

Book of abstracts

Stream 1

Internationalizing universities? Global and
local effects on research and teaching

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Transnational student mobility

Wednesday
11:00-13:00

The global space of international student flows, 2018. Analyses of global, regional, and national configurations

Mikael Börjesson, Uppsala University, Sweden

This paper draws on OECD data on international student flows between regions of origin and countries of destination. On basis of a correspondence analysis (CA), the global space of international student flows, 2018, is depicted as having three main poles: one Pacific linking students from Asian regions to predominantly Anglo-Saxon countries of destination including the US, Australia, New Zealand, and Canada, as well as Japan and South Korea, one European pole combining European countries of destination with European regions of origin, and one Franco-Iberian pole, where France, Portugal and Spain are the countries of destination and Africa and Latin America are the main regions of origin. These three poles correspond to three different logics of student mobility: logics of marketisation, geographical proximity, and colonial heritage. They also are dominated by different languages: English, German and Slavic languages, and Latin languages. The Nordic countries primarily position themselves in the middle, in between the different poles.

Development over time is also analysed. Most striking is the stability of the space. The three main poles are consistent over time. However, certain countries can move in the space over time. This can be the result of changing policies, such as the introduction of student fees and increasing pressure to marketize the system.

Wednesday 11:00-13:00

Transnational student mobility

Globalization and Regionalization of Higher Education: Can international trade theory be applied to universities' internationalization?

Eduard Marinov and Elena Spasova, New Bulgarian University, Bulgaria

Starting as one of the aspects of reform universities, internationalization has become increasingly more important and mainstream in higher education at institutional, national, and international levels. The globalization of our economies and societies has had an impact on higher education in the past decades, and higher education itself has become an actor in the development of global knowledge economy - in research and in other areas involving such aspects as student recruitment, branch campuses, franchise operations and so on. Both cooperation and competition are key rationales for the international dimension of higher education. Moreover, the process of Internationalization can be also linked to the development and application of the reform university paradigm.

What do we mean by internationalization in higher education? How has globalization - and, in Europe, regionalization, impacted on the international dimension of higher education? Can the insights from international trade theory which describe and explain the concepts and processes of globalization and regionalization of trade be applied to understand the corresponding processes in higher education? And how can this be related to both the reform universities paradigm and the European Universities initiative? These are some of the questions that the paper will try to address.

Wednesday 11:00-13:00

Transnational student mobility

On a case of cooperation between two social science universities in Konstanz and Kyiv

Anush Yeghiazaryan and Yeliena Kovalska, Konstanz University, Germany

In this paper we want to discuss the challenges of international scientific communication: Meetings and Cooperation between Social Scientists in Western and Eastern Europe.

Collaboration is something that can have great potential. On the one hand, the intellectual potential and experience of two cultures can lead to excellent results, but on the other hand, they can also encounter limitations and misunderstandings.

We will discuss these processes using the example of German and post-Soviet (Ukrainian) university cooperation. We will present our experiences with the meeting of scientists working on social research methods in Konstanz and in Kyiv.

- The two centers have different histories of sociology and different understandings of methodology (exemplified by the interpretation of the term "validity of social instruments" in post-Soviet and Western sociology).
- They have different approaches to the social sciences (e.g., different discussions between qualitative and quantitative methodology)
- They also have different educational systems and different societies in general.

We would like to discuss the historical and practical aspects and the possibilities of cooperation as well as the challenges and limitations. How can we develop constructive cooperation? And where are the limits and dead ends?

These points will be discussed in light of the strong and long-standing partnership between the social science departments of the Universities of Konstanz and Kyiv.

Wednesday 11:00-13:00

Transnational student mobility

Local responses to transnational processes

Wednesday
14:00-15:30

Universities in less developed regions: Analyzing their local research impact

*Anastasia Constantelou, Theodoros Daglis, Dimos Drivaliaris, Michalis Papazoglou and Evangelos Vassiliou,
University of the Aegean, Greece*

It is not uncommon to encounter overoptimistic views among policymakers concerning the extent to which the research outcome of a university can have an impact on the innovation and economic performance of the local economy. Although it is expected that the interaction between universities and their regions will be significantly beneficial for both and will result in highly innovative output, this isn't the case for most of the regions but only for a few exceptions. However, the context within which these exceptions function is economically, socially, and geographically substantially different from the majority of academia's contexts.

Specifically for the less developed regions (LDRs), their typical social and economic characteristics are decisive and can substantially moderate the potential contributions of a university to its region. These regional characteristics of LDRs can cause even the most well-motivated, research-intensive universities to be incapable of passing on their knowledge to the local economy. Or, in other words, the extent to which knowledge produced in universities diffuses to the surrounding regions can be better explained by the characteristics of the regions and not solely by the characteristics of universities. To this end, we shouldn't expect the university's research to directly affect its local community and economy, but it is wiser for a university in an LDR to aim to improve the absorptive capacity of the local economy, targeting a level at which local organizations can absorb, assimilate, and use the knowledge produced by the university. Consequently, as a first step, policies regarding the impact of a university's research output on the local economy should focus more on how to improve local firms' absorptive capacity and less on policies that expect that the presence of a university by itself can magically transform a region in a technology or scientific global hub.

Wednesday 14:00-15:30

Local responses to transnational processes

Why Collegium Polonicum?

Dagmara Jajeśniak-Quast, European University Viadrina, Germany

Collegium Polonicum in Słubice (CP) is a joint institution for research and teaching answerable to the Adam Mickiewicz University, Poznań and the European University Viadrina Frankfurt (Oder). Studying literally on the border of two different countries offers unique chances for students from all over Europe and the world. Collegium Polonicum is located next to the border bridge connecting Słubice and Frankfurt (Oder). Although the two cities are separated by a river and people living there use different languages, this can be a great opportunity for students to experience and learn about cultural differences. CP is a place where international cooperation and integration are part of everyday work and study. It is a unique multicultural institution, ideal for studying. It has a truly international character. Over 50% of its students are foreigners. All projects organized at the Collegium Polonicum are related to the comparative studies in an international and intercultural context.

However, being so international also brings challenges, from different research and teaching cultures to large wage differentials between colleagues from different state systems, which require students and academic teachers alike for practical and flexible solutions. Those global and local effects but also the challenges of the internationalization of the universities, such as multilingualism, double agreements, interculturality and mobility are discussed in this paper using the CP as an example.

Wednesday 14:00-15:30

Local responses to transnational processes

Pedagogical aspect in the design of art objects in purpose to actualize the environmental problems of mankind

Olga Galchynska, New Bulgarian University, Bulgaria

One of the most important tasks and challenges in higher education today is to involve teachers and students in solving various global problems of mankind. These problems include environmental pollution and the search for new approaches in teaching practice to motivate and interest future design professionals in developing new ways to overcome the environmental crisis.

Since my scientific research was based on the use of various areas of art and design, which practice an environmental approach for the implementation of creative projects colleagues from the New Bulgarian University were interested in this topic. In collaboration with colleagues, a number of lectures on land art and ecodesign were held on the basis of which research in the field of environmental design and art was conducted and art objects with search were created.

An important experience was the combination of lectures with a clear demonstration of world projects on environmental issues to inspire students to implement their own ideas during the plein air "Save Coral, the night of humanity" organized by the NBU, ERUA and Paris 8 within the framework of the program "Summer Design Days at the NBU". During the plein air, students together with teachers held an environmental action with plastic waste removal in the Coral Beach Reserve and created art installations and performances with an environmental concept. An important continuation of this event was the exposition of installations, photos and videos in the gallery and the coverage of creative manifestos of teachers and students on media platforms.

Wednesday 14:00-15:30

Local responses to transnational processes

Crisis and
higher
education
—
practical
responses

Thursday
09:00-11:00

Digital technology in legal education - a starting point for developing new skills?

Olga Maria Piaskowska and Piotr Filip Piesiewicz, SWPS University, Poland

Emma Jones, University of Sheffield and Caroline Strevens, University of Portsmouth, England

The emergence of ChatGPT has provoked extreme emotions within academia. It is one example of many digital advancements impacting upon higher education. This paper explores the potential consequences of this for skills development within legal education and beyond.

The paper begins by outlining the development of law schools' engagements with legal technology, in particular the effects of Covid-19 and the shift to online learning. It emphasises the challenges and opportunities this has provided and how they demonstrate the importance of law students' developing a broad range of skills.

The paper then focuses upon ChatGPT, as an example to illustrate the need for new approaches to skills development. Its unlimited accessibility, as well as its expanding analytical capabilities, challenge many aspects of legal education. Therefore, there is a need to explore how academics can teach students to use this tool consciously and critically, ensuring it is employed responsibly and ethically. This involves students being taught a broad range of skills.

Finally, the wider implications for skills teaching within legal education will be explored. It will be argued that skills which have traditionally received relatively little attention in law are now becoming key components. These are increasingly a necessary complement to basic digital skills, to enable academics to use digital technology in a way which enhances legal education. Although the example of legal education is used, the implications will have universal significance. The need to develop new skills due to the emergence of AI tools concerns the entire academic community.

Thursday 09:00-11:00

Crisis and higher education – practical responses

UNiDOS as a monitoring survey of Ukrainian students' life: Conducting research in conditions of COVID-19 and war

Yeliena Kovalska, Konstanz University, Germany

*Mykola Sydorov, Ruslana Moskotina and Oleksii Sereda, Taras Shevchenko,
National University of Kyiv, Ukraine*

UNiDOS is a unique monitoring survey of students' opinions which has been conducted yearly continuously since 2009. It was started at the Faculty of Sociology of Taras Shevchenko National University of Kyiv as part of the State budget topic. Over the years of existence, the results of monitoring help in modernizing and maintaining the high quality of higher education in Kyiv University. UNiDOS has an omnibus structure, contains an invariable part and additional parts changing according to actual problems for each wave.

Totally, there were 18 waves of UNiDOS conducted until 2023. From 2009 to 2012 the survey was conducted twice a year. Since 2013 it has been conducted once a year.

Until 2011 we used the same questionnaire for all students. But from 2011 we used separate questionnaires for 1st year students and 2nd year students and older. This made possible to focus on the questions of motivation of choosing University and specialty for 1st year students. 2nd year students and older were asked questions about study, education quality, leisure, employment, plans for the future, distress level etc.

Up to 2019 the survey was conducted using PAPI by multistage and stratified sample with random selection at the last stage. Since 2020 due to the challenges of COVID-19 pandemic, we have switched to Web-surveys format (using the LimeSurvey application). It is important to note that in 2022 the survey was successfully conducted in the conditions of war, missile attacks and blackouts (in cooperation with Konstanz University).

Thursday 09:00-11:00

Crisis and higher education – practical responses

Covid-19 and higher education: A qualitative study of teachers' and students' experiences of digital teaching and examination

Emma Laurin, Ida Lidégran and Joakim Olsson, Uppsala University, Sweden

The Covid-19 pandemic prompted sudden and far-reaching changes in higher education all over the world. In Sweden, teachers, and students in universities across the country reorganized their teaching and learning practices into distance education and remote learning more or less overnight.

This study analyses teachers' and students' experiences of distance learning and examination that the Covid-19 pandemic led to in higher education. We base our analysis on 80 interviews with students, teachers, and other staff at different programs at Uppsala University in Sweden.

We found that the distance learning and examination caused striking differences within the university. Some programs, such as the medical programs, strongly resisted changes of their 'normal' educational practices. Other programs, the teacher program for example, were able to transition to digital education and examination with relative ease.

These different responses to the pandemic can be interpreted as being shaped by each programs' specific teaching tradition, content, and examinations as well as previous digital experience. Drawing on Bourdieu's concept of field (Bourdieu 1996), the different responses among the programs may also be understood as a result of their different positions and degrees of autonomy within the field of higher education. In order to understand the full effects of the pandemic on higher education, we propose the need to contextualize these differences within a larger structure of power relations that govern distinct educational strategies.

Bourdieu, Pierre (1996[1989]), *The State Nobility: Elite Schools in the Field of Power*. Cambridge: Polity Press.

Thursday 09:00-11:00

Crisis and higher education – practical responses

Crisis and
higher
education
—
theoretical
responses

Thursday
11:15-13:15

Humanistic Imagination: A pedagogical response to the environmental crisis

Marcus Seneca and Stephen Carney, Roskilde University, Denmark

This paper explores the possibilities for responding pedagogically to an environmental crisis presented in terms that limit our capacity to comprehend let alone respond to the challenges ahead. We argue that the overload of information about environmental degradation can be perceived as a form of psychic violence that necessitates a new form of educational response. What type of pedagogy might we bring to bear on an unbearable situation? Here, we explore dark, negative, tragic and, finally, fatal pedagogies as possible ways forward. In doing so, we connect thought from educational studies to the social diagnosis of Bruno Latour, the negative dialectics of Theodor Adorno and Max Horkheimer, Ernest Becker's notion of symbolic immortality, and finally, Jean Baudrillard's call for a form of research as writing that might counter the breakdown of meaning in contemporary society.

Ultimately, our aim is to explore the possibilities for responding in literary terms to a situation that has otherwise been reduced to a limited material form. It is here that we suggest the potential of a humanistic imagination in research work; one where diverse epistemologies might enable us to escape the confines of traditional disciplinary thinking and imagine alternative ways to think, live, act and coexist amidst uncertainty about the natural world and our place within it.

Thursday 11:15-13:15

Crisis and higher education - theoretical considerations

Anarchism as a framework for rethinking educational authority

Andrew J. Brogan, Leuphana Universität Lüneburg, Germany

This talk focuses on the uncertainty educators face when opening modules to student input and suggests anarchism as way to rethink educator authority.

Anarchism understands authority not as an absolute, nor as a negative, but as a constituent and flexible part of the relationship of knowledge production and exchange. Bakunin for example writes that if I want to know how to mend a shoe, I can listen to the knowledge and authority of the shoemaker, but their authority is never absolute, and I always retain the possibility of rejecting their knowledge.

This understanding invites us to engage with authority as a pedagogical tool and enter into a relationship of collaborative knowledge production and exchange with our students and to invite them to bring their own knowledge into educational spaces. Embracing the uncertainty of their knowledge requires us to let go of the authority we hold and to take a leap into the unknown.

Analysing Contemporary Societies, a final semester module I convene in the Studium Individuale programme at Leuphana, is a chance for students to analyse contemporary social issues and puts this approach to authority into practice. The students select broad topic areas and use their existing knowledge to decide on specific examples week-by-week. My role is to provide a connecting thread from one week to the next, navigating student choices on a largely *ad hoc* basis introducing a great deal of uncertainty for me as an educator.

Thursday 11:15-13:15

Crisis and higher education - theoretical considerations

Ranking and hierarchies

Thursday
15:45-17:15

The world-class ordination

Studying a global sub-field of universities

Pablo Antonio Lillo-Cea, Uppsala University, Sweden

The notion of “World-Class University” suggests the existence of a world encompassing space where a select group of universities take positions in the struggles over the acquisition of the assets indicative of this class. Global university rankings are pivotal in validating these positions through a set of indicators presumed to reflect institutional excellence. Drawing on Bourdieu’s field theory, this study investigates the symbolic order of universities and nations reproduced through ranking evaluations and identifies the key features that differentiate and allow the understanding of the relationships between competing institutions. The analysis incorporates the top 100 universities from the 2022 ARWU, QS, and THE rankings, amounting to 140 unique institutions. Data from these rankings are assessed using Multiple Correspondence Analysis (MCA). Preliminary findings confirm the continued dominance of American and European institutions and underscore the significant roles of internationalisation and current reputation in distinguishing institutions, revealing diverging institutional strategies. An East-West divide is discernible, with Eastern universities generally exhibiting less international academic recruitment and collaboration compared to their Western counterparts. Nordic institutions stand out for having a lower academic reputation and a higher scientific reputation reflected by alumni and staff holding Nobel Prizes and other awards. Through this exploration, the study advances a fresh perspective on the dialogue surrounding world-class universities and advocates for a more nuanced comprehension of the evolving landscape of higher education. Ultimately, this research calls for a rethinking of the implications and connotations of the world-class label within our increasingly globalised academic environment.

Thursday 15:45-17:15

Ranking and hierarchies

Re-imagining the university: Analysing the historical emergence and contemporary positioning of reform universities in Europe

Sandra Jurasszovich and Trine Cosmus Nobel, Roskilde University, Denmark

This paper examines the emergence and positioning of 'Reform Universities' in Europe, with a specific focus on the European Reform University Alliance (ERUA). The participation of the five partner universities in ERUA indicates their commitment to being reform-minded institutions. However, the question arises as to whether their establishment as alternatives in the past continues to shape their research pursuits and, consequently, their unique identity and position in the present day.

To address this question, the presentation will first outline the emergence of the 'Reform University' concept and explore the underlying objectives behind the founding of the five ERUA universities, taking into account their specific national contexts and time periods. In the second part of the study, a bibliometric analysis of publication data from selected 'Reform Universities' in Europe will be presented. By examining their research output, the study aims to gain insight into where these universities position themselves within the contemporary European research landscape.

By juxtaposing the historical context and the current research output, the study reflects on the historical and contemporary ideals embedded in these reform-minded universities. The findings will contribute to a better understanding of the role and significance of these institutions today and will be discussed in relation to the broader question of the role of universities in contemporary society.

Thursday 15:45-17:15

Ranking and hierarchies

European universities – strategies and hierarchies in the space of European universities

Kristoffer Kropp and Anton Grau Larsen, Roskilde University, Denmark

In the last three decades European universities have increasingly experienced a political pressure to internationalize and to participate European collaborations. Coupled to these activities have been both prestige and money. In this paper we analyze how universities in Europe have participated in these struggles over money, prestige, and recognition. The historical background of the analysis is the increasing focus on international reputation, collaboration of all forms and excellence. In a European context these policy changes have been coupled to the Bologna process, the establishment of the ERA, the ERC, and the competition over funding on a transnational and European scale. In other words, we have seen the emergence of a European field of universities and research. The analysis we present here show the extreme inequalities that characterize these structures and process. Using a wide set of variables, we construct a social space of universities participating in the struggles over what it means to be a 'European university'. We show that European resources primarily are acquired and controlled by dominating universities from Western Europe. Secondly, we show that while dominating universities from rich countries – especially the UK – have internationalized through the US, universities from less privileged European regions have used European structural opening and resources to internationalize.

Thursday 15:45-17:15

Ranking and hierarchies