



SWEDISH
COLLEGIUM
for ADVANCED STUDY

REGULAR SESSION INFORMATION

Session: Higher Education in the 21st Century: Conceptualization and Performance beyond Legacy and the Market I

Session Convener(s): Walter R. Allen, University of California, Los Angeles: Andrey V. Rezaev, St. Petersburg State University

Chair: Walter R. Allen, University of California, Los Angeles

Comments: -

I) *Studying Higher Education in the 21 Century: An Attempt of Conceptualization*
Andrey V. Rezaev, St. Petersburg State University

II) *The Impact of the BRIC-IBSA Emergency to the Political Economy of Knowledge Production in the Global South*
Cláudio Costa Pinheiro, Getulio Vargas Foundation, Rio de Janeiro

III) *Reviews about University from Freshmen in Social Sciences: What to Remember for European Policies!*
Marie-Emmanuelle Amara, University of Luxembourg
Michèle Baumann, University of Luxembourg

IV) *Internationalization of Post-Soviet University: From Asymmetric Partnership Toward Effective Cooperation*
Li Bennich-Björkman, Uppsala University
Sergey Kurbatov, National Academy of Pedagogical Sciences of Ukraine

V) *Changing Policies and Equity in Indian Higher Education*
Anugula N. Reddy, National University of Educational Planning and Administration (NUEPA), New Delhi

Distributed papers:

A Comparison of the Unity-in-Diversity of Russian and Canadian Sociologies: Orienteering Academia in the Global Village
Andrey V. Rezaev, St. Petersburg State University
Gregory Sandstrom, St. Petersburg State University

Development and Academization of Social Professions in Lithuania
Jolanta Pivoriene, Mykolas Romeris University, Vilnius

ABSTRACTS

Session description

(I) Higher education in the 21st Century must respond to a dual imperative (at least). On the one hand, it must find ways and forms to make people in academia ready for both technological and socio-economic changes. On the other hand, it must identify the public needs for higher education in the Age of Multiculturalism and the ways to best meet these needs?

(II) The Goal of our session at the 40th IIS Congress is to reposition theoretical and empirical research on higher education within current social theory, comparative sociology, cultural studies, and to outline the changing context in which inquiry of such a social construction as higher education takes place in the 21st century.

(III) The session we propose to organize is oriented to explore several issues. First it tries to examine why we should look for alternatives in higher education conceptualization and performance in the 21st Century? Is the traditional, entrepreneurial model the only one that fits the goals of the new Age?

The second issue will be higher education systems and inequality. What creates differences in higher education participation and achievement around the Globe today? (We plan to look closely at such social components as social inclusion and social exclusion, transnational migration, race and diversity, gender, economic disparity, etc.)

The third, having in mind comparative perspective for the papers, will be to observe in more detail higher education processes and structures in Africa, Latin America, South-East Asia and Eurasian countries of the former Soviet Union.

Critical assessment of a predominant economic rationalism in evolving international higher education policies will be the starting theoretical and methodological point for the session.

Papers

I) *Studying Higher Education in the 21 Century: An Attempt of Conceptualization*

Andrey V. Rezaev, St. Petersburg State University

A review of recent books published in higher education literature exposes that an interest in analytical work continues to prevail. What is really needed today for those who study issues dealing with higher education systems, institutions, and processes is a *synthetic* work and the development of a new cross/multi/interdisciplinary approach of studying higher education as a scholarly subject matter.

The paper attempts to articulate a possibility for integrating a number of perspectives in studying higher education as a scholarly subject in current social science and to introduce a “higher education studies” as a new substantive field of scholarly inquiry in the XXI century.

II) *The Impact of the BRIC-IBSA Emergency to the Political Economy of Knowledge Production in the Global South*

Cláudio Costa Pinheiro, Getulio Vargas Foundation, Rio de Janeiro

In recent years, there has been much of thrill concerning the emergency of peripheral countries in the global political scenario. Within this picture, the BRIC or IBSA countries are at the spot. A great deal of the concern regards expectations about the real change that this movement can represent to the world politics. Would the raise of India, China, Russia, Brazil and South Africa mean the development of a new grammar of power – re-striking

balances at the global level? Or would it just be a fresher vocabulary reproducing and reifying old cleavages of inequality and dominance that has characterized the global arena thus far under Western Hegemony? Would this eventual change be spreadable to other regions of the Global South, like Africa?

This paper focus on the Brazilian initiatives towards Africa, with a look to the IBSA framework, and outlining a comparative picture of the Brazilian politics of academic cooperation on Higher Education towards the North-South and South-South agendas. Finally, the paper aims at suggesting initiatives to improve the BRIC-IBSA cooperation towards Africa and search for to develop renewed theoretical approaches that take into consideration the idiosyncrasies of the South countries and collaborate to decolonize the agenda of international relations theory.

III) *Reviews about University from Freshmen in Social Sciences: What to Remember for European Policies!*

Marie-Emmanuelle Amara, University of Luxembourg

Michèle Baumann, University of Luxembourg

This study which focuses on feelings of first year students in social sciences from 4 European universities was conducted in two steps:

- The first objective was to explore their perceptions on university life and their approach of employability. Ten focus groups were held in France (5 groups, 39 participants) and in Luxembourg (5 groups, 51 participants). It appears that they consider their social student identity as a major determinant of their well-being at university. They are concerned about the reform of curricula in their respective countries and have difficulty making connections between training and the job market.

- The second objective was to assess through an online questionnaire the scores of StUdent Social Identity (SUSI - 12 items) of Belgians (102), Luxembourgers (103) and Romanians (77), and their scores of Employability Skills acquired at University (ESU - 6 items). Our study revealed a highly significant correlation between SUSI and ESU (Spearman's $\rho = 0.377$, $p = 0.000$). The mean scores (out of 100) are significantly different according to universities. If Luxembourgers get the best score SUSI (67.64 vs. Romanians 40.79, vs. Belgians 63.34), the score ESU is higher in Romania (74.94 vs. Luxembourg vs 71.26. Belgians 63.03).

These differences suggest that European universities can't develop upon a single model. The university policies must address the national context (historical and socio-economic) and not overlook identity construction of students. As citizens and future leaders of our countries, they have to be heard and their points of view must be incorporated into thinking about missions of universities.

IV) *Internationalization of Post-Soviet University: From Asymmetric Partnership Toward Effective Cooperation*

Li Bennich-Björkman, Uppsala University

Sergey Kurbatov, National Academy of Pedagogical Sciences of Ukraine

In the context of contemporary time internationalization has become an important part of University mission (*Scott, 2006*). The phenomenon of internationalization has dealt with informative and communicative technologies, development of air transportation and using of English as a global language (*Healey, 2008*). The universities, which were involved in this process earlier, could be more successful and competitive at the global educational market (*Horta, 2009*). The process of internationalization is both complex and sometimes confusing, and could be described in different models (*Knight, 2004; Chan & Dimmock, 2008*).

In our presentation we plan to analyze the process of internationalization through the partnership between Swedish and Ukrainian academic institutions in the framework of two conducted projects: "Implementation of Western Academic Standards in Post-Soviet Countries"(2007-2009) and "Internationalization of Post-Soviet

Universities”(2009-2011), funded by the Swedish Institute (SI). We characterize academic cooperation between Sweden and Ukraine as an asymmetric partnership, because of the great difference in access to financial resources, contemporary literature, informative technologies, possibilities to travel, etc. This type of partnership needs a specific model of relations between partners in order to establish trust (Uslaner, 2002) as a background for fruitful and effective cooperation. We would share our vision of the main approaches to this model of internationalization during our presentation at the conference.

V) *Changing Policies and Equity in Indian Higher Education*

Anugula N. Reddy, National University of Educational Planning and Administration (NUEPA), New Delhi

The contemporary reforms in Indian higher education are fraught with many contradictory tendencies. The forces of globalization, interests of elite and upper middle classes on the one hand and the demand for equitable share in higher education from marginal groups are exerting pressures in diverse directions. The ambition to make India a developed country in the so called emerging knowledge economy in the foreseeable future and the expectation that higher education would play a critical role in it is also shaping public policies. The current expansion spree focusing narrowly on establishment of high quality institutions purportedly comparable to global standards in response to global forces is at loggerheads with reforms aimed at providing equitable access to higher education. Singling the high quality institutions (with aspirations to world class research universities) for favorable public funding leaving aside the existing system may lead to differentiation and segmentation within higher education system. How these changes impact access to and participation in higher education across different social groups is a moot question. Another important relevant question is whether the underfunded public higher education can be a leveler as is claimed or serves the purposes of legitimacy of state? The present paper proposes to explore these tensions. It would critically describe various policy changes taking and policy measure initiated including increasing privatization and makes an attempt to assess the impact on equity in higher education.

Distributed papers:

A Comparison of the Unity-in-Diversity of Russian and Canadian Sociologies: Orienteering Academia in the Global Village

Andrey V. Rezaev, St. Petersburg State University

Gregory Sandstrom, St. Petersburg State University

Both Russian and Canadian schools and traditions of sociology are undergoing challenges to their identity in terms of changing socio-economic processes, political transformation, and cultural diversification. By combining views from these two sources we aim to shine a light on the situation we face in terms of ‘globalising sociology.’ How can different national and local sociological traditions be compared, measured and contrasted? These Russian and Canadian national traditions each contribute to the conversation that has gone on inside sociology as a (human-social) scientific and academic discipline.

The background for this study is the prospect of uniting knowledge into a totality that ‘makes sense,’ i.e. is comprehensible in the contemporary university or Academy. We view the modern fragmentation of the Academy through the division of scientific labour and the separation of specialised fields to be both a positive boon for scientific development and a negative result of the modernisation of education. The university is designed to offer a universe of knowledge and learning that can be unified in a diverse world.

Development and Academization of Social Professions in Lithuania

Jolanta Pivoriene, Mykolas Romeris University, Vilnius

The paper discusses the challenges for social professions development in the context of never ending changes in Lithuania. The paper is based on comprehensive need assessment study, qualitative interview with experts, legal and public documents analysis as well as on twenty years of personal experience participating in the development and recognition processes of social professions in Lithuania. Presentation emphasis importance of higher education system in the development of social professions and academization processes in the country.