

Research: Dr Jekyll & Mr Hyde or Bonnie & Clyde?

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University means necessarily research

- Because higher education deals with the **interface** between **what is known** –which is usually under revision- and what is not known and therefore, this means necessarily research
- Because specialized training (master degrees) requires constant update with knowledge coming from research generated either in house or elsewhere.
- Because it awards doctoral degrees which represent high level training for the solution of complex problems by means of research.
- All rankings include research in order to classify universities.

Universities: nerve center of the knowledge society

Generation
(R+D)



Transmission
(education + training)



**Diffusion +
Preservation**
(ICT)



Exploitation
(innovation)



Central role of universities:
“nerve centre” of research,
education and innovation

The impact of university research

- University research is necessary at least to:
 - Face the urgent challenges such as the climate change, the energy crisis, epidemic diseases, etc.
 - Improve the public policies by means of research in social sciences
 - Boost experiences of persons by means of research in arts and humanities
 - Contribute to the economic development of a country

Dr. Jekyll & Mr. Hyde



Mixing up the end and the means

- Research and grant applications are discussed and rewarded, not in terms of the public benefit they provide, but in terms of how they advance the individual (via promotion) and the institution (via funding).
- There has always been no small amount of ego involved in academia, driven as it is, in part, by prestige and esteem.
- The alignment of individual ambition and competitive research funding has brought out the worst in academics.
- A kind of egoistic ambition –that was already in the job description– has seemingly become an end in itself.
- Academics are at risk of developing some kind of combination of naked ambition and chronic disgruntlement.

University rankings

Some aspects of teaching and research are easier to measure than others

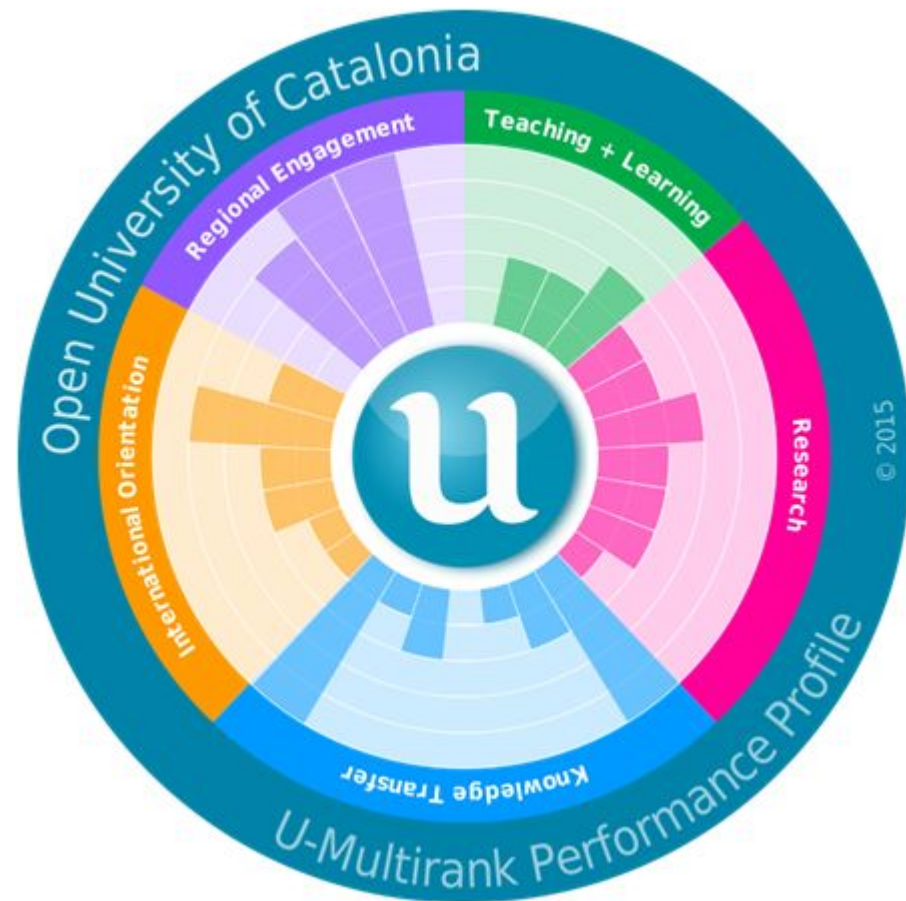
- Number of students or scientific papers in indexed journals are measurable.
- The of teaching or integrity of research are difficult to transform into indicators and to measure them.
- Knowledge transfer to society (known as the “3rd mission” of universities) is not always taken into account.
- The real impact of research in society is even more difficult to measure, although some approaches are being tried.

Research highly conditions rankings

The European answer to the research preponderance of most well known rankings:



- Number of students or scientific It not only focuses on research. It also takes into account other aspects like teaching and learning, research, knowledge transfer, international orientation and regional engagement.
- No composite overall indicators are being calculated since those are seen as not very robust.
- Combines institutional ranking (of whole institutions) with field-based rankings that focus on particular academic disciplines or groups of programs.



«The leaders of EU should recognize that high quality instruction is as medular for universities as pioneering research. While they coincide that researchers require a wide and long training, there is the prevalent hypothesis that great teachers are just born as such, and that high quality education just happens: such vision causes difficulties in education at all levels»

Mary McAleese, Ireland past-president and president of the High Level Group on Modernization of Higher Education of the EU

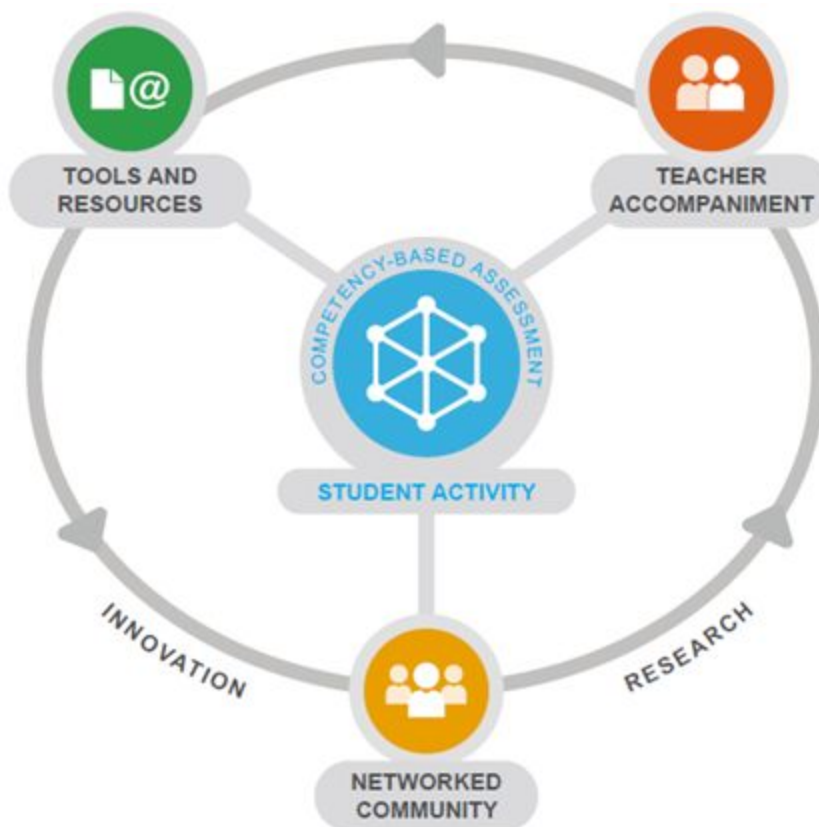
(La Vanguardia, 15th February 2014)

It is usually taken for granted that a group of students sitting in an amphitheater, in front of a professor with high expertise in the matter, and teaching his own knowledge, is sufficient warranty for high quality education.

Bonnie & Clyde

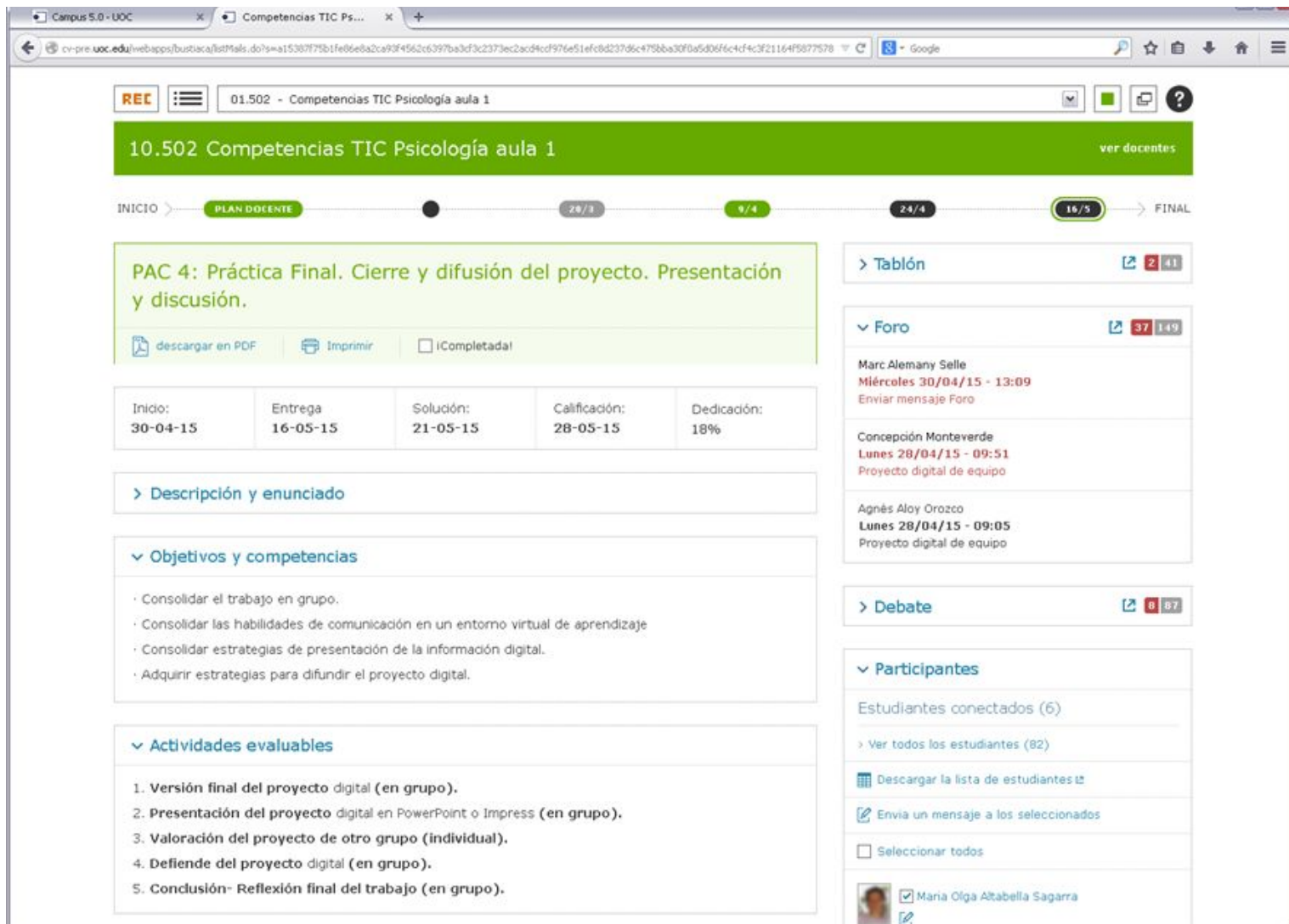


The false dichotomy of research vs education: it is research that improves the education model



Education research projects and tools

Multimedia classrooms and tools



01.502 - Competencias TIC Psicología aula 1

10.502 Competencias TIC Psicología aula 1 ver docentes

INICIO PLAN DOCENTE 28/3 9/4 24/4 16/5 FINAL

PAC 4: Práctica Final. Cierre y difusión del proyecto. Presentación y discusión.

[descargar en PDF](#)
[Imprimir](#)
 ¡Completada!

Inido: 30-04-15	Entrega 16-05-15	Solución: 21-05-15	Calificación: 28-05-15	Dedicación: 18%
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[> Descripción y enunciado](#)

Objetivos y competencias

- Consolidar el trabajo en grupo.
- Consolidar las habilidades de comunicación en un entorno virtual de aprendizaje
- Consolidar estrategias de presentación de la información digital.
- Adquirir estrategias para difundir el proyecto digital.

Actividades evaluables

- Versión final del proyecto digital (en grupo).
- Presentación del proyecto digital en PowerPoint o Impress (en grupo).
- Valoración del proyecto de otro grupo (individual).
- Defiende del proyecto digital (en grupo).
- Conclusión- Reflexión final del trabajo (en grupo).

Tablón 2/41

Foro 37/149

Marc Alemany Selle
Miércoles 30/04/15 - 13:09
[Enviar mensaje Foro](#)

Concepción Monteverde
Lunes 28/04/15 - 09:51
Proyecto digital de equipo

Agnés Aloy Orozco
Lunes 28/04/15 - 09:05
Proyecto digital de equipo

Debate 8/87

Participantes


Estudiantes conectados (6)

[> Ver todos los estudiantes \(82\)](#)

[Descargar la lista de estudiantes](#)

[Envía un mensaje a los seleccionados](#)

Seleccionar todos

 Maria Olga Altabella Sagarra

Multimedia classrooms and tools

eLearnCourt: resolució de conflictes en línia

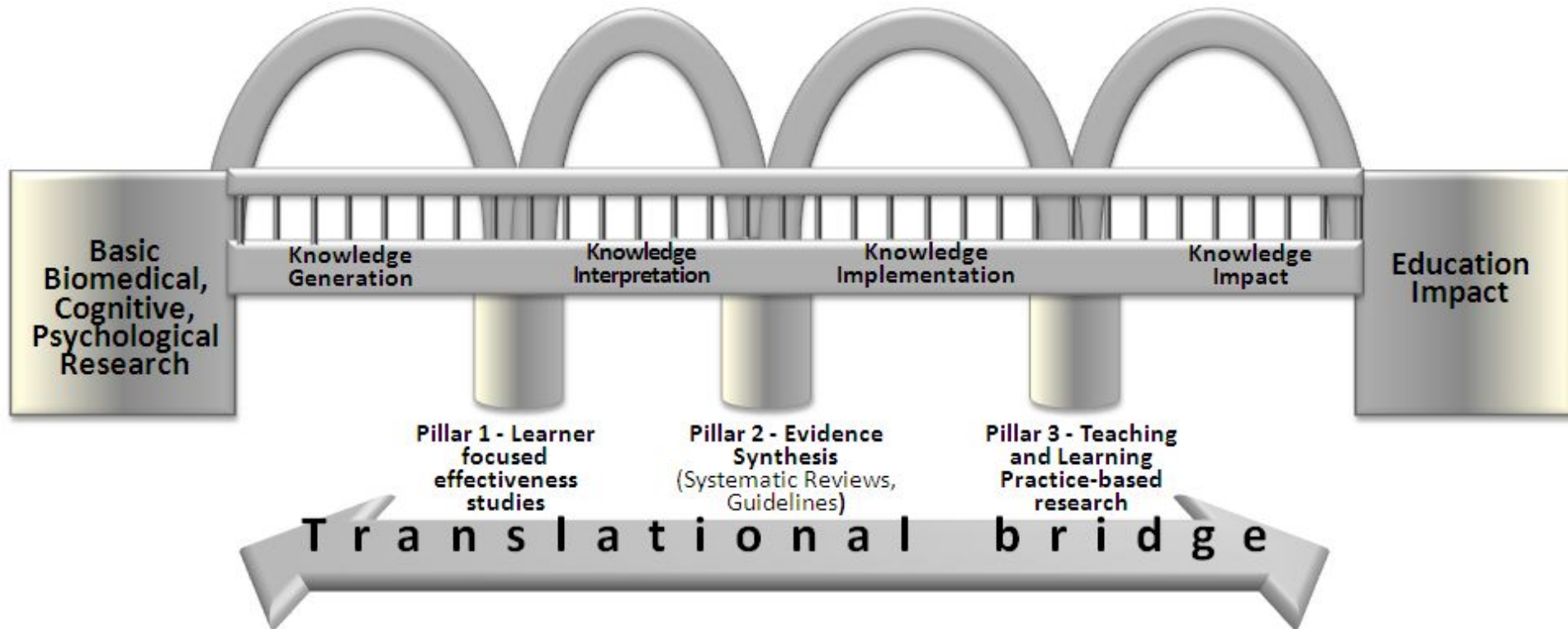
The screenshot displays the eLearnCourt interface for online conflict resolution. It features a 'Mediation' section with two main options: 'Caucus (Chat)' and 'Group Wiki', both represented by icons of people. To the right, there is a video thumbnail of a 'Mediation Room' showing a conference table and chairs. The interface is divided into two distinct areas: a private space ('Espacio privado') on the left and a public space ('Espacio público') on the right. The video player at the bottom shows a progress bar at 4:05 / 5:21.

Multimedia classrooms and tools



Translational research in education

Objective: to ensure that new knowledge from research and teaching innovations actually reach the students for whom they are intended and are properly implemented.



Translation → social impact → creation of value

- Translational research allows focusing research towards social impact in a prospective manner
- Research can be also funded according to the social impact that it is able to generate.
 - The institutes of the British National Institute for Health Research are evaluated by their social impact.
 - The social impact weights 20% (à25%) for the Research Excellence Framework (REF) that evaluates British universities and decides their funding. The REF 2014 has evaluated the period 2008-2013.

The demand of higher education globally considered was about 100 million in 2009 and the estimation for 2030 is about 400 million (OCDE, 2008).

In order to satisfy this demand, it would be necessary to create 2 universities for 20.000 students every day during the next 20 years.

Is it really possible to create this large number of face to face universities with public funds?



New models of for-profit, mainly distance and on-line education, emerge



The American University of London sells MBAs without the need to study

Jim Reed and Mike Deri Smith, BBC Newsnight (22-10-2013)



«In a world of uncertainty, instability, political spin and influence, a world that is facing complex social, economic and environmental challenges, there needs to be a home for scholars to pursue new knowledge and to question the status quo in open environments; that is, not directed by short-term or proprietary interests or subject to intervention and control by those who might not like what is being examined»

Coaldrake P, Stedman L. Raising the Stakes: Gambling with the Future of Universities. University of Queensland Press, 2013



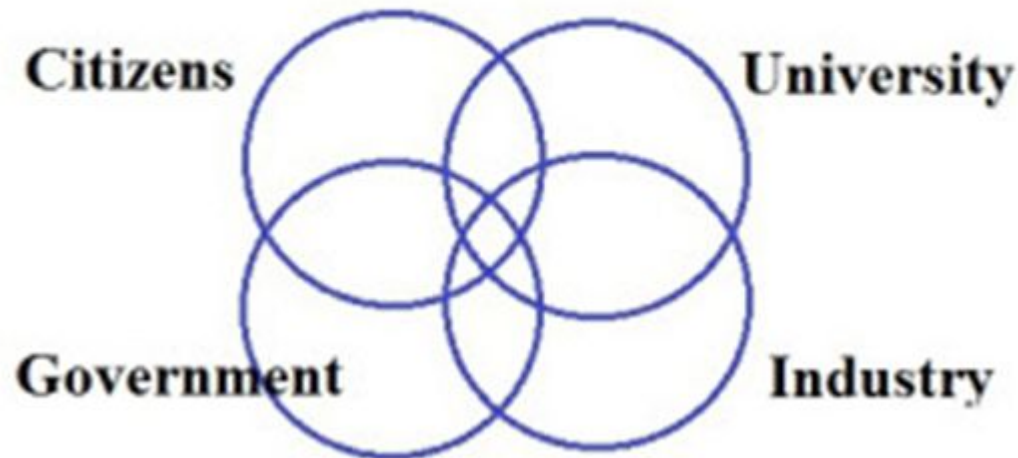
mmmm...

«Universities are no longer to lead the minds of students to grasp truth; to grapple with intellectual possibilities; to appreciate the best in art, music and other forms of culture; and to work toward both enlightened politics and public service. Rather they are now to prepare students for jobs. They are not to educate, but to train.»

Gail Tuchman. "Wannabe U: Inside the Corporate University". University of Chicago Press, 2009

The role of University is interrelated with the other actors in the quadruple helix model

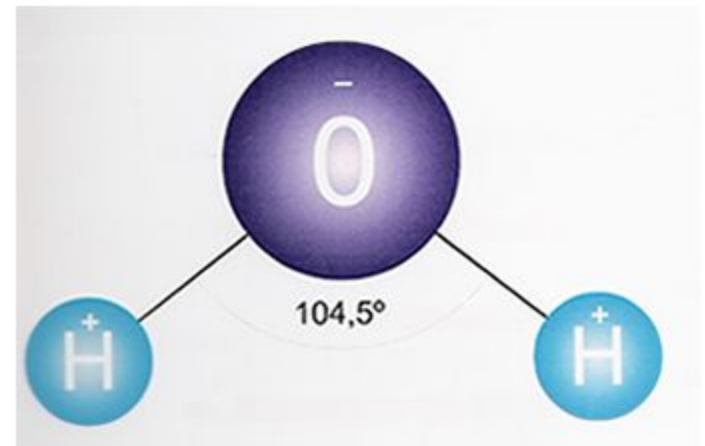
Quadruple Helix Model



COMPLEXITY AND EMERGENCE



COMPLEXITY AND EMERGENCE





**Universitat Oberta
de Catalunya**