



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

Edited by

Romeo V. Turcan · John E. Reilly

palgrave
macmillan

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

“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. As the authors say, ‘it is difficult to escape the conclusion that the majority of graduates may be as vulnerable to populist rhetoric as nongraduates precisely because they are not engaged in a process of consciousness raising through their curriculum’. This represents a grave indictment of Higher Education to which the book offers insights from a variety of perspectives arguing that the curriculum and the learning process need to respond in a vigorous way engaging both teacher and learner with the flood of ‘isms’. This view is echoed by European Rectors in their Vienna Declaration that there is an urgent need to combat manifestations of populism and ‘strive to prevent and work against’: ‘post-truth explanations – increasing inequalities, nationalism, racism, anti-Semitism, intolerance, polarisation, and radicalisation as well as pseudo-science and pseudo-facts and other threats to democratic and scientific culture’. Problem Based Learning may not be the total antidote but if it is rigorous it does instill a recognition that all evidence needs to be interrogated systematically and thoroughly and that solutions to complex problems can rarely be encapsulated by simple slogans. 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, *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, and Former Dean’s Chair, New Zealand

“John Reilly and Romeo Turcan have crystallised what people working in and around higher education have begun to feel. In this book, 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.”

—Dr Simon Haslam, 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 should turn our attention to the message this book is conveying.”

—Prof. Dr. Xiaotian Zhang, Associate Vice President, *Shanghai
University, China*

Romeo V. Turcan • John E. Reilly
Editors

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

palgrave
macmillan

Editors

Romeo V. Turcan
Aalborg University Business School
Aalborg University
Aalborg, Denmark

John E. Reilly
Higher Education Consultant
University of Kent
Kent, UK

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



ISBN 978-3-030-47375-4 ISBN 978-3-030-47376-1 (eBook)
<https://doi.org/10.1007/978-3-030-47376-1>

© The Editor(s) (if applicable) and The Author(s) 2020

This work is subject to copyright. All rights are solely and exclusively licensed by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed.

The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use.

The publisher, the authors and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, expressed or implied, with respect to the material contained herein or for any errors or omissions that may have been made. The publisher remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

This Palgrave Macmillan imprint is published by the registered company Springer Nature Switzerland AG. The registered company address is: Gewerbestrasse 11, 6330 Cham, Switzerland

To our families

Foreword

This book tackles the audacious supposition that ‘radical reform of curriculum, learning and teaching philosophies and methods and mission is essential because of unprecedented and multifaceted external developments for which graduates need to be prepared’. From the outset we are presented with a wide-ranging, thought-provoking call to arms for those who have longed for reform, a re-energised active academia with a more visible role in the management of the teaching and learning agenda within universities and in society in general. Given the events of the spring of 2020, these issues seem uncannily prescient and the authors ask searching questions of the role of universities and the academy in preparing students with sufficiently robust and enquiring minds, not just to survive but to embrace a world of increasing and sometimes conflicting demands and expectations of them.

The world of academia, once the natural home of creativity and experimentation, collides with the ‘real’ world which is characterised by uncertainty, blurred reality, neoliberalism, marketisation, populism, and increasing costs yet dwindling resources. The authors explore the challenges posed for curriculum by the plethora of external drivers which tug at the heart of academia and usher in new drivers—industry, employers, technological advances all pushing for creativity and distinctiveness,

against a backdrop of increasingly directive regulation and a demand for comparability and uniformity of not just how but what we can measure to indicate its ‘value’.

While the text acknowledges the role of social sciences in embracing and making sense of these agendas, it also suggests that there is room for further criticality in the scientific disciplines where evidence-based thinking is linked to the validity of data, especially in data science. The commitment to graduate skills is a feature of many institutional approaches to curriculum development, with critical and creative thinking seen as core skills, albeit often interpreted in terms of subject-specific skills. The European Higher Education Area Standards and Guidelines for Quality Assurance states that ‘Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process’. This Delphic prose is open to interpretation, but it poses a further challenge to understandings of academic autonomy and relations between learner and teacher in the new learner-centred paradigm. Students are as susceptible to populism as other members of society.

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.

Director of Education Policy and Quality
University of Warwick
Coventry, UK

Maureen McLaughlin

Preface

The academic world faces a tsunami in which knowledge and evidence-based understanding and decisions are in danger of being swept away by the deluge of populist propaganda and assertion masquerading as the new truths. The populist pandemic represents a major challenge to learning and teaching in all disciplines and the failure of the academic body to foster the societal engagement of learners and engage actively itself means that the challenge is now a red alert or in government parlance at a 'critical' level requiring an urgent and exceptional response. Hence the need for, and purpose of, this book.

We identify a range of issues with which universities globally have to contend. These 'forces' pose grave challenges to conventional curriculum content and learning and teaching, and the mind sets of students and graduates. We argue the need for their active engagement with the global experience that 'isms' triumph over evidence and identity relations reinforce beliefs even if they run counter to evidence. While the message is universal, those who shape curriculum in different regions and countries will need to address their specific manifestation of political, scientific, cultural and social 'populism'.

What actually drives curriculum content and structure, and learning and teaching methods? This book explores how Problem Based Learning (PBL) is shaped by non-academic, external social and political factors

and in particular the extent to which the curriculum and learning and teaching need to respond to populism and the populist agenda.

The range of examples considered affect curriculum content and teaching and learning: PBL philosophy, methodology and tools: increased government (including international organizations such as the EU, OECD, UNESCO) directives and interventions; mass participation; gender politics; the impact of social media; the impact of populism; the need to adjust to widening participation and social inclusion; resurgence of nationalism; the rhetoric of entrepreneurship; the skills agenda; the implications of the shift to student-centred learning; the influence of league tables; quality assurance structures; employers demands; emphasis on skills; privatization in and monetization of higher education; work-based learning and placement learning; international competition; funding including high tuition fees.

Does PBL provide an effective response to any or all of these and many more external influences? Does PBL offer a counter force to a 'Populist' agenda for higher education? Does it work in different ways in different subjects and different countries?

The original contributions explore external and internal 'interventions' that should result in curriculum change. They evaluate whether PBL provides an effective response and equips graduates in all subjects to cope with populist swings of focus and preoccupations. The contributions from different countries and regions indicate how national and regional perspectives as well as internal organization emphasise different aspects of PBL and demonstrate whether in practice the learner has become the centre of the process or is simply a vehicle to reflect the requirements of the external forces shaping curriculum.

This book has grown out of a project implemented in the Republic of Moldova funded by the European Commission under the ERASMUS+ programme: *Introducing Problem Based Learning in Moldova: Toward Enhancing Students' Competitiveness and Employability* (PBLMD).¹ PBLMD implemented PBL-based teaching and learning methods in Moldova in six BSc study programmes from six different, specialised universities. Each university team was free to choose the level of pilot

¹ www.pblmd.aau.dk—is the official website of the PBLMD project.

implementation of PBL: subject, module, semester, study programme, department, faculty, or university. However, the early stage of development and implementation revealed the extent of ‘taken-for-granted’ understanding and beliefs about PBL.

Implementing PBL in an emerging, developing economy underscored the extant institutional voids at macro, meso and micro levels that questioned our assumptions and expectations about PBL in advanced economies. It revealed the nature of these assumptions and expectations. The explicit assumptions and expectations were generic and difficult to understand how to apply and implement at all levels in a university, hence difficult to see their practical value. Tacit assumptions and expectations were challenging to document, thus difficult to ensure their transferability to other study programmes due to specificity of their scope and applicability.

While universities have always needed to react to external developments, they have been more in control than they are today. Curriculum is being shaped and to an increasing extent, dominated by powerful non-academic and non-accountable forces.

Inevitably, this book cannot cover all the non-academic and non-accountable forces that, to an increasing extent, shape curriculum. However, we argue that the genuine learner-centred approach exemplified in problem- and research-based problem focused learning offers effective pathways for tomorrow’s learners and an effective preparation and response to the ‘Populist’ world with which graduates will have to contend. To achieve this goal requires a radical re-appraisal of methods of learning and teaching and curriculum content. The book should therefore be seen as a beginning of an exploration of the relationship between PBL and populism and other external challenges in higher education which it is hoped will encourage further scholarly and policy debates.

Aalborg, Denmark
Kent, UK

Romeo V. Turcan
John E. Reilly

Acknowledgements

This book would have not been possible, in the first place, without the financial support from the European Commission through the ERASMUS+ programme that in 2015 funded a national project aimed at “Introducing Problem Based Learning in Moldova: Toward Enhancing Students’ Competitiveness and Employability (PBLMD)”.

We express our gratitude to all the contributors who submitted interesting, thought-provoking chapters on aspects of PBL and Populism, which we hope will help to reveal some of the complexities of the topic.

We appreciate and thank Mary Eleanor Mensah, a research assistant at the Theory Building Research Programme (www.tbrp.aau.dk), for her assistance and support in multiple aspects of the book production process, including, but not limited to, coordination and management of the communication between the contributors and the editors, coordination of the review process, formatting the papers, including hyperlinking the references.

We thank Rebecca Wyde of Palgrave Macmillan for her assistance and guidance during this book project.

We are indebted to our families for their extraordinary support throughout this project.

John E. Reilly
Romeo V. Turcan

Contents

Part I	Setting the Scene	1
1	Politics and Curriculum Content in a Global Perspective: Addressing the Populism Tsunami	3
	<i>John E. Reilly and Romeo V. Turcan</i>	
Part II	Populism in Globalized World	41
2	Making Sense of Emerging Populist Agendas	43
	<i>Peter Scott</i>	
3	Challenges for the University: Recovering Authentic Liberal Culture During Ascendant and Populist Neoliberalism	71
	<i>Nikhilesh Dholakia, A. Fuat Firat, Aras Ozgun, and Deniz Atik</i>	
4	The Origins of the Current ‘Crisis’ Facing British Universities: Ideology or Incrementalism	97
	<i>John Baldock</i>	

5	The Paradox of Democracy <i>Samuel Rachlin</i>	115
6	Modern Border Security <i>Rt Hon Bruce George, OBE</i>	147
Part III Problem Based Learning as a Mitigating Response		159
7	Management, Philosophy and Consciousness in the Shaping of Problem-Based Learning <i>Michael Fast and Woodrow W. Clark II</i>	161
8	Is University Management Part of the Problem or Part of the Solution for Problem-Based Learning Development and Critical Thinking? <i>Birgitte Gregersen</i>	183
9	The Socially Engaged University: The Complexities of Business Relations Under the New Political Paradigm <i>Olav Jull Sørensen</i>	205
10	Stakeholder Politics and PBL Curriculum: A Learner's Perspective <i>Maria Kriegsbaum and Bernadett Deák</i>	243
11	Internships: Meeting Stakeholder Demand for Vocational Curriculum? Benefits and Costs of PBL-Based Practice Learning <i>Jesper Lindgaard Christensen</i>	265

Part IV Problem Based Learning Supporting Global Agendas	291
12 PBL: A Teaching and Learning Concept Is Facing Artificial Intelligence	293
<i>Ralph Dreher and Gesine Haseloff</i>	
13 PBL and Social Inclusion	313
<i>Sofia Daskou and Nikolaos Tzokas</i>	
14 Establishing a Link Between Meaning and Success Via PBL: Rethinking Entrepreneurship and Communication	347
<i>Kim Malmbak Møller, Mads Lauridsen, and Jeppe Spedtsberg</i>	
15 Storytelling Sustainability in Problem-Based Learning	369
<i>Kenneth Mølbjerg Jørgensen and David M. Boje</i>	
16 Liquid Times – Newness and Uncertainty: An Innovative AAU PBL Response	393
<i>Romeo V. Turcan</i>	
Part V Concluding Remarks	421
17 In My End Is My Beginning	423
<i>John E. Reilly and Romeo V. Turcan</i>	
Index	443

Notes on Contributors

Deniz Atik is Assistant Professor of Marketing, University of Texas Rio Grande Valley, and founding co-editor of *Markets, Globalization & Development Review*. Atik's research interest concentrates on transformative consumer research and macromarketing studies, especially theories of fashion, sustainability, and vulnerable consumers. Her work has been published in well-recognized academic journals in the field of marketing. She also served as visiting professor at universities in the USA, Japan, Italy, France, Kazakhstan, and Turkey.

John Baldock is Emeritus Professor of Social Policy at the University of Kent where he was formerly Pro Vice Chancellor for Education and Student Experience. His academic career has focused on both teaching and research. He has experience of teaching in universities at both undergraduate and postgraduate levels. His research and publications are mainly in the areas of public policy, ageing and comparative social care of older people.

David M. Boje, PhD is Regents Professor at the Department of Management, New Mexico State University, US and Professor at the Aalborg University Business School, Aalborg University. He teaches qualitative storytelling science methods at Cabrini University in Philadelphia. Boje gives invited keynote presentations on storytelling science, water

crises, and the global climate crisis, all around the world. Boje is Regents Professor and Professor Emeritus at New Mexico State University. He is a Director European School of Governance (EUSG) where Louis Klein is dean. He is member of the editorial board of the *The Systemic Change Journal* that is an ongoing conversation about ways of Governing the Anthropocene, and helping to set up a Gaia Storytelling Lab. He created the field of “antenarrative” research.

Jesper Lindgaard Christensen, PhD is Associate Professor in Industrial Dynamics at the Aalborg University Business School, Aalborg University. Jesper’s research focuses on SME development and entrepreneurial finance, economic geography, innovation systems, the dynamics of specific industries, entrepreneurship, and innovation policy. His work appeared in journals such as *Small Business Economics*, *Industry & Innovation*, *European Planning Studies*, among others. Moreover, Jesper has extensive (25 years) experience in policy analyses and policy advice. He teaches innovation and entrepreneurship and supervises PhD students. Jesper is on the Board of the DRUID research network.

Woodrow W. Clark II is Managing Director, Qualitative Economist and Executive Producer, is an internationally recognized, respected expert, author, lecturer, public speaker and consultant on global and local solutions to climate change. His core focus is on economics for smart green communities. During the 1990s, he was the First Manager of Technology Transfer at Lawrence Livermore National Laboratory, which was affiliated with the University of California and U.S. Department of Energy. He was one of the contributing scientists for United Nations Intergovernmental Panel Climate Change, awarded 2008 Nobel Peace Prize and Researcher for UN FCCC. From 2000 to 2003, Clark was Advisor, Renewable Energy, Emerging Technologies & Finance to California Governor Gray Davis. In 2004, Clark founded, and manages Clark Strategic Partners, a global environmental and renewable energy consulting firm. From 2015 to 2017, Clark taught courses at University of International Relations in Beijing and lectured on “Environment Economics” and “Circular Economics”. Clark was appointed member of the Editorial Board for the *Energy Review Journal* in China. His book *The Green Industrial Revolution* translated into Mandarin as *Green*

Development. He was selected as member of the UN Paris Accord B20 Finance Task Force supported in 2016 by China, which ended in 2017 due to the USA withdrawing from the UN Paris Accord.

Sofia Daskou is Senior Lecturer in Marketing at Nottingham Business School of Nottingham Trent University. Prior to joining NTU, Daskou was the Director of Programmes of Plymouth Business School, and worked as a Relationship Development Manager for the University of Plymouth, responsible for the development, establishment and quality control of an academic partnership with a Hellenic college. She has also served as the Coordinator of the MBA and Bachelor of Science in Business Administration programmes of the Hellenic American College in Athens. Her academic career commenced at the University of Strathclyde, and over the years she has contributed to academic programmes of Emory University (USA), the University of Abertay (UK), and Université Marc Bloch (France). Her research focuses on ethical consumption, entrepreneurial thinking, consumer issues, disordered eating and mindful consumption, customer satisfaction and loyalty, relationship marketing and CRM. Her work is published in the *European Journal of Sport Science*, the *International Journal of Economics and Business Research*, the *Journal of Financial Services Marketing*, the *Global Business & Economics Review*, and the *Journal of Relationship Marketing*. Sofia is President of the International Advisory Council for the Marketing Profession (IACMP) since 2010, which is an advisory body to the International Institute of Marketing Professionals.

Bernadett Deák holds an MSc in Economics and Business Administration from Aalborg University with a specialization in International Business Economics. She conducted her MSc thesis research in Canada at Laval University on the diffusion of Fintech innovations and their impact on the modern financial ecosystem. She is Operational Manager at Nordic Start-up Awards, where she manages partnerships and international strategies across Nordic countries. She is also developing strategies related to CRM and marketing at a seed-stage, peer-to-peer lending Fintech start-up in Copenhagen.

Nikhilesh Dholakia is Professor Emeritus, University of Rhode Island (URI), and lives in the Central Valley region of California. He is also the founding co-editor of *Markets, Globalization and Development Review*. Dholakia's research deals with globalization, technology, innovation, market processes, and consumer culture. His current work focuses on social and cultural aspects of interactive media, sentient-autonomous technologies, and global–transglobal interchanges and linkages.

Ralph Dreher is full Professor for Technical Vocational Didactics (TVD) at the University of Siegen. He completed his vocational education in car-mechanics before studying Mechanical Engineering, Pedagogic and German Language. After his Master-Diploma, he wrote his PhD Thesis in the field of simulation-added and multimedia-supported Technical Training. He worked as Technical Teacher and Researcher for developing and evaluating TT-TVET–Programs for Technical Vocational Teachers in Germany, China and Bangladesh. After working as a full professor at the University of Wuppertal, he founded the TVD-Chair in Siegen.

Michael Fast is Docent at UCN Business, University College Northern Denmark, with responsibilities in developing research at Business. He is former Associate Professor in Organizational Sociology and International Business in the Department of Business and Management, Aalborg University. He was research group leader of ORCA (Organizational Renewal Creativity Applied), Program coordinator: BSc Economic Business Administration, MSc in Organization and Strategy, MSc International Business, Member of the Study Board Business and Economics, Aalborg University. His main research fields and teaching for the last 30 years are organizational sociology, leadership philosophy, philosophy of science, methodology and qualitative methods. He has worked with the ontology and epistemology of Phenomenology, Hermeneutics, Symbolic Interactionism and Critical Theory, as well as with empirical studies of understanding organizations and movement. The teaching areas above are at different levels on BSc, MSc, MBA, as well PhD courses in Philosophy of Science and Methodology and include supervision of several PhD theses. Fast holds a BSc in Business Administration and an MSc in Organization from Aalborg University, Denmark, and a PhD in Organization and Internationalization from Aalborg University Denmark.

A. Fuat Firat is Professor of Marketing at the University of Texas Rio Grande Valley. He completed his PhD in Marketing at Northwestern University. His research interests cover areas such as macro-consumer behavior and macromarketing; postmodern culture; brands and branding; transmodern marketing strategies; gender and consumption; marketing and development; and interorganizational relations. He has won the Journal of Macromarketing Charles Slater Award for best article with co-author N. Dholakia, the Journal of Consumer Research best article award with co-author A. Venkatesh, and the Corporate Communications: An International Journal top-ranked paper award with co-authors L.T. Christensen and J. Cornelissen. He has published several books, including *Consuming People: From Political Economy to Theaters of Consumption*, co-authored by N. Dholakia, and is the founding editor of *Consumption, Markets & Culture*.

Rt Hon Bruce George, OBE (1942–2020) was Labour MP for Walsall South, served as MP for 36 years from 1974, retiring in 2010. He was a Member of the House of Commons Defence Committee from 1979 and Chairman from 1997 and was also a member of the Privy Council. In Parliament, Bruce George specialised in subjects such as Defence, Foreign Affairs, Arms Control, Policing and Private Security. He was a member of the OSCE Parliamentary Assembly since its foundation in 1991, serving as Rapporteur, later Chair of the First Committee and Vice President since 1999. In July 2002, Bruce George was elected President of the OSCE Parliamentary Assembly. He was Leader of the British Delegation to the Parliamentary Assembly and led numerous OSCE election monitoring missions including Bosnia, Kosovo, Albania, Georgia and Ukraine. He was a member of the NATO Parliamentary Assembly from 1982, chairing its Political Committee. He first opened up the Assembly to Eastern and Central Europe and for many years chaired the Assembly's Mediterranean initiatives. He was the first Chair of the Mediterranean Special Group and former Rapporteur to the Special Working Group on Transatlantic Relations. Bruce George was educated at the Universities of Wales and the University of Warwick, specialising in Politics and Government. He taught at various Polytechnics and Universities teaching British Government, Public Administration and Comparative

Politics. He wrote eight books on security and defence subjects and authored over 200 articles, book chapters, monographs and policy papers including extensive writing on OSCE issues.

Birgitte Gregersen is Senior Associate Professor in Economics at the Aalborg University Business School, Aalborg University, Denmark. She has researched and published within studies of systems of innovation emphasising the role of the public sector for innovation, university–industry linkages, innovation policy, and sustainable development. Her current research is centred on systems of innovation with a special focus on policy learning, institutions and learning capabilities from a sustainable development perspective. She is member of the IKE-research group, the international networks DRUID and Globelics, and she has participated in various larger national and international joint research projects. She has more than 40 years of experience with Problem Based Learning (PBL) at bachelor and master’s levels, and she has several years of experience in university governance, including positions as vice dean, study director and as Head of Department of Business and Management, Aalborg University.

Gesine Haseloff is Researcher and Project Coordinator at the Chair of Technical Vocational Didactics at the University of Siegen and the Technical University of Dresden, Germany. She has experience in teacher education for technical vocational education and training (TVET) and has been involved in several international research and development projects in sub-Saharan Africa and Europe. Her research interests include curriculum development and international TVET development. In her doctoral thesis, Gesine has developed a further education system that allows students to progress from Bachelor to Master and PhD.

Kenneth Mølbjerg Jørgensen, PhD is Professor of Organization at the Aalborg University Business School at Aalborg University and guest professor of digitalization and work-integrated learning at University West in Sweden. His research interests comprise power, storytelling, ethics, sustainability and learning in organizations. He is currently involved in regional projects concerning sustainability. He is the head of the Gaia Storytelling Lab at The European School of Governance (EUSG).

Kenneth has authored, co-authored and edited numerous books, articles and book chapters in, amongst others, the *Scandinavian Journal of Management, Business Ethics—A European Perspective*, CBS Press, Sage and Nova.

Maria Kriegsbaum is MSc graduate in Economics and Business Administration from Aalborg University with a specialization in International Business Economics. She conducted her MSc thesis research while she was posted at The Embassy of Denmark in Indonesia. Together with the Trade Council at the Embassy, she conducted a study on parameters for successful market entry for Danish companies in Indonesia. She is a business consultant in Demant A/S where she is involved in a project deploying a new global ERP system across business entities.

Mads Lauridsen is graduate student at Copenhagen Business School. His research interests range from sales knowledge, strategy, data science, and public policy. In business, his experiences are primarily in sales and project management in the private sector. He holds a BSc in Economics and Business Administration from Aalborg University.

Kim Malmbak Møller is Assistant Professor in Management Philosophy and Organizational Development at the Aalborg University Business School of Aalborg University. His main research areas are cross-disciplinary and phenomenological approaches to learning, management philosophy, epistemology, organizational culture and ethics. He received his cross-disciplinary PhD in the study of cognition at Aalborg University, from where he also holds an MSc in Organization and Strategy and a BSc in Sociology.

Aras Ozgun is Media Studies scholar with interdisciplinary research interests that branch out from the intersections of media theory and cultural studies, political theory and philosophy, sociology, and digital media arts and practices. He studied Political Science (B.Sc.) and Sociology (MS) at Middle East Technical University in Ankara, and Media Studies (MA) and Sociology (PhD) at the New School for Social Research in New York. He teaches media theory and digital media arts courses at the Cinema and Digital Media Department at İzmir University of Economics, Turkey, and Media Studies Graduate Program of the New School for

Public Engagement, USA. He writes on media, culture and politics, and produces experimental digital media, photography and video works.

Samuel Rachlin is independent Danish journalist and writer with a career as a foreign correspondent based in Moscow and Washington DC. Most recently, he published *The People and the Power Populism and the New World Order* (2017), *In the Fog of the Cold War* (2016), *I, Putin. The Russian Spring and the Russian World* (2014), *Me and Stalin* (2011), a collection of personal and political essays. He also writes a column for the Danish daily *Berlingske*. Over the years, Samuel has also published his columns in *The International Herald Tribune* and other international publications. He combines his work with lecturing and consulting and divides his time between Washington DC, Copenhagen, and Trevi, (Italy). An MA graduate of Copenhagen University in Russian Studies and Columbia University Graduate School of Journalism, Rachlin is also a Nieman Fellow from Harvard University. He is the recipient of Columbia University's Alumni Award for Excellence in Journalism and won a nomination for the Cavling Prize, the Danish equivalent of the Pulitzer Prize, for his work in the Soviet Union.

John E. Reilly has considerable experience in European and international higher education and in the field of governance and management in higher education. His extensive knowledge of the UK, Europe, and countries in many other regions (worked in East Africa and New Zealand, undertook study visits in Australia, Hong Kong, and more recently in a number of African countries) has given him a multi-cultural, transnational understanding of issues and challenges arising in the field of university autonomy, governance, and management. He is a member of the UK EHEA (Bologna process) Experts team, having a full understanding of the Bologna process and the European Commission modernization agenda. Other areas of interest on which he has written and made presentations in international conferences include: student mobility (study and work placement); academic recognition and the use of credits (ECTS); joint degree programmes (Bachelor, Master, and Doctorate); the Bologna process and European higher education modernization; the Tuning process; governance and management in higher education and external and internal quality assurance and enhancement (European Commission

funded studies and publications with Ard Jongmsma); University internationalization and transnational education; Education Policy Perspective on Entrepreneurship. MA, Edinburgh University; Diploma in education, Oxford University; MA, School of Oriental and African Studies, University of London. MBE; Officier dans l'Ordre des Palmes Académiques; DCL.

Peter Scott is Professor of Higher Education Studies at the UCL Institute of Education, and also Commissioner for Fair Access in Scotland. Previously, he was Vice-Chancellor, Kingston University in London, and a member of the board of the Higher Education Funding Council for England. His most recent book, jointly with Gareth Parry and Jim Gallacher, was 'New Languages and Landscapes of Higher Education (Oxford University Press 2017). He is a trustee of the Higher Education Policy Institute (HEPI). He was chair of the council of the University of Gloucestershire from 2011 until 2016 and was President of the Academic Cooperation Association, the Brussels-based organisation that brings together European agencies concerned with international Education, from 2000 to 2008.

Olav Jull Sørensen is Professor Emeritus of International Business at the Aalborg University Business School of Aalborg University. He started an International Business Centre in 1984 and was its Head until 2016. His main research interests are: the internationalisation of companies; global value chains; internationalisation and innovation, and government–business partnership. The topics are being researched in a developed market perspective as well as a developing/transition country perspective. He has a deep interest in developing educational platforms, building on problem-based learning and close collaboration with firms. He has been a lead scholar in research, capacity building and educational projects in Africa (Ghana, Tanzania); Eastern Europe (Lithuania) and Russia, and Asia (Vietnam and China). He was a member of the Academic Council for Social Sciences and the Council of the Department of Business and Management at Aalborg University from 2010 to 2016; He has been the director of the Sino-Danish Center (SDC)-Innovation Management program in China from 2010 to 2016.

Jeppe Spedtsberg is graduate student at Copenhagen Business School. His interests range from management consulting, finance, strategy, and project management. He has business experience in sales, finance, and management, having been the president of 'Aalborg Management Consulting Association' for almost two years. He holds a BSc in Economics and Business Administration from Aalborg University.

Romeo V. Turcan is Professor at the Aalborg University Business School at Aalborg University. Romeo's research interests relate to creation and legitimation of new sectors and new organizations; late-globalization, de-globalization, de-internationalization; bubbles, collective behaviour; high impact international entrepreneurship; and cross-disciplinary theory building. Romeo is the founder and coordinator of an interdisciplinary, inter-sectoral, inter-technology and international collaborative research programme, Theory Building Research Programme, www.tbrp.aau.dk. Prior to commencing his academic career, Romeo worked in a range of posts involving public policy intervention in restructuring, rationalizing and modernizing business and public sectors such as power, oil, military high-tech, management consulting, ICT and higher education. He founded, started and as CEO led a branch of an international NGO. Since 2012, Romeo has been the main applicant and coordinator of four EU-funded projects, incl., Marie S. Curie ITN, with a total value of more than €7.3 m. Romeo received his PhD and MSc from the Hunter Centre for Entrepreneurship and the Marketing Department, respectively, both at the University of Strathclyde, Glasgow, and his first degree diploma of mechanical engineer from the Air Force Engineering Military Academy, Riga, Latvia.

Nikolaos Tzokas is Professor of Marketing and the Vice Dean Research at the Mohammad bin Salman College for Business and Entrepreneurship in KAEC, Saudi Arabia. His research focuses on value co-creation through new product development, relationship marketing and knowledge management. For his research he received over £5m external funding from sources such as the UK's Economic and Social Research Council (ESRC) and the European Union Horizon2020. His research has been published widely in international journals such as the JPIM, JMS, BJM and IMM among others. Nikolaos earned an MBA from AUEB, Greece and PhD

from the University of Bath, UK. He joined the University of East Anglia (UEA) in 2000; as a full Professor in Marketing and for the next 14 years he held numerous leadership roles there including Dean/Head of the Business School. From 2014 to 2019 he led the Faculty of Business at the University of Plymouth as their Executive Dean, and served as elected Council member of the Chartered Association of Business Schools (CABS) as well as Chair of CABS International Committee.

List of Figures

Fig. 9.1	The essence of the Aalborg University PBL model	207
Fig. 9.2	A model of a socially engaged university. (Source: Adapted from Sørensen [2016])	209
Fig. 9.3	The relation between research-based and experience-based knowledge	210
Fig. 9.4	Knowledge configuration at the company level	214
Fig. 9.5	Overlap of core competences of university, firm, and government. (Source: Adapted from Sørensen [2016])	217
Fig. 12.1	PBL as educational concept for gaining of personal shaping-competence	304
Fig. 15.1	UN sustainable development goals. (Source: Rockström and Sukhdev 2016)	379
Fig. 15.2	Reorganization of SDGs	380
Fig. 15.3	True storytelling. (Source: Boje et al. 2016)	383
Fig. 15.4	Mapping the strings of relations concerning responsible consumption and production	385
Fig. 16.1	Paradox of change. (a) Feeling comfortable in own 'black-box'. (b) Stepping out and thinking outside the black-box	400
Fig. 16.2	PBL progression	412
Fig. 16.3	AAU PBL model and research-based teaching	414
Fig. 16.4	Teaching-based research and revised project work process	415
Fig. 16.5	AAU Holistic PBL model	416

List of Tables

Table 8.1	Illustration of third mission approaches at AAU and SDU	193
Table 9.1	Experience typology	215
Table 9.2	Interplay between firms and knowledge institutions: a case of Aalborg University and Mekoprint	218
Table 12.1	Grading procedure for PBL sequences	306
Table 16.1	Evolution of graduate's profile	398

List of Vignettes

Vignette 1.1:	A Brief Review of the Formal Learning Framework	7
Vignette 1.2:	UNESCO Analysis of the Threat of Nationalism: A Feature of the Populist Agenda	11
Vignette 1.3:	Expressions of Nationalism in Education	13
Vignette 1.4:	Calls for HE to Address Radicalization, Extremism, Fundamentalism	15
Vignette 1.5:	Call for 'Unusual' Professions	19
Vignette 1.6:	The Impact of Social Media on Learning	22
Vignette 1.7:	Examples of Denialism	25
Vignette 3.1:	Autonomy and Pluralism	74
Vignette 3.2:	The Ideal-Type Liberal American University	77
Vignette 3.3:	The Reagan Years: An Example of Neoliberal Intervention in the Higher Education System	78
Vignette 3.4:	Admission Schemes and Scams	81
Vignette 3.5:	Non-Profit Organization: The Economic Form of Private Universities in the USA	84
Vignette 3.6:	Endowments: The Link Between Private Universities and Finance Capital	85
Vignette 7.1:	Challenges in Introducing Philosophy of Science	165
Vignette 7.2:	Standardization: Universities as Production Factories	166
Vignette 8.1:	Engaged Scholarship and PBL in Student Projects	190
Vignette 9.1:	Human Experience as a Core Concept	212

Vignette 9.2:	The Employer Perspective on Firm-University Collaboration: The Case of Mekoprint A/S	235
Vignette 10.1:	Students' Reflections on Their PBL Learning Process: Mekoprint Case	252
Vignette 10.2:	Students' Reflections on Their PBL Learning Process: ORANA Case	253
Vignette 10.3:	Students' Reflections on Their PBL Learning Process: Codan Case	254
Vignette 12.1:	Digital Value Recreation	294
Vignette 12.2:	What are the Consequences of Digitising Work Processes?	298
Vignette 12.3:	Competence Measuring with "COMET"	306
Vignette 13.1:	The Purpose/Process of PBL and Perspectives of Problem Solving and Problem Posing in Instruction	319
Vignette 13.2:	PBL Examples at Beacon College	326
Vignette 13.3:	PBL at Nottingham Trent University: The NBS Thinkubator	329
Vignette 14.1:	Entrepreneurial Meaning—A Phenomenological Analysis of University Start-Ups	351
Vignette 16.1:	Post-Brexit News Censorship in the UK	396
Vignette 16.2:	Students and Companies' Feedback on Student–Company Fair: Towards a 3rd Generation of PBL	403
Vignette 16.3:	An Overview of the Inter-institutional and Interdisciplinary PBL Project	409