



Future of Education

Rethinking Future Higher Education

BY MARIO RAICH, SIMON DOLAN, PAWEŁ ROWIŃSKI, CLAUDIO CISULLO,
COURTNEY ABRAHAM AND JAN KLIMEK

Rethinking Higher Education On The Future Of Higher Education In Britain

Willems, J., Tynan, B., James, R.



Rethinking Higher Education On The Future Of Higher Education In Britain:

Higher Education in the UK and the US, 2014-05-15 Higher Education in the UK and the US Converging University Models in a Global Academic World edited by Sarah Pickard addresses the key similarities and differences in higher education between the two countries over the last thirty years in order to ascertain whether there exists a specific Anglo Saxon model This interdisciplinary book is divided into three thematic parts dealing with current fundamental issues in higher education within neoliberal Great Britain and the United States economics and marketisation of higher education access and admittance to universities and the student experience of higher education The contributors are all higher education specialists in diverse academic fields sociology political sciences public policy studies educational studies and history from either side of the Atlantic Contributors are Bahram Bekhradnia James C t Marie Agn s D tourbe John Halsey Magali Julian Kenneth O Brien Cristiana Olcese Anna Mountford Zimdars Sarah Pickard Chris Rust Clare Saunders Christine Soulas and Steven Ward Higher Education in the UK and the US Converging University Models in a Global Academic World is now available in paperback for individual customers **Rethinking Reform in Higher Education** Ziauddin

Sardar,Jeremy Henzell-Thomas,2017-08-02 The Reform in Higher Education in Muslim Societies is in sum a paradigm shift in perspective driven by important considerations including the aims of education itself It may require reforming existing disciplines inventing new ones as well as working in conjunction with current knowledge s and discourses by taking effective account of the ethical spiritual norms of Muslim society the guiding principles that it operates under which in turn mark the underlying basis of its makeup and spiritual identity Rather than creating divisions reform of Higher Education in Muslim Societies recognizes the plurality and diversity of the modern networked world and seeks to replace sterile and uniform approaches to knowledge with a broader and more creative understanding of reality as lived on different soils and different cultures Moderation balance and effective communication are paramount features of the underlying philosophy **Trusting**

in the University Paul T. Gibbs,2007-05-08 The world in which we learn is changing rapidly That rapidity is driven by a range of influences conveniently but inadequately clustered under the rubric of globalisation The context in which globalisation and education is often linked is that of progression progression realisable through technology the free movement of finances and the optimum utilisation of human capital To fuel this progression formal educational institutions have grown adapted and changed to provide highly skilled outputs to satisfy demand Along the way I will argue the questioning learning reflecting and worthiness of formal education has been sacrificed for instrumentality compliance and self interest This is seen throughout the educational system but this book concentrates on higher education and more importantly higher educational institutions that are known as universities I will try to argue for a distinctive place for universities that does not resist progression but defines it differently from that allowable by the market I propose a university system where students and faculty are together allowed to let learn who they might become rather than realise their being as

the artefact of economic imperatives I accept from the very beginning that this might be incompatible with universities being in the world of commerce and industry in fact I demand that they are not However my text is not a polemic against the capitalist entrapment of education per se but for the development of centres that question whilst engaging with the realities of our existence Rethinking Higher Education and the Crisis of Legitimation in Europe Ourania Filippakou,2022-08-29 Building on Ourania Filippakou s previous work on higher education in the fields of governance neoliberalism university entrepreneurialism and marketization institutional and social stratification Rethinking Higher Education and the Crisis of Legitimation in Europe contributes to the debate on higher education from a critical policy perspective Introducing new ideas on the relationships between the alleged pursuit of excellence in higher education and the ways in which both deploys and reflects how power is wielded in Europe and other neoliberal capitalist societies The term legitimation is here coined to emphasize how new coercive strategies political decisions and management styles have emerged in the age of excellence in higher education The book concludes with a more personal reflection on the neutrality of higher education and its illusory promises *Higher Education in the ASEAN Region* Glenda Crosling,Graeme Atherton,Siti Norbaya Azizan,2024-04-19 Higher Education in the ASEAN Region Shaping the Future presents views on the topic from various regional writers It is built on the idea of progress in higher education emphasising the ongoing evolution and transformation of the sector Framed by the dynamic settings of both ASEAN and higher education the perspectives offered in the book cluster under the themes of higher education sustainability learning and teaching approaches post graduation employment access and equity and curriculum development Shaping the Future of Higher Education Lesley Wood,Ortrun Zuber-Skerritt,2024-10-24 The university is struggling to keep up with the demands of a fast changing world and as a system higher education generally does not respond quickly to change Its institutions produce valuable knowledge about social issues and problems but this is so often not followed by action constructively using that knowledge to effectively address these problems Shaping the Future of Higher Education generates knowledge to enable researchers teachers and leadership in higher education to learn how to positively embrace constant change through innovative collaborative systemic critical and creative thinking and action Through a participatory and transformative paradigm it strives to create knowledge to enable everyone involved in higher education to move from talking about change to actioning it The book presents possible structures and processes for learning teaching research community engagement and leadership It provides pathways to shape a higher education system that is inclusive and student centred that promotes knowledge democracy and is responsive to and relevant for dealing with pressing social issues as they arise The contributing authors of this book are internationally renowned researchers with years of experience in their respective roles in higher education Their ideas will benefit all who are involved in concerned about and or actively promote most effective higher education practices *Routledge Handbook of the Sociology of Higher Education* James E. Côté,2016-06-03 This is the first handbook to cover the sociological approaches to higher education It is

timely because of global expansions of mass higher educational systems especially as these systems come under scrutiny by a variety of stakeholders Questions are being raised about the value of traditional pedagogies along with calls for efficiency accountability and cost reduction but above all job training Within this neoliberal context each chapter examines different sociological aspects of and debates about educational institutions as status conferring organizations with myriad positional characteristics experiences and outcomes Many current debates concern the legitimacy of the statuses conferred including the continuing debate regarding the role of universities in legitimating social class reproduction as well as more recent concerns about standards in mass systems This handbook puts these issues and debates in focus in ways that will be of interest to a variety of stakeholders within academia as well as in policy circles

The Changing Academic Profession in Hong Kong Gerard A. Postiglione, Jisun Jung, 2017-05-05 Hong Kong's universities have been transformed by the move from elite to mass higher education from government support to market driven finance from academic management to professional management from local to cross border and international outreach from China's education bridge to China's education window and from a colonial model of curricular specialization to a postcolonial model emphasizing broader intellectual development and service As the landscape of Hong Kong higher education has undergone change so have the backgrounds specializations expectations and work roles of academic staff The academic profession is ageing increasingly insecure more accountable more international at the same time more Mainland focused and less likely to be organized only along disciplinary lines The academic profession today is expected to be more innovative in teaching more productive in research and more entrepreneurial in fundraising New approaches to governance have evolved and blurred the boundaries between academic and managerial roles within the university The power to appoint members to university councils has become an area of contention It has come increasing differentiation and changing expectations about knowledge creation and application This has expanded the role of the academy and challenged the coherence and viability of the traditional academic role and loyalties to original disciplines Based on the multitude of challenges in Hong Kong higher education this book explores the future direction of Hong Kong academic profession Hong Kong has arguably one of the best higher education systems in the world At the heart of this system and indeed of any system is the academic profession *The Changing Academic in Hong Kong* provides a convincing and multifaceted analysis of the professoriate This book is essential for understanding Hong Kong's success and it has lessons for a broader understanding of the academic profession Philip G Altbach Research Professor Boston College USA The one book that has presented a complete portrait of recent changes and challenges to Hong Kong's academic profession the book should be recognized as a classic Futao Huang Professor of Higher Education Hiroshima University Japan Gerard Postiglione and Jisun Jung have successfully pulled together a strong team of researchers making significant contributions to the debates of changing academic profession especially as universities in Hong Kong are developing new performance indicators in response to the University Governance Review by Sir Howard

Newby This volume is timely and highly relevant to researchers academics and policy makers in higher education with critical reflections on academic profession in Hong Kong Ka ho Mok Vice President Lingnan University Hong Kong b A very thorough analysis of the situation of the academic profession and its environment in Hong Kong A setting which calls for and provides opportunities for internationality of higher education in a unique way but concurrently is tempted to make it itself a victim of the world wide inclination of over emphasizing visible research productivity Thus the case of Hong Kong is presented as both exceptional and as prototypical for the search of the balance across the functions of higher education Ulrich Teichler Professor International Centre for Higher Education Research Kassel University Germany Hong Kong s higher education sector is a microcosm of many of the world s other systems intensely urban experiencing significant transformation attuned to rankings and peer comparison watchful toward government intervention anxious about funding and always on the lookout for new performance indicators for faculty Anyone interested in Hong Kong will find The Changing Academic Profession in Hong Kong a good read but so will those of us concerned about trends challenges and possibilities at university systems in the rest of the world particularly Asia William G Tierney Professor University of Southern California USA [Resources in Education](#) ,1995-04 **The Social Psychology of Inequality** Jolanda Jetten, Kim Peters, 2019-10-31 Economic inequality has been of considerable interest to academics citizens and politicians worldwide for the past decade and while economic inequality has attracted a considerable amount of research attention it is only more recently that researchers have considered that economic inequality may have broader societal implications However while there is an increasingly clear picture of the varied ways in which economic inequality harms the fabric of society there is a relatively poor understanding of the social psychological processes that are at work in unequal societies This edited book aims to build on this emerging area of research by bringing together researchers who are at the forefront of this development and who can therefore provide timely insight to academics and practitioners who are grappling with the impact of economic inequality This book will address questions relating to perceptions of inequality mechanisms underlying effects of inequality various consequences of inequality and the factors that contribute to the maintenance of inequality The target audiences are students at advanced undergraduate or graduate level as well as scholars and professionals in the field The book fills a niche of both applied and practical relevance strongly emphasizing theory and integration of different perspectives in social psychology Given the broad interest in inequality within the social sciences the book will be accessible to sociologists and political scientists as well as social organizational and developmental psychologists The insights brought together in The Social Psychology of Inequality will contribute to a broader understanding of the far reaching costs of inequality for the social health of a society and its citizens This edited volume brings together cutting edge social psychological research addressing one of the most pressing issues of our times economic inequality Collectively the chapters illuminate why inequality has negative effects on individuals and societies when and for whom these negative effects are most likely to emerge and the

psychological mechanisms that maintain inequality This comprehensive volume is an essential read for those interested in understanding and ameliorating inequality Brenda Major Distinguished Professor Department of Psychological and Brain Sciences University of California This invaluable volume demonstrates the indispensable and powerful contribution that social psychologists can make to our understanding of societal inequality For those outside of social psychology it provides a unique and comprehensive overview of what social psychology has to offer and for social psychologists it is exemplary in demonstrating how to make a systematic contribution to the understanding of a hotly debated real world issue Scholars and students alike and from various disciplines will gain much from reading this fascinating and inspiring social psychological journey Maykel Verkuyten Professor in Interdisciplinary Social Science University of Utrecht The Social Psychology of Inequality offers a superb and timely social psychological analysis of the causes and consequence of increasing wealth and income gaps With its refreshingly international authorship this volume offers profound insights into the cognitive and social mechanisms that help maintain but potentially also to overcome an economy that is rigged in favor of the wealthy A new and stimulating voice illustrating science in the service of a fairer and more democratic society Anne Maass Professor of Social Psychology University of Padova This volume assembles an impressive list of leading international scholars to address a timely and important issue the causes and consequences of economic inequality The approach to the topic is social psychological but the editors and chapters make valuable connections to related literatures on socio structural influences in allied disciplines such as economics political science and sociology The Social Psychology of Inequality offers cutting edge insights into the psychological dynamics of inequality and novel synthesis of structural and individual level influences and outcomes of inequality It should attract a wide audience and will set the agenda for research on economic inequality well into the future John F Dovidio Carl Iver Hovland Professor of Psychology and Public Health Yale University Higher Education for Good Laura Czerniewicz, Catherine Cronin, 2023-10-25 After decades of turbulence and acute crises in recent years how can we build a better future for Higher Education Thoughtfully edited by Laura Czerniewicz and Catherine Cronin this rich and diverse collection by academics and professionals from across 17 countries and many disciplines offers a variety of answers to this question It addresses the need to set new values for universities trapped today in narratives dominated by financial incentives and performance indicators and examines those wicked problems which need multiple solutions resolutions experiments and imaginaries This mix of new and well established voices provides hopeful new ways of thinking about Higher Education across a range of contexts and how to concretise initiatives to deal with local and global challenges In an unusual and refreshing way the contributors provide insights about resilience tactics and collective actions across different levels of higher education using an array of styles and formats including essays poetry and speculative fiction With its interdisciplinary appeal this book presents itself as a provocative and inspiring resource for universities students and scholars Higher Education for Good courageously offers critique hope and purpose for the practice and the trajectory of

Higher Education **Reclaiming the Teaching Discourse in Higher Education** Ian M. Kinchin, 2025-02-20 This book examines university teaching to encourage a move away from the singular lens of neoliberalism towards more a pluralistic stance that inspires a healthy diversity of theories and practices University teaching is dominated by neoliberal cultures of measurement consumerism and deficit generating a monocultural narrative that disenfranchises the higher education teaching community Collaborative communities of support are now perceived as performative regimes of surveillance and existing injustices in the education system have been amplified by institutional responses to the COVID 19 pandemic This book offers a reappraisal of the current state of university teaching and re imaginings of potential futures Inspired by emerging perspectives in educational research and building upon Biesta's notion of the rediscovery of teaching the book encourages an escape from accepted wisdom liberating teaching from the bonds of reductive binary and linear thinking and accepting the need for a plurality of theoretical perspectives While universities use popular terms such as student centredness global excellence active learning and so on and will highlight key performance metrics such as student satisfaction or teaching excellence awards the reality is that much current teaching practice is rather traditional teacher centred passive and content heavy Despite managerial emphasis on best practice and evidence based practice teaching is not reducible to a simple set of competencies and student learning is not adequately summarised as a list of graduate attributes Teaching is relational and highly context dependent and our discussion of teaching should recognise this The performative culture pervading many campuses can dampen down large scale innovation leaving marginalised pockets of subversive collaboration and experimentation to operate below the corporate radar Here the contributors give voice to some of those emerging ideas and challenge neoliberal orthodoxy **Research Handbook on Innovations in Assessment and Feedback in Higher Education** Carol Evans, Michael Waring, 2024-10-03 Bringing together emerging and world leading scholars from across the globe this prescient Research Handbook presents cutting edge research methodologies within the field of higher education assessment and feedback It explores how students should be supported in a rapidly changing and increasingly technological academic world **Handbook on Teaching and Learning for Sustainable Development** Walter Filho Leal, Amanda Lange Salvia, Fernanda Frankenberger, 2021-06-25 Exploring the important role of education in both pursuing and implementing sustainable development this timely Handbook highlights how teaching methods at schools and universities can impact the future It looks at ways not only to inform students about matters related to sustainable development but also to empower them to adopt behaviours and actions that lead to more sustainable lifestyles *The Bloomsbury Handbook of World Theory* Jeffrey R. Di Leo, Christian Moraru, 2021-11-18 Disciplines from literary studies to environmentalism have recently undergone a spectacular reorientation that has refocused entire fields methodologies and vocabularies on the world and its sister terms such as globe planet and earth The Bloomsbury Handbook of World Theory examines what world means and what it accomplishes in different zones of academic study The contributors raise questions

such as What happens when world is appended to a particular form of humanistic or scientific inquiry How exactly does worlding bear on the theoretical operating system and the history of that field What is the theory or theoretical model that allows world to function in a meaningful way in coordination with that knowledge domain With contributions from 38 leading theorists from a vast range of fields including queer studies religion and pop culture this is the first large reference work to consider the profound effect both within and outside the academy of the worlding of discourse in the 21st century

Handbook of Inclusive Learning and Teaching in Business and Management Martyna Śliwa, Lisa Anderson, Kate Black, Caroline Chaffer, Jill Webb, 2025-05-14 This comprehensive and wide ranging Handbook offers insights into real world classroom experiences of educators who have developed inclusive approaches to learning and teaching within schools of business and management Written by leading practitioners from the British Academy of Management community it provides good practice guides and examples of how to implement initiatives whose success is supported by evidence **Global Challenges and Perspectives in Blended and Distance Learning** Willems, J., Tynan, B., James, R., 2013-04-30 This book highlights the perspectives challenges and current practices within higher and distance education around the world *The European Higher Education Area* Adrian Curaj, Liviu Matei, Remus Pricopie, Jamil Salmi, Peter Scott, 2015-10-12 Bridging the gap between higher education research and policy making was always a challenge but the recent calls for more evidence based policies have opened a window of unprecedented opportunity for researchers to bring more contributions to shaping the future of the European Higher Education Area EHEA Encouraged by the success of the 2011 first edition Romania and Armenia have organised a 2nd edition of the Future of Higher Education Bologna Process Researchers Conference FOHE BPRC in November 2014 with the support of the Italian Presidency of the European Union and as part of the official EHEA agenda Reuniting over 170 researchers from more than 30 countries the event was a forum to debate the trends and challenges faced by higher education today and look at the future of European cooperation in higher education The research volumes offer unique insights regarding the state of affairs of European higher education and research as well as forward looking policy proposals More than 50 articles focus on essential themes in higher education Internationalization of higher education Financing and governance Excellence and the diversification of missions Teaching learning and student engagement Equity and the social dimension of higher education Education research and innovation Quality assurance The impacts of the Bologna Process on the EHEA and beyond and Evidence based policies in higher education The Bologna process was launched at a time of great optimism about the future of the European project to which of course the reform of higher education across the continent has made a major contribution Today for the present that optimism has faded as economic troubles have accumulated in the Euro zone political tensions have been increased on issues such as immigration and armed conflict has broken out in Ukraine There is clearly a risk that against this troubled background the Bologna process itself may falter There are already signs that it has been downgraded in some countries with evidence of political

withdrawal All the more reason for the voice of higher education researchers to be heard Since the first conference they have established themselves as powerful stakeholders in the development of the EHEA who are helping to maintain the momentum of the Bologna process Their pivotal role has been strengthened by the second Bucharest conference Peter Scott Institute of Education London General Rapporteur of the FOHE BPRC first edition Enhancing Learning through Formative Assessment and Feedback Alastair Irons, Sam Elkington, 2021-08-25 Assessment is a critical aspect of higher education because it has a range of powerful impacts on what staff and students do and how universities operate Underpinned by relevant theory and practical advice this fully updated new edition takes into account the changing expectation of students in the context of an increasingly complex and shifting higher education environment to promote the role of formative assessment and formative feedback and its impact on shaping the student learning experience Presented through the lens of contemporary perspectives empirical evidence and case studies across a broad range of subject disciplines this new edition aims to encourage teaching and support staff to focus on the promotion of student learning through designing and embedding high impact formative assessment processes and activities Key content covers the theoretical and philosophical aspects of formative assessment and formative feedback the learning environment in which students undertake their learning activities helping teachers develop appropriate formative assessment and provide effective formative feedback the impact of formative assessment and formative feedback activities have on learning teaching and assessment design as well as on the academic workload of tutors the contemporary issues and challenges currently driving research into formative assessment the use of technology in formative assessment and how different tools and technologies allow for the provision of effective and efficient formative feedback the benefits of understanding how students respond to formative assessment and formative feedback as an opportunity to review the effectiveness of the teaching and learning methods and techniques the integral role of formative assessment and formative feedback plays in postgraduate research settings and how innovations in formative assessment and feedback inform key developments in large scale assessment change Aimed at both experienced and early career practitioners in higher education this text is ideal reading for educators who wish to see a movement away from a higher education system driven by summative assessment to one where a more holistic approach to education positions learning standards rather than measurement and grades as central to effective assessment and crucially to return to a focus on student learners Rethinking Assessment in Higher Education David Boud, Nancy Falchikov, 2007 This book critically examines assessment what it achieves and argues that assessment should be seen as an act of informing judgement and proposes a way of integrating teaching learning and assessment to prepare students for a lifetime of learning

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