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Romeo V. Turcan, John E. Reilly (Eds.)

Populism and Higher Education Curriculum Development: Problem Based Learning as a Mitigating Response

- Examines how populism affects curriculum and learning methods
- Asks if problem based learning offers an effective response to external forces
- Analyses problem based learning against a time of rising inequality and nationalism

This book explores the extent to which populism and the populist agenda is influencing curriculum content and learning methods in higher education. Against a background of increasing inequalities and a rising tide of nationalism and populism, this book raises concerns that populism – and its various manifestations – represents a grave challenge to learning. Using problem based learning as a case study, the editors and contributors draw on a range of cross-disciplinary studies from various regions to examine how regional, national and organizational perspectives emphasise different aspects of PBL. In doing so, they question whether PBL provides an effective response to external influences, or offers a counter force to a 'populist' higher education agenda. Has the learner become the centre of the process, or are they simply a reflection of the external forces shaping curriculum? This book will appeal to scholars of problem based learning, as well as populism and the role of higher education in society.

"Writing in the midst of the Covid 19 pandemic, it is arresting to read a book that identifies the challenge of a totally different type of pandemic – Populism – and the threat which it poses to the academic world. This is a timely, thought provoking book precisely because it is searching for a type of academic vaccine to the undermining threats of populism, which will require wholehearted engagement to achieve."

Ilan Alon, Professor, Department of Management, University of Agder, Norway

"In the post-truth and populism era, this book takes current controversial topics, including BREXIT, globalization and the counter forces of nationalism and protectionism, sustainable development, the impact of Artificial Intelligence – and asks whether a genuine research based, problem oriented, learner-centred approach provides a way forward. A must read for scholars and entrepreneurs that feel and experience the challenge."

Christian Felzensztein, PhD, International Scholar & Entrepreneur, Spain

"John Reilly and Romeo Turcan have crystalised what people working in and around higher education have begun to feel. In Politics and Curriculum Content in a Global Perspective, the seismic shifts affecting the top tiers of academe are laid bare and their consequences on the sector explored. The range of voices brought together in the volume lead to recommended priorities and possible pathways for those engaged in curriculum design, learning development, research, and research dissemination."

Simon Haslam, PhD, Visiting Fellow, Durham University Business School, UK

"Timely, sharp and inspiring! In today's chaotic world, this book dispels the clouds to let us see the sun. Authors provide unique opinions and answers to major issues with which universities globally have to contend with in the tsunami of populism. Besides educators, every one of us shall turn our attention to the message this book is conveying."

Xiaotian Zhang, Professor, International Scholar & Entrepreneur, China

"The book explores aspects of the 'populism tsunami' and the challenges to navigating the surfeit of demands for creativity and problem-solving. For a dyed-in-the-wool professional administrator like myself, I am heartened by the scintilla of hope offered for the academy to survive the impact of such turbulence."

Maureen McLaughlin, Director of Education Policy and Quality, University of Warwick, UK

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