

Jon Nixon

Higher Education and the Public Good

Imagining the University



Higher Education And The Public Good Imagining The University

Marek Kuźniak



Higher Education And The Public Good Imagining The University:

Higher Education and the Public Good, 2010 **Leading Higher Education As and For Public Good** Tone Dyrdal Solbrekke, Ciaran Sugrue, 2020-04-07 Leading Higher Education As and For Public Good asserts that the purpose of higher education is twofold for public good and as public good Acknowledging that the notion of public good increasingly cannot be taken for granted the book argues that leading teaching and learning must be directly connected to its pursuit It avers and demonstrates how this may be accomplished articulating specific approaches and dispositions that require cultivation within university communities This volume argues that leading higher education occurs within competing and sometimes conflicting webs of commitments necessitating a capacity to negotiate legitimate compromises Its empirical chapters expand on this providing examples of academic developers who use deliberate communication as a method in cultivating leading and teaching praxis What emerges is the potential of deliberative leadership to be transformative in building sustainable leadership in higher education while simultaneously renewing commitments to education and contributing to public good Leading Higher Education As and For Public Good is essential reading for policy makers university leaders and administrators academics students and all those interested in building a sustainable future for higher education that also contributes to public good

Higher Education and the Student Robert Troschitz, 2017-05-08 As one of the pioneers and leading advocates of neoliberalism Britain and in particular England has radically transformed its higher education system over the last decades Universities have increasingly been required to act like businesses and students are frequently referred to as customers nowadays Higher Education and the Student investigates precisely this relation between the changing function of higher education and what we consider the term student to stand for Based on a detailed analysis of government papers reports and speeches as well as publications by academics and students the book explores how the student has been conceptualised within the debate on higher education from the birth of the British welfare state in the 1940s until today It thus offers a novel assessment of the history of higher education and shows how closely the concept of the student and the way we comprehend higher education are intertwined Higher Education and the Student opens up a new perspective that can critically inform public debate and future policy in Britain and beyond The book should be of great interest to scholars researchers and postgraduate students in the fields of higher education educational policy and politics and the philosophy sociology and history of higher education

Higher Education Pathways Ashwin, Paul, Case, Jennifer M., 2018-12-14 In what ways does access to undergraduate education have a transformative impact on people and societies What conditions are required for this impact to occur What are the pathways from an undergraduate education to the public good including inclusive economic development These questions have particular resonance in the South African higher education context which is attempting to tackle the challenges of widening access and improving completion rates in a system in which the segregations of the apartheid years are still apparent Higher education is recognised in core legislation as having a

distinctive and crucial role in building post apartheid society Undergraduate education is seen as central to addressing skills shortages in South Africa It is also seen to yield significant social returns including a consistent positive impact on societal institutions and the development of a range of capabilities that have public as well as private benefits This book offers comprehensive contemporary evidence that allows for a fresh engagement with these pressing issues *The Future of Higher Education in India* Sudhanshu Bhushan,2019-10-31 The book analyses various challenges emanating from privatization globalization and public financial crunch to understand the future directions of higher education in India The book presents a careful understanding of structure finance and governance of higher education and advocates a new way to look at increasing the capability of students to secure their future Attention has also been drawn to the inequalities prevailing in the system of higher education and pursuing inclusive approach so as to have sufficient employment opportunities for students in the labour market The book is divided into three parts Part 1 deals with the future in terms of university structure and functions Part 2 deals with the future of financing higher education and Part 3 deals with capabilities required by teachers for the future of universities It is an interesting collection of various themes in different chapters which are authored by serious researchers All policy makers university administrators and teachers and researchers of higher education interested in governance financing teaching as well as research in the area of higher education will find the contents of the book relevant The book will benefit in understanding the challenges of higher education and help remodel the future of higher education in India **Higher Education for the Public Good** Brenda Leibowitz,2012-11-01 The authors of this inspiring collection discuss philosophical approaches and present empirical and practical ideas for teaching and learning at university for the public good Four major aspects of transforming universities are explored the purpose and ethos of the university its conception of graduate attributes the way programmes and teaching are delivered and the institution s approach to academics and their professional development The book will be indispensable to all universities who are evaluating their own principles and practice , *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 discusses the effect on academics of modes of governance that have fostered the application of market principles to higher education and promoted flexibility and choice as levers for competition across the sector She explores what it means to be an academic in the 21st century with reference to six moments of practice through which she analyses the main facets of academic work and the responses of academics to this neoliberal drive Being an Academic effectively examines the frameworks that govern academic work and academic lives and the personal beliefs and ideals that academics bring with them as educators and researchers in higher education It argues that there is a rich critical empowering potential within the academy that can be harnessed to counter the neoliberal stance and shape a meaningful contribution to modes of enquiry that deal with complexity and uncertainty in a global world Drawing on empirical research collected from a global range of

academics this book examines how academics respond to structural challenges It offers a re appraisal of the main dynamics underpinning the professional and intellectual engagement of academics in today s universities to feed a reflection on possible responses to the complex contemporary world with which the academic endeavour is engaged The themes explored include academics positioning towards Performativity and managerialism Regulation and professionalisation of practice The relation to learning and students The discipline Research Globalisation Each chapter includes vignettes illustrating the theme addressed a discussion with reference to the context of policy and practice published literature and illustrative reference to empirical data collected through interviews amongst academics in the UK Europe North America South Africa and Australia Providing a fresh look at the role of academics in a changing world this book is essential reading for all those engaging in higher education research lecturers new to higher education and practising academics navigating through their complex role

Practice Theory Perspectives on Pedagogy and Education Peter Grootenboer,Christine Edwards-Groves,Sarojini Choy,2017-01-16 This book examines the way in which the practice turn in education and pedagogy offers unique perspectives on the nature of educational work Through a plurality of practice theories deeper understandings emerge about a range of education and concepts providing useful tools for advancing and developing practice theory in education and pedagogy The book discusses the related and dual perspectives of pedagogy as both a teaching and an upbringing practice It also explores education in a range of contexts and sectors beyond school including VET tertiary and non formal settings Education is seen as serving a dual purpose the development of individuals and the betterment of societies and community and this conceptualisation of education underpins the book It acknowledges that there are diverse understandings and perspectives of practice theory pedagogy and education each of which is contestable and ripe for further development and this is examined throughout the book This book was developed alongside an invited symposium held in June 2015 in Brisbane Australia where the authors and interested others gathered to discuss practice theory perspectives on pedagogy and education The title Practice Theory Perspectives on Pedagogy and Education captures the central overarching focus that underpins the book

Professional Education, Capabilities and the Public Good Melanie Walker,Monica McLean,2013-10-01 This book innovatively explores how universities might be engines of reform and be directed towards social change Using rich case studies drawn from South African research the book comprehensively provides a myriad of new perspectives on what constitutes a set of appropriate public good professional capabilities that will translate successfully into contributions to human development It challenges universities to produce professionals who have the knowledge skills and values to improve the lives of people living in poverty in urban and rural settings It covers issues such as Conceptualising Public Good Professionalism Global Issues and Professional Education South African Debates about Higher Education Institutional conditions and professional education arrangements Social Constraints on educating ethically aware public professionals By drawing on an approach that focuses on differing public good professional capabilities in five professions this book produces

a crucial new framework for the preparation of professionals relevant to the global study of higher education policy It expands higher education's contribution to global social justice beyond a concern with human capital administering a challenge to higher education internationally to address human development in the 21st century This book will be of great interest to all scholars of higher education involved in higher education studies comparative education and development studies It will also prove valuable to policy makers higher education leaders and lecturers and graduate professionals in diverse organizations

The Future University Ronald Barnett, 2012-10-02 Winner of the Comparative and International Education Society Higher Education Special Interest Group Best Book Award for 2014 As universities increasingly engage with the world beyond the classroom and the campus those who work within higher education are left to examine how the university's mission has changed Official reviews and debates often forget to inquire into the purposes and responsibilities of universities and how they are changing Where these matters are addressed they are rarely pursued in depth and rarely go beyond current circumstances Those who care about the university's role in society are left looking for a renewed sense of purpose regarding its goals and aspirations The Future University explores new avenues opening up to universities and tackles fundamental issues facing their development Contributors with interdisciplinary and international perspectives imagine ways to frame the university's future They consider the history of the university its current status as an active player in local governments cultures and markets and where these trajectories may lead What does it mean to be a university in the twenty first century What could the university become What limitations do they face and what opportunities might lie ahead This volume in the International Studies in Higher Education series offers bold and imaginative possibilities

Realizing the Ecological University Ronald Barnett, 2024-08-22 The ecological university takes its interconnectedness with the world seriously This is challenging for the world is in difficulty and is shot through with antagonism The university is partly culpable for those difficulties and so has responsibilities towards the world Realizing the Ecological University spells out this thesis by charting the university's entanglements with eight ecosystems knowledge learning persons social institutions culture the economy the polity and nature The book identifies ways in which each of the eight ecosystems is impaired and points to possibilities through which universities can help in repairing those ecosystems This book also sets out broad principles in helping to realize the ecological university in each of the eight ecosystems Wearing his scholarship lightly Ronald Barnett draws widely from philosophy social theory comparative higher education and ethics and advances a particular form of the philosophy of higher education at once realist societal critical worldly and Earthly Written with wit and lots of examples actual and fictional the text has a compelling vibrancy made manifest in its concluding Manifesto

Higher Education for and beyond the Sustainable Development Goals Tristan McCowan, 2019-08-29 This book analyses the role of the university in working towards the Sustainable Development Goals In contrast to the previous Millennium Development Goals higher education is seen to have a crucial role in this new agenda Yet how can the university

fulfil these weighty expectations and are the dominant trends in higher education supporting or undermining this vision This book draws on the idea of the developmental university a model characterised by its porous boundaries with society and commitment to teaching research and community engagement in the public interest The author examines case studies from Latin America Africa and other regions to analyse how this model can be revived countering recent trends of marketisation status competition and unbundling The book also considers alternatives to the developmental model drawing on indigenous knowledge systems looking beyond the SDG framework to the creation of a new form of society This timely volume will be of interest and value to those working in the field of sustainable development and to students and scholars of comparative education international development and higher education studies [The Geometry of Choice](#) Marek Kuźniak, 2021-08-19 This book offers a cognitive semantic insight into the roots of the human decisionmaking process using the metaphor of CHOICE as CUBE The areas of key interest are language culture and education as forms of social organization This book addresses issues relevant to a number of fields including social epistemology cognitive linguistics cognitive anthropology philosophy culture and education studies and will be of interest to readers in these and related disciplines **The Case for the Humanities** Eric Touya de Marenne, 2016-12-01 Countering the perception that the humanities are unessential this volume contends that their well being has not only academic but also cultural political and existential ramifications Our technologically driven world possesses the means of its own destruction while economic and financial policies undermine the very existence of our democracy At the same time the postmodern and post human age fundamentally challenges our ability and legitimacy to conceive future ideals It is within this context that the humanities provide essential paths through which the teaching and knowledge of other academic fields such as STEM and economics must be re envisioned In short the humanities must be brought back to the center of academic life The political and pedagogical implications of this interdisciplinary study thus entail a renewed critique to rethink the relation between higher education society and the world at large politically economically scientifically and technologically and the importance of the humanities within it At the heart of this reconsideration the humanities and humanity s fate and future become one [Interpretive Pedagogies for Higher Education](#) Jon Nixon, 2012-03-29 Interpretive Pedagogies for Higher Education focuses on providing a humanistic perspective on pedagogy by relating it to the interpretive practices of particular public educators thinkers and writers whose work has had an immeasurable impact on how we understand and interpret the world and how our understandings and interpretations act on that world Jon Nixon focuses on the work of four public intellectuals each of whom reaches out to a wide public readership and develops our understanding regarding the nature of interpretation in the everyday world Hannah Arendt s work on representative thinking John Berger s injunction to hold everything dear Edward Said s notion of democratic criticism and Martha Nussbaum s studies in the intelligence of feeling These thinkers provide valuable perspectives on the nature and purpose of interpretation in everyday life The implications of these perspectives for the development of a

transformative pedagogy and for the renewal of an educated public are examined in relation to the current contexts of higher education within a knowledge society Knowledge and the University Ronald Barnett, Søren Bengtson, 2019-07-30 For hundreds of years knowledge has been central in understanding the university Over recent decades however it is the economic value of knowledge that has come to the fore Now in a post truth world knowledge is also treated with suspicion and has become a vehicle for ideologies Knowledge and the University combats all these ways of thinking Its central claim is that knowledge is of value because of its connection with life Knowledge is of life from life in life and for life With an engaging philosophical discussion and with a consideration of the evolution of higher education institutions this book Examines ways in which research teaching and learning are bound up with life Looks to breathe new life into the university itself Widens the idea of the knowledge ecology to embrace the whole world Suggests new roles for the university towards culture and the public sphere Knowledge and the University is a radical text that looks to engender nothing less than a new spirit of the university It offers a fascinating read for policy makers institutional leaders academics and all interested in the future of universities *The Attack on Higher Education* Ronald G. Musto, 2022-01-20 American higher education is under attack today as never before A growing right wing narrative portrays academia as corrupt irrelevant costly and dangerous to both students and the nation Budget cuts attacks on liberal arts and humanities disciplines faculty layoffs and retrenchments technology displacements corporatization and campus closings have accelerated over the past decade In this timely volume Ronald Musto draws on historical precedent Henry VIII's dissolution of British monasteries in the 1530s for his study of the current threats to American higher education He shows how a triad of forces authority separateness and innovation enabled monasteries to succeed and then suddenly and unexpectedly to fail Musto applies this analogy to contemporary academia Despite higher education's vital centrality to American culture and economy a powerful anti liberal narrative is severely damaging its reputation among parents voters and politicians Musto offers a comprehensive account of this narrative from the mid twentieth century to the present as well as a new set of arguments to counter criticisms and rebuild the image of higher education **Evidence and Public Good in Educational Policy, Research and Practice** Mustafa Yunus Eryaman, Barbara Schneider, 2017-06-22 This volume draws together interdisciplinary approaches from political philosophy social work medicine and sociology to analyze the theoretical foundations and practical examples of evidence based and evidence informed education for the public good It presents a range of conceptions of the evidence based and evidence informed education and a justification for why the particular examples or issues chosen fit within that conception for the sake of public good It explores the current literature on evidence based and evidence informed educational policy research and practice and introduces a new term evidence free meaning actions of some policymakers who disregard or misuse evidence for their own agenda The demands about the quality and relevance of educational research to inform the policy and practice have been growing over the past decade in response to the Evidence Based Education movement However the literature is

yet to tackle the question of the interrelationships between evidence research policy and practice in education for the public good in an international context This book fills that gap *The University Becoming* Søren S. E. Bengtsen, Sarah Robinson, Wesley Shumar, 2021-06-23 This volume wholeheartedly engages with the current climate in higher education and provides not only a thorough analysis of the foundational elements constituting higher education but also a critical discussion of possible connections to societal and cultural domains and policy debates Today higher education institutions and programs are beset with multiple and often conflicting pressures and demands Higher education is regarded by societies in general and at the political level in particular as a pathway to securing continued economic growth and ensuring cultural growth in surrounding societal contexts Future academics are expected to become experts within their disciplines and at the same time to acquire and develop generic competences and transferable skills directly translatable into job market and professional contexts These conflicting and fragmented policy approaches to higher education leaves academic leaders teacher researchers and students with an incoherent curriculum and a confused and eroded academic identity and societal outlook Much literature within higher education research that engages with similar topics are dominated by a backwards looking and heavy critique of current political and educational conditions for the university and higher education This volume suggests a new tack that is defined by openness and optimism towards possibilities for a transformative higher education curriculum that at the same time stays firmly rooted within the foundational academic soil By drawing on and contributing to the emerging research field the philosophy and theory of higher education the book combines critique with a constructive and future oriented approach and outlook on higher education Further it combines and links philosophical discussions on the idea of the future university with societal responsibility and a curricular and formational awareness

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Table of Contents Higher Education And The Public Good Imagining The University

1. Understanding the eBook Higher Education And The Public Good Imagining The University
 - The Rise of Digital Reading Higher Education And The Public Good Imagining The University
 - Advantages of eBooks Over Traditional Books
2. Identifying Higher Education And The Public Good Imagining The University
 - 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 Higher Education And The Public Good Imagining The University
 - User-Friendly Interface

4. Exploring eBook Recommendations from Higher Education And The Public Good Imagining The University
 - Personalized Recommendations
 - Higher Education And The Public Good Imagining The University User Reviews and Ratings
 - Higher Education And The Public Good Imagining The University and Bestseller Lists
5. Accessing Higher Education And The Public Good Imagining The University Free and Paid eBooks
 - Higher Education And The Public Good Imagining The University Public Domain eBooks
 - Higher Education And The Public Good Imagining The University eBook Subscription Services
 - Higher Education And The Public Good Imagining The University Budget-Friendly Options
6. Navigating Higher Education And The Public Good Imagining The University eBook Formats
 - ePub, PDF, MOBI, and More
 - Higher Education And The Public Good Imagining The University Compatibility with Devices
 - Higher Education And The Public Good Imagining The University Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Higher Education And The Public Good Imagining The University
 - Highlighting and Note-Taking Higher Education And The Public Good Imagining The University
 - Interactive Elements Higher Education And The Public Good Imagining The University
8. Staying Engaged with Higher Education And The Public Good Imagining The University
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Higher Education And The Public Good Imagining The University
9. Balancing eBooks and Physical Books Higher Education And The Public Good Imagining The University
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Higher Education And The Public Good Imagining The University
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Higher Education And The Public Good Imagining The University
 - Setting Reading Goals Higher Education And The Public Good Imagining The University
 - Carving Out Dedicated Reading Time

12. Sourcing Reliable Information of Higher Education And The Public Good Imagining The University
 - Fact-Checking eBook Content of Higher Education And The Public Good Imagining The University
 - 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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