

What is 'higher education studies' and what are its uses? A panel session, 21 January 2021



00:29:30 CGHE Webinars: Hello everyone, thanks for attending today. Just a quick note that to hear about our upcoming webinars and latest research, you can sign-up to our mailing list here: <https://researchcghe.us12.list-manage.com/subscribe?u=16ff8239ab5aa3c8d4f636725&id=1cadde4c55>

00:31:43 Jelena Brankovic: Hi everyone! Great webinar topic! ECHER has compiled this continuously updated bibliography of works on the topic of higher education studies: <https://echer.org/research-on-higher-education-research/>
Suggestions to include other works are appreciated. Thank you!

00:34:18 Dr.Sudheep A.S: Excellent speech ...

00:36:43 Dr.Sudheep A.S: greetings from India...

00:38:06 Margaret Blackie: Greet distinction!

00:43:33 Diana Laurillard: @Paul we have very process-oriented measures of quality at the level of teaching. What kind would they be a education system level?

00:47:14 Paul Ashwin: @Diana - great question. My initial attempt at answering it would be to say it would be the features of HE systems that appear to support or inhibit the educational success of students from all backgrounds.

00:47:19 laura czerniewicz: By co-incidence, in an hour's time these issues are the focus of an LSE online event

Knowledge Production in the Global South: launching the (Silent) Voices: Bukavu Expo
Thursday 21 January 2021 4:00pm to 5:30pm
Hosted by the Conflict Research Programme at LSE IDEAS and the Governance in Conflict Network at Ghent University

00:47:40 laura czerniewicz: <https://www.lse.ac.uk/ideas/events/2021/01/the-bukavu-expo/Knowledge-Production-in-the-Global-South-Launching-the-Silent-Voices-Bukavu-Expo>

00:49:49 Eliel Cohen: This has been such a fascinating session! Shifting focus to learning communities, the nature of different forms of knowledge particular to different communities, and the relations between communities, knowledge and objects (including natural and technological objects) makes me think it is time to revisit middle and late Dewey

(e.g. Democracy and Education; Knowing and the Known, and his concepts of social efficiency and transactionalism).

00:51:39 Diana Laurillard: @Xin I like to think that the internet enables greater access to the process of knowledge development. I think we're trying to give teachers the means to build teaching community knowledge through running open online collaborations with them. It's trying to emulate journal-based communications in the academic world. Would this help to extend the legitimacy of a wider range of people being involved in knowledge creation? What more would be needed to make it 'legitimate'?

00:52:39 Darren McDermott: I've always had the sense that Higher Education Studies and particularly the international context is the most ecumenical of social studies fields in the inclusion of practitioners inasmuch as researchers and theorists. I say this as a non-academic who is involved in internationalisation policy and regional integration of higher education systems. Thank you to Simon, Paul and the panelists for putting this valuable discussion together.

00:54:13 bernard lisewski: Re: Academic worker - HE worker may be a better descriptor - Third Space and all and fluidity of HE identities

00:54:34 Diana Laurillard: @Minto That's a great overview - and creates a real challenge if we are to collaborate across so many different disciplines. How do we make that manageable for research?

00:54:47 Simon Marginson: Time to put your questions forward in the Chat - I'll select the Q&A participants from there

00:55:22 Mike Ratcliffe: That challenge, that one of the key things that Higher Education Studies can really bring to the table is a system perspective, is vital for interaction with policy studies. In England we are having one of our rare HE policy days with a raft of government policies launched across a whole range of different themes. I was just thinking of David Watson's excoriating review of a Rothblatt book as consisting of familiar high table riffs and failing to address a sector that exists beyond elite institutions.

00:57:48 Doria Abdullah: Whenever I feel lost, I would refer to McFarlane (2012)'s map of the HE archipelago. Would agree with @Minto's observation on plurality - but linking it to @Ashwin's observation, how do we deliver solutions that are p

00:58:00 laura czerniewicz: Is there an assumption of a shared value set? Social Justice? Democracy? "Civilisation"?

00:58:02 Doria Abdullah: **require pluraitu

00:59:41 Doria Abdullah: *require cross-sectoral solutions?

01:00:31 CLÁUDIA SARRICO: I think interesting measures are given by the Survey of Adult Skills of the OECD, which give information on learning outcomes, but also how equitable they are distributed among tertiary graduates.

01:01:03 CLÁUDIA SARRICO: I it will be interesting as well the evolution between 2012 and the forthcoming 2022 results

01:01:34 Tessa Blair: A lot has been said about the systems (or macro) level, which lends itself to policy level analysis. Do you feel there has been enough attention to the meso level, recognising the extent to which teachers and students negotiate policies relationally- the social nature of learning?

01:02:12 Amir Pichhadze: What could (should) be the role of HE studies within the ecosystem of HE services? I would suggest that HE studies could/should have role in facilitating teaching and learning in other disciplines.

01:02:18 Jon Biggs: Has Higher Education studies mostly been academics studying themselves and the students they engage with (e.g. teaching and graduate outcomes), and not focussing enough on the impact of academic-related and professional services members of staff on the student experience? What do the panel think the under-researched aspects of higher education studies are?

01:03:41 Ryan Wilkinson: Diana mentioned an important point about the societal benefit of HE. With the increasingly, quantified, individualised nature of HE (marketisation / fees etc.) and the debates that the pandemic has brought to the fore, how can we use HE studies to recognise the societal impact that HE has?

01:04:53 Lauren Bolz: Drawing it down to the individual level, I would love to know the panel's thoughts on how they would advise a student on whether they should specialise in higher education vs another discipline with a focus on HE applications. How does this fit into how you conceptualise the field?

01:06:53 Rob Cuthbert: How/why does HE system performance vary? Just today I saw Capano + Pritoni in Regulation and Governance journal (2019). They looked at 4 factors: institutional autonomy, evaluation, internal governance and public funding in 12 countries, suggest institutional autonomy is less important than expected. Supports Paul Ashwin's point about need for the field to shift focus away from 'noisy' institutions.

01:08:39 Kgosietsile Diphokwane: Has the introduction of university rankings over the last 15 or so years had a positive or negative influence on how universities think of themselves (and role) and what they prioritise?

01:08:54 Balasubramanyam Chandramohan: Can HE Studies be treated as a discipline when Research Assessment Exercise in the UK and ranking systems QS and THE do not consider them as distinctive discipline?

01:09:24 QINGLING KONG: My question is practical, the transformation of research results into operational development projects, which I myself am grappling with working on higher education projects in Africa. I encounter high-quality researches but often find myself constrained by contextual factors, be it political or cultural. If I may ask Professor David Mill given his extensive experiences in Africa, how could researchers and development initiatives "speak" better to each other in a mutually-beneficial linkage?

01:09:51 Xin Xu: @Diana, thank you that's a great question! I think the internet is liberating and equalising the space, which as you excellently pointed out that enables knowledge sharing and communications with a wider range of stakeholders. We also need to be aware and mitigate the stratifying effects by Internet (people without sufficient access to technology will be further disadvantaged for instance).

01:10:20 Dr.Sudheep A.S: exquisite presentation...

01:10:29 bernard lisewski: Tight (2021) provides an excellent summary of the 'under-researched' areas..

01:12:47 CLÁUDIA SARRICO: @Ryan, A good point, and there is good evidence on the social outcomes of higher education (e.g. active citizenship behaviours, voting, volunteering, etc.)

01:14:55 CGHE Webinars: Thank you all for coming today. A recording of this webinar will be on the CGHE website tomorrow morning:
<https://www.researchcghe.org/events/cghe-seminar/what-is-higher-education-studies-and-what-are-its-uses-a-panel-session/>

01:15:44 CGHE Webinars: Our next webinar will be on Tuesday: 'Race', ethnicity, cultural capital, and lived experience in international higher education;. You can register here: <https://www.researchcghe.org/events/cghe-seminar/race-ethnicity-cultural-capital-and-lived-experience-in-international-higher-education/>

01:16:37 CGHE Webinars: And to hear about all our upcoming webinars, you can join our mailing list here: <https://researchcghe.us12.list-manage.com/subscribe?u=16ff8239ab5aa3c8d4f636725&id=1cadde4c55>

01:17:54 Didi Griffioen: I don't believe we will get any further if we try to exchange the importance of one level (e.g. institutional) to another (e.g. system). All levels contribute by playing their role. I believe our collective challenge is to find methodologies & groups of people that can connect across different levels of HE to understand its full functioning and effect (don't like the word impact) better than we do now.

01:22:49 Miaolung Shih: I'm Ven. Miaolung from Taiwan

01:24:42 Ryan Wilkinson: Well said, Paul. Thanks to the panel, really great to listen to you all.

01:25:43 Didi Griffioen: Could we have a series as generic as this one? Would love to attend some more..

01:25:54 David Mills: Many thanks for all the great questions and comments - apologies if we didn't get around to answering everyone's thoughts..

01:25:59 Zachery Spire: As ever, very inspiring debate. Many thanks colleagues.

01:26:15 CRISTINA HELENA DE CARVALHO: thanks for interesting and important webinar!

01:26:39 Bernard Lee: Thanks a lot, Simon and speakers!

01:26:54 Paul Ashwin: Thanks everyone for the really insightful comments

01:26:58 MOUSUMI MUKHERJEE: Thank you for this wonderful webinar.

01:27:03 Rodolfo Benites: Many thanks to all panelists. Wonderful discussion!

01:27:05 Miaolung Shih: thank you, everyone

01:27:09 Xin Xu: Thank you very much for all the insightful questions and discussions!

01:27:25 Minto Felix: Thank you everyone for your rich insights, lots to reflect and work on!

01:27:31 Eliel Cohen: I think I missed it but would opt for 90 minutes at least on today's topic! Agree with Didi above.

01:27:33 Darren McDermott: You could run this topic again another time. This was really good!

01:27:33 Lili Yang: Thank you everyone for the inspiring discussions!

01:27:56 Victorița Trif: Thank you!

01:27:59 QINGLING KONG: Thank you for the great seminar and the panel! Very informative and inspirational.

01:28:09 Eliel Cohen: Thank you very much Simon and panelists, very impressive at short notice

01:28:11 Yusuf Ikbal Oldaç: Thank you for the great panel discussion!

01:28:12 Brandon McLeod: Thank you for the wonderful seminar!

01:28:13 Amardeep Kumar: thank you simon!!

01:28:18 Tirong Yang: Thank you for the great seminar and the panel!