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The future of higher education

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My talk

- Sharing reflections
- Global context
- Thankfully!
- A value-based position (ie, my own values in relation to higher education)

Does global mean universal? Yes and no!

- Common issues across the world
 - Finance
 - Access
 - Research – esp natural sciences
 - Economy
 - Isomorphism – across HE systems and institutions
 - The ministers of higher education can easily talk to each other.

But considerable differences

- Markets
- Society as well as economy
- What counts as a student

Global differences and even tensions

- Social, political, economic, cultural capital
- Flows of students and staff - fluctuations
- Research – international collaboration
- Epistemic colonialism
- Societal contribution

A global system

- Higher education – a global system (Marginson)
- Has a life, a reality of its own
 - And operates independently of states
- Its own movements
- But with tensions
- A dynamic ecosystem
- Is it impaired?

But the state/ nation is not at an end

- Still large differences across states
- And they exhibit movements
- Eg Chile/ Germany
- And state action is evident (China/ Australia/ India/ Japan/ England [not UK])
- So nice questions arise about the character of higher education as a global system and its relationships with the state (states).

Mistrust or puzzlement?

- Higher education has become a subject of critique
- Age of populism: 'We've had enough of experts'
- Alternative facts – a 'post-truth' era?
- Students should know their place
- 'Snowflake generation'
- 'Safe spaces'
- Free speech
- A fundamental societal division (those who have/ have not enjoyed higher education)

Knowledge systems

- Knowledge swirls
- Internet age
- Collaboration
- Borderless
- International classrooms
- Concerns over epistemic colonialization and epistemicide (de Souza Santos)
- League tables
- Dominance of STEM (whither the humanities?)
- Part of 'services sector'

Changing epistemologies and ontologies

- Postmodernity: Triple helix (Etzkowitz)/ Mode 2 (Gibbons et al)
- Postmodernism: performativity - the test is 'what use is it?' (Lyotard)
- New language of higher education: skill, employability, innovation, impact
...
- The emergence of cognitive capitalism (Boutang)
- Students are economic subjects, the bearers of economic capital
- (esp marked in heavily marketized countries)

The student class

- Students as an agentic force (Chile/ China/ USA ...)
- Students as bearers of national identity
- Internet age
- Students as customers
- Student satisfaction
- Power is shifting towards the students
- 'Studentification'

This very event

- Power of students on campuses (in marketized countries)
- Shift in the pedagogical relationship
- Learning spaces (not teaching spaces)
- Students as agents of their learning
- Devices in the classroom

The internet classroom

- In space
- Borderless
- The international classroom
- Devices in the classroom
- Flipped classroom
- The end of the lecture?

Some issues

- Learning analytics
- Tyranny of metrics/ and measurement
- & of competition
- & of the 24 hour university
- & of income generation
- Explicitness (learning outcomes/ contracts)
- Effects on lives
- Effects on universities
- Relationship between T & R (RB's question)
- Widening and narrowing (disciplines/ epistemologies/ functions in society)

A distinction

- ‘university’ and ‘higher education’
- University as institution
- University as idea
- Higher education as pedagogical encounter
- But also as system
- Yet also as idea: ‘what is higher about higher education’?
- Overlapping concepts but ‘university’ is the larger concept

Some philosophical questions

- What is a university in the C21? What could it/ should it be?
- Does the university have responsibilities?
- What is it to be a student?
- Is the idea of the university at an end? (Readings)

The future university

- All doom and gloom?
- Big battalions
- Global systems
- State policies
- Institutional management
- Or is there space still – for imaginative ideas of the university?

Signs of life

- International classroom
- Societal engagement
- ‘The public philosopher’
- Teaching being given a higher profile
- Relationship between T and R is being thought about
- Some universities are thinking about their possibilities in the world
- And their ‘responsibilities’
- Are incorporating an ethical dimension
- Cross-national collaboration across North-South (unforced)
- But still much to be done - eg in working out the ‘public’ possibilities

Conclusions

- The university – worldwide – has a new presence
 - A new power
- Attracts responses: mistrust/ hand-wringing
- Sense of emptiness, distortion, manipulation, crisis
 - And no longer admired, respected, loved
- At best an instrument
 - At worst an institution whose value is passed
- But there is much to play for
 - The university enjoys much space (although varied)
- What we are short of is imaginative effort
 - Can we be utopian? Yes!
- But let our utopias of the university be feasible utopias
 - and let us work towards them and struggle for them.



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