

# **Worldviews and Values in Higher Education**

# GLOBAL PERSPECTIVES ON HIGHER EDUCATION DEVELOPMENT

**Series Editor:** Dr Patrick Blessinger, St John's University, USA

Change in higher education around the world has been occurring at an unprecedented rate. This rapid change is primarily the result of macro-level political, economic, social, technological, and environmental forces. These forces have led to a drastic increase in the demand for higher education around the world and has led to the universal massification of higher education and within this context, higher education institutions have struggled to understand how best to develop their institutions to respond to these changes in the face of limited resources and institutional capacity.

Responding to this need, this series covers topics in the area of higher education development, including such topics as teaching, research, service, and their intersections, in support of political, economic, social, technological, and environmental development. Understanding that developing countries and emerging democracies now look to higher education to serve as a vehicle for promoting and fostering basic elements of political stability, economic growth, and technological innovation, this series provides a unique and comprehensive resource for educators in higher education across all disciplines.

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# **Worldviews and Values in Higher Education: Teaching, Learning, Curricula, and Assessment**

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INVESTOR IN PEOPLE

*Dear educators,*

*In the pursuit of knowledge, we acknowledge the profound influence of worldviews and values on our students. Upon entering higher education, students are exposed to a variety of cultural perspectives, academic disciplines, and ideological stances. Through your guidance and mentoring, they learn to engage critically with these various lenses, nurturing intellectual curiosity and cultivating open-mindedness.*

*Your unwavering dedication to academic honesty and morality serves as a beacon for our students. By upholding the values of honesty, respect, and inclusiveness, you foster personal growth and enrich the educational experience of each student.*

*As committed educators, you instill in our students the importance of social responsibility. Your encouragement to apply their knowledge and skills to real-world problems and positively contribute to society empowers them to become compassionate and accountable global citizens.*

*The essence of teaching is cultivating critical thinking, and your instruction helps our students develop the capacity to analyze information objectively, think independently, and make well-informed decisions. This invaluable skill equips them with the confidence and sagacity to confront the complexities of the world.*

*This book is dedicated to you in recognition of the profound impact you have had on the lives of innumerable students and your tireless efforts to shape a better future. Through your dedication and enthusiasm for teaching, you generate waves of transformation that extend well beyond the classroom.*

*This book will hopefully serve as a valuable resource for our teaching community, enriching our collective knowledge and enhancing our understanding of worldviews and values in higher education. Let us continue to inspire, guide, and empower our students to embrace diversity, engage with contrasting viewpoints, and aspire for a world governed by compassion, empathy, and intellectual development.*

*As Mahatma Gandhi said “In a gentle way, you can shake the world.”*

*With utmost respect and admiration,*

Madasu Bhaskara Rao  
Abhilasha Singh  
Pulaparathi Mallika Rao

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## List of Abbreviations

|       |  |
|-------|--|
| A.D.  | Anno Domini, means “in the year of the Lord”                 |
| AEA   | American Evaluation Association                              |
| APHA  | American Public Health Association                           |
| ASPA  | American Society for Public Administration                   |
| BIPOC | Black, Indigenous, and People of Color                       |
| CLC   | Community Learning Center                                    |
| CSIRO | Commonwealth Scientific and Industrial Research Organisation |
| CSWE  | Council on Social Work Education                             |
| DESE  | Department of Education, Skills and Employment               |
| DET   | Department of Education and Training                         |
| ECR   | Early Career Researchers                                     |
| GLEA  | Research Centre for Global Learning                          |
| HBCUs | Historically Black Colleges and Universities                 |
| HE    | Higher Education   |
| HEC   | Higher Education Commission                                  |
| HEI   | Higher Education Institution                                 |
| ICAI  | International Center for Academic Integrity                  |
| IDP   | Internally Displaced Persons                                 |
| JWL   | Jesuit Worldwide Learning                                    |
| MA    | Master of Arts   |
| NAFTA | North American Free Trade Act                                |
| NASW  | National Association of Social Workers                       |
| PA    | Public Administration  |
| PG    | Postgraduate   |
| PGRs  | Postgraduate Researchers                                     |
| QAA   | Quality Assurance Agency                                     |
| SPLOT | Simplest Possible Online Learning Tools                      |
| TEQSA | Tertiary Education Quality and Standards Agency              |

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|        |  |
|--------|--|
| TIPM   | Transformational Indigenous Praxis Model                         |
| UCT    | University of Cape Town  |
| UDL    | Universal Design for Learning                                    |
| UGC    | University Grants Commission                                     |
| UK     | United Kingdom   |
| UKRI   | United Kingdom Research and Innovation                           |
| UN     | United Nations   |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| USA    | United States of America   |
| WRID   | White Racial Identity Development                                |

## About the Editors

**Bhaskara Rao** is a Professor at the ICFAI Business School, constituent of the ICFAI Foundation for Higher Education, Hyderabad, India. He is an inspiring teacher, trainer, researcher, and institution builder. He holds a PhD in Management from the University of Hyderabad, India; Postgraduate Diploma in Rural Management from the Institute of Rural Management, Anand, India; Postgraduate Diploma in Statistical Quality Control & Operations Research from the Indian Statistical Institute, Kolkata; Diploma in Training and Development from the Indian Society for Training & Development, New Delhi; and Bachelor of Engineering from the Andhra University, Visakhapatnam, India. His research interests are in organizational behavior, sustainable human resource management, higher education, and healthcare management.

**Prof. Abhilasha Singh** is the Vice President of Academic Affairs at the American University in the Emirates, Dubai, UAE. She was engaged in a series of academic administrative positions at various institutions and has been engaged in providing strategic directives at a senior leadership role and ensuring its implementation with determination. She has been engaged in ensuring educational quality and compliance for national and international accreditation. She is a passionate educational leader, engaged in not only leading the strategic plan, but also outcome-based student learning, and continuous improvement plans through a robust and scalable infrastructure, and, with a commitment to bring educational excellence in the region. Prof Singh is also passionate about research that resulted in many published articles in journals of high repute and in frequent invitations to numerous speaking engagements to national and international audiences. She has a PhD in Psychology from Banaras Hindu University, India, and graduate certifications from IIM-C and MIT, US. She is a certified practitioner of Balance Scorecard, EQ, SHRM, CIPD, and MBTI.

**Prof. Pulaparthi Mallika Rao** is an Assistant Professor at the Department of Management, CMR Technical Campus, Hyderabad, India. She teaches courses in Organizational Behavior and Human Resource Management. She has published papers in reputed national and international journals, and co-edited books. Her research focuses on human resource management, healthcare management, and higher education. She has a PhD in Management and MBA from the Koneru Lakshmaiah Education Foundation, a highly ranked university in India.

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## About the Contributors

**Meral Acikgoz** is a PhD student in Evaluation Studies at the University of Minnesota. He has a professional background in migration and asylum work. He worked at the International Organization for Migration (IOM), UN's Migration Agency in Turkey between 2006 and 2019 in various capacities, and was lastly the Head of the Integration and Social Cohesion Program of IOM Turkey. During this time, through developing and implementing numerous projects, he was extensively involved in national policymaking processes on migration; sustainable and mainstreamed service provision for migrants and refugees by local authorities; comparative research on migration policies, governance and law and delivery of capacity building activities. During the 2019–2020 academic year, he was the Fulbright Humphrey Fellow at the Humphrey School of Public Affairs at the University of Minnesota. He also worked as a consultant for different organizations in Turkey (i.e., EU Delegation to Turkey, German Corporation for International Cooperation (GIZ), WHO). He is currently a part-time researcher of an EU-wide research project (Whole-COMM) on migrant integration. In his doctoral studies, he aims to explore the relation between evaluation approaches and capacities and social justice outcomes in multi-level governance of migration and asylum fields.

**Rahila Huma Anwar**, (PhD, Associate Fellow (AFHEA)) is an Assistant Professor in English and Applied Linguistics, MS and PhD Coordinator at NED University of Engineering & Technology, Karachi, Pakistan. Her PhD study in Applied Linguistics explored the English language teachers' Emotional Intelligence, Self-efficacy, and Effectiveness. She has publications in both local and international journals. Her recent co-authored book chapters are published under the themes of 'English as A Medium of Instruction in South Asia Issues in Equity and Social Justice' and 'Comparative Research on Educational Policy Responses to the COVID-19 Pandemic: Eastern vs. Western Perspectives.' Dr Anwar has diverse experience as an academic with more than 15 years of university teaching experience at the undergraduate and postgraduate levels. She has supervised several MS Applied Linguistics research projects, presented research at different forums, and conducted workshops and training sessions at NED and other higher education institutions for diverse audiences. She is a mixed methods researcher with an interest in exploring Affective factors of teachers and learners, psycholinguistics, and ESL/ELT contexts. She is motivated to connect Applied Linguistics research to the most advanced statistical analysis methods, especially in the Pakistani context.

**Janine E. Carlse** is currently a Capacity Development Specialist in the Office for Postgraduate Studies and Researcher Development, previously a Lecturer in the Global Citizenship Programme, at the University of Cape Town, South Africa. Spurred by the ideological challenges facing the still stratified post-apartheid South African higher education sector, Janine has a deep interest in transformative and inclusive approaches to higher education pedagogy and curricula. Janine has worked within philanthropic, private and public higher education environments. Her experience within the higher education sector over the past few years includes a combination of research, project management and administration, stakeholder engagement and partnerships, working with civil society organizations, student academic support, tutoring, facilitation, and lecturing.

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**Mark Dawson** went to school in Scotland and completed his BSc Geography at the University of Edinburgh. After some time working and traveling in Australia and New Zealand, he started his Higher Education career at Leeds Metropolitan University (now Leeds Beckett) doing pastoral support work before moving into a Learning Development (academic study skills) role at the University of Bradford. During this time, he completed his MSc Psychology and developed a particular interest in supporting student group work. After some time abroad in Germany



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**Christine Grove** (PhD, FAPS, FCEDP) is an Educational and Developmental Psychologist, academic and Fulbright Scholar with an extensive record in psychology and inclusion practice and research. Currently, she is a Vice Chancellor Research Fellow at the School of Health & Biomedical Sciences at RMIT, which is funded by a Fulbright Fellowship. She is an Adjunct Senior Lecturer at the Monash Addiction Research Centre, Monash University, and is a fellow of the Australian Psychological Society and College of Educational and Developmental Psychologists. She previously served as Treasurer for the Victorian State Committee from 2020 to 2022. She is also a member of the American Psychological Society, Division 7 (Developmental Psychology) and Division 15 (Education Psychology). Clinically, Christine has worked in schools, hospitals, private practice, and community organization.

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# Series Introduction

The purpose of this series is to publish current research and scholarship on higher education development, including such topics as teaching, research, service, and their intersections, in support of political, economic, social, technological, and environmental development. Change in higher education around the world has been occurring at an unprecedented rate. This rapid change is primarily the result of macro-level political, economic, social, technological, and environmental forces. These forces have led to a drastic increase in the demand for higher education around the world and to the massification of higher education. It is within this context that higher education institutions have struggled to understand how best to develop their institutions in order to respond to these changes.

It is within this context that this series will address the following fundamental question related to higher education development: how do educators (leaders, faculty, and other higher education stakeholders) develop higher education institutions, at all levels and in all areas, in order to develop their individual students, faculty, and leaders as well as the broader communities they serve (locally, regionally, nationally, and globally)? And more specifically, how are higher education institutions helping to promote political stability (e.g., justice, rights), economic prosperity (e.g., poverty reduction, social mobility), social progress (e.g., social mobility, freedom), technological innovation (infrastructure, modernization), and environmental sustainability (e.g., sustainable development).

The main objectives of this series are to

- present how institutional developmental practices are being used in higher education institutions around the world and across all disciplines;
- present the latest models, theories, concepts, paradigms, and frameworks that educators should consider when adopting, implementing, assessing, and evaluating institutional developmental practices; and
- consider the implications of theory and practice of institutional development on policy, strategy, and leadership.

This series will appeal to anyone in higher education who is involved in the development of their institution, their department, their programs, their courses, their curricula, their teaching–learning practices, and their assessment and evaluation practices, among other areas. The volumes in this series will not only highlight the benefits and theoretical frameworks of development through case

studies and other empirical research but also look at the challenges associated with implementing and assessing development practices. The volumes in this series will explore a wide variety of development topics such as organizational development, human resource development, student development, technological development, program development, and curricula development, as well as other related topics.

This series brings together distinguished scholars and educational practitioners from around the world to disseminate the latest knowledge on the scholarship and practice of higher education development. The authors offer a range of disciplinary perspectives from different cultural contexts. This series provides a unique and valuable resource for instructors, administrators, and anyone interested in improving and transforming higher education institutions.

*Patrick Blessinger*

President and Chief Research Scientist, International HETL Association

# Foreword

In recent years, there has been a renewed focus on humanistic values to help drive political economic, social, and environmental development. The most important example of this is the creation of the 2030 Agenda (that is, the Sustainable Development Goals – SDGs) by the world community (through the United Nations) in 2015. The 2030 Agenda is perhaps the most important milestone in human development since the creation of the Universal Declaration of Human Rights (UDHR) in 1948. At the heart of both the UDHR and the 2030 Agenda lies the idea of humanistic values. These values are important to humanity and the planet because they are grounded in human experience and human’s capacity for critical thinking and ethical reflection.

Humanistic values are important for humankind for several reasons. First, humanistic values promote the welfare of humanity and the planet. One of the core humanistic values is that every person is entitled to be treated with respect and dignity. As such, humanistic values promote a more inclusive society centered on human development and based on justice and rights claims, rather than power and control claims. Second, based on the humanistic value that every person has inherent worth, humanistic values provide a framework (such as the SDGs) for ethical decision-making – decisions that are grounded in ethical reasoning, rational thinking, empirical evidence, and decision-making for the common good.

As such, human rights, animal welfare, and environmental protection serve as the three pillars for a more sustainable future for the planet. Underlying these three pillars are the principles of rights and responsibilities, which serve as the foundation for all humanistic values. Thus, humanistic values not only promote the importance of rights (for example, freedom of thought, of belief, of speech, of expression, of movement, of assembly, and of the press) but they also promote the concomitant responsibilities associated with the fulfillment of those rights (for example, to treat people with respect and dignity, to treat animals humanely, to protect the environment, and to be a good steward of planet’s natural resources).

Rights and responsibilities are two sides of the same coin known as personal agency. For instance, to secure individual liberties for all, one must also help promote social justice for all. Since they are two sides of the same coin, the converse is also true – the more one promotes social justice, the more one helps secure personal liberties. Rights, like anything else, do not operate independently or in a vacuum. They operate within a larger context of political, social, cultural, and environmental milieu. As such, all rights have reasonable limits, all rights

must be balanced with other rights, and all rights must be protected through the humane rule of law.

As such, rights and responsibilities serve as a solid foundation upon which humanistic values stand (the pillars) and these values, in turn, help promote political economic, social, and environmental development. Education at all levels provides a natural mechanism to instill humanistic values. Higher education in particular has the capacity to implement these values by, for example, integrating the principles of the 2030 Agenda into its curricula. By doing so, a new generation of leaders can be produced with a greater appreciation for creating a more sustainable future.

The editors (Drs Rao, Singh, and Mallika) of this volume, together with the contributing authors, have provided an excellent knowledge base on this topic. The editors rightly point out that values help drive behavior, attitudes, and, consequently, decision-making. Learning is not only about the acquisition of knowledge and skills, albeit very important and necessary, it is also about the development of sound decision-making and judgment through critical thinking and ethical reasoning, which, in turn, can help produce more responsible citizens and trustworthy leaders. The editors and authors of this volume make a significant contribution to this research topic and, in so doing, they allow the readers to gain a more nuanced view of the world and higher education's role in it.

*Patrick Blessinger*

# Acknowledgments

Higher education has a profound effect on the perspective and worldview of an individual. The diversity of perspectives and value systems to which students are exposed in their pursuit for growth and decision-making are greatly impacted by the wide range of worldviews and value systems. Students' intellectual and emotional growth are molded by the worldviews and values they adopt in higher education. By exposing students to new perspectives and encouraging them to think critically, higher education helps cultivate future leaders and contributors. Educators must create a balanced, open-minded, and inclusive learning environment that encourages students to think critically and ethically, preparing them to navigate a complicated and interconnected world. In order to foster intellectual growth, promote open-mindedness, and prepare students to become responsible global citizens, higher education institutions must provide them with opportunities to learn about and critically engage with a variety of worldviews and values.

The Higher Education Teaching and Learning Association (HETL) under the able leadership of Prof Patrick Blessinger has been in the forefront of taking several initiatives "to bring together higher education professionals and thought leaders from around the world to dialogue, network, and collaborate on issues relevant to teaching and learning in higher education." HETL has established itself as a leader in creating a vibrant global community of educators and is contributing to promoting thought leadership and research opportunities. We thank HETL for providing us a platform to collaborate and work on this project.

We profusely thank Prof Patrick Blessinger for trusting us and giving us the opportunity of contributing the three volumes on Worldviews and Values book series. But for his encouragement, guidance, and support this series of books would not have been possible.

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**xxx** *Acknowledgments*

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