

Challenging Knowledge

The University in the
Knowledge Society

Gerard Delanty

Challenging Knowledge The University In The Knowledge Society

Tor Halvorsen, Atle Nyhagen



Challenging Knowledge The University In The Knowledge Society:

Challenging Knowledge Gerard Delanty, 2001 For far too long we have waited for a book that recorded the ideas of the modern university Now in Gerard Delanty's new book we have it Delanty has faithfully set out the views of the key thinkers and in the process has emerged with an idea of the university that is his We are in his debt Professor Ronald Barnett University of London Gerard Delanty is one of the most productive and thought provoking social theorists currently writing in the UK He brings to his work a sophisticated and impressively cosmopolitan vision Here he turns his attention to higher education bringing incisive analysis and a surprising optimism as regards the future of the university This is a book which will stimulate all thinking people especially those trying to come to terms with mass higher education and its tribulations Professor Frank Webster University of Birmingham For too long social theory the sociology of knowledge and studies in higher education have mutually ignored each other Gerard Delanty founding editor of the European Journal of Social Theory was just the right person to bring them into dialogue Indeed dialogue and communication are his watchwords for revamping the institutional mission of the university Professor Steve Fuller University of Warwick Drawing from current debates in social theory about the changing nature of knowledge this book offers the most comprehensive sociological theory of the university that has yet appeared The famous philosophical conceptions of the university from the Enlightenment to postmodern thought are discussed along with the major writings in modern social theory on the university such as those of Weber Parsons Habermas Gadamer Lyotard and Bourdieu In this far reaching contribution to the sociology of knowledge Delanty views the university as a key institution of modernity and as the site where knowledge culture and society interconnect He assesses the question of the crisis of the university with respect to issues such as globalization the information age the nation state academic capitalism cultural politics and changing relationships between research and teaching Arguing against the notion of the demise of the university his argument is that in the knowledge society of today a new identity for the university is emerging based on communication and new conceptions of citizenship It will be essential reading for those interested in changing relationships between modernity knowledge higher education and the future of the university

Universities in the Knowledge Society Timo Aarrevaara, Martin Finkelstein, Glen A. Jones, Jisun Jung, 2021-09-28 Springer is proud to announce that *Universities in the Knowledge Society* has received the ASHE CIHE award for Significant Research on International Higher Education Congratulations to Timo Aarrevaara Martin Finkelstein Glen A Jones Jisun Jung and all contributors This book explores the complex multi faceted relationships between national research and innovation systems and higher education The transition towards knowledge societies economies is repositioning the role of the university and transforming the academic profession The volume provides a foundational introduction to the concepts of knowledge society and knowledge economy and these concepts ground the detailed case studies of eighteen systems located across five continents Each case study was written by a leading expert in that jurisdiction and provides a

critical analysis of the research and development infrastructure the role of universities and the implications for the academic profession The book describes how nations in various geographic regions and at various stages of economic maturity are restructuring their university systems to adapt to the new imperatives and provides a cross case analysis identifying common themes and distinctive features In telling the story of higher education s on going global metamorphosis the contributing authors place current developments in the context of the university s historic evolution survey the changing metrics that national governments are adopting to measure university performance and describe a new international project the Academic Profession in the Knowledge based Society APiKS that involved a common survey of academics in more than twenty countries to take the pulse of developments on the ground while documenting the challenges confronting knowledge workers in the new economy

Universities in the Knowledge Economy Paul Temple,2012-03-12 Universities are fundamental to the contemporary knowledge economy They directly and indirectly support economic growth in both developing and advanced economies In addition to their traditional teaching and research functions they often also have important roles in supporting regional development and urban regeneration as well as involvement in fostering international relations in cultural developments and in enhancing social cohesion While higher education institutions in many countries are often assigned key roles in economic and social policy prescriptions exactly what those roles are and how they should be carried out are often unclear Universities and the Knowledge Economy provides a much needed theoretical and empirical analysis of these functions taking a critical look at the complex connections between knowledge creation the knowledge economy and higher education today This volume Brings together work on these topics by international experts reporting and analysing recent policy developments and research Shows the significance of the university s role in the knowledge economy and the precise roles that it can play Presents a range of studies showing how universities interact with other knowledge producers and users and how these interactions can be managed to achieve the most effective applications of knowledge Universities are multi faceted institutions that everywhere are accorded special status Universities and the Knowledge Economy examines how these institutions carry out knowledge production and application and how their distinctive characters affect what they do This title is of both intellectual and operational relevance and would be suitable for those interested in higher education and policy and practice and in the theory of higher education Paul Temple is Reader in Higher Education Management and Co Director of the Centre for Higher Education Studies at the Institute of Education University of London UK

The Knowledge Economy and Lifelong Learning D.W. Livingstone,David Guile,2012-09-07 This book presents some of the most trenchant critical analyses of the widespread claims for the recent emergence of a knowledge economy and the attendant need for greater lifelong learning The book contains two sections first general critiques of the limits of current notions of a knowledge economy and required adult learning in terms of historical comparisons socio political construction and current empirical evidence secondly specific challenges to presumed relations

between work requirements and learning through case studies in diverse current workplaces that document richer learning processes than knowledge economy advocates intimate. Many of the leading authors in the field are represented. There are no other books to date that both critically assess the limits of the notion of the knowledge economy and examine closely the relation of workplace restructuring to lifelong learning beyond the confines of formal higher education and related educational policies. This reader provides a distinctive overview for future studies of relations between work and learning in contemporary societies beyond caricatures of the knowledge economy. The book should be of interest to students following undergraduate or postgraduate courses in most social sciences and education business and labour studies departments as well as to policy makers and the general public concerned about economic change and lifelong learning issues.

D W Livingstone is Canada Research Chair in Lifelong Learning and Work and Professor Emeritus at the Ontario Institute for Studies in Education University of Toronto. David Guile is Professor of Education and Work at the Institute of Education University of London.

The Learning Challenge of the Knowledge Economy David Guile, 2010-01-01. This book introduces a new perspective on the knowledge economy and the learning challenge it presents for individuals, communities and societies. It demonstrates that the debate about the role of knowledge in the economy has been framed in terms of Cartesian notions of objective and subjective knowledge and human capital notions that the aim of learning is to support people to adapt to a pre-given economic reality. The book argues that these framings rest on questionable assumptions about knowledge and learning and in the process deflect us from asking questions about our future economic, political and social direction. Taking ideas from Cultural Historical Activity Theory (CHAT), Social Theory and the Philosophy of Mind as its starting point, the book rethinks the relation between knowledge, learning and human activity. It explores this rethinking through the form of learning Professional, Vocational and Workplace, most closely associated with the use of knowledge for economic, political and social purposes.

The Globalisation Challenge for European Higher Education Zgaga Pavel, Teichler Ulrich, Brennan John, 2013-07-26. The last decade has marked the European higher education with a particular dynamics. Today, after a decade of a concerted policy, national systems look much more convergent but new questions and dilemmas are emerging about its nature and quality about real impact of recent reforms in different countries as well as about its future. The book examines the impact of Europe-wide and global developments on national higher education systems. The authors try in particular to upfront issues of convergence and diversity of equity and of the relationship of centres and peripheries in higher education. The book is an outcome of research collaboration between six institutes which developed a EuroHESC research proposal on the consequences of expanded and differentiated higher education systems.

Higher Education in Societies Gaële Goastellec, France Picard, 2014-09-11. Universities are not only economic engines but societal ones. This book interrogates the embeddedness of Higher Education (HE) systems in national social contracts and discusses how their renegotiation is at play in the organisation of students' access to universities. Structured around the central concept of the social contract, the

growing recognition of the role of HE in its implementation and regulations governing both individual and collective access Higher Education in Societies A Multiscale Perspective explores the shifting mission of HE over the years from one thought to produce an elite to one of distributive justice by presenting research at the macro meso and micro levels In bringing together researchers from different countries continents and disciplines to study the same issue through a multiscale analysis this book forms the starting line for further theoretical and methodological debate on the value of weaving together different approaches to the study of HE including historical comparative sociological organisational institutional quantitative and qualitative

Innovation through Knowledge Transfer 2010 Robert J. Howlett, 2011-05-20 This volume represents the proceedings of the Second International Conference on Innovation through Knowledge Transfer InnovationKT 2010 organised jointly by KES International and the Institute of Knowledge Transfer and taking place in Coventry UK on 7 8 December 2010 Featuring world class invited speakers and contributions from a range of backgrounds and countries the conference provided an excellent opportunity to disseminate share and discuss the impact of university business interaction through knowledge transfer in all its forms There were two main motivations in initiating the Innovation through Knowledge Transfer series The first aim was to provide the chance for publication on a subject where few opportunities exist already The second motivation was to foster the development of a community from the diverse range of individuals practicing knowledge transfer It is becoming clear that the delegates of the conference are drawn from a diverse community of practice InnovationKT 2010 has succeeded in bringing together contributions from both the academic and practitioner sections of the knowledge transfer community The programme contained seven invited keynote talks 40 oral presentations grouped into eight sessions and one interactive workshop The proceedings contain 29 chapters drawn from this material There were 91 registered delegates drawn from 10 countries of the world The field of knowledge transfer is still immature but these proceedings demonstrate that InnovationKT conference is making a significant contribution to its academic development

Encyclopedia of Communities of Practice in Information and Knowledge Management Coakes, Elayne, Clarke, Steve, 2005-10-31 This encyclopedia will give readers insight on how other organizations have tackled the necessary means of sharing knowledge across communities and functions Provided by publisher

The Age of Knowledge , 2011-10-14 The Age of Knowledge emphasizes that the ongoing transformations of knowledge both within universities and for society more generally must be understood as a reflection of the larger changes in the constitutive social structures within which they are invariably produced translated and reproduced As the development of knowledge continues to be implicated in the habitual practices of the human social enterprise visualizing these alterations requires the consideration of the social and materialistic contexts informing these transformations This is necessary because the process of globalization has not only created new challenges for societies but has also unleashed a new political economy of knowledge within which different institutions must re affirm their identity and place

RE-BECOMING UNIVERSITIES? David M. Hoffman, Jussi

Välmaa,2016-03-09 This book provides an overview of the major findings of the comparative research project Changes in Networks Higher Education and Knowledge Society CINHEKS The main aim of this international comparative research project is the analysis of how Higher education institutions are networked within distinct knowledge societies in two key regions of the world Europe and the United States of America This research project was carried out in four European countries Finland Germany Portugal and the United Kingdom and in two different states in the United States of America In addition during the course of the research a team from the Russian Federation joined the CINHEKS study The analysis is contextually grounded in a comparative policy analysis focused on the main developments and understandings of the ideas surrounding the term knowledge society in all countries concerned Empirical elaboration is established via a series of sequential studies each building incrementally on the previous study These studies include institutional profiles of higher education institutions institutional case studies and an international comparative survey that illuminates academics social networks The research findings broaden our understanding of the differences and similarities in how higher education institutions and individual academics are networked within and between societies that understand themselves as knowledge societies The book introduces a novel analytical synthesis which asserts contemporary societies have evolved into Networked Knowledge Societies Methodologically the book both challenges and raises the bar for previous approaches in comparative higher education in terms of research design execution and lays the groundwork for a new generation of international comparative higher education research

Knowledge Society vs. Knowledge Economy S. Sörlin,H. Vessuri,2007-02-05 A new collection in the IAU Issues in Higher Education Series that deals with the major tensions between education and science Drawing on experiences from a range of countries and regions the book demonstrates the need to find new avenues for the management of knowledge production to ensure that it can meet increasingly global goals and demands

Sustainability Challenges in Sub-Saharan Africa II Alexandros Gasparatos,Merle Naidoo,Abubakari Ahmed,Alice Karanja,Kensuke Fukushi,Osamu Saito,Kazuhiko Takeuchi,2020-09-05 The aim of this two volume book series is to highlight some of the most pervasive sustainability challenges that Sub Saharan Africa faces The two volumes contain 20 chapters that illustrate very diverse sustainability challenges throughout the continent adopting interdisciplinary and problem oriented research approaches and methods from the natural and the social sciences The very diverse case study chapters are put into perspective with chapters that introduce key sustainability challenges using a regional focus Through this multi scale and interdisciplinary approach the two volumes provide an authoritative source about the major sustainability challenges in the continent and how to mobilise such perspectives to develop appropriate solutions The two volumes have a uniquely broad focus that fills a major gap in the emerging Sustainability Science scholarship Parts I II highlight specific case studies on major sustainability challenges from Eastern and Southern Africa Part III synthesizes the main lessons learnt from the chapters in the two edited volumes

Academic Identities—Academic Challenges? American and European Experience of

the Transformation of Higher Education and Research Tor Halvorsen, Atle Nyhagen, 2011-10-18 The university in Europe as a central institution of society is presently met with many new expectations challenging established practices and self understandings of academics across Europe In the European Union the higher education and research system has become a foremost tool of change Current reforms across national higher education systems are seen as a potential for creating a European Higher Education Area as well as an opportunity to introduce EU policies and ideas addressing how reforms can contribute to promote this as an EU dimension An argument that only reforms of the higher education institution in particular the research university as a European institution can make Europe regain its competitive force and economic growth potential has gained currency in the last decade with reference to the US The university system of the US particularly its highly regarded elite universities is also held forth as a model for the developments in the EU and thus for the reforms of the different countries of EU In this book however it is demonstrated that much of the political rhetoric about the construction of the future knowledge economy of Europe and the promotion of a European Higher Education Area may contradict basic values that give Europe its identity as a cultural region Promoting the US university as an ideal model does not do justice to the kind of problems the US is facing in their own reform efforts nor does it reflect properly the social costs of copying such an elite system The book raises a number of issues relating to elitism and democracy internationalisation and regionalisation and new forms of governance in higher education and research which current EU policies seem to neglect

The Knowledge Business Rob Imrie, 2016-03-03 This book provides a critique of the knowledge business and describes and evaluates its different manifestations in and impacts on the university sector Its focus is the social sciences and in particular housing and urban studies Drawing on a wide range of experiences both in the UK and elsewhere it illustrates the changing management of the academy and the development by university managers of instruments or techniques of control to ensure that academics are disciplined in ways that are commensurate with achieving commercial goals The individual chapters highlight the different ways in which the academy is being put to work for commercial gain and they evaluate how far the public service ethos of the universities is coming apart in a context in which what is to be serviced is increasingly a private clientele defined by their ability to pay The Knowledge Business examines the contradictions and tensions associated with these processes highlighting the implications for the academic labour process and the future of the academy

The Knowledge Book Steve Fuller, 2014-11-27 The Knowledge Book is a unique interdisciplinary reference work for students and researchers concerned with the nature of knowledge It is the first work of its kind to be organized on the assumption that whatever else knowledge might be it is intrinsically social The book consists of 42 alphabetically arranged entries on key concepts at the intersection of philosophy and sociology what used to be called sociology of knowledge but is now increasingly called social epistemology The entries include concepts common to disciplines that in recent years have devoted more of their attention to knowledge cultural studies communication studies information science education policy studies and

business studies Special attention is given to concepts from the emerging field of science and technology studies Each entry presents a short self contained essay providing an overview of a concept and concludes with suggestions for further reading All the entries are fully cross referenced allowing readers to both make connections and follow their own interests

Knowledge, Higher Education, and the New Managerialism Rosemary Deem, Sam Hillyard, Mike Reed, Michael Reed, 2007-08-16 The authors analyse changes in the management of recent professional academic work in British universities examine the implications of mass higher education and look at the impact of new managerialism in knowledge intensive organisations *Major Challenges Facing Higher Education in the Arab World: Quality Assurance and Relevance* Adnan Badran, Elias Baydoun, John R. Hillman, 2019-03-25 This book focuses on two crucial issues that need to be addressed as a matter of urgency by universities in the Arab region namely a conducting independent assessments of the quality of their teaching research administration governance and planning and b determining the relevance of their teaching research and societal impacts Although well established around the world in manufacturing industries and private sector service industries including the research and commercialisation arms of the major universities and research institutes it is only in recent years that quality assurance QA assessments have started to be applied to most aspects education Several Arab universities are adopting various forms of QA but some variants are little more than bureaucratic box ticking exercises with minimal commitment by staff to the ultimate aim of continuing self improvement This book will be of interest to senior management at faculty and departmental level and above in all Arab universities specifically and more generally in Islamic institutions of higher education Senior management in other universities especially in the developing world will benefit from its analyses and recommendations **Participating in the Knowledge Society** R. Finnegan, 2005-09-27 In current debates about the knowledge society and the organization of research the spotlight is most often on the universities This interdisciplinary and transhistorical volume focuses on the less often recognized work of independent researchers creating and participating in knowledge outside the academy from seventeenth century north country astronomers to Victorian naturalists to today's think tanks community historians and new forms of researching and publishing through the internet These intriguing cases raise challenging issues about the location definition and validation of research about active participation in knowledge generation and about the perhaps changing boundaries of university today **Architectural Research Addressing Societal Challenges Volume 2** Manuel Jorge Rodrigues Couceiro da Costa, Filipa Roseta, Susana Couceiro da Costa, Joana Pestana Lages, 2017-09-19 The EAAE ARCC International Conference held under the aegis of the EAAE European Association for Architectural Education and of the ARCC Architectural Research Centers Consortium is a conference organized every other year in collaboration with one of the member schools universities of those associations alternatively in North America or in Europe The EAAE ARCC Conferences began at the North Carolina State University College of Design Raleigh with a conference on Research in Design Education 1998 followed by conferences in Paris 2000 Montreal 2002 Dublin 2004

Philadelphia 2006 Copenhagen 2008 Washington 2010 Milan 2012 and Honolulu 2014 The conference discussions focus on research experiences in the field of architecture and architectural education providing a critical forum for the dissemination and engagement of current ideas from around the world

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