

# Chapter 1

## Knowledge Mobilization and Global Higher Education: Building Capacity for Change

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### **ABSTRACT**

*Two major world changes have changed global higher education; the move from a content-based economy to a knowledge-based economy and globalization have led global higher education to critically examine its position in the new hierarchy. Global higher education is using knowledge mobilization to as a means to build capacity for the changing environment. There is a call for global universities to engage in the generation of knowledge related to pressing global issues and knowledge mobilization has proven to be a reliable tool to connect the university with society.*

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## **INTRODUCTION**

Globalization and internationalization of the university creates an unrivaled invitation for learners, scholars, and researchers to connect their shared creativity, knowledge and experiences (Bejinaru & Prelipcean, 2017). Current demands, particularly related to knowledge creation and dissemination, create pressure for economic growth and socioeconomic development at country and regional levels (Mense, Lemoine, Garretson, & Richardson, 2018). In the global sphere, there is a call for universities to engage in the generation of knowledge related to pressing global issues (Wells, 2017).

The world, in general, and societies in particular, are confronted with the process of continual change and have evolved and turned very fast in the last decades into a globalized arena (Bourn, 2018). Universities are going through one of the most dramatic periods of transformation because globalization involves the fortuitous prospects to take advantage of significant opportunities (Altbach, Reisberg, & Rumbley, 2019). However, globalization also brings challenges or even threats to the future. Some have concluded that the role, the mission, the impact and the expectations from the universities are heightened as never before (Pucciarelli & Kaplan, 2016; Wadhwa, 2016).

The changing role of universities is reflected in the re-orientation and (changing) purpose of research (Caulfield & Ogbogu, 2015). There has been an adoption of principles of responsible research and innovation (RRI) by the European Union that seeks to strengthen community research partnership approaches, structures, and methods. This is both a response to and a driver of change in the research process and practices towards more comprehensive models of innovation through use of knowledge mobilization (Grau, 2017).

### **Changing Focus of Global Higher Education**

Global higher education institutions are expected to be engrossed in the development of society by using research and knowledge transfer and should develop their capacity for knowledge productivity and sharing (Bratianu, 2015). Relatedly, many other dynamics converge to generate high levels of distress in the field of educational research due to the increasing and not merely shifting types of demands on faculty, particularly in relation to research (Cuthill, O'Shea, Wilson, & Viljoen, 2014). Alongside these demands for research are the ensuing debates about how best to assess the range of scholarship produced by faculty playing a pivotal role in the evolution of a research focused landscape (Fullwood & Rowley, 2013). In addition, there are profound social, cultural, technological, scientific and environmental changes which occur at most local but also at global levels of the modern world (Kenny, 2017). Also,

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