

BOOK LAUNCH: Transforming University Education - A manifesto



00:31:51 Doria Abdullah: thanks Wonkhe!

00:51:48 Johnny Rich: I'm looking forward to reading this book. I think I'll be shouting 'yes' at many pages.

00:54:37 Johnny Rich: I disagree, however, with the point about the non-transferability of, for example, problem-solving skills. The generic skill of problem solving is transferable, but its application is limited by the other skills and knowledge that the individual has. So problem-solving in sociology requires both problem-solving skills and knowledge of sociology. The problem-solving is transferable to engineering if the individual also has knowledge of engineering.

00:55:44 Martin Doel: Interested to know Paul's view of the status of sub-Honours Degree ie level 4 and 5 provision in England which is the focus of much policy attention presently

00:56:01 John Anchor: Q. Whether we like it or not, many students do subscribe to an instrumental, rather than transformational, view of HE. Do you think that their increased focus on (online) teaching and learning during COVID will be make them more or less instrumental?

00:56:45 Johnny Rich: Q: If the graduate earnings premium is an undesirable measure of the value of universities' teaching activities (an argument with which I have huge sympathy), does the Government need to find another way to assess the value of the public good of HE in order to justify taxpayer expense? If so, what forms of measurement/appraisal would be more reasonable? And if not, can HE expect a fair investment when compared to other worthy spending demands?

00:58:10 Christie Pritchard: I am in the same boat, but my arms are tired trying to paddle against the stream.

00:59:51 Simon Marginson: Colleagues your questions please! First question is John Anchor, second is Martin Doel. Third is ...? Questions begin after Paul's reply to the speakers

01:01:16 bernard lisewski: For me as an educational developer, the beauty of this book is its emphasis on collective curriculum design processes and the need to be more transparent with students about their rationale

01:02:06 Christie Pritchard: I would like to know if Paul has felt any tensions critiquing Higher Education within his own university?

01:03:59 Connor Mckenzie: Q: how does vocational higher education fit into paul's manifesto? Is there not a valid instrumentalist view of HE that rejects an overemphasis on the economic value of degrees?

01:05:01 Soyoung Lee: (1) In transformative higher education, what is the role of students? Are they transformed by HE in certain ways to shape society? (2) How do you investigate that knowledge transforms who students are? How do you know students' transformation is because of knowledge?

01:08:58 Simon Marginson: Apologies to all that we will run out of time before all the questions can be asked. Join us again next Tuesday!

01:09:14 F Ghaffar: What implications does the manifesto have for the widening participation agenda within HE and how we promote/frame HE to students from disadvantaged backgrounds given the inequality you rightly point out of the graduate premium and graduate outcomes?

01:11:09 Sioux McKenna: The decoloniality debate is a key focus in my context: about whether powerful knowledge is really just the knowledge of the powerful. When is transformational engagement in knowledge just mean acculturation?

01:12:52 Geof Giacomini: Just interested: how many "students" are on this call?

01:14:11 Celia Whitchurch: does Paul's argument allow for a range of institutional profiles and associated knowledge, or would this lead to increasingly generic forms of knowledge? what might be the balance between research and skills informed knowledge?

01:15:32 Debbie McVitty Wonkhe: @Celia Paul argues that educators need not be active researchers in the sense that we mean it right now, but they do need to have a scholarly and living relationship to a structured body of knowledge and understand how to bring students into that relationship.

01:16:26 Sioux McKenna: I have had the enormous pleasure of reading the book. I cannot recommend it strongly enough. Both an incredibly easy read (simple language, clear arguments) and tough read (I felt myself feeling sad in parts and wondering if we've left it too late to turn this ship around). The overwhelming message is profoundly positive though - we can offer so much more than credentialing and 'skills' - we can be places that offer genuine engagement with making and sharing knowledge and becoming powerful knowers who can contribute compassionately to the fright world.

01:19:29 Gregor VANERIAN: @Paul Wich teaching methods do you think are efficient to create engagement with the students ? What do you think of hybrid solutions (digital + physical education ?)

01:22:39 David James: Thanks for a really good book launch discussion. Off to another meeting now, but after that I will be buying the book! all the best David

01:23:39 Jenni Case: Thanks Paul for the very kind shout out to our book published by African Minds, available here for free download: <https://www.africanminds.co.za/going-to-university-the-influence-of-higher-education-on-the-lives-of-young-south-africans/>

01:25:16 Rachel Bowden: Look forward to reading this book and particularly Paul's thoughts on the category mistake of the confusion of reputation and quality. Wonderful to see the dedication to the late great Professor Sir David Watson too. Thanks

01:25:43 Adam Matthews: Thanks Paul. Book ordered and I look forward to reading.

01:25:53 Johnny Rich: Thanks for a great session and congratulations to Paul on the publication of his book. I look forward to reading it.

01:26:01 Sioux McKenna: Thanks for such a clear response, Paul.

01:26:16 Zachery Spire: This was brilliant! Thanks to Paul, CGHE and peers for such an energising discussion!

01:26:17 Cristina Carvalho: Thanks all! I Look forward to reading this book!

01:26:17 Debbie McVitty Wonkhe: If anyone wants to contribute to the debate via Wonkhe do get in touch debbie@wonkhe.com

01:26:19 bernard lisewski: Thanks Paul Really enjoyed reading it!

01:26:20 Sioux McKenna: Congrats, Paul

01:26:22 Terri Kim: Thank you and congratulations Paul! Thanks Simon.

01:26:41 Jan McArthur: Thanks to all speakers - really thought-provoking. Brilliant book

01:26:44 sherranclare: Thank you, Paul and everyone. Really keen to read the book! Well done, Paul.

01:26:49 Linh Nguyen: Thank you Paul, Debbie, Jenni, Simon and everyone, it's a great discussion. Congrats on this book!

01:26:49 Gregor VANERIAN: Thanks for that great session and congratulations to Paul on the publication of his book. I look forward to reading it.