INTERNATIONAL PERSPECTIVES ON EMERGING TRENDS AND INTEGRATING RESEARCH-BASED LEARNING ACROSS THE CURRICULUM

INNOVATIONS IN HIGHER EDUCATION TEACHING AND LEARNING

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SERIES EDITORS' INTRODUCTION

The purpose of this series is to publish current research and scholarship on innovative teaching and learning practices in higher education. The series is developed around the premise that teaching and learning are more effective when instructors and students are actively and meaningfully engaged in the teaching–learning process.

The main objectives of this series are to:

(1) present how innovative teaching and learning practices are being used in higher education institutions around the world across a wide variety of disciplines and countries,
(2) present the latest models, theories, concepts, paradigms, and frameworks that educators should consider when adopting, implementing, assessing, and evaluating innovative teaching and learning practices, and
(3) consider the implications of theory and practice on policy, strategy, and leadership.

This series will appeal to anyone in higher education who is involved in the teaching and learning process from any discipline, institutional type, or nationality. The volumes in this series will focus on a variety of authentic case studies and other empirical research that illustrates how educators from around the world are using innovative approaches to create more effective and meaningful learning environments.

Innovation teaching and learning is an approach, strategy, method, practice, or means that has been shown to improve, enhance, or transform the teaching–learning environment. Innovation involves doing things differently or in a novel way in order to improve outcomes. In short, Innovation is positive change. With respect to teaching and learning, innovation is the implementation of new or improved educational practices that result in improved educational and learning outcomes. This innovation can be any positive change related to teaching, curriculum, assessment, technology, or other tools, programs, policies, or processes that leads to improved educational and learning outcomes. Innovation can occur in institutional development, program development, professional development, or learning development.

The volumes in this series will not only highlight the benefits and theoretical frameworks of such innovations through authentic case studies and other empirical research but also look at the challenges and contexts associated with implementing and assessing innovative teaching and learning practices. The volumes represent all disciplines from a wide range of national, cultural, and organizational contexts. The volumes in this series will explore a wide variety of teaching

and learning topics such as active learning, integrative learning, transformative learning, inquiry-based learning, problem-based learning, meaningful learning, blended learning, creative learning, experiential learning, lifelong and lifewide learning, global learning, learning assessment and analytics, student research, faculty and student learning communities, as well as other topics.

This series brings together distinguished scholars and educational practitioners from around the world to disseminate the latest knowledge on innovative teaching and learning scholarship and practices. The authors offer a range of disciplinary perspectives from different cultural contexts. This series provides a unique and valuable resource for instructors, administrators, and anyone interested in improving and transforming teaching and learning.

Patrick Blessinger
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PART I

FUTURE OF RESEARCH - AN INTERNATIONAL PERSPECTIVE

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CHAPTER 1

INTRODUCTION TO INTERNATIONAL PERSPECTIVES ON EMERGING TRENDS AND INTEGRATING RESEARCH-BASED LEARNING ACROSS THE CURRICULUM

Enakshi Sengupta and Patrick Blessinger

ABSTRACT

Research in higher education provides the foundation for the future of education and hence attracts the attention of policymakers who debate the merits and demerits of it in various contexts. Research in higher education is expected to anticipate emerging trends, problems faced by educationists, and to develop concepts that would be reliable to generate the curriculum needed for knowledge-based nations. Universities that are conscious of the future and want to contribute to coping with this rapidly changing world have been engaged in meaningful research agendas. Education now has to deal with issues like globalization, climate change, refugee crisis, new models for education systems, steering the entire system toward internationalization, and manage the institution with a scarcity of resources. These challenges call for extensive research and in-depth analysis of the problems so that a possible solution can be worked out by academics in identifying thematic areas of work and emerging fields of education. Research-based universities occupy a prime position in the 21st-century global knowledge economy.

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These institutions have multiple roles to play besides teaching–learning and academic achievement of their students. This book demonstrates how research is being viewed in different countries having completely diverse socio-cultural backgrounds. The authors have explored the university's contribution toward the advancement of global science and scholarship in countries like Turkey, Kosovo, Latin America, and the United States. Authors have also explored new information and processes that are contributing to emerging trends that are significant in understanding the human condition through multiple academic and societal roles. These authors discuss issues related to culture, technology, and society, which are the foundation of intellectual and scientific trends.

Keywords: Emerging trends; research agenda; globalization; academics; scholarship; intellectual trends; societal roles; universities; policymakers; teaching–learning

INTRODUCTION

A well-developed system of education rests on the pillars of quality learning and engagement in research. These pillars are considered essential in the emerging knowledge economy. The contribution of education toward the progress of a nation and its economic development is undeniable. Both developed and developing countries are putting equal emphasis on qualitative and quantitative expansion of higher education (Ved, 2007). Higher education research is much needed not only for the economic growth of the nation but to promote its cultural diversity, its trade, and providing opportunities for individuals. Discussions and debates of the future of education center around technology, competitive markets, internationalization, and open resources. In the recent past, a paradigm shift has been noticed in the realms of higher education; it has changed from a national focus to a global focus, from being controlled solely by the state to a more market orientation, from one-time degree to lifelong education and has become increasingly learner-centered (Venkatasubramanian, 2002).

The weakness and flaws in the social forecast and the impending gloom in the economic scenario are not unknown to us; education is capable of providing a solution to deal with such issues in the future. Research-based higher education intertwined with policies and practices of an institution has the desired practical relevance to shaping the conditions for the future (Teichler & Sadlak, 2000). A research-driven institution that involves the students and the faculty toward generating new knowledge might be useful in solving some of the pressing needs that the world demands. Research is time-consuming and resource-intensive; it is not expected to provide immediate solutions and hence research readiness and constant engagement in this area need careful strategic planning and support of the leadership of the institution.

The reality of 21st-century education has been the massification of enrollments, privatization of public universities, and the on-going debate between public versus

private good in higher education (Altbach, 2011). Research-based universities have become an integral part of global higher education and are expected to play a vital role in developing the social environment (Altbach, Reisberg, & Rumbley, 2010; Organisation for Economic Cooperation and Development, 2008). The implications of massifications cannot be underestimated as it encompasses larger financial implications, challenges faced in infrastructure, quality control and every year churning out more graduates than the economy or the market can sustain.

It is thus understood that universities will be facing several constraints to fund quality research and will have to find innovative ways to support and sustain their research agenda. The relentless pursuit to adapt to the ever-expanding knowledge-based economy and cross border global mobility of education has impacted the development of the research-based university and the future trends in higher education (Marginson & van der Wende, 2009). Advancement in higher education has been growing and the salience for research in economic development has led to universities occupying a pivotal role in the economic progress of a country. Such demands are felt by both faculty and student alike.

RESEARCH-BASED UNIVERSITIES – A HISTORICAL BACKGROUND

If we travel back in history, we will find that research was not a key function of the universities centuries ago; they were mainly engaged in imparting knowledge on law, medicine and theology, and preservation of history. The contemporary research-based university developed in the 19th century and began with Humboldt's reformed university (Fallon, 1980), which stressed research as a key to national development and application of work in the form of research. While science-based subjects like physics and chemistry started emerging, so did social science with economics and sociology as emergent areas of study. The university was financed by the Prussia government and the staff comprised of civil servants. The Humboldtian University was based on Lernfreiheit (freedom to learn) and placed values on academic freedom and freedom of expression. The model was adapted later by both the United States and Japan in the 19th and 20th century who viewed university education and research conducted by academics as a great contributor to the development of the nation.

With the Land Grants Act in the last half of the 19th century, American universities started emphasizing the need to engage in meaningful research (Geiger, 2004), focusing on agriculture and science to support the rising industrialization. Service to society and the general welfare of people was a key area that every department was expected to address. Gradually the world started accepting this American model by the mid-20th century and a significant amount of resource was being earmarked to support research-based activities (Geiger, 2004). Research-based universities became the gold standard and were considered imperative for the advancement of higher education.

EMERGING TRENDS

Research in social science needs detailed and advanced planning as it involves several processes from drafting a proposal to the acquisition of funds and finally, a report analyzing the data – which may take several years to complete. Researchers have to anticipate problems that are futuristic in nature, engage in debates, and start working on emerging trends in higher education, at least five years in advance so that the issues are at the forefront and are ready for action (Teichler, 1996).

An array of social, economic, and technological forces is driving the much-required changes in society and institutions required to address those changes. Duderstadt (1999) has listed some of these changes as emerging trends in higher education, although the context of his writing has been the United States such changes are global in nature.

Age of knowledge – Post-industrialization countries are now relying on knowledge-based economies. Agrarian and labor-intensive nations are investing in capacity building with the advancement of information technology to help shape their future. Countries have realized that they can no longer depend on their depleting natural resources such as oil or iron ore and hence social institutions such as universities need to create a highly educated population who will shape their knowledge-intensive society.

Diversity – The mobility of people has become more pronounced in today's world. Tolerance and sensitivity along with an inclusive culture, is a reality that every educational institution needs to cater to. Segregation and non-assimilation of the minority population is no longer an option. Social pluralism and multi-cultural education have become a key responsibility of universities. Students need to be exposed to diverse racial and ethnic backgrounds, learn to respect, and become aware of the diversity of the world and integrate it as a part of their learning.

Globalization and internationalization of education – With the world shrinking and global mobility being the future, universities are now setting up campuses in other parts of the world and inviting international students to enroll in their programs. In this global economy, nations are increasingly interdependent and a worldwide communication market has grown that facilitates the growth of knowledge professionals, research, and other educational services. Universities are helping to foster ties among students from different nations that will result in a truly global economy. Universities are expected to display a truly international character reflected among its students, international faculty, and integrative curriculum. It is the responsibility of the university to enable students to appreciate human culture and traditions and help them work and thrive in a multi-cultural environment.

Research agenda – Society is seeking a bigger contribution from universities and engaging in research is one of them, which will help society alleviate from its current problems. Education needs to prepare students to combat issues in healthcare, infrastructure development, food crisis, and environmental disaster. Solutions are needed as natural resources are dwindling and the Earth is stressed. Traditional academic institutions are giving way to a knowledge-intensive

organization with the growth of telecommunication, service-oriented industries, and information services.

Rise in competition – Higher education is widely considered to be a public or common good and is meant to serve civic and economic purposes as designed by policymakers. Yet institutions are competing for students, faculty, and resources. Universities are portraying themselves as the ticket to future success and the prestige associated with their degrees. Their exist clamor and clutter in such a market, each trying to distinguish itself and prove themselves to be better than the others through rankings, etc. Very few universities now enjoy the heavy subsidy offered by patrons or governments. Repositioning themselves as the front runners have led universities to plan for an aggressive strategy that is more futuristic in nature.

Insecurity and apprehension – University's support and commitment toward academics, job security, and equal treatment for all have eroded considerably in the recent past. There has been a sense of loss of scholarly community, a decline in public support of research that has led to stress and tension among academics. The concept of education as a public or common good has been challenged by some stakeholders. Nations have altered their budget and many of them spend less of their budget in education compared to their defense budget. Financial aid, scholarships, and grants have reduced considerably with protest against frequent fees hike.

CONCLUSION

Universities are evolving to serve a new age. Academics have been engaged in responding to the challenges faced by higher education in future. In this period of uncertainty, the traditional definition is giving way to consider a reflective process that will allow the universities to be more responsive and transform to create new institutional forms, global learning network, interdisciplinary research, and result-oriented outcome for students. Technology has unleashed greater market potential and that needs to be harnessed for enhancement of students. Future is still uncertain, and academics are not certain which model will work in the future. Will it be enough to teach skills to cater to market employability or does the preservation of cultural heritage has a place in today's curriculum? These are uncertain circumstances that prompt frequent interventions, case studies, and research preparedness. Some of these attempts and approaches are discussed in this book which will help serve the academic world and provide directional guidance to others who are still trying to adopt a definite approach toward progress and betterment of society.

CHAPTER OVERVIEWS

The Future of Scientific Research in Turkish Higher Education, by Ahmet Su and Engin Karadağ, describes that scientific research and delivering education at undergraduate and graduate levels are the main responsibilities of higher

education institutions. Considering these points, the authors aimed to provide insights on an array of topics pertaining to scientific research and tertiary education in Turkey and the future of Turkish higher education. The authors focused on research-based education, lifelong learning, research and higher education institutions, research grants and funding in Turkey, performance management in higher education, international collaborations, future of hands-on approaches, and lastly the issue of brain drain in Turkey. In the endeavor to present these issues in detail, the authors employed sector analysis method. Throughout the chapter, they aimed to provide detailed and comparative evaluations making use of both national and international literature.

University Partnerships for Developing Research at the University of Prishtina, Kosovo, by Arlinda Beka, writes about university partnerships that have been promoted and implemented a good deal in Europe since the approval of the Bologna Declaration of June 19, 1999 (Bologna Declaration, 1999). Over the past two decades, the University of Prishtina has developed many bilateral and multilateral initiatives to strengthen cooperation and partnership among universities from different countries and regions (University of Prishtina, 2004, p. 2). The University of Prishtina embraced the Bologna Declaration in 2001, and since then has established several partnerships aimed at strengthening its capacities and improving the quality assurance of its higher education (Brunnhofer, 2010, p. 107). In the recent years, the University of Prishtina has given priority to the area of research, aiming to increase the quality and quantity of research conducted by its faculty. The quality and relevance of the international partnerships of the University of Prishtina is the main focus of this paper, including the current state of research among the faculty. The author used a qualitative method for conducting this research. It shows the institutional and individual benefits of those partnerships. Finally, it presents the impact of cooperation on developing research and improving the quality of education in Kosovo.

Integrated Approaches for Supporting Academic Research: Models that Reveal the Future while Promoting Success, by Russell Carpenter, Jonathan Gore, Shirley O'Brien, Jennifer Fairchild, and Matthew Winslow, explores research models and practices that are changing rapidly. While evidence of such changes includes cross-campus collaborations and multi-authored scholarship, faculty development opportunities also signal what is to come. In this case study, authors representing diverse disciplines examine what faculty development programs reveal about the future of academic research. The authors offer an analysis of faculty support programs across the country as a foundation, then provide an examination of initiatives in place at their four-year regional comprehensive institution in the United States. The authors then report on the outcomes of these programs for research productivity, with a focus on opportunities that were available to all faculty across the university. Finally, the authors offer perspective on the future of academic research based on findings from examining these programs. The authors suggest that the future of research will focus on (1) collaborative design(s) of research-related support, (2) support structures and programs that encourage and facilitate cross-campus and interdisciplinary research collaborations and sharing, (3) incentive for integrating areas of research with teaching