

Exploring New and Traditional Partnerships for Innovation in Higher Education in the Post-Pandemic World- An Extension of the Triple Helix Model

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Research Domains

Higher Education policy (HEP)

Abstract

The triple helix model of innovation describes the idealized links between academia, industry, and the government in the row of economic development and social wellbeing. An extension of the triple helix model is the quadruple helix model, which incorporates the civil society or the public as the fourth helix. This study explores the role of the four helices and their interdependencies in a digitally mediated learning environment in higher education in a knowledge society. It undertakes the perspectives of stakeholders representing; government, academia, the EdTech industry, and millennial learners. Through their narratives, it identifies the independent roles of the agencies and their independencies for nurturing the higher education ecosystem. It acknowledges the key contributions of the agencies, whilst highlighting deeply rooted challenges at an individual, institutional, and system level and the implications for policy making in higher education.

Full paper

Overview of the Study:

Introduction:

The current momentum of the digital revolution in teaching and learning emphasizes on accelerating innovation for development in higher education (Krishnamurthy, 2020). This calls for transformations to support new innovations. As a result, one of the key transformations that higher education is undergoing is to seamlessly adapt the technology-mediated online environment for all educational activities (Mishra et al., 2020). It has been constantly attempting to absorb the radical shifts in teaching and learning practices, training measures, and performance outcomes of the students and the institutions. Higher education is extending to collaborate with various recognized educational technology (EdTech) platforms to innovate and advance themselves. The collaborative relationships between higher education, the EdTech industry, and the government are not only promoting innovative teaching and learning but are also changing the dynamics for the policymakers. These renewed relationships signify the changing social formats of production, knowledge transfer, knowledge application, and policymaking in higher education. However, these transformations also resonate with the phenomenon of creative destruction as proposed by Joseph Schumpeter in 1942, which involves obsoleting the existing policies, and practices while embracing novelties.

Rationale & Objectives of the Study:

With the burgeoning debate around the practical implications of the current changes and collaborations and their role in policymaking, there is a need to further examine the role of different agencies in the changing environment. It is particularly important to examine them from the perspective of the changes required in national and international education policies. This study reposes on the recent integration of the EdTech platforms in higher education and considers them instrumental in advancing alternations in the existing policies for higher education. It takes the case of Indian higher education system to discuss the context and their recent education policy.

Methodology:

As India ushers with the third-largest start-up ecosystem and is home to some of the leading EdTech unicorns, the study reveres the experiences of different stakeholders in higher education in India,

using an informed grounded theory approach (Thornberg, 2012). Following the ongoing collaborations between higher education institutions and EdTech platforms and recent developments in India's new education policy (NEP) 2021, the stakeholders include millennial learners, faculty members, EdTech founders, and employees, higher education administrators, and policymakers. Based on the insights, the following framework is proposed.

Proposed Framework:

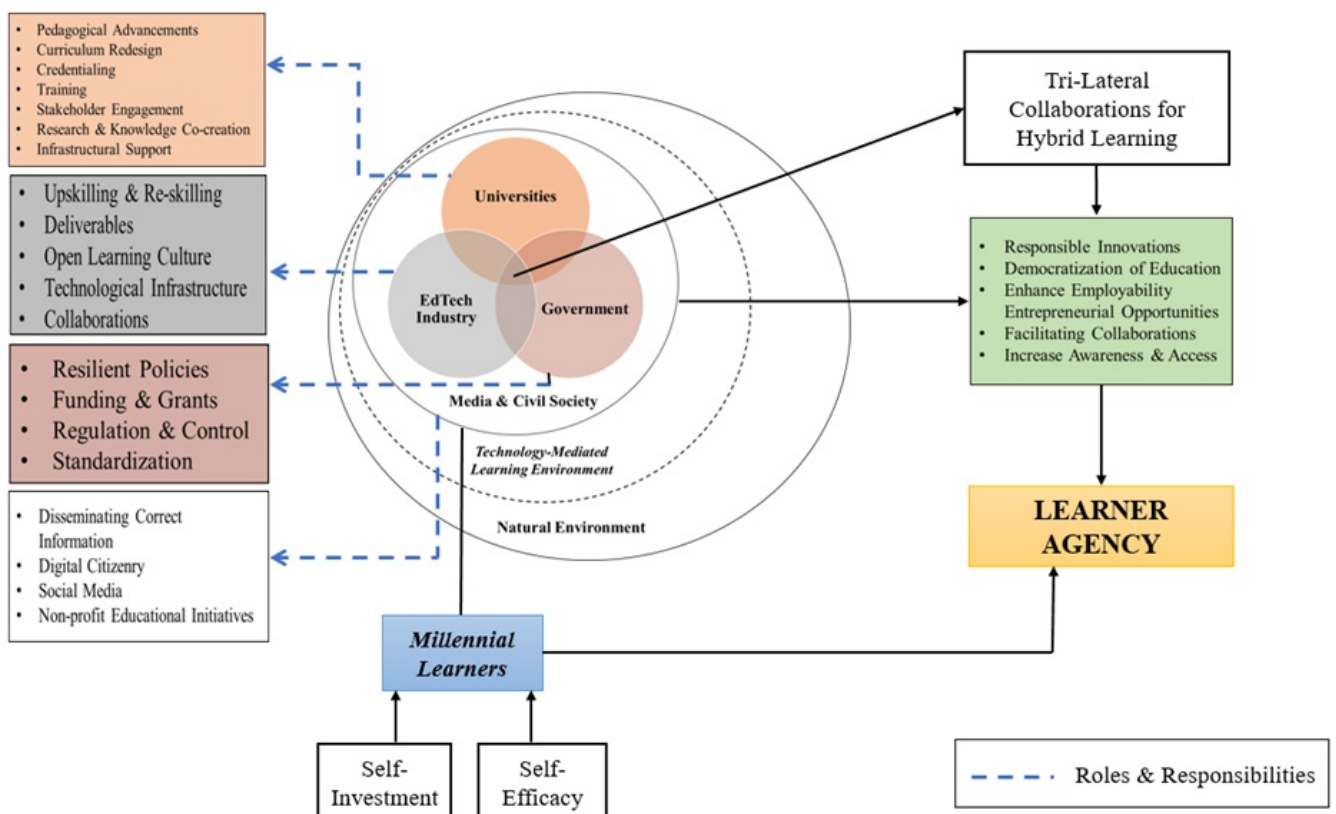


Figure 1: Roles and Interdependencies of the triple helix actors with millennial learners in higher education-An extension

Discussion:

The experiences and thoughts shared by the stakeholders unravel the individual roles and interdependencies of the different actors in higher education and their significant contribution from a policymaking perspective. The data confirms that universities are the representative legacies that need to adapt to the changes and prepare their stakeholders. On the other hand, the EdTech industry are curating a new model of teaching and learning in higher

education, which at present is supplementing the traditional systems of learning. Meanwhile, government and policymakers are acknowledged as double dividends that can boost human capital by supporting the cause of education for all. The study while exploring how higher education can foster innovations with the support of government, universities, and the EdTech industry also identifies the primary role of millennial learners who are technology savvy adults seeking experiential education. Millennial learners can exercise the autonomy to make right decisions for learning alternatives and voice their opinion for supporting others.

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