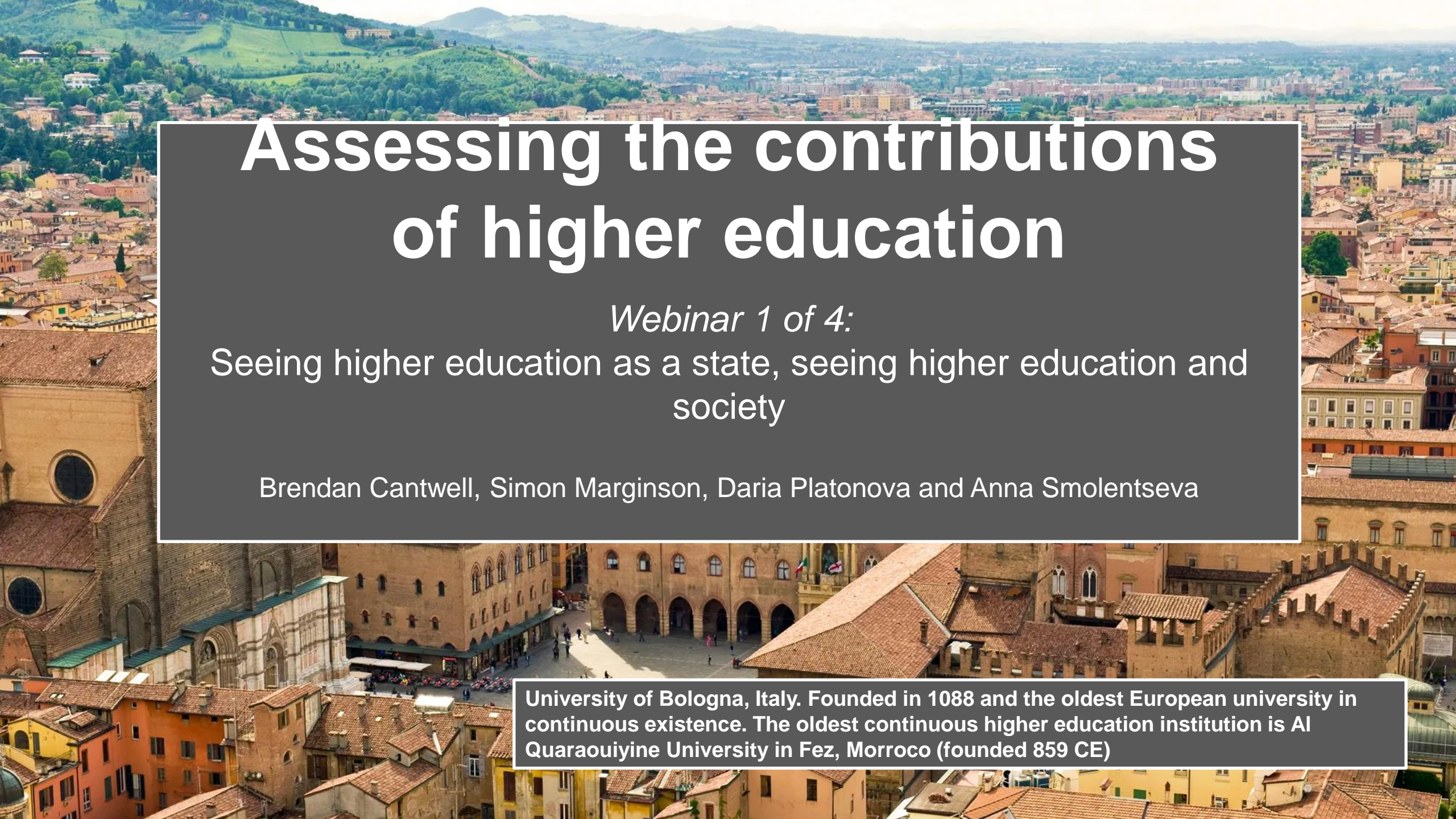




University of Bologna, Italy. Founded in 1088 and the oldest European university in continuous existence. The oldest continuous higher education institution is Al Quaraouiyine University in Fez, Morocco (founded 859 CE)



Assessing the contributions of higher education

Webinar 1 of 4:

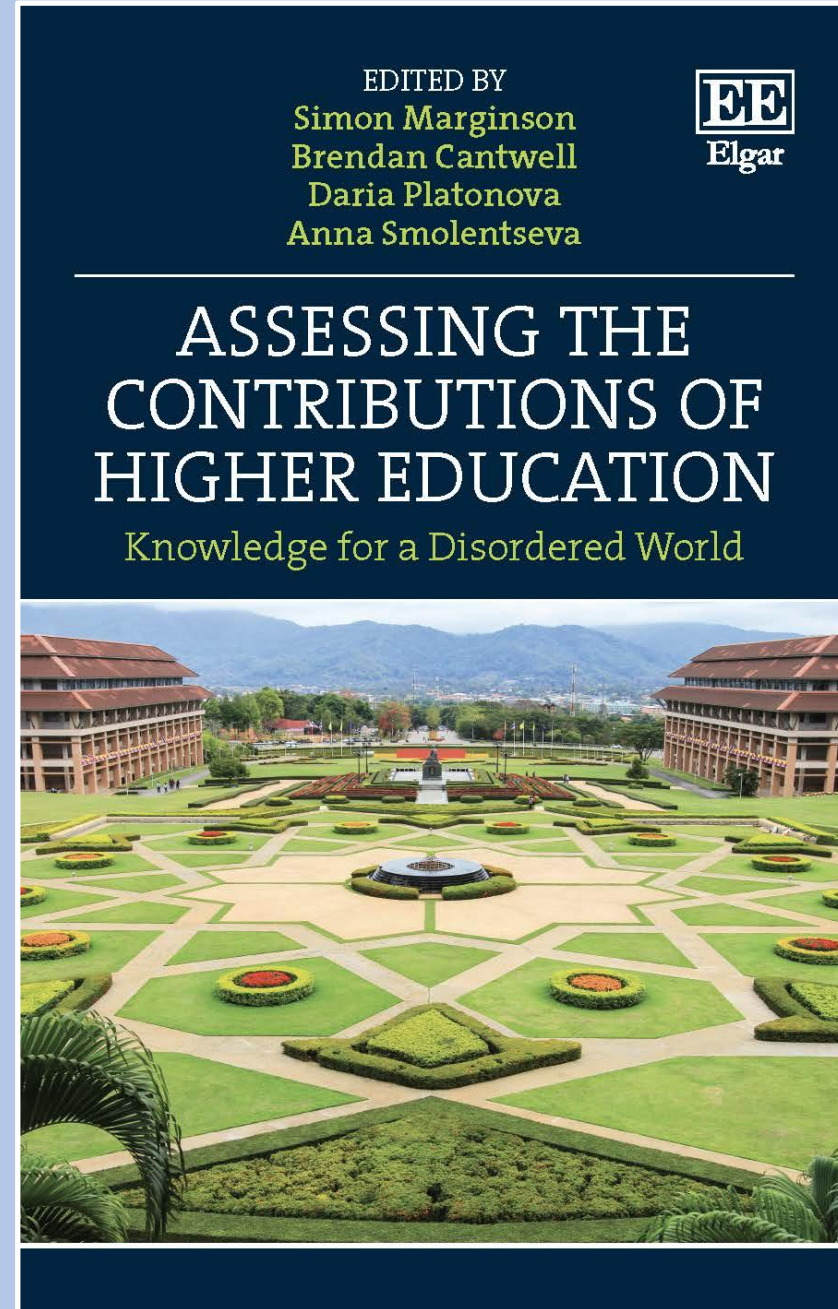
Seeing higher education as a state, seeing higher education and
society

Brendan Cantwell, Simon Marginson, Daria Platonova and Anna Smolentseva

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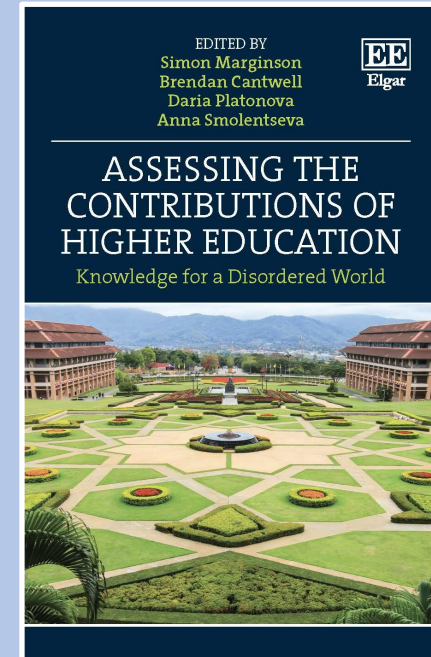
Assessing the contributions of higher education: *the book*

- Edward Elgar monograph just released
- Edited by Simon Marginson, Brendan Cantwell, Daria Platonova and Anna Smolentseva
- 12 chapters, 18 authors from 11 different countries/systems
- Available open access, free download, at:
[https://www.elgaronline.com/edcollbook-
oa/book/9781035307173/9781035307173.xml](https://www.elgaronline.com/edcollbook-
oa/book/9781035307173/9781035307173.xml)
- Research financed by Higher School of Economics, Moscow (in happier days before the war), and the OA publication financed by contributors/editors
- Chapters are being presented in four CGHE webinars from 14-23 March 2023



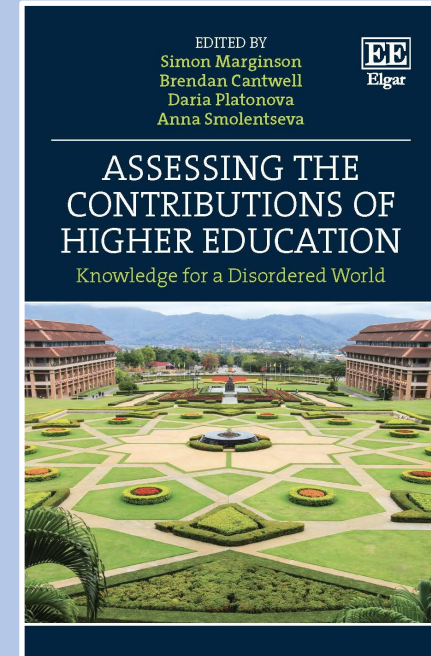
Assessing the contributions of higher education: *chapters 1-7*

Chapter	Authors
1 Introduction: Higher education and the contributions problem	<i>Simon Marginson, Brendan Cantwell, Daria Platonova, Anna Smolentseva</i>
2 Intrinsic and extrinsic outcomes of higher education	<i>Simon Marginson, Brendan Cantwell, Daria Platonova, Anna Smolentseva</i>
3 Contributions of higher education to society – towards a new conceptualization	<i>Anna Smolentseva</i>
4 Higher education as student self-formation	<i>Simon Marginson</i>
5 Higher education, science and the climate crisis	<i>Johanna Witte</i>
6 Opportunities and challenges for open higher education systems in global context	<i>Marijk van der Wende</i>
7 A comparison of Chinese and Anglo-American	<i>Simon Marginson and Lili Yang</i>



Assessing the contributions of higher education: *chapters 8-14*

Chapter		Authors
8	US-China collaboration in science for the global common good	<i>John Haupt and Jenny Lee</i>
9	Graduate employment and employability	<i>James Robson</i>
10	UNESCO's common good idea of higher education and democracy	<i>Rita Locatelli and Simon Marginson</i>
11	Understanding the contributions of higher education through the politics of reform	<i>Brendan Cantwell and Daria Platonova</i>
12	The professoriate and public policy	<i>Glen Jones</i>
13	Cultural contributions of higher education	<i>Jussi Valimaa, Terhi Nokhala and Ksenia Romanenko</i>
14	Higher education and regional elite formation in Russia	<i>Aleksei Egorov and Sergey Malinovskiy</i>



Two kinds of purpose of higher education

- **Intrinsic purposes**

- the education of students
- the transmission, creation and dissemination of knowledge

These purposes are the core of the sector and distinctive to its internal organisation and its social reproduction. Teaching/learning and scholarship/research are grounded in epistemic disciplines, study programmes and schools or departments. They can be fully carried out without the involvement of social partners and can be controlled on an independent basis within higher education

- **Extrinsic purposes**

There is a long list of purposes manifest through collaborations between higher education and social partners, such as the preparation of students in work, the professions and occupations; their socialisation as law abiding, politically connected and tolerant citizens; the contribution of institutions to building cities and regions, and cross-border relations; the many faculty inputs into government. The extrinsic purpose rest on the intrinsic core capacity of higher education institutions

Biesta's (2009) three functions of education

Biesta, Gert (2009). Good education in an age of measurement: On the need to reconnect with the question of purpose in education. *Educational Assessment, Evaluation and Accountability*, 21: 33–46. <https://doi.org/10.1007/s11092-008-9064-9>

- **Qualification.** Providing students/graduates with the knowledge, skills and understanding, and dispositions and forms of judgement, that allow them to 'do something' – ranging from the very specific (e.g. training for a particular job or profession, or in a particular skill), to political literacy, to acquiring cultural knowledge that is practised socially. The qualification function is a main reason for funding education and is 'particularly, but not exclusively, connected to economic arguments'
- **Socialisation.** 'The many ways in which, through education, we become members of and part of particular social, cultural and political "orders" ... education is never neutral but always represents something in particular ways.' Both open transmission of norms and values, and 'hidden curricula'
- **Subjectification.** The 'individuating' effect of education, students becoming self-realising subjects. 'Any education worthy of its name should always contribute to processes of subjectification that allow those being educated to become more autonomous and independent in their thinking and acting' (Biesta pp. 40-41). Subjectification does not subordinate students to society, and can also be distinguished from objectification (e.g.

The two purposes and three functions together

<p>Biesta (2009) function (understood as student learning)</p>	<p>Intrinsic purposes: (a) teaching and learning inside higher education; and (b) scholarship and knowledge creation, transmission and dissemination</p>	<p>Extrinsic purposes: Shared between higher education and social partners, e.g. curriculum design and certification in law; applied research for industry</p>
<p>Qualification: learning to do things, e.g. in professions, as active citizens</p>	<p>SECONDARY ACTIVITY The intrinsic core foundational to the extrinsic purposes</p>	<p>PRIMARY ACTIVITY The qualification function is realised in extrinsic purposes</p>
<p>Socialisation: ordering of students in terms of external norms and values</p>	<p>PRIMARY ACTIVITY Knowledges and teaching contribute to socialisation</p>	<p>SECONDARY ACTIVITY Relations with social partners also contribute to socialisation</p>
<p>Subjectification: becoming an autonomous</p>	<p>PRIMARY ACTIVITY Subjectification is</p>	<p>MINOR ACTIVITY Social partners want</p>

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Mapping the contributions in time and space

