

Higher Education for Good

Teaching and Learning Futures



Edited by
Laura Czerniewicz and Catherine Cronin

Higher Education for Good

Book, principles & processes

Laura Czerniewicz
7 May 2024

CENTRE
FOR
**GLOBAL
HIGHER
EDUCATION**

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Polycrisis in a fragmented world



Image: Niamh McArdle, used with permission

Deepening inequality



Public Higher Education eroded



Conversations that led to becoming co-editors, *Higher Education for Good*



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Artwork: Peter Clarke

What is to be done?

Acknowledge despair,

Engage in resistance,

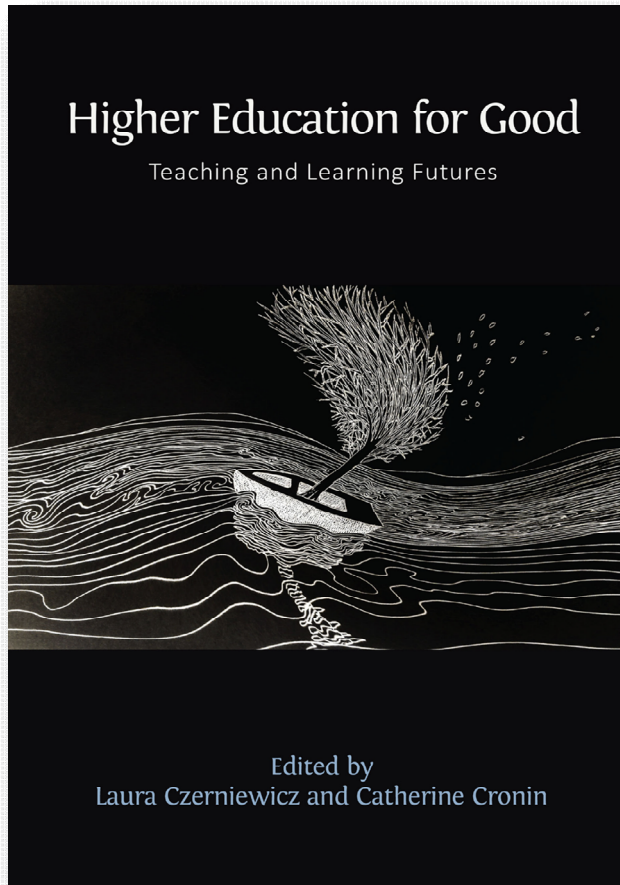
Imagine alternative futures,

and

Foster hope and courage

Section One

Higher Education for Good
the book



Higher Education for Good (2023)

Explores what **better futures** for higher education could look like across a range of contexts, focusing on higher education futures that are **just, humane** and **globally sustainable**

Higher Education for Good

Teaching and Learning Futures



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Five sections

1. Finding fortitude & hope
2. Making sense of the unknown & emergent
3. Considering alternative futures
4. Making change through teaching, assessment & learning design
5. (Re)making HE structures & systems

#HE4Good topics & areas of exploration

Critical pedagogies / Critical data literacies

Humanising learning design

Data justice / Design justice ⇒ UDL, AI

Ethics of assessment

Infrastructures of care

Models of collaboration/partnership

Blended & open learning ecosystems

Decolonising knowledge

Open knowledge institutions

New T&L business models



71 authors, in 20 countries

Australia	Italy
Austria	Jamaica
Brazil	Kenya
Canada	Northern Ireland
Chile	Philippines
England	Scotland
Finland	South Africa
Germany	Tanzania
India	Uganda
Ireland	USA

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Higher Education for Good

Teaching and Learning Futures

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HE4Good is open access

The entire book is an OER

Each individual chapter is an OER

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27 chapters

1. Writing from the wreckage: Austerity and the public university
2. Counters to despair
3. Public goods, cursing and finding hope in the (neoliberal) twilight zone
4. Imagining HE as infrastructures of care
5. Why decolonising “knowledge” matters: Deliberations for educators on that made fragile
6. Closing the factory: Reimagining HE as commons
7. Fostering the gift: On property regimes and teaching pedagogies in HE
8. A meditation on global further education, in haiku form
9. AI for good: Challenges and possibilities of AI in HE from a data justice perspective
10. HE4Good assemblages: FemEdTech Quilt of Care and Justice in Open Education
11. Calm in the storm
12. Visioning futures for HE for the common good
13. Speculative futures for HE: Weaving perspectives for good
14. “Vibrant, open and accessible”: Students’ visions of HE futures
15. Vulnerability and generosity: The good future for Australian HE
16. A design justice approach to UDL: Perspectives from the Global South
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20. One-one coco full basket – on the value of critical pedagogy of caring for L&T in HE
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26. “It’s about transforming lives!”: Supporting students in post pandemic HE
27. Who cares about procurement?

Section Two

Higher Education for Good Principles and processes



Heterogeneity & diversity

Heterogeneity enriches and opens up

Takes effort as systems & structures favour homogenous forms, discourses & identities

Heterogeneity of

Genres & approaches

Geography

Positions

Theory



Heterogeneity & diversity

Genres & approaches

To break out of traditional academic forms

To get unstuck from seemingly intractable situations

To free up thinking

To open up imagination

To create different imaginaries

Critical reflections
Reflective practice
Poetry
Speculative approaches
Theory based
Dialogue
Audio, visual, graphic

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PLUS
artwork

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Heterogeneity & diversity

Geographical

Authors

Peer reviewers

References and citations

Reading internationally: if citing is a political practice, who are we reading and who are we citing?

Felicitas Macgilchrist  , John Potter  & Ben Williamson 



Heterogeneity & diversity

Call for proposals

Social media

Networks

Online searches

Newsletters

Organisations

Limits of geographical reach & online presence



Higher Education for Good
authors & artists



Heterogeneity & diversity Positions

Early career and late career academics

“Third space” HE roles

Professional roles

Known *and* not-yet-known*

Theory and practice in conversation

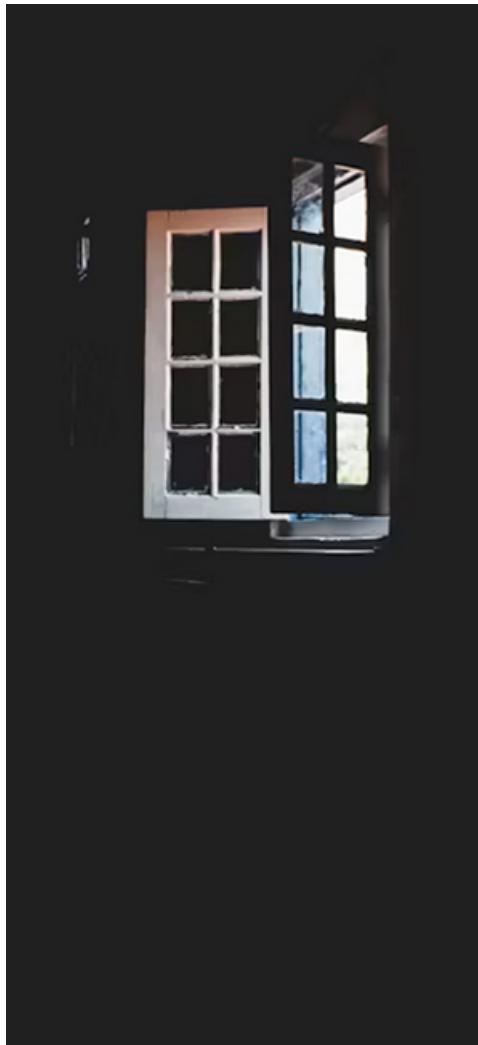
Openness

Openness as foundational value

Choice of open author name & peer review (80%)

Diamond open access publishing

Transparency, err on over-communication





Community

More than a book

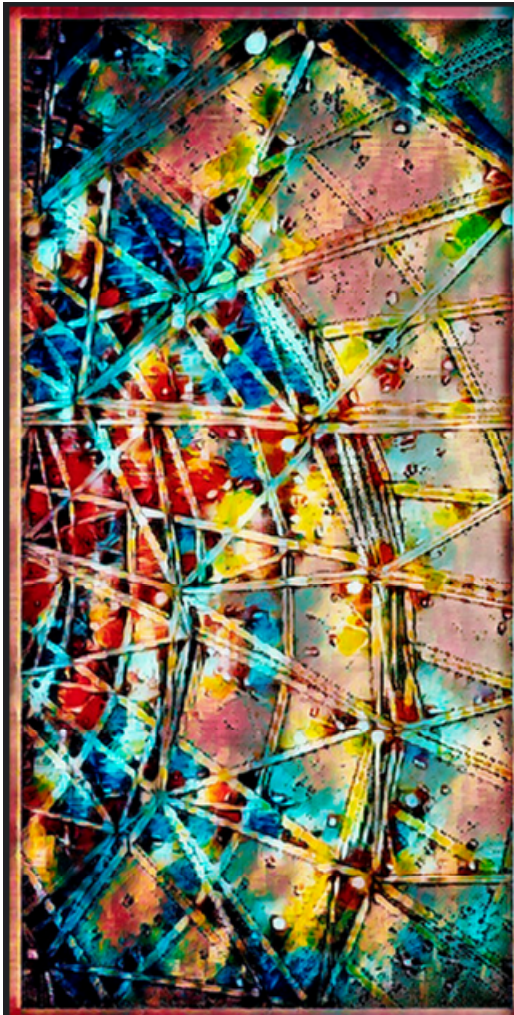
Shared folders

Author peer review

Online meet-ups across time zones

Synchronous “Drop in and Write” sessions

Conversations catalysed by peer review



Clarity & care

Clear criteria and process for
selection,
peer review
versions

Clear time frames
authors
reviewers
editors

Flexibility within limits

Final comments

Collaboration & community across contexts and roles is possible

Needs to be intentional

Takes time & care

Issues of voice

The question of support

Imperfect

Worthwhile

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