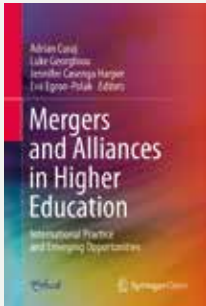


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MERGERS AND ALLIANCES IN HIGHER EDUCATION: INTERNATIONAL PRACTICE AND EMERGING OPPORTUNITIES,

Adrian Curaj, Luke Georghiou, Jennifer Casigena Harper, Eva Egron-Polak, Eds. – Heidelberg, New York, Dordrecht, London: Springer, 2015. 347 p. – ISBN 978-3-319-13134-4



Abstract : This book explores recent experiences of mergers and alliances in higher education. Part 1 contains perspectives from the level of national higher

education systems in France, Sweden, Romania, Wales, Ireland, China and South Africa and is illustrated by specific examples. Section 2 contains individual case-studies analysed in depth in France, UK, Romania, Spain, and Australia, allowing a more detailed insight into the specific rationales and the implementation issues involved in effecting a university merger.

NEW DIRECTIONS FOR EDUCATION IN CHINA,

Steven Cowan, Tinghe Jin, Lucia Johnstone Cowan, Zimeng Pan. London: IOE Press. 211 p. – ISBN 978-1-78277-103-6



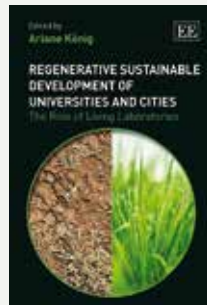
Abstract : this book examines contemporary issues in Chinese education. An example of cross-cultural collaboration, contributions from Chinese and British

researchers demonstrate a range of research and research methodologies. Chapters include teachers' perspectives of English-language learning in Chinese universities; the role of the state in Chinese education; a life-history study of working class students in elite higher education institutions in China; an examination of educational research at a

leading Chinese university; and research on Chinese students' civic learning in the digital age. The book also contains a detailed research bibliography.

REGENERATIVE SUSTAINABLE DEVELOPMENT OF UNIVERSITIES AND CITIES: THE ROLE OF LIVING LABORATORIES,

Ariane König, Ed. – Cheltenham, Northampton, Mass: Edward Elgar, 2014. 321 p. – ISBN 978-1-78100-363-3

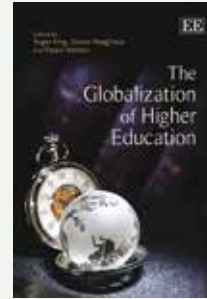


Abstract : this book brings together diverse examples of how universities from around the world are establishing "living laboratories" for sustainable development.

Living laboratories, it is argued, have the potential to integrate research, curricula, pedagogical method and community engagement. Part one of the book presents seven case studies of universities developing the campus as a site of knowledge production and sustainability initiatives across disciplinary boundaries. The role of these initiatives in institutional culture change as a starting point for mainstreaming sustainable goals and strategy within the university are detailed. Part two of the book presents case studies in which universities are engaging in joint knowledge production, research and sustainable transformation beyond the campus, in the community, within the city or region. The case studies are from mainly urban universities in Canada, Japan, Sweden, Australia, Hong Kong, Luxembourg, United States, Denmark and Croatia.

THE GLOBALIZATION OF HIGHER EDUCATION,

ROGER KING, Simon Marginson, Rajani Naidoo, Eds. Cheltenham, Northampton, Mass: Edward Elgar, 2013. – 762 p. ISBN 978-1-78100-169-1



Abstract : this book brings together a large set of key papers originally published from 1998 to 2011 on the globalisation of higher education. Taken

together, the papers, by leading scholars in this field, chart both the underlying concepts, trends and developments that are reshaping the structure of higher education. They shed some light on the interrelation between "massification," internationalization and globalisation in higher education.

THE HALLMARK UNIVERSITY: DISTINCTIVENESS IN HIGHER EDUCATION MANAGEMENT,

Paul Temple. London: IOE Press, 2014. – 133 p. ISBN 978-0-85473-888-5



Abstract : What is special about university management? Is there something about them, a hallmark that makes the management task in higher education

distinctive? This book argues that effective university management needs to take account of the hallmark. It needs to consider the multiple purposes that the modern university is required to serve for example, academic excellence and widened participation; economic growth and social justice and its distinctive role as a vital part of a local and regional community but also a part of a global knowledge-based network. The author asserts that university management should be 'integrative', reflecting the diverse academic compositions of most universities and the decision-making issues that arise from this.