Globalizing Higher Education for the 'Knowledge Economy'

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Overview

Instructors:	Professor Kris Olds, University of Wisconsin-Madison, USA Professor Susan L. Robertson, University of Bristol, UK
TA:	Mr. Jake Fleming, University of Wisconsin-Madison, USA
Course:	https://www.coursera.org/course/globalhighered
Twitter:	https://twitter.com/GlobalHigherEd #globalhighered
Weblog:	http://www.insidehighered.com/blogs/globalhighered
Email:	globalhigheredmooc@gmail.com (The most efficient way to get a question answered is to use the discussion forum.)
When:	24 March to 11 May 2014

Welcome!

Universities and higher education systems worldwide are being transformed by new and changing actors, practices, programs, policies, and agendas. From notions of 'global competency' and 'international branch campuses,' to ever more common perceptions that international collaborative research is a desirable objective, through to the phenomena of

bibliometrics, rankings and benchmarking that are framed and operate at a global scale, contexts are changing. This massive open online course (MOOC) itself, developed in Madison and Bristol and hosted on the Coursera platform in Silicon Valley, is a perfect case in point!

Globalizing Higher Education and Research for the 'Knowledge Economy' is designed to help students better understand some of these complex changes.

Our specific objectives are to:

- Provide an integrated 'big picture' regarding the globalization of higher education and research.
- Reinforce the value of thinking about processes of change by focusing on *emergences* -- the forward edges of change -- as well as the frictions associated with these processes. We attempt to make this tangible by highlighting the role of relevant logics, thinkers, institutions, networks, technologies, ideas, temporalities, and regulations.
- Highlight the role of relative and variable forms of power in shaping agendas and practices, as well as uneven development patterns and outcomes.

In the end, we hope to stimulate some exciting globally oriented learning about how key aspects of the higher education sector - from research to teaching, learning, and service (the 'third mission') - are changing. We don't have the answers, but together we're hoping that we can all use this MOOC to collectively learn more about this increasingly important topic.

Approach

We'd like to pass on some information about a few other aspects of this course so you know what you're getting into!

1 First, the design of this course is very different from most Coursera-based courses in that it does not rely on video lectures and associated quizzes. Rather, the content will be rolled out weekly via a 4000-7000 word long text with integrated multimedia elements (audio interviews with experts, visualizations, photographs, select videos, and hyperlinks to documents, reports, articles, etc.). This approach reflects our assessment of what works best with respect to the topic we are focusing on, as well as the practical realities of jointly developing a course on opposite sides of the Atlantic Ocean six time zones apart. We're also excited by experiments underway in long-form journalism, blogging, and e-textbooks. Indeed, a Department of Geography (UW-Madison) student helped put together the New York Times' 'Snow Fall' story (see http://bit.ly/1eu12ZO) and we took select formatting ideas from the story and the subsequent online stories that were inspired by it.

2 Second, and on a related note, the course is intended to function as a free and open-access resource. Therefore, all submitted material during weekly exercises will be automatically associated with a Creative Commons Attribution 4.0 license, which gives others considerable freedom to share submitted ideas. Students who submit work to the course's forums retain copyright to it, but irrevocably grant anyone permission to use, copy, modify, and adapt it commercially with attribution. As a result, the course should de facto resemble a MOOR (a Massive Open Online Resource) – a trading space for ideas. The goal of adopting this approach is to enable the MOOC/MOOR to facilitate the building of networks between participants, the sharing of resources, and the stimulation of new and needed debates about the course topic. In short, we encourage you to contribute, discuss, debate, borrow, reformulate, and help everyone build a useful MOOR! And, if things go well, we hope this course will serve as a model for hybrid open-closed online and blended courses at universities that are available both to regular for-credit students, but also to curious members of the public.

Third, we've attempted to, as much as possible, adopt a do-it-yourself (DIY) approach to the production of the MOOC. We don't believe MOOCs should be developed at considerable

3 expense in the current fiscal context, especially in public higher education. While we've being assisted by two wonderful online course staff (Kevin Thompson and Phil Curran), we've used free or low-cost technologies to produce the content, we've recorded the Q&A sessions ourselves (e.g., via Skype), we've sourced the development of the visualizations via the University of Wisconsin Cartography Lab (which employs students), and we've processed most of the files via free programs. This is, after all, how most faculty will need to operate in the digital era. This MOOC inevitably won't match the production level of some MOOCs out there, but it is not designed to.

4 Fourth, we designed this MOOC to be relatively accessible in contexts associated with low levels of internet bandwidth. The presence of audio and the absence of video helps on this front, clearly. We've also designed it to be mobile device-friendly regardless of mobile platform. If you use an Apple iPhone or iPad, you can download the relevant Coursera app here: https://itunes.apple.com/app/coursera/id736535961

We hear that Android versions of these apps are coming soon, but they are unlikely to be available by the time our course is finished in May 2014. It is our view that text vs. video enables people to better engage with the content at variable paces depending on your own approach to scrolling through text, as well as visiting the rabbit holes (aka hyperlinks to articles, stories, websites, and so on) we have provided. We're also aware most of the experimentation with MOOCs is in video-heavy courses, and we're keen to experiment with text, audio, and visualizations. Your feedback on how to improve our adopted format is thus very much welcomed.

Format

Each week will involve working through the text and multi-media elements associated with seven different yet linked topics (see below for titles and keywords). The seven weeks of material are not being transferred over from a previously existing course – this model has been built from the ground up. This said, the course structure is inspired by reactions to talks both of us have given to diverse non-academic and academic audiences (including university governing boards/councils).

Note that the content is modularized, and you can mix-and-match weeks depending upon your specific interests, or else complete the entire course. We've designed the weeks to be stand-alone such that you can focus on 2-3-4-5 weeks in variable combinations. We, of course, sincerely hope you'll join us for all seven weeks but if you would rather not, or simply can't, this in no way inhibits you from learning and contributing. Success in this MOOC is engagement with relevant (to you!) sections of the course vs. start-to-finish completion.

Schedule

Each new week of content begins on Monday at 10:00 AM (CDT/Chicago-time).
The deadline for each week's activity is two weeks following the start of the week at 10:00 AM (CDT/Chicago-time).

Week 1 – Universities (Starting Monday 24 March)
- Keywords: collaboration, competition, global competency, globalization, internationalization, learning, logics, mechanisms, mission, mobility, models, technology.

Week 2: City-regions (Starting Monday 31 March)
- Keywords: academic freedom, branch campuses, cities, city-regions, competition, hubs, gateway cities, global cities, innovation systems, liberal arts colleges, mobility, R&D, networks, urbanization.

Week 3: Nations (Starting Monday 7 April)
- *Keywords: competition, denationalization, exports, mobility, nation-state, revenue, services, students.*

Week 4: Regions (Starting Monday 14 April)
- *Keywords: collaboration, competition, geopolitics, higher education areas, interregionalism, regionalism*.

Week 5: Globals (Starting Monday 21 April)
- Keywords: assessment, benchmarking, competition, desectoralization, framing, governance, hegemony, knowledge, intergovernmental organizations, publishing, R&D, rankings, thinkers.

Week 6: World Class (Starting Monday 28 April)
- Keywords: assessment, benchmarking, bibliometrics, competition, desectoralization, governance, metrics, models, world class universities, world university rankings.

Week 7: Singapore (Starting Monday 5 May)
- Keywords: academic freedom, branch campuses, city-state, competition, developmental state, global cities, hubs, innovation systems, nation-states, networks, R&D, rankings, regionalism, services.

Activities

Student Engagement & Assessment

All seven weeks of Globalizing Higher Education and Research for the 'Knowledge Economy' are associated with dedicated discussion forum space where you can participate in (a) independent discussions on the topics of your choice, and (b) instructor-generated discussions on 2-3 designated topics.

The (b) instructor-generated topics are designed to function as mechanisms to help you learn from others taking the course, and to provide you with an opportunity to earn an optional Statement of Accomplishment. They are also designed to help generate complementary content to the text that we (Kris & Susan) produced. In aggregate, the text and multi-medial elements we provide, plus your contributions to (a) and (b), are designed to help turn this MOOC into a MOOR.

How will this all work in practice?

1 First, once you have finished engaging with the text and associated multi-media elements, you will see 2-3 discussion forum options at the bottom of the text. Some of these will be framed as discussion questions, some as debate topics, some as requests to create visualizations, some as calls for a crowd-sourced critique or honorary nominations, some as 'blue sky' visioning exercises. Choose one or more discussion

topic options to respond to. Please note that you need to contribute to at least four of the seven weekly discussion forums to be awarded a Statement of Accomplishment.

2 Second, craft and post your contribution(s) in the discussion forum space designated for the weekly exercises.

- ***If you are aiming for a Statement of Accomplishment***, we are expecting **original postings** to be in the range of a minimum of 400 words (when written text is requested). Visualizations are obviously not associated with minimum word count expectations. This word count expectation reflects our experience with for-credit online course discussions associated with complex topics where grading is required. 400 words works out to be about one single-spaced page.
  - You will need to submit the unique URL of your entry when you attest your completion.
    - Participants who would like to work together to create a jointly authored entry are welcome to do so, but workload expectations need to match the effort you would put into creating a single authored entry.
    - Any member of a group can serve as a spokesperson for that group. Jointly authored posts should contain a list of all contributors.

- *If you are not aiming for a Statement of Accomplishment*, there is no minimum recommended word count. Feel free to post whatever you want, by yourself or with co-authors, as long as it is relevant content.

If you're very keen to engage you are, of course, welcome to post original entries in more than one of the 2-3 optional forums per week.

3 Third, once you post your original contribution, other participants can comment on it, and up-vote it if they feel you've posted an insightful entry. You can and should do the same – review postings, up-vote illuminating entries, and comment on them if you feel the urge.

Posting, commenting, and up-voting are *strongly encouraged* as these practices will collectively turn the course site into a MOOR – a resource for all. Your contributions, whether up-voting, commenting, or posting entries on the topics of your choice are what bring open online courses like this one to life. It's worth noting that this approach to engagement and assessment reflects our awareness that many of you are involved with the higher education sector in one way or another, and that you've got busy schedules where synchronous engagement is difficult, if not impossible. Given this, we wanted to create *engaging spaces for partially coordinated dialogue and debate*.

Grading Policy

Many participants in the course may not be seeking any formal recognition, and we welcome you to participate in as many different activities as interests you. The course will consist of seven weekly activities. Guidelines for completing the weekly activities are provided at the end of each text and within the Syllabus tab / Activities section (particularly Item #2).

In order to receive a Statement of Accomplishment, you must complete at least four of the seven weekly activities by the respective assignment deadlines.

Deadlines

We encourage you to participate in the activities during the week in which they are assigned, which starts each Monday at 10:00 AM (CDT/Chicago-time) and goes for one week.

The latest that you can submit an activity for credit is two weeks (14 days) after the start of the week in which it is assigned. *For example:* the Week 1 Activity is assigned at the start of the week (10:00 AM CDT/Chicago-time on Monday 24 March). It is due 14 days later (by 10:00 AM CDT/Chicago-time on Monday 7 April). Submissions made after the deadline, while welcome, are not eligible for credit towards the Statement of Accomplishment.

We genuinely look forward to engaging with you – to sharing ideas, building networks, and learning along the way!

Code of Conduct

As the syllabus notes, we have designed this course to be a resource for all. The more openly and freely ideas are exchanged in the discussion forums, the better our collaborative learning will be. However, this does NOT mean there are no rules, or that anything at all goes. In fact, the course's openness makes the proper attribution of information all the more important! On the topic of plagiarism, we expect you to abide by the same standards in this online course as you would at a bricks-and-mortar university.

Plagiarism is a serious offense against the academic integrity we expect of course participants. It is unethical to pass off others' work as your own, and actively destructive of the environment we hope to foster in the discussion forums. It's worth taking a look at the formal University of Wisconsin-Madison Academic Integrity Statement, which includes this section:

> All members of the University community play a role in fostering an environment in which student learning is achieved in a fair, just and honest way. Faculty and instructional staff set the tone in their classrooms by communicating clear expectations to their students and educating them on the consequences of engaging in academic misconduct while referring to campus resources. Students are expected to uphold the core values of academic integrity which include honesty, trust, fairness, respect and responsibility. These core values, combined with finding one's purpose and passion and applying them in and out of classroom learning, produce students who become extraordinary citizens.

We expect to see the spirit of this statement reflected in student contributions to this course, including all posted material associated with the Statement of Accomplishment.

Happily, there are appropriate ways to cite sources, and plenty of resources online to help you do it. The University of Wisconsin-Madison's Writing Center has some excellent tips on how to avoid plagiarism. See this link, in particular:

- http://writing.wisc.edu/Handbook/Acknowledging_Sources.pdf

Coursera also has material regarding plagiarism:

- What is the Honor Code?
- How can I report plagiarism or inappropriate content in a peer assessment?

- [How can I report inappropriate forum behavior?](#)

Plagiarism really is a cardinal sin of the academy. If you plagiarize in this course, you may be asked to leave or blocked from further participation.

Technology Requirements

This content for this course is delivered mainly through text, images, and audio. You may require a word processor, and the ability to open .PDF files to access course content. Below are some useful links to free software if you require it.

- [VLC media player](#)
- [Adobe PDF reader](#)
- [OpenOffice](#)

Image & Visualization Sharing

The sharing of pictures, images, maps, infographics and other visual objects is central to this course.

Visualizations can be drawn on the back of a restaurant napkin, a piece of paper, a chalkboard, or a dry erase board. Photographs of these visualizations can be uploaded to the discussion forum.

You can also create visualizations with a software package like Microsoft [PowerPoint](#), Adobe [Photoshop](#) / [Illustrator](#), Apache [OpenOffice](#), [Inkscape](#), or Google Docs [Presentation](#) or [Drawing](#) Apps and export these as image files to be uploaded.

Coursera allows the upload of .GIF (Graphics Interchange Format), .PNG (Portable Network Graphics), or .JPEG image files within the Discussion Forums.

Use the ⧉ Pic button to add your visualization to a discussion posting. Refer to [this post about making your images BIG](#).

Support

By their nature, the number of participants in a given Massive Open Online Course makes direct communication from instructor to individual student very challenging. To mitigate this, discussion boards are often used to enable students to communicate with one another, as well as instructors and support staff to communicate to students.

If you encounter problems or errors during the duration of the course, we suggest you rely on your peers for solutions. If your questions are content related, post your questions in the appropriate [discussion forum](#), or create your own new thread. There are specific forums you can post to if you encounter [course material errors](#) or feel that there is a [technical issue](#) that Coursera Staff should know about, there are specific forums you can post to.

Response Times

The course staff and instructors will make their best effort to respond to pertinent questions and concerns that are content related in the discussion forums within a 48 hour period. However, their preliminary role will be as moderators to the discussion - observing, focusing and channeling the discussion, rather than leading it. Please rely on your peers to answer questions, and collectively guide one another through the content.

General inquiries that are not content related can be addressed to globalhigheredmooc@gmail.com. Please first consider posting in the discussion forums.

Instructor Bios

Professors Olds and Robertson began collaborating via a Worldwide Universities Network (WUN) exchange scheme in the mid-2000s. The University of Bristol and University of Wisconsin-Madison are both members of the WUN. We very much look forward to engaging with you about this topic.

Kris Olds

http://globalhighered.wordpress.com/
Professor, Department of Geography
University of Wisconsin–Madison

Kris Olds is Professor and Chairperson of the Department of Geography, University of Wisconsin-Madison, USA. He is also a Senior Fellow with NAFSA.

Kris' current research focuses on the globalization of higher education and research. This research agenda relates to his longstanding research interests in the globalization of the services industries (including higher education, architecture, property), and their relationship to urban and regional change. He makes heavy use of digital outlets to engage, serve, and engender informed debate including via GlobalHigherEd (which is cross-listed on Inside Higher Ed), and Twitter @GlobalHigherEd.

Susan L. Robertson

http://susanleerobertson.com/
Professor, Graduate School of Education
University of Bristol

Susan L. Robertson is Professor, Sociology of Education, Graduate School of Education, University of Bristol, UK. She is also Director of the University of Bristol's Centre for Globalisation, Education and Societies, and co-editor of the journal Globalisation, Societies and Education.

Professor Robertson's research focuses on the political economy of the education sector, and how education is the object and outcome of converging and diverging policies and practices around the globe. These include creating education as a services sector, the commercialisation of education, and the increased role of for-profit actors in the sector. An important aspect of this transformation has been the growth of international agencies and transnational firms in shaping these processes.

Sharing Policy

This course is designed as a resource for helping us all better understand how the globalization of higher education and research is unfolding. The more people have access to what we produce here together, the more powerful this resource will be. Therefore, we have elected to make the products of this course—what we provide, as well as what you create—shareable. Please think carefully about what this means before you participate.

Specifically, all material submitted to this course is automatically associated with a Creative Commons Attribution 4.0 license, which gives others considerable freedom to share your ideas. Keep in mind, in the U.S., U.K., and other Berne Convention member countries, you have copyright protection for the comments, assignments, and other creative content you contribute to this course. However, while you retain copyright, by submitting work to this MOOC's discussion fora you irrevocably grant anyone permission to use, copy, modify, and adapt it commercially *with* attribution. Thus they may not notify you, but they need to credit you (legal code).

In addition, to keep with the spirit of this approach, instructor provided course materials can be downloaded off the course site in PDF format. The same open access principles, including attribution if used, apply.

In turn, you can also share and adapt the content posted by teachers or other students, as long as you credit them. We suggest something like:

- Adapted from: Nelson, C. (2014, February 6). "Comparing World Bank Graphs" [Week 1 Forum]. Message posted to: https://www.coursera.org/course/globalhighered

or

- Nelson, C. (2014, January 24). Interstate Collaboration Model. In K. Olds & S.L. Robertson, *Globalizing Higher Education and Research for the 'Knowledge Economy'* [Online Course]. Retrieved from https://www.coursera.org/course/globalhighered

or

- Olds, K., and Robertson, S.L. (2014, 24 March) "Globalizing Universities". In K. Olds & S.L. Robertson, Globalizing Higher Education and Research for the 'Knowledge Economy' [Online Course]. Retrieved from https://www.coursera.org/course/globalhighered

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Frequently Asked Questions

- **Q: Will I get a Statement of Accomplishment after completing this class?**
  A: Students who successfully complete the course requirements specified are eligible to receive a Statement of Accomplishment. You can still participate, though, even if you don't seek a Statement of Accomplishment.

- **Q: What do you mean the course also is intended to function as a free and open-access resource?**

A: The course is intended to function as a free and open-access resource. Therefore, all submitted material during weekly exercises will be automatically associated with a Creative Commons Attribution 4.0 license, which gives others considerable freedom to share submitted ideas. Students who submit work to the course's forums retain copyright to it, but irrevocably grant anyone permission to use, copy, modify, and adapt it commercially with attribution. As a result, the course should de facto resemble a MOOR (a Massive Open Online Resource) – a trading space for ideas. The goal of adopting this approach is to enable the MOOC/MOOR to facilitate the building of networks between participants, the sharing of resources, and the stimulation of new and needed debates about the course topic.

- **Q: Does the sharing policy also apply to the course content?**
A: As stated above, to keep with the spirit of this approach, instructor provided course materials can be downloaded off the course site in PDF format. The same open access principles, including attribution if used, apply.

- **Q: The course has already started – is it too late to join?**
A: The course can be joined at any time (even during Week 7!). Each week's material, while rolled out, will be available for approximately two months after the course ends (in early May). As noted in the syllabus, if you are seeking a Statement of Accomplishment, you must complete at least four of the seven weekly activities by the respective assignment deadlines – late joiners can just focus on the latter four weekly activities if they are keen to acquire an official Statement, though we recommend that you keep track of the deadlines for submitting exercise responses.

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