



Embracing Relevance:

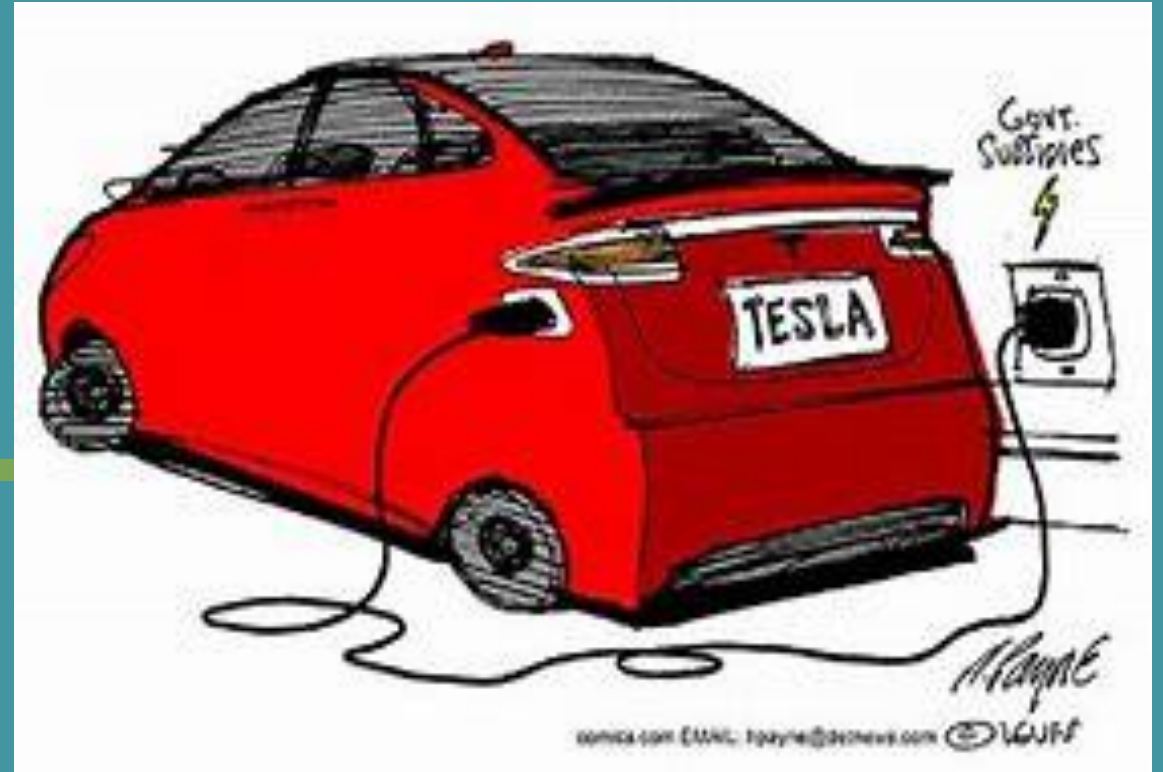
Designing Curricula for societal impact

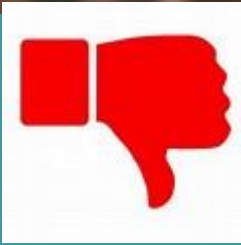
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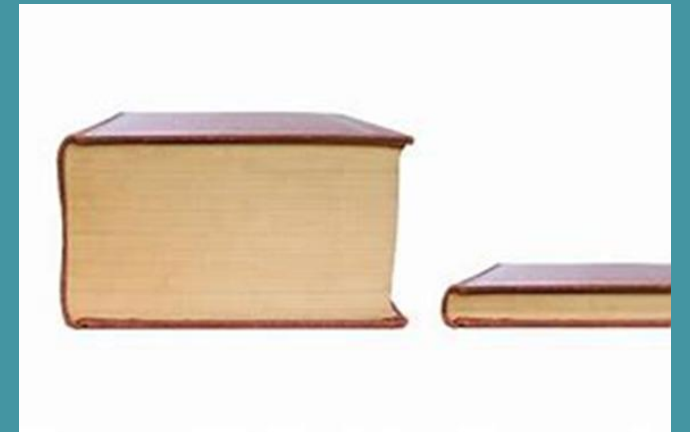
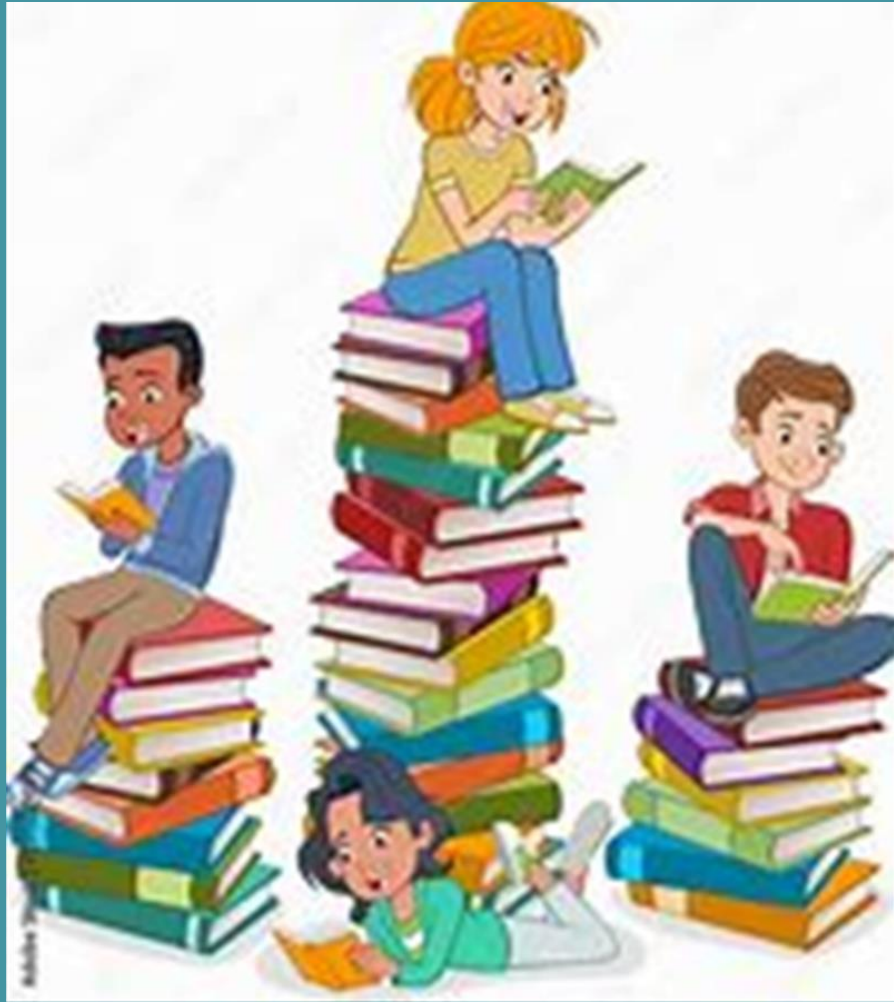






2. Social institutions change

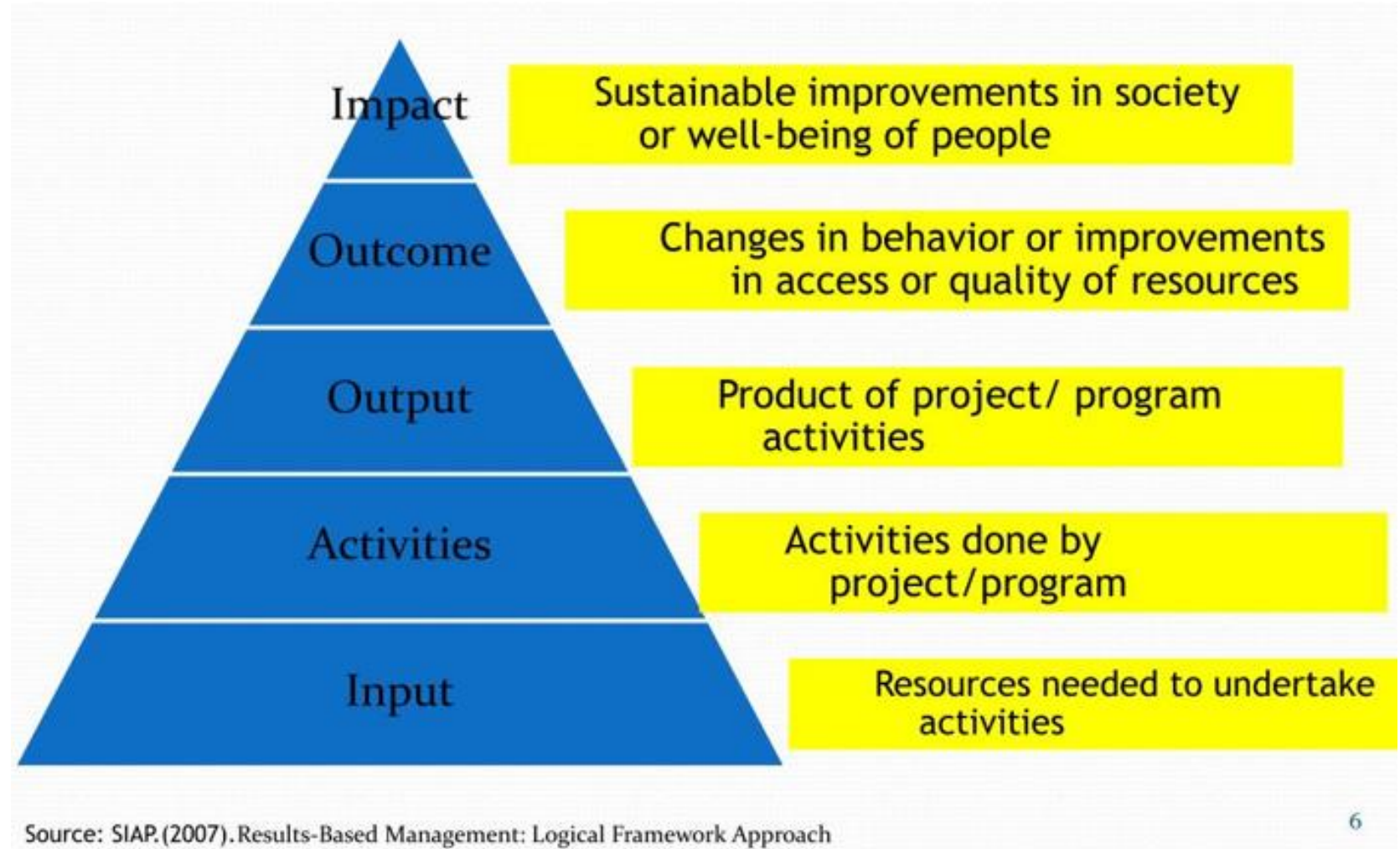






Question

What is the role of Higher Education?





Answer:

Four intertwined roles



1. Humanistic and Intellectual



- Historical role of HE
- Related to enlightenment: Valuing knowledge and the knowledgeable
- Masters and apprentices (top-down power)
- Emphasis on individual and collective responsibility of the cultivated minds
- Thirst for knowledge: Old universities: Al-Qarawiyyin in Morocco (founded by a woman: Fatima al-Fihri); Bologna University, Oxbridge and Sorbonne (11-12 Century)
- Francis Bacon's (16th cent) idea of supporting science « as the relief of man's estate »

1. Town Vs Gown



2. Enhancement of Civic Life & engagement



- 19th and 20th century
- Starting with the Humboldtian model of HE (holistic combination of teaching and research; cultivation of minds, freedom from the State; democratic values)
- Btw 1880-1945 American colleges sought to replace communal obligations with free and individual choices through civic education
- Active participation in society and politics
- The 1960s-1970s student movements
- Today: UNSDGs and Global citizenship (contextual and therefore not harmonised)

The Crisis of Democracy

REPORT ON THE GOVERNABILITY OF DEMOCRACIES TO THE TRILATERAL COMMISSION

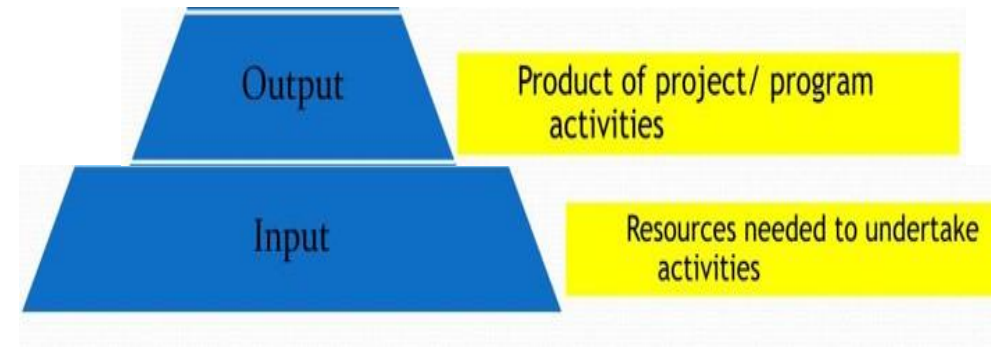
MICHEL J. CROZIER
SAMUEL P. HUNTINGTON
JOJI WATANUKI



**WOMEN
LIFE
FREEDOM**



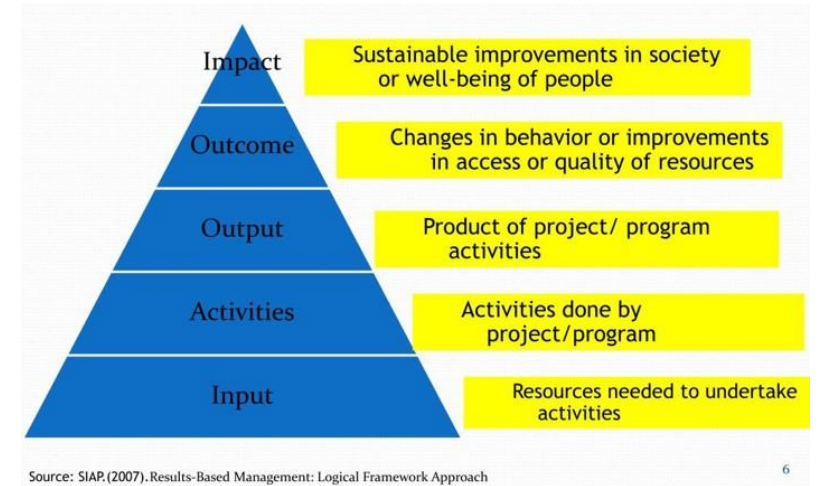
3. Economic productivity



- From 1970s onward: Neoliberal economic arguments
- Universities played central role in economic development of North America, Western Europe, and Australasia.
- Return on investment! (teaching contracts; research funding; fees; performance)
- Knowledge economy (funding for research most relevant to economic development)
- Importance of skills over political and social impact
- HE as another economic unit (rise of managerialism; diminishing trust; massification)
- Higher utility for individuals and higher economic development of the country in a highly competitive market (what about brain drain, then?)

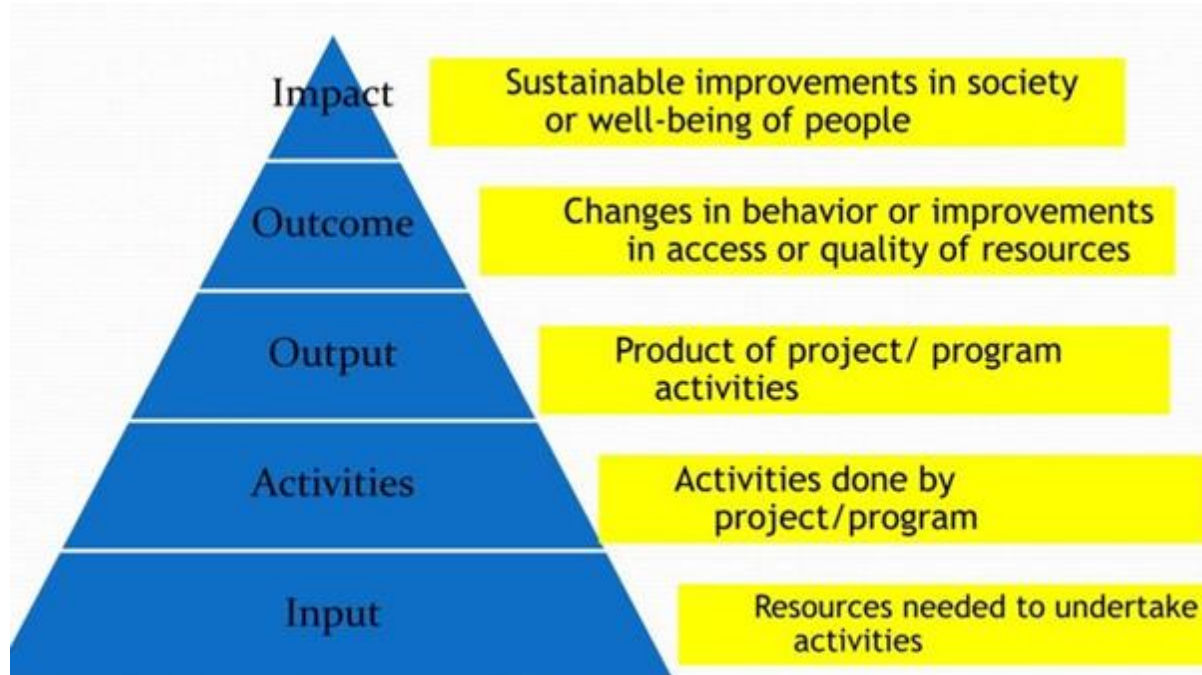
4. Social equity and justice

- HE facilitating social mobility
- Improving access and participation in HE
- HE as part of lifelong learning approach
- Strategic planning and policies to ensure inclusion and equality
- Respecting diversity and equal opportunities in classroom teaching
- Training students on multiculturalism, global citizenship, society and business, sustainability and responsible management, etc.



How do we assess HE roles?

How do we ensure relevance & quality?



Source: SIAP.(2007). Results-Based Management: Logical Framework Approach

6



Economic models of production & CBA applied to HE

USES OF COST BENEFIT ANALYSIS

01 Developing standards for comparing projects

Evaluating social Benefits

05

02 Determining whether to pursue a proposed project

Appraising the desirability of suggested policies

06

03 Evaluating new hires

Considering Change Initiatives

07

04 Considering investment opportunities

Measuring effects on stakeholders & participants

08



Not really about Quality!

**Neither about education
processes & practice**



Nor impact and outcome

Quantitative measures: input & output

- Human capital
- External funding
- Collaboration with the private sector and industries
- Becoming global (world class university)
- Excellence initiatives: The British TEF and REF; the « excellence initiative » in Germany; the « Double First class » plan in China (World class universities with first-class academic disciplines driven by Shanghai ranking in 2003).
- Internationalisation (number of fee-paying international students)

Pros & cons

- Improvement of standards of teaching and research
- Introduction of new governance practices
- BUT
- Over-education and degree inflation
- Decline in political, social, and cultural mission of universities
- Rise of zombie and managerial universities
- Enforcement of privatisation and the market rather than public or common good



What about the social impact of HE?



Teaching

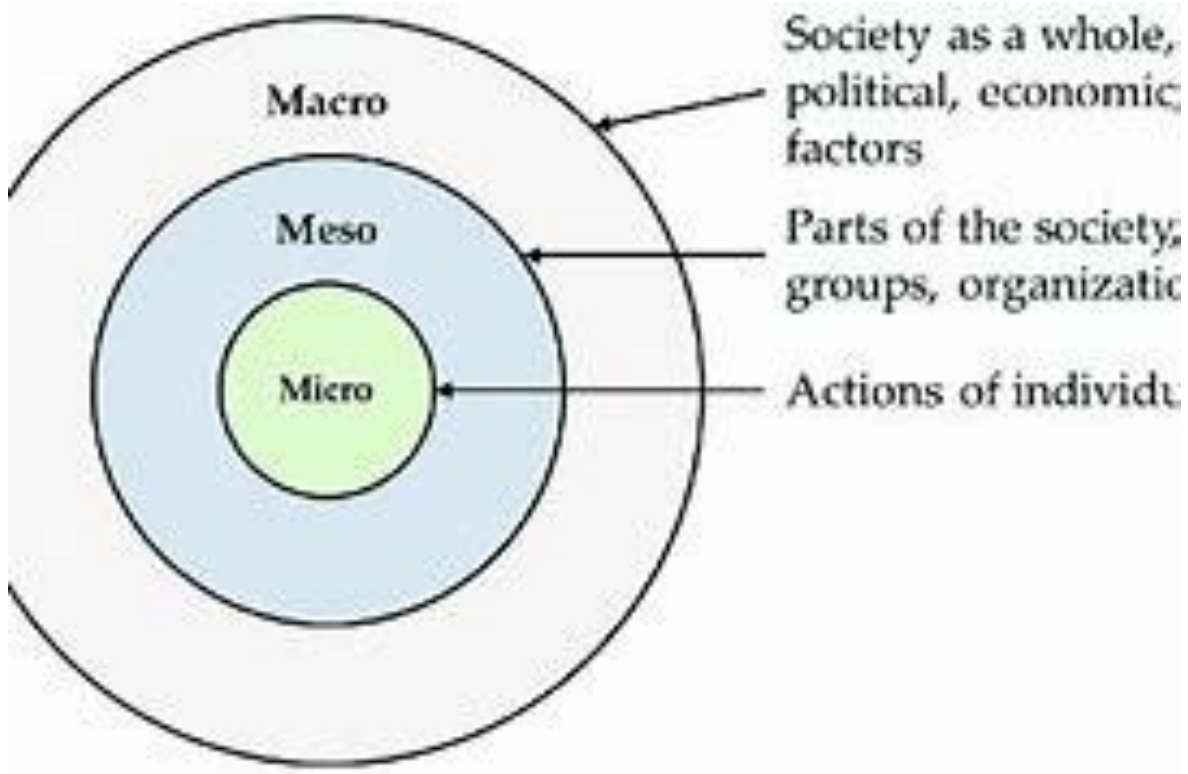


Research



Societal Impact

Initiatives shall encompass



Macro-level shifts

Revisiting global university ranking in the age of sustainable development



[Revisiting Global University Rankings and Their Indicators in the Age of Sustainable Development | Sustainability \(liebertpub.com\)](https://www.liebertpub.com/sustainability)

The argument

- Global ranking indicators have de- and re-constructed universities' policies and practices
- e.g. quantity of publications which has led to a publish or perish); quantity of international students which is not adding value socio-culturally but only financially)
- Ranking indicators not relevant to social justice and sustainable development
- E.g., SDG1 (no poverty); SDG5 (gender equality);
- Facilitate sustainable development and social justice by revising ranking indicators (multiculturalism; internationalisation of practice; decolonisation of knowledge; gender equality, public outreach; etc.)

THE impact on society ranking as of 2019

Life course approach to HE policy

- Cinderella syndrome (widening access and the failed promise of social change through university education)
- Equity in access, participation, outcome
- Gradual accumulation of competencies and skills for global citizenship, sustainability, and social engagement & responsibility within a life course approach to education (from ECEC to HE)

HE policy to revitalise the social role of universities

- National HE teaching & Research approach valuing societal impact of HE
- Responsible innovation (anticipation, reflexivity, inclusive deliberation, openness, responsiveness)
- External communication and outreach
- Research sharing and awareness raising events
- Public library and accessibility
- Community-based learning and apprenticeship
- Cultural and sports events
- Regional and national mobility (staff, students)



Meso-level shifts (institutional)

Bridging & Institutionalising

- Formal/non-formal/informal links
- Open hours for public access to university
- Open library
- Social/cultural events and collaborations
- Rewarding social projects by faculty and students
- Stakeholders engagement and training



Inter-disciplinary teaching and research



Institutional plans exist!
But so do Silos!

Professional Development & Communities of Practice

- Synergies for collective research and shared teaching
- Shared projects among different fields of study
- Freirean approach to training teachers (education of the oppressed)

https://www.researchgate.net/publication/357166270_We_Need_Paulo_Freire_more_than_ever_UWN

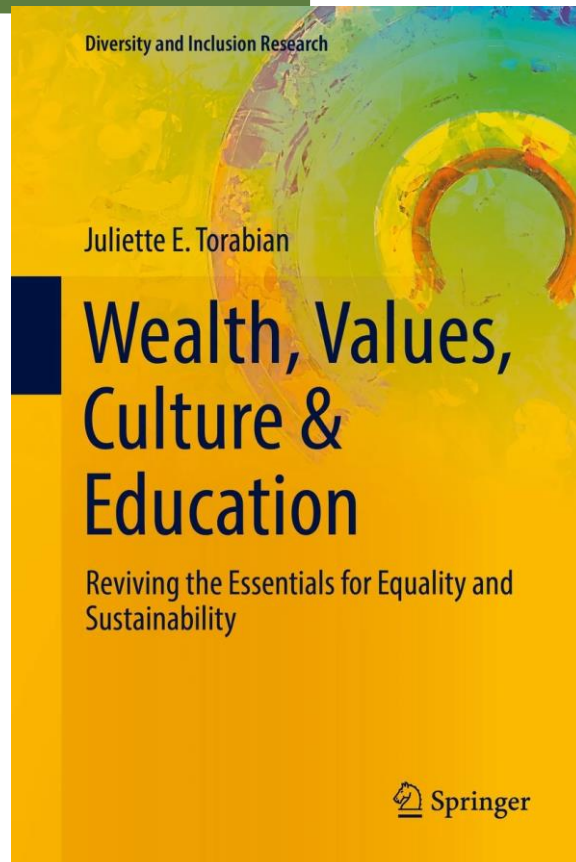


Micro-level shifts

Pedagogies of resistance

- Learner-centred teaching (providing evidence of its relation to social impact vs banking students)
- Text & discourse analysis; individual and collective reflection; LSTR method; flipped or inverted teaching
- Student development and engagement through holistic and whole person learning
- Reducing discrimination and stereotypes through collective artistic and sports activities;
- multicultural literature to decolonise knowledge

Values in pedagogy & curriculum



The 3Ts

- *Transferring*
- *Transforming*
- *Transcending*

Through teaching, research, social responsibility of HE

For 3Rs

- *Roles*
- *Responsibilities*
- *Rights*

A final word



More coffee, less bucks!

More stars, less bucks!

Merci, Thank you

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