, September 2014
ISSN 2156-8235

Abstract : This paper reviews changes in the structure of the higher education system in Russia in the past 20 years, analysing both historical context and current institutional landscape. The review focuses on the post-Soviet period (1990s–2000s) and its role in shaping institutional diversity. The main change has been the emergence of new stakeholders, public and private, that joined the state in the provision of higher education driven by the growing demand for higher education. The non-state sector emerged as the result of such demand: over 450 universities have opened since 1992. Recently, the state has tried to regulate these institutions, but it does not present itself as a key player for the non-state institutions. The authors present a typology of current higher educational institutions in Russia, identifying 13 types of institutions which form four main groups. The largest group, "mass (comprehensive) HEIs" are institutions which provide broad access to higher education and do not perform any research activity. The second largest group, Infrastructural, regional universities, are diversified universities that focus on regional admissions and do not carry out large scale research activities. Specialised HEIs, the third group, are institutions with clear specialisations able to attract strong students and train them for particular sectors of the labour market. They often have significant research activity associated with one or several large companies. The group of emerging research universities, the least numerous group identified, are national leaders which mostly have the official status of national research university, however the majority are still far from high level international research productivity.

▪ Educational management

Complexity in higher education politics : bifurcations, choices and irreversibility / Jaakko Kauko . - In: Studies in Higher Education, v.39, no. 9, pp. 1683-1699, 2014
ISSN 0307-5079

Abstract : Taking complexity as an epistemic starting point, this article examines the dynamics in higher education. It also reviews the relevant literature on path dependency, complexity research, and studies of political change and contingency. These ideas are further developed with reference to the political situation and political possibilities as concepts. It is claimed that the key issues in understanding irreversibility on a system level are institutional change and politicisation. It is deduced from two case studies in the Finnish context that founding new institutions created bifurcations in both. Then again, the politicisation for disbanding existing institutions has proved rather futile. The key findings are that the choices in higher education politics increase the complexity of the system, and that many of the choices made are irreversible for reasons to do with contingency. (Abstract from publisher)

Higher education governance under neoliberalism / Jung Cheol Shin . - In: Higher Education Forum, v. 11, pp. 37-52, March 2014

Abstract : This paper examines how governance structure within higher education has been re-organised under neoliberalism. Using international comparative research data of 19 countries (the Changing Academic Profession - CAP survey), the author highlights how states have centralised their powers in relationships with universities through performance-based accountability, research funding mechanisms and quality assurance. Noting that although States have deregulated higher education, ironically universities are more controlled by States through this process: managerialism is ingrained in university administration and shared governance is declining. As a result, universities are losing their institutional autonomy, and academic staff are losing their power on campus.

URL : http://en.rihe.hiroshima-u.ac.jp/pl_default_2.php?bid=111892

▪ Educational outcomes

Do higher education institutions make a difference in competence development? a model of competence production at university / Manuel Salas Velasco . - In: Higher Education, v. 68, no. 4, pp. 503-523, October 2014
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This paper proposes a model of competence development required of graduates at work which suggests that universities make a difference when they add value to their students. They add value by ensuring that their modes of teaching and learning, and assessment positively enhance the competencies of their students which are important in the labor market. Our results have clear implications for policy in the Bologna process. One of the main challenges facing higher education institutions in Europe is to transform their current pedagogical practices—the lecture continues to be the dominant teaching method—into competence-based teaching as a response of universities to labor market needs. In this paper, econometric evidence shows that innovative methodologies used by Spanish universities play a key role in competence development. This is consistent with the view that education raises productivity; finding that refutes some theories which suggest that education may be no more than a screening device which allows employers to identify the more able potential employees from the rest. Besides the importance of formal academic institutions, firms appear to be sources of learning and skill formation as well.

▪ Educational policy

Higher education reforms and unintended consequences : a research agenda / Georg Krücken . - In: Studies in Higher Education, v. 39, no. 8, pp. 1439-1450, October 2014
ISSN 0307-5079

Abstract : Over the last decade the pace of higher education reforms in Germany has grown considerably. This paper focus on the effects of these transformations, which have led to consequences that go beyond the explicit intentions of policy-makers. Unintended consequences resulting from rapid institutional change are discussed with regard to research, third-mission activities, and structural reforms concerning governance and organization. The authors posit that, due to a variety of such unintended consequences, in Germany as well as in other European countries, the next decade will be shaped by efforts aiming at reforming the reforms, re-regulating the significant changes brought about during the last two

decades. The paper closes with a brief discussion of the linkages to three related interdisciplinary research areas, from which both higher education research and policy-making could benefit. (Abstract adapted from publisher)

Implications of the United Kingdom's market-based reforms / Roger Brown . - In: Higher Education Forum, v. 11, pp. 11-20, March 2014

Abstract : This article examines recent reforms in English higher education which the author argues take English higher education closer to an economic market than any other major public system. These changes have increased efficiency and service responsiveness without changing overall participation. However they have reduced institutional diversity, innovation and social mobility. (Abstract adapted from publisher)

URL : http://en.rihe.hiroshima-u.ac.jp/pl_default_2.php?bid=111892

Policy path dependence of a research agenda : the case of Chile in the aftermath of the student revolt of 2011 / Andres Bernasconi . - In: Studies in Higher Education, v. 39, no. 8, pp. 1405-1416, October 2014

ISSN 0307-5079

Abstract : The rapidly shifting higher education policy agenda in the aftermath of the students' movement of 2011 in Chile and its mismatch with Chile's research capacities in the field of higher education studies are analysed to illustrate how research is path dependent on policy. The disassociation between the policy field in the making with the availability of knowledge to support it is probed via the analysis of two policy proposals currently in Chile's new government agenda: introducing tuition-free higher education and assuming greater state oversight of teacher education programs. (Abstract adapted from publisher)

Rebooting Irish higher education : policy challenges for challenging times / Ellen Hazelkorn . - In: Studies in Higher Education, v. 39, no. 8, pp. 1343-1354, October 2014

ISSN 0307-5079

Abstract : This paper examines the background and policy challenges confronting the government and higher education, and discusses the role of higher education researchers in helping shape options. The 2008 global financial crisis cast a long shadow over Ireland's higher education and research system. Despite a return to growth, these circumstances provide the best explanation for the policy choices being undertaken as key actors struggle to sustain the publicly funded mass system, and reassert the country's position as a globally competitive knowledge society attractive to mobile capital and skilled labour. Whatever the outcome, it is unlikely that public funding for higher education will return to levels previously enjoyed. (Abstract adapted from publisher)

Setting policy agenda for the social dimension of the Bologna Process / Yasemin Yagci / International Association of Universities [IAU] . - In: Higher Education Policy, v. 27, no. 4, pp. 509-528, December 2014

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Since 1999, the Bologna Process has been suggesting a series of reforms relating to structural and normative aspects of higher education, one of which is the social dimension. The social dimension entered into the Bologna Process as an ambiguous action area in 2001 and has remained so in terms of its policy measures. Despite this ambiguity and lack of action, the social dimension has not dropped off the Bologna Process agenda. The contribution addresses this curious situation and claims that the social dimension is a policy item that found a way into the Bologna Process agenda, but could not grow into an implementable policy. This claim is explained with the help of Multiple Streams Framework, a theoretical framework from policy process studies.

URL : <http://www.palgrave-journals.com/hep/journal/v27/n4/full/hep201338a.html>

The context of higher education development and policy response in China / Dun-rong Bie, Meng-chun Yi . - In: Studies in Higher Education, v. 39, no. 8, pp. 1499-1510, October 2014

ISSN 0307-5079

Abstract : This article examines developments in Chinese higher education over the past 30 years, specifically in response to demographic changes, economic development and massification. Changes in policy have responded by including reform of the entrance examination system, improving the quality of higher education, developing the modern university system, promoting marketisation and internationalization, and enhancing the quality evaluation system, currently the priorities of Chinese government. Currently, conflicts occur between scale and quality, values of utilitarian

and non-utilitarian, centralisation and decentralisation, and localisation and internationalisation. (Abstract adapted from publisher)

▪ Educational publications

What college and university websites reveal about the purposes of higher education / Kem Saimchaie, Christopher C. Morphew . - In: The Journal of Higher Education, v. 85, no. 4, pp. 499-530, July / August 2014
ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : This study examines the textual and visual elements on the websites of 12 colleges and universities in the United States. Findings suggest that websites communicate a message consistent with private purposes of education and inconsistent with those linked to public purposes. (Abstract adapted from publisher)

▪ Educational qualifications

Using foreign credentials in Germany : education law guide for immigrants in Germany / George Reiff . - Saarbrücken, Germany : LAP Lambert Academic Publishing, 2014 . - 157 p.
ISBN 978-3-659-57018-6

Abstract : This book provides both German original and English translations of State educational laws in Germany which relate to the requirements of foreign degrees.

Classmark : DE-613 REI

▪ Educational quality

Assurance qualité externe (AQE) dans l'enseignement supérieur en Afrique francophone: Quelles sont les options ? / UNESCO International Institute for Educational Planning [IIEP] . - Paris : IIEP, 2014 . - 8 p. (Note d'orientation)

Abstract : These guidelines analyse the context, issues, challenges and options for developing sustainable quality assurance policies in the region that meet national needs, while maintaining international standards and good practices.

URL : <http://unesdoc.unesco.org/images/0022/002298/229826f.pdf>

Quality assurance month : celebrating a decade of excellence in quality higher education and training / The Accreditation Council of Trinidad and Tobago [ACTT] . - Port of Spain : ACTT, 2014 . - 32 p.

Abstract : This publication marks the 10th anniversary of the Accreditation Council of Trinidad and Tobago (ACTT), the principal body responsible for the quality assurance of higher education institutions in Trinidad and Tobago. Contains up to date list of institutions which have been quality assured by ACTT.

Classmark : TT-421.1 ACTT

URL : http://www.actt.org.tt/images/documents/Supplements/QA_Month_Supplement_2014.pdf

▪ Educational research

Building and strengthening policy research capacity : key issues in Canadian higher education / Glen A. Jones . - In: Studies in Higher Education, v. 39, no. 8, pp. 1332-1342, October 2014
ISSN 0307-5079

Abstract : The author discusses the decline of higher education policy research capacity in Canada and reviews the importance of strong national data systems in addressing issues of access and student mobility, and in understanding the implications of the increasing fragmentation of academic work.

From inventory to insight : making sense of the global landscape of higher education research, training, and publication / Laura E. Rumbley, David A. Stanfield, Ariane de Gayardon . - In: Studies in Higher Education, v. 39, no. 8, pp. 1293-1305, October 2014

ISSN 0307-5079

Abstract : Higher education research centers/institutes, academic programs, and journals/publications have increased dramatically, and globally. However, these units and initiatives continue to be more prevalent in developed countries, a worrisome trend when considering the importance of higher education for development everywhere. Detailed analysis and insight is offered on centers' and programs' focus areas, geographic dispersion, degrees offered, years of establishment, and other relevant information. (Abstract adapted from publisher)

Higher education research institutes in Chinese universities / Qi Wang, Nian Cai Liu . - **In:** Studies in Higher Education, v. 39, no. 8, pp. 1488-1498, October 2014

ISSN 0307-5079

Abstract : Higher education research institutes (HERIs) in Mainland China have experienced rapid expansion and have become a major force in higher education reform in the last three decades. The development of these research institutes is closely related to the substantive growth of the higher education system itself as well as research development. This article outlines the trajectory of HERIs' growth in Mainland China, from its history through to its current development. The article also provides an overview of these institutes' roles and functions, as well as exploring future developmental trends and challenges facing them. (Abstract from publisher)

Malaysia's National Higher Education Research Institute (IPPTN) : narrowing the research-policy gap in a dynamic higher education system / Morshidi and Azman, Norzaini Sirat . - **In:** Studies in Higher Education, v. 39, no. 8, pp. 1451-1462, October 2014

ISSN 0307-5079

Abstract : This paper discusses the experience of the Malaysian National Higher Education Research Institute (IPPTN) in its attempts at linking research to higher education policy formulation. The main aim is to understand the perspectives of the IPPTN researchers regarding the use and impact of higher education research on policy-making, and the challenges they experienced. The findings provide insights into the future of evidence-based higher education policy-making in Malaysia and the IPPTN's capacity and capability for evidence-based policy research.

Knowledge in numbers [Special issue] / Gemma Moss, Harvey Goldstein, Eds. . - **In:** Comparative Education, v. 50, no. 3, pp. 259-377, August 2014

ISSN 0305-0068

Abstract : Contents: Knowledge and numbers in education (Harvey Goldstein & Gemma Moss) pages 259-265; The invention of counting: the statistical measurement of literacy in nineteenth-century England (David Vincent) pages 266-281; Ways of knowing, outcomes and 'comparative education': be careful what you pray for (Robert Cowen) pages 282-301; Rethinking the pattern of external policy referencing: media discourses over the 'Asian Tigers' PISA success in Australia, Germany and South Korea (Florian Waldow, Keita Takayama & Youl-Kwan Sung) pages 302-321; Early childhood assessment: observation, teacher 'knowledge' and the production of attainment data in early years settings (Alice Bradbury) pages 322-339; Using quantitative data in World Bank per-student funding reform projects: data, designs and dilemmas in transition countries (Rosalind Leva) pages 340-356; Putting literacy attainment data in context: examining the past in search of the present (Gemma Moss) pages 357-373.

Opportunity from crisis : a common agenda for higher education and science, technology and innovation policy research / Merle Jacob, Tomas Hellström . - **In:** Studies in Higher Education, v. 39, no. 8, pp. 1321-1331, October 2014

ISSN 0307-5079

Abstract : This paper makes a case for the construction of a common agenda for higher education and science, technology and innovation (STI) policy research. The public higher education and research sector internationally is currently facing challenges arising from increased accountability, internationalisation and dwindling resources whilst concurrently policy-makers are being exhorted that their best route to sustainable economic development is investment in higher education and research. The author notes that STI policy and higher education researchers currently addresses these issues separately. This paper argues that a joint research effort from both these communities would push the research frontier further for each respective field and improve the evidence base for policy.

Research issues and institutional prospects for higher education studies / Christine Musselin . - **In:** Studies in

Abstract : This paper explores two new perspectives for the research on higher education. Building on the case of Europe with a special focus on France, it first addresses the trend toward more competition and more differentiation that can be observed in countries that traditionally were more egalitarian and the strong implication of European states in reshaping their higher education and research systems. It also questions the social role of higher education while knowledge economies are engaged in a competitive race. Finally, it looks at the capacity of higher education studies to address such issues and critically questions how this domain should further develop.

Researchers and decision-makers in higher education in Mexico : underpinnings and agendas / Sylvie Didou-

Aupetit . - In: Studies in Higher Education, v. 39, no. 8, pp. 1511-1521, October 2014

ISSN 0307-5079

Abstract : Establishing the links between research and policy involves taking into account not only who the educational researchers are but also the context in which they act. In this paper, public higher education policies in Mexico are analysed. The group's constituent characteristics and the mechanisms they use to interact with decision-makers as advisers or public opinion makers are also analysed. Identifying the topics that specialists have dealt with in the last few years, the contents of a shared agenda that will allow for a more profound strategic reflection and a reorientation of public policies are reflected upon. (Abstract from publisher)

Signature concepts of women researchers in higher education teaching and learning / Peter Kandlbinder . - In:

Studies in Higher Education, v. 39, no. 9, pp. 1562-1572, November 2014

ISSN 0307-5079

Abstract : The history of research into higher education teaching and learning has been one led by male researchers. Individual women researchers have always been active in the field but their contributions have not received the same level of recognition as their male counterparts. A review of the research literature in journals focused on teaching and learning in higher education identified seven male researchers who the journals' authors are more like to cite in their articles than any others. A second-level analysis of the citations within this literature revealed that a group of women researchers were also associated with developing distinctive concepts that have come to be associated with research across the different journals. This study reveals the signature concepts of women researchers as a useful way of examining how reputations within the field of higher education teaching and learning have developed. (Abstract from publisher)

The emergence of a field : research and training in higher education / Philip G. Altbach . - In: Studies in Higher

Education, v. 39, no. 8, pp. 1306-1320, October 2014

ISSN 0307-5079

Abstract : Higher education as a field of study emerged as universities became complex institutions requiring data and interpretation for effective management and governance. The field expanded in the mid-20th century, and now includes many research and other journals, books, and other reports and publications. Academic departments and centers have been established to produce research and analysis, as well as to train professionals for university management. Government agencies also produce data on higher education, and many universities have established departments for institutional research to help them in management and planning. The field of higher education studies has grown along with the massification of postsecondary education worldwide. (Abstract from publisher)

▪ Educational systems

Argentina / Campus France . - Paris : Agence Campus France, 2014 . - 26 p. (Les Dossiers, no. 23)

ISSN 2117-8496 . - ISBN 2117-8496

Abstract : Contents: 1. L'enseignement supérieur en Argentine (présentation du système d'enseignement supérieur, fonctionnement des universités et organisation des études, internationalisation de l'enseignement supérieur argentin. 2. La mobilité internationale des étudiants argentins. 3. Le dispositif d'attractivité de la France (Mobilité des étudiants argentins vers la France, coopération universitaire pour la recherche, programmes franco-argentins d'échanges, Campus France en Argentine).

URL : http://ressources.campusfrance.org/publi_institu/agence_cf/dossiers/fr/dossier_23_fr.pdf

BRICS Building education for the future : priorities for national development and international cooperation /
UNESCO . - Paris : UNESCO, 2014 . - 91 p.

Open access CC-BY-SA 3.0 IGO . - ISBN 978-92-3-100047-8

Abstract : This report provides an overview of BRICS countries'- Brazil, the Russian Federation, India, China and South Africa - educational systems and structure, trends in education plans and policy and issues recommendations for cooperation to help to improve education systems, higher education and skills development.

URL : <http://unesdoc.unesco.org/images/0022/002290/229054e.pdf>

L'université et la recherche au Sénégal à la croisée des chemins : entre héritages, marché et réforme LMD /

Jean-Alain Goudiaby . - Louvain-la-Neuve, Belgium : Academia L'Harmattan, 2014 . - 388 p. (Academia)

ISBN 978-2-8061-0174-7

Abstract : Comment se construit aujourd'hui le système d'enseignement supérieur et de recherche au Sénégal ? C'est la question centrale de cet ouvrage, qui porte sur ses transformations, les pratiques des acteurs, les modalités d'organisation face aux crises et réformes. En partant du cas du Sénégal, l'auteur élargit le propos, analyse les processus d'adaptation au changement des systèmes dits « contraints », les conditions de production de l'action publique ou les facteurs de résistance au changement. [Résumé de l'éditeur]

Russie / Campus France . - Paris : Agence Campus France, 2014 . - 23 p. (Les dossiers, no. 22)

ISSN 2117-8496

Abstract : Contents: Partie 1: L'enseignement supérieur en Russie (présentation, organisation des études). 2. L'internationalisation de l'enseignement supérieur russe. 3. Le dispositif d'attractivité de la France (mobilité des étudiants russes vers la France, Campus France en Russie). 4. La coopération universitaire et scientifique franco-russe et ses perspectives

URL : http://ressources.campusfrance.org/publi_institu/agence_cf/dossiers/fr/dossier_22_fr.pdf

Turquie / Campus France . - Paris : Agence Campus France, 2014 . - 31 p. (Les dossiers, no. 20)

ISSN 2117-8496 . - ISBN 2117-8496

Abstract : Contents: A. L'enseignement supérieur en Turquie (l'organisation de l'enseignement supérieur; la recherche en Turquie). 2. L'internationalisation de l'enseignement supérieur turc (mobilité internationale des étudiants turcs; Erasmus) 3. La dispositif d'attractivité de la France (mobilité des étudiants turcs vers la France)

URL : http://ressources.campusfrance.org/publi_institu/agence_cf/dossiers/fr/dossier_20_fr.pdf

Uzbekistan: modernizing tertiary education / World Bank . - Washington, DC : World Bank, 2014 . - 137 p.

Abstract : This report surveys the challenges facing Uzbekistan's tertiary education system and provides recommendations to improve and modernise it.

URL : <http://www.worldbank.org/content/dam/Worldbank/document/eca/central-asia/Uzbekistan-Higher-Education-Report-2014-en.pdf>

Les universités argentines / Sébastien Velut / Campus France . - In: Repères, no. 20, Septembre 2014

ISSN 2117-8569

URL : http://ressources.campusfrance.org/publi_institu/agence_cf/reperes/fr/reperes_20_fr.pdf

Higher education in Cambodia : expansion and quality improvement / James H. Williams, Yuto Kitamura, Sopcheak Keng / Hiroshima University. Research Institute for Higher Education . - In: Higher Education Forum, v. 11, pp. 67-89, March 2014

Abstract : The Cambodian higher education system has expanded by a factor of 65 since 1980. This paper draws on a unique dataset of national higher education statistics to examine the growth of higher education in Cambodia with some of the implications for access and quality. Whilst some of this expansion has taken place in the public sector, the vast majority of growth has been the proliferation of private institutions and in a dramatic increase in the number of fee-paying students in public institutions.

URL : http://en.rihe.hiroshima-u.ac.jp/pl_default_2.php?bid=111892

Socio-economic forces and the rise of the world-class research university in the post-Soviet higher education space : the case of Ukraine / Anatoly Oleksiyenko . - In: European Journal of Higher Education, v. 4, no. 3, pp. 249-265, September 2014

ISSN 2156-8235

Abstract : Mixed data analysis from 14 national research universities in Ukraine provides insights into the challenges faced by higher education reformers, as they push academic science to a higher position in the emerging knowledge economy, but are halted by deeply entrenched economic and political legacies. This paper examines competing forces that entangle the university idea in hierarchizing, rather than synergizing notions of nation-building, economic modernization and quality education access. Local reform efforts are viewed as being anchored in the outdated 'factory-model' of higher education and generate more losses than gains in regional and global competitions. The discussion focuses on the argument that failing higher education is most likely to lead to a failed state. One of the contributors to the failure is the lack of a globally conditioned set of indicators, independent of local politics. The world-class university model can become a major reform driver, but it can also be thwarted by the legacy of entitlements, corruption and poor performance. (Abstract from publisher)

Structural changes in the Polish higher education system (1990–2010) : a synthetic view / Marek Kwiek . - In: European Journal of Higher Education, v. 4, no. 3, pp. 266-280, September 2014

ISSN 2156-8235

Abstract : The paper locates the past two decades of changes in Polish universities in a comparative European context. It shows a wider transition: from an expanding, privatized and disciplinarily divided university of the 1990s to a publicly funded, increasingly contracting and stratified university of the 2000s (and beyond). The gradual political and economic integration of Poland with the European Union has been accompanied by the gradual integration of the Polish higher education system with Western European systems. The paper argues that the major emergent parameter of higher education policy is demographics and that the remonopolisation of the system by the tax-based public sector and the gradual decline of the private sector are transforming the system beyond recognition. Processes of 'de-privatization' or 're-publicisation' are gradually replacing recent processes of 'privatization'. Powerful systemic changes in university governance and funding modes are bound to shatter the relative stability of the academic profession. After two decades of being fundamentally different due to the communist legacy (i.e. being 'post-communist'), selected Polish universities, owing to accelerating processes of academic stratification linked to the 2009–2012 wave of reforms, have a chance to become fully blown elements of a European knowledge production landscape, with increasingly similar governance and funding regimes and the similarly research-involved academic profession. (Abstract from publisher)

The Russian University : recovery and rehabilitation / Maria Yudkevich . - In: Studies in Higher Education, v. 39, no. 8, pp. 1463-1474, October 2014

ISSN 0307-5079

Abstract : This paper discusses the features of the Soviet higher education system that have been crucial to the formation of the current system and then focuses on the main changes that in the past 20 years. The authors pay special attention to the current challenges in the sphere of higher education and the counter-measures taken by the government and the academic community. (Abstract adapted from publisher)

The South African higher education system : performance and policy / Nico Cloete . - In: Studies in Higher Education, v. 39, no. 8, pp. 1355-1368, October 2014

ISSN 0307-5079

Abstract : Recent research shows that South Africa's current higher education system can be described as medium knowledge-producing and differentiated, with low participation and high attrition. In the decade following 1994, both policy frameworks and capacity building of the sector received considerable attention. Massification and differentiation are concepts that have been under discussion for some time in South Africa, but have yet to be translated into practical mechanisms for delivery of results. The Centre for Higher Education Transformation initially focused its efforts on stimulating debate on cutting-edge issues in South Africa. More recently, it has shifted its focus to strengthening regional and national development of African universities to enable their more meaningful participation in the global knowledge economy and society. (Abstract from publisher)

▪ Educational trends

Challenges for higher education and research : a perspective from Japan / Futao Huang / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 8, pp. 1428-1438, October 2014
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This paper identifies key challenges facing Japan's higher education since the early 1990s and their impacts on Research. Key challenges include the decline in the population; high-quality university graduates; incorporation of national universities; diversification of higher education systems, globalisation and internationalisation. In response to these challenges, there has seen an evident transformation in a vast majority of higher education research institutes and centers from a purely academic-based research to more practical and operational research. At a policy level, numerous research themes and agenda have been developed and implemented by the Japanese government. (Abstract adapted from publisher)

Fuerzas en tensión : el estado, la sociedad civil y el mercado en el futuro de la universidad / Brian Pusser / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES] . - In: Revista de la Educación Superior, v. 43 (1), no. 170, abril - junio 2014
ISSN 0185-2760

Abstract : This paper suggests that the future of higher education will be determined by a contest between four forces that are perpetually in tension: the State, the civil society, markets, and the efforts of higher education institutions. The author suggests that in the neo-liberal era, States and institutions have aligned themselves closely with market forces, and that in shaping higher education organisations and policy they have neglected civil society organisations and disenfranchised actors. The author concludes that this turn to the market has weakened higher education in the broader, global political economy and that to meet this challenge, a new balance of forces needs to be created.

El futuro de la enseñanza superior estará determinado por la pugna entre cuatro fuerzas en tensión permanente: el Estado, la sociedad civil, los mercados y los esfuerzos de las instituciones postsecundarias. Este ensayo sugiere que, en la era neo-liberal, los Estados y las instituciones están estrechamente alineados con los mercados, pues durante la formación de las organizaciones de enseñanza superior se descuidaron aquéllas surgidas de la sociedad civil y se privó del derecho al voto a sus actores. Este nuevo enfoque del mercado ha debilitado ampliamente la enseñanza superior en la política global económica. Para hacer frente a este desafío, se necesita crear un nuevo equilibrio entre las fuerzas. (Abstract from Publisher)

URL : <http://publicaciones.anui.es/revista/170/2/1/es/fuerzas-en-tensionel-estado-la-sociedad-civil-y-el-mercado-en-el>

Higher education research, policy, and the challenges of reform / William G. Tierney . - In: Studies in Higher Education, v. 39, no. 8, pp. 1417-1427, October 2014
ISSN 0307-5079

Abstract : The author discusses four key areas of higher education - systems of tertiary education, privatisation, academic work, and technology - that demand careful analysis that have always been of concern but now are entering a new phase of change. The author offers an interpretation of the current state of American higher education in general, and in California in particular. (Abstract from publisher)

Educación superior y transiciones políticas en México / Roberto Rodríguez Gomez / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES] . - In: Revista de la Educación Superior, v. 43 (3), no. 171, pp. 9-36, julio-septiembre 2014
ISSN 0185-2760

Abstract : This essay analyses the effects of the political transitions in Mexico from the 1980s to the present on the country's higher education system. It begins by providing an analytic framework, including the delimitation of facilities and resource attributions, competition, and control and coordination, in the context of democratisation and federalism. It then analyses three processes of political transformation in Mexico: reforms to the federal administration; transition to a multiparty system; and the new fiscal federalism; The discussion focuses on the impact of these changes on the Mexican higher education system. Finally, the article reflects on likely scenarios for the immediate future.

Este ensayo reflexiona en torno a los efectos de las transiciones políticas mexicanas en la educación superior del país, en el periodo que se extiende de la década de los años ochenta al presente. El texto procede, en primer lugar, a delimitar algunos ejes analíticos relevantes al tema, en particular, los problemas abordados por la literatura académica en torno a los aspectos de la delimitación de facultades y atribuciones, competencia por recursos, control y coordinación

sistémicas, en el marco de las tendencias de democratización y de federalismo. Se proponen a continuación tres procesos de transición política del país: la reforma de la administración pública federal, la transición democrática pluripartidista y el nuevo federalismo fiscal. Posteriormente, se revisa el desarrollo de las pautas de cambio del sistema de educación superior en México a la luz de las dinámicas de cambio referidas. Por último, se establecen algunas consideraciones que procuran sintetizar la exposición y reflexionar en torno a las perspectivas del desarrollo en el futuro inmediato.

URL : <http://publicaciones.anuies.mx/journal/171/2/1/es/educacion-superior-y-transiciones-politicas-en-mexico>

▪ Ethics

Poznan Declaration : Whole-of-university promotion of social capital, health and development / Compostela Group of Universities . - General Assembly of the Compostela Group of Universities, 20, Poznan, 25-27 September 2014 . - Santiago de Compostela, Spain : CGU, 2014 . - 9 p.

Abstract : The Poznan Declaration is a formal statement aimed at mainstreaming ethics and anti-corruption in higher education. The document was unanimously adopted in September 2014 by the member universities of the Compostela Group of Universities (CGU) and has subsequently been endorsed by the World Academy of Art and Science (WAAS), and the World University Consortium (WUC).

URL : http://www.qog.pol.gu.se/digitalAssets/1497/1497769_the-poznan-declaration.pdf

▪ Industry and education

Exploring the mechanisms of knowledge transfer in university-industry collaborations : a study of companies, students and researchers / Christian Nielsen, Katja Cappelen . - In: Higher Education Quarterly, v.68, no. 4, pp. 375-393, October 2014

ISSN 1468-2273

Abstract : This study was carried out as part of KASK:VIE, an interregional EU-funded project in Denmark and Norway. It is based on qualitative research undertaken with 35 respondents from companies, students and researchers involved in collaborative university-industry projects in Denmark and Norway. Their research shows that to secure real value adding through knowledge transfer in university-industry collaboration projects, it is important that the involved parties view each other as equal partners. A final conclusion is that continuous knowledge sharing throughout the project seems more highly valued by the involved parties than a final report does. Best practices for collaborative projects are outlined.

Vinculación de Instituciones de Educación Agrícola Superior (IEAS) con sectores productivos : el caso de la residencia profesional en el Instituto Tecnológico del Altiplano de Tlaxcala (ITAT) / Liberio Victorino

Ramírez,Rocío Ángeles Atriano Mendieta Anibal Quispe Limaylla / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES] . - In: Revista de la Educación Superior, v. 43 (2), no. 170, pp. 135-152, abril - junio 2014

ISSN 0185-2760

Abstract : For almost two decades, higher education institutions in Mexico have tried to consolidate the links between society and businesses. In the context, the National System of Technological Institutes, which is under the authority of the Secretariat for Public Education (SEP) has assigned professional curricula residences to institutions, including the Instituto Tecnológico del Altiplano de Tlaxcala (ITAT). This article aims to show this programme's achievements and the challenges which impacted its purpose. Evaluation was carried out using a survey of internal and external students and assessors.

Desde hace casi dos décadas, las instituciones de educación superior (IES) de México han desplegado esfuerzos en materia de vinculación con la sociedad, y las empresas. En este marco, el Sistema Nacional de Institutos Tecnológicos, dependiente de la Secretaría de Educación Pública (SEP) frente a la necesidad de fortalecer la relación entre la educación superior y los sectores productivos de bienes y servicios, incorporó las residencias profesionales a los planes de estudio, entre ellos, en el Instituto Tecnológico del Altiplano de Tlaxcala (ITAT). El propósito de este artículo consiste en conocer los logros de este programa, y los factores que los favorecieron o limitaron. Para ello, se llevó a cabo una investigación evaluativa utilizando el censo de estudiantes y asesores, tanto internos como externos.

URL : <http://publicaciones.anuies.mx/revista/170/2/6/es/vinculacion-de-instituciones-de-educacion-agricola-superior-ieas-con>

▪ Lifelong education

Educación permanente : los programas universitarios para mayores en España como respuesta a una nueva realidad social / José Eliseo Valle Aparicio / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES] . - In: Revista de la Educación Superior, v. 43 (3), no. 171, pp. 117-138, julio-septiembre 2014
ISSN 0185-2760

Abstract : Senior education is one of the key roles that Spanish universities must play today within the framework of lifelong learning in the current demographic context. This essay reflects the expansion of university education programmes for adults in Spain, the reasons and benefits of returning to university education and describes one of the benchmark programmes in this type of educational offering.

La educación de personas mayores constituye una de las funciones clave que hoy debe asumir la universidad española dentro del marco del aprendizaje permanente y en el actual contexto demográfico. Aprender a lo largo de toda la vida genera numerosas ventajas y oportunidades, si consideramos al tiempo como un reto individual y un fenómeno social. Así, en este ensayo se reflexiona en torno a la expansión de la educación universitaria para mayores en España y sobre las razones y los beneficios de volver a las aulas universitarias, describiendo uno de los programas referente en este tipo de oferta formativa.

URL : <http://publicaciones.anuies.mx/revista/171/2/5/es/educacion-permanente-los-programas-universitarios-para-mayores-en>

▪ Student attitudes

Troubling the notion of satisfied students / Paul Gibbs, Aftab Dean . - In: Higher Education Quarterly, v. 68, no. 4, pp. 416-431, October 2014
ISSN 1468-2273

Abstract : This paper investigates whether students' personal happiness is different from student satisfaction and considers if this may have consequences for university policy and management. It does this by comparing happiness and satisfaction in two cohorts of students from two United Kingdom universities. One is a distinctive research university and the other a post-1992 university. The results, although preliminary, do appear to show that satisfied students are also happy students. However, what contributes to these states of being is different. The implication for institutional policy is discussed and a warning that to assume satisfaction (measured by satisfaction survey results) as happiness might be problematic in addressing improvement in the student experience.

Undergraduate education in Japan : observations from student and faculty surveys / Motohisa Kaneko . - In: Higher Education Forum, v. 11, pp. 21-35, March 2014

Abstract : This paper reports findings from a large-scale student survey in Japan on students' learning behaviors and a survey carried out with faculty on their practices and beliefs regarding teaching. It was found that while Japanese students were satisfying the requirement of class attendance, the time spent on self-directed study - one hour daily - was less than Ministry of Education requirements. The results also indicated that a significant proportion of the students experience difficulties in motivation to learn. Some teaching practices were effective in impacting students' learning behaviour.

URL : http://en.rihe.hiroshima-u.ac.jp/pl_default_2.php?bid=111892

'Teach us how to do it properly!' : an Australian academic integrity student survey / Tracey Bretag, Saadia Mahmud, Margaret Wallace, Ruth Walker, Ursula McGowan, Julianne East, Margaret Green, Lee Partridge, Colin James / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 7, pp. 1150-1169, September 2014
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : The results of a large online student survey on academic integrity at six Australian universities, indicate that a majority of respondents reported a good awareness of academic integrity and knowledge of academic integrity policy at their university and were satisfied with the information and support they receive. Response varied across cohorts, with international students expressing a lower awareness of academic integrity and academic integrity policy, and lower confidence in how to avoid academic integrity breaches. Postgraduate research student respondents were the least satisfied with the information they had received about how to avoid an academic integrity breach. The authors advance that the results from this survey provide an opportunity to inform the higher education sector in relation to communicating

with and educating students about academic integrity. Further, the study indicates that Australian universities need to move beyond the mere provision of information to ensure a holistic approach that engages students about academic integrity. (Abstract adapted from Publisher)

Who has read the policy on plagiarism? Unpacking students' understanding of plagiarism / J. M. Gullifer, G. A. Tyson / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 7, pp. 1202-1218, September 2014

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

Abstract : Research has established that the term plagiarism is open to different interpretations, resulting in confusion among students and staff alike. University policy on academic integrity/misconduct defines the behaviours that all stakeholders must abide by, and the parameters for reporting, investigating and penalising infringements. These definitions are the benchmark for assessing how well students understand plagiarism. An invitation to complete a survey examining students' understanding of the institutional policy on academic integrity was sent to all domestic students enrolled at an Australian university. A total of 3405 students completed the survey. The data were examined by year of study, faculty, and whether the students were studying on campus or by distance education. Findings indicate that only half of the participants had read the policy on plagiarism and that confusion regarding what behaviour constitutes plagiarism was evident. The implications of these findings are that a systematic educative approach to academic integrity is warranted. (Abstract from publisher)

▪ **Teacher education**

Quality assurance of teacher education in Africa / Bikas C. Sanyal / UNESCO International Institute for Capacity Building in Africa . - Addis Ababa, Ethiopia : UNESCO-IICBA, 2013 . - 91 p. (Fundamentals of Teacher Education Development, 5)

ISBN 978-99944-835-6-3

Abstract : This publication discusses the teacher's role in improving quality in education, highlighting indicators of identifying effective teachers and the factors that determine the quality in teacher education. It identifies three mechanisms for quality assurance of teacher education institutions giving the steps to set up a quality assurance agency and its management. Case studies of quality assurance of teacher education in Africa are described. It concludes by recommending a set of strategies for government, the accreditation agency and the teacher education institutions for successful implementation of the accreditation process for quality assurance of teacher education in Africa.

Classmark : AFR-431.2 SAN

URL : <http://unesdoc.unesco.org/images/0022/002292/229200e.pdf>

▪ **Teaching**

Report to the European Commission on new modes of learning and teaching in higher education / European Commission . - Luxembourg : Publications Office of the European Union, 2014 . - 66 p.

ISBN 978-92-79-39789-9

Abstract : This report provides guidance to the European Commission, Member States and institutions on ways to respond to and make better use of new technologies in higher education.

URL : http://ec.europa.eu/education/library/reports/modernisation-universities_en.pdf

Fases y clasificación de adoptantes de blended learning en contextos universitarios : aplicación del análisis CHAID / Antonio V. Martín-García, José Hernández Serrano, Cruz Sánchez Gómez / Instituto Europeo de Iniciativas Educativas [IEIE][Spain] . - In: Revista española de pedagogía, v. 72, no. 259, pp. 457-476, septiembre-diciembre 2014
ISSN 0034-9461

Abstract : The aim of this study was to identify university professors with different outlooks towards and use of blended-learning methodology in their teaching. Predictor variables were taken from individual socio-demographic and professional characteristics. The study involved 486 teachers from different universities in the Autonomous Community of Castilla y León (Spain). The results showed prior training on blended-learning as the main predictor variable in 4 of the 5 classification trees obtained. The paper concludes by emphasising the importance of knowing the expansion phases of the blended-learning adoption process in academics and identifying user types or profiles based on individual

characteristics, in order to inform decision-making by university administrators interested in increase the dissemination of such educational innovations. (Abstract adapted from publisher)

El objetivo de este estudio fue identificar segmentos de profesores universitarios con distinta predisposición y uso de la modalidad formativa blended learning en su práctica docente habitual. Se tomaron como variables predictoras características individuales de tipo sociodemográfico y profesional y como variables criterio cada una de las fases de adopción tipificadas en la Teoría de la Difusión de la Innovación (Innovation Diffusion Theory, IDT) propuesta por E. Rogers. En el estudio participaron 486 profesores de diferentes universidades públicas de la Comunidad Autónoma de Castilla y León. Para el tratamiento de los datos se realizaron análisis de segmentación utilizando el algoritmo CHAID. Los resultados muestran como principal variable predictora la formación previa sobre b-learning en 4 de los 5 árboles de clasificación obtenidos. El trabajo concluye enfatizando la importancia de conocer las fases de expansión del proceso de adopción de b-learning en profesores universitarios, identificando tipos o perfiles de usuarios en base a características individuales, todo ello de cara a ofrecer información para la toma de decisiones por parte de responsables y gestores universitarios interesados en acelerar el ritmo de difusión de este tipo de innovaciones educativas.

Los equipos docentes en la educación superior ¿Utopía o realidad? / Miquel Gómez Serra, Anna Escofet Roig, Montserrat Freixa Niella / Instituto Europeo de Iniciativas Educativas [IEIE][Spain] . - In: Revista española de pedagogía, v. 72, no. 259, pp. 509-523, septiembre-diciembre 2014
ISSN 0034-9461

Abstract : The academic organization of university degrees, in the frame of the European Higher Education Area, has facilitated the constitution of teachers' teams (Zabalza, 2009; Lopez, 2007). This is one of the key points in the processes of organization and improvement (Lester and Evans, 2009; Bacharach, Washut and Dahlberg, 2008) of higher education, but simultaneously, may involve a difficulty in obtaining a culture's change of university teachers. The paper is focused in research carried out among a group of university teachers, with the aim to provide a diagnosis of the situation of the teachers' teams in Spain between 2009-2010 to 2011-2012. A survey, with questionnaire and focus group were used. The results show that the organization in teachers' teams is perceived positively by teachers, but with problems and challenges that we have still further to go. (Abstract adapted from publisher)

La organización académica de los grados universitarios, en el marco del Espacio Europeo de Educación Superior, ha facilitado la constitución de equipos docentes (Zabalza, 2009; López, 2007). Este es uno de los puntos clave en los procesos de organización y mejora (Lester y Evans, 2009; Bacharach, Washut y Dahlberg, 2008) de la enseñanza universitaria, pero a la vez, un tema pendiente por la dificultad en conseguir un cambio de cultura del profesorado, enmarcado a su vez en estructuras poco ágiles y flexibles. El artículo explica una investigación realizada a un grupo de profesores universitarios, con el objetivo de realizar un diagnóstico de la situación de los equipos docentes entre los cursos 2009-2010 al 2011-2012. La metodología usada fue la encuesta, utilizando el cuestionario y el focus group como técnicas de obtención de información. Los resultados muestran que la organización en equipos docentes es una realidad percibida positivamente por el profesorado aunque con problemas y retos que indican el camino que queda aún por recorrer.

Metodología centrada en el aprendizaje : Su impacto en las estrategias de aprendizaje y en el rendimiento académico de los estudiantes universitarios / Bernardo Gargallo López, Isabel Morera Bertomeu, Sara Iborra Chornet, María José, Navalón Oltra, Sergio Climent Olmedo, Eloïna García Félix / Instituto Europeo de Iniciativas Educativas [IEIE][Spain] . - In: Revista española de pedagogía, v. 72, no. 259, pp. 415-435, septiembre-diciembre 2014
ISSN 0034-9461

Abstract : The aim of this work was to assess the impact of learning centered innovative teaching methodology on learning strategies and academic achievement of three groups of 74 1st year students in Chemistry at the Polytechnic University of Valencia. A pre-experimental design with pretest and posttest measures, taken by the questionnaire CEVEAPEU, was used. The teaching methods included methodology, questions, problem solving, development of a monograph, laboratory practices, team work, etc. They used a system of assessment that returned formative feedback to students. Significant improvements in learning strategies in the post test were found, both overall test scores and scores of the scales and subscales (metacognitive strategies, search and selection information strategies and processing and use of information strategies and better grades in that subject than in the others of the course. (Abstract from publisher)

Se pretendía evaluar el impacto de metodología docente innovadora, centrada en el aprendizaje, sobre las estrategias de aprendizaje y el rendimiento de tres grupos de estudiantes de Química, de 1º curso de Ingeniería de la Universitat Politècnica de València. Fue utilizado un diseño preexperimental, con pretest y posttest, haciendo uso del cuestionario CEVEAPEU. La muestra fue de 74 alumnos de tres grupos, cuyos profesores consensuaron la metodología, utilizando

exposición, preguntas, resolución de problemas, elaboración de una monografía, prácticas de laboratorio, trabajo en grupo, etc. y un sistema de evaluación que usaba procedimientos formativos que devolvían feedback a los estudiantes. Se encontraron mejoras significativas en las estrategias de aprendizaje en el posttest, en la puntuación global del cuestionario, en las puntuaciones de escalas y subescalas (estrategias metacognitivas, estrategias de búsqueda y selección de información, y estrategias de procesamiento y uso de la información), y mejores calificaciones en esa materia que en las otras del curso. Los resultados, positivos, animan a continuar en esta dirección
