

Human Development and Capabilities

Re-imagining the university of the twenty-first century

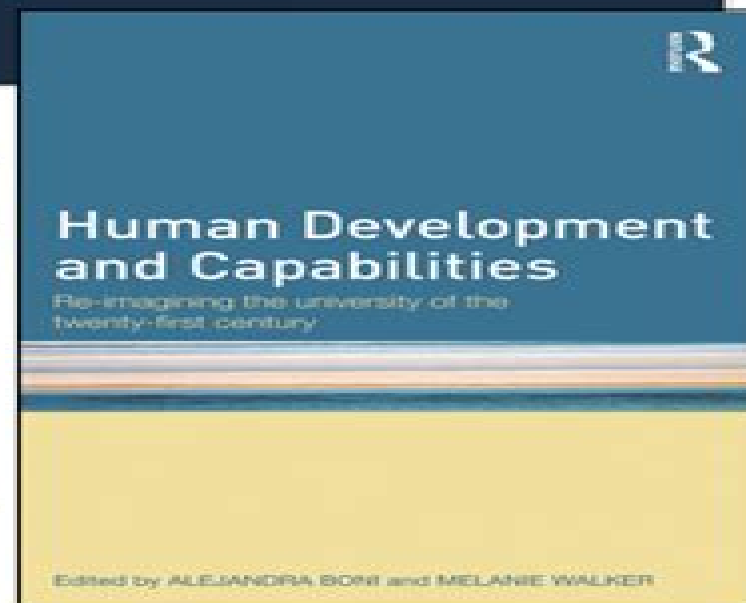
Edited by Alejandra Boni and Melanie Walker

Globally, universities are the subject of public debate and disagreement about their private benefits or public good, and the key policy vehicle for driving human capital development for competitive knowledge economies. Yet what is increasingly lost in the disagreements about who should pay for university education is a more expansive imaginary which risks being lost in reductionist contemporary education policy. This is compounded by the influences on practices of students as consumers, of a university education as a private benefit and not a public good, of human capital outcomes over other graduate qualities, and of unfettered markets in education. Policy reductionism comes from a narrow vision of the activities, products, and objectives of the University and a blinkered vision of what is a knowledge society.

Human Development and Capabilities, therefore, imaginatively applies a theoretical framework to universities as institutions and social practices from human development and the capability approach, attempting to show how universities might advance equalities rather than necessarily widen them, and how they can contribute to a sustainable and democratic society. Picking through the capability approach for human development, in relation to Universities, this book highlights and explores three main ideas:

- theoretical insights to advance thinking about human development and higher education
- Policy implications for the responsibilities and potential contributions of universities in a period of significant global change
- Operationalising a New Imaginary

This fresh take on the work and purpose of the University is essential reading for anyone interested in university education, capability approach and human development; particularly postgraduates, University policy makers, researchers and academics in the field of higher education.



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Human Development And Capabilities Re Imagining The University Of The Twenty First Century

Tristan McCowan



Human Development And Capabilities Re Imagining The University Of The Twenty First Century:

Human Development and Capabilities Alejandra Boni, Melanie Walker, 2013-04-12 Globally universities are the subject of public debate and disagreement about their private benefits or public good and the key policy vehicle for driving human capital development for competitive knowledge economies Yet what is increasingly lost in the disagreements about who should pay for university education is a more expansive imaginary which risks being lost in reductionist contemporary education policy This is compounded by the influences on practices of students as consumers of a university education as a private benefit and not a public good of human capital outcomes over other graduate qualities and of unfettered markets in education Policy reductionism comes from a narrow vision of the activities products and objectives of the University and a blinkered vision of what is a knowledge society Human Development and Capabilities therefore imaginatively applies a theoretical framework to universities as institutions and social practices from human development and the capability approach attempting to show how universities might advance equalities rather than necessarily widen them and how they can contribute to a sustainable and democratic society Picking through the capability approach for human development in relation to Universities this book highlights and explores three main ideas theoretical insights to advance thinking about human development and higher education Policy implications for the responsibilities and potential contributions of universities in a period of significant global change Operationalising a New Imaginary This fresh take on the work and purpose of the University is essential reading for anyone interested in university education capability approach and human development particularly postgraduates University policy makers researchers and academics in the field of higher education

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universities in a period of significant global change Operationalising a New Imaginary This fresh take on the work and purpose of the University is essential reading for anyone interested in university education capability approach and human development particularly postgraduates University policy makers researchers and academics in the field of higher education

Teaching with a Global Perspective Dawn Bikowski, Talinn Phillips, 2018-11-02 This important book answers the growing call for US institutions to internationalize create global citizens and better serve diverse populations Faculty are increasingly tasked with simultaneously encouraging a more inclusive worldview facilitating classroom environments that harness the potential of students and advising students who may need an array of university services or speak English as an additional language Teaching with a Global Perspective is an accessible hands on tool for faculty and instructors seeking to facilitate global classroom environments and to offer diverse students the academic language and interpersonal support needed for success Rich with practical features including Classroom Strategies Assessments Case studies Discussion Questions and suggestions for further reading in bibliographies chapters address developing a working understanding of global learning and inclusivity identifying opportunities and barriers to helping students grow as global citizens building confidence in teaching with a global perspective facilitating courses and in class participation that promote global and inclusive learning and communication between diverse populations designing curricula courses assignments and assessments that foster global and inclusive learning and support students with varied needs and providing facilitative responses to students academic work Teaching with a Global Perspective bridges an important divide in discussions about globalizing curricula by developing readers content knowledge while also helping them to develop more effective global communication strategies **The**

SAGE Handbook of Curriculum, Pedagogy and Assessment Dominic Wyse, Louise Hayward, Jessica Pandya, 2015-12-03 The research and debates surrounding curriculum pedagogy and assessment are ever growing and are of constant importance around the globe With two volumes containing chapters from highly respected researchers whose work has been critical to understanding and building expertise in the field The SAGE Handbook of Curriculum Pedagogy and Assessment focuses on examining how curriculum is treated and developed and its impact on pedagogy and assessment worldwide The Handbook is organised into five thematic sections considering The epistemology and methodology of curriculum Curriculum and pedagogy Curriculum subjects Areas of the curriculum Assessment and the curriculum The curriculum and educational policy The SAGE Handbook of Curriculum Pedagogy and Assessment s breadth and rigour will make it essential reading for researchers and postgraduate students around the world **Higher Education and Social Inequalities** Richard

Waller, Nicola Ingram, Michael Ward, 2017-08-09 A university education has long been seen as the gateway to upward social mobility for individuals from lower socio economic backgrounds and as a way of reproducing social advantage for the better off With the number of young people from the very highest socio economic groups entering university in the UK having effectively been at saturation point for several decades the expansion witnessed in participation rates over the last few

decades has largely been achieved by a modest broadening of the base of the undergraduate population in terms of both social class and ethnic diversity. However, a growing body of evidence exists in the continuation of unequal graduate outcomes. This can be seen in terms of employment trajectories in the UK. The issue of just who enjoys access to which university and the experiences and outcomes of graduates from different institutions remain central to questions of social justice, notably higher education's contribution to social mobility and to the reproduction of social inequality. This collection of contemporary original writings explores these issues in a range of specific contexts and through employing a range of theoretical and methodological approaches. The relationship between higher education and social mobility has probably never been under closer scrutiny. This volume will appeal to academics, policy makers and commentators alike. *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. *Educating the Deliberate Professional* Franziska Trede, Celina McEwen, 2016-06-21. This book takes a fresh look at professional practice and professional education. In times of increased managerialism of academic teaching and a focus on graduate learning outcomes, it discusses possibilities to teach and learn otherwise. A deliberate professional is someone who consciously, thoughtfully and courageously makes choices about how to act and be in the practice world. A pedagogy of deliberateness is introduced that focuses on developing the following four characteristics of professionals: 1. deliberating on the complexity of practice and workplace cultures and environments; 2. understanding what is probable, possible and impossible in relation to existing and changing practices; 3. taking a deliberate stance in positioning oneself in practice as well as in making technical decisions; and 4. being aware of and responsible for the consequences of actions taken or actions not taken in relation to the doing, saying, knowing and relating in practice. *Educating the Deliberate Professional* is a comprehensive volume that carves out and explores a framework for a pedagogy of deliberateness that goes beyond educating reflective and deliberative practitioners. As a whole, this book argues for the importance of educating

deliberate professionals because in the current higher education climate there is a need to reconcile critique thinking participation doing and moral responsibility relating to others in professional practice and professional education

Negotiating Neoliberalism Tim Rudd, Ivor F. Goodson, 2017-01-28 Following the financial crises in 2007 we have seen the intensification of neoliberal policies in education with radical and potentially irrevocable shifts in the educational landscape promoted under the auspices of austerity This book highlights the central features of neoliberal education policies their origins recent developments and also their inherent weaknesses and flaws It provides insights into the day to day realities and negative impacts of recent policies on the professional practice and work of educators demonstrating how the changing conditions have led to de professionalisation alienation and a loss of professional autonomy and identity The book also provides a set of accounts that detail the new realities emerging as a result of austerity policies and questions the degree to which austerity has actually been developed as an ideological cover story for the further monetisation and privatisation of public services The various chapters challenge the common assumption that the neoliberal project is a monolithic orthodoxy by highlighting its complexities variations and contradictions in the ways policies are refracted through action and practice in different contexts The book also challenges the common assumption that there are no viable alternatives to neoliberal education policies and does so by presenting a range of different examples theoretical perspectives discourses and alternative practices It is argued that such alternatives not only highlight the range of different approaches choices and possibilities but also provide the seedbed for a reimagined educational future The authors offer a range of conceptual and theoretical insights and analyses that highlight the weaknesses and limitations inherent within the neoliberal education project and also illustrate the dangers in following the prevailing hegemonic discourse and trajectories It is postulated that alternative educational approaches warrant greater and urgent attention because history suggests that rather than having weathered the recent economic crisis we may well be witnessing the long tail of decline for the neoliberal project This book will be useful for educators researchers students and policy makers interested in the detrimental effects of neoliberal education the range of viable alternatives and the routes to resistance and ways of reimagining alternative educational futures

Polar and Climate Change Education Gisele Arruda, 2024-08-01 This book presents ideas for strengthening the foundations for transformational change in polar and global education leadership in all stages of the education process Despite being an established concept endorsed by the United Nations Educational Scientific and Cultural Organization UNESCO Education for Sustainable Development ESD is still not in the educational mainstream but is vital in mitigating against the intensifying impacts of global change and adapting to the shifts that have already occurred Drawing on examples from real world projects in the United States Germany Mexico Japan Peru and Greenland this book assesses the new educational strategies pedagogies and technologies which have been adopted by polar educators to stimulate students interests in sustainability and re orient education to global citizenship science The experiential nature of the pedagogies

shown in the case studies and educational activities builds background knowledge of cutting edge research and empowers participants to communicate authentic research practices and show how data collection in the polar region is applicable in other parts of the globe Highlighting the many ways in which educators for global citizenship can have a decisive role in transforming individuals and society this book will be of great interest to students and scholars of climate change education and Arctic studies It will also be a valuable resource for professional educators working in ESD *Critical*

Internationalization of Higher Education Melanie Agnew, Jos Beelen, 2025-07-28 This edited collection explores ethical global engagement in higher education internationalization Framed by organizational change theory and critical internationalization approaches chapter authors discuss the systemic inequities in who is served and for what purposes while also providing new insights on what drives the why what and how of internationalization This volume features contributions from scholars across disciplines presenting original research and theoretical insights on topics within higher education internationalization including teaching and learning mobility university service collaborative partnership student recruitment evaluation and leadership Ultimately this volume provides higher education leaders professionals and graduate students with ethical policies and practices that champion internationalization of higher education for its capacity to meet contemporary global challenges while also maintaining its foundational educational mission **Quality of Life** Shruti Tripathi, Rashmi

Rai, Ingrid Van Rompay-Bartels, 2021-08-09 *Quality of Life An Interdisciplinary Perspective* presents the Quality of Life using a contemporary and interdisciplinary approach Various socio cultural spiritual technological and human factors aspects which have an immense bearing on our lives are an integral part of this book This book highlights cultural differences in terms of Quality of Life It recognizes the presence of cultural differences resulting from the social status attributed to an individual s age gender class race and ethnicity It can be used as a guide in the field of global well being and for future research It presents clues to complex problems and empirical materials and attempts to bring out a more comprehensive picture of global and contemporary Quality of Life and well being This book can also fill a gap in teaching and research Those who will find this book useful are researchers academicians practitioners and students of management behavioral science human factors psychology health economics sociology public health and politics **Reflective Teaching in Higher**

Education Paul Ashwin, David Boud, Susanna Calkins, Kelly Coate, Fiona Hallett, Gregory Light, Kathy Luckett, Iain MacLaren, Katarina Mårtensson, Jan McArthur, Velda McCune, Monica McLean, Michelle Tooher, 2020-02-20 *Reflective Teaching in Higher Education* is the definitive textbook for those wanting to excel at teaching in the sector Informed by the latest research in this area the book offers extensive support for those at the start of an academic career and career long professionalism for those teaching in higher education Written by an international collaborative author team of experts led by Paul Ashwin *Reflective Teaching in Higher Education* offers two levels of support practical guidance for day to day teaching covering key issues such as strategies for improving learning teaching and assessment curriculum design relationships

communication and inclusion evidence informed principles to aid understanding of how theories can effectively inform teaching practices offering ways to develop a deeper understanding of teaching and learning in higher education In addition to new case studies from a wider variety of countries than ever before this new edition includes discussion of What is meant by agency Gender ethnicity disability and university teaching Digital learning spaces and social media Teaching career development for academics Decolonising the curriculum Assessment and feedback practices Teaching excellence and learning gain 2015 UN General Assembly 2030 Agenda for Sustainable Development reflectiveteaching.co.uk provides a treasure trove of additional support It includes supplementary sector specific material to support for considering questions around society's educational aims and much more besides

Participatory Research, Capabilities and Epistemic Justice Melanie Walker,Alejandra Boni,2020-11-27 This book explores the potential of participatory research and the capability approach to transform understandings of higher education The editors and contributors illuminate the importance of epistemic in justice as a foundation to a reflexive inclusive and decolonial approach to knowledge as well as its importance to democratic life and participation in higher education Drawing together eight global case studies the authors argue for an ecology of knowledge that expands epistemic capabilities in higher education through teaching research and policy making Moreover the chapters illustrate how these epistemic capabilities can be marginalised by both institutions and structural and historical factors as well as the potential for possibilities when spaces are opened for genuine participation and designed for a plurality of voices This book will appeal to scholars of social justice and participatory research as well as ongoing debates around decolonising the academy

Education and International Development Tristan McCowan,Elaine Unterhalter,2021-08-12 Education and International Development provides an introduction to the debates on education and international development giving an overview of the history influential theories key concepts areas of achievement and emerging trends in policy and practice Written by leading academics from Canada India Netherlands South Africa UK USA and New Zealand this second edition has been fully updated in light of recent changes in the field such as the introduction of the Sustainable Development Goals and the increased focus on environmental sustainability and equality The book includes three new chapters on private providers decolonisation and learning outcomes as well as a range of pedagogical features including key concept boxes biographies of influential thinkers and practitioners further reading lists questions for reflection and debate and case studies from around the developing world

Facing Trajectories from School to Work Hans-Uwe Otto,Roland Atzmüller,Thierry Berthet,Lavinia Bifulco,Jean-Michel Bonvin,Enrica Chiappero-Martinetti,Valerie Egdell,Björn Halleröd,Christian Christrup Kjeldsen,Marek Kwiek,Regine Schröer,Josiane Vero,Marianna Zieleńska,2015-01-13 This book promotes a radical alternative impact on youth policy in Europe to overcome the situation of vulnerability and discrimination of a growing number of youngsters in their transition from school to work It follows a Human Development perspective in using the Capability Approach CA as analytical and methodological guiding tool to improve the social conditions of the most

socially vulnerable young people in European societies The mission of the interdisciplinary authors is to expand the actual chances of the young to actively shape their lives in a way they have reason to choose and value This book is based on the research of the EU Collaborative Project Making Capabilities Work WorkAble funded by the EU within the Seventh Framework Programme It is the first empirical project to pursue a justice theory perspective on a European level It also contributes to a fundamental change in the currently mostly insufficient attempts within the human capital approach to use the labour market to ensure desired lifestyle forms and a secure income for vulnerable youth

Student Activism in the Global South Kurauone Masungu,2024-09-01 This book makes an original conceptual and empirical contribution to debates on the role of student activism in enhancing social justice within education in the Global South using South Africa as a case study The book explores the development of higher education students political capabilities through student activism that is the freedom to express political ideas and engage in protests including the following key capabilities participation dialogue practical reasoning voice emotional expression contextual knowledge and physical wellbeing The author considers the possibility of enhancing justice and democracy in higher education through the formation of such student freedoms The book will be of interest to academics and researchers in student activism higher education and social justice as well as institutional staff members with knowledge of student governance members of student representative councils and higher education administrators

Teaching the Discipline of History in an Age of Standards Jennifer Clark,Adele Nye,2018-06-08 This book discusses the discipline standards of History in Australian universities in order to help historians understand the Threshold Learning Outcomes and to assist in their practical application It is divided into two sections The first offers a scholarly exploration of contemporary issues in history teaching while the second section discusses each of the Threshold Learning Outcomes and provides real world examples of quality pedagogical practice Although the book focuses on the discipline of history in Australia other subjects and other countries are facing the same dilemmas As such it includes chapters that address the international context and bring an international perspective to the engagement with discipline standards The innovation and leadership of this scholarly community represents a new stage in the transformation and renewal of history teaching

Teaching and Learning with Digital Technologies in Higher Education Institutions in Africa Admire Mare,Erisher Woyo,Elina M. Amadhila,2022-12-09 This book critically examines how the COVID 19 pandemic has stimulated digital innovation within higher education using case studies from Africa Imagining a future for post pandemic higher education it analyses the challenges and opportunities of remote teaching and learning The book explores the structural barriers around access to higher education and how these were reconfigured and amplified by technology dependent teaching and learning Case studies from countries across Africa provide unique insights into the challenges experienced by Higher Education Institutions HEIs during the COVID 19 pandemic examining examples of emergent pedagogies such as online mobile and social media enhanced teaching and blended learning The chapters consider online assessment and

teacher professional development critically examining some of the benefits and structural challenges of digital technology integration in the context of pre existing education disparities such as students and teachers living in poverty stricken and highly unequal societies Offering invaluable insights into higher education in Africa the book will be essential reading for researchers scholars and students in the fields of higher education study digital education and educational technology and African and comparative education It will also be of interest to higher education managers and policymakers

Agency and Participation in Childhood and Youth Caroline Sarojini Hart, Mario Biggeri, Bernhard Babic, 2014-02-27 Agency and Participation in Childhood and Youth presents new critical engagement in conceptualising the roles of youth agency and participation in education development and the pursuit of social justice Theoretically the book is framed within the paradigm of the capability approach initially developed by Nobel Laureate Amartya Sen and further differentiated by others including philosopher Martha Nussbaum The book unravels the complex relationships between the nature of youth agency and participation in education but also in wider political economic and social arenas and the potential of young people to expand their freedoms to lead lives they have reason to value It is thus argued that ethical sustainable development is contingent on the nature of youth agency and participation in schooling and further afield Bringing together leading international experts researching children s capabilities Agency and Participation in Childhood and Youth offers a unique exploration of links between exciting new areas of development in theory research and practical applications of Sen and Nussbaum s ideas The book addresses a significant gap in the literature drawing on empirical data from the UK the USA Jordan Palestine the Democratic Republic of the Congo Switzerland New Zealand and beyond with perspectives presented from both within and outside schools and other formal educational settings Agency and Participation in Childhood and Youth is of particular interest to academics teaching professionals undergraduate and postgraduate students of education studies social policy youth and development studies

The Future of University Education Michał Izak, Monika Kostera, Michał Zawadzki, 2017-04-26 This collected volume of essays offers glimpses of the future of university education While universities consider the spirit of theoretical exchange and intellectual pursuit to be a defining trait of their identity this book argues that this heritage is disappearing under the influence of the short term demands of societies and markets Universities used to be sites of dissent civil courage and societal conscience but have now instead become little more than pseudo businesses rendering them incapable of remaining critical or independent However with more people going to university every year there is a strong resistance to the notion that the university as a collegial and critical institution is dead among academics as well as the broader public With contributions from scholars across the world this edited collection explores the ramifications of marketization on universities and provides glimpses of what higher education will look like in the future It will be of great interest to teachers and students in higher education as well as policy makers and those interested in the current and future state of higher education

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