



OECD Higher Education Programme
IMHE

OECD Higher Education News

30 January 2013

Please feel free to forward this e-mail to interested colleagues

The e-newsletter from the
OECD Higher Education Programme

[Upcoming events; OECD and higher education activities; News from our Members; OECD publications and resources](#)

Comme la majorité de nos membres s'exprime en anglais et afin de rationaliser davantage les ressources du programme, nous vous proposons de limiter les traductions vers le français. Le news sera donc disponible uniquement en anglais.

Message from Deborah Roseveare



Image: digitalart / FreeDigitalPhotos.net

Welcome to 2013! The team and I would like to wish our members every success for the coming year. With our new [membership package](#) providing exclusive benefits to our members, the OECD Higher Education Programme is here to help you achieve your mission.

Don't forget that the new package includes a quarterly series *What it means for higher education*, as well as an annual report on the state of higher education, in addition to a series of workshops – all for members only. The first quarterly is set for release on 1 March and we will provide you with a list of the workshops following the next IMHE Governing Board meeting on 14-15 March.

We will also be in touch with your liaisons soon to update our contact list to ensure efficient and accurate dissemination of resources to members.

Upcoming events

Measuring Learning Outcomes in Higher Education: Lessons Learnt from the AHELO Feasibility Study and Next Steps



Image: David Castillo Dominici / FreeDigitalPhotos.net

The Feasibility Study into the Assessment of Higher Education Learning Outcomes (AHELO) is now coming to its conclusion. This major key international project looked at if it is practically and scientifically feasible to assess what students in higher education know and can do upon graduation.

The Feasibility Study has been a rich learning experience involving close to 23 000 students and 4 800 faculty in 248 HEIs across 17 participating countries and regions and here's a just small taste of what participants said:

“The students reported that curiosity of their own achievements was their main motivation for taking part in AHELO” *Slovak Republic*

“For the generic skills strand, most students answered that they were unfamiliar with constructed-response tests, but they considered them engaging and challenging...they would like them to be used during the learning process.” *Mexico*

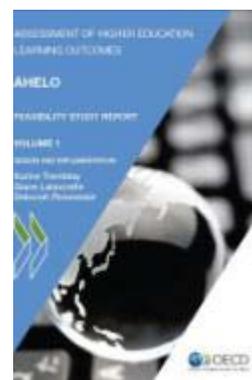
“The scorer training and scoring exercise proved to be eye openers...This exercise was instrumental in generating clearer understandings of the conceptual framework of competencies, and encouraged critical reflections on teaching practices” *Japan*

“The framing of questions to make students ‘think like an engineer’ was innovative to some [faculty] – prompting them to [re-]consider how they taught their students, what they expected of them and how they were assessed” *Ontario, Canada*

The first volume of the **AHELO Feasibility Study Report** is now available and we are pleased to share it with you. This volume describes the design and implementation of the feasibility study and the lessons learnt through this process. The [Report](#) can be found on www.oecd.org/edu/ahelo.

This first volume will be followed by a second volume on data analysis and national experiences in February, the Feasibility Study Conference in March, and the final volume of the report in April on further insights (including Conference proceedings).

The **Conference**, *Measuring and Learning Outcomes in Higher Education: Lessons Learnt from the AHELO Feasibility Study and Next Steps* will take place in Paris, France on 11-12 March. The conference is now full, but if you would like to be placed on the waiting list to attend, please contact ahelo@oecd.org. However, a Webcast has been put in place for a selected audience, including IMHE Members. You will receive the log in for the conference a few days before the event and you are welcome to share that with all your colleagues interested in learning outcomes. If you have any other questions regarding AHELO, please contact ahelo@oecd.org.



OECD and higher education activities

What's happening with Innovation, Higher Education and Research for Development (IHERD)?

IHERD, in association with the [LH Martin Institute for Higher Education Leadership and Management](#) and the [Higher Education Leadership Academy](#) (AKEPT) will be holding a workshop on the *Effectiveness of Research and Innovation Management at Policy and Institutional Levels*, from 27 February to 1 March 2013, in Kuala Lumpur, Malaysia.

The workshop will bring together around 30 leading experts and showcase current IHERD work on research and innovation management in the South East Asia region, as well as identify key providers of capacity-building programs in this area. The workshop will also present country case studies including Cambodia, Malaysia, Thailand and Vietnam, assessing knowledge and skills gaps in research and innovation management. The aim is to better ensure that higher education institutions, funding agencies and policy makers carrying out research and innovation, do so more effectively.

For more information, please contact Asa.Olsson@oecd.org and Sophie.OGorman@oecd.org.

Do you know the team?

Find out [Who's Who](#) and what they do.

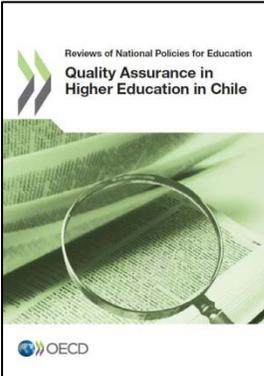
Twitter [@DebRoseveare](#) [@valafon](#) [@OECD_EDU](#)

OECD publications and resources

Approaches to Internationalisation and their Implications for Strategic Management and Institutional Practice – A Guide for Higher Education Institutions

Download the guide [here!](#)

The Managing Internationalisation project was launched in April 2011 as part of the OECD Higher Education Programme. Building on existing research, focus groups, conferences and collaboration with other international organisations, the project identified factors, instruments, approaches and reference points that have an impact on, or are affected by, internationalisation. Internationalisation is clearly here to stay and this report concludes with some pointers for what governments can do to promote and support internationalisation and what higher education institutions can do to manage internationalisation more effectively.



Quality Assurance in Higher Education in Chile 2013

This [OECD Review of Quality Assurance in Chile](#) has now been released. In the past two decades Chilean higher education has experienced a dramatic increase in student numbers, and rapid growth in the range of institutions and the programmes they offer. But the quality of the academic, technical and professional programmes on offer is uneven, while the fact that Chilean students, or their families, have to directly pay a substantial share of the costs of their courses has focused attention on value for money and the chances of finding a worthwhile career after graduation. Establishment of a culture of quality in higher education has become an issue of concern not only to institutions, students and employers but to a wider public. The report provides a set of core principles based on international practice on the basis of which Chile can improve the existing quality assurance arrangements.

Transferable Skills Training for Researchers: Supporting Career Development and Research

[On iLibrary](#)

Researchers are embarking on increasingly diverse careers where collaboration, networking and interdisciplinarity are becoming increasingly important. Transferable skills (e.g. communication skills and problem-solving abilities) can help researchers operate more effectively in different work environments. While researchers acquire some of these skills in the course of studies and work, attention is turning to the role of formal training.



Latest Edition! Education Today 2013: the OECD Perspective

[On iLibrary](#)

Organised into eight chapters, this report examines early childhood education, schooling, transitions beyond initial education, higher education, adult learning, outcomes and returns, equity, and innovation.



Closing the Gender Gap: Act Now

[On iLibrary](#)

Gains in female education attainment have contributed to a worldwide increase in women's participation in the labour force, but considerable gaps remain in working hours, conditions of employment and earnings. In OECD countries men earn on average 16% more than women in similar full-time jobs. At 21%, the gender gap is even higher at the top of the pay scale, suggesting the continued presence of a glass ceiling. Even though there has been progress in narrowing the gender gap in pay, especially in employment, this is not enough and much remains to be done in many countries. This OECD report focuses on how best to close gender gaps under

four broad headings: social norms and public policies; education; employment and entrepreneurship.

OECD Green Growth Newsletter – Issue 17, December 2012

Green growth matters: we need inclusive green growth for a fairer, cleaner and stronger economy! The OECD Green Growth Strategy provides a clear framework for how countries can achieve economic

growth and development while preventing costly environmental degradation, climate change and inefficient use of natural resources. The Strategy identifies common principles and challenges but shows that there is no one-size-fits-all prescription for implementing green growth.

If you'd like to follow what the OECD is doing to promote inclusive green growth, why not check out their latest newsletter <http://www.oecd.org/greengrowth/Newsletter%2017.pdf>

Keep up with blogs on Education at: <http://oecdeducationtoday.blogspot.com/>

2013 access to OECD online publications

Programme members benefit from free access to OECD publications in the online database [OECD iLibrary](#). Please contact emily.groves@oecd.org for the 2013 login and password. **Please note:** this access is for personal use only by your organisations' main contacts.

News from our members

From Universitat Oberta de Catalunya

The UOC eLearn Center: call for PhD candidacies for the Doctoral Programme in Education and ICT

The [eLearn Center](#), a research centre created by the [Universitat Oberta de Catalunya](#) (UOC) and focused on e-learning, has opened, for 2014, the admission process for the enrolment to its Doctoral Programme in Education and

Information and Communication Technologies (e-learning). For more information, go to: <http://www.uoc.edu/portal/en/elearncenter/doctorat/index.html>; **Deadline:** 1 April 2013

Is there information about your higher education activities (e.g. conferences, publications) that you wish to share with other members? Let us know and we can add it to OECD Higher Education News.



Image: jscreationzs / FreeDigitalPhotos.net

We welcome the following new members:

[Universidad Autónoma de Baja California](#), Mexico
[National Council for Higher Education](#), Namibia

Who are our members?

Find them at www.oecd.org/edu/imhe/members



(Image: jscreationzs / FreeDigitalPhotos.net)

Keep in touch with your Programme. This e-newsletter aims to keep you informed about the activities, publications, conferences and other events linked to our member institutions and the higher education world. And if you want even more information, you'll find it on our [website](#) or by contacting IMHE@oecd.org.