

Reclaiming Universities from a Runaway World

Edited by Melanie Walker
and Jon Nixon

Reclaiming Universities From A Runaway World

Furlong, Andy, Cartmel, Fred



Reclaiming Universities From A Runaway World:

Reclaiming Universities from a Runaway World Melanie Walker, Jon Nixon, 2004 Examines the idea that the defining feature of academic professional identity is the search for understanding This work shows how questions of teaching research and management in universities are also questions about the struggle over deliberative democracy It details how higher education can contribute to building a prosperous society Reclaiming Universities from a Runaway World Melanie Walker, Jon Nixon, 2004-04-01 What is the current state of higher education internationally How may we construct an alternative vision for higher education What might such an alternative look like Within the knowledge economy higher education has expanded and changed through policies and practices of audit performativity and market values In the face of such shifts Reclaiming Universities from a Runaway World contributes to a timely and important debate around the civic function and democratic values of universities The book is divided into three parts Dark Times critiques the effects of contemporary higher education on professional life research and curricula Languages of Reconstruction explores alternative conceptualisations of what universities and higher learning are for reaffirming difference deliberative dialogue and the intrinsic goods of learning The book argues that different languages enable different ways of thinking about university life Pointing to Hope builds upon the foundations of the previous section to demonstrate how practices in pedagogy new technologies management research and scholarship can be developed This book offers a compelling and workable new vision for higher education It is unique in bringing together critique with alternative ways of thinking about and doing higher education providing theoretical and empirical grounding and focusing on international issues With its international authorship it provides insight for anyone interested in debates about the directions of higher education including students researchers higher education managers and policy makers **Reclaiming Universities from a Runaway World** Melanie Walker, Jon Nixon, 2004-04-01 What is the current state of higher education internationally How may we construct an alternative vision for higher education What might such an alternative look like Within the knowledge economy higher education has expanded and changed through policies and practices of audit performativity and market values In the face of such shifts Reclaiming Universities from a Runaway World contributes to a timely and important debate around the civic function and democratic values of universities The book is divided into three parts Dark Times critiques the effects of contemporary higher education on professional life research and curricula Languages of Reconstruction explores alternative conceptualisations of what universities and higher learning are for reaffirming difference deliberative dialogue and the intrinsic goods of learning The book argues that different languages enable different ways of thinking about university life Pointing to Hope builds upon the foundations of the previous section to demonstrate how practices in pedagogy new technologies management research and scholarship can be developed This book offers a compelling and workable new vision for higher education It is unique in bringing together critique with alternative ways of thinking about and doing higher

education providing theoretical and empirical grounding and focusing on international issues With its international authorship it provides insight for anyone interested in debates about the directions of higher education including students researchers higher education managers and policy makers

EBOOK: Higher Education Pedagogies Melanie Walker, 2005-11-16 What does higher education learning and teaching enable students to do and to become Which human capabilities are valued in higher education and how do we identify them How might the human capability approach lead to improved student learning as well as to accomplished and ethical university teaching This book sets out to generate new ways of reflecting ethically about the purposes and values of contemporary higher education in relation to agency learning public values and democratic life and the pedagogies which support these It offers an alternative to human capital theory and emphasises the intrinsic as well as the economic value of higher learning Based upon the human capability approach developed by economist Amartya Sen and philosopher Martha Nussbaum the book shows the importance of justice as a value in higher education It places freedom human flourishing and students educational development at its centre Furthermore it takes up the value Sen attributes to education in the capability approach and demonstrates its relevance for higher education Higher Education Pedagogies offers illustrative narratives of capability learning and pedagogy drawing on student and lecturer voices to demonstrate how this multi dimensional approach can be developed and applied in higher education It suggests an ethical approach to higher education practice and to teaching and learning policy development and evaluation As such the book is essential reading for students and scholars of higher education as well as university lecturers managers and policy makers concerned with teaching and learning

EBOOK: Beyond Mass Higher Education: Building on Experience Ian McNay, 2005-11-16 What are the key elements of mass higher education How does mass higher education affect students and staff What are the policy pedagogic and management issues that need to be addressed More is now expected of higher education provision It has to meet demands for expansion excellence diversity and equity in access and assessment teaching and research as well as entrepreneurial engagement with the world outside Thirty years ago Martin Trow wrote of higher education systems moving from elite provision through a mass system to universal levels of access The UK is now approaching such universal levels Scotland has already reached them It is nearly fifteen years since Trow's mass threshold was reached Despite being on the brink of universal provision there is still no clear picture of what a mass system should look like This collection looks forward to the next decade of higher education and identifies strategic issues that need to be tackled at institutional and management levels It considers how far the higher education system has adapted to respond to the requirements of a mass and universal system rather than struggling to sustain an elite system with mass participation Beyond Mass Higher Education is key reading for those leading and managing universities and colleges as well as higher education researchers and policy makers Contributors John Brennan Centre for HE Research and Information Grainne Conole University of Southampton Stephen Court AUT Jim Gallacher Glasgow Caledonian University Peter Knight The Open

University Carole Leathwood London Metropolitan University Brenda Little Open University Lisa Lucas University of Bristol Ian McNay University of Greenwich Robin Middlehurst University of Surrey Bob Osborne University of Ulster Richard Pearson Institute for Employment Studies Wendy Saunderson University of Ulster Michael Shattock Institute of Education London Celia Whitchurch King's College London Mantz Yorke Liverpool John Moores University **Doctoral Study In Contemporary Higher Education** Green, Howard, Powell, Stuart, 2005-07-01 How can the full range of doctoral study in the UK be best described What are the key features that are driving change to the system What are the implications of current initiatives and the increasingly international context of research degree study This book covers the differing kinds of doctorate award that exist currently and discusses critically issues that arise from the ways in which related forms of doctoral study are organized and assessed It focuses on doctoral study in all its forms in the higher education sector in the United Kingdom while being contextualised within an international dimension Drawing on both quantitative and qualitative data the book focuses on the diversity in doctoral study It examines the current state of the full range of doctoral awards describes them and then critically analyses tensions that exist For example it assesses the definitions and relations between different kinds of doctoral award the pedagogy that surrounds them and the examination phases of each The book also offers suggestions of ways to resolve the tensions associated with different forms of study and indicates possible future directions Doctoral Study in Contemporary Higher Education is an essential text for those who manage fund and deliver education at doctoral level **From Vocational To Higher Education: An International Perspective** Moodie, Gavin, 2008-10-01 This book discusses current issues in vocational and higher education and the relations between them Enhancing Learning, Teaching, Assessment And Curriculum In Higher Education Bamber, Veronica, Trowler, Paul, Saunders, Murray, 2009-03-01 Higher education is a particularly complex site for enhancement initiatives This book offers those involved in change a coherent conceptual overview of enhancement approaches of the change context and of the probable interactions between them *Higher Education And Social Justice* Furlong, Andy, Cartmel, Fred, 2009-06-01 Higher Education and Social Justice provides essential reading for anyone who has an interest in higher education or a concern for social justice including lecturers administrators and policy makers in higher education *Globalization in Africa* Etham B. Mijah, Moses E. U. Tedheke, Usman A. Tar, 2016-10-28 This book presents critical perspectives on the impacts of globalization in Africa with particular reference to the crisis of development and governance the crisis of peace and security and the environmental crisis It explores both global and local factors that exacerbate these crises and seeks solutions to these challenges With a strong slant on African experience and perspectives the book reveals that globalization has presented Africa with both challenges and opportunities for governance and existence in an increasingly inter connected planet Pedagogy and the University Monica McLean, 2006-06-13 The question of what form of pedagogy should be used at university is a complex and important one So too is the question of how the contemporary university should develop In this book Monica McLean advances fresh

and lucid arguments concerning both Drawing on the theories of Jurgen Habermas she demonstrates how these two apparently disparate questions are in fact closely linked In the process McLean provides unique insights into the relationship between macro and micro issues in higher education Academic Futures iPED Research Network,2009-05-27 This is a book of its time and one for its time So says Paul Trowler of Lancaster University in his Foreword to this edited collection of new work The book exemplifies the iPED Research Network s diversity exposing both the links and the boundaries between the higher education researchers involved their students and their institutions But as Professor Trowler goes on to say What all the chapters have in common is the rigorous and grounded approach based on evidence The fifteen contributed chapters are thematically divided into three sections Responding to Complexity authors from Australia Austria and the UK consider aspects of academic life as diverse as funding and intellectual pleasure Transforming Academic Identities views from the UK Eire and Denmark on evolving as an academic Pedagogy and Practice exemplars of approaches to teaching and learning that use innovative technologies and methods across varying educational contexts The Introduction by Professor Paul Blackmore of King s College London sets the scene Chapters are supplemented by commentary from critical friends providing alternative perspectives on the work by educational researchers from different disciplines institution types or nations Keywords are provided to encourage the reader to dip into the book according to their research interests **EBOOK:**

E-Learning Groups and Communities David McConnell,2006-03-16 How can we design networked e learning courses to ensure students participate in them and engage in quality learning outcomes What happens in an e learning course that is designed to foster group work and a sense of community How can we research e learning practice in ways that will enhance the processes of learning and teaching This book outlines approaches to networked e learning course design that are underpinned by a belief that students learn best in these contexts when they are organised in groups and communities As such the book is one of the first to provide a detailed analysis of what goes on in e learning groups and communities But how do students react to working in e learning groups and communities What determines their willingness to adopt new forms of learning in order to participate in these new courses What actually happens in an e learning community and what impact does this have on students and tutors This book examines these key questions through a variety of research approaches aimed at exploring the experience of e learners as they participate in successful e groups and communities It also offers ways in which learning outcomes may be achieved in these communities and outlines the specific skills that students would develop through e learning E learning Groups and Communities is essential reading for teachers trainers managers researchers and students involved in e learning courses as well as people interested in improving the quality of the learning experience Authenticity in and Through Teaching in Higher Education Carolin Kreber,2013 In developing the notion of the scholarship of teaching as an authentic practice the author draws on several complementary philosophical ideas to explore the nature of this practice why it is imperative for universities to engage in it what meaningful engagement would look

like and the conditions under which it might qualify as authentic Core constructs employed include practice virtue communicative action being power critical reflection and transformation The scholarship of teaching is described as a practice sustained through critical reflection and critical self reflection Being a scholar of teaching is viewed as an ongoing transformative learning process a process of becoming authentic the latter ultimately aimed at both helping students to become authentic and creating a better world in which to teach learn and live Power, Knowledge and the Academy V. Gillies, H. Lucey, 2007-08-24 This book takes a close up and critical look at both the elusive and blatant workings and consequences of power in a range of everyday sites in universities Chapters focus on specific locations in which power shapes personal and institutional knowledge including student supervisor relationships research teams networking and literature reviews *The Emergence of Postfeminist Identities in Higher Education* Eleftheria Atta, 2021-05-16 By drawing on qualitative research conducted in universities in Cyprus this book presents an account of life in the academy from a feminist perspective In doing so the texts uncover new gendered identities emerging as a result of neoliberal and postfeminist discourses in Higher Education Adopting a psychosocial lens and drawing on theories of affect and performativity this volume explains academics responses to growing levels of stress anxiety precarity and competition in their professional environment Chapters offer rich observation of how academic staff and faculty negotiate aspects of femininity and masculinity within the academy and so highlights the performance of gendered academic subjectivities as a way in which academics deal with increasing pressures and anxiety Ultimately proposing a typography of emergent affective identities including industry academics fossilised family and wannabe academics the volume yields important insights into the current workings of Higher Education and shows the personal and professional impacts of neoliberal dynamics This volume will prove to be a useful resource for researchers and high level scholars in the fields of education sociology of education and gender studies More generally scholars and academics with an interest in the changing face of contemporary Higher Education will find this book informative **Reconceptualising Evaluative Practices in HE** Murray Saunders, Paul Trowler, Veronica Bamber, 2011-06-01 I congratulate the authors on what I believe will be a very interesting and useful book The language is accessible and the structure of the argument is coherent and consistent This is a very interesting and significant contribution to the field of higher education in general and scholarship in evaluative practices in particular Judyth Sachs Deputy Vice Chancellor and Provost at Macquarie University Sydney Australia With an increasing and arguably troubling confidence in the use of international league tables student surveys and research ratings to evidence the value of higher education such scrutiny of higher education evaluation practices has never been more timely I believe the book may contribute most in empowering evaluators themselves to ensure that the outcomes of evaluation can be used to inform strategic priorities and decisionmaking in more meaningful ways Higher Education Review Vol 44 No 1 October 2011 A considerable amount of time and effort is invested in attempts to control change and improve the higher education sector

These attempts involve evaluative practice but we have not yet conceptualised the evaluations that take place so therefore the opportunity to understand the value and nature of different types of intervention is frequently missed This book seeks to dismantle traditional boundaries in approaches to evaluation assessing how value and worth is attributed to activities in higher education It looks at evaluative practice in Higher Education rather than the evaluation of Higher Education

Reconceptualising Evaluation in Higher Education aims to aid understanding drawing on a set of evaluative practices from the UK and internationally The book will be of value and relevance to higher education providers and policy makers within higher education Contributors Veronica Bamber Margo Blythman Val Chapman Bernadette Charlier Rob Cuthbert Harry Hubball Kerri Lee Krause Neil Lent Alan McCluskey Ian McNay Joan Machell John M Owen Marion L Pearson Michael Prosser Christoph Rosenbusch Murray Saunders Uwe Schmidt Alison Shreeve Paul Trowler Massimiliano Vaira Christine Winberg

Being an Academic Joëlle Fanghanel, 2011-08-26 The role of academics in universities worldwide has undergone unprecedented change over the past decade In this book Fanghanel explores concepts of what it means to be an academic in the 21st century

Higher Education Management and Operational Research Gary Bell, Jon Warwick, Peter Galbraith, 2013-02-11 Higher Education in the UK operates in a rapidly changing and highly complex environment Universities need to adapt quickly to this environment and managers must begin to explore new angles and approaches in addressing the challenges they are now facing This book offers a tool box of metaphors and associative Operational Research OR approaches Metaphors are a powerful way of seeing but also a way of not seeing Furthermore the OR discipline has significantly evolved over the last 30 years which has led to the emergence of three distinctive intellectual areas namely Hard OR Soft OR and Methodological Pluralism OR Drawing on these intellectual areas and on the experience of educational and OR practitioners the book highlights the use of various OR approaches to a variety of complex and uncertain problems encountered in higher education management The book aims to explore new perspectives in HE management thinking and to describe and illustrate the use of OR methodologies methods and techniques in helping HE managers to make informed management decisions

The Knowledge Business Rob Imrie, 2016-03-03 This book provides a critique of the knowledge business and describes and evaluates its different manifestations in and impacts on the university sector Its focus is the social sciences and in particular housing and urban studies Drawing on a wide range of experiences both in the UK and elsewhere it illustrates the changing management of the academy and the development by university managers of instruments or techniques of control to ensure that academics are disciplined in ways that are commensurate with achieving commercial goals The individual chapters highlight the different ways in which the academy is being put to work for commercial gain and they evaluate how far the public service ethos of the universities is coming apart in a context in which what is to be serviced is increasingly a private clientele defined by their ability to pay The Knowledge Business examines the contradictions and tensions associated with these processes highlighting the implications for the academic labour process

and the future of the academy

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