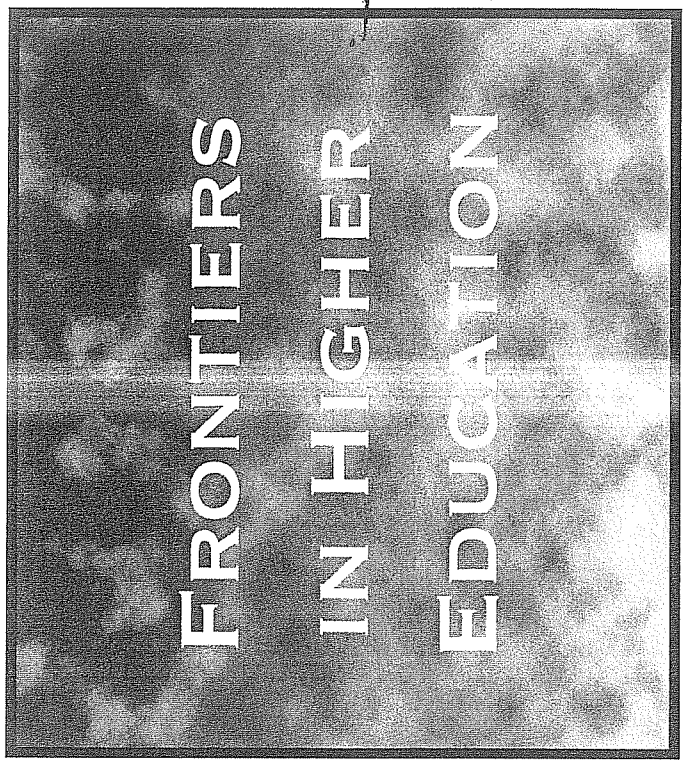


This latest edited book in the *Idea of Education* series, entitled 'Frontiers in Higher Education', began its journey as working papers from an *Inter-Disciplinary.Net* conference held in Budapest, Hungary in 2008. The conference was fortunate in that all its delegates were committed to critical engagement and as a result the quality and quantity of interaction between attendees was high. Some extremely important issues were raised and engaged with collectively. Subsequent to the event in Budapest the editors actively encouraged an electronically-mediated on-going debate about the themes discussed in Budapest. As a result all papers selected for this volume have undergone major transformation since first aired at the conference. In making the final selection the editors were desirous of a work that had distinct clearly-recognisable themes where complementation and relevance was self-evident. There are three main thematic sections in this volume: 'Sociocultural Frontiers of Higher Education' containing four chapters; 'Limitations and Aspirations of the Academy' comprising the six chapters and two innovative final chapters presenting and reflecting on aspects of the 'Technological Frontiers of Higher Education'. This book is aimed at researchers of topics such as the future of higher education, globalisation and cultural and social frontiers of higher education and related fields.

At the Interface/Probing the Boundaries seeks to encourage and promote cutting edge interdisciplinary and multi-disciplinary projects and inquiry. By bringing people together from differing contexts, disciplines, professions, and vocations, the aim is to engage in conversations that are innovative, imaginative, and creatively interactive.

Inter-Disciplinary dialogue enables people to go beyond the boundaries of what they usually encounter and share in perspectives that are new, challenging, and richly rewarding. This kind of dialogue often illuminates one's own area of work, is suggestive of new possibilities for development, and creates exciting horizons for future conversations with persons from a wide variety of national and international settings.

By sharing cross-disciplinary insights and perspectives, ATI/PTB publications are designed to be both exploratory examinations of particular areas and issues, and rigorous inquiries into specific subjects. Books in the series are enabling resources which will encourage sustained and creative dialogue, and become the future resource for further inquiries and research.



# FRONTIERS IN HIGHER EDUCATION

EDITED BY  
TOM CLAES AND DAVID SETH PRESTON

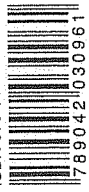
## FRONTIERS IN HIGHER EDUCATION

EDITED BY  
TOM CLAES AND  
DAVID SETH PRESTON

*Probing the Boundaries*



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Volume 72

A volume in the *At the Interface* series  
'Idea of Education'



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## Introduction

*Tom Claes and David Seth Preston*

Inter-Disciplinary research has most recently become a common thematic approach to the critique of Education. Although Inter-Disciplinary.Net cannot claim to have instantiated this interesting and radical system of educational research, we do believe that the critical analysis found at both the six 'Idea of Education' (IoE) conferences, held over the past eight years in various European cities, and the subsequent publications have provided a significant force in maintaining and energising the development of inter-disciplinary activity in the field of Education.

This latest edited book in the IoE series, entitled 'Frontiers in Higher Education', began its journey as working chapters from a conference held in Budapest, Hungary in 2008. The Conference was fortunate in that all its delegates were committed to critical engagement and as a result the quality and quantity of interaction between attendees was high. Some extremely important issues were raised and engaged with collectively. Subsequent to the event in Budapest we, as editors, actively encouraged an electronically-mediated on-going debate about the themes discussed in Budapest. As a result all chapters selected for this Volume have undergone major transformation since first aired at the Conference. We feel that this extended period of reflection and critique, during which the editors also selected an integrated set of chapters that form this book, has greatly enhanced the quality and maturity of this edited work.

In making our final selection we were desirous of a work that had distinct, clearly-recognisable themes, where complementation and relevance was self-evident. These are features that many reviews, both professional and informal, have praised in previous volumes of this IoE Series and we hope we have replicated and even improved on here. There are three main thematic sections in this volume: 'Sociocultural Frontiers of Higher Education' containing four chapters; 'Limitations & Aspirations of the Academy' comprising six chapters, and two innovative final chapters presenting and reflecting on aspects of the 'Technological Frontiers of Higher Education.'

In Chapter 1 Seth A. Agbo analyses 'The Cultural Politics of Educational Inequality: Discarding the Prevailing Eurocentric Formulations of Academic Failure'. Examining the apparent failure of minority students to attain equivalence with their majority peers, the chapter considers both the micro and macro issues lying behind and raises many questions about this 'failure' itself. Furthermore the chapter addresses the realities of education for minority students from an experiential, cultural perspective.

Dale Kirby in Chapter 2 discusses 'Tertiary Education in Canada: Closing the Access Gaps'. The chapter is a powerful examination of