

The Society for Research into Higher Education

Repositioning Higher Education

edited by
Frank Coffield
Bill Williamson

Repositioning Higher Education

Marco Cascella



Repositioning Higher Education:

Repositioning Higher Education Frank Coffield, Bill Williamson, 1997-01-01 The writers in this book envisage a system of higher education fit for the new millennium They challenge the fatalism of much current thinking about mass higher education and identify the ways universities must take the initiative in defining radically different models of their futures They look to universities which are accessible accountable and growing steadily with adequate resources They envisage institutions which promote democratic values offer high quality lifelong learning opportunities and are based on a new contract with and vision for the society they serve *Repositioning Higher Education* develops a powerful critique of current orthodoxies in higher education and will provoke further open debate about the role of higher education in modern society

Repositioning Higher Education ,1988 **Internationalizing Higher Education** Peter Ninnes, Meeri Hellstén, 2006-01-20 Globalization is a multifaceted phenomenon and one of its major components is the internationalization of education The increasing pace and complexity of global knowledge flows and the accelerating exchange of educational ideas practices and policies are important drivers of globalization Higher Education is a key site for these flows and exchanges This book casts a critical eye on the internationalization of higher education It peels back taken for granted practices and beliefs explores the gaps and silences in current pedagogy and practices and addresses the ambiguities tensions and contradictions in internationalization In this volume scholars from a range of disciplines and regions critically examine the co modification of higher education teaching and support for international students international partnerships for aid and trade and the impacts on academics work *Vocationalism in Further and Higher Education* Sai Loo, Jill Jameson, 2016-08-05 *Vocationalism in Further and Higher Education* presents a collection of research based papers on the English model of vocationalism and higher education It argues that negative societal and political perceptions have hindered the debate about the significance and relevance of vocational education and training provision to learning work and the economy In this book the writers offer unique solutions to the difficult questions that have emerged from their investigations into vocationalism in England This edited collection brings together a group of academic experts to report and discuss their findings from many years of evidence based research on vocationalism at three levels macro national and policy making meso programmes and organization and micro individual learning and teaching Chapters explore the key issues relating to the topic such as policies curriculum learning and teaching and work contexts The book reflects on the diversity of related programmes and discusses the applicability and relevance of the term vocationalism in the light of current developments relating to higher vocational education including occupation employability and professionalism This book is a timely contribution to the debate on the English model of vocational education and will be an essential resource for researchers practitioners and postgraduate students in the fields of vocational education technical and vocational education and training TVET work based learning politics and policy of education teaching and learning higher education and curriculum and

pedagogy **Civic Responsibility and Higher Education** Thomas Ehrlich, 2000-01-25 More than a century ago John Dewey challenged the education community to look to civic involvement for the betterment of both community and campus. Today the challenge remains. In his landmark book, editor Thomas Ehrlich has collected essays from national leaders who have focused on civic responsibility and higher education. Imparting both philosophy and working example, Ehrlich provides the inspiration for innovative new programs in this essential area of learning. **Learning & Teaching in Higher**

Education Greg Light (Ph. D.), Greg Light, Roy Cox, 2001-07-23 This book addresses the practice of learning and teaching within higher education. Higher education is currently a sector challenged worldwide by increased numbers and diversity of students, tougher demands for professional accountability, increasing calls for educational relevance, thinning resources, and the exacting demands of a global education market. This book brings together key issues of theory and practice to develop an overall professional language of teaching situated within communities of academic practice. This language provides teachers with a conceptual vocabulary and grammar for understanding and improving practice, enables them to critically reflect upon their teaching in a range of key genres. Rethinking Knowledge within Higher Education Jan McArthur, 2013-01-10

Rethinking Knowledge within Higher Education argues for a higher education that is neither a romantic idyll of learning for its own sake nor an instrumental institution designed to train a willing workforce for the prevailing economic system. Instead, using analysis informed by critical theorist Theodor Adorno, this book argues that higher education should have social and economic roles at its heart and that these should encompass the needs of all society. The key to achieving this purpose without privilege lies in the ways in which knowledge is understood and engaged with in higher education. Higher education has a special role in society as a place in which complex, contested, and dynamic knowledge is engaged with, challenged, and created. The realization of this purpose challenges traditional dichotomies between economic and social purposes, liberal and vocational education, and theory and practice. Jan McArthur shows that by interpreting and adapting some of Adorno's most complex ideas, the nature of knowledge and the pursuit of social justice within higher education is feasible and aspirational.

Cultural Perspectives on Higher Education Jussi Välimaa, Oili-Helena Ylijoki, 2008-01-26 This book analyses higher education from cultural perspectives and reflects on the uses of intellectual devices developed in the cultural studies of higher education over the last decades. It presents fresh perspectives to integrate cultural studies in higher education with wider societal processes and studies the internal life of higher education. The book uses cultural perspectives developed in previous studies to understand a variety of processes and reforms taking place. **Theory and Method in Higher**

Education Research Malcolm Tight, Jeroen Huisman, 2013-10-15 *Theory and Method in Higher Education Research* contains contemporary contributions to international debates regarding the application and development of theory and methodology in researching higher education. *The Reorientation of Higher Education* Bob Adamson, Jon Nixon, Feng Su, 2012 This book presents accounts of the repositioning of higher education institutions across a range of national contexts in the East and the

West It argues that global governance institutional organisation and academic practice are complementary elements within the process of institutional repositioning While systems institutions and individuals in the different contexts are subjected to similar global trends and pressures the reorientation of higher education takes diverse forms as a result of the particularities of those contexts That reorientation cannot be explained in terms of East West dichotomies and divisions but only with reference to the interflow across and within national systems Globalisation necessitates complex interconnectivities of regionality culture and geopolitics that this book explores in relation to specific cases and contexts

Values and Virtues in Higher Education Research. Jean McNiff, 2016-06-10 Values and Virtues in Higher Education Research centres on practitioners studying and researching their practices in higher education settings in order to improve those practices for the benefit of others and themselves Making research public is a key aspect of ensuring the quality of educational research and educational practices Values and Virtues in Higher Education Research raises questions and develops conversations about why higher education practitioners should study and improve their work how this may be done and what might be some of the benefits of doing so What we do as practitioners is influenced by and linked with what we value what we believe is good Improving practices therefore involves becoming aware of and interrogating the values that enter into and inform those practices a study of practices becomes a study of the relationships between the practices in question and their values base From an international group of contributors in this growing field this book provides strong theoretical resources and case study material that shows how this transformation may be achieved including topics such as Theorising practices to show personal and organisational accountability Developing inter professional and inter disciplinary dialogues for social transformation Establishing communities of inquiry in higher education and other workplace settings Reconceptualising professional education as research informed practice Locating educational theory in the real world for human and environmental wellbeing Showing the evolution of theory through critical engagement this text will be a valuable companion for lecturers students and professional developers in higher education This book will form core reading for those who are interested in engaging in practice based research and as additional reading for those whose aim is to broaden their thinking in relation to the role of values and virtues in educational research Jean McNiff is an independent researcher and writer Professor of Educational Research at York St John University and Visiting Professor at Oslo and Akershus University College Beijing Normal University and Ningxia Teachers University She is also the author of key texts Action Research Principles and Practice You and Your Action Research Project and Writing Up Your Action Research Project

Handbook of Research on Transnational Higher Education Mukerji, Siran, 2013-08-31 The integration of new technology and global collaboration has undoubtedly transformed learning in higher education from the traditional classroom setting into a domain of support services academic programs and educational products which are made available to learners The Handbook of Research on Transnational Higher Education is a unique compilation of the most recent research done by higher education professionals

in the areas of policy governance technology marketing and leadership development This publication succeeds in highlighting the most important strategies and policies for professionals policymakers administrators and researchers interested in higher education management **Higher Education and Lifelong Learning** Hans Schuetze, Maria Slowey, 2013-01-11 Responding to the emerging needs of lifelong learners arguably represents one of the most fundamental challenges facing higher education systems of the countries of the developing world At the start of the new century the concept of Lifelong Learning may indeed be counted as one of the the key organising concepts underlying public policy in many countries The interpretation of the concept however remains highly contested This timely book throws new light on the dramatic changes taking place in higher education through an exploration of the participation of non traditional students in ten countries Among others the following areas are explored the complex reality behind the statistics on participation in higher education in five European countries Austria Germany Ireland Sweden and the United Kingdom North America Japan Australia and New Zealand contrasting perceptions of lifelong learning changing patterns of participation by adults in higher education national and institutional policies and innovations to accommodate non traditional students and new forms of study conclusions for policy practice and research Higher Education for Lifelong Learners will be of interest to academics researchers and students involved with higher education lifelong learning and comparative education as well as policy makers educational managers and administrators The contributions reveal a remarkable transformation in the student body and in the way learners pursue their studies highlighting the international impact of increasing marketisation and differentiation on the nature of the higher education accessible to potential lifelong learners Leadership of Higher Education Assessment Matthew B. Fuller, 2019-02-04 Leadership of Higher Education Assessment provides a comprehensive treatment of leadership theories and helps practitioners integrate this knowledge into their assessment work Synthesizing leadership theories into manageable concepts relevant to the college and university context this useful guide supports assessment leaders in addressing complex institutional situations and developing their own unique philosophy of assessment and leadership style In the face of ongoing challenges such as data accessibility data security concerns a shifting accreditation environment complex politics and lack of available resources this book is a critical guide for assessment leaders who want to take command of their practice **Repositioning the Student in Higher Education** Scott John Court, 2011

Learning and Teaching in Higher Education Greg Light, Susanna Calkins, Roy Cox, 2009-06-04 Around the world higher education services are challenged by increased numbers and diversity of students tougher demands for professional accountability increasing calls for educational relevance and thinning resources Learning and Teaching in Higher Education The Reflective Professional addresses key issues in the practice and theory of teaching and learning in the sector The authors draw upon theory practice and current research to provide a new way of thinking about the many aspects of learning and teaching in higher education enabling the reader to critically reflect upon their teaching **Globalisation and Higher**

Education in the Arab Gulf States Gari Donn, Yayha Al Manthri, 2010-05-10 In our knowledge based world the societies that prosper are the ones that generate knowledge through research through the interwoven relationship between the academe and funded research bodies and with industry They are the new centre It is strange indeed to think of the countries of the Arab Gulf States as the periphery But as the authors of this book argue very persuasively by importing a baroque arsenal of increasingly sophisticated and costly educational programmes the Arab Gulf States consume other countries knowledge and products all of which are of declining utility and sustainability Whilst universities contribute to the culture and political life of modern society the authors ask where in the Arab Gulf States is there capacity building knowledge generation and the culture of imaginative ideas that lie at the root of any civilisation By following a magistracy on a global journey through regions nations and into institutions their answers are intended to inform and to urge the Arab Gulf region into promoting education for its own self determination and even its survival

Enhancing Quality in Higher Education Ray Land, George Gordon, 2013-06-19 Interest in the quality of higher education provision has been steadily increasing over the last twenty years This has been driven largely by the international creation of explicit policies and reporting requirements to review audit and evaluate provision The interest is associated in many countries with the granting by governments of greater autonomy to higher education institutions This crucially comes bound with increased requirements for accountability in the exercise of such power Enhancing provision promoting innovation cultivating exploration and adopting information led approaches to practice are at the very heart of higher education As such quality enhancement comes in many guises and is under constant scrutiny Enhancing Quality in Higher Education looks critically at recent developments in higher education taking snapshots of changing practices around the world and analysing the varied theoretical perspectives of quality enhancement that are emerging The opening section draws upon this theoretical base whilst the second section contextualises it through the analysis of a diverse range of international case studies The concluding section considers future prospects for the enhancement agenda in the light of the international pressures facing all systems of higher education in the future Policy will inevitably be shaped by the historical contexts within which national systems are located The book draws on a wide range of international case studies examined by a host of contributing experts The movement towards quality enhancement can be seen as stimulating action at the grassroots of the academy to self generate improvement It is a counter to the prevalent view that change in higher education is essentially about the institutional response to increasing societal pressure and state control and as such is a welcome contribution to the literature This comprehensive volume is essential reading for anyone involved in higher education and educational policy

Routledge Handbook of International Education and Development Simon McGrath, Qing Gu, 2015-07-24 This timely Handbook takes stock of the range of debates that characterise the field of international education and development and suggests key aspects of a research agenda for the next period It is deliberately divergent in its approach recognising the

major ideological and epistemological divides that characterise a field that draws on many traditions. Leading and emergent voices from different paradigms and contexts are afforded a space to be heard and each section puts current debates in larger historical contexts. The Handbook is divided in four parts and book ended by an introduction and a conclusion, the latter oriented towards the implications that the volume has for future research agendas. The first part explores major strands of debates about education's place in development theory. The second acknowledges the disciplining of the field by the education for all movement and examines the place that learning and teaching and schools play in development. Part three looks beyond schools to consider early years, adult and vocational education but focuses particularly on the return to thinking about higher education's role in development. The final part considers the changing but still important role that international cooperation plays in shaping education in developing countries. Featuring over thirty chapters written by leading international and interdisciplinary scholars, the Routledge Handbook of International Education and Development offers the first comprehensive and forward looking resource for students and scholars.

Citizenship and Higher Education James Arthur, Karen Bohlin, 2005-03-16. This comparative text considers models of higher education in the UK and the US and individuals' perceptions about the role of university in society.

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Table of Contents Repositioning Higher Education

1. Understanding the eBook Repositioning Higher Education
 - The Rise of Digital Reading Repositioning Higher Education
 - Advantages of eBooks Over Traditional Books
2. Identifying Repositioning Higher Education
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Repositioning Higher Education
 - User-Friendly Interface
4. Exploring eBook Recommendations from Repositioning Higher Education
 - Personalized Recommendations
 - Repositioning Higher Education User Reviews and Ratings
 - Repositioning Higher Education and Bestseller Lists

5. Accessing Repositioning Higher Education Free and Paid eBooks
 - Repositioning Higher Education Public Domain eBooks
 - Repositioning Higher Education eBook Subscription Services
 - Repositioning Higher Education Budget-Friendly Options
6. Navigating Repositioning Higher Education eBook Formats
 - ePub, PDF, MOBI, and More
 - Repositioning Higher Education Compatibility with Devices
 - Repositioning Higher Education Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Repositioning Higher Education
 - Highlighting and Note-Taking Repositioning Higher Education
 - Interactive Elements Repositioning Higher Education
8. Staying Engaged with Repositioning Higher Education
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Repositioning Higher Education
9. Balancing eBooks and Physical Books Repositioning Higher Education
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Repositioning Higher Education
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Repositioning Higher Education
 - Setting Reading Goals Repositioning Higher Education
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Repositioning Higher Education
 - Fact-Checking eBook Content of Repositioning Higher Education
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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