IVI

Internationalisierung, Vielfalt und Inklusion in der Wissenschaft

Europäisierung der Hochschullandschaft

2
2017

UVW UniversitätsVerlagWebler

2. Jahrgang
ISSN 1860-305X
www.universitaetsverlagwebler.de

2. Jahrgang

ISSN 1860-305X

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Einführung der Herausgeber

Europeanization and higher education 29

Forschung im Bereich IVI

Victor Karady
Europeanization under constraint. A historical overview of Western intellectual connections in the Hungarian Social sciences till present times 31

Julia Simoleit
Project Europe – Towards a theoretical framework for micro-level Europeanization in universities 38

Tanja Kanne Wadsholt
Europeanization through neoliberal reforms and its effects upon autonomy, pedagogy authority, knowledge and interaction in the internationalized classroom 45

Torger Möller
Zur Entwicklung des Europäischen Forschungsraums. Eine bibliometrische Analyse 52

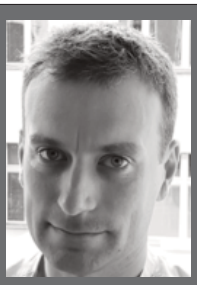
Seitenblick auf die Schwesterzeitschriften

Hauptbeiträge der aktuellen Hefte Fo, HSW, POE, QiW, ZBS und HM IV

2|2017

Monika Eigmüller

Klarissa Lueg



Sören Carlson

Europeanization and higher education

On the relevance of a Europe-oriented perspective on higher education processes

This issue of Internationalization, Diversity and Inclusion at Universities (Internationalisierung, Vielfalt und Inklusion in Hochschulen, IVI) is a special one in that it, first, still marks the relaunch of a necessary and important journal for the scientific community. In times of border and economic crisis in the EU, an increase in migration to universities and increasing globalisation – all issues affecting institutions of higher education –, IVI has a crucial role to play when it comes to investigating international and intercultural encounters in higher education. Second, this issue of IVI is dedicated to a selection of the proceedings – four original research papers – of the conference "Research into Europeanization: European Encounters, Politics, and Higher Education". This conference took place at the Europa-Universität Flensburg in October 2016, and was organized by Monika Eigmüller, Klarissa Lueg, and Sören Carlson. Our aim was to give momentum to research specializing not only in the field of the internationalization of universities, but, more specifically, focusing on processes of Europeanization on the university and higher education level. The conference, organized as an authors' workshop, was the first, and highly fruitful outcome of our joint research perspectives. Europeanization, as understood in the specific context of our combined research foci, is the politically induced change of higher education institutions and policies in Europe or connected to Europe, as well as social and cultural practices, and the conditions and consequences of these changes. Research into this phenomenon, often researched under the geographically broader term "higher education internationalization" is manifold, and prevalent in sociology, as well as in educational and cultural studies. Our idea is to give voice to research taking into account the changes in European politics and policies as to the educational field and investigating how these changes affect agents and practices on the organizational level, that is, primarily, on the many-faceted level of European universities.

Research on higher education internationalization in general has produced a vast body of high-quality publications (s., among others, Altbach et al. 2007; Kehm et al. 2007; Knight 2013; Teichler 2009). Studies have investigated manifold aspects such as U.S. American influences and global competition between universities (Engwall 2004, 2016), student mobility (Carlson 2013; Castro et al. 2016), perceptions of university stakeholders (de Haan 2014), the impact of English as a medium of instruction and scholarly language (Jensen et al. 2011; Lueg et al. 2015), the construction of legitimate knowledge and perception of international students (Kastberg et al. 2014; Lueg 2017; Tange et al. 2012). Pronounced research into the Europeanization of higher education is, however, less prevalent. This is surprising, considering that concrete policies and initiatives by the EU provide a tangible background of policies and regulations which could inspire critical inquiry. Europeanization research into other fields is, on the same grounds, an active community with a vast body of publications (for example, Eigmüller 2013; Favell et al. 2009; Fernández et al. 2016; Kuhn 2015). Such politically induced policies and initiatives within higher education are, most prominently, the European research area, the European higher education area and the Bologna process. Given the greatly different cultural practices and routines on the national, but also on the organizational level, these (proposedly unifying) policies have a vast impact on the experiences of stakeholders – students, staff, faculty – at universities. In order to carefully assess the success of these politically induced changes, monitoring how stakeholders deal with their end of the process, is a vital part of critical inquiry. Consequently, the present issue of IVI focuses not only on the process and progress of higher education Europeanization itself, but it also observes how Europeanization influences the daily routines, perceptions and organizational practices of agents within higher education.

The four contributors to this themed issue study phenomena of Europeanization from different angles, in different national contexts, and finally, employ diffe-

rent types of scholarly texts: The first contributor, *Viktor Karady*, CEU, Hungary, in the form of an (empirically grounded) essay, gives an account of the specific "Hungarian experience" of Europeanization. In his contribution, titled **Europeanization under constraint. A historical overview of Western intellectual connections in the Hungarian social sciences till present times**, he delivers an overview of the impact of different Europeanization processes on the Hungarian social sciences. **Seite 31**

The second text **Project Europe – Towards a theoretical framework for micro-level Europeanization in universities** by *Julia Simoleit*, WWU Münster, Germany, investigates university employees' experiences and insights into organizational Europeanization processes. Vagueness and ambiguity, but also a centralization of power, seems to be a prevalent part of the Europeanization experience of these actors. **Seite 38**

The third article is a contribution by *Tanja Kanne Wadsholt*, Aarhus University, Denmark. Her empirical study **Europeanization through neoliberal reforms and its effects upon autonomy, pedagogy authority, knowledge and interaction in the internationalized classroom** links the Europeanization of Danish universities to neoliberal reforms. She alerts that Europeanization might foster autonomy loss for universities, and empirically demonstrates an impact of neoliberal reform on in-classroom interaction. **Seite 45**

Finally, *Torger Möller*, DZHW, Germany, contributes the title **Zur Entwicklung des Europäischen Forschungsraums. Eine bibliometrische Analyse**. He draws upon a bibliometrical analysis of the Web of Science, and, in a comparative perspective to the USA and China, outlines visible progress in the formation of the politically pronounced European Research Area. With this new thematic issue of IVI, we hope to contribute, substantially and solidly, to relevant ongoing debates within the field of higher education and research into Europe, and to provide pathway for further research and collaborations. **Seite 52**

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