東京大学
THE UNIVERSITY OF TOKYO

Video for DAY 8
Higher Education institutions & Academics

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HE INSTITUTIONS TODAY

HE. What it is (note contextual differences)

- **Non-mandatory** and **formal** education after secondary education (high school).

- Variability in age and professional/educational backgrounds (≠ more diversity. In PE and SE "everyone" can enter. That is not the case for HE).

- University, college, community college/junior college, vocational/technical school, institute of technology, etc.

- ≠ adults' education/training, further education (UK), continuous training, etc.

HE. Terminology…

- Higher education vs post-secondary education vs tertiary education…
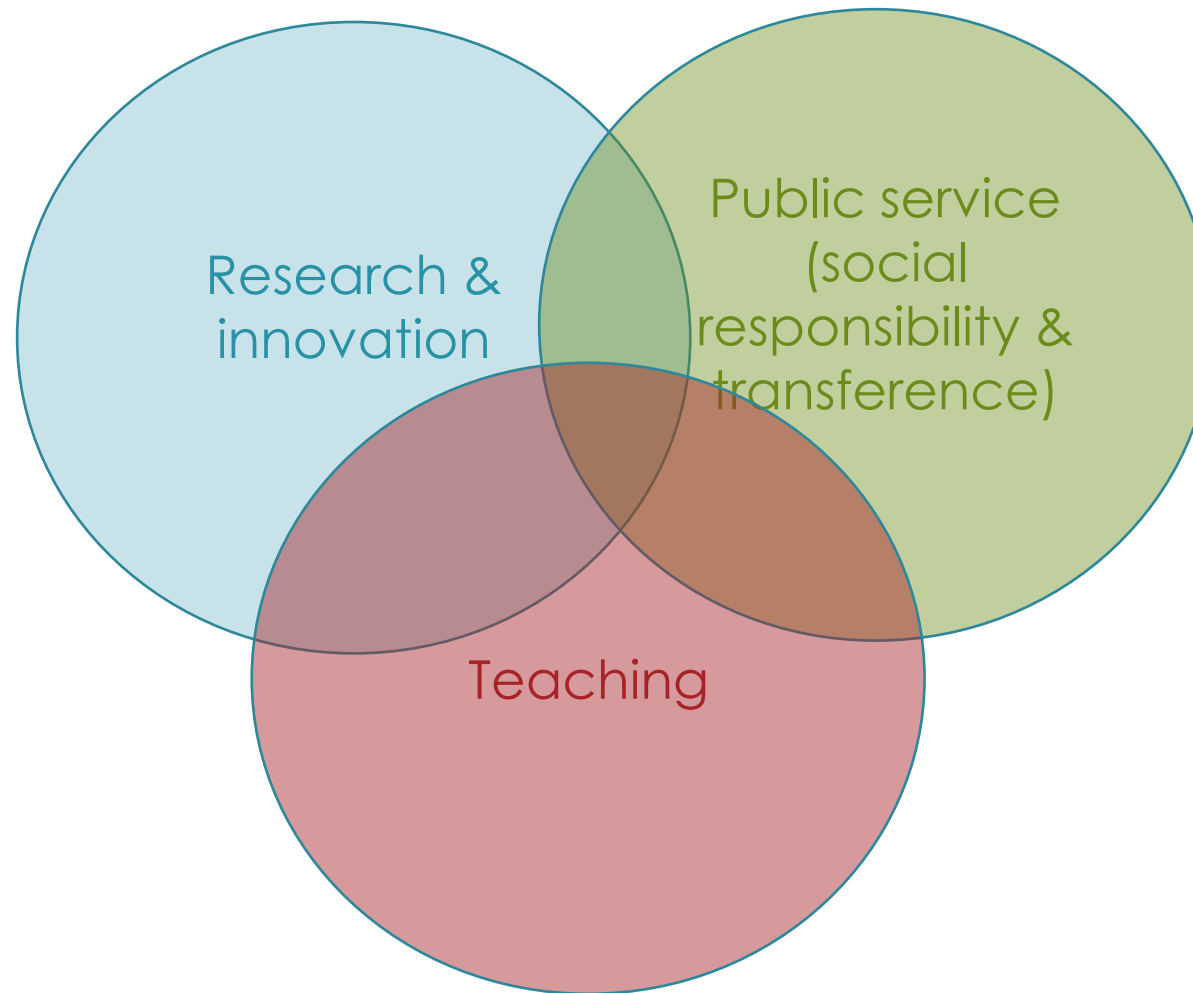
  - …what do these terms suggest you?

  Barnett (1990, p,149) wrote that the type of learning that occurs in HE justifies the use of "higher", as it involves a **type of learning that goes beyond conventional recipes and specific data**.

  What is our responsibility (as teachers) on that?

  Are we, university teachers, prepared for that? If not… What should we do?

Universities. Functions/responsibilities (sides of the same coin)

Research & innovation

Public service (social responsibility & transference)

Teaching

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Universities. Functions/responsibilities (another perspective)

- HE as student reflective self-formation through immersion in knowledge, not as a process of other-formation.

- HE as spaces where people work on themselves, their personal development, goals and projects.

- Task of HE is to foster the conditions which maximize the potentials for agentic self-formation.
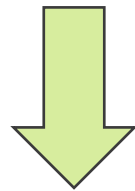
  (Marginson, 2014)

Are our institutions and ourselves prepared for this If not… what should we do?

Universities. In terms of… (note contextual differences)

- Funding… private (non-profit and for profit), public/state, central/national, etc.

- Focus/mission/purpose… research universities (colleges), teaching universities (colleges)

Funding, purposes…

Our role?

Our working context?

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HE. Situations, directions, agendas (note contextual differences)

- Universal access: massification & diversity

- Decapitalization: mercantilism & competition (rankings, tiers, students' recruitment, etc.)

- (Dis)Connection with society and job market

- Obsolescence of academic offer

- Changing students (different interests, expectations, approach to learning, etc.)

- Learner-centered/directed T-L processes

- Internationalization (variably defined) & mobility
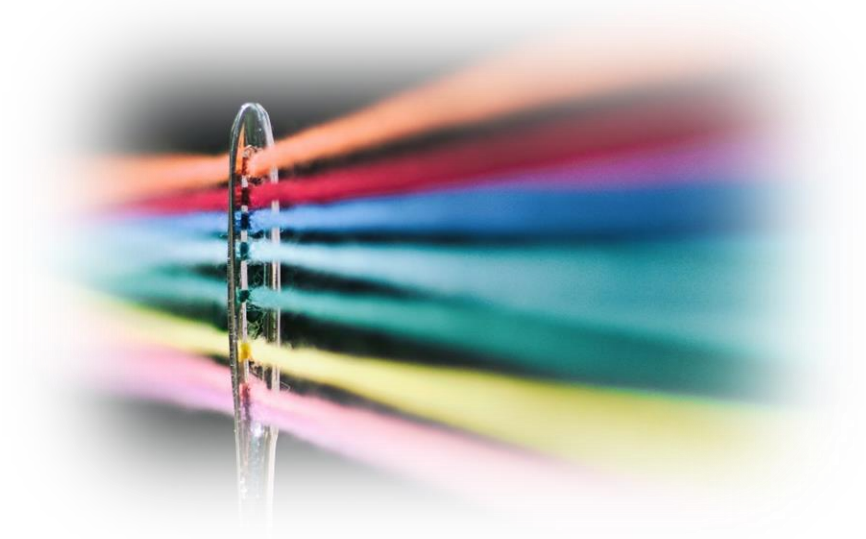
HE. Situations, directions, agendas (note contextual differences)

Education - United Nations Sustainable Development

4.3 equal and affordable access tertiary education, 4.4 adults with relevant skills and entrepreneurship, 4.5 eliminate disparities and equal access for vulnerable people, 4.6 substantial proportion of adults to achieve literacy and numeracy, 4.7 adults as global citizens, with skills about sustainable development, equality, human rights, etc.

- Sustainable Development Goals (SDGs)

- Responsible Research & Innovation (RRI)

- Open Science

- Diversity, inclusivity and accessibility

- Transdisciplinarity

- Quality assurance, accreditation & accountability

- Online education & universities

- University alliances, global/world campuses, etc.

- Micro-credentials (proofs of LOs acquired in short-learning programs)
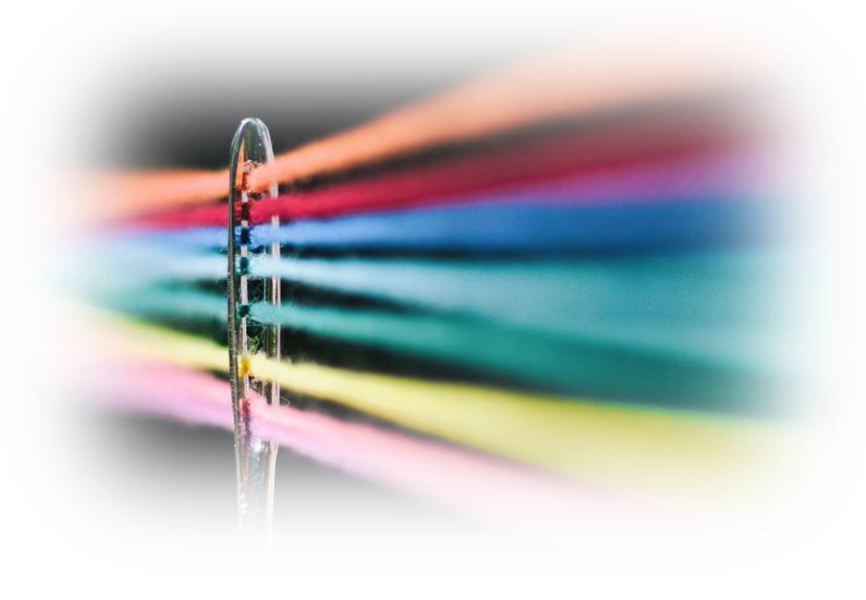
HE. Situations, directions, agendas (note contextual differences)

Takes active responsibility for our common humanity

- Opens up and develops the potential of all humans
- Grapples with risks and bridges divides across time, people, and places
- Advocates for knowledges and ways of knowing as a global common good

Promotes wellbeing and sustainability

- Orients towards justice, solidarity, and human rights
- Supports a life project that strengthens individuals, their families, communities, and humanity
- Acts and is organized ethically, sustainably, and responsively

**Draws strength from intercultural and epistemic diversity**

- Respects cultures and identities, whether collective, institutional, or personal
- Creates spaces for reflection and dialogue
- Makes comparisons in good faith, without imposing or implying homogeneity

Upholds and creates interconnectedness at multiple levels

- Forges collaborations between people, groups, local and global communities
- Sustains bonds between HEIs, levels of education, formal and informal learning
- Relates humans with other humans, non-humans, the Earth, and the universe

Vision for 2050

UNESCO IESALC (2021, p. 42)
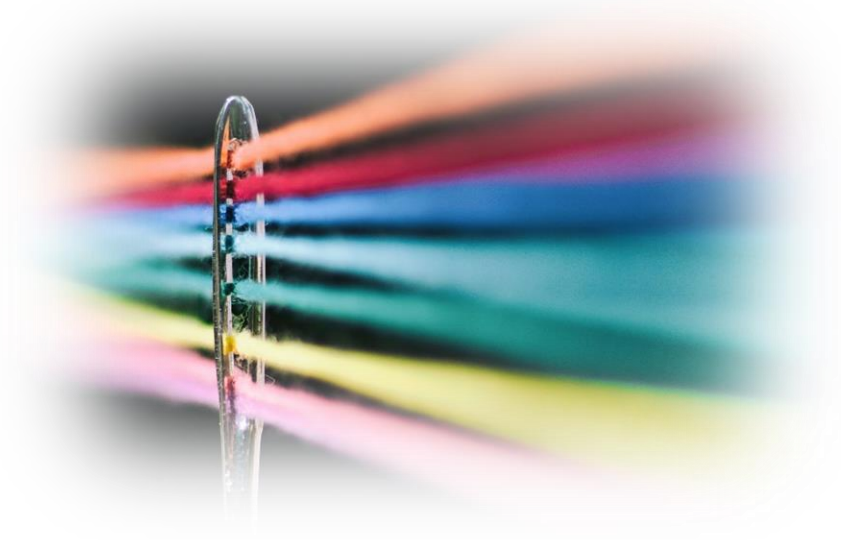
HE. Situations, directions, challenges (note contextual differences)
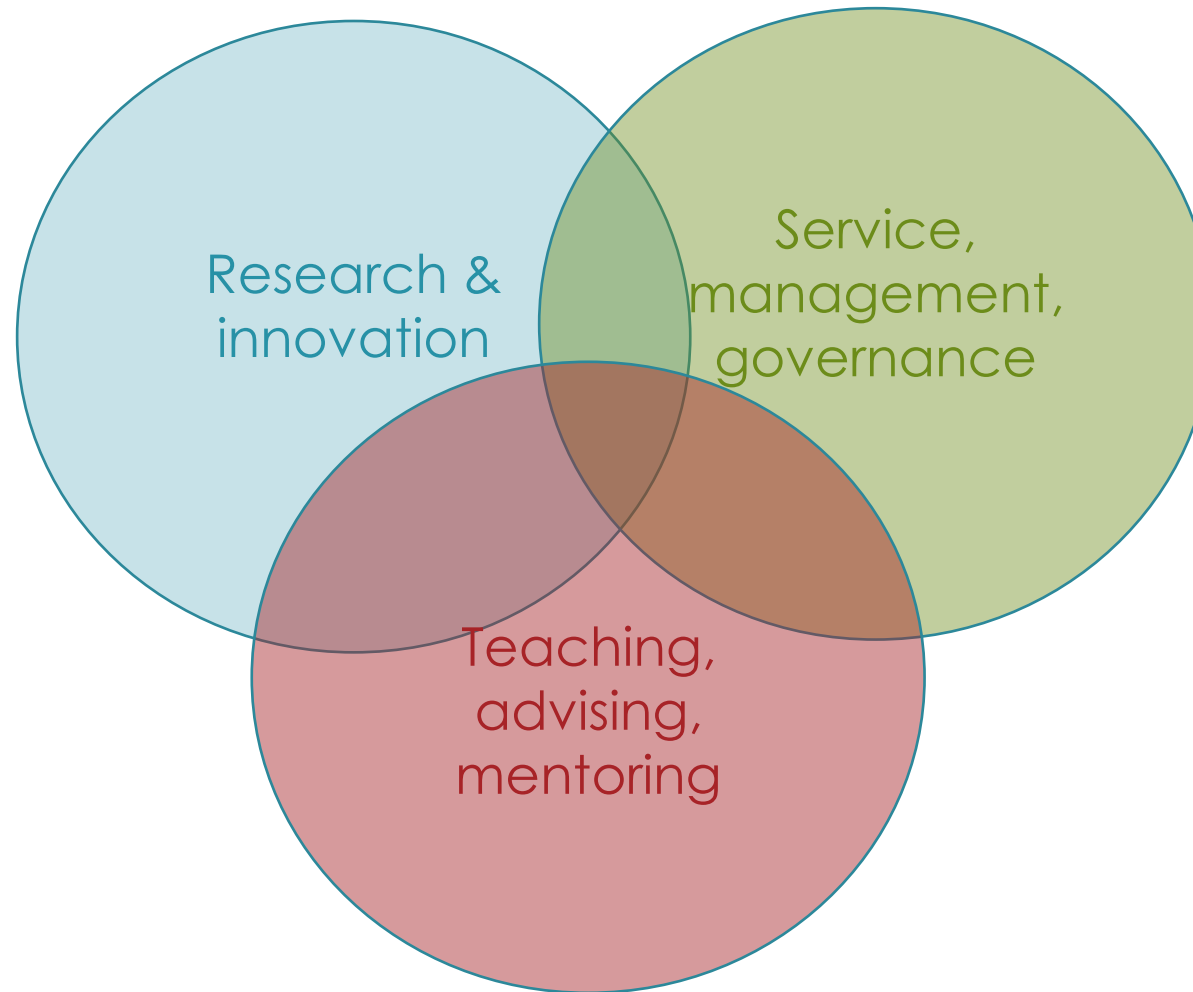
Are we prepared for these? If not… what should we do?

ACADEMICS

Academics. Functions, responsibilities, roles (note contextual differences)

Balance?/Direction?

Differences at an institutional, disciplinary, personal, and career moment

Research & innovation

Service, management, governance

Teaching, advising, mentoring

Academics. Functions, responsibilities, roles (note contextual differences)

- Experts in a discipline (updated knowledge)

- Active researchers/publishers (hiring/promotion)

- Management abilities

- Capable teachers (designers, technologists, mentors, etc.)

- Socially engaged

- Sustainable development, open, accountable & responsible research & teaching (SoTL), diversity of students, inclusive education, transdisciplinary education, online education, collaboration, etc.

  ,,,

Are we prepared for these? If not... what should we do?

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Academics. Functions, responsibilities, roles (note contextual differences)

- Access and promotion as a challenge

- We enter that context with:

  - Training as researchers (Ph.D.) (in general)

  - No "mandatory" training as teachers (in general)

  - No "mandatory" training as managers (in general)

WHY?

Would be "accept" this in our fields? Would we "accept" this for research?

Career paths. So…now what?

In class

In 1, 2, 5 years… where do you want to be? What do you need?

SoTL

- Scholarship of Teaching and Learning (SoTL).

- Approach to the teaching practice that involves:
  - An active interest in developing our **pedagogical knowledge**.
  - Conducting **enquiries** about teaching and learning.
  - **Reflecting**, as its main component, in/on that practice.
  - **Opening** that practice to others for critique and knowledge construction.

(Boyer, 1990; Kreber, 2013; Rice, 1992; Schön, 1995; Shulman, 1998; Trigwell & Shale, 2004)

HE. Differences

- Minor/majors? Liberal arts/general education? Length of the degrees?

- Are there college/universities/community colleges, etc.? Graduate schools?

- Costs and access? Demanding degrees?

- Main current challenges for institutions & academics?

- Balance research, teaching, management?

- Career paths for research & teaching?

- Do universities promote directly? External accreditations?
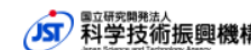
- Types of positions?

Positions in Japan

https://jrecin.jst.go.jp/seek/SeekTop

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Thank you

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