Change in Networks, Higher Education and Knowledge Societies (CINHEKS)

Collaborative Research Project (CRP) funded by the European Science Foundation (ESF) as a part of EUROHesc programme

Jussi Välimaa & David Hoffman
Finnish Institute for Educational Research, University of Jyväskylä

INSTITUTE FOR EDUCATIONAL RESEARCH
UNIVERSITY OF JYVÄSKYLÄ

Rationale for the Study: Changes in Societies

Modern Societies can be characterized as **Knowledge Societies** in two ways:

- 1) the primary sources of innovation increasingly derive from research and development

- 2) the percentage of GNP per population & the restructuring of employment is increasingly geared to the field of knowledge production

INSTITUTE FOR EDUCATIONAL RESEARCH
UNIVERSITY OF JYVÄSKYLÄ

Theoretical & Analytical Perspectives to Knowledge Societies

- **Castells:** the *informational mode of production* (the principal organizing feature of human relationships: the role of technology in knowledge generation, information processing & symbolic communication)

- **Benkler:** posits the idea of *Network Information Economy* (characterized by new ways of organizing knowledge production through peer production)

- **Stehr:** The *social theory of knowledge society* aims at explaining the fundamental role knowledge plays in economics, culture and the politics of modern societies

Perspectives to Knowledge Society:
a Discourse

- Knowledge Society creates **an imaginary social space** in which everything related to knowledge or knowledge production can be included & interconnected (individuals, organisations, business enterprises or societies)

- Knowledge Society is both the **objective of policies** and debates & an **agent promoting policies and debates** concerning its' potentials

- the term itself is **a social and political actor** when discussing the goals of the societies

INSTITUTE FOR EDUCATIONAL RESEARCH
UNIVERSITY OF JYVÄSKYLÄ

Knowledge Economy, Learning Society and Knowledge Society

Knowledge Economy is a competing theoretical tradition (Chicago School/**neo-liberal economical thinking):**

this version of the **human capital theory** emphasize **economic profit** produced by educational investments for individuals and/or business & nations

Learning Society:

a new kind of society in which the old distinctions between **formal and non-formal education** is no longer valid (in the 1960s & the 1970s) and **lifelong learning** is indispensable (learning how to learn & new groups of learners included)

->in the new millennium: changing workplaces & professions-> **updating knowledge during one's career**

INSTITUTE FOR EDUCATIONAL RESEARCH
UNIVERSITY OF JYVÄSKYLÄ

KS and HE?

'Zeitdiagnose':

- 1) "*Mode 1 & 2" knowledge* is mainly produced directly in the context of its application.

- 2) *Triple Helix* in which previously isolated universities, government and industry now play a crucial and intertwined role in innovation production in increasingly knowledge-based societies

Academic Capitalism is challenging the traditional values within HEIs. In this scenario, Higher education systems become fertile grounds for *entrepreneurial universities* and *entrepreneurial academics* networked in the new economy

INSTITUTE FOR EDUCATIONAL RESEARCH
UNIVERSITY OF JYVÄSKYLÄ

The Aims of CINHEKS

Because of the normative popularity of *Zeitdiagnose (*especially amongst policy makers) there are very few studies which analytically & critically examine **how HEIs are empirically connected within different knowledge societies**

CINHEKS aims to explain the changing relationship between higher education and society **within and across different regions: EU, USA, Japan**

CINHEKS focus on relationships within national economies and HEIs in three key regions with (assumed) distinct forms of knowledge societies: **Europe**, the **USA** and **Japan**

- The study utilises the insights raised by Slaughter and Rhoades (2004)

- The aim is to analyse **the networks associated with knowledge production and dissemination**

INSTITUTE FOR EDUCATIONAL RESEARCH
UNIVERSITY OF JYVÄSKYLÄ

The Methodological Perspectives of CINHEKS:

1) The **historical analysis** compares & analyses the key features which shape and explain contextual differences underlying present patterns of knowledge production in Europe, the USA and Japan

2) The **policy discourse** analyses the policy contexts of HEIs in Europe, the USA and Japan, in order to explain how nation states and regions have promoted the development of knowledge transfer and utilisation.

3) The **empirical studies -institutional profiles, institutional case studies, surveys-** explain the way in which HEIs in Europe, the USA and Japan have each shaped and been shaped within distinct 'knowledge societies'

-> The methodological linkage of the three CINHEKS objectives will aim to explain **the extent to which empirical evidence corresponds (or not) to current policy discussion and political debates**

INSTITUTE FOR EDUCATIONAL RESEARCH
UNIVERSITY OF JYVÄSKYLÄ

Objectives and Key Themes:

Once contextualized in terms of history and policy, key differences between knowledge societies can be **empirically analyzed** because of differences in **academic disciplines** with regards to their **relationships with society**

The most relevant units of analysis are **basic units in HEIs** and **individuals.**

Focusing on these units of analysis also highlights linkages with **copyrights, patents, legal contracts and formal agreements** with companies and other funding bodies, all nodes that define knowledge flow in networks because of their legal status

INSTITUTE FOR EDUCATIONAL RESEARCH
UNIVERSITY OF JYVÄSKYLÄ

Research Methods

- The **macro-level of analysis** forms a **sequential mixed methods design**

- The outcome is **an international comparative study** contrasting three distinct regions of the globe, in terms of the three **CINHEKS** objectives

- The **CINHEKS matrix comparative design** is an integrated, **interdisciplinary approach** in which the elements of Individual Projects (IP) and an *Associated Project* (AP) are theoretically and methodologically developed by the Principal Investigator (PI) responsible for each project

INSTITUTE FOR EDUCATIONAL RESEARCH
UNIVERSITY OF JYVÄSKYLÄ

Research Strategy

The Coordination of CINHEKS *&* **Mixed Methods Comparative analysis (IP1)** *(*Project Leader *Prof. Välimaa*).

- **Project management & coordination** of all IPs and AP *(Dr. Hoffman)*.
- **Qualitative analysis of policy discourse (IP3)** (*Dr. Terhi Nokkala*)

Comparative historical analysis. (IP2) (*Prof. Ulrich Teichler, Dr. Anna Kosmützky)*

Institutional case studies (**IP4) (***Prof. John Brennan, Drs. Brenda Little & Mala Singh)*

Survey (IP5) (*Prof. Rui Baptista & Dr. Hugo Horta)*

Regional key differences: USA (IP6) (*Prof.* Gary *Rhoades, Drs. Jenny Lee & Regina Deil-Amen & Cristina Rios-Aguilar*)

Regional key differences: Japan (AP1) (*Prof. Jun Oba*)

Relating theory and empirical data to policy discussions. *(IP 1/Prof. Välimaa, IP 6/Prof. Rhoades & AP1/Prof. Oba)*

CINHEKS Project Time-line

Project	Year 1 (2009-2010)	Year 2 (2010-2011)	Year 3 (2011-2012)
IP1 Project Coordination & Comparative and Discourse Analysis (IP3)	████	████	████
IP2 Historical Context	████	████	
IP4 Case Studies	████	████	████
IP5 Survey	████	████	████
IP1 Regional Comparison (Europe)		████	████
IP7 Regional Comparison (USA)		████	████
AP1 Regional Comparison (Japan)		████	████