
Tls Smoke Lesson 2 18

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TLS smoking lesson 2 18 - i y -... By the end of the previous century, however, it became apparent that the ideal of 'Englishness' had been fatally undermined by globalisation and multiple voices. The return of ideological debates about the role of the state in education also meant that educationalists could no longer insulate themselves from the growing influence of the market. (Freidson 2010: 348) In those years universities responded in three main ways. First, they tried to remain an elite institution in a world of rising education costs.

In this respect universities responded by championing 'efficiency', 'autonomy' and 'flexibility'. Second, they tried to ensure they were considered to be of a higher status than those who were not universities. They did this by adopting 'high prestige' programmes, in order to attract the highest quality applicants and students. In this way they adopted different aspects of the corporatisation of higher education, to ensure they were perceived as 'best practice' (eg professional, 'high standards', 'independent' and 'multi-disciplinary'). Third, they sought to develop their own reputation by showing they offered distinctive knowledge that was not available elsewhere (or had a distinct value to the world), or provided programmes that made them attractive to employers. These three strategies were fairly self-conscious responses to globalisation and the market. They were not the effects of pure market forces and globalisation, but responses to it in a certain way. For example, there were attempts to promote 'autonomy' and 'flexibility', to ensure that universities remained 'elite'. Moreover, they were often narrowly defined in relation to (eg) the balance of part-time and full-time employment. They were also inextricably tied to the overall attempts to become 'best practice' by offering an alternative to the state sector. The complexities of these responses to globalisation have not been fully explored. The market has clearly been an important

component in this, since it has been able to provide universities with some degree of autonomy. However, there is also a danger in going too far in this, since markets can also be a hindrance to learning and university development. Moreover, universities are often marginalised within the market, as they are required to adopt the values of the market and not vice versa. Some universities have 'learned' the lesson of the market by becoming more corporatised, but this has generally been at the cost of academic freedom, quality and other features

