



UNIKE training workshop
Scientific theme 'mapping knowledge economies'

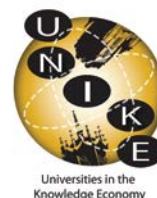
UNIKE Winter School Oslo

Programme and description
Update 24 November 2015

Supported by:



Winter School hosted by:



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Programme for the winter school

Monday, November 30th 2015

Place: Georg Sverdrups hus, Undervisningsrom 2

Breakout rooms: Helga Engs Hus, U 29, U30

Scientific theme
Doctoral education theme
Complementary skills
Fellows' sessions
Search conference

08:45-09:15	Welcome and introductions	
09:15-10:30	Peter Maassen European universities and governance dynamics Chair: Benedikte Note taker: Sina	
10:30-10:45	Tea/coffee break	
10:45-11:55	Gender in academia (Katja, Rebecca Lund) Chair: Freya Note taker: Sonja	Rethinking Internationalisation - Part 1 (Jakob Ørberg, Miguel Lim, Sintayehu Alemu and Qu Mei) Chair: Catherine Note taker: Corina
11:55-13:00	Lunch break with mentoring sessions	
13:00-14:10	Fellow session/Mentoring session (Sonja Trifuljesko, University of Helsinki Daniel Kontowski, University of Winchester) Chair: Sina Note taker: Benedikte	Rethinking Internationalisation - Part 2 (Jakob Ørberg, Miguel Lim, Sintayehu Alemu and Qu Mei) Chair: Que Anh Note taker: Rebecca
14:10-15:20	Comparative Research - Part 1 (Katja Jonsas, Freya Gao, Sina Westa, Benedikte Custers and Tatiana Fumasoli, Oslo University) Chair: Chris M. Note-taker: Janja	The Dynamic Triad of 'Knowledge Economy, Knowledge Policies and Actors' (Corina Balaban, Catherine Butcher, Que Anh Dang, Jens Jungblut, University of Oslo) Part 1 Facilitator: Tatyana Bajenova Note taker: Miguel
15:20-15:30	Tea/coffee break	
15:30-16:40	Comparative Research - Part 2 (Katja Jonsas, Freya Gao, Sina Westa, Benedikte Custers and Tatiana Fumasoli, Oslo University) Chair: Chris M. Note taker: Daniel	The Dynamic Triad of 'Knowledge Economy, Knowledge Policies and Actors' (Corina Balaban, Catherine Butcher, Que Anh Dang, Jens Jungblut, University of Oslo) Part 2 Facilitator: Tatyana Bajenova Note taker: Mei Qu
16:40-17:00	Break	
17:00-18:30	Eva Hartmann, Chris Muellerleile and Janja Komljenovič Open public session: The Janus-faced university in the emerging global knowledge economy Facilitator: Miguel Note-taker: Jakob	
18:30-20:00	Oslo and UNIKE fellows' social	
20:00	Dinner at Klosteret, Fredensborgveien 13	

Tuesday, December 1st 2015

Place: Georg Sverdrups hus, Undervisningsrom 1

Breakout rooms: Helga Engs Hus, U 29, U30

09:00-11:15	UNIKE 's collaborative thinking of Universities in the knowledge economy Phase 1 & 2: Shared history Facilitator: David Greenwood Note taker: Lisbeth
	Tea/coffee whilst working
11:15-12:15	UNIKE 's collaborative thinking of Universities in the knowledge economy Phase 3: Probable future Facilitator: David Greenwood Note taker: Lisbeth
12:15-13:15	Lunch break with Walk and Talk
13:15-14:45	UNIKE 's collaborative thinking of Universities in the knowledge economy

	Phase 4: Ideal future Facilitator: David Greenwood Note taker: Lisbeth
14:45-15:00	Break
15:00-16:30	UNIKE 's collaborative thinking of Universities in the knowledge economy Phase 5: Force Field analysis and Instructions for Friday Facilitator: David Greenwood Note taker: Lisbeth
16:30-17:00	Break
17:00-18:30	Monika Nerland, Tatyana Bajenova, Rebecca Lund Open public session: Changing perspectives on knowledge work in Europe Facilitator: Rebecca Lund Note-taker: Katja
18:30-20:00	Break and mentoring sessions
20:00	Dinner at Kolonihagen Frogner, Frognerveien 33

Wednesday, December 2nd 2015

Place: Harriet Holters Hus, Seminarrom 201

Breakout rooms: Harriet Holters Hus, Seminarrom # 120, # 124

09:00-10:00	Pavel Zgaga Doctoral Education theme: Mobility and the modern knowledge worker Policy analysis: Why has mobility become central to EU's idea of doctoral education? Chair: Corina Note taker: Tatyana
10:00-10:30	Tea/coffee break
10:30-12:30	Writing workshop on mobility in doctoral education Brigitte Bonisch-Brednich, Wellington University, NZ Writing Theme 1: Mobility and Culture Clash Writing Theme 2: Mobility and Scholarship
12:30-13:30	Lunch break
13:30-15:30	Writing workshop on mobility in doctoral education, part 2 Group discussion Writing Theme 3: My and Other's Mobilities Theorising Ethnographic Vignettes
15:30-15:45	Tea/coffee break
15:45-16:30	Discussion of plans for mobility mini project and EU briefing session in Brussels Chair: Sintayehu Note taker: Freya
16:30-17:00	Break and mentoring sessions
17:00-18:30	Helge Hveem Open public session: Knowledge creation in a financialized political economy Chair: Janja Note taker: Que Anh
18:30-19:30	Fellows' meeting
20:30	Gala dinner at Ekeberg Restaurant, Kongsveien 15

Thursday, December 3rd 2015
Place: NIFU Step, Økernveien 9

09:00-09:30	Complementary skills. Writing policy briefs Welcome, coffee, and city tour through the windows of NIFU			
09:30-10:30	Agnete Vabø Critical introduction to policy briefing Chair: Katja Note taker: Sintayehu			
10:30-10:45	Tea/coffee break			
10:45-11:45	Group A Agnete Vabø Feedback on individual fellows' policy briefs.	Group B Bjørn Stensaker Feedback on individual fellows' policy briefs.	Groups C & D Define questions to raise during the Round Table	Board meeting (part 1)
11:45-12:45	Lunch break			
12:45-13:45	Groups A & B Define questions to raise during the Round Table	Group C Agnete Vabø Feedback on individual fellows' policy briefs.	Group D Bjørn Stensaker Feedback on individual fellows' policy briefs.	Board meeting (part 2)
13:45-14:00	Tea/coffee break			
14:00-15:30	Agnete Vabø, Marte Mangset, António Magalhães, Pavel Zgaga Roundtable: Experience of translating research into policy briefs, engaging with policy makers, or being on the receiving end of policy briefs Chair: Jakob Note taker: Catherine			
15:30-17:00	Visit to the Munch museum			
19:00	Dinner at MELT - THAI KITCHEN, Hagegata 24 - Tøyen Torg			

Friday, December 4th 2015
Place: Helga Engs hus

09:00-10:30	UNIKE 's collaborative thinking of Universities in the knowledge economy Phase 5 & 6: Group work on force field analysis and "Keep-Drop-Create" Facilitator: David Greenwood Note taker: Lisbeth
10:30-11:00	Tea/coffee break
11:00-12:00	UNIKE 's collaborative thinking of Universities in the knowledge economy Phase 7: Plenary and plans Facilitator: David Greenwood Note taker: Lisbeth
12:00-12:30	Lunch break
12:30-13:15	Final Plenary Session: Communication strategy
13:15-14:15	Final conference in Copenhagen and book project UNIKE Annual Meeting
14:15-15:00	Evaluation and feedback
15:00	End of Winter School Maxi-taxi for those with flights around 5pm

Introduction

Notes for Participants

The UNIKE Project

Universities in the Knowledge Economy is a project to train future research leaders through individual projects and collective activities. There are 12 PhD fellows, 4 associated PhD fellows, 2 Post doc fellows (and one completed post doc fellow), 7 partners (supervisors) and 21 associated partners. The project focuses on comparisons between developments in Europe and the Asia-Pacific Rim, and the collective aims of the research are to explore the changing meaning and role of universities within knowledge economies and the associated changing ideas and practices of doctoral education.

The project explores ways of conceptualising the university as no longer located in its own discrete 'sector' but in a new 'ecology' of industries and organisations (publishing, ranking, international education and trade in students, think tanks and knowledge-based companies), pressure groups and international organisations (Magna Charta, UNESCO, ASEM, Bologna Process, EU, OECD). Half of the fellows' projects have been located in such organisations with the possibility of exploring the ways they are developing the knowledge economy and their expectations of, and interactions with universities. The other half of the fellows' projects are based within universities and are exploring their changing ideas and practices of education, management, governance, the purpose of the university itself, its institutional boundaries, and its role and engagements in society.

The changing ideas and practices of doctoral education have been explored by selecting an aspect of doctoral education to be discussed at each UNIKE workshop. These discussions have brought together critical reflections on our own practices and experiences with other project reports and evaluations, and debates in the academic literature. Training in a 'complementary skill' useful in both an academic career and in research work in other sectors has been included in each workshop and summer/winter school.

The Oslo winter school

This is the last in a series of seven UNIKE workshops and summer/winter schools. The three themes are:

1. A scientific theme – in this case, 'Mapping Universities in the Knowledge Economy: scoping the emergence of a new higher education policy sector as encompassing state, private and socio-economic actors and exploring ways for mapping and visualising these networks'.

There are four sessions involving academics, PhDs and Post Docs from Oslo, drawing on their expertise in this area.

As this is the last workshop, there will also be a focus on identifying ideas emerging from the work of UNIKE associated/fellows and associated/partners that will enable the project to make collective contributions to reconceptualising the place of universities in a new ecology of the knowledge economy and maybe generating a new agenda for higher education studies. The methodology for these 'collaborative rethinking' of the place of universities in a new ecology of the knowledge economy has yet to be discussed and finalised.

2. A doctoral education theme – in this case, 'The contemporary knowledge worker', which includes a round table on knowledge work(ers), a policy analysis of how mobility came to the core of EU knowledge-worker training, and a writing workshop.

3. A complementary skill – in this case ‘Genres of research writing’, which includes both ‘Ethnographic writing’ and ‘Writing policy briefs’.

In addition:

4. The workshop provides opportunities for UNIKE fellows and PhD students from Oslo to present their work and receive comments.

Required preparatory work and deadlines

Deadline 16 October 2015

1. Fellows’ sessions – outlines of sessions to be sent to Kathrin Gramsch (kagra@edu.au.dk) by 16 October 2015.
2. Writing workshop – limited places and first come first served - sign up for the workshop by mailing Kathrin Gramsch (kagra@edu.au.dk) by 16 October 2015. Deadline for guest PhDs, 9 November 2015.

Deadline early November

3. Programme sent out and required readings put on closed part of website

Deadline 13 November 2015

4. Fellows’ sessions – texts or other materials to be read in preparation for fellows’ sessions to be sent to Kathrin Gramsch (kagra@edu.au.dk) by 13 November 2015.
5. Writing workshop - participants only - to write a vignette (max 650 words) on an incident concerning mobility to be sent to Kathrin Gramsch (kagra@edu.au.dk) and Brigitte Bonisch-Brednich (Brigitte.Bonisch-Brednich@vuw.ac.nz) by 13 November 2015.
6. Complementary skills – write a policy brief, to be sent to Kathrin Gramsch (kagra@edu.au.dk) and Agnete Vabø (agnete.vabo@nifu.no) by Friday 13 November 2015.

Before start of winter school on 30 November

7. Sessions on scientific theme - Required reading for each session. Prepare a question for Peter Maassen’s session.
8. Aspect of doctoral education - Read Pavel Zgaga’s policy analysis: why mobility became central to EU policies for training future knowledge workers.
9. Preparation for ‘Collaborative thinking of universities in the knowledge economy’
10. Read each fellow’s paper (or whatever they send), and designated people prepare comments.

Details of the sessions

Scientific Theme Sessions

Peter Maassen and colleagues (University of Oslo)

Monday 30 November, 9.30-10.45

Title: European universities and governance dynamics

Abstract:

My research work (and the work of my PhD students/postdocs) addresses the overall theme "Governance of higher education", which is one of the three core research areas of the ExCID (Expert Cultures and Institutional Dynamics: studies in higher education and work) research group. Our main empirical focus is on the interface between changes in the university's environments that are anchored in 'knowledge economy' visions/strategies, and (what Martin Trow referred to as) the private life of the university, in other words, the traditional academic domain of the university. Our empirical work shows, e.g., that global reform agendas have only a limited impact on the academic domain in universities in 'our part of the world', that is the Nordic countries, the Germanic countries, and the Low countries in Europe. Traditionally, explanations for this limited external impact can be found in the institutional robustness of the university, and the unpredictability of the outcomes of the university's primary processes: education and (esp.) research (see Maassen and Olsen, 2007, chapters 1 & 2). Another factor of importance is formed by the prestige hierarchies in external research funding agencies, structures, and programmes that to a large extent are legitimized and kept in place by the elite of the scientific community itself. Our empirical data show that a growing part of the universities' most advanced academic staff and resources capacity is used for 'prestige research activities' which often implies that this capacity is decoupled from Bachelor and Master level teaching programmes.

Format:

We will provide the participants of the session with a set of articles and papers produced by the people involved in ExCID's research work on the Governance of Higher Education, so that each participant can prepare a question. The session will start with a brief introduction of the research agenda of the ExCID research group (see: <https://www.uv.uio.no/english/research/groups/excid/>) followed by a few (short) presentations of the research work on the Governance of HE, after which we will go round the room, with each participant asking one question to get a discussion going.

Required reading:

1. Christensen, T., Gornitzka, Å. and Maassen, P. (2014) Global Pressures and National Cultures: A Nordic University Template? In: P. Mattei (ed.) *University Adaptation at Difficult Economic Times*, Oxford: Oxford University Press, pp. 30-52.
2. Fumasoli, T. (2014) Strategic Management of Academic Human Resources: A Comparative Analysis of Flagship Universities in Norway, Finland, Switzerland, and Austria. In: Ribeiro, F., Politis, Y. and Culum, B. (Eds.) *New Voices in Higher Education Research and Scholarship, Advances in Higher Education & Professional Development*, IGI Global, ch. 2, pp. 18-37, DOI: 10.4018/978-1-4666-7244-4.ch002
3. Fumasoli, T. (forthcoming 2015) "Multi-level governance in higher education". In: Huisman, J., de Boer, H., Dill, D., Souto-Otero, M. (eds.) *The Palgrave International Handbook of Higher Education Policy and Governance*, Palgrave Macmillan, ch. 5, pp. 76-94, DOI: 9781137456168_06_cha05

4. Fumasoli, T., Å. Gornitzka, and P. Maassen (2014). University Autonomy and Organizational Change Dynamics. *ARENA working paper 08/2014*. Oslo: ARENA/UiO.
5. Gornitzka, Å. and P. Maassen (2000). Hybrid steering approaches with respect to European higher education. *Higher Education Policy*, Vol. 13(3), pp. 267-285.
6. Jungblut, J.P.W. (2015). Bringing political parties into the picture: a two-dimensional analytical framework for higher education policy. *Higher Education*, Vol 69(5), pp. 867- 882 . doi: 10.1007/s10734-014-9810-5
7. Jungblut, J.P.W. and Vukasovic, M. (2013). And Now for Something Completely Different? Re-Examining Hybrid Steering Approaches in Higher Education. *Higher Education Policy*. Vol 26(4), pp. 447- 461. doi: 10.1057/hep.2013.28
8. Maassen, P. and J. Jungblut (2014). *Change Dynamics in Higher Education. Background report for Finnish Ministry of Higher Education*. IPED/UiO: Oslo
9. Maassen, P. and B. Stensaker (2010) The Knowledge Triangle, European Higher Education. Policy logics and Policy implications. *Higher Education*, Vol. 61, pp. 757-769.

Eva Hartmann (Copenhagen Business School), Chris Muellerleile and Janja Komljenovic (Bristol)

Monday 30 November, 17.00-18.30

Title: The Janus-faced university in the emerging global knowledge economy

Abstract:

The integration of higher education (HE) into the emerging global knowledge economy is characterised by a major tension. On one hand, academic knowledge has gained even more importance as a major enabler of the economy than it has had since the industrial revolution. We could call it the infrastructural dimension of HE. On the other hand, HE has become a commodity providing private actors with new forms of revenue generation, hence the commodity dimension of HE. These two sides complement the socialisation dimension of HE, which is key for social cohesion as well as for ensuring the legitimacy of sets of knowledge and values. Most of the research so far tends to focus on one of these different dimensions, exploring how they have become increasingly globalised. However, only few have studied so far how these different roles of HE interact. We need, in other words, a new research agenda examining the interaction between HE as a mode of socialisation, as an enabler of the economy and as a commodity. The panel intends to show how this agenda could benefit from better integrating an interdisciplinary perspective.

Format:

Each of the three speakers will pre-circulate a paper about some aspect of their research and the conceptual/theoretical approach they are developing for everyone to read in advance. In 15 minutes each speaker will outline some theoretical accounts considered to be helpful for their research and notably for exploring the quality of the interrelation between the different dimensions of HE. A discussion (15-20 minutes) between the three speakers, facilitated by Eva, will tease out similarities/difference in their approaches, and strengths and weaknesses of different accounts they use. The discussion is open to everyone in the final 20 minutes.

Required reading:

1. Hartmann, Eva (forthcoming) 'Education outside the public limelight: The 'parallel universe' of ICT certifiers' in Antoni Verger, Christopher Lubienski and Gita Steiner-Khamsi (eds) *The Global Education Industry*. World Yearbook of Education 2016. London: Routledge.

(This presentation will explore how the literature of International Relations on transnational private authority provides an interesting analytical framework for analyzing the emergence of new private providers establishing a 'parallel universe' of tertiary education. It will highlight how these actors try to provide a for-profit service which aims to mediate between the different dimensions of higher education.)

2. Chris Muellerleile (and Susan Robertson) "Digital Weberianism and the New Pacemakers of Capitalism"
This paper will be available for download after 4 November.

(This paper argues that the rise of The Digital is transforming the socio-economic organization of capitalism. The paper reworks Max Weber's concept of bureaucracy, a key force for the social organization of industrial capitalism, in light of codes, algorithms, and digital networks. It uses various digital trends in the academic publishing industry to demonstrate how the social organization of the HE sector is being transformed, not least as a new capitalist service sector. Beyond Weber's theory of bureaucracy, the paper draws on post-Marxist political economy, and the process of performative and symbolic structuration of the socio-economy, particularly the development of what Timothy Mitchell calls an 'economy of facts'.)

3. Janja Komljenovic 'Markets under construction: using new economic sociology to studying higher education transformations'.

(This contribution will outline the heuristic value of new economic sociology for studying the constitution of higher education as a commodity.)

Monika Baroe Nerland (University of Oslo), Tatyana Bajenova, Rebecca Lund

Tuesday 1 December, 17.00-18.30 (Round table - Open to the public)

Round table: Knowledge work in Europe: case studies from think tanks, universities and specific practitioners (computer engineers, lawyers, school teachers, etc.)

Content

The panel draws together the work of three researchers around the issue of knowledge work in Europe. Monika Nerland explores the enculturation processes in profession-specific knowledge cultures in the areas of computer engineering, school teaching and law. Tatyana Bajenova is researching the practices of knowledge production in European think tanks. Third contributor (and facilitator), Rebecca Lund, has studied changing conditions of knowledge production from the standpoint of early career female academics and its social/gendered consequences. Although the participants are interested in very different professional contexts, the three researchers share a common discussion about the changing nature of knowledge practices in the conditions of the knowledge society. The panel will address five main questions:

1. Which knowledge processes and knowledge practices are distinctive in these specific domains?
2. How do novice practitioners in respective professions experience their transition from education to work or from one work to another (renewal of their competencies and ways of working)?
3. What kind of boundaries (organizational, professional, geographical) do professionals cross or span in the course of knowledge production or distribution?

4. What are the social consequences (gendered or other) of the changing conditions of knowledge production?
5. What are the grounds of formation of expert communities or networks?

Format

The three panelists will present their point of view, based on their research, concerning the overall theme and the five questions above (in 5 rounds). After these rounds the public will ask questions and discussion begins. Discussion will be moderated by a facilitator (Rebecca Lund).

Required reading:

1. Knorr Cetina, K. 2007. Culture in global knowledge societies: knowledge cultures and epistemic cultures. *INTERDISCIPLINARY SCIENCE REVIEWS*, 2007, VOL. 32, NO. 4, p. 361-375.
2. Jensen, K., Nerland, M. and C. Enqvist-Jensen. 2015. Enrolment of newcomers in expert cultures: an analysis of epistemic practices in a legal education introductory course. *Higher Education*, DOI 10.1007/s10734-015-9872-z.
3. Bajenova, T. 2015. "Think tanks in the European Union: knowledge production, knowledge workers and knowledge networks".
4. Lund, R. (2015) 'Moved by Love? Writing for academic publication' in *Doing the Ideal Academia: Gender, Excellence and Changing Academia*. Aalto University Dissertation series. Helsinki: Unigrafia.

Helge Hveem (University of Oslo)

Wednesday 2 December, 17.00-18.30 (Public lecture)

Title: Knowledge creation in a financialised political economy

Knowledge has been a key to economic and social progress as well as to competitiveness since the Enlightenment period. Being able to create it and to transform it through technological innovation into products and services are thus proven sources of power. Throughout history they have therefore triggered many attempts to monopolize or in other ways limit access to such sources. Such attempts have been challenged by those who promote the idea of knowledge as a public good and as such a freely accessible one. On the other hand there are well-known arguments in favour of making knowledge into private property, one being to stimulate innovation. Regulating the access to knowledge through granting intellectual property rights to inventors and innovators has thus become a prevalent tendency in contemporary practice. This has led to institution-building not the least at the international level, including the global agreement known as TRIPS, but also a myriad of bilateral and plurilateral trade and investment agreements that regulate IPRs. Many of the latter agreements have come as a response to the challenges addressed toward the TRIPS agreement after rows over the lack of access to affordable vital medicines. But there are also agreements that tend to take on a geopolitical overtone as they appear to be directly or indirectly addressing the increasing competition that established holders of IPRs face from emerging economies. The struggle over market power between established actors and newcomers is thus an increasingly important element of the global political economy of knowledge. What are possible and probably outcomes of these multiple and multilevel conflicts? How do they affect efforts to maintain a global regime for competition? And what role does the increased role of finance, through what has been referred to as the financialization of the global political economy, play in the creation and diffusion of knowledge?

Required reading:

1. Dunning, J. 1983. The power of the firm and international transfer of technology. A historical excursion. *International Journal of Industrial Organization*.

2. Hveem, H. and L. Iapadre. 2011. "Global governance of knowledge policies", in H. Hveem and L. Iapadre (eds.) *The Global Governance of Knowledge Creation and Diffusion*. London: Routledge.
3. Hveem, H. 2012. "Policy Capture, convergence and challenge", in H. Hveem and C.H. Knutsen (eds) *Governance and Knowledge. The politics of foreign investment, technology and ideas*. London: Routledge.

Collective Thinking of 'Universities in the knowledge economy': search conference

Tuesday 1 December 09:00 – 16:30 and Friday 4 December 09:00 – 12:00

Ambition

UNIKE is a highly prestigious, generously funded project that is expected to develop new thinking in a research field. One of the EU's aims for ITNs is to create an elite cohort of future research leaders, so it is envisaged that fellows will be creators of institutions, whether as academics, administrators, policy makers, think-tankers, etc. How can we use our re-conceptualising of the space universities are located in, their multiple relations with stakeholders, the changing steering technologies and grammar of university practices, the implications for ways of being a university and for acting as a student, academic, administrator etc, to think about what kinds of universities would be optimal? And how to use our research and our experience from our institutions and from the UNIKE project to shift thinking and action in that direction? In boldest terms, what kind of 'alternative' university would we like to build, with what kind of relations among participants and with surrounding society?

Hopefully this re-thinking of 'Universities in the Knowledge Economy' would have two other benefits:

1. Assist assoc/fellows in locating their own project in a wider field of research
2. Create a UNIKE platform, which shows what UNIKE as a project has achieved collectively in terms of re-thinking the field, and which fellows can use as a springboard for further research and to develop their careers.

Preparation

Please think about the search question below and what events or incidents you would like to contribute to the 'shared history' phase (below). An electronic meeting with one person from each partner institution was held on Wednesday 21 Oct to discuss the search question and talk through this process, and they will invite you to start the discussion amongst the partners and fellows in each institution so that we do not start the process completely 'cold'.

How to do this 'collective thinking'?

One method for organising 'collective thinking' among a group of people is a Search Conference. To be clear, 'collective thinking' does *not* mean 'consensus seeking': the aim is to bring forward different ideas and approaches, generate a dialogue between them, and debate their strengths and weaknesses. Where people's interests can be articulated and harmonised, people act together on what they agree to do, and what they do not agree to do, does not get done.

The Search Conference is a methodology especially developed and refined in Norway (another reason for trying it out in Oslo). Davydd Greenwood has vast experience of using this methodology in academia, industry and community groups, and is willing to facilitate the process for us. (This experience will also give fellows and partners another pedagogy to add to our repertoire). Creating a collaborative learning arena involves following some dialogue practices that Greenwood will explain at the beginning and he will provide written instructions and templates for the associated group work. The central thing to remember at this point is that you are expected to participate as yourself, as an individual with views, hopes, and intentions of your own and not to "represent" the views of your organization or group. Each participant is a legitimate stakeholder in their own right and it is your experiences, capabilities, and aims that you contribute to the group process.

The methodology consists of a number of phases:

1. Search question. There has to be a clear question around which to focus the event.

Question:

“How can we organize and utilize what we have learned through our UNIKE projects and own experiences to build a more comprehensive understanding of the ecology of universities and to help shift thinking and policies in directions that liberate or create greater energy, better institutions, and better policies?”

2. Shared history. Participants are asked to generate a list of events and experiences linking them personally to the search question.
This phase starts in small ‘buzz groups’, but then each individual writes important events or personal experiences (drawing on their own experience and their research) on a time line (a big piece of paper along one wall of the room).
Then there is a plenary discussion, managed by Davydd Greenwood, in which each participant explains their contributions to the time line, working up to the present. The plenary ends with group reflection about the most important events, forces or concepts emerging from this shared history and how have they shaped the present.
3. Probable future. In small groups, participants think what the future would look like if current trends continue – what do they like about it, and what is satisfactory and unsatisfactory, and why? These ideas are then shared.
4. Ideal future. In small groups, participants develop their ideal future for universities and their place in the larger knowledge ecology-in 5-10 years. Each group explains their 3 most important aims for an ideal future. Plenary discussion to identify the key differences between the probable and the ideal futures.
5. Force field analysis. Plenary analysis of the key forces, factors, variables or concepts that promote or restrain what participants have identified as positive change. Identify a number of issues on which to work.
6. Keep, drop, create. Groups form around the issues they want to work on (some issues get dropped at this stage). Each group develops a plan of work. (Hopefully, these ‘issue groups’ develop the themes that will be turned into sessions at the Copenhagen conference, and sections of the resulting UNIKE book(s)).

The usual questions for this phase are: What should we continue to work on/do? What should we stop doing because it is not leading to positive change? What are we not doing, that we can do individually and/or together (since some forces can be managed and others not) to move towards a better future?

This plan of work will draw on a range of things:

- An inventory of the research done in the UNIKE project, which are resources for the issue
 - Your knowledge of other work in the field (especially by associated partners) that helps you develop the issue
 - New developments needed, e.g. ways of reconceptualising an issue to generate a new way of thinking, proposals for alternative ways of organising a university....
 - Reflexive analysis of how you can act – with your colleagues and within your institution, ways of spelling out the implications of this to administrators and policy makers....
7. Action planning in the issue groups moving toward the Copenhagen conference and beyond. (N.B. the issue groups may wish to develop unusual ways of organising a conference session, and of putting together a book section – these are open spaces).

8. Report writing. The shared history, force-field analyses, keep-drop-create work and the action planning templates will be collected and shared in the form of a report to all the participants that can be used to move towards the Copenhagen conference. Lisbeth Walakira will be note-taker in the plenary sessions (thus releasing all fellows to participate).

After Oslo

The idea is that that the 'issue groups' developed at Oslo would keep working together to organise a session of the conference at Copenhagen, and, in the subsequent Copenhagen workshop, develop their section of the UNIKE book. They could then be responsible for getting the contributions for their section of the book and doing the first editing.

In order for the issue groups to keep in touch with each other and to see how they each fit into an evolving plan for the whole conference, one person (preferably a fellow) from each issue group is invited to join Sue Wright and Rebecca Lund in an organising committee for the Copenhagen conference.

After that, one person from each issue group (the same person or a new one) would be a member of an editorial group for the book(s). At a minimum, the role of these people is to help with the overall conceptualisation and organisation of the book(s). They can decide whether (and how much) they want to get involved in the overall editing, or whether they want Rebecca and Sue to do that.

Recommended reading:

1. Greenwood, Davydd and Levin, Morten 2006 *Introduction to Action Research: Social Research for Social Change*. Thousand Oaks CA: Sage.
(This provides a good background to search conferences (from p. 21) and explains the wider context of action research from which they are drawn).

Fellows' Sessions

UNIKE fellows organise sessions in which they present their work, receive feedback and provoke discussion. As we approach the final stages of the project, in Oslo sessions will optimally involve fellows' engaging with each other's work and exploring emerging themes or issues. One of the objectives of being at Oslo is also to involve Oslo PhDs and Post docs in sessions.

Katja Jonsas & Rebecca Lund

Monday 30 November, 11:00-12:15

Title: Gender in academia

This session will focus on gendered social relations in academia in the context of the changing global knowledge economy. We will address different questions during the session:

1. What is meant by gender/feminist theorizing (different traditions/schools)?
2. We theorize gender as social relations. What makes this approach useful and how can it meaningfully be studied (e.g. Institutional Ethnography)? The explicit and subtle forms of gendering in everyday practices? Examples from the Finnish context.
3. How is gender and inequality produced and reproduced through the activation of texts/categories/abstractions/discourses/ideologies?
4. How can we use this approach to challenge the assumptions of neutrality and merit in academic quality from a gender perspective (examples from our work)?
5. How and to what extent could session participants use these insights to re-evaluate some of their own analysis' and conclusions? Open discussion.

Required reading:

1. Acker, J. (1990) *Hierarchies, Jobs, Bodies: A theory of gendered Organizations*.
2. Chapter 1 and Chapter 5 from: Lund, R. (2015) *Doing the Ideal Academic: Gender, Excellence and Changing Academia*. Aalto University Dissertation series. Helsinki: Unigrafia.

Individual fellow session

Sonja Trifuljesko, University of Helsinki

Daniel Kontowski, University of Winchester

Monday 30 November, 13.00 - 14.10

Katja Jonsas, Freya Gao, Sina Westa and Benedikte Custers.

Discussants: Roger Dale, Tatiana Fumasoli from Oslo University and Susan Wright

Chair: Chris Muellerleile

Monday 30 November, 14.05-16.40

Comparative Research - A joint fellows' session

In this joint fellows' session, we will explore the different ways in which comparative research (seen from an interpretive paradigm) can be addressed in the context of higher education research. The fellows' pro-

jects are used as entry points into this disparate area and the different projects will be discussed from diverse points of view.

The emphasis is on exploration: the aim is not to provide any final answers but to open the floor for a fruitful dialogue between participants and experts from diverse fields and perspectives. The session will be a mixture of presentations and open discussion and counts on active involvement of all participants.

The session will be chaired by Chris Muellerleile with inputs from Katja Jonsas, Freya Gao, Sina Westa and Benedikte Custers. Discussants will be Roger Dale, a Professor from Oslo University (tbd) and Susan Wright"

14.05-14.15: Common presentation: 10 min [here we are planning to map the field of comparative (higher) education in a joint presentation]

14.15-14.55: 4 x individual presentations: 4 x 10 min. = 40 min [in this part each of us 4 will present her own approach to comparative research in her PhD thesis]

14.55-15.15: Discussion of the general presentation and our own approaches by discussant number one 20 min

(15.15-15.30: Break)

15.30-16.10: Discussions of the two remaining discussants: 2 x 20 min = 60 min

16.10-16.40: Open discussion chaired by Chris: 30 min

Jakob Williams Ørberg, Miguel Antonio Lim, Sintayehu Kassaye Alemu, Mei Qu

30 November Monday, 11.00-12.15 & 15.30-16.40

Title: Reviewing the Past, Envisioning the Future: Rethinking “Internationalization” in Higher Education-Field

Format:

Part I

11.00-11.05 Introduction of the activity and theme for discussion and arranging groups

11.05-11.55 Creative session: ‘Idea work’ set out in introduction

11.55-12.25 Presentations from the groups and short Q &A

Part II

15.30-15.55 Presentations on ‘rethinking internationalization’ from fellows, 5-6 minutes each

15.55-16.25 Discussion in groups aiming at linking issues raised by groups in Part I and fellows’ papers, and then nomination of defining concepts for internationalization

16.25-16.40 Short presentation from groups and discussion aiming at identifying key concepts and issues for a new research or policy agenda on internationalization

Description of the Session

“Internationalization” probably is one of the most used and contentious buzzwords in higher education field in the last few decades. The theme of this session is twofold: reviewing whether we are still on our

way of internationalization and how far we have progressed on this way; and what an internationalized university or higher education landscape looks like and how to fulfill our imagination.

The first session aims to generate a creative and open discussion on the questions proposed by the four fellows. We welcome participants share their opinions based on their own studies, research projects or personal experiences. In the second part of the session, the fellows and the participants are expected to work closely to find the links between the group work in Part I and the papers presented. The aim is to form common concepts or ideas on which we can cooperate further.

Recommended Readings

-Fellows' papers which can be downloaded from UNIKE intranet from mid-November, 2015.

Selected public discussion from latest to earliest

Altbach, P. G. (Eds.). (2015). International Higher Education (Special 20th Anniversary Feature: Higher Education's Future). Retrieved from <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/6126/5365>.

De Wit, H. (2014). The Different Faces and Phases of Internationalisation of Higher Education. *The Forefront of International Higher Education* (pp. 89-99): Springer.

Knight, J. (2012). Concepts, Rationales, and Interpretive Frameworks in the Internationalisation of Higher Education. In Dreaddroff, Darla K, de Wit, Hans, Heyl, John D., and Adams, Tony (Eds.). *The Sage Handbook of International Higher Education*, pp.27-42. Washington DC: Sage Publication.

Brandenburg, Uwe and De Wit, Hans. (2011). The End of Internationalization. In *International Higher Education*, No. 62, pp. 15-17, 2011. Boston: CIHE, Boston College.

Altbach, P. G. (2004). Globalization and the University: Myths and Realities in an Unequal world. In *Tertiary Education and Management*, No.10, pp. 3-35, 2004. The Netherlands: Kluwer Academic Publishers.

Knight, J. (2004). Internationalisation Remodeled Definition, Approaches, and Rationales. *Journal of Studies in International Education*, Vol.8, no.1, pp. 5-31.

Corina Balaban, Catherine Butcher, Que Anh Dang, Jens Jungblut, University of Oslo, Norway

Facilitator: Tatyana Bajenova, École Normale Supérieure de Lyon, France

Monday 30 November, 13.30-15.15

Title: The Dynamic Triad of 'Knowledge Economy, Knowledge Policies and Actors' in Higher Education in Asia, Europe and the USA

Format

60-minute Dialogue within the panel followed by 40-minute open discussion

Panel Outline

In the past two decades the knowledge economy discourse has become a hegemonic economic imaginary informing knowledge policies at global, regional, national and local levels. A knowledge economy is one in which the generation and exploitation of knowledge play predominant roles in the creation of wealth (Rizvi

and Lingard 2010). In a knowledge economy, knowledge and skills, intellectual property, national systems of innovation, knowledge transfer and knowledge management are key factors of economic productivity and competitiveness (Jessop 2008). The discourse of knowledge economy has shifted the significance of knowledge and altered the roles of higher education, which was originally grounded in notions of equality, emancipation, and democracy, but is now emphasised in terms of meeting skills demands. The prevalence of the knowledge economy discourse and its accompanied human capital theory have embedded higher education in knowledge policies for economic growth. Knowledge policies here refer to a vast range of global and national policies and their impacts on academic knowledge production, diffusion and commercialisation (Leisyte and Horta 2011), such as governance and financing higher education, the triple helix of university-industry-government relations, knowledge transfer and innovation, involvement of scientists in public dissemination activities, global knowledge networks, and the trade of knowledge products, including education itself. Although knowledge policies largely remain a state activity, the policy process requires configuration of different values and involves various actors inside and outside the state structure, from the actors who formulate, influence and resist the policy ideas, to the actors who enact them, and the 'subjects' of these policies.

This panel discusses the dynamic relationships between the concepts of 'knowledge economy', 'knowledge policies' and 'actors' with regard to higher education policy making. The panel explains how policy processes work in practice by analysing some selected policies and actors involved in the English marketised higher education system; in IGERT (Integrative Graduate Education and Research Traineeship) - a model of American doctoral education; the involvement of political parties in higher education policy development in four western European countries; the promotion of student mobility between Asia and Europe – a policy to train and retain highly skilled knowledge workers. We argue that the three components in the triad shape and are shaped by one another, especially in our cases, the actors who act within their institutional structures and their values, negotiate and instil alternative directions for policy changes. These alternatives are to re-orient and rebalance the social/educational values and the dominant economic concerns.

Preparation

Papers/synopses of the panel members on the UNIKE Intranet (from mid November 2015)

Recommended reading:

Jessop, B. (2008). A cultural political economy of competitiveness and its implications for higher education. In B. Jessop, N. Fairclough, R. Wodak (Eds.), *Education and the knowledge-based economy in Europe* (pp. 11–39). Rotterdam: Sense Publishers

Leisyte, L. and Horta, H. (2011) Introduction to a special issue: Academic knowledge production, diffusion and commercialization: policies, practices and perspectives, *Science and Public Policy*, 38(6):422-424

Rizvi, F. and Lingard, B. (2010) *Globalizing Education Policy*. London: Routledge

Geddie, K. (2015) Policy mobilities in the race for talent: competitive state strategies in international student mobility. *Transactions of the Institute of British Geographers*, 40(2), 235-248.

Jungblut, J. (2015) Bringing Political Parties into the Picture: A Two-Dimensional Analytical Framework for Higher Education Policy Higher Education: The International Journal of Higher Education Research, 69(5), 867-882.

Levidow, L. (2002) Marketizing higher education: neoliberal strategies and counter-strategies. In: Robins, Kevin and Webster, Frank (eds.) *The Virtual University? Knowledge, Markets and Management*. Oxford, UK: Oxford University Press, pp. 227–248.

Mitchell, K. (2003). Educating the national citizen in neoliberal times: from the multicultural self to the strategic cosmopolitan. *Transactions of the institute of British geographers*, 28(4), 387- 403.

Nerad, M. 2009. *Confronting Common Assumptions: Designing Future-oriented Doctoral Education*, in Ronald Ehrenberg (eds.) *Doctoral Education and the Faculty of the Future*. Ithaka, NY: Cornell University Press.

Olsen, M. and Peters, M. (2005) Neoliberalism, higher education and the knowledge economy: from the free market to knowledge capitalism, *Journal of Education Policy*, 20:3, 313-345.

Roberts, P. (1998). Rereading Lyotard: Knowledge, commodification and higher education. *Electronic Journal of Sociology*, 3(3), 1-23.

Aspect of Doctoral Education: The mobile, contemporary knowledge worker

Policy discussion

Wednesday 2 December 09:00 -10:00

Pavel Zgaga (University of Ljubljana)

Discussant: Roger Dale

Title: How did mobility become central to EU ideas of the contemporary knowledge-worker and his/her training?

Abstract: Pavel will pre-circulate an analysis of EU policies, exploring how mobility became a central feature of its ideas for training modern knowledge workers. Four concepts of mobility are identified:

1. Geographical mobility, between countries (cf. Marie Curie rule that a person appointed to a PhD or post doc fellowships may not have lived in the country where they are being appointed for more than 12 months is the last 36 months). 'Between the lines' of this emphasis on geographical mobility are aims for three more kinds of mobility
2. Mobility between disciplines
3. Mobility between sectors (hence the emphasis projects having 'socio-economic partners' who host secondments and give fellows work experience outside academia)
4. Social mobility, both giving increased opportunities for people from disadvantaged social groups, and from 'peripheries', whether this is considered as parts of Europe or continents of the world.

Format: This analysis will be discussed by Roger Dale

Required preparation:

Read Pavel Zgaga's pre-circulated policy analysis. This paper will be put on the internal part of the website in mid November.

Qualitative writing workshop: on the theme of mobility and the knowledge worker

Wednesday 2 December 10:30 – 15:30

Brigitte Bonisch-Brednich (Victoria University of Wellington)

Abstract:

This session has two aims. First, many UNIKE fellows have collected qualitative materials through interviews, participation in events and observations – methods in which the researcher and his/her position are part of the data collected. This writing workshop aims to take you through the process of working from 'raw' qualitative data through to generating analytical concepts. In educational studies, this process is given increasing importance and is often called ethnography. Second, the example that will be used is 'mobility', an important concept in the knowledge economy, and one on which fellows and some partners have considerable experiential knowledge. This workshop therefore contributes to two of the designated themes for the Oslo winter school - the Complementary Skills (writing skills) and the 'Aspect of Doctoral Education' (mobility as a central feature of training knowledge workers).

To make a writing workshop successful, it needs a common theme, and in this case it will be ‘mobility as a central feature of the knowledge worker’. EU guidelines for multinational projects demand a research design that is based on constant periods of short term or long term mobility of the academics involved. Mobility is thus depicted as part of a normal academic life; it is not a choice but an inbuilt part of our careers. How then do we live such mobility and how does mobility affect our research, our data and our findings (positively and also negatively)? How also, does it shape our perspectives on what it means to be a knowledge worker?

Format:

This writing workshop is inspired by Kirin Narayan (2013) and is tightly structured into short periods of writing about experiences of moving into new cultures and institutions, and about mobility as part of doctoral training and scholarship, and other periods of small-group and whole-group discussion through which we share writings and make comparisons to draw out metaphors, concepts and theoretical themes.

The results will

1. Show you the process of generating analysis from qualitative material through ethnographic writing that you can apply to your own research.
2. Generate questions and themes that could lead to further research on the topic (and that could inspire the fellows and partners who are working on this).

Participation:

Participation is restricted to UNIKE associated/fellows and partners and Oslo PhD students and post docs who have personal experience of mobility as part of their academic training and careers.

Places are restricted to 15 participants. To participate, please mail Kathrin Gramsch (kagra@edu.au.dk) by **16 October 2016**.

Required preparation:

A two-page (ca. 650 word) vignette or description of a scene concerning any aspect of mobility. Looking back over your life as a mobile academic so far, choose a situation, a discussion or a reaction you had that is closely linked to your experience of professional mobility. For example, this might be excitement over a new opportunity, an administrative confusion as you encountered a new institution or system, an incident of engaging with a different culture, an instance that highlights a distance between official expectations of mobility and the reality of doing mobility. This could derive from your research – something that happened during participant in an event or an interview; it could be a personal experience or revelation. Select a scene that, when you experienced it, lasted for about three to five minutes. Take care to ‘paint’ the scene – try and give a colourful impression of people, sounds, location, pace of interactions, and your presence in this scene. Describe and think back about your emotions and other sensual impressions that are characteristic for that moment. Don’t tell us what the theoretical issue might be; concentrate on the narrative rather than analysis. After an initial feeling of reluctance, you’ll probably find that you would like to write more than just 650 words. But it is important to stick to the word limit and revise and refine until you can fit your scene into two pages.

Send this vignette (double-spaced and in 12-point font, with your name in a header) to Kathrin Gramsch kagra@edu.au.dk and Brigitte Bonisch-Brednich Brigitte.Bonisch-Brednich@vuw.ac.nz by **Friday 13 November 2015**. Kathrin will put them on the internal part of the UNIKE website. Participants please read **everyone else’s** before the winter school. These vignettes will be used in the workshop – but your vignette won’t be used afterwards unless you want to use it yourself, or give specific permission to another to use it.

Required readings:

Mills, David and Missy Morton (2013) "Reading Ethnography, Writing Ethnography" in *Ethnography in Education*. London: Sage, chapter 1, pp. 22-39.

Mills, David and Missy Morton (2013) "Writing again: communicating ethnographic insights" in *Ethnography in Education*. London: Sage, chapter 8, pp. 145-157.

Recommended readings:

Bönisch-Brednich, Brigitte (2010) Migrants on Campus: Becoming a Local Foreign Academic. In, Bönisch, B. And Trundle C. (eds.) *Local Lives: Migration and the Politics of Place*. Aldershot: Ashgate 2010, 1-14.

Narayan, Kirin (2012) Postscript: Writing to be alive. In, K. Narayan, *Alive in writing. Crafting Ethnography in the company of Chekhov*. The University of Chicago Press: Chicago & London, pp. 111-121.

Policy Briefing on Mobility in Doctoral Education, to EU at Brussels**Wednesday 2 December 15:45 – 16:30**

Apparently, most ITN projects include a policy briefing at Brussels and the European Commission has expressed interest in our work on changes in doctoral education in the knowledge economy, notably on mobility, as they are conducting an evaluation of Marie Curie actions, including ITNs, in 2016. Plans for collecting information through a mini-project exploring Marie Curie fellows' experience of mobility in doctoral education will be presented and discussed, along with plans for the policy briefing.

Work so far:

1. Policy analysis by Pavel Zgaga (above)
2. Analysis of existing research on mobility in doctoral education/the formation of modern knowledge workers in Europe (Sue Wright and Lisbeth Kristine Walakira)

Work planned:

3. Questionnaire to Marie Curie doctoral fellows (via Marie Curie Association)
4. Qualitative interviews, sample derived from the questionnaire
5. UNIKE Note on Doctoral Education

Complementary skills: Writing a Policy Brief

Wednesday 3 December 2015, 9.00 - 15.30. The event will be held at the offices of NIFU, Oslo.

Agnete Vabø (NIFU), Bjørn Stensaker (NIFU and University of Oslo), Marte Mangset (Oslo and Akerhus University College of Applied Sciences)

Title: Policy briefing in higher education

'Policy briefing' has already featured in the final session on doctoral education, above. A policy brief is a document to be presented to policy makers that asks them to take action on an issue or, if the issue is already on their policy agenda, that provides information to help them make a decision. This is a specific genre of writing – the policy brief has to be short and to the point, but has to be well argued and clearly make the case for a recommended action, based on strong research results. This session provides hands-on training in writing policy briefs and discusses practices of policy briefing. It is based at NIFU, which is Norway's main centre for policy research on higher education.

Required Preparation:

1. Please identify an issue or result from your own research that you would like to bring to the attention of policy makers
2. Think carefully about which policy makers you are addressing – what organisation, and what kind of people - politicians, senior administrators, activists....?
3. Write a short (max four pages) policy brief about your chosen issue. Some guides to writing policy briefs are listed below, along with some good examples of policy briefs (check if 'your' organisation has a specific style for policy briefs). The policy brief should:
 - a. say clearly what the issue is, and it should be limited to a particular problem area.
 - b. explain how it arises from the topic, approach and research result(s) of your research.
 - c. provide arguments that are easy to follow.
 - d. be written in a non academic clear and simple language targeted at a wide audience.
 - e. be 'evidence based' and make clear how findings can support recommendations (so sources can be included).
 - f. make recommendations to policy practitioners on possible actions to be undertaken in relation to the particular problem area, kept at a realistic level.
4. Send your policy brief to Kathrin Gramsch kagra@edu.au.dk and Agnete Vabø agnete.vabo@nifu.no by **Friday 13 November 2015**.
5. Read all other fellows' policy briefs before the winter school.
6. Required reading (see below).

The Tutors:

The event will be led by Agnete Vabø, Research Professor at NIFU (Nordic Institute for Studies of Innovation, Research and Education), who has vast experience of briefing policy makers on research results.

<http://www.nifu.no/en/employees/agnete-vabo/>

She will be supported by Bjørn Stensaker, who is a Professor both at NIFU and in the Department of Education at Oslo University. Stensaker has vast experience briefing policy makers, particularly in the area of governance, quality and quality assurance systems in higher education.

<http://www.nifu.no/en/employees/bjorn-stensaker/>

Marte Mangset will join the Round Table. She is a Post-Doctoral Fellow at the Centre for the Study of Professional Teaching and Research at Oslo and Akerhus University College of Applied Sciences. She specialises in international comparative qualitative studies in the sociology of knowledge, academic disciplines and bureaucratic elites and will speak about policy briefs from the perspective of the bureaucracy.

<https://www.hioa.no/eng/employee/martem>

Organisation of the Event

Agnete Vabø (NIFU)

Lecture: 'A critical introduction to policy briefing'

The lecture will be illustrated by NIFU's journal, Forskningspolitikk and other policy brief publications, as examples of different practices (including size and format of documents) and ways of solving and accommodating the quest for policy briefs. The lecture will raise some of the dilemmas they have experienced as researchers when doing this.

Group work

The fellows will then be divided into four groups.

The session 10.45-11.45 will be as follows:

Groups A and B: feedback from Agnete and Bjørn (respectively) on individual fellows' policy briefs, with an overview at the end - what fellows have learnt, and general points identified by tutors.

Groups C and D: define questions to raise at the Round Table (20 mins) then tour of NIFU

The session after lunch will be as follows:

Groups C and D: feedback from Agnete and Bjørn (respectively) on individual fellows' policy briefs, with an overview at the end - what fellows have learnt, and general points identified by tutors.

Groups A and B: define questions to raise at the Round Table (20 mins) then tour of NIFU

Round table

'Experiences of translating research into policy briefs, engaging with policy makers, or being on the receiving end of policy briefs'

Brief inputs from:

Agnete Vabø NIFU (including brief reflection on the fellows' exercise – what fellows have learnt and general points identified by the tutors)

Marte Mangset, Oslo and Akershus University College

António Magalhães, University of Porto and CIPES

Pavel Zgaga, University of Ljubljana and CPES, former Minister of Education and author of 'Looking out: The Bologna Process in a Global Setting'

The discussion will be widened to fellows and partners' experience of translating research into policy briefs/discussions, questions prepared by the fellows, challenges of making research results meaningful to policy practitioners and how results might be misunderstood/misused.

The day will end with a visit to the nearby Edvard Munch museum

<http://munchmuseet.no/en/exhibitions/van-gogh-munch> followed by a drink and dinner in a restaurant in the nearby multicultural part of Oslo.

Guides to writing policy briefs

This is from the UN's Food and Agriculture Organisation, but seems the simplest and clearest guide:

<http://www.fao.org/docrep/014/i2195e/i2195e03.pdf>

A shorter, sharper guide:

http://www.pep-net.org/sites/pep-net.org/files/typo3doc/pdf/CBMS_country_proj_profiles/Philippines/CBMS_forms/Guidelines_for_Writing_a_Policy_Brief.pdf

This has some useful videos and exercise:

http://www.jhsph.edu/research/centers-and-institutes/womens-and-childrens-health-policy-center/de/policy_brief/index.html

This sets out a useful structure for writing a policy brief:

<http://www.policy.hu/ipf/fel-pubs/samples/PolicyBrief-described.pdf>

Good examples of policy briefs

Nice layout, good side headings, looks snappy and inviting. Is the content persuasive?

<http://www.oecd.org/education/school/39989494.pdf>

Looks very professional, but is it too long and are the layout and wording too dense?

<http://iite.unesco.org/pics/publications/en/files/3214688.pdf>

Sets up an interesting topic, but is it too long and wordy?

http://www.rockinst.org/pdf/education/2008-04-structural_problems.pdf

Required reading

There is lots of very tedious literature that tries to classify different kinds of academic and policy knowledge and create models for knowledge transfer between research and policy making, but the text below develops more of a nuanced, social science analysis.

1. Freeman, Richard and Sturdy, Steve 2014 'Knowledge and policy in research and practice' pp. 201-218 in Freeman, Richard and Sturdy, Steve (eds) *Knowledge in Policy*. Bristol: Policy Press.
(They divide knowledge into embodied, inscribed and enacted and look at how all three forms are involved in knowledge-policy relationships. For a fuller account of 'embodied, inscribed and enacted' knowledge, see their introduction pp. 1-17.)

Recommended reading:

Grundmann, Reiner and Stehr, Nico 2012 *The Power of Scientific Knowledge. From Research to Public Policy*. Cambridge: Cambridge University Press.

(Very relevant and chapters have good case studies. Introduction covers a lot of ground but does not make a clear argument itself – how not to write a literature review chapter!)

Yanow, Dvora 1997 *How does a policy mean? Interpreting Policy and Organizational Actions*. Washington DC: Georgetown University Press

(This puts policy research and briefing in the context of a contested process of meaning making, where 'evidence' and 'facts' are ploys).

Jasanoff, Sheila 1987 'Contested boundaries in policy-relevant science' *Social Studies of Science* 7(2): 19-230.

(One of the key writers on relationships between research and policy)

Freitas, Maria José dos Santos 2014 'Enacting knowledge in a European project' pp. 123-139 in Freeman, Richard and Sturdy, Steve (eds) *Knowledge in Policy*. Bristol: Policy Press.

(This is an excellent account of how knowledge was created between team members in the process of doing an EU project, very relevant to UNIKE. But it starts with the questionable 'EU projects are primary sites for generating knowledge that informs the EU policy process' and does not – to my mind – satisfactorily develop the interactions with EU policy processes).

Oslo researchers working on allied topics

Expert cultures and institutional dynamics: Studies in higher education and work (ExCID) This is a research group in the Department of Education at Oslo

<http://www.uv.uio.no/english/research/groups/excid/index.html>

List of participants <http://www.uv.uio.no/english/research/groups/excid/index.html?vrtx=list-related-persons>

NATED Graduate School. This includes people throughout Norway, so they aren't necessarily in Oslo. **Track 4** is about higher education and professional development

<http://www.uv.uio.no/english/research/doctoral-degree/schools/nated/tracks/track-4/>

Track 4 profiles <http://www.uv.uio.no/english/research/doctoral-degree/schools/nated/tracks/track-4/candidates.html>

Centre for Educational Measurement (mainly about schools) <http://www.uv.uio.no/cemo/english/>

There are of course several universities in Oslo, including Akershus University College, from where Marte Mangset will be participating <https://www.hioa.no/eng/Research-and-Development/Our-research/Research-groups>