# Knowledge, Engagement and Higher Education: Contributing to Social Change

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# **Changing Dynamics**

- Growing Knowledge Economies: Hardware & Software (knowledge workers, knowledge elites)
- Competition of Knowledge Production (universities, business, media, civil society)
- Power of Knowledge: Information Society (Yahoo, Google, Facebook & Twitter)
- Knowledge as commodity: Intellectual property (propertied classes and property-less masses)



#### Higher Education@Crossroads

- Higher education in turmoil: growth, quality, funding
- Systems of governance and regulation need reforms
- Student and parent expectations soaring
- Demand for public accountability growing
- Opportunity to make a difference in society



### **Contributing to Social Change**

- Generating knowledge for social change
- Understanding HEI is inserted in the community
- Collaborative, participatory action and partnership
- Building long-term respectful relationships
- Provide best possible opportunities for students to learn
- Create ethical global citizens



# **Knowledge-driven Social Change**

Engaged scholarship





Civic engagement /community engagement





# **Knowledge-driven Social Change**



Valuing diversity of knowledge sources (beyond the academe? Indigenous, experiential)

Appreciating plurality of knowledge forms (beyond the written word?)



Critical thinking as natural human phenomenon (beyond the expert?)

Knowledge as a global public good (beyond consumption?)











### **Principles of Engagement**

- Mutually agreed interests and needs of both communities and institutions be articulated and respected;
- Engagement must encompass all the three functions of institutions of higher education—teaching, research and outreach/practice;
- Institutional engagement cutting across disciplines and faculties should be mandated, including natural sciences, and not restricted to social and human sciences alone;
- Participation in community engagement projects by students should earn them credits and partially meet graduation requirements and it should be integrated into their evaluation systems;
- Performance assessments of teachers, researchers and administrators in such institutions should include this dimension of community engagement.

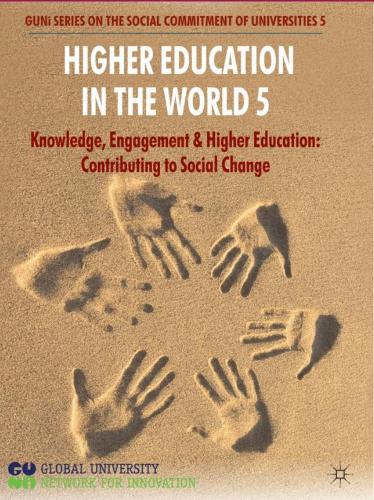


# **Forms of Engagement**

- Linking Learning with Community Service
- Linking research with Community Knowledge
- Knowledge Sharing & Knowledge Mobilisation
- Devising New Curriculum with Community
- Inviting Practitioners as Teachers
- Social Innovations by Students



# **GUNi Report**



Edited by Hall, B & Tandon, R UNESCO Chair in Community Based Research and Social Responsibility in Higher Education

A collective work of 73 authors from 34 countries

Product of three years research, consultations, academic seminars and an international conference in 2013.

GUNi is an international network created in 1999 by UNESCO, the United Nations University (UNU) and the Universitat Politècnica de Catalunya (UPC)



# Be Knowledgiastic!

co-create transformative knowledge for social change change the way we handle, use, build & understand knowledge



**Enthusiastic** 

**Active** 

**Encouraging** 

