

Course Description

MEDD8919 Science and Higher Education Systems and Policy

Course description			
<p>The course discusses the overlaps and relations between the science and technology system and the higher education system using the public policy process as an analytical tool to engage with both systems. The engagement between both systems is done using a mix of perspectives that are anchored on relevant issues and related policy. In doing this, the objectives and characteristics of both systems are considered on how policy is shaped to adapt to an often-negotiated purpose that serves national interests or to face global competitiveness. To better understand this process, specific aspects and activities that overlap the two systems are particularly focused on such as the incentives for the creation, protection and dissemination of knowledge creation, the dynamics of knowledge creation, knowledge impact and assessment, training of the scientific and non-scientific labor force, and sustainability of scientific and higher education structures.</p>			
<p>Coursework / Examination ratio: <u>100</u> % Coursework, <u>0</u> % Examination</p>			
Course objectives			
<p>The course aims to give the students a better understanding of the differences, characteristics, and articulation between the science and technology system and the higher education system. The course provides this understanding through a lens that also allow the students to better understand the public policy process that creates policies that affect both systems.</p>			
Course learning outcomes			Aligned programme learning outcomes (PLOs)
1. An understanding of science and technology and higher education systems			PLOs 1, 2, 3
2. Identify issues that influence the design of public policies shaping higher education and science and technology			PLOs 1, 2, 3
3. Analyze overlapping issues that can contribute to develop more effective, resilient and impactful science, technology and higher education systems			PLOs 1-5
Course assessment methods			
Assessment method	Type of assessment (e.g. description of assignment)	Weighting (%)	Aligned course learning outcome(s)
Moodle Tasks	Individual	40	CLOs 1, 2, 3
Group assignment (technical working groups)	Group	30	CLOs 1, 2, 3
Discussion of group assignment (technical working groups)	Group	30	CLOs 1, 2, 3
Course content and topics			
<p>The Science and technology system The higher education system Knowledge and economic growth Knowledge creation and its incentives Knowledge dissemination and its incentives Knowledge transfer, exchange, and impact Training of the scientific workforce Assessment, evaluation Public policy and the public policy process</p>			

Required / recommended readings and online materials

- Horta, H. (2022) Trust and incentives in academic research and the position of universities within innovation systems. *Higher Education* 84 (6), 1343-1363
- Civera, A., Lehmann, E.E., Paleari, S., and Stockinger, S.A.E. (2020) Higher education policy: why hope for quality when rewarding quantity? *Research Policy* 49(8): 104083
- Hazelkorn, E., and Gibson, A. (2018) Public goods and public policy: what is public good, and who and what decides? *Higher Education* 78: 257-271.
- Shot, J. and Steinmuller, W.E. (2018) Three frames for innovation policy: R&D, systems of innovation and transformative change. *Research Policy* 47(9): 1554-1567.
- Benjamin, R. (2015). The Emperor's New Genes: Science, Public Policy, and the Allure of Objectivity. *The ANNALS of the American Academy of Political and Social Science* 661(1): 130–142.

Other additional course information

Nil