

New Paradigms for Higher Education and Research

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New paradigms of LEARNING

Main trends:

Teaching centered → learning centered

Knowledge → competencies/skills

New demands: employability and entrepreneurship

Role of teaching/learning performance in rankings?

Major challenge/opportunity: impact of digital revolution:

Change in technology, availability / delivery of knowledge

Even bigger change in learners' expectations and behavior:

- more picky, more impatient, more utilitarian
- major challenge for teachers: tutoring/guiding, assessing
- major challenge for HEIs: to offer value for money

New paradigms of LEARNING

'Global' (not just 'academic') quality

Social-economic relevance, employability

Acquisition of planned competencies/skills

→ Curricular development/renewal/innovation

→ Adequacy of program offering at institutional level

Quality assessment and management

→ Internal quality assurance system: quality assessment and management, graduation rate / time, economic-social contribution of HE

→ External evaluation/accreditation: revised ESG, lessons learnt, new trends (institutional audit and evaluation), search for quality seals/accreditation that are known and credible abroad

New paradigms of FLEXIBILITY

More customized learning paths:

- Various access/exit points (RPL)
- More flexible/customised itineraries
- skills/competencies (beyond knowledge)
- More attention to later CET / LLL
- Mobility windows, bridges, tutoring/coaching
- 'Formative' evaluation: a utopia?
- End of universities' monopoly in the certification of knowledge/learning (?)

New paradigms of FLEXIBILITY

New responsibilities of universities:

- Attention to LLL, new categories of learners/audiences
 - Build up institutional profile, differentiation, attractiveness
 - Offer degrees/diplomas that are also valid in the international context for later study/work
- European / international quality seals
- Internet page: strengths, transparency, follow-up of candidates and applicants
- RPL: from marginal to mainstream
from *ad hoc* towards a professional approach

New paradigms of **INTERNATIONALITY**

New context for internationalization

- Revival of nationalism, isolationism, populism
- Impetus from EHEA reaching its limits:
 - Post-Bologna era: internal cohesiveness of EHEA has decreased over time, with accession of ever more countries and as a result of the 'crisis'
 - Inner core and outer circles
 - Limited additional expectation
 - no other strong regional HE area

New paradigms of **INTERNATIONALITY**

Many new players:

- More mobile students / teachers
 - Many new HEI, mostly fragile, remote, unknown, weak in research
 - Several new HE 'hubs'
 - Many more branch campus and licensing
 - Many new QA/accreditation agencies
 - Bogus institutions and accreditation agencies, falsified credentials
- Growing insecurity and risks in HE mobility, new opportunities

New paradigms of **INTERNATIONALITY**

New rationales for internationalization:

- Less emphasis on cooperation, move towards more competition and commercialization
- Purpose of internationalization has changed: international competencies for all graduates
 - from mobility towards internationality
 - visibility and recognition in world
 - from Europe-focused to worldwide strategies

New Paradigms of **COMPETITIVENESS**

- New priority in R&D + innovation (Europe 2020)
 - Growing impact of international rankings: obvious deficiencies, critical voices, but used by governments, HEIs, teachers, students
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- Impact of research: impact of publications on rankings; impact of TT on regional economy/society?
 - is teaching back as the poor relative at HEIs?
 - impact on individual disciplines
 - strong growth of doctoral level/schools: ambiguous reasons, new profiles, new bubble?

New paradigms of **COMPETITIVENESS**

Differentiation and diversification

- Institutional profile, strengths, priorities, priorities, strategies
- Strategic plans in concentric circles
- Marketing, reputation, branding
- Emphasis on institutional governance (autonomy, differentiation, results)

New paradigms of **COMPETITIVENESS**

From “quality” towards “excellence”

- national policies (DE, FR, SF, AT, UK, RU, + ES)
- identification and specific funding of parts of the HE System which are/can be of high quality/excellence
- Restructuring and specific funding of postgraduate, doctoral, postdoc programs
- National policies promoting “excellence” at universities, aimed at increasing the international visibility and reputation of HE (attractiveness of national system, grants for talented individuals, better appearance in rankings)

Change of paradigm in governance of HE SYSTEM

- **Integrated tertiary education system**
 - in spite of fragmentation
 - university sector, higher technological/technical sector, LLL
 - NQF
- **System management:**
 - priorities, orientation, internationalisation, incentives, reward high quality/excellence ('New Public Management')
 - some regulation: licensing, QA, accreditation, HR system
 - government + stakeholders

Change of paradigm in the governance of HEIs

- **Strategies for institutional differentiation ('positioning')**
 - drawing on local/regional/national/European/world context
 - intelligent (= limited) use of rankings
 - role of external and foreign stakeholders and partners
- **IQA and institutional management:**
 - public HE policies seek socio-economic results and efficiency in spending and investments ('New Public Management')
 - external and international performance indicators
 - management of change (strategic, professional, participative, planned and controlled)
- **'Unbundling' of universities?**

**Thank you for your
attention!**

شكرا على الاهتمام!

Merci pour votre attention!