'Teaching excellence' in Higher Education policy making and leadership

13 February 2024

CGHE Webinars: Welcome everyone to our Webinar Tuesday, the thirteenth of February, and we're close to Number 400.

104

00:59:55.530 --> 00:59:59.039

CGHE Webinars: we've got with us today.

105

00:59:59.670 --> 01:00:04.350

CGHE Webinars: Steven Walsh and Bernard Luzewski.

106

01:00:04.720 --> 01:00:13.109

Stephen walsh: They gonna talk to us about teaching excellence in higher education, policy, making and leadership.

107

01:00:13.760 --> 01:00:18.489

CGHE Webinars: But before I introduce our presenters, let me take you through the Webinar protocols.

108

01:00:18.850 --> 01:00:40.039

CGHE Webinars: Now remember, the webinar is being recorded, and if you enter the Q. And I, your immortal words will be on Youtube forever. You'll be able to reach the recording within the next 48 h or so via our website, and also going by going directly to our Youtube channel. Cg's webinars are roll up there.

109

01:00:40.390 --> 01:00:52.009

CGHE Webinars: Yeah, during the webinar. Keep yourself muted. And you don't have to have your camera on. Music is important, because extraneous noise can interfere with the webinars presentation.

110

01:00:52.430 --> 01:00:53.520

CGHE Webinars: The

111

01:00:54.110 --> 01:01:04.749

CGHE Webinars: best command to use is for viewing the webinar is Speaker View, which in this, in the top right-hand corner there, so you can see who's speaking at any given time.

112

01:01:04.830 --> 01:01:11.250

CGHE Webinars: Now. To join the discussion. The Q. And I begins round about halfway through the hour.

113

01:01:11.410 --> 01:01:36.090

CGHE Webinars: Use the chat mechanism. Post your comment to your question for representers in the chat, and from that I'll be able to select you into the conversation as it develops. It's a good idea to come into the chat early, because you can miss out as people do quite often if you come in in the last 5 min or 10 min or so. And when you're

114

01:01:36.330 --> 01:01:42.120

Stephen walsh: selected into speaking, and I'll send you a note in the chat in advance of private notes. I'm

115

01:01:42.400 --> 01:01:49.520

CGHE Webinars: I'm going to call you in next you when when you're called in on camera. you

116

01:01:50.220 --> 01:01:59.820

CGHE Webinars: at that point, turn on your mic most important. Turn on your camera if you can, and then tell us who you are, where you are from, and then give us your question or your statement.

117

01:02:00.060 --> 01:02:01.900

CGHE Webinars: So to our presenters.

118

01:02:02.850 --> 01:02:08.719

CGHE Webinars: They'll introduce their topics, so I won't say any more about that. But let me say a little bit about them.

119

01:02:08.820 --> 01:02:14.860

CGHE Webinars: Stephen, while she's an academic psychologist whose research focuses on the application of social identity approach

120

01:02:15.340 --> 01:02:28.020

CGHE Webinars: in real world scenarios. And I think we'll hear more about that. During this session, he says, been a senior lecturer at Mmu, which I guess is Manchester Metropolitan University at since 2,016,

121

01:02:28.640 --> 01:02:32.909

CGHE Webinars: and with him we have Bernard Lozewski. How do you say it, Bernard?

122

01:02:33.000 --> 01:02:36.669

Stephen walsh: It's a lisp scape. Double user. V. Good

123

01:02:36.680 --> 01:02:46.770

CGHE Webinars: is originally an economics lecture at at Liverpool. John Moore's university. He's and he's currently mentoring academic staff at Mmu.

124

01:02:46.940 --> 01:02:54.379

CGHE Webinars: In publishing, in academic publishing, which is useful thing to do in the field of academic development and teaching and learning.

125

01:02:54.530 --> 01:03:16.139

CGHE Webinars: And our education, policy, culture and change. And I think that's a very useful service. But you could probably pick up some clients today, a lot of people trying to publish. Well, it's essential to that. We all get out. The voices heard and out work around. So let me pass over to you both at this point, and I guess, do we start with you? Steven?

126

01:03:16.430 --> 01:03:21.320

CGHE Webinars: Screen is now yours.

127

01:03:21.700 --> 01:03:24.969

Stephen walsh: Brilliant? Thank you very much. When I put up our slides.

128

01:03:32.400 --> 01:03:34.959

CGHE Webinars: I think we got some slides coming up here. Folks.

129

01:03:35.350 --> 01:03:38.060

Stephen walsh: yeah, bear with me a sec

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01:03:38.480 --> 01:03:39.330

Stephen walsh: flip.

131

01:03:39.980 --> 01:03:41.970

Stephen walsh: Yeah. Okay.

132

01:03:43.380 --> 01:03:46.010

Stephen walsh: Can you see our slides? Okay, there.

133

01:03:46.510 --> 01:03:52.860

Stephen walsh: Nope, I share the screen. We can see 2 of you instead.

134

01:03:53.000 --> 01:03:56.700

Stephen walsh: Oh, a better view, no.

135

01:03:56.710 --> 01:04:00.770

Stephen walsh: it's moving faster than the slides. That's that's for sure.

136

01:04:01.830 --> 01:04:02.660

Okay.

137

01:04:05.550 --> 01:04:14.399

Stephen walsh: Now, okay, that should be it, is it? Yeah. Got you now? And you've got the grease. One of my, my favorite artists on the front page.

138

01:04:16.590 --> 01:04:17.580

It's okay.

139

01:04:17.800 --> 01:04:20.259

Stephen walsh: Okay. So hold on.

140

01:04:21.380 --> 01:04:26.030

Stephen walsh: Where of ours? They're they're up there. Okay, perfect. Okay? Can everybody see that?

141

01:04:26.780 --> 01:04:38.149

Stephen walsh: Yes, okay, thank you. Oh, good afternoon. Everyone welcome to our webinar, the title of which is, Is there for all to see.

142

01:04:38.580 --> 01:04:39.889

Stephen walsh: this smart

143

01:04:40.340 --> 01:04:42.380

Stephen walsh: sorry. Are you there?

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01:04:42.770 --> 01:04:56.070

Stephen walsh: Okay, right? Okay. This morning II read a paper by Professor Ronald Barnett, has just been published. He talks about the 8 crises in Higher education, and one of which

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01:04:56.330 --> 01:05:01.320

Stephen walsh: is the following, it says, a crisis of individualism.

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01:05:01.550 --> 01:05:10.660

Stephen walsh: individuals in learning situations, especially in the Western world, being encouraged to become in inverted commas themselves.

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01:05:10.730 --> 01:05:22.850

Stephen walsh: rather than being enticed into processes of individuation in which their individuality is realized through collaborative efforts, and that very much falls in line with

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01:05:22.860 --> 01:05:26.019

Stephen walsh: our main theme today change the screen

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01:05:27.200 --> 01:05:52.830

Stephen walsh: fine our purposes we were looking to, contribute to a more nuanced debate around the nature of teaching excellence in higher education, policy making and leadership particularly given. The discusses, all the dominant discourses around employability, graduate earnings and student outcomes particularly these are particularly prevalent in the moment in the English teaching, excellence, framework.

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01:05:53.040 --> 01:05:59.029

Stephen walsh: and more to the point. For today we believe that or contend

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01:05:59.150 --> 01:06:22.960

Stephen walsh: that social identity theory offers a conceptual framework for regarding students as embryonic citizens. And also we want to offer an alternative discursive language in in the pursuit of a reimagination of the purposes of higher education for the public good rather as a marketplace for individual consumers.

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01:06:24.500 --> 01:06:36.500

Stephen walsh: So as Biesta emphasizes here, we we now live in an age in which education is dominated by measurement and comparisons of educational outcomes, and this

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01:06:36.850 --> 01:06:37.870

Stephen walsh: kind of

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01:06:37.930 --> 01:06:40.439

Stephen walsh: ideology, if you like, as

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01:06:41.490 --> 01:06:53.870

Stephen walsh: kind of led into much of educational policy and indeed practice. And we're very much of the in agreement that the danger here is that we end up valuing what is measured

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01:06:54.120 --> 01:06:57.880

Stephen walsh: rather than that we engage in the measurement of what we value.

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01:06:59.510 --> 01:07:23.710

Stephen walsh: And what we've got here, of course, is is the office for students. Tef! Regulatory advice and guidance which the hate the English Higher education sector has recently gone through an increasing emphasis on the idea of student outcomes and educational games. Those student outcomes in terms of continuation, award completion and employment, progression.

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01:07:23.760 --> 01:07:37.530

Stephen walsh: and and also higher education institutions being invited to conceptualize and and and and put into practice their own ideas of what constitutes an educational game.

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01:07:39.260 --> 01:07:49.900

Stephen walsh: So Simon, in 2,013, offered the idea that policy making is informed by a leading family of ideas

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01:07:50.790 --> 01:08:01.370

Stephen walsh: that frame, articulate, and populate populate government, and and the idea that they, these become, these dominant ideas, become institutionally institutionalized over time

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01:08:01.570 --> 01:08:12.499

Stephen walsh: and and and that there's a kind of to in and fro in of ideological belief. Let's let's put it that way. So what are these kind of ideological kind of constituents?

162

01:08:12.860 --> 01:08:31.349

Stephen walsh: So here we have Shepherd's listing, if you like, of neoliberalism. Now, I'm very aware, or we're very aware, that that that, for example, Malcolm Tight has has described neoliberalism as a fright term. But it does have implications for the way in which

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01:08:31.350 --> 01:08:50.839

Stephen walsh: higher education has developed. So, for example, increase in competition the idea of value for money, or, if you like, in terms of student fees, and whether so, for example, the modern day political rhetoric is, you know, we need to kind of get rid of rip off degrees.

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01:08:50.850 --> 01:09:02.400

Stephen walsh: We have course of central regulation and control in terms of the office for students. And there's an ongoing debate at the moment in terms of whether that

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01:09:02.550 --> 01:09:19.490

Stephen walsh: institution is too close to a current government policy and beliefs, and also the idea of of increasing the diversity of university income. And again, that leads to policy tensions in terms of

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01:09:19.660 --> 01:09:45.129

Stephen walsh: universities seeking international student revenues or incomes. Given the the decline in the real value of of home graduates, student fees, but also that there's a tension there, because that, then is, is, comes into problems with regard to the current government's obsession, with migration, and so on and so forth, in terms of

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01:09:45.410 --> 01:09:55.750

the kind of blurring of public private sector boundaries, and and the increased scope for private sector provision within the higher education sector. So this.

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01:09:56.650 --> 01:09:58.539

Stephen walsh: this

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01:09:58.930 --> 01:10:21.650

Stephen walsh: neoliberal kind of these neoliberal themes manifest themselves in various ways, and one in one of which is the idea of leadership so far, and Bolden and Watermayer offer recently 3 perspectives on hag leadership, those 3, their traditionalist reformist and pragmatists. But they're not necessarily mutually exclusive

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01:10:21.650 --> 01:10:31.120

Stephen walsh: and in terms of their argument. The idea that, for example, the traditionalist which is concerned with cultural context

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01:10:31.120 --> 01:10:52.330

Stephen walsh: is that that actually, that's been kind of invaded by neoliberal business practices. And this is undermined leadership and management within academic self governance myself and Steven, probably of the reformist kind of perspective way of thinking in terms of values from a social justice perspective.

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01:10:52.750 --> 01:10:58.110

Stephen walsh: However, we just need to emphasize. As said, they're not mutually exclusive, but they will have

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01:10:58.380 --> 01:11:05.699

Stephen walsh: different traits at different periods of time in terms of one any one leadership kind of perspectives.

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01:11:08.620 --> 01:11:33.570

Stephen walsh: So the other kind of manifestation is the idea of discusses about what can be said and thought, but also offering legitimacy or not, to who can speak when, where, and with what authority, and go back to ball seminal Piece. On. What is policy the idea that certain possibilities for thought are constructed.

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01:11:33.620 --> 01:11:59.730

Stephen walsh: words are audited and combined in particular ways, and other combinations are displaced, are excluded. In fact, we have. If we take that particular statement, we have a very good example of that within Mmu's education strategy. So the education strategy. There's a real big influence on the idea of transferable skills to prepare students for future. After the university.

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01:12:00.700 --> 01:12:10.660

Stephen walsh: We're very beholden and thankful that Paul Ashwin, in in one of his keynote lectures at our with his keynote lecture at our internal Mmu. Conference

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01:12:10.690 --> 01:12:22.109

Stephen walsh: highlighted the fact that skills is mentioned 21 times in the education strategy, and in contrast, knowledge is mentioned 5 times. So what's going on? And

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01:12:22.770 --> 01:12:31.269

Stephen walsh: here, we have Peter Scott notion of a higher education. Saga in terms of the way in which

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01:12:31.390 --> 01:12:44.789

Stephen walsh: higher education has kind of aligned itself with different forms of political economy. So we've moved from in terms of pro. For example, his research moving from an elite to a mass

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01:12:44.790 --> 01:13:03.060

Stephen walsh: to a universal higher education system, and in terms of parallel, that the idea that we've moved from a welfare state of social reform to a leg year like increasingly centralized and regulatory state within a neoliberal economy now underpinning

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01:13:03.370 --> 01:13:07.310

Stephen walsh: that these kind of this kind of shift in saga

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01:13:07.340 --> 01:13:14.510

Stephen walsh: with the off of S operating is is what Scott refers to as a do regist regulator

183

01:13:14.770 --> 01:13:20.329

Stephen walsh: within a quasi market is an economic emphasis on developing human capital.

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01:13:20.410 --> 01:13:23.669

Stephen walsh: Now, when I first came across human capital theory

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01:13:24.460 --> 01:13:30.790

Stephen walsh: oh, sorry. Similarly. similarly, Simon,

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01:13:31.140 --> 01:13:32.680

Stephen walsh: characterizes

187

01:13:32.870 --> 01:14:00.040

Stephen walsh: this approach in terms of modeling the student as a an investor. In fact. I'm really taken by Professor Barnett's description in the paper I read this morning as discrete units of rational choice, and the idea that the graduate is viewed in extrinsic economic terms as a unit of human capital with market value, and the idea of higher education being directed in the production

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01:14:00.040 --> 01:14:05.340

Stephen walsh: of employable graduates. And that's manifested itself in terms of tef.

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01:14:05.340 --> 01:14:19.329

Stephen walsh: There's the idea that of not measuring, teaching and learning of what is learned, but also, but mostly being directed in terms of graduate earnings and student satisfaction service service. Now, what

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01:14:19.360 --> 01:14:32.729

Stephen walsh: human capital theory. When I first came across this in, when I was studying economics, II used in a dissertation on the economics of the football transfer market, and it was great to see Simon's and

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01:14:32.880 --> 01:14:59.919

Stephen walsh: paper on the limitations of human capital theory. But the the underlying rationale, of course, is that idea that education drives what economists call the marginal productivity of labor, and this increases earnings, and that value in investment is defined by lifetime earnings of educated labor, and the idea that there's a linear causal relationship between education work, productivity and earnings.

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01:14:59.920 --> 01:15:16.119

Stephen walsh: and that this portable human capital and the graduate needs follow can can link into the idea of national economic growth. And that's the kind of basic rationale for that. One of the problems with that

193

01:15:16.210 --> 01:15:38.930

Stephen walsh: capital human capital theory is that it kind of takes the view that that you've got a closed economic system. And, in fact, if we compare that with higher education. In fact, reading Ronald Barnett's paper this morning. The idea of a an ecosystem, an open ecosystem within 8 different eco

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01:15:39.130 --> 01:15:59.740

Stephen walsh: constituents. So the idea within. That is, for example, just to reiterate in terms of the current neoliberal emphasis on employability. The the the graduates are productive or discrete units of rational choice, and that

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01:15:59.820 --> 01:16:03.119

Stephen walsh: H has been repositioned as a means to an end.

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01:16:03.180 --> 01:16:15.129

Stephen walsh: ie. Worthwhile employment rather than an end in itself in terms of intellectually well-rounded individuals, and Malcolm types. Recent review of the literature in this area.

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01:16:15.220 --> 01:16:25.870

Stephen walsh: came up with the research evidence, just, for example, of those 3, there's no general agreement on which employee skills are most important

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01:16:26.560 --> 01:16:38.610

Stephen walsh: and the other 2 so where? Where are we at? We've got, on the one hand, the idea that economic arguments now dominate our thinking about the purpose and nature of higher education.

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01:16:38.730 --> 01:16:54.039

Stephen walsh: But, on the other, Paul Ashwin's view, outlined in his in his Manifesto book to 2020 is that the educational purpose of higher education actually should be to bring students into a transformative relationship to knowledge

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01:16:54.070 --> 01:16:59.439

Stephen walsh: that changes their sense of who they are and what they can do in the world. But I think it's important

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01:16:59.460 --> 01:17:25.940

Stephen walsh: to point out that this is not a dichotomy, as as Paul. Subsequent paper with colleagues in 2023. It's I all about knowledge. Students study in a degree which connects them to the world and helps them to achieve what they want to do in the future, and this then falls in line very much with the idea of a self formation within a a so called social identity approach.

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01:17:26.570 --> 01:17:39.669

Stephen walsh: And so if we kind of move on from the kind of neoliberal value neutral perspective, the idea is in terms of the kind of linear, mechanistic

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01:17:39.670 --> 01:17:57.960

Stephen walsh: and causal process with that underpins human capital theory is the idea that actually, it's a quasi causal, mechanical reality. But actually, we operate in the idea of a much more complex social reality

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01:17:58.000 --> 01:18:15.470

Stephen walsh: constituted by what Viesta refers to as reflexive agents. And this is kind of moving a different paradigm, more into critical realism, but kind of stop there in terms of moving into that the details of that particular

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01:18:15.530 --> 01:18:37.850

Stephen walsh: paradigm. So we'll take them with Simon's paper on self formation, emphasizing this, this idea of reflexive agency, where students consciously monitor and develop themselves in an ongoing basis. And we believe that that kind of particular line of thinking falls very neatly into social identity approach.

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01:18:37.920 --> 01:18:50.510

Stephen walsh: So where are we up to? Well, in terms of setting the scene, so to speak. We've got the idea here again by Simon and a colleague, that England has no policy language other than

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01:18:50.540 --> 01:19:01.699

Stephen walsh: the idea that talking about outcomes, performance about such as salaries, and how to bring a more

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01:19:01.860 --> 01:19:06.560

Stephen walsh: public good and perspective in terms of nonking

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01:19:06.660 --> 01:19:18.829

Stephen walsh: pecuniary individual benefits and and collective relation benefits back into the mainstream discussion and ideas. And the idea that

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01:19:19.340 --> 01:19:41.829

Stephen walsh: we're offering, I suppose today is that we need a a discursive repositioning of H as a commodity in terms of particularly allied to a realignment of hate purposes. And so we're kind of raising the question. And Stephen, now going to articulate that how my social identity theory offer a possible conceptual

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01:19:41.880 --> 01:19:47.870

Stephen walsh: counter narrative to human capital theory. Perfect? Thanks. Bernard Steven.

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01:19:49.400 --> 01:19:54.869

Stephen walsh: Okay, so building on where we're at who who each of us are.

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01:19:55.190 --> 01:20:02.520

Stephen walsh: It's. It's a function of the groups that we belong to. It's a function of the groups that we belong to that have emotional and value. Significance for us.

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01:20:02.740 --> 01:20:05.190

Stephen walsh: context is always fundamental

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01:20:06.150 --> 01:20:16.279

Stephen walsh: in in some contexts economic self interest will be to the fore. And and that's okay in other contexts. So will, the proactive self forming self.

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01:20:16.770 --> 01:20:29.300

Stephen walsh: We don't think that ontologically, these different selves are are distinct things. All we think is the case is that in different contexts. Different versions of us, different identities are salient.

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01:20:29.400 --> 01:20:38.060

Stephen walsh: And that's a function of self-categorization. And it's why leadership is important because self is an intrinsically social.

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01:20:38.390 --> 01:20:40.760

Stephen walsh: I I'm usually contact.

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01:20:41.640 --> 01:20:47.410

Stephen walsh: Arguing from social identity perspective, we we think that self

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01:20:47.750 --> 01:21:06.140

Stephen walsh: identity. It's at the heart of of higher education. We agree with Simon. Education is all about self formation in educational psychology. A lot of you'll probably be familiar with Viegotsky and his idea that what happens within people first happens between them.

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01:21:06.380 --> 01:21:16.570

Stephen walsh: Haslam makes a very similar point from a social identity point of view. He talks about how how analysis needs to begin with the the

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01:21:16.960 --> 01:21:26.419

Stephen walsh: group in the individual rather than the individual in the group. And he argues that education and learning they're key to the endurance of group life.

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01:21:26.610 --> 01:21:29.069

Stephen walsh: So who we are

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01:21:29.260 --> 01:21:34.640

Stephen walsh: our groups, higher education. It's it's fundamentally at the heart of it.

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01:21:35.250 --> 01:21:43.529

Stephen walsh: Education. It's about change and transformation instructors, teachers, lecturers, the systems in which they are embedded

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01:21:43.560 --> 01:21:56.709

Stephen walsh: from a social identity perspective. We understand teachers, institutions, lecturers as embodying the identity related developmental goals that students are striving to attain.

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01:21:58.190 --> 01:22:10.410

Stephen walsh: So when I'm talking about social identity. the social identity approach. It's a Meta theory that incorporates social identity theory and and self-categorization theory.

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01:22:10.730 --> 01:22:15.089

Stephen walsh: So Haslam, in the 2,009 paper. He

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01:22:15.590 --> 01:22:29.399

Stephen walsh: presents evidence based on on a very robust academic literature, that social identity determines how we appraise things, how we respond to them, how we, how we behave, what our norms are, and even what our outcomes are

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01:22:29.540 --> 01:22:41.429

now social identity. It's often considered in terms of us versus them. But it's important to note that this is the start point of our analysis, not the endpoint of our analysis from a social identity point of view.

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01:22:41.600 --> 01:22:51.960

Stephen walsh: So the social identities that underpin group behavior. They're psychological rather than sociological things because they reflect people's subjective beliefs.

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01:22:52.000 --> 01:22:55.290

Stephen walsh: They're the what things mean to them.

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01:22:55.300 --> 01:23:05.290

Stephen walsh: And so they're about emotional and value, significance, beliefs and meanings rather than objective demographic realities.

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01:23:07.620 --> 01:23:14.749

Stephen walsh: Bernard Meyer, arguing that the sofa, the social identity, approach. It offers leaders tools and levers that

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01:23:14.980 --> 01:23:19.760

Stephen walsh: can usefully be applied in in the context of higher education.

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01:23:20.090 --> 01:23:30.119

Stephen walsh: So social identity, the groups that we belong to that have emotional and value significance for us. They're the basis of how learners engage within structures and instructional systems.

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01:23:31.440 --> 01:23:34.610

Stephen walsh: Social identity informs how this is done.

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01:23:34.810 --> 01:23:54.940

Stephen walsh: We understand that that identity. It's the basis through which learning is consolidated. It's the basis through which instructors and teachers and lecturers influence their students. So we learn from people with whom we share identity. I mean, I'm a psychologist.

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01:23:54.990 --> 01:24:19.580

Stephen walsh: I'm I can be effective in teaching psychology in a way that I couldn't if I walked into a physics classroom, for example, identity is key social identity, related ideology structure. So it it's social identity. It sets the parameter of how we behave within our groups and how the groups we belong to interact with other groups. So social identity is key.

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01:24:22.480 --> 01:24:50.610

Stephen walsh: Now, it might initially seem a little counter intuitive. But but we think that that independence is the point where our approach that's a social identity approach. Who we understand ourselves to be on the basis of the groups that we belong to. This is where our approach, we think, overlaps with with work that Simon Marginson has done so. Simon notes 4 aspects of self formation and higher education. The autonomy of the learner reflects the agency, the will to learn.

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01:24:50.610 --> 01:25:00.209

Stephen walsh: and immersion in disciplinary knowledge, and Simon emphasizes the importance of independence, and we agree, but we think, and

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01:25:00.640 --> 01:25:16.359

Stephen walsh: with what independence is, it's it's part. It's the point where where social identity comes to the fore, things like appraisals, responses, norms, behaviors, outcomes, because independence is actually a function of the groups that we belong to.

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01:25:16.590 --> 01:25:21.680

Stephen walsh: It's not an individual difference, independence. It's a point at which

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01:25:21.920 --> 01:25:24.550

Stephen walsh: group membership manifests.

245

01:25:27.070 --> 01:25:38.930

Stephen walsh: Now, in order to to change the discourse, and that that Bernard was talking about earlier on, we need to be able to imagine an alternative discourse if we want things to change for the better.

246

01:25:38.950 --> 01:25:44.430

Stephen walsh: Social psychology where I'm coming from. It's about making social change possible

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01:25:44.560 --> 01:25:49.149

Stephen walsh: to for it to be possible, we need to be able to imagine it. And leadership

248

01:25:49.430 --> 01:26:00.010

Stephen walsh: leadership has a key role in producing cognitive alternatives and understanding ourselves and others as as group members.

249

01:26:00.080 --> 01:26:05.599

Stephen walsh: We argue is fundamental to this, and it's why leadership is important.

250

01:26:07.330 --> 01:26:09.309

Stephen walsh: It is the case that that

251

01:26:09.870 --> 01:26:18.729

Stephen walsh: senior people in leadership positions in higher education institutions. They don't often try to reshape and the discourse.

252

01:26:20.820 --> 01:26:33.410

Stephen walsh: It's Bernard in my belief that that it's people who are working in the sector need to make the case. We need to explain the benefit to those in leadership and policy, making positions of

253

01:26:34.300 --> 01:26:42.849

Stephen walsh: things like a social identity approach. Because if you think Lincoln is a great example in American history. What leaders do

254

01:26:43.180 --> 01:26:57.819

Stephen walsh: is they define the category content that's important to their group social identities. The groups that we belong to are they're world-making resources. They determine what police people collaborate on, how people collaborate. They determine

255

01:26:57.820 --> 01:27:16.399

Stephen walsh: what's important. And leaders are leaders because they personify the identity that's central to the group, and they can use these identities to mobilise other people. Now, in a sense, it's not the best example, but it shows what leaders can do. If you think Boris Johnson. Strangely enough.

256

01:27:16.640 --> 01:27:34.460

Stephen walsh: he he gives us a really good example of what leadership can do if only he used his powers for the good, but parking that for a moment, Boris managed to present himself as a man of the people, to take on the metropolitan elites. How he did that! If we think about how he did it, he did it by harnessing salient group memberships.

257

01:27:35.360 --> 01:27:43.520

Stephen walsh: by speaking to who it is that people understand themselves to be. Now taking it back to education

258

01:27:43.720 --> 01:27:53.909

Stephen walsh: and higher education in particular, leaders are identity entrepreneurs. Now, we're not arguing that graduates shouldn't benefit economically from higher education.

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01:27:54.180 --> 01:28:12.430

Stephen walsh: What we're arguing is that higher education, it needs to benefit us, all of us in a way that goes beyond mere economic gain. The social identity approach. It gives us conceptual tools to, to frame and assess excellence in. In higher education excellence understood from a societal perspective.

260

01:28:12.430 --> 01:28:34.040

Stephen walsh: So this is where there's there's space. We argue for leaders and policy makers to act as entrepreneurs of identity. Boris Johnson. He showed just how much a leader can be an entrepreneur, and the example I gave there a second ago about the metropolitan elites, and we can use these same identity tools to our advantage. It it just requires leaders to do it.

261

01:28:34.190 --> 01:28:38.560

Now, looking specifically at leadership. There are 3 R's

262

01:28:39.510 --> 01:29:05.730

Stephen walsh: reflecting, representing and realizing. Now we're we're not proposing. And and the social identity approach doesn't advocate as sort of a a great man take on leadership, nor does it advocate where the people go. There I will follow rather what the social identity approach to leadership does is, it sees leaders as entrepreneurs of identity, who lead their group through managing who it is that the members of that group understand themselves to be.

263

01:29:05.960 --> 01:29:10.489

I think Martin Luther King and his. I have a dream.

264

01:29:11.130 --> 01:29:16.459

Stephen walsh: Our point is that that education is a public service that promotes democracy.

265

01:29:16.550 --> 01:29:33.979

Stephen walsh: Citizenship is is central. The social identity approach it gives. It offers conceptual tools that can facilitate our leaders and policymakers in achieving this. It's it's up to those of us in the Academy to advocate for for higher education

266

01:29:34.290 --> 01:29:35.310

Stephen walsh: and

267

01:29:36.550 --> 01:29:43.829

Stephen walsh: education. It's it's a public service that promotes democracy and and and we need to be to be pushing it

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01:29:48.220 --> 01:29:53.469

Stephen walsh: ultimately. We understand education as being about identity formation.

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01:29:53.960 --> 01:30:17.500

Stephen walsh: We need that identity formation to be compatible with citizenship. The ideas aren't new. I mean. Ultimately they go back. They go back to the Greeks. They're not radical either, but they do change the emphasis in contemporary higher education, away from individual consumers and reorient us all hopefully to to learning and teaching, for transformation and public good

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01:30:17.730 --> 01:30:19.100

Stephen walsh: to citizenship.

271

01:30:23.160 --> 01:30:35.009

Stephen walsh: You want to advocate for a situation rooted in a social identity approach where educators are teachers, not service providers, and where students are learners, not not consumers. In our current environment.

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01:30:35.550 --> 01:30:45.600

Stephen walsh: the the mindset associated to quote from the bottom of the slide there from from Haslam, the mindset associated with consumer identity is intended to empower students.

273

01:30:45.820 --> 01:30:58.130

Stephen walsh: and even though that's the case it may ultimately mean that it undermines their capacity to take ownership of their own education and learning. Again, this is how it ties up with the independence that Simon has talked about elsewhere.

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01:30:58.450 --> 01:31:11.639

Stephen walsh: It fits neatly with the point about emphasising the importance of independence and reflexivity. The project of self making in society is intrinsic to social life, self formation and higher education.

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01:31:11.770 --> 01:31:18.680

Stephen walsh: It's both an ide to be achieved and and a living practice. It's a function of the groups that we all

276

01:31:18.700 --> 01:31:19.830

belong to.

277

01:31:22.930 --> 01:31:48.660

Stephen walsh: So it's our intention that the work we presented today, it's it's more principled and philosophical. We're we're trying to set out some groundwork for ourselves and others for both qualitative and quantitative research. In in this area. We wanted to join this debate because we think it's important, and it's critical in maintaining an open society. We were talking about politics earlier on today. This is important in the in the current Zeitgeist.

278

01:31:48.660 --> 01:31:56.770

Stephen walsh: We think that the social identity approach as the theory of social change offers away to deal with the task in hand.

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01:31:56.940 --> 01:32:13.400

Stephen walsh: And we think that immersion as per Simon's work, plus social identity plus citizenship are measurable outcomes that can be harnessed to assess excellence. We think we have a cognitive alternative here to the mercantile consumer's discourse that presently dominates.

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01:32:14.380 --> 01:32:29.810

Stephen walsh: And that's our message. It's important. And and and we want to join the debate. And we think that the the social identity approach gives us some useful conceptual tools to do so. So end of presentation. Thank you you very much for your time so far.

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01:32:34.960 --> 01:32:47.460

CGHE Webinars: and thank you both. That was very interesting, and I think you have. You really covered the literature pretty well? I'm I'm putting out a call for questions and

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01:32:47.660 --> 01:33:00.509

CGHE Webinars: and and statements. But I think I and I say Ron Bennett has come in, and we'll bring Ron in a moment. It's very good. Can I ask you one question first lately asked. First question, privilege to the chair.

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01:33:01.490 --> 01:33:08.130

Stephen walsh: How we got you there? Sign you? Sorry we lost you there for a second.

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01:33:09.770 --> 01:33:13.100

Stephen walsh: and the last question, yeah.

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01:33:13.970 --> 01:33:27.120

CGHE Webinars: so social identity. Okay, that's a cool, that's a core issue. Understanding the self formation process in a group context, understanding that we're part of groups. All makes lots of sense. Now, how would you respond if someone said to you.

286

01:33:27.180 --> 01:33:34.150

CGHE Webinars: Well, I understand that that's all very well, but it doesn't put bread on the table, I mean, how does this help me? What would you say?

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01:33:37.280 --> 01:33:38.949

Stephen walsh: I would say.

288

01:33:41.150 --> 01:33:48.839

Stephen walsh: gosh! How does it in terms of how does it put bread in the table? How do? How do you apply it? Social, like the social identity approach.

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01:33:49.170 --> 01:34:06.499

Stephen walsh: since its inception has been a series of theory, of social change. And it's practical because it gives us a set of thinking tools that we can measure and test and apply. So say at the moment. If we take Tefa an example, take the Nss. Satisfaction. What does satisfaction mean? It gives us

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01:34:06.570 --> 01:34:13.059

Stephen walsh: tools that we can engage with things that are measurable in a way that we can, we can quantify.

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01:34:13.150 --> 01:34:40.480

Stephen walsh: But what it also does is it turns on meaning because we only identify with things that mean something to us. So it's never getting at a sort of a nominal group membership. It's always getting at things that mean with people. That's what makes it so practically applicable. Because if it doesn't mean anything to people, people won't identify it. So as a tool. That's it's core utility. In my opinion. Now, I'm not sure I've answered your question. Does that? Does that answer what you were asking?

292

01:34:40.720 --> 01:34:58.529

CGHE Webinars: It wasn't a bad improvisation. I thought it was pretty kind of curly question, you know, had, you know, came up with a good set of ideas. And then someone says, Yeah, but does this appropriate on the table? Ii suppose the way I'd answer it is, I'd say, agency, you know. Talk about the importance of agency

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01:34:58.560 --> 01:35:06.660

CGHE Webinars: and understanding relationships, groups which you really for grounded. Well, I think that helps you in all kinds of ways. It's probably not.

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01:35:06.720 --> 01:35:17.770

CGHE Webinars: you know. It's not something you can go and cash in at the bank, but it's going to lift your engagement with almost everything you're understanding over time, and that's gonna help put bread on the table. I guess

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01:35:17.790 --> 01:35:36.540

Stephen walsh: you know what I think it is, I think, pretty much in pictures, and say, if if I want to interact with another person, if I think of myself, and the other person is Venn diagrams. What social identity is getting at is that part where we overlap

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01:35:38.730 --> 01:35:42.140

CGHE Webinars: and we've got Ron Ron Barnett. Can you come in, please?

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01:35:42.220 --> 01:36:11.439

Ronald Barnett: Okay. Well, thank you, Simon. A very provocative and engaging talk. If I can say so, packed a great deal into it. Let's see if we can tease a a little out of it. I was fascinated with some data you gave of Paul Ashwin having interrogated a document. Was it the Mnu's strategy document? Lots of mentions of skill and very little of knowledge, and I just want to build on that if I can.

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01:36:11.440 --> 01:36:17.379

Ronald Barnett: pressing you a bit on your concept of social identity picking up

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01:36:17.390 --> 01:36:34.119

Ronald Barnett: Simon's. Question. You actually didn't say very much about knowledge if I can say so in your talk, and I'm just wondering where knowledge comes into the picture. Now I'm going to be a little bit self serving anecdote.

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01:36:34.260 --> 01:36:58.689

Ronald Barnett: Some time ago I coined a phrase, a will to learn. I not only coined the phrase, if I can say so, I wrote a book about it, and I developed the concept. And so the idea of encouraging students to have a will to learn is absolutely vital to me as part of what I take higher education to be. So I'm with you on

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01:36:58.690 --> 01:37:20.609

Ronald Barnett: in in so far as you you see, higher education as a vehicle for forming social identity. But it surely has to be more than that I'd want to put into the pot alongside social identity the idea of epistemic identity in higher education, in university we learn something we don't just come to be nice people.

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01:37:20.610 --> 01:37:47.569

Ronald Barnett: we actually learn something. We develop our understandings and our knowledge of things and our appropriation of things, and we form capacities for critical understanding and critical thinking, and we go on developing is that higher education institutes work well, we form those, form formations and dispositions, qualities which will keep us going through the rest of our lives and epistem epistemic identity as well as a social identity.

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01:37:47.840 --> 01:37:49.570

Ronald Barnett: Thoughts, comments.

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01:37:50.210 --> 01:38:09.359

Stephen walsh: Well, I think I think we're we're we're arguing, we're not. We're arguing for a more holistic view of student identity in terms of whether it's economic, whether it's social, whether it's a epistemological, I think, I suppose what we're arguing is is that this too much onus at the moment on the economic

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01:38:09.370 --> 01:38:30.570

Stephen walsh: and not enough, if you like, on as in terms of that. A epistemic transformation. And I just think it's it's really restoring a balance. I mean, I think we all working in in higher education would would say that the knowledge that we acquire gives us a certain identity.

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01:38:30.650 --> 01:38:49.170

Stephen walsh: And and and in fact, we might change. So, for example, I change from economics into educational development, and and that that is a transformative process. Now you may undertake that in in various ways, and and we all, we all have our own processes of self formation.

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01:38:49.170 --> 01:39:03.430

Stephen walsh: but I think at the same time you, you have to acknowledge that that you're dependent on other people as well, it. It's not purely an intrinsically selfish transformation, and I think I think, as as

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01:39:03.520 --> 01:39:09.030

Stephen walsh: as in terms of the the epistemic, if you like, we do that

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01:39:09.310 --> 01:39:25.929

Ronald Barnett: with others. We we. We require that legitimacy with other people. But I just re was reflecting that Dimension wasn't coming through your talk. Actually.

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01:39:25.930 --> 01:39:48.009

Stephen walsh: II think we wholeheartedly agree with you. There's no argument. We would definitely see that that that critical understanding, thinking part as being part of the transformation that there were we're at, and it's nested within the academic identity. So maybe time was our enemy here, and because certainly when we're writing it, we would intend to to convey

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01:39:48.160 --> 01:39:53.480

Stephen walsh: what you're speaking about, and I think the the will to learn that you reference. I

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01:39:53.880 --> 01:40:14.170

Stephen walsh: it's one of those things II often make this mistake. I presume everyone can read my mind, and I'm wrong to do so, because I would see where we were talking about that shared part of the Venn diagram is where the we see the will to learn happening, people with whom we share identity. That's part of the will to learn. And it's part of a a

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01:40:14.250 --> 01:40:20.650

Stephen walsh: sort of a Vyc ontologically, a Vygotskian thing. It's an outside in thing that we then take away with us as independent learners.

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01:40:21.450 --> 01:40:22.310

Ronald Barnett: Thank you.

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01:40:22.680 --> 01:40:24.290

Stephen walsh: Thank you. Thank you.

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01:40:24.360 --> 01:40:31.050

CGHE Webinars: and thank you all for the dialogue that was. That was pretty good. Now, can we bring in Francois? Francois, staring. Please.

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01:40:32.660 --> 01:40:55.929

Francois Staring: Hi, good afternoon, and thank you very much, both for for interesting presentation. And France was starring. I work for the for the Oecd's higher education policy team. So yeah, again, inspiring presentation. And and especially, I think you're listening of sort of neoliberal ideologies that are perhaps pertaining through through sort of higher education, policy, and and practice at the moment.

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01:40:55.970 --> 01:41:04.159

Francois Staring: my question I'm coming at it from, I suppose, work that we here in the Ocd. Do quite often, which is to try and advise governments

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01:41:04.310 --> 01:41:11.780

Francois Staring: and higher education institutions on sort of well, what they can do to really track and measure

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01:41:12.430 --> 01:41:20.400

Francois Staring: quality, and students outcomes in higher education. So obviously, we've got Pisa in school education where we're doing a lot of work at that level.

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01:41:20.440 --> 01:41:25.310

Francois Staring: But in higher education, I think? Yeah. So what W.

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01:41:25.490 --> 01:41:44.159

Francois Staring: What? What do? What constitutes if we if we're talking about good students outcomes? So I understand from your presentation, you're you're arguing for a broader concept of student outcomes or learning gain that goes beyond the economic would also include sort of a social and public good dimension. But if you were to advise

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01:41:44.400 --> 01:41:49.709

Francois Staring: governments or institutions on sort of 3 or 4 key indicators.

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01:41:49.990 --> 01:41:55.649

Francois Staring: that sort of try to capture that more social dimension of learning gain. Well, what would they be

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01:41:55.700 --> 01:42:00.920

Francois Staring: in terms of indicators? And where? What would be the underpinning evidence for that?

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01:42:01.000 --> 01:42:03.449

Stephen walsh: Well, for a start, I think I think

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01:42:03.830 --> 01:42:16.319

Stephen walsh: there has to be a plural. Sorry, a plurality of discourses. That's that's the first thing the idea that that actually you can't close down discussion by having a dominant instrumental narrative.

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01:42:16.320 --> 01:42:40.640

Stephen walsh: So the from my perspective, it's it's about having a a degree of openness to what the value of education is, and a kind of philosophical underpinning to that other than one that is primarily instrumentalized in a striving for whether it's national or international. Global economic growth. III for me it comes down to

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01:42:40.640 --> 01:42:47.059

Stephen walsh: to value systems. And the idea that you can't just instrumentalise

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01:42:47.060 --> 01:43:15.860

Stephen walsh: a sector. And it's interesting in in Ron Ron's paper that I read this morning. He he talks about the university sector as an economic machine. And and and so governments have a have a role to to send out certain messages, and I think naturally, those messages need to meet to have a much more wider remit than than what the one that is currently being offered particularly in the in English higher education.

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01:43:17.410 --> 01:43:21.299

Stephen walsh: Yeah, it's good question, Francois, I think.

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01:43:22.510 --> 01:43:34.629

Stephen walsh: Can I tell you what I think is missing at the moment that we need to capture. So say at the moment, let's say I work 50% speech and language therapy. Let's say we chase. We we train up a student, and they go to work for medicines on frontier

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01:43:34.810 --> 01:43:39.780

Stephen walsh: on a voluntary basis. Now, by our current metrics, they failed, cause they're not earning very much money.

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01:43:40.060 --> 01:43:44.129

Stephen walsh: So I think we need to to understand outcomes in a way that

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01:43:44.610 --> 01:43:57.700

Stephen walsh: sure money is important. And we're most definitely not arguing against graduate earnings definitely. Not but it's got to be a little bit broader. So I think, off the top of my head. Things like immersion, efficacy, transformation identity.

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01:43:58.010 --> 01:44:06.270

Stephen walsh: There. There are things we could just tap into straight away. Now, that's with very little thought. But I think we can tweak things.

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01:44:06.330 --> 01:44:08.750

Sure we we get that

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01:44:09.710 --> 01:44:27.100

Stephen walsh: metrics are important, but the metrics need to be a bit broader. Hence things like transformation, efficacy, and so on. But I think also we need to attend to the qualitative site, because it's for education means to a person. Now, that's why identity, because we only identify with what's meaningful. So that gives us

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01:44:27.580 --> 01:44:38.910

Stephen walsh: a lever. That's quantitative, but I think we also need to attend to the qualitative aspect of it as well. I think. Does that answer your question, Francois? Brilliant. Thank you.

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01:44:39.910 --> 01:44:47.509

CGHE Webinars: Thanks for the question, Francois. I think it was. That was very helpful discussion to have Paul Ashwin's next. Come, Hi, Paul.

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01:44:48.950 --> 01:45:11.789

Paul Ashwin: Hi, Hi, Stephen. So yeah, II can completely agree with your underlying argument. But I wonder whether your your underestimating the challenge that faces position doesn't manage people as a huge underlying infrastructure. If you re vegans democracy for sale.

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01:45:11.800 --> 01:45:15.810

Paul Ashwin: or you know you follow that kind of thing the whole way in which

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01:45:15.890 --> 01:45:25.830

Paul Ashwin: 1 billion as a funding. Think tanks, some call them jump tanks. My policy exchange, like the Taxpayers Alliance, who are making see normal.

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01:45:26.000 --> 01:45:46.719

Paul Ashwin: These kind of arguments whilst universes a position to invest in trust. You know, we we've reached the stage where just is. Don't cease change. This goes the kind of lack of shame this trust on a completely felt economic ex experiment on the way in which we have a press, but also

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01:45:46.720 --> 01:46:04.719

Paul Ashwin: support that way. Viewing things. Now, I completely agree with what you're arguing, and I think that's a far more responsibility to speak up for it and speak up for our education can do. But I also think it's important challenge. And I just really welcome your thoughts on that.

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01:46:05.020 --> 01:46:15.670

Stephen walsh: Yeah. And first thing I would say is that we're inching, inching along with a big weight on our backs. I just think

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01:46:15.720 --> 01:46:22.690

Stephen walsh: for for us. I think it's just the right time. It's just part of the kind of zeitgeist you've got. You've got to start somewhere. And this

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01:46:22.750 --> 01:46:31.320

Stephen walsh: there's Steven emphasized. You know this is incremental, it it we're not kind of looking to overturn everything. I just think

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01:46:31.600 --> 01:46:40.579

Stephen walsh: in terms of the way we need to portray ourselves in a certain way in higher education. And and somebody needs to buy back.

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01:46:40.980 --> 01:47:01.610

Stephen walsh: And and and yeah, of course, this. This is the kind of global metaphor meta verse there above that. That's that's kind of I don't know for one better word oppressive. But this is. This is just to stop a start point. But yeah, I'm I'm I think it's really important to point out the

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01:47:01.610 --> 01:47:19.490

Stephen walsh: the kind of gigantic nature, of of of kind, of engaging in in such a a kind of starting point, really, I suppose, from my perspective. Anyway, I'm sure Stevens kind of happy with that. Yeah, yeah, yeah. Very big social change in very small bytes.

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01:47:19.500 --> 01:47:31.570

CGHE Webinars: But you know this. This point about the way the political space is now manufactured is is really powerful, isn't it? And George Monboyd, in the Guardian has been particularly good at at uncovering how that works.

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01:47:31.620 --> 01:47:51.709

CGHE Webinars: And this is, I mean, how do we unwind this? And how do we restore kind of bottom up democracy? I mean in that. In that context it's a tremendous challenge. At least we can still talk about it, which is something I think it would be nice for Vice Chancellors to buy back a bit. II just don't. I don't see it. I just don't see it happening. And

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01:47:51.710 --> 01:48:14.099

Stephen walsh: and yeah, they're positioned by that discourse. And and obviously there is m kind of position by metrics as anybody else, I mean the the I think the worst thing is that it's it's now going down from the macro, the miso to the micro in terms of individual members of staff, increasingly being

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01:48:14.150 --> 01:48:32.890

Stephen walsh: propositioned in terms of their metrics. So it it has to be bottom up, but you've just got to start somewhere with it. It cause it's it's worked its way, if you like, down the implementation staircase right down to to the micro level. And and there needs to be some bite back, I think.

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01:48:32.930 --> 01:48:39.019

Stephen walsh: but acknowledging Paul's point about about the gigantic nature of that.

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01:48:39.170 --> 01:48:40.010

CGHE Webinars: Yeah.

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01:48:40.190 --> 01:48:43.960

CGHE Webinars: let's bring in Richard David. Now, Richard, please come in.

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01:48:44.510 --> 01:48:55.240

Richard Davies: Yeah. My my question really follows on from Paul's, I think, which is whether or not Haiti is going to be able to get enough traction on this, and perhaps

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01:48:55.540 --> 01:49:23.159

Richard Davies: specifically, in the case of my social identity, approach to your suing might give us that kind of political leverage to seems to be. We all agree on the basic problem, and we all agree. There are various ways in which we can conceptualize the solution. And II, my worry is that we, we argue over our conceptualizations of the solution rather than actually finding a solution that actually works in practice.

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01:49:24.680 --> 01:49:37.540

Stephen walsh: Well, yes, I mean, we're we're we're we're very much as Steven said. We're very much the kind of values philosophical principles stage at the moment, I mean we in terms of

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01:49:37.750 --> 01:49:48.040

Stephen walsh: I but I think that going back to Simon's thing about statements about

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01:49:48.340 --> 01:49:53.220

Stephen walsh: ideas. sorry I'm I'm kind of wanting to revisit it.

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01:49:53.280 --> 01:50:17.529

Stephen walsh: Policy makers needs typically informed by a leading family of ideas that frame articulate and populate government policy making and practice. So II think it's the right place to start in terms of saying, Well, actually, there are lots of different families of ideas. And and we need to get those on the agenda. And and obviously at some point that needs to become more practical.

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01:50:17.650 --> 01:50:21.479

Stephen walsh: I think, in terms of how we

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01:50:21.640 --> 01:50:30.789

Stephen walsh: articulate and also implement an offer offer a way forward in terms of a social identity approach.

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01:50:30.920 --> 01:50:41.940

CGHE Webinars: Yeah, I mean, we all think about the famous example of the Montpeller in society, and the way the new rock was sort of grounded in a succession of of seminars.

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01:50:42.150 --> 01:50:47.370

CGHE Webinars: people getting together over about 10 years, and then out of that came

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01:50:47.430 --> 01:51:09.080

CGHE Webinars: more practical, manifest those demands for policy, change all of that, and that was popularized relentlessly for 15 years. And then, when the big turn in economic policy was on the agenda, they were ready and they slotted in. I mean, I suppose what's important about that is the long term nature of it. But the other thing is that they did start outside the

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01:51:09.090 --> 01:51:20.060

CGHE Webinars: I mean, that will, of course, had advantages. I mean, they know back by rich backers. That was, some of them were in very strong positions in society, but they operated outside the mainstream

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01:51:20.280 --> 01:51:30.350

CGHE Webinars: in terms of the way they organise. They are organised independently of they weren't on the radar much. They weren't in public much. but they did a lot of things

372

01:51:30.490 --> 01:51:44.219

CGHE Webinars: under the radar and and they like. They sort of came out strongly at the right time, I suppose, for them. So I suppose there might be something there in in the need to sort of work away it, you know, sort of developing alternatives.

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01:51:44.230 --> 01:51:48.250

CGHE Webinars: thinking about developing the critique and developing alternatives.

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01:51:48.430 --> 01:51:52.919

CGHE Webinars: And when perhaps we can't jump in. And as activists solve everything quickly.

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01:51:52.980 --> 01:51:56.619

CGHE Webinars: and we do need to do that sort of long, patient

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01:51:56.780 --> 01:51:58.630

CGHE Webinars: rethinking of everything

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01:51:58.700 --> 01:52:11.009

CGHE Webinars: as part of the process. But then, you know, there's so many problems now that we do wanna get engaged in them, don't we? I mean, there's some pretty pressing things happening now. And I need I need quick solutions, some of them. So

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01:52:11.050 --> 01:52:14.930

CGHE Webinars: that's always gonna take our energy to. But II mean, it seems to me that

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01:52:15.300 --> 01:52:25.999

CGHE Webinars: thing. The state of the world is such that we and the state of neoliberalized higher education and education, policy and public sector in general is such that it requires

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01:52:26.210 --> 01:52:35.390

CGHE Webinars: quite a quite a radical transformation. Now, it's not a matter of going back to something that was better before. You know, we really have to create something new now.

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01:52:35.910 --> 01:52:37.739

CGHE Webinars: and that's going to take a lot of work.

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01:52:37.890 --> 01:52:38.680

Stephen walsh: Yeah.

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01:52:38.960 --> 01:52:42.749

CGHE Webinars: look, I should bring in Johnny Rich. If he's still there, Johnny, are you there?

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01:52:43.070 --> 01:52:44.650

Johnny Rich: Yeah, I'm here.

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01:52:44.730 --> 01:52:52.230

Johnny Rich: thanks very much. I might be about to reframe Simon's original question about the what's in it for me

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01:52:52.390 --> 01:53:04.810

Johnny Rich: and and it's also very possible. I'm completely brainwashed by neoliberalism. Slightly liberal lefty myself. But

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01:53:05.890 --> 01:53:13.030

Johnny Rich: the social. A risk of the social identity approach. Seems to me that if I'm

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01:53:13.050 --> 01:53:22.389

Johnny Rich: somebody who's from a who identifies as being from a group that has not traditionally gone into higher education. Then?

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01:53:22.470 --> 01:53:23.820

Johnny Rich: What

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01:53:23.880 --> 01:53:34.579

Johnny Rich: what's in it for me? What convinces me to think that actually, this is this is worth it, because if I'm being told that the benefits are not purely personal

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01:53:34.600 --> 01:53:46.300

Johnny Rich: or, in fact, not even personal. There it is an end in itself, and and it is for the wider wider public good that higher education exists. Why do I

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01:53:46.350 --> 01:53:50.750

Johnny Rich: take on the sacrifice of time, effort?

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01:53:50.910 --> 01:53:57.049

Johnny Rich: Cost in? Given that the fee structure in England at least.

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01:53:57.370 --> 01:54:04.820

Johnny Rich: What? Why do I take on all of that? If I identify myself as a sort of person who

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01:54:04.860 --> 01:54:33.320

Johnny Rich: who's people like me don't go to university people like me don't do higher education. We go and get a job and not, and we go to the University of life. Or am I completely misunderstanding the social identity. Both Bernard and I are on board with you, I'd say, because I think it's I know III hesitate to speak for Bernard, but I think I'm fair, and that both he and I would think of ourselves as people like us

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01:54:33.320 --> 01:54:52.819

Stephen walsh: didn't go to university. Certainly I was in my mid-thirties, and I got redundancy, which is what allowed me to go to university. And I really feel like I've got skin in this game because university open doors to me, the the the transformation that Paul Ashman talks about. I I've got it. I've benefited from it.

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01:54:52.970 --> 01:54:56.980

Stephen walsh: And so we're we're most definitely not arguing

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01:54:57.120 --> 01:55:05.350

Stephen walsh: that the the financial side be left behind. We're arguing that it's much, much, much more than that.

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01:55:05.420 --> 01:55:25.340

Stephen walsh: And like, for example, social identity. Think if we think in terms of like permeability of boundaries. So the reason that I thought University wasn't for me was that people like me didn't go to university until I did. Now I can see my kids think, sure any old dope can you go to university cause Dad's done it? Do you know what I mean. So that's that's

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01:55:25.340 --> 01:55:39.009

Stephen walsh: things move on because it transforms not only what your life is like, it transforms what your kid's life is like, what their life is like. So the transformation offered by university. It's profound. It cuts across many levels.

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01:55:39.110 --> 01:55:49.609

Stephen walsh: and we would be naive to say that money isn't part of it. Of course it is, and we're not disregarding it. But we're arguing for much more than that. So can I just come back, if I may.

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01:55:49.950 --> 01:55:58.710

Johnny Rich: is what you're saying that actually, one of the benefits of higher education for the individual is the ability to escape identities.

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01:55:58.850 --> 01:56:03.529

Johnny Rich: And not be high bound by them.

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01:56:03.630 --> 01:56:20.300

Stephen walsh: Sure. Yeah, efficacious in a sense. So if you think about in very social identity terms, people will behave. If boundaries are impermea impermeable, they'll behave one way, if boundaries are permeable, you'll look for a strategy of individual mobility.

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01:56:20.300 --> 01:56:36.499

Stephen walsh: So what we're trying to do is make the boundary into university permeable so as people can get into university and transform themselves, and how they see themselves in the world. That's what it's about. So it's a strategy of individual mobility. But the individual is always in a group context.

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01:56:37.050 --> 01:56:40.469

Stephen walsh: Thanks. Does that answer? Yeah.

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01:56:40.710 --> 01:56:47.859

CGHE Webinars: thanks, Johnny, and thanks. Thank you both. Let's bring in ben check on some effect

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01:56:48.050 --> 01:57:00.049

CGHE Webinars: for the next question, and he'll also be joined by Josh. Patel will have 2 questions, one after the other. Ask you to respond, and that will be the end of the webinar. So bench on, are you there, please?

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01:57:03.840 --> 01:57:06.959

CGHE Webinars: Well, Bencher can't install in the meeting, because I just sent a message.

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01:57:08.270 --> 01:57:13.569

CGHE Webinars: if we can bring in Josh first. Josh Patel, are you there?

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01:57:13.750 --> 01:57:39.260

Josh Patel: Yeah, thanks. Thanks, guys, for a really really interesting talk. I'll be. Try and be really quickly about this. But I wonder whether or not there's a danger here of over dichotomizing between this sort of the novel sort of citizenship formation that you're trying to put forwards and neoliberal

models of citizenship, if we can call it that. I think particularly, for example, in terms of human capital theory. For example, in some

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01:57:39.260 --> 01:57:56.140

Josh Patel: ways that that is portrayed, it's very much is about understanding the resources that one has under their disposal in order to allow them to make decision. Best decisions about how to develop that further, you know, to generate return investment which is not as different from

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01:57:56.140 --> 01:57:59.310

Josh Patel: human flourishing, as we might first

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01:57:59.310 --> 01:58:06.550

Josh Patel: see. So I think I just wondered. How do you, you know? Is there a risk of reverting back into those

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01:58:06.560 --> 01:58:12.369

Josh Patel: identities too easily. And how do you sustain this is a different identity. Thank you.

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01:58:13.820 --> 01:58:26.489

Stephen walsh: I would II would think of those as nested identities, not contradictory identities. So who we are as a function of context, how we understand ourselves as a function of context. And one can both be

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01:58:26.710 --> 01:58:32.750

Stephen walsh: a citizen and an economic agent. They're not mutually exclusive.

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01:58:37.060 --> 01:58:41.500

CGHE Webinars: Good. Do you want to add anything to Josh's? No, that's fine. Thank you.

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01:58:42.750 --> 01:58:52.039

CGHE Webinars: Now, Ban Cha Khan has not come back, but he's he's still in the meeting. And his question was interesting question, maybe because it's kind of open ended.

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01:58:52.220 --> 01:58:57.690

CGHE Webinars: Who are the key stakeholders here? And what are their roles to make this happen?

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01:58:58.210 --> 01:58:59.090

Stephen walsh: Wow!

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01:58:59.990 --> 01:59:03.499

CGHE Webinars: And I think answering, that will bring us to the end of the webinar.

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01:59:03.550 --> 01:59:07.090

Stephen walsh: because the end of the next webinar

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01:59:07.120 --> 01:59:12.549

Stephen walsh: it it it stakeholders in terms of what? Sorry I'm it seems quite general, and I'm I'm not

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01:59:13.030 --> 01:59:23.290

Stephen walsh: I I'm not quite sure what what is referring to. Sorry, I guess. Yeah. What I took from that was whose interest service like here.

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01:59:24.290 --> 01:59:27.849

Stephen walsh: All our interests, I would say, yes.

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01:59:28.900 --> 01:59:30.789

Stephen walsh: II

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01:59:32.850 --> 01:59:40.740

Stephen walsh: II mean it. It it it, you know it's it's about collective welfare. And and I wouldn't want to

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01:59:40.790 --> 01:59:54.729

Stephen walsh: kind of itemize it into. You know the the idea. There is a there is obviously an ongoing debate about the nature of the public good and and what that actually means. But I think that that that's that's.

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01:59:55.870 --> 02:00:16.630

Stephen walsh: I think, every this kind of a coalition of interest in terms of what that should be. And II just think that it it almost kind of reminds me of notion of a public sphere, and I think we need a public sphere in higher education and and in terms of saying, Well, we need a different III kind of

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02:00:16.800 --> 02:00:23.700

Stephen walsh: diffusion of of discussion about what? What? Why, we're here, what values do we have?

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02:00:23.740 --> 02:00:42.189

Stephen walsh: No how. How are those translated into what we do here, rather than kind of being directed down. A a, a kind of instrumentalized path. So I'm fo for me. Simple it might be too simplistic and answer, but we're all stakeholders

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02:00:42.370 --> 02:00:47.839

Stephen walsh: in terms of the the situation, and and and how that situation may change.

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02:00:48.440 --> 02:00:59.859

CGHE Webinars: Interesting. You should mention the public sphere idea. I mean that to me invokes immediately the question of How would you bring people together on an ongoing basis? You know, in a kind of organic or real life.

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02:01:00.110 --> 02:01:08.880

CGHE Webinars: you know, in place since. And I think our reliance on online is, you know, and zoom and teams is now got tripping us up a bit because we don't have that kind of

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02:01:08.990 --> 02:01:14.379

CGHE Webinars: committed or interaction over a regular period of time. You know, we have these sort of

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02:01:14.520 --> 02:01:41.399

CGHE Webinars: these quick meetings. Of this kind, the one we're having now, and I suspect that well, we can do a lot in this forum. We can do more if we engage more directly in the older way. You know, forming more organic relationships and and so on. Look, I wanna thank you about. I think you know, really. That was very, very good session, and you engage everyone very really well. You could see by the quality of the discussion. And

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02:01:41.640 --> 02:02:03.629

CGHE Webinars: your presentation is crystal clear, which I think will help. And it's gonna be a you know, Youtube viewing with having again and again. I think people will go back to this. So keep in mind the possibility of you coming back. On a webinar program later in the year, perhaps, when you would, you know, got some more things to say. I think that there'd be, you know, plenty of interest in them.

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02:02:03.730 --> 02:02:08.190

Stephen walsh: It's it's, you know, it's a conversation which is Uk focus

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02:02:08.220 --> 02:02:36.370

CGHE Webinars: it's got. It's got a lot of resonance everywhere. And yet the issues. I mean, many of the issues, not all of them, but many of them are common issues worldwide. So much appreciated way you went about it today. Next occasion is not a webinar on Thursday it's the center for global Higher education, not conference. And you're very welcome to attend.

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02:02:36.480 --> 02:02:48.029

CGHE Webinars: If you're in England, if you to attend an in place sense at the Uco. Institute of Education with a 30 coffee, 90'clock session. Start

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02:02:48.060 --> 02:03:00.170

CGHE Webinars: on Thursday. But you can access the Cg Conference online. We won't be in Webinar format. You won't be able be able to participate directly, but you'll be able to hear everything and say everything.

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02:03:00.180 --> 02:03:08.189

CGHE Webinars: It'll be a broadcast. In effect. We will be holding a an annual conference in webinar form

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02:03:08.330 --> 02:03:29.250

CGHE Webinars: in mid I pull, so there'll be a day of these these kinds of electronic discussions where you'll be free to come in and into the Q and I and take full part in it. But until until we see you on Thursday at the Cg Conference, it's thanks again. To stay Steven and Bernard from me.

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02:03:29.250 --> 02:03:39.030

CGHE Webinars: Thanks again to Chris, who anchor webinars so well, and all I can say now is bye for now and see you soon. Thank you, everyone. Thank you.