



KEYNOTE & BURTON R. CLARK LECTURE ON HIGHER EDUCATION: Sagas of contemporary higher education: foreground and hinterland

00:33:14 CGHE Annual Conference: Welcome back everyone! As mentioned, recordings from all six sessions in Day One are now live on the conference site:

<https://www.cgheconference2022.com/>

00:34:09 Hung Ho Tim Percy: Thanks for the information.

00:35:14 Prof. Mona Khare: Great. Thankyou for informing.

00:36:20 Doria Abdullah: thanks for the online format! barring time zone difference, it's been wonderful tuning in and listen to the conversations

00:36:56 Dr. Bhaskar C.: Day 1 was great. Thanks CGHE.

00:55:07 Malik: Quite an in-depth research and an awe-inspiringly interesting take on higher education (HE) institutions.

00:59:22 CLAIRE CALLENDER: Please write your questions to Peter in the chat. And if I select your question, I will let you know. Please turn on your camera when asking your question.

01:02:54 Malik: Acknowledged. Thanks.

01:04:11 CLAIRE CALLENDER: Do put your questions in the chat. Thanks

01:06:53 Bernard Lisewski: One can acknowledge the possibility of a shifting political economy but 699 pages of the recent OfS consultation docs suggest increased state regulation - how might this transition to a new democratic saga be undertaken?

01:07:03 Paul Ashwin: The new saga you are outlining seems to require a closer relationship between HE and wider society. What metaphors can we develop for this relationship to replace the unhelpful one of the ivory tower?

01:07:06 Mike Ratcliffe: Is there a remnant of the 'access saga' - that drove people to overturn religious or gender exclusions in the 19th century and underpinned transitions to mass and universal systems in the 20th? The kind of thing captured at points like the enthusiasm of the OU's mission and similar to what Clark found at his distinctive colleges?

01:08:48 Emma Sabzalieva: +1 to Bernard's question and a similar question: what can actors in HE (academics, leaders, students etc) do to make the case to policymakers for the much-needed democratic revival?

01:09:51 Diana Laurillard: Could another element of the new saga be the post-covid move towards more online/hybrid learning? We're exploring large scale online professional development as an important contribution from universities. There are many areas where professionals could be positively impacted by research findings – and online methods are more democratic, more collaborative, more inclusive as well as working at scale.

01:10:27 CLAIRE CALLENDER: Paul, Bernard Mike and Diana- please ask your questions

01:10:47 Piers von Berg: On the point that the political economy model has not mobilised 'beliefs, loyalty and solidarity', if I understood that correctly, how could any new model cultivate such elements - a civic identity perhaps? I am especially interested in whether this might lead to innovations in teaching and pedagogy. Thank you.

01:11:05 John Anchor: Is your excellent analysis really a reflection on trends in the Anglosphere? In Saxony, for example, mass HE is funded largely by general taxation and academic governance has different features.

01:12:33 Simon Marginson: My question is about higher education in those countries where it is positioned as both 'public' and also as semiautonomous and in civil society (parts of Western Europe, North America, others). What are the implications for higher education of the rise of another kind of 'public', the populist public expressed in affective conversation in social media, which is now playing directly into politics. What are the implications for your project of a higher education with a central role in democracy?

01:13:01 Dr. Susie Davis: @Emma Sabzalieva, I think your question is an excellent one, and was going to ask the same!

01:15:50 kcattell: @Simon Marginson, my question is related to yours. Prof. Scott, in your new saga, how would you reimagine the current oppositional relationship between the 'private' and 'public good' in higher education?

01:16:23 Malik: Can you kindly recommend the topics and content areas which need to be included/adapted in 'new curriculum' to fully cater to the new saga in a post pandemic world with particular focus on 21st century graduate skills? Thank you in advance.

01:16:36 Nuzha Nuseibeh: Do you see different sagas being played out in the different nations of the UK - I'm thinking particularly of England and Scotland, which have some fundamental differences in their approaches to HE - or are they merely different hinterlands of a UK-wide saga? How much power do individual countries/institutions have in reimagining/changing larger-scale sagas?

01:18:10 CGHE Annual Conference: As mentioned, Peter's lecture is also available as a paper on the CGHE website: <https://www.researchcghe.org/publications/working-paper/sagas-of-contemporary-higher-education-foreground-and-hinterland/>

01:19:09 Nicola Ingram: The civic university feels like a positive framing to me

01:20:57 Mona: How do you see the Higher Education saga getting reinvented in a post Covid period? Will the international political economy and community expectations differ significantly?

01:24:02 Victoria: Thank you for the interesting data collected!

01:32:10 CGHE Annual Conference: Thank you for joining this session. A recording will be on the conference site and our YouTube page tomorrow.

01:32:47 CE Dr Sumanta Bhattacharya: in developing countries, education system based on how much a population can earn. in population densed country we need skill based education, instead of only degree based education. more research and development opportunity are needed

01:34:07 CGHE Annual Conference: Our next session, a panel on 'Coloniality and racism in higher education', will start at 10.30am (UK). You can join that via the conference site: <https://www.cgheconference2022.com/>

01:34:35 CE Dr Sumanta Bhattacharya: thank you

01:36:08 kcattell: Digital inequality plays a huge role in the Global South.

01:38:16 Diana Laurillard: @John Anchor - that's a very important point. We don't seek to learn from what's going on in the EU countries.

01:42:01 Cristina Helena Almeida de Carvalho: Congratulations Prof. Peter! Wonderful presentation!

01:42:09 Diana Laurillard: @Piers von Berg - interesting question. Certainly pedagogy has to be appropriate for encouraging such development but that will be less likely to happen if 'beliefs, loyalty and solidarity' are not seen as part of the curriculum, along with employment skills.

01:42:20 Terri Kim: Thank you for the excellent thought-provoking lecture and very interesting discussions.

01:42:21 Nicola Ingram: Thank you Peter. That was great!

01:42:26 Bernard Lisewski: Many thanks!

01:42:34 Emma Sabzalieva: Many thanks Peter, this was excellent. I'm delighted to see sagas being taken up.

01:42:46 Malik: 10:30 am

PANEL – Coloniality and racism in higher education

01:42:52 CE Dr Sumanta Bhattacharya: thank you everyone,