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## Debating Higher Education: Philosophical Perspectives

Series Editors: R. Barnett, S.S.E. Bengtson

*Debating Higher Education: Philosophical Perspectives* is a new book series launched by Springer and is motivated by two considerations.

Higher education has become a huge matter globally, both politically and socially, commanding massive resources, national and cross-national decision-making, and the hopes of many. In parallel, over the last four decades or so, there has been a growing interest in the academic literature in grappling with technical issues in and around higher education. In particular, work has developed drawing on philosophical perspectives and social theory. This is evident right across the world, especially in the journal literature and in research students' doctoral theses. In effect, we have witnessed the formation of a new sub-discipline, a shorthand of which is 'the philosophy of higher education', and which includes perspectives drawn not only from philosophy and social theory but also feminism, ethics, geopolitics, learning theory, and organizational studies.

Through this book series – the first of its kind – the editors want to encourage the further development of this literature. We are keen to promote lively volumes which are informed about changing practices and policy frameworks in higher education and which engage seriously and deeply with matters of public interest, and are written in an accessible style.

Books will take a variety of forms, and will include both sole-authored and multi-authored formats. Importantly, each volume will have a dialogical flavour, engaging explicitly in dialogue with contemporary debates and their contending positions and, where practicable, especially in volumes with many contributors, will themselves exemplify dialogue.

The editors are keen that the series is open to many approaches. We wish to include work that focuses directly on the university as a social institution and on higher education as an educational process; on the idea of the university and on higher education as a sector with political and policy frameworks; on students and learning, and on academics and academic knowledge; and on curricula and pedagogy, and on research and knowledge processes.

Volumes will examine policy and practical issues including, for example, internationalisation, higher education as a set of 'public goods', access and fairness, and the digital era and learning as well as more conceptual and theoretical issues such as academic freedom, ethics, wellbeing, and the philosophy of social organizations.

The editors very much welcome informal inquiries at any time.

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