

8TH INTERNATIONAL WORKSHOP ON HIGHER EDUCATION

5-7th October 2011 • Humboldt Universität zu Berlin



*Reforming Higher
Education with a
Lifelong Learning
Perspective?*

ANNOUNCEMENT AND CALL FOR PAPERS

(as of February 25, 2011)

WORKSHOP THEME AND ITS CONTEXT

While industrialized countries in the 1960s and '70s had been primarily concentrating on reforms consisting of enlarging existing and building new institutions, they have more recently embarked on different types of reforms. Multiple forces have put pressure on policy-makers and institutions to change the universities' governance and study structures and *modi operandi* in order to make them more 'relevant' to the needs of labour markets, more 'efficient', more transparent and accountable, and more international. To this end, universities in the US, Australia, Canada, Western Europe and Japan have undergone far-reaching reforms, resulting arguably in the most radical changes since the emergence of the modern university system some 150 years ago. All the industrialized countries, but also 'newcomers' such as China, Singapore, South Korea and some other emerging countries have created differentiated systems of higher (or 'post-secondary' or 'tertiary') education and have used funding and other mechanisms to create, on the top of these institutional hierarchies, 'excellent' or 'world class' universities, defined by research productivity. Innovation and improvement of academic teaching (and learning), increased community engagement and service, and outreach to under-represented and 'non-traditional' groups prospective students have not been major topics on the policy agenda of these countries.

Since the 1970s Lifelong Learning has been identified by international organizations such as UNESCO, OECD and EU as well as many countries as a organizing principle or 'master plan' for a new approach to teaching and learning – not just taking place in a person's youth but over the entire life span; with learning not just taking place in educational institutions such as schools or universities but in many other places as well. Higher education as an increasingly important part of the formal education system potentially plays an important role in such a system of Lifelong Learning. However, higher education has been slow in adapting its mission, structures and understanding of 'knowledge' and 'learning' to the demands for a more open, flexible and supportive system (see for example Schuetze & Slowey, 2000). Variations between countries can be partly explained by different tradition and structures, but they are also partly due to reforms, or the lack thereof, that change rules for access, structures, and modes of teaching and learning.

The slow pace of change is surprising in the light of calls from employers of an educated and flexible, adaptable work force as well as the recognition by experts and governments that knowledge based societies require a population who have acquired, during their formative years, the motivation and ability for further learning throughout their lives. On the other hand, a system of Lifelong Learning cannot be introduced over night as it would not just require far-reaching changes to the formal education system but also to the ways employment and workplaces are organized and social systems work. Having said that it must also be recognized that that parts of the post-secondary system have been gradually changing and are accommodation lifelong learners better than others.

*Ref.: Schuetze, H. G.,
& Slowey, M. (Eds.).
(2000). Higher edu-
cation and lifelong
learners: International
perspectives on change.
London and New York:
Routledge - Falmer.*

This workshop will explore reforms, actually implemented or still needed, that are affecting Lifelong Learning at the tertiary level focusing particularly on the following themes:

- the concept of Lifelong Learning and its meaning for higher education
- National Lifelong Learning policies, the Bologna process, institutional practice
- continuing higher education
- open access and alternative access routes
- recognition and accreditation of prior learning
- outreach for, and support of non-traditional students
- part-time, distance or web-based studies,
- post-occupational (senior) studies,
- funding and governance procedures for lifelong learning provisions as well as other themes related to Lifelong Learning in the higher educating sector.

WORKSHOP ORGANIZATION

This workshop is the eight International Workshop on University Reform bringing together researchers and policy analysts and makers. Previous workshops have taken place in Vancouver (University of British Columbia), Vienna (University of Klagenfurt), Tokyo (University of Tsukuba), Dublin (Dublin City University), Shanghai (East China Normal University), and Mexico City (Center for Research and Advanced Studies - Department of Educational Research).

The Workshop is co-sponsored by the Comparative and International Education Society (CIES), and the Centre for Policy Studies in Higher Education and Training, The University of British Columbia (UBC) at Vancouver, Canada.

CALL FOR PAPERS & PANELS

Papers and panels are invited to address these or other, related themes. Proposals of up to 400 words (for papers) and 800 words (for panels) should be received per electronic mail (file transfer) by or before **May 15, 2011** to the Workshop Chairs. Presenters will be notified by June 10th at the latest if their proposal(s) has/have been accepted.

WORKSHOP ADVISORY COMMITTEE:

Germán Alvarez Mendiola, Centre of Educational Research and Studies, Mexico City, Mexico

James Jacob, Institute for International Studies in Education, University of Pittsburgh, USA

Hans Pechar, Institute for Science Communications and Higher Education Research, University of Klagenfurt, Austria

Hans G. Schuetze, Centre for Policy Studies in Higher Education and Training, University of British Columbia at Vancouver, Canada

Maria Slowey, Centre for Higher Education Research and Development Dublin City University, Ireland

Shinichi Yamamoto, Research Institute for Higher Education, University of Hiroshima, Japan.

LOCAL ORGANIZATION COMMITTEE

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