



THE ATHENS INSTITUTE FOR EDUCATION AND RESEARCH

Abstract Book

2nd Annual International Symposium on
Higher Education in a Global World
9-12 July 2018, Athens, Greece

Edited by
Gregory T. Papanikos

2018

Abstracts
2nd Annual International
Symposium on
Higher Education in a
Global World
9-12 July 2018
Athens, Greece

Edited by Gregory T. Papanikos

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Kolonaki, 10671 Athens, Greece
www.atiner.gr

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Preface

This book includes the abstracts of all the papers presented at the *2nd Annual International Symposium on Higher Education in a Global World (9-12 July 2018)*, organized by the Athens Institute for Education and Research (ATINER).

In total 37 papers were submitted by 39 presenters, coming from 17 different countries (Australia, Canada, Egypt, Georgia, Germany, Hong Kong, India, Indonesia, Ireland, Israel, Jordan, Montenegro, South Africa, Turkey, UAE, UK and USA). The conference was organized into 10 sessions that included a variety of topic areas such as Teaching, Curriculum and Learning, Pedagogy, Leadership, Administration, Policy and Systems of Education, Learning Strategies, Faculty Development, and more. A full conference program can be found before the relevant abstracts. In accordance with ATINER's Publication Policy, the papers presented during this conference will be considered for inclusion in one of ATINER's many publications.

The purpose of this abstract book is to provide members of ATINER and other academics around the world with a resource through which to discover colleagues and additional research relevant to their own work. This purpose is in congruence with the overall mission of the association. ATINER was established in 1995 as an independent academic organization with the mission to become a forum where academics and researchers from all over the world could meet to exchange ideas on their research and consider the future developments of their fields of study.

It is our hope that through ATINER's conferences and publications, Athens will become a place where academics and researchers from all over the world regularly meet to discuss the developments of their discipline and present their work. Since 1995, ATINER has organized more than 400 international conferences and has published nearly 200 books. Academically, the institute is organized into seven research divisions and 37 research units. Each research unit organizes at least one annual conference and undertakes various small and large research projects.

For each of these events, the involvement of multiple parties is crucial. I would like to thank all the participants, the members of the organizing and academic committees, and most importantly the administration staff of ATINER for putting this conference and its subsequent publications together. Specific individuals are listed on the following page.

Gregory T. Papanikos
President

2nd Annual International Symposium on Higher Education in a Global World, 9-12 July 2018, Athens, Greece Organizing and Academic Committee

ATINER's conferences are small events which serve the mission of the association under the guidance of its Academic Committee which sets the policies. In addition, each conference has its own academic committee. Members of the committee include all those who have evaluated the abstract-paper submissions and have chaired the sessions of the conference. The members of the **academic committee** of the 2nd Annual International Symposium on Higher Education in a Global World were the following:

1. Gregory T. Papanikos, President, ATINER.
2. Sharon Claire Bolton, Head, Management Unit, ATINER & Dean, The Management School, University of Stirling, Scotland.
3. Mary Ellis, Director, Human Development Division & Senior Lecturer, National Institute of Education, Singapore.
4. George Priovolos, Director, Center for Small and Medium-Sized Enterprises (CSME) & Professor, Iona College, USA.
5. David Wick, Director, Arts and Humanities Division, ATINER & Professor, Gordon College, USA.
6. Marquita Smith, Division Chair for Communication and Fine Arts and Associate Professor, John Brown University, USA.
7. Rebecca Fox, Professor, George Mason University, USA.
8. René Davids, Professor, University of California, Berkeley, USA.
9. Zingiswa Jojo, Associate Professor, University of South Africa, South Africa.
10. Adele Moodly, Academic Member, ATINER and Associate Professor & Registrar, Rhodes University Grahamstown, South Africa.
11. Elif Bengü, Academic Member, ATINER & Assistant Professor, Faculty of Educational Science, Abdullah Gül University, Turkey.
12. Juliet Thondhlana, Lecturer, University of Nottingham, UK.
13. Gladman Thondhlana, Senior Lecturer, Rhodes University, South Africa.
14. Natasha Mrkic, Instructor, Langara College, Canada.
15. Natasha Johnson, Ed.S. Doctoral Student & Graduate Teaching Assistant, Educational Leadership, Department of Educational Policy Studies, College of Education and Human Development, Georgia State University, USA.
16. Thaddeus L. Johnson, Doctoral Student & Graduate Teaching Assistant, Department of Criminal Justice and Criminology, Georgia State University, USA.

The **Organizing Committee** of the conference included the following:

1. Fani Balaska, Researcher, ATINER.
2. Zoe Charalampous, Researcher, ATINER.
3. Olga Gkounta, Researcher, ATINER.
4. Eirini Lentzou, Administrative Assistant, ATINER.
5. Konstantinos Manolidis, Administrator, ATINER.
6. Vassilis Skianis, Research Associate, ATINER.
7. Kostas Spyropoulos, Administrator, ATINER.

FINAL CONFERENCE PROGRAM
2nd Annual International Symposium on Higher Education in a Global
World, 9-12 July 2018, Athens, Greece

PROGRAM

Conference Venue: Titania Hotel, 52 Panepistimiou Street, 10678 Athens, Greece

Monday 9 July 2018

08:00-08:45 Registration and Refreshments

08:45-09:30 (Room O-Mezzanine Floor) [Welcome and Opening Address](#)

Gregory T. Papanikos, President, ATINER.

09:30-11:30 Session I (Room C-10th Floor): Leadership, Administration, Policy and Systems of Education I

Chair: David Wick, Director, Arts and Humanities Division, ATINER & Professor, Gordon College, USA.

1. David Wawrzinek, Head of Study Programmes, Sport Management Academy Bayreuth GmbH, Germany & Guido Ellert, Professor, Macromedia University of Applied Sciences, Germany. What's the Purpose of Higher Education? Proposing Meso-Level Operationalizable Superordinate Strategic Goals for Higher Education. Developing the Higher Education Strategy Model and Metrics (HESM & M).
2. Janna Bersi, Professor, California State University, Dominguez Hills, USA. Core Competencies for 21st Century Higher Education Transformational Leaders.
3. Juliet Thondhlana, Lecturer, University of Nottingham, UK, Qing Gu, Professor, University of Nottingham, UK, Nicola Savvides, Senior Lecturer, University of Bath, UK & Sheila Trahar, Professor, University of Bristol, UK. Understanding Internationalisation of Higher Education: Voices from Three Russell Group Universities in the UK.
4. Joy M Rooney, Associate Lecturer and IMPACT Member of SUAC, University of Worcester, UK & Peter Unwin, Principal Lecturer, University of Worcester, UK. Reality Check in a Marketised System? – Leadership of Service Users and Careers in Higher Education at an English University.

11:30-13:00 Session II (Room C-10th Floor): Teaching, Curriculum and Learning in Higher Education I

Chair: Juliet Thondhlana, Lecturer, University of Nottingham, UK.

1. Rebecca Fox, Professor, George Mason University, USA & Anastasia Pantelides Samaras, Professor, George Mason University, USA. Exploring Purposeful Change: Improving Teaching Practice and Organizational Learning through a U.S.-Pakistani International University Partnership Program.
2. Anastasia Pantelides Samaras, Professor, George Mason University, USA & Kathleen Pithouse-Morgan, Associate Professor, University of KwaZulu-Natal, South Africa. Polyvocality Professional Learning: Growing a Global Design for Faculty Development.
3. Karen Steinmayer, Assistant Professor, City University of New York, USA & Amy Ramson, Professor, City University of New York, USA. Transformative Pedagogies to Achieve Social Justice in a Global World.
4. Renee Crawford, Senior Lecturer, Monash University, Australia & Louise Jenkins, Senior Lecturer, Monash University, Australia.

11:30-13:00 Session III (Room E-10th Floor): Pedagogy

Chair: René Davids, Professor, University of California, Berkeley, USA.

1. Sherif Elfiki, Associate Professor, Arab Academy for Science, Technology and Maritime Transport, Egypt. An Empirical Validation to a Process-based Model for Teaching Architectural Design, with Reference to Design Studio One.
2. Stephen Coates, Lecturer, University of Salford, UK, Ali Rachid, Autodesk certified instructor / PhD Student, University of Salford, UK / Teaching Assistant, Beirut Arab University, Lebanon, & Sara Biscaya, Programme Director BSc Architecture, University of Salford, UK. The Utilization of Bim to Achieve Prescribed Architectural Undergraduate Learning Outcomes.
3. Bsmah Bany Muhammad, Lecturer, Jordan University of Science and Technology, Jordan. Process in Architectural Design Education: Cinematic Approach for Architectural Experience Design.
4. Erhan Karakoc, PhD Candidate / Researcher, İstanbul Kültür Üniversitesi, Turkey. Differences

Responding to a Global World in Higher Education: Blended Learning and Team Teaching in Tertiary pre-Service Teacher Education.

5. Opeyemi Odejimi, Researcher/Lecturer, University of Wolverhampton, UK. The Perceived Impact of Patients and Their Carers Involvement in Education on Adult Nursing and Social Work pre-Registration Students and Academic Staff.

in Spatial Understanding between Digital and Physical Models: A Comparative Experimental Design Study on "Presentation Techniques Studio Education".

13:00-14:30 Session IV (Room C-10th Floor): Social and Global Challenges

Chair: Rebecca Fox, Professor, George Mason University, USA.

1. Marquita Smith, Division Chair for Communication and Fine Arts and Associate Professor, John Brown University, USA. Across the Sea: U.S. Racism Impacts Study Abroad Experience in West Africa.
2. Yvonne Pratt-Johnson, Professor, St. John's University, USA. Higher Education in the Age of Globalization: Toward a New Brand of Global Educators.
3. George Priovolos, Professor, Iona College, USA & Vincent Maher, Professor, Iona College, USA. Beefing up College/University Crisis Communications Plans in today's Media Landscape.
4. Wendy Brandon, Associate Professor, Rollins College, USA. Feminist Oral History Method in Times of Great Social Change and Upheaval.
5. Gladman Thondhlana, Senior Lecturer, Rhodes University, South Africa & Dina Zoe Belluigi, Lecturer, Queen's University Belfast, Southern Ireland. Insights into the Lived Experiences of so-called Future Leaders of Historically white Institutional Evaluation Processes.

14:30-15:30 Lunch

15:30-17:00 Session V (Room C-10th Floor): Leadership, Administration, Policy and Systems of Education II

Chair: Marquita Smith, Division Chair for Communication and Fine Arts and Associate Professor, John Brown University, USA.

1. Ali Ibrahim, Associate Professor, United Arab Emirates University, UAE. A Comparative Study of the Arab Higher Education Systems Using the Global Knowledge Index: Challenges and Future Directions.
2. Natasha Mrkic, Instructor, Langara College, Canada. The Entrepreneurial Canadian College: Grasping Opportunity Driven by Changing Government Policies and International Student Needs.
3. Tamar Kakutia, Public Administration and State Governance Bachelor Program Coordinator, International Black Sea University, Georgia. Aspects of Vocational Studies in Georgian Educational Policy.
4. Herman Herman, Lecturer, Universitas Terbuka, Indonesia. Employees' Perception on University Services: Universitas Terbuka Case.

17:00-18:30 Session VI (Room C-10th Floor): Opportunities and Limits of Qualitative Research in Transforming Higher Education Sectors of the Global South

Chair: Gladman Thondhlana, Senior Lecturer, Rhodes University, South Africa.

1. Felix Maringe, Head of Wits School of Education, University of the Witwatersrand, South Africa. Opportunities and Limits of Qualitative Research in Transforming Higher Education Sectors of the Global South.
2. Otilia Fortunate Chiramba, PhD Student, University of the Witwatersrand, South Africa. Lived Experiences of Refugee Students in Higher Education: A Narrative Inquiry.
3. Christine Charity Mwebesa, PhD Student, University of the Witwatersrand, South Africa. Deans' Response on the Corporatisation of Higher Education Environment: A Biographical Narrative Study.

21:00-23:00 Greek Night and Dinner

Tuesday 10 July 2018

07:45-10:45 Session VII: An Educational Urban Walk in Modern and Ancient Athens

Chair: Gregory A. Katsas, Vice President of Academic Affairs, ATINER & Associate Professor, The American College of Greece-Deree College, Greece.

Group Discussion on Ancient and Modern Athens. Visit to the Most Important Historical and Cultural Monuments of the City (be prepared to walk and talk as in the ancient peripatetic school of Aristotle)
11:15-13:00 Session VIII (Room C-10th Floor): Leadership, Administration, Policy and Systems of Education III
Chair: Natasha Mrkic, Instructor, Langara College, Canada.
<ol style="list-style-type: none">1. <u>Otar Dabrundashvili</u>, Deputy Director, Ilya Tsinamdzghvrishvili Community College, Georgia & Rusudan Chartolani, Director, NNLP Vocational College ICARUS, Georgia. The Ranking Model of Vocational Education Funding.2. John Widdowson, Principal & Chief Executive, New College Durham, UK. Navigating Policies, Politics and Student Expectations: Leading the Delivery of Higher Education in English Further Education Colleges.3. Nisha Nair, Assistant Professor, O. P. Jindal Global University, India. Higher Education, Global Rankings and the Question of Quality.4. <u>Dijana Vuckovic</u>, Assistant Professor, Chair of Teacher Training Department, University of Montenegro, Montenegro, Sanja Pekovic, Assistant Professor, Vice-Dean for Science Faculty of Tourism and Hotel Management, University of Montenegro, Montenegro & Stevo Popovic, Assistant Professor, University of Montenegro, Montenegro. Perception of Research Quality Evaluation in Social Sciences and Humanities at the University of Montenegro.5. Dina Zoe Belluigi, Lecturer, Queen's University Belfast, Southern Ireland. Conjuring the Spectre of Authorship: Ethical Concerns for Studies of Higher Education in a Globalised World.

13:00-14:00 Lunch

14:00-15:30 Session IX (Room C-10th Floor): Teaching, Curriculum and Learning in Higher Education II
Chair: Zingiswa Jojo, Associate Professor, University of South Africa, South Africa.
<ol style="list-style-type: none">1. Emmy Zitter, Head of English Department and Senior Lecturer, Michlalah-Jerusalem College and Shaanan College, Israel. Teaching Shakespeare's <i>The Merchant of Venice</i> in an Orthodox Jewish Teacher-Training College: An Un-Orthodox Approach.2. Sandra Schecter, Professor, York University, Canada. Adult Service Learning within a Leadership and Community Engagement Program: An Emergent Model.3. Laura Wiseman, Associate Professor, York University, Canada. Literature as Pedagogy for Emergent Teachers: Curricularizing Affective Engagement with Vignettes in Teacher Education.4. Edna Velasquez, Clinical Assistant Professor, University of Houston, USA. Previous Knowledge of the Discipline and Reading Comprehension in Spanish as a Heritage Language.
15:30-17:00 Session X (Room C-10th Floor): Faculty Development: Teaching and Learning Strategies in the Global College Classroom
Chair: George Priovolos, Director, Center for Small and Medium-Sized Enterprises (CSME) & Professor, Iona College, USA.
<ol style="list-style-type: none">1. Zingiswa Jojo, Associate Professor, University of South Africa, South Africa. Ubuntu in the Transformation of a Learning Environment for Effective Mathematics Teaching.2. Paula Hodgson, Professional Consultant, The Chinese University of Hong Kong, Hong Kong. Internationalization in Higher Education: Opportunities and Challenges for New Recruits.3. Yvonne Lewis, Education Consultant, Imagination Stage, Inc., USA. Energize and Engage.

20:00- 21:30 Dinner

Wednesday 11 July 2018 Mycenae and Island of Poros Visit Educational Island Tour
Thursday 12 July 2018: Delphi Visit
Friday 13 July 2018 Ancient Corinth and Cape Sounion

Bsmah Bany Muhammad

Lecturer, Jordan University of Science and Technology, Jordan

Process in Architectural Design Education: Cinematic Approach for Architectural Experience Design

This paper suggests a cinematic approach method for teaching architectural design students in studio, to raise student awareness of the connection between human sensorial system (experiential qualities) and the built environment qualities, students learn how to do space analysis and design by a way of film making process (cinematic techniques).

The student learns how to use their own senses as a tool of design (bodily experience and sensorial system), through the exploration of the film making process and techniques, beginning with the analysis of idea concept , planning of narrative, visualization by storyboards ,editing and montage in sequence, adding effects, and finally the film production. It aim to develop creative thinking by compelling the students imagination, and process of thinking, it stimulate the student's precociousness in architectural design of experience.

The students learn final project presented in a text, narrative, script, sequence series of still images describes the journey through the project with detailed material models for each stage, combined with the general physical models and drawings.

The pedogeological goal of the studio is to put the designers mental and cognitive skills in the right way of understanding the strong relation between user's sense of place and the design of the built environments, and to present it in a more comprehensive way.

Dina Zoe Belluigi

Lecturer, Queen's University Belfast, Southern Ireland

Conjuring the Spectre of Authorship: Ethical Concerns for Studies of Higher Education in a Globalised World

Conjuring the spectre of authorship, considered passé in continental philosophy and contemporary 'western' criticism for some time, may provide a valid and poignant ethical reference point for studies of higher education in a globalised world. In this paper, it is argued that the concepts of author, text and reader allow for a re-consideration of taken-for-granted discourses and interpretative approaches in Higher Education, particularly for those with academic concerns. Informed by the author's drive to be responsive to an ethical obligation to the global South and in contexts with legacies of conflict and inequality, surfacing the politics and problematics of authorship poignantly brings to bear that which is de/legitimised between the gazes of the local, national, global. The ways in which the concepts of author, text and reader are constructed, and their roles positioned, may enable us to deliberate the sub/text of the macro-, meso- and micro-curricula of higher education in varied contexts, and, in turn, put us in a better position to analyse the significance of what we ourselves design, as such texts operate beyond our own intentionality in the world.

Janna Bersi

Professor, California State University, Dominguez Hills, USA

Core Competencies for 21st Century Higher Education Transformational Leaders

The history of American higher education is marked by a number of dynamic leaders who transformed their ordinary institutions into world-class universities. In 1869, Charles W. Eliot assumed the presidency of Harvard College and in his 40-year tenure in that post transformed it into a renowned Ivy League research university which is globally acknowledged today for its premier status. In 2002, Michael M. Crow took the helm of Arizona State University (ASU) and in the ensuing 15 years applied his own brand of transformational leadership. Today, ASU, a highly ranked public research university, is frequently cited as a beacon of transformational change in higher education. Although the work of these two leaders spans three centuries and two very different institutions, the culture of organizational leadership they embedded and their individual transformational leadership styles embody lasting impacts on their respective institutions. Today's complex American higher education landscape is characterized by its stakeholders' mandates for accessibility, affordability, accountability, sustainability, and differentiation (McGee, 2015). Many of the 4,582 American colleges and universities struggle to address these and other challenges, including financial sustainability, enrollment fluctuations, institutional effectiveness, and personnel recruitment and retention, to name a few. It can be argued that dynamic and engaging leadership, which can successfully transform and sustain an organization into the future, is fundamental to long-term institutional success. The purpose of this paper, therefore, is to present a model of core leadership competencies essential for transformational higher education leaders of the 21st century. The proposed model is based on the research conducted by McDaniel (2002) and expanded by Smith and Wolverton (2010) in the area of higher education leadership competencies: analytical, communication, student affairs, behavioral, and external relations. These leadership competencies, along with the work of Bolman and Gallos (2011), served as foundational blocks in developing the proposed model.

Wendy Brandon

Associate Professor, Rollins College, USA

Feminist Oral History Method in Times of Great Social Change and Upheaval

A rich theoretical and empirical history informs the ways we think about the relationship between intellectual and political practice when teaching for personal and social transformation in higher education (Leistyna, 2012) This paper is concerned with the “unique capability of oral history to look at how cultural frames shape people’s experiences” within a historically specific gendered experience (Leavy, 2011, p. 23). The paper describes how and why feminist oral history was used to bring twelve college women into a collaborative process of “reflection, recalling, remembering, reimagining” (Leavy, 2011, p. 83) the significant activist work of twelve American women whose names are listed among the feminist activists “who changed the world.” The ensuing Veteran Feminists of America (VFA) Oral History Project was part of a Feminist Forum held at Rollins College to celebrate feminist activists in the second-wave of the modern women’s movement.

Oral history interviews were used to help each VFA and her student researcher tap into the individual critical, micro-level biographical experiences and macro-level social/historical context linkages that spoke to social action possibilities and social policy implications in the 1960s (Leavy 2011). The use of feminist oral history method to explore descriptions and subjective interpretations of the personal experiences and storytelling of the twelve VFAs was not intended to generate nostalgia nor propose recipes for third-wave feminist activism. Instead, the intent of the VFA Oral History project was to inspire the college women to “critical appropriation and reinvention of revolution” (Leistyna, 2012, p. 209) as the VFA struggles in the 1960s now offered these college women “theoretical, empirical, and practical springboards for contemporary efforts” at social change (Leistyna, 2012, p. 209). Feminist oral history methodology ignited a “vibrant synergy” (Leistyna, 2012, p. 200) among twelve veteran feminist activists (disappointed by the current generation of women) and twelve female student researchers (wary of feminism and feminist social action). That “vibrant synergy” is the focus of this paper.

Otilia Fortunate Chiramba

PhD Student, University of the Witwatersrand, South Africa

Lived Experiences of Refugee Students in Higher Education: A Narrative Inquiry

This study is designed to explore issues around an observed gap between policy provision and practice based on the lived experiences of refugee students at a chosen university in South Africa. Higher education institutions are expected to operate within the confines of the global and national policies on how to support and protect refugee students in higher education. Moreover they are expected to draw their own policies based on the global and national policy imperatives. However literature indicates that up to now higher education institutions in South Africa do not have policy specifically meant for refugee students in their institutions. This study has been necessitated by the current challenges faced by refugee students in navigating their higher education as indicated in literature (Dryden-Peterson, 2015; Felix, 2016; Kavuro, 2013). Given such, this study seeks to understand the lived experiences of two refugee students at a chosen university in South Africa. This is done with the hope that understanding the refugee students' experiences will help us to advance our thinking about the phenomenon as well as understand the policy on refugee students, how it is practiced in order to inform on improving or formulating working policies.

The study is based on the following key question: How might an understanding of refugee students' lived experiences contribute to the knowledge of the policy-practice gap on refugee students and possibilities of narrowing the gap at a selected university. The study utilizes a multiple theoretical framework which includes the Social justice, Ubuntu, Acculturation and Resilience theories.

Methodologically this is a qualitative study and it utilizes the case study design. A qualitative case study best fit the exploratory nature of this study in that it allows detailed exploration of refugee students' lived experiences within specific contexts. The study deploys the biographical narrative approach which helps to gain a deeper understanding of the lived experiences of a small sample of refugee students. This kind of inquiry gives the researcher the power to sponsor the voices of refugee students that are absent in higher education research. Contrary to the conventional methods of inquiry, narratives help me to make sense of the ambiguities and complexities associated with refugee students' lived experiences. However, since we deal with small samples the data may not be generalized. Such a study also involves intruding into people's

personal lives of which some people would not be willing to share with you and that has a negative impact on the issues of validity and reliability.

Stephen Coates

Lecturer, University of Salford, UK

Ali Rachid

Autodesk certified instructor/PhD Student, University of Salford, UK /
Teaching Assistant, Beirut Arab University, Lebanon

&

Sara Biscaya

Programme Director BSc Architecture, University of Salford, UK

The Utilization of Bim to Achieve Prescribed Architectural Undergraduate Learning Outcomes

Building Information Modelling, a process integrating 3D graphics and data, is being adopted into the delivery of undergraduate architectural programmes. This object oriented approach offers a range of benefits over the more traditional CAD approach that uses lines and arcs and manual techniques, by adding the third dimension creating a database model for wider ways of thinking and working for students and future architects. Moreover the requirements of architectural programmes are defined through their learning objectives meeting professional requirements such as those set by the RIBA. This paper aims to investigate how the capabilities of BIM can be utilized to more effectively deliver the requirements of undergraduate architectural programmes.

Purpose: The aim of this paper is to illustrate how BIM can be utilized to meet the needs of undergraduate architectural learning outcomes.

Methodology: This study considers the learning outcomes as defined by an undergraduate architectural programme (which is designed to meet RIBA requirements) by analysing a study case curriculum and learning objectives.

Understanding BIM's application is achieved by semi structured interviews with teacher, practitioners and BIM experts.

Findings: This paper provides a recommendation for how teachers can more effectively integrate BIM into architectural undergraduate programmes assisting undergraduate student development.

Originality / Value: This paper addresses changing technologies and process and provides a timely consideration of how BIM can be adopted in the architectural undergraduate domain.

Renee Crawford

Senior Lecturer, Monash University, Australia

&

Louise Jenkins

Senior Lecturer, Monash University, Australia

Responding to a Global World in Higher Education: Blended Learning and Team Teaching in Tertiary pre-Service Teacher Education

Advanced technology and expectations for flexible learning are changing the nature of teaching and learning within the higher education environment. This has created an imperative for more innovative approaches to education which respond to a global world. As a result, two lecturers in a tertiary pre-service teacher education unit in an Australian university, implemented a contemporary framework that included blended learning and team teaching practices. This model of practice has evolved over a number of years. In order to build an evidence-base for this approach a mixed-method research project was developed to inform the content and delivery of the unit.

A pre and post unit survey was used in this research project as the primary data and will be presented to exemplify the main themes. This data was triangulated by classroom observations, student work samples and researcher journals. This paper will report on the overall progress of this research project and how the blended learning and team teaching approach has affected the planning, content and delivery of learning material. Results have indicated that the blended learning and team teaching approach improved the overall classroom experience, catered to diverse learning styles, encouraged peer collaboration and networking and facilitated a greater sharing of resources.

Otar Dabrundashvili

Deputy Director, Ilya Tsinamdzghvrishvili Community College, Georgia
&

Rusudan Chartolani

Director, NNLP Vocational College ICARUS, Georgia

The Ranking Model of Vocational Education Funding

The vocational training system is one of the basic systems in the list of those social and political structures which are the factors determining the functioning and development of the state in the process of its integration into the modern democratic world..

In the initial stage of investigation, using the method of quantitative sociological investigation, we identified those basic factors which essentially determine the attitude of students to vocational colleges. This, in turn, was one of the most important components of the estimation of vocational colleges .

The investigation instruments were prepared and the well-tested measurement methods were used on the basis of consultations with experts in the sphere of education and professional experts. Field work was carried out observing the standards of investigation ethics .

The investigation involved students of 18 vocational colleges financed/co-financed by the government. When responding to questions, students estimated their college according to 52 parameters $\{f_i : i = \overline{1,52}\}$ by the 10-score scale.

The target function was used to determine the satisfaction of students with their college. The many-factor statistical analysis showed that the information on 52 parameters was distributed in eight independent factors as follows:

$$FAC_i = \left(f_{i_1}, f_{i_2}, \dots, f_{i_{n_i}} \right), \quad i = \overline{1,8}, \quad n_1 + n_2 + \dots + n_8 = 52.$$

$$j_t \neq i_s, \quad t = \overline{1, n_j}, \quad s = \overline{1, n_i}, \quad j_t \in [1, 52], \quad i_s \in [1, 52],$$

By the results of the interview, each factor for each respondent m received a certain score calculated by the following formula:

$$FAC_{im} = \sum_{k=1}^{n_i} a_{i_k} f_{i_k m}, \quad i = \overline{1,8}, \quad m = \overline{1,1036},$$

where a_{i_k} is the weight of the parameter f_{i_k} of the i -th factor, and $\hat{f}_{i_k m}$ is the score given by a respondent m for the parameter f_{i_k} .

In order to determine the dynamics of the factors with respect to time, the second investigation was carried out. 503 respondents selected among college students were questioned using the same 52 parameters. Parameters in other classification groups were distributed in six new factors by the formula:

$$FAC'_j = (f'_{j_1}, f'_{j_2}, \dots, f'_{j_{n_j}}), j = \overline{1,6}$$

Applying regression analysis, the weight of each factor $\alpha_j (j = \overline{1,6})$ was established and the weights $\beta_{j_s} (j = \overline{1,6}, s = \overline{1, n_j})$ of the parameters contained in the definition of the factor j . Finally, when defining the satisfaction parameter with respect to a college, the weight of each parameter was calculated by multiplying the factor weight by the weight of the parameter given in its definition:

$$W_{j_s} = (Weight)_{j_s} = \alpha_j \cdot \beta_{j_s}, j = \overline{1,6}, s = \overline{1, n_j}.$$

To each of the parameters f_i of the first investigation we attributed the weight W_i of the respective parameter calculated in the second investigation. For each respondent m , his satisfaction score K_m was calculated by the results of his interview using the following formula:

$$K_m = \frac{\sum_{i=1}^{52} W_i \cdot f_{im} - \sum_{i=1}^{52} W_i}{\sum_{i=1}^{52} W_i \cdot 10 - \sum_{i=1}^{52} W_i}, \quad m = \overline{1,1036}.$$

The value of the rank coefficient of each college was determined as the mean geometric value \bar{K}_i of the mean satisfaction value and the normed index \bar{N}_i of the demand for its graduated at the labor market

$$Rang_i = \sqrt{\bar{K}_i \cdot \bar{N}_i}, \quad i = \overline{1,18}.$$

The rating list of the vocational colleges involved in the investigation was prepared.

The proposed ranking model can successfully be used for preparing a rating list of organizations belonging to other structures.

Sherif Elfiki

Associate Professor, Arab Academy for Science, Technology and Maritime
Transport, Egypt

An Empirical Validation to a Process-based Model for Teaching Architectural Design, with Reference to Design Studio One

It is widely agreed that 'Design Studio' is central to architectural education. Therefore, many process-based models have been developed for teaching architectural design. One of these models was developed by the Author in (Elfiki, 2013). Its main challenge was to regulate the amount of information students need to handle in their first studio, yet within a sound integrated design process. The model is described in two phases. The first phase comprises six steps that set the medium for gradual and cumulative learning about the principles of architectural design. The second phase comes in four steps, which aim at introducing students to a systematic design process that they can pursue in their future work.

For that the above model is being in-application for several years now, the present paper is meant to be one step towards its empirical validation. To realise this objective, the study employs a purpose-designed questionnaire survey, which involves a sample of former 'Design I' students, teaching assistants, co-tutors and examiners – who took part in the application of this model. The questionnaire examines the extent to which every step in the model has responded to the aforementioned challenges. Then, data gathered are analysed using SPSS and analysis of variance tests are applied to the responses, to identify the points of strength as well as the areas of potential improvement in the studied model, as addressed by different respondent groups. It is hoped that the findings of this study would contribute to further students' development, hence promote better architectural education and practice.

Rebecca Fox

Professor, George Mason University, USA

&

Anastasia Pantelides Samaras

Professor, George Mason University, USA

Exploring Purposeful Change: Improving Teaching Practice and Organizational Learning through a U.S.-Pakistani International University Partnership Program

The purpose of this study is to examine the ways in which a U.S.-Pakistani international, grant funded, faculty development partnership supports individual and organizational change in sustainable and non-ethnocentric ways by fostering contextualized agency among Pakistani faculty for improvements to teaching and research. Internationalization efforts, which include cross-border institutional collaborations, have been a key strategy to enhance teaching and research. Critical reflection and self-study played a key role in faculty's ability to effect meaningful change in their teaching practice and coursework application. Faculty's ability to "test" new practices and adapt them for their contexts was key in advancing intercultural competence and faculty efficacy. Research has shown that in the strive to achieve world-class status among institutions in the global *periphery* (Altbach, 2012), there is a desire to adopt, rather than adapt, practices from international collaborators, which can lead to a westernization of higher education (Deem, Mok, & Lucas, 2008). Given that internationalization strategies can be used to secure institutional legitimacy (DiMaggio & Powell, 1983; Meyer & Rowan, 1977), in what ways can international institutional collaborations support positive change in an institution through individual faculty development in ways that foster agency, sustainability, and innovation without the replication of western practices? This research uses data from a two-year partnership program that involved a large, public university in the U.S. and a medium-sized, private university in Pakistan as a case study to explore this question.

Herman Herman

Lecturer, Universitas Terbuka, Indonesia

Employees' Perception on University Services: Universitas Terbuka Case

Universitas Terbuka (UT), an open university in Indonesia has served its employees for about 34 years. UT needs to know its employees' appreciation on the services. In addition, an educational accreditation bureau in Indonesia asks that each university should have an instrument to measure employees' satisfaction. Problem was that an instrument in measuring employees' satisfaction has not existed yet. Therefore, an instrument had to be developed. An instrument which consisted of 29 items was developed base on SERVQUAL from Parasuraman, et.al. The population (more than 900 employees) was all UT's staff (lecturers and administrative) from all over Indonesia. All these employees were asked to fill the instrument. The number of employees who filled the instrument was 379. The data was analyzed by using quadrant analysis which measure importance and satisfaction of employees' judgment. Each item in the instrument was significantly valid and the instrument was also reliable. The research result showed that most of the respondents were satisfied with UT's services. Only 7 out of 29 items should be improved because more than 20% of respondents stated that the services were important, but they were not satisfied.

Paula Hodgson

Professional Consultant, The Chinese University of Hong Kong, Hong
Kong

Internationalization in Higher Education: Opportunities and Challenges for New Recruits

Internationalization is a double-edged sword in higher education. The mobilization of educators and learners presents excellent opportunities to enable the development of cultural awareness and scaffold the merits of local and international practice. However, an initial adjustment phase happens to everyone who starts working beyond their home context. This paper presents how faculty development staff in a university in Hong Kong may help newly recruited international members to gain an understanding of the characteristics of local students and teaching practices from experienced international and local staff, and options to engage discursive dialogue on effectiveness in teaching Asian students. The advantages and limitations of new international recruits in teaching undergraduates and postgraduates will also be discussed.

Ali Ibrahim

Associate Professor, United Arab Emirates University, UAE

A Comparative Study of the Arab Higher Education Systems Using the Global Knowledge Index: Challenges and Future Directions

This paper presents an analysis of the Arab higher education systems according to the recent results from the Global Knowledge Index (GKI) (UNDP & MBRF, 2017). Specifically, the paper aims to 1) compare the performance of Arab countries' higher education sectors based on the Index's two domains of inputs and outputs and, 2) investigate the correlation between the performance of Arab countries' higher education sectors and a host of enabling environmental factors in those countries. The analysis leads to identifying common challenges facing higher education in the Arab countries as well as specific performance gaps in certain countries. Subsequently, the study presents possible policy directions to raise the quality of higher education systems in the Arab countries. The study used a quantitative methodology based on the analysis of the 2017 GKI. The results show that the overall mean of Arab higher education index is 36.94, which is lower than the global index (39) and much lower than the OECD index (52.5). In Syria, Yemen, and Mauritania, the means were extremely low, while in the UAE, it was around 50—a value that is close to the average of the OECD countries. In the output domain, the average mean was 33.3 which is lower than the mean in the input domain (42), a result indicating a decline or waste of over 8 points. In Oman, Tunisia, and Morocco, the difference between the inputs' and outputs' means is over 20 points; an alarming result that needs further investigation and attention. The performance of the gulf countries is much better while that of war-stricken and poor countries is alarmingly low. This indicates that political stability, economic development, government effectiveness, and regulatory quality are keys to sustaining a quality higher education system.

Zingiswa Jojo

Associate Professor, University of South Africa, South Africa

Ubuntu in the Transformation of a Learning Environment for Effective Mathematics Teaching

Mathematics teachers in the rural schools often rely only on prescribed textbooks, chalk and a chalkboard deliver their lessons in under-resourced, overcrowded mathematics classrooms. This paper reflects on the findings of a study conducted with fifteen grade 8 mathematics teachers in the Mt Ayliff district of the Eastern Cape in South Africa on how Ubuntu was used to transform those learning environments for effective mathematics teaching. This was a qualitative study in which data was collected through classroom observations together with semi-structured interviews conducted with the teachers. An two-day intervention workshop was conducted where mathematics teachers were exposed to abstraction exercises using mental models geared to deepen mathematics knowledge through the collaborative strand of Ubuntu. Narratives of reflections where the teachers looked back on their journey of growth in the teaching of mathematics were shared to reveal what worked best in the challenging environments in which they executed their practice. Results revealed how the teachers transformed their approach to different mathematics topics using different models to build confidence for learners to discern critical features in understanding mathematics tasks while simplifying real situations in their environment. It was a continuous process of Ubuntu where the diversity in the classrooms was neutralized to bring each learner inclusively into understanding meaning in the interpretation of both geometric and algebraic terms with their application through a modified sharing and valuing of each learners' contribution in their classrooms.

Tamar Kakutia

Public Administration and State Governance Bachelor Program
Coordinator, International Black Sea University, Georgia

Aspects of Vocational Studies in Georgian Educational Policy

In this article we attempt to describe the current reality of vocational duties in Georgia where the reforms in this field have started since 2004 as a part of total educational system. It has already been more than 10 years since the changes have been undergoing by Georgian Government, which now require certain analysis. In this article I would like to stress the downsides which we face today in vocational educational system. Finally, after analyzing the mentioned problems, I will present my vision as to how to solve them thus what results to achieve. I will also touch upon as to what types of regulations are necessary to implement in order to liberate the vocational education from the string of limitations it now has and make it easy, comprehensible and useful for every beneficiary to further enhance their knowledge and skills in their desired professions on an ongoing basis.

Erhan Karakoc

PhD Candidate / Researcher, İstanbul Kültür Üniversitesi, Turkey

Differences in Spatial Understanding between Digital and Physical Models: A Comparative Experimental Design Study on “Presentation Techniques Studio Education”

In architectural education, “Presentation Techniques” is the first course that is obligatory for students who take the “Architectural Studio” course in order to improve their drawing skills. The purposed outcomes of the Presentation Techniques can be classified as two major principles such as: To have ideas and knowledge about two-dimensional and three-dimensional drawing techniques for appropriate manually prepared presentations, be able to identify, interpret, and use of two-dimensional and three-dimensional techniques to express the design correctly.

In architectural education, instructors use digital or physical model for explaining form and its data. Students have many different approaches measuring and understanding the spatial properties of the given form. Presentation Techniques course have two different sessions. In the first session, the drawing methods are explained theoretically. In the second session, an application upon the theoretical part is completed. Students are experienced, assessed and analyzed spatial relationships of forms and subsequently constructed real models and digital models.

One of the main purpose of the study is to identify how architecture students perceive forms in digital and physical platforms and how they sketch what they perceive. This study focuses on the differences in spatial understanding between physical and digital models. The methodology of the paper is structured on informing the differences of spatial understanding of digital and physical models regarding Presentation Techniques course, literature review, experiments, expected outcomes, and results. The experiment has two phases. Students who are participated in the same theoretical class are randomly separated into 2 groups named A and B. Students will have the same duration for both of the experiments. Participants will have the same object, but for the first experiment, the participants of the group A will have a digital model of the object and group B will have the physical model of the object. After the submission of the drawings of the given objects there will be a survey analysis that will be applied to the students for examining spatial understanding of the digital and physical models in terms of the geometries and operations upon them. These drawings and surveys will be evaluated with a method that aimed to measure students’ perception and understanding. The study achieves to find out which model is the better for teaching form and its data to students. The evaluations and results of the experiments will provide a proof for a better way of teaching spatial understanding to the instructor of the course. Future

work should be done in different numbers of participants as perceived by professionals and non-professionals in the field of architectural education. Because of the drawing existing forms or models is the way of learning the representation of the 3D objects.

Yvonne Lewis

Education Consultant, Imagination Stage, Inc., USA

Energize and Engage

The authors speak to the times and conditions in which we live today – conditions that have spawned revolution, protest, and change in every aspect of our lives – with the greater and more relevant impact being felt in our classrooms. Howard Gardner, in his book, *Five Minds for the Future*, speaks to the challenges of training and inspiring teachers to function optimally in these changed classrooms. He states that these teachers are the ones who are faced with "the task of generating an imaginative environment combined with concrete learning experiences in order to encourage empathic innovators who can think globally and act specifically." The responsibility for generating this environment rests on the shoulders of all teachers, but nowhere more strongly than on the shoulders of professors in higher education – the trainers of today's teachers. Theirs is the task of embracing and facilitating a new pedagogy – one strongly rooted in arts integration – that will deliver a nation of intellectually and emotionally realized individuals – individuals who, regardless of social or cultural background and regardless of the kind of learner they are, will emerge with heightened perceptions, acute self-awareness, and a social responsibility that is both local and global.

2nd Annual International Symposium on Higher Education in a Global World,
9-12 July 2018, Athens, Greece: Abstract Book

Felix Maringe

Head of Wits School of Education, University of the Witwatersrand, South
Africa

**Opportunities and Limits of Qualitative Research in
Transforming Higher Education Sectors of the Global South**

Natasha Mrkic

Instructor, Langara College, Canada

The Entrepreneurial Canadian College: Grasping Opportunity Driven by Changing Government Policies and International Student Needs

Higher education institutions may find it is challenging to deliver educational programming in the global environment where there are increasingly powerful discourses and neo-liberal policies concerning privatisation, marketisation, performativity, and the enterprising individual (Apple, 2001). In the face of declining government support, this Canadian Institution has struggled to re-invent itself by operating in a more business-oriented way. A top-down managerial approach is replacing the collegial way work used to be organized, with new terms appearing, such as sense of urgency, strategic plans, re-branding, and rhetoric that revolves around the mission to be entrepreneurial. Being innovative leaders in education means being entrepreneurial while thinking about how to make the curriculum we deliver relevant to learners.

This session will discuss the results of a descriptive qualitative study, dedicated to looking at the impact of a trend in post-secondary education that might be rationalized as academic capitalism by revealing faculty and administrators' perceptions about the role of career development and its role in educational programming. The development of dedicated educational programming that has an increasing focus on work-integrated education was driven by predominantly economic motivations, but also by taking advantage of opportunities such as immigration policy and international students' needs.

The purpose of this presentation is to imagine new ways of integrating career development into learning which is needed to thrive in an evolving society and labour market (Bastien, 2015). The main objective is to demonstrate the integration of career development tools in any curriculum that engage students in the experience and promote reflective learning. When students engage in work-integrated education, learning becomes a relationship, learning is a connection, and learning is effective if meaningful (Magnusson, 2014).

This presentation explores the effects of academic capitalism and entrepreneurialism in college discourse and strategic priorities by uncovering perceptions about the role of career development that is increasingly embedded in the curriculum. Career development is a lifelong process of balancing learning, work, and personal goals and it has demonstrated a growing role within this Institution. The research draws significantly from the theoretical framework of academic capitalism

(Slaughter and Leslie, 1997, and Slaughter and Rhoades, 2004), which is further informed by entrepreneurialism and resource dependency theory.

Christine Charity Mwebesa

PhD Student, University of the Witwatersrand, South Africa

Deans' Response on the Corporatisation of Higher Education Environment: A Biographical Narrative Study

Introduction: Higher Education globally has undergone transformation because of a number of factors. Such transformations which include corporatisation, have received resistance from academics who perceive the academic culture as being in sharp contrast with the culture that is upheld by proponents of the business like practices. The aim of the study is to explore the Deans' responses on how corporatisation of higher education in Uganda has affected their academic values, *ethics, careers* and *research*.

Methodology: The study will follow a Qualitative research approach, springing from an interpretive paradigm and a Narrative research design which focuses on how individual people assign meanings to their experiences through the stories they tell. The chosen design allows for an uninterrupted account of the participant's story, thereby providing rich and in-depth data. Being a qualitative and narrative study, the sample size would be fairly small since the idea is to achieve depth rather than breadth of the phenomenon and is not aimed at coming up with a generalization. The study will therefore purposively select 10 out of a population of 25 Deans within the university basing on accumulated experience in order to obtain rich data that unveils both the pre and post-corporatised environment.

The challenges anticipated from the choice of this research methodology include;

- 1) Contention that still exists between qualitative and quantitative research regarding the small qualitative sample size Vs large quantitative size.
- 2) Breadth being treated as superior over depth data since the latter cannot be generalized.
- 3) The temptation to desire a comparative study over exploratory study for supposedly rich outcome.
- 4) The procedure of data gathering and analysis is very tedious which may pose a danger of burnout to the participants and frustration for the researcher resulting possibly in compromised research process.

Nisha Nair

Assistant Professor, O. P. Jindal Global University, India

Higher Education, Global Rankings and the Question of Quality

The paper looks at importance of higher education in propelling the knowledge economies. It considers the existing discourse on the concept of quality in Higher education globally by looking at the available literature on the concept of Quality. It further focuses on how the rankings mechanism is shaping the discourse of quality in higher education globally and how this has impacted the perspectives on quality in higher education especially in India. The emergence of the National Institutional Rankings Framework (NIRF) in India. Its strength and weaknesses vis-à-vis the world rankings framework.

Opeyemi Odejimi

Researcher/Lecturer, University of Wolverhampton, UK

The Perceived Impact of Patients and Their Carers Involvement in Education on Adult Nursing and Social Work pre-Registration Students and Academic Staff

In the United Kingdom, there has been a surge in the involvement of patients or services users together with their families or friends (also known as carers) in health and social care education, research, and practice in the last three decades. However, there are few studies that have evaluated the impact of patients and their carers Involvement in health and social care students' education. This study explored the impact of patients and their carers Involvement in the education of Adult Nursing and Social Work pre-registration degrees within in a UK university from the perspective of students and academic staff.

A concurrent mixed-methods approach was employed in this study. The sample was drawn from the three participating stakeholder groups. A total of 30 participants took part in this study. Focus groups and individual semi-structured interviews were used to explore participants' perspectives of the impact of patients and their carers' involvement in Adult Nursing and Social Work pre-registration degrees. A Questionnaire was used to gather demographic information of participants as well as factual information about the scope and factors contributing to the effect of patients and their carers' involvement in education.

Qualitative data was analysed thematically from the semi-structured interviews and focus groups. Additionally, descriptive and cross-tab analysis of quantitative data was carried out. Then, a side-by-side comparison was used to identify aspects of the qualitative and quantitative findings that were convergent and conflicting.

Findings of this study indicated that patient and their carers' involvement is generally considered positive and reported to make an important and unique contribution in the education of Nurses and Social Workers. The findings of this study provide information on the limitations as well as the benefits of patients and their carers involvement to academic staff and students. It also gives insights into best practices and pitfalls to avoid, which may be of value to higher education providers, education commissioners as well as Professional Statutory and Regulatory Bodies (PRSBs) regarding the practices of patients and their carers involvement in Higher Education.

Anastasia Pantelides Samaras

Professor, George Mason University, USA

&

Kathleen Pithouse-Morgan

Associate Professor, University of KwaZulu-Natal, South Africa

Polyvocality Professional Learning: Growing a Global Design for Faculty Development

Context: We are teacher educators who facilitate faculty development through transdisciplinary self-study research communities in our home countries of the United States of America (USA) and South Africa. Our related experiences first brought us together in person in 2012 with the goal of learning from each other's experiences and was then extended virtually through the use of digital technologies. We have been studying our work in supporting faculty professional development through self-study methodology along with colleagues who co-facilitated faculty self-study of teaching learning communities with us (Authors, 2015, 2016). Our transdisciplinary, transnational, and transcultural interactions and reciprocal learning over many years gave us an opportunity to conceptualize, enact, and a design a framework for faculty development using self-study methodology— *polyvocal professional learning* (Authors, 2018a) which is premised on many and multiple ways of seeing, doing, and developing as educators and pedagogical scholars.

Perspectives: As an innovative approach for faculty development, self-study methodology provides faculty with a reflective means to study a personal situated inquiry about their teaching practices while engaging with colleagues for support and peer review (Author, 2011; LaBoskey, 2004). The focus of change is on the role and impact of the self but with others and with the goal of improving the learning of students (Loughran, 2004). Critical creative collaboration and reflexivity are key in this process (Authors, 2018). Self-study has been reported as transformative for faculty working within transdisciplinary faculty self-study learning communities with a polyvocality of many voices and points of view supporting the process (Author et al., 2009; Author et al., 2012; Author et al., 2014; Author et al., 2018). In transdisciplinary self-study learning communities, participants dialogue about their research, exchanging information and discipline-specific approaches but with the methodology centering their interactions and support. In addition to transformative changes via dynamic collaboration, this methodology creates products that are sharable via journal articles, presentations and other products that faculty need for promotion and tenure.

The conceptualization of the design also draws on theoretical tenets of sociocultural theory (Vygotsky, 1981) and in particular Bakhtin's (1984) exploration of polyvocality (which he referred to as polyphony) as a

narrative mode in the novels of Dostoevsky. For us, polyvocality illuminates the mutually nourishing values of human plurality and commonality through making visible the interaction and interdependence in our teaching worlds.

Objectives: In this conference session, we present the outgrowth and conceptualization of a design developed for faculty professional development of teaching. We first offer a description and background and contexts of transdisciplinary self-study learning communities in the USA and South Africa. Next, situated in our conceptualization of polyvocal professional learning, we introduce a paradigm of how self-study can be enacted within particular programs but also across universities using a *polyvocal professional community design*. In so doing, we share what we each have come to understand and practice through collaborating with others as Design Elements for Self-Study Research in Polyvocal Professional Learning Communities known as PAIDIA. We offer guidelines for other faculty interested in facilitating this innovative work.

Methods: Data in developing the design came from our six years of collaboration and included earlier work entailing numerous faculty projects including our own; audiotaped conversations with co-facilitators in South Africa and the USA, as well as conference participants at the 10th International Conference on Self-Study of Teacher Education Practices (S-STEP) in England in 2014 (Authors, 2015, 2016). The conceptualization of the design also draws from data where we utilized poetic bricolage to synthesize our collective and interactive learning and enacting polyvocal professional communities (Authors, 2018b). The focus of the presentation is on the outgrowth of the design and its usefulness to other institutions of higher learning

Outcomes: Our design work brings together the intersection and interdependence of a plurality of voices, and over time, allowed us as self-study scholars to deepen own understandings of facilitating faculty development in transdisciplinary self-study communities. Developing a working model will allow other self-study scholars and facilitators of faculty development to adapt and extend the model.

Implications: This work highlights how dialogue across institutions and disciplines can contribute to transformative and pluralistic ways of learning from self and others in higher education. It further illustrates how facilitators of self-study faculty development can enhance and extend designs for faculty development, ultimately to impact student learning.

Yvonne Pratt-Johnson
Professor, St. John's University, USA

Higher Education in the Age of Globalization: Toward a New Brand of Global Educators

The world looks very different than it did a few decades ago, and few teachers or administrators would deny that globalization has altered the educational landscape. International study and the transnational flow of individuals, for example, are at historically high levels in many regions, meaning that more educators than ever are teaching in culturally diverse classrooms. Teaching in the context of globalization, I argue, brings new challenges at all levels. In higher education, however, the need to acquire competence as “global educators” is particularly acute, since we are responsible for training the next generation of teachers. To become a global educator, one must go beyond the foundation provided by traditional teacher education programs. In this regard, the proposed paper examines the following points: (1) the new role of educators in the global context, (2) the competencies and skills with which educators need to be equipped in the age of globalization, and (3) the challenges and responsibilities facing global educators in today's higher education and teacher training classrooms. Of these challenges, I focus on three: 1) the need to become familiar with the students in one's classroom and with their increasingly diverse backgrounds, 2) the need to leverage this knowledge so as to provide teaching that is culturally relevant for all students, and 3) the need to become comfortable with up-to-date technology and to incorporate it into one's classroom. Ultimately, I argue that in order to meet these challenges we need to treat professional development as a continuous and ongoing *journey* to fulfil our full potential as educators. If we do this, I propose, then, we will be able to continue to mobilize educational systems and practices that help students to thrive in a world where change is the only constant.

George Priovolos
Professor, Iona College, USA
&
Vincent Maher
Professor, Iona College, USA

Beefing up College/University Crisis Communications Plans in today's Media Landscape

An increasing number of crises taking place on college/university campuses has made crisis communications management a critical aspect of higher education administration intended to protect both short-term operations and the long-term reputation and viability of higher education institutions. An internet search conducted by the authors found that many academic organizations have recently adopted some form of a crisis communications plan in an effort to “pro-actively” put in place appropriate procedures to manage a campus crisis when it occurs. However, an exploratory review of the contents of several such plans showed that they often include only basic information identifying the crisis communications team, emergency personnel, and campus leadership as well as general guidelines regarding the flow of information. They are clearly aiming – first and foremost – at ensuring that the institution presents a “united front” and speaks with “one voice” on all crisis-related issues. Notably absent from such crisis communications plans are details about the appropriate communication strategies and techniques to be used in the event of a crisis – a choice often justified by the unique and unpredictable nature of campus crises. This paper suggests that this gap could lead to an overall less efficient reaction to a crisis in a college/university setting; it argues that effective crisis communications plans should also include guidelines regarding which specific communication approach will be used when certain types of crises occur emphasizing the need for a multi-media effort that utilizes a wide variety of storytelling formats.

Joy M Rooney

Associate Lecturer and IMPACT Member of SUAC, University of
Worcester, UK

&

Peter Unwin

Principal Lecturer, University of Worcester, UK

Reality Check in a Marketised System? – Leadership of Service Users and Careers in Higher Education at an English University

Higher Education in the UK is being transformed by global marketization, and business principles are increasingly evident in its operationalisation. However, resistance to such forces might be seen in the contribution made by ‘experts by experience’ into the university education of health and social care students. These experts are service users and carers (SUACs) and are exemplified in the work of the IMPACT group at the University of Worcester, England. Members of IMPACT experience disability, for example mental health, learning disabilities, sight and hearing impairments or might be care leavers, domestic violence survivors or carers. Their leadership in being involved in selection, teaching and learning, research, curriculum design and quality gives added value to this university’s Institute of Health and Society, which in many respects is an antithesis to global marketisation. For students it is an enlightening experience seeing service users, carers and patients as people first. For lecturers who engage them to teach it is a ‘reality check and a grounding experience’ – an exemplar of what is going on in the real world. While for SUACs who lead it is ‘gaining by giving’ – SUACs gain much in terms of feeling valued, making a difference, and being remunerated for their efforts. This presentation will discuss the range of qualitative research carried out at the University of Worcester on the leadership of SUACs in selection, teaching and learning. Reflections and critique from a series of small scale studies will be used to stimulate further discussion about this contested area of Higher Education.

Sandra Schecter

Professor, York University, Canada

Adult Service Learning within a Leadership and Community Engagement Program: An Emergent Model

This presentation describes the emergence of a conceptual framework for service learning through the process of implementation of a new Master of Leadership and Community Engagement (MLCE) Program at York University in Ontario, Canada. The Degree combines theoretical with work-related, experiential learning in order to prepare students for leadership roles in public sector organizations. The program has at its core a significant internship component. This internship is examined through a variety of frameworks, from institutional ethnography, post-humanism, equity and social justice, to metaphors of organization, reflective practice, and theories of change. Students are encouraged to make sense of their placement environments as dynamic ecological systems connected to broader social constructs. The focus is on how -- through both synchronous and asynchronous conversations -- a community of practice paradigm emerged as a privileged lens as students struggled to make sense of the ways in which individuals within their internship environments gained habitual ways of understanding, communicating and collaborating over shared work endeavours. Our presentation provides an overview of the Program's original inception, through to implementation, fine-tuning, and prospectives for future directions, focusing on the different pivots that were engendered as the various components came to life with student participation.

Marquita Smith

Division Chair for Communication and Fine Arts and Associate Professor,
John Brown University, USA

**Across the Sea: U.S. Racism Impacts Study Abroad
Experience in West Africa**

Higher education institutions continue to promote “study abroad” experiences or international education programs (Institute of International Education, 2014). Such programs are designed to increase students’ cultural competencies or cross-cultural awareness (Marx & Moss, 2011; Salisbury, 2011). The literature is filled with learning objectives and successful models for implementing study abroad programs. However, few discussions are focused on the critical issues of how cultural identities, such as race, gender and class shape students’ experiences abroad. More specifically, what happens when students experience racism and microaggression during international study involvements? This qualitative study included 13 participants – ten students, two staff, and one administrator. This case study focuses on the experience of American students who participated in a study abroad program in West Africa. The research design necessitated collecting and analyzing three sets of data: students’ reflections of a particular incident, observations and interviews. Institutional documents provided context and clarity on campus policies. Several themes emerged. First, students of color expressed deep frustration as the U.S. racial tensions they sought to escape surfaced in West Africa. Second, students reported disappointment with university policies on handling what they described as “racial episodes,” during their study abroad experience. Third, students used social media to engage and share experiences with family, friends, and peers back home. As a result of these findings, I recommend more expansive research on how U.S. racial tensions extend to international study opportunities. Additionally, international program leaders must critically engage with cross-cultural concerns during student pre-departure coursework, with special attention given to preparing program leaders and students in how to respond to racialized experiences outside of the U.S.

Karen Steinmayer
Assistant Professor, City University of New York, USA
&
Amy Ramson
Professor, City University of New York, USA

Transformative Pedagogies to Achieve Social Justice in a Global World

Our panel of two professors from the disciplines of psychology and law will present a model of service learning and interdisciplinary pedagogical strategies to demonstrate how universities can engender responsible transformation to respond to the vast challenges we currently face. We teach at Hostos Community College, part of the City University of New York (CUNY), the largest urban college system in the United States. Our college located in the South Bronx, one of the poorest Congressional districts in the US, has a very diverse student population, many of whom are recent immigrants. The economic and social obstacles that our students face have challenged us to find teaching practices that help our students become productive and engaged global citizens. The law professor will discuss service learning to promote students' successful community engagement. The psychology professor will discuss transformations of the curriculum, which employ general education principles and the use of Place Identity. The law professor's presentation draws on research on student participation in service learning experiences, a newer experiential strategy which links academics to direct service to the community, which requires student reflection. In particular, her paralegal students contributed service in family court and immigration information events and her criminal justice students educated the public about the mission of the city's Civilian Complaint Review Board and Human Rights Commission. Surveys and students' reflective essays illustrate how direct interaction with clients promoted personal growth and a high level of civic engagement. This transformation of their attitudes was demonstrated through their movement from generalizing to seeing other people as individuals, for whom they expressed empathy. (Ramson, 2013; Ramson, 2014). The law professor will highlight students' self-reported awareness of their initial biases towards members of groups outside their ethnic or racial group, followed by positive attitudinal changes towards them. The psychology professor will discuss innovations to the curriculum based upon the College's general education competencies. Strategies to transform the curriculum include the introduction of multicultural education and the study of the history of trade, colonialism and imperialism by both students and faculty. The psychology professor will discuss of use of cross-cultural psychology and Place Identity (Proshansky et al, 1983) as a tool to re-situate our understanding of person-place

relationships to aid in analyzing and addressing conflicts in the multicultural, postmodern world. She will illustrate the use of place identity to examine how these processes of negotiation in the production of self and place provides an essential means of understanding such social psychological processes as the links between constructions of Place Identity and relationships of power, domination, and conflict and how sharing of spaces can generate community identities and solidarity. The use of discursive approaches to perform such an investigation will be explained, including examination of rhetorical practices and traditions through which places and identities are negotiated, including Place Identity used in everyday discourse.

Gladman Thondhlana

Senior Lecturer, Rhodes University, South Africa

&

Dina Zoe Belluigi

Lecturer, Queen's University Belfast, Southern Ireland

Insights into the Lived Experiences of so-called Future Leaders of Historically white Institutional Evaluation Processes

In the past two decades, South African higher education has been characterised by concerns with equity and access. This paper draws on a research project which was concerned with an aspect of the complexities of relational and interactional diversity of academic staff which have emerged once the minimum expectations of standards of numeric access of student participants were met in an historically white university. The project focussed on the reception of participants of carefully crafted and well-informed 'accelerated development programmes' which over the past 15 years sought to offer "a rigorous academic advancement path, predominantly for top young black and women academics whose research and teaching development is accelerated over a period of three years". These programmes were initiated as a way to redress the demographic imbalances of academic staff, while assuring the quality of the faculty. For the most part, they have been evaluated as successful as an overwhelming majority of the participants performed well according to the criteria in which they were assessed. Our role was not to ascertain the quality of such programmes, but in response to a request by some of the recipients, we aimed to explore the more fundamental and nuanced problematic of institutional transformation through inviting insights into the lived experiences of the programmes' recipients, who were often characterised as agents embodying transformation. Of the 27 who actively participated, data was generated via a questionnaire, followed by presentation of our analysis to small discussion groups. Additional engagement occurred through postcards with metaphors chosen from the questionnaire responses which invited participants to compose messages to imagined readers of their choice within the institution. Our discussion will focus on the participants' perceptions of *the relationship* between institutional evaluation processes of their development/performance, and the ways they constrained or enabled the potential of these future leaders, to effect substantive transformation of the institutional culture.

Juliet Thondhlana

Lecturer, University of Nottingham, UK

Qing Gu

Professor, University of Nottingham, UK

Nicola Savvides

Senior Lecturer, University of Bath, UK

&

Sheila Trahar

Professor, University of Bristol, UK

Understanding Internationalisation of Higher Education: Voices from Three Russell Group Universities in the UK

The Internationalisation of Higher Education (IHE) is both a highly complex and contested concept with its understandings being in constant flux across contexts and time. Knight (2015, 14) notes the confusion around the concept with the term internationalization considered to be currently losing its meaning and focus as it is increasingly being used "... to describe anything and everything remotely linked to worldwide, intercultural, global, or international." Such confusion is often noted in its relationship to globalisation with Altbach and Knight (2007) distinguishing them, seeing globalisation more as the 'context of economic and academic trends' while internationalization are the 'policies and practices' that academic institutions put in place for dealing with the global economic environment. In response to the prevailing contradictions Knight (2015) explores and challenges what she calls "five prevalent myths" of IHE.

Drawing on interviews with academic and international officers at three Russell Group universities in the UK, in this presentation we explore their understandings of IHE. In doing so we examine the different dimensions of *inter*-nationalisation looking at the institutional structure, in terms of academic and administrative structures; knowledges, in terms of the production, pluralisation and mobilisation of knowledge and; the operationalisation of internationalisation. In exploring the inherent complexities, we engage with the tensions embedded in these dimensions and the ethical concerns presented.

Edna Velasquez

Clinical Assistant Professor, University of Houston, USA

Previous Knowledge of the Discipline and Reading Comprehension in Spanish as a Heritage Language

This descriptive study explores the effect of discipline-related knowledge in reading comprehension for students of Spanish as a Heritage Language at two Higher Education institutions in The United States. The participants were enrolled in intermediate Spanish classes at two different southwestern universities; one group of 18 students enrolled in a medical Spanish class and the other group of 22 students enrolled in a general Spanish class. The aim was to determine if students in the first group would perform better than those in the second in a reading comprehension test of a passage related to medicine.

The instruments used were a lexical recognition test (LR) and a reading comprehension questionnaire (RC), both based on the selected article related to medicine. The former was used to verify the lexical baseline for both of these groups. From the results of the latter, we conclude that having prior thematic knowledge had no effect on the understanding of this text. Additionally, at lower levels of lexical recognition (between 50% and 70%), the contribution of prior knowledge seemed to be greater, which could indicate that students at lower proficiency levels would greatly benefit from pre-reading activities to activate previous knowledge and familiarize them with the topic. Future studies involving other disciplines and the implementation of other instruments to measure prior knowledge are recommended to corroborate this finding.

Dijana Vuckovic

Assistant Professor, Chair of Teacher Training Department, University of
Montenegro, Montenegro

Sanja Pekovic

Assistant Professor, Vice-Dean for Science Faculty of Tourism and Hotel
Management, University of Montenegro, Montenegro

&

Stevo Popovic

Assistant Professor, University of Montenegro, Montenegro

**Perception of Research Quality Evaluation in Social Sciences
and Humanities at the University of Montenegro**

The issue of research quality evaluation in social sciences and humanities is extremely topical. Over the past ten years, the same or similar quality evaluation criteria used in natural and technical sciences have been applied to the areas of social sciences and humanities, causing strong reactions among the researchers. The aim of this research is to determine the perception of the research quality evaluation in social sciences and humanities at the University of Montenegro.

In accordance with the concept of "perception", we opted for a qualitative research methodology. We used the group interview technique. The sample of respondents (N = 24) was stratified, i.e. we selected the respondents from various social sciences and humanities. In addition, the researchers varied in their academic title (associates, docents, professors) and by gender. The interviews were recorded, transcribed, and the answers categorized, sorted, grouped, analysed and discussed. The validity of the research was achieved by independent evaluations of the authors of the work and the respondents' opinions of the final research report. The reliability was achieved by the realization of four independent group interviews.

The group interviews were directed by a series of questions, the basic problem question being: How do you assess the quality of research in your discipline/scientific field? Additional questions included the following aspects: (non)census in the evaluation of research quality, type of evaluation (indicator or qualitative criteria), team or individual research, interdisciplinary, multidisciplinary or monodisciplinary research, internationalization of research results.

The research results show significant differences in the perception of research quality among the participants. Differences do not occur only amongst social sciences and humanities, but are also visible within individual areas. There is no agreement when it comes to the perception of research quality in our sample, so respondents show a range of different views - from a completely traditional concept of research and a corresponding evaluation of its quality to a very modern and open approach to these issues. Within the

general perception of research quality, other elements that are covered by additional issues are grouped by the analogy to the traditional-modern concepts. Still, respondents also show a common element of perception, i.e. that the research quality evaluation in social sciences and humanities must be multivariate, meaning that it must include the necessary indicators, but also contain certain qualitative criteria.

David Wawrzinek

Head of Study Programmes, Sport Management Academy Bayreuth
GmbH, Germany

&

Guido Ellert

Professor, Macromedia University of Applied Sciences, Germany

What's the Purpose of Higher Education? Proposing Meso-Level Operationalizable Superordinate Strategic Goals for Higher Education and Developing the Higher Education Strategy Model and Metrics (HESM&M)

We present a conceptual paper that looks into the question of what purpose and which superordinate strategic goals can be identified for higher education. Because of the large variety of different purposes and goals in the existing literature (cf. for example Chan, Brown & Ludlow, 2014; Schwartz, 2013; Bleiklie & Kogan, 2007; UNESCO, 1998), there's a need for integrative models and frameworks that help to manage the complex challenges which higher education is facing in an increasingly complex world. Based on the theoretical perspective of Service Dominant Logic (SD-logic) (Akaka, Vargo & Wieland, 2017; Wawrzinek, Ellert & Germelmann, 2017; Vargo & Lusch, 2016; Chandler & Lusch, 2015), a holistic higher education strategy system model (HESM) is presented, allowing higher education decision makers and managers a better understanding and consequently the measurement of strategical higher education goals. Irrespective of the branch of study, the HESM can be used as a decision-making aid in operative tasks regarding curriculum creation and optimization of teaching and learning contents.

John Widdowson

Principal & Chief Executive, New College Durham, UK

Navigating Policies, Politics and Student Expectations: Leading the Delivery of Higher Education in English Further Education Colleges

Purpose

This paper looks at the challenges facing leaders of dual institutions, specifically Further Education colleges (FECs) which deliver Higher Education (HE). Whilst 90% of English HE takes place in a university setting, 10% has traditionally been delivered within FE colleges. It is government policy to increase the diversity of the HE sector to create a truly competitive market for HE. This is reflected in a policy drive to increase the number of "alternative providers" i.e. those from the charitable or for profit sector. At the same time, the UK continues to implement a policy of limiting immigration (and thus International student numbers) whilst also preparing to leave the European Union. What skills are needed to enable the Principal of an FE college which delivers HE to navigate their way through the different expectations of two quality assurance agencies, two funding systems, national priorities, local employer needs and student expectations in a highly competitive HE market?

Background

FE Colleges have delivered courses of HE for decades. However, until recently, offering HE was not seen as central to the mission of many colleges. A relatively small number offered the bulk of what has come to be known as "CBHE" (College Based Higher Education). These played an important if relatively minor role in the HE landscape, with particular focus on areas such as higher technical skills, widening participation in HE amongst non-traditional students, especially adults, and Part Time provision. Changes in English government policy have resulted in many more colleges including HE in their curriculum offer. Research undertaken by both the OECD (*A Skills beyond School Review of England, 2013*) and UKCES (*Working Futures 2010-2020, 2012*) has confirmed the potential for a distinctive role for English colleges in providing higher-level technical courses, especially at sub-degree level, giving rise to the need to fill a "Polytechnic sized hole". Although the majority of college HE is still concentrated in around 40 institutions, the removal of student number restrictions for all providers and a desire on the part of successive governments to increase the diversity and competitive nature of the HE landscape in general has resulted in over 200 FECs now offering HE

qualifications. This is in addition to the growth of “alternative providers” found in the private sector.

Against this background little attention has been paid to the skills needed by college leaders. For many, managing HE has not figured largely in their career development. Future college mergers will create larger institutions many of which will be significant providers of HE as a consequence. Does leading and managing CBHE in the current complex and competitive environment require a distinctive set of skills, compared with those needed to manage FE provision successfully on its own?

Discussion

The leadership of CBHE has never been thoroughly examined or researched. Universities have a long history of developing leaders for their institutions. In England, the work of the Higher Education Academy and the Leadership Foundation for Higher Education established clear career development pathways and identified a body of skills and knowledge considered essential for university-based HE delivery. No parallel work has been undertaken for CBHE. As a consequence there has been a lack of thinking about the place of HE in the FE landscape. Recent research by the Mixed Economy Group of FE colleges (a membership body for over 40 college providers of large volumes of HE in FE) set out to address this and the conclusions are reported in this paper.

We argue that a number of key questions must be addressed by college leaders, beginning with the rationale for delivering HE in an FE environment. The suitability of existing college structures, designed to deliver programmes of FE must be examined and changes made to systems and procedures where necessary. This may be especially important when considering approaches to quality assurance, as Ofsted (the FE quality assurance body) takes a significantly different approach to the Quality Assurance Agency (the HE body). Terms and conditions of employment for teachers can also raise issues when comparisons are drawn with those enjoyed by university staff teaching at the same level. There may also be questions about how to deal with the requirement for HE teachers to undertake suitable scholarship, research and professional updating. Proposed changes to legislation make it more likely colleges will seek their own degree validating powers with consequent demands on resources, not to mention the pressure this brings to bear on existing college/university partnerships. Finally, governance in a mixed economy institution presents challenges for governors as well as senior leaders

We also reference a separate piece of research into the views of International and Non-UK EU students undertaking CBHE. A range of issues face college leaders when they oversee the process of designing, delivering and managing programmes of HE. CBHE represents a fast-

changing environment, needing clear strategic leadership and effective operational approaches This paper brings together much of the current thinking on these essential areas, giving senior college leaders a framework and context in which to make the decisions which will affect the future of their colleges.

Laura Wiseman

Associate Professor, York University, Canada

Literature as Pedagogy for Emergent Teachers: Curricularizing Affective Engagement with Vignettes in Teacher Education

This paper proposes curricularizing engagement with selected literature in post-secondary teacher education as a component of pedagogy for emergent teachers. The proposal is informed by a conceptual framework highlighting the importance of emotional judgments in cognitive growth and moral decision-making.

Through affective encounters with characters and issues in teaching and learning in selected vignettes, the proposed pedagogy encourages teacher candidates to take education concepts to heart: to develop strong feelings, ask significant questions—reflecting higher level thinking—and articulate big ideas *en route* to making cognitive and moral decisions for practice. As Laurence Scheindlin notes, “we depend on emotional judgments to bring to consciousness significant facets of our everyday surroundings ... It is emotion, not cognition, that brings to consciousness the moral ... aspects of life” (Scheindlin 2003, 179).

This presentation shares samples of paradigmatic literature for a Canadian context, replicable for global contexts; samples of affective engagement through the questions and responses of teacher candidates in the initial action research; and welcomes participants’ questions and suggestions for furthering the research.

Emmy Zitter

Head of English Department and Senior Lecturer, Michlalah-Jerusalem
College and Shaanan College, Israel

Teaching Shakespeare's *The Merchant of Venice* in an Orthodox Jewish Teacher-Training College: An Un-Orthodox Approach

Shakespeare was an anti-Semite. Shakespeare sympathized with Jews. Shylock was a villain. Shylock was a victim. Shakespeare's *The Merchant of Venice* is a "problem play" because of its internal contradictions, its historical and contemporary associations with anti- and philo-Semitism, and the changing depiction of Shylock in theater and film productions. Audiences, readers, critics, and teachers have struggled to understand Shylock and the playwright who created this baffling character. As Beauchamp (2011) says, Shakespeare has been "savaged" by those who view him as anti-Semitic and "salvaged" by those who cannot accept that the icon of Western culture held views that are anathema to civilized people today.

All this makes this "problem play" a pedagogical problem, as well, especially in an Orthodox Jewish college classroom. To misquote Shakespeare: to teach or not to teach? And if to teach – how?

Although this paper is essentially a work of scholarship in the discipline of humanities, the focus of the topic can be seen as multi-disciplinary. At the center is a literary analysis of Shakespeare's *The Merchant of Venice* that takes as its starting point the much-discussed question of Shakespeare's anti-Semitism. I will review the relevant literature on both sides of the issue, reading the play closely to justify my own conclusion, that ultimately the textual evidence is...inconclusive. I will then deal with the pedagogical implications of this conclusion. The impossibility of answering the question definitively opens up an interpretive hole, so to speak, that can be filled by using the reader-response approach to literature most associated with literary theorist Stanley Fish.

In this paper, I describe a method of teaching *The Merchant of Venice* from this unusual theoretical approach, one that can be applied to other texts and global cultural contexts. After introducing the students to "savaging" and "salvaging" readings, I expand our understanding and make the play more accessible to our students using Fish's reader-response theory, in which an "interpretive community," in this case Orthodox Jewish students, brings its beliefs and ideologies to a text to create meaning. Thus we meet Shylock, the stereotypical greedy, murderous Jew; we consider him as a human and humane victim; and

finally our interpretive community creates in him a character whose failures in Judaism turn the play from Christian comedy to Jewish tragedy.