

# **CINHEKS**

## **Change in Networks, Higher Education and Knowledge Societies**

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# Changes in Societies

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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

*(Higher education institutions (HEIs) are understood as sources of Knowledge)*



# Theoretical & Analytical Perspectives to Knowledge Societies

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- **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

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- 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



# Knowledge Economy, Learning Society and Knowledge Society

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**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:**

**1) a** new kind of society in which the old distinctions between **formal and non-formal education** is no longer valid (in the 1960s & the 1970s)

**2) lifelong learning** is indispensable

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



## '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 purposeful innovation in increasingly knowledge-based societies

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



# The Aims of CINHEKS

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Because of the normative popularity of *Zeitdiagnose* - particularly amongst policy makers- there are very few studies which analytically and critically examine **how HEIs are empirically connected within different knowledge societies** -despite the fact the notion of knowledge society is taken seriously across the globe

The CINHEKS CRP has been designed to question the extent to which either of the above contemporary accounts best explains the changing relationship between higher education and society; **within and across different regions**



# The Aims of CINHEKS Collaborative Research Project (CRP)

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- The CRP focus on relationships – **in the form of networks associated with knowledge production** – within national economies and HEIs in three key regions with distinct forms of knowledge societies: **Europe**, the **USA** and **Japan** (utilising the insights raised by Slaughter and Rhoades)
- The **objectives of CINHEKS** are based on the juxtaposition of historically distinct societies, global policy debates which illuminate global, policy-driven higher education trends and conceptually defined empirical data, chosen to reveal key similarities or differences in today's knowledge societies





# The Objectives are as follows:

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- 1) The **historical analysis** of key features shaping and explaining contextual differences underlying present patterns of knowledge production in Europe, the USA and Japan.
- 2) At the level of **policy discourse** to highlight 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) At the **empirical level**, explain the way in which HEIs in Europe, the USA and Japan have each shaped – and been shaped within – distinct ‘knowledge societies.’



# Objectives and Key Themes (1)

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Operationally, the objectives will be pursued through a focus on **key themes**, many of which are taken as 'given' in societies. Key themes include:

- 1) *the expansion of higher education and the proportion of highly educated persons*
- 2) *the roles of 'soft' vs. 'hard' disciplines in academia*
- 3) *public spending on higher education and research*
- 4) *study program development and linkages to society (academic vs. professional emphasis)*



# Objectives and Key Themes (2):

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- *5) the relationship between higher education and civic societies*
- *6) the relationship between basic research and applied research*
- *7) management assumptions related to HEIs*
- *8) politics and academia*

CINHEKS has been designed to directly illuminate and contrast these 'givens' in a critical manner in order to **contextualise empirical studies**



# Objectives and Key Themes (3):

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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 funding bodies, all nodes that define knowledge flow in networks because of their legal status.



# The Main Challenge

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- A focus on CINHEKS operational themes, as they occur in each of the design's Individual Projects *may* reveal global patterns. However, empirical investigation may reveal something altogether different. 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 debate that often completely escapes critical appraisal in terms of societal need.**



- The **macro-level of analysis** of IP focal points forms a **sequential, explanatory mixed methods design**. This design integrates the substantive focal points, the methodological approach of each IP, the data and results
- 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 IPs and an *Associated Project* (AP) are theoretically and methodologically developed by the Principal Investigator (PI) responsible for each project



## **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. Nokkala*)

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

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

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

**Regional key differences: USA (IP6)** (*Prof. Rhoades*)

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

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



# CINHEKS Project Time-line

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<b>Project</b>	<b>Year 1 (2009-2010)</b>	<b>Year 2 (2010-2011)</b>	<b>Year 3 (2011-2012)</b>
IP1 Project coordination & comparative & discourse analysis (IP3)			
IP2 Historical context			
IP4 Case Studies			
IP5 Survey			
IP1 Regional Comparison (Europe)			
IP7 Regional Comparison (USA)			
AP1 Regional Comparison (Japan)			





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