

DOI: <https://doi.org/10.28925/2412-0774.2024.2.2>

UDC 378.091:304

Tetiana Kostiuk

<https://orcid.org/0000-0002-5458-9127>

Doctor of Science in Public Administration, Associate Professor,
Senior Research Fellow of Internationalization of Higher Education Lab,
Borys Grinchenko Kyiv Metropolitan University,
18/2 Bulvarno-Kudryavska Str., 04053 Kyiv, Ukraine,
t.kostiuk@kubg.edu.ua



Co-funded by the
European Union

KEY STEPPING STONES OF MODERN HIGHER EDUCATION: TRAPPED VALUES AND RESHAPING OF THE PARADIGM

The article is dedicated to reviewing the doctrinal foundations and values in the field of higher education considering the influence of social changes. To achieve the research goal, strategic documents of specialized institutions such as UNESCO, the Observatory of the Magna Charta, the International Association of Universities (IAU), the European University Association (EUA), the Association of Commonwealth Universities (ACU), etc., were analyzed. It emphasizes that among the main doctrinal and value foundations of modern higher education, documents highlight academic freedom, institutional autonomy, and social responsibility; enhancing the role of higher education in achieving sustainable development goals; orienting education to the needs of the labor market and the development of soft skills, including critical thinking, decision-making skills, adaptability, and emotional intelligence. Important trends in higher education development also include digitization and the use of artificial intelligence. While digitization has become mandatory after the limitations of the COVID-19 pandemic and the mass development of higher education in the conditions of globalization, attitudes towards the spread of artificial intelligence are quite ambiguous. Noting that the advantages of using artificial intelligence in higher education include its ability to adapt to individual learning styles and free up time from routine tasks, researchers warn that excessive use of this tool may hinder the development of such essential skills as teamwork, leadership, empathy, creativity, critical analysis, and independent thinking, which are crucial for future job markets.

Keywords: artificial intelligence, goals of sustainable development, modern higher education, social responsibility of higher education, sustainable development, values of higher education.

INTRODUCTION

It is a well-known fact the universities are and have always been the promotor of social growth and sustainability as they quickly react on challenges, changes and bridge research with societal needs and has huge transformative potential of high school for society by fostering citizenship, equality and more just and sustainable societies. The Assistant Director-General for Education at UNESCO, Stefania Giannini, at the International Association of Universities 16th General Conference in October 2022 at her speech exactly proved it and underscored that «higher education is part of the right to education and a public common good as well as a strategic force towards more sustainable, fair and inclusive societies». As well she mentioned that «given the current challenges, higher education, across the sciences and the humanities, is called upon to foster a new ecology of learning, one that nurtures critical mindsets and helps the current and future generations of learners to navigate

the complexities of the world while strengthening democratic societies» (Highlights from IAU 16th General Conference, 2023).

The fact is that the high authorities always strive to shape the paradigm of the university education with the prior attention to the preservation of its values despite challenges of time. That's why world academic community constantly elaborates new tools to keep the societal background of the higher education with the help of joint efforts in framework of special institutions, like UNESCO, Magna Charta Observatory, International Association of Universities (IAU), European University Association (EUA), Association of Commonwealth Universities (ACU) and others, and via jointly set up policies. Thus, taking into account the overviewing nature of the article we will use the statutes of the Association of European Universities, the International Association of Universities and the Great Charter of Universities and academic articles on the topic.

The main goal of this article is to analyse the processes initiated by international bodies to review the guidelines and basic values for higher education and the public administration system. It is currently relevant to review the doctrinal foundations in the field of higher education regarding social changes and their impact on the market of educational services, the emergence of new centers of demand for formation in the field of higher education and internationalization (China, India), the expansion of economic trends in educational, scientific and cultural spheres and mechanisms of state management of such an agenda.

RESEARCH RESULTS

National strategies for the development of higher education require an effective system of public administration and the powerful methodological centers operating on the basis of the leading universities of these countries. Such leading higher education institutions always strived to unite to conclude a single regional (European) and/ or world policy in the field of higher education and research. Thus, in 1950, the International Association of Universities (IAU) was founded under auspices of UNESCO. In 1988 Magna Charta Universitatum was signed and in 2001 the Magna Charta's Supervisory Board – Magna Charta Observatory (MCO) was established. The same year, 2001, the merger of the Association of European Universities (Association of European Universities) and the Confederation of Rectors' Conferences of the EU (European Union Rectors' Conferences) led to the creation of the European University Association (EUA).

In 1950, the UNESCO's vision of the university mission laid out the basis for the creation and of the International Association of Universities, including the following values of higher education:

- academic freedom, institutional autonomy and social responsibility at the local and global levels;
- cooperation and solidarity based on mutual interests and mutual benefits;
- tolerance for different opinions, freedom from political interference;
- equality of access and success in higher education and open access to knowledge;
- scientific integrity and ethical behavior as the basis of behavior for all stakeholders in higher education;
- higher education and scientific research in the interests of society;
- quality of teaching, research and clarification.

In 1988, on the 900th anniversary of the University of Bologna, Magna Charta Universitatum was signed by 388 rectors with due attention to the fundamental values of the university traditions such as autonomy, academic freedom, a space of toleration and

protection by governments. Starting the Magna Charta Observatory in 2001 and launching MCO Living Values project in 2018 as the stepping stone «to maintain public trust in universities amid today’s complexity and uncertainty» it was declared that «reviewing and articulating values with the input of stakeholders will increase community engagement and create more trust between the institution and its staff, students, and stakeholders» as «universities need to define their values explicitly, clearly communicate them to staff, students, and stakeholders, and demonstrate that their values inform practice and decision-making» (Living Values in Higher Education Institutions).

Within Living Values project the main task was to question universities’ professors, authorities and stakeholders what the vital values for the field of higher education are these days. The results showed that there is no universally agreed canon of values, however, universities mentioned the fundamental values evident at the MCO’s inception some 30 years ago: academic freedom, institutional autonomy, and the concomitant responsibility to society. Their importance was widely confirmed at the global level through the years. Newly indicated values underpinning institutional missions which were combined and generalized in the following list (Living Values in Higher Education Institutions):

- integrity and fairness;
- equity;
- creativity, innovativeness, and excellence;
- social responsibility and community service;
- diversity, pluralism, and inclusiveness,
- health, well-being, and a caring community.

For more than half a century from UNESCO’s formulation of academic values in 1950 the realities of life have changed dramatically, making some values trapped, some got reviewed and some others needed to be adopted. The changes were reflected in the national laws on higher education, forcing national state administration bodies and supranational structures to regulate the activities in higher education in a new way. Decolonization, the appearance of new members on the political map of the world, global trends and the movement towards unification became a catalyst for new phenomena and processes in the field of higher education.

The internationalization of higher education and the development of academic mobility have created a demand for the expansion and differentiation of educational services, the development of common standards, requirements and harmonization of the policies of higher education institutions, as well as confirmation of new values based on the issues of fostering a culture of openness, tolerance and dialogue by promoting diversity among students and staff, integration of refugees into society appeared on the agenda for universities. The repercussions of globalization encompass the integration of research, the adoption of English as a lingua franca for scientific communication, the expansion of employment opportunities for students and researchers, the flourishing of information and communication technology companies, and the implementation of effective technologies and means of publication for international access, dissemination, and accumulation of knowledge. Thus, globalization profoundly transforms the culture of higher education (Lourenço, Paiva, 2024).

The need for universities to fulfill a civic role, to contribute to social and political processes, to solve social problems and to promote sustainable development has also become particularly relevant and made another one block of values in higher education and in global institutions’ activity, as, per instance, UN that made a list of Sustainable Development Goals (SDGs) which make up prerequisites for human activities in any field (United Nations Department of Economic and Social Affairs).

V. Ogneviuk (2022) emphasizes: «It should be understood that in addition to providing modern high-tech production with personnel, universities carry out an important

social mission – the training of the intellectual elite of society, which is distinguished by the ability to perform not only professional but also important social functions, pronounced civic and social qualities, breadth of thinking, social responsibility for being active in their field of activity, understanding the meaning and consequences of their work for sustainable human development and the ability to respond to global economic, environmental, social, political challenges, as well as leadership – serving an idea, a common cause, a person, society, the ability to disseminate relevant norms and values in society; become an agent of change».

In addition, approaches to the organization of the educational process have changed, theory-oriented learning has gradually been replaced by a combination of classroom and self-education, including growing role of informal and non-formal education. After pandemic restrictions and reorientation towards independent study of the studying materials, learning has become more student-centered, making universities and the labour market to review demands, supply of proposals and reshape the interaction.

In general, all above mentioned changes made humanity shape the way to rule any field at the basis of economic factors and sustainability. It switches significantly the focus from the core values because now the development of the university education tends to be more about human capital formation due to the employability agenda. It shapes the valuable paradigm with a primary focus on employability, excellence, efficiency and entrepreneurship (Highlights from IAU 16th General Conference, 2023). As well the rules adopted at the majority of universities and aimed at standardization and accreditation encourage competitiveness and outputs more than profound research process with long-lasting results. It is especially strongly felt in the field of social sciences and humanities where quantity of teaching and publishing dominates over quality. These trends disturb the scholars and UNESCO members whose biggest concern is about the fact that «the modernization agenda has caused universities to lose some of their relevance and meaning over the last thirty years, even creating a sense of malaise among professors, students and researchers» (Highlights from IAU 16th General Conference, 2023).

As well it is worth to mention that the students themselves subconsciously challenge university education, because we don't live anymore in the world of information asymmetry, the Internet expands horizons and offers more options than a teacher in a classroom. Thus, universities are no longer the only source of information as it was before. The large-scale consequences of the democratization of information are only beginning to emerge. The importance of a degree is gradually weakening as employers' place, among other things, an additional value on applicants' creative and critical abilities and communicative skills, therefore the students must make up a portfolio of soft and transferable skills throughout their studies that will serve them in an ever-changing world. Thus, at present, the focus of attention of the state management of educational processes should shift from teaching professional competencies (the hard skills) to the education of the so-called soft skills, among which critical thinking, the ability to make decisions, adaptability and emotional intelligence are in the first place (World Economic Forum, 2020).

Antonio Nóvoa, former President of the University of Lisbon, Permanent Representative of Portugal to UNESCO, and Chair of the Research-Drafting Committee for the UNESCO International Commission on the Futures of Education, in his speech at the IAU 16th General Conference, dedicated to the issues of relevance and value of universities to future society, stressed that «employability necessitates a broad education based on wide cooperation in a new educational ecosystem, welcoming digital innovation yet insisting on the human dimension that marks any educational and pedagogical relationships». He also insisted that «a higher education just for the sake of employability would be a lost education» and that «the term «excellence» will need to be redefined through forging a more transdisciplinary appreciation of sciences and the humanities, which values collaboration across epistemic and

political spheres, including the adoption of open science» (Highlights from IAU 16th General Conference, 2023).

In such a way we could make a first conclusion the new world agenda in higher education moved with economic factors, technologies or business laws, let some values get trapped, like, for example, value to serve the society, as its key impact must be the commitment to the community it is situated, so it has local and global value. Professor Nóvoa said that the UNESCO calls for a new social contract and that «to fulfil their missions, universities need to return to their distinct quality which informs their identity, strength and indeed relevance and value to society: that of being different from all other institutions, especially business ones» (Highlights from IAU 16th General Conference, 2023).

Another speaker, Sebastian Berger, Executive Director of the Global Student Forum, in his speech made accent on the next aspect of modern university education which acquires more and more importance – the access to higher education, inequality in the light of the unprecedented rate of democratic backsliding. Berger recognized higher education as a most powerful tool for change and to address these challenges.

Mr. Berger also stressed that while 80% of leadership positions in the world are taken up by higher education graduates, only six percent of the world population go to university, making currently higher education a privilege for the few (Highlights from IAU 16th General Conference, 2023).

With this emphasis Berger bridged the issues of higher education modernization and sustainable development and both have to be based on societal values as stepping stones of the paradigm to be reshaped. Many of the challenges that we are facing now are global in nature, and thus building the future is conditioned by a high degree of collaboration between systems, between universities and institutions, between governments and society. The only way to solve these numerous challenges is to improve knowledge transfer, which in turn will contribute to enhancing graduate training and research and making universities more readily share resources, faculty and students and accept the need for governance systems that allow for diversity and greater partnerships. It will definitely lead to preservation of the social responsibility of the universities as one of the essential values bringing overall benefits to world community and its sustainability as to get deliberately interdependent is what we need to shape the future.

This understanding of social responsibility is laid down in the «World Declaration on Higher Education for the 21st Century», adopted by UNESCO in 1998: «Each higher education institution should define its mission according to the present and future needs of society and base it on an awareness of the fact that higher education is essential for any country or region to reach the necessary level of sustainable and environmentally sound economic and social development, cultural creativity nourished by better knowledge and understanding of the cultural heritage, higher living standards, and internal and international harmony and peace, based on human rights, democracy, tolerance and mutual respect».

Acting President of University College Dublin, Mark Rogers, and IAU President, Pam Fredman, pointed to the importance of listening to a myriad of global voices articulating their vision for the future of the sector and outlining robust responses to the challenges we face. It is important to recognize that the SDGs are interconnected and that Agenda 2030 was ratified by 193 countries and governments thus have a responsibility towards achieving them and interdisciplinarity is of utmost importance. Humanity must build relationships and share knowledge as widely as possible. Rogers also insisted that we must nurture new voices alongside the more established ones. In light of the emergence of nationalism under growing insularity in some countries, it is important to challenge these developments through our academic collaboration and ensure that we are global in our outlook. Both underlined that

higher education has a crucial role to play to drive social and economic progress (Highlights from IAU 16th General Conference, 2023).

Addressing back to the United Nations Sustainable Development Goals, we can see that universities play a vital role in achieving all 17 of the Goals, but a concerted collective effort is still urgent. International collaboration in higher education is a vital part of this endeavour. Many universities have already aligned their activities with the Goals, but it is only by sharing the wealth of knowledge, ideas and perspectives that we can find solutions to problems that no country can tackle alone. International organizations like the ACU and IAU offer valuable frameworks that universities can use to forge these partnerships in a renewed global effort to achieve the SDGs. It is undisputable that international collaboration in the field of higher education has a key role to play here, enabling universities to draw on the knowledge of the international higher education community to find innovative ways to reach and teach more students, working for both, SDGs and values of education, which are interconnected.

We agree with M. Chankseliani & T. McCowan (2021), who note that the role of higher education in achieving the goals of sustainable development is often reduced to the modernization of society, which contributes to the development of human capital, economic growth, poverty reduction, and effective resolution of social and economic problems. But needs to go advance a more nuanced and holistic understanding of university education, research and engagement. Higher education allows individuals to pursue freedoms that they value and that they have rights to pursue, and to develop their agency freedom, irrespective of social class, ethnicity and gender, leading ultimately to holistic human development, to liberate their minds and bodies, leading to the liberation of entire societies. Sustainable Development compassing issues of identities, values, freedoms, social change, liberation, and agency of individuals, institutions and societies to chart their own paths for development. The understanding of higher education as a common good carries the promise of reinforcing the humanistic vision of higher education that is collectively produced and shared and that contributes to just, equitable, and sustainable development.

Per instance, SDG 4 exactly aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Quality education is not only a fundamental human right, but is also linked directly to the financial prosperity of citizens and nations. Technologies are among the most effective tools to promote and reach the above-mentioned SDG. Informational technologies and philosophy of education integrates the possibilities of informational technologies, philosophical anthropology, social philosophy, ethics, political and organizational theories, theoretical pedagogy and therefore it could give a clear vision of interdependence goals, means and ways of performing of education for sustainable development tasks (Zinchenko et al., 2022).

S. Sarma (2022) explains the gap between the employment market and higher education and delves into various problems, from increasing tuition fees to students gaining practical experience. On one side, there is the concern that more young people are graduating without applicable skills for the labor market. On the other side, universities and professors are unable to keep up with the changing paradigm. Today, putting skills first, training students for the digital world, and building on diversity, equality, and inclusion is far more critical than ever.

S. Sarma (2022) proposes an updated system of higher education under the name «new educational institution», which underlines the high efficiency of the availability of online content for students while proposing a global partnership of all higher education institutions in the hope of providing high-quality study materials and teaching. The most important and innovative element of new educational institution is the opening of courses, focusing on multidisciplinary approaches, online materials rather than lectures, and in-person

study groups to contextualize the real world. This means that a computer science student would combine courses on artificial intelligence (AI), statistics, and ethics and be presented with concrete examples from real organizations (Sarma, 2022).

Artificial intelligence (AI) is conquering surely the leading role and, as any other new but quickly developing phenomena, it has its pros and cons and «provides both opportunities and challenges for higher education» (Xia et al., 2024) but how generative artificial intelligence (GenAI) transforms and influences higher education is still unclear (Al-Zahrani, 2023). However, GenAI is starting to reshape these limitations and add more challenges, offering innovative approaches for evaluating student performance, tailoring learning experiences, and improving the overall quality of educational outcomes (Moorhouse et al., 2023; Chiu, 2023).

On the one hand, AI brings personalized options for each student, helping her/him to adapt the pace and control iterations to improve the mastery of the educational material. topic. In a joint survey of Microsoft and Times Higher Education, University leaders replied that a benefit from AI will be that «AI will be able to assess students, provide feedback and generate and test scientific hypotheses at least as well as humans can» (Papaspayridis, 2020). So, one of the main benefits of AI in higher education is its ability to adapt to individual learning styles and preferences. With AI-powered learning platforms, students can receive personalized feedback, recommendations, and resources based on their unique needs and interests. This can lead to more effective learning outcomes and greater student engagement. AI can also help educators manage the growing demands of larger and more diverse student populations, automating routine tasks and freeing up time for more meaningful interactions with students. AI can also help educators identify and respond to student needs, improve collaboration and communication, and provide valuable insights into student performance and engagement.

On the other hand, AI offered learning opportunities and challenges to student assessment. They revealed that the use of GenAI presented significant challenges to academic integrity and raised concerns about ethical behavior (e.g., cheating) in academic settings, making one of the most important key values of higher education – academic integrity trapped (Figure 1).

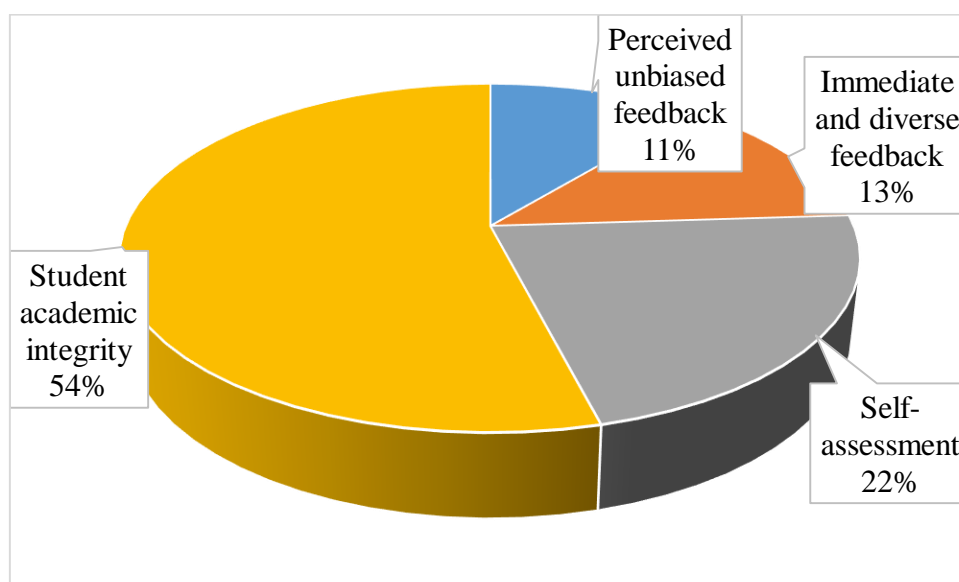


Figure 1. Keys areas of concern and focus for students

Source: Q. Xia et al., 2024.

As well overuse of such tool as ChatGPT might impede the development of essential skills like teamwork, leadership, empathy, creativity, critical analysis, and independent thinking competencies crucial for future job markets (Stutz et al., 2023).

UNESCO in 2023 published its first guidance on use of Generative AI (GenAI) for education, urging governmental agencies to regulate the use of the technology, including protection of data privacy and putting an age limit for users. In the guidance it is stated: «While GenAI should be used to serve education and research, we all need to be cognizant that GenAI might also change the established systems and their foundations in these domains. The transformation of education and research to be triggered by GenAI, if any, should be rigorously reviewed and steered by a human-centred approach. Only by doing so can we ensure that the potentials of AI in particular, and all other categories of technologies used in education more broadly, enhance human capabilities to build inclusive digital futures for all» (UNESCO, 2023).

CONCLUSIONS

Universities traditionally represent centers of culture, knowledge, important scientific developments, age-old traditions in harmonious synergy with the turbulent changes of the modern age, which delegates to them the authority of the main generator of ideas and innovations in society and the state administration system. However, nowadays realities force us to give up a number of academic high functions in favor of ensuring the public good, long-term development and sustainability and social responsibility of universities, which jointly form the modern value system of traditional university education.

The set of values of higher education was formed and prescribed in the founding documents of international organizations and institutions of higher education more than half a century ago, and therefore needs revision. Modern political and economic processes influence not only the development of state policy in the field of higher education, they introduce the concepts of «refugees», «sustainable development», «funding sources», «collective control», «social responsibility», etc. into university realities, causing the development an adequate strategy for meeting the needs of modern society, responding to the challenges of internationalization, globalization and technologies.

The biggest challenge remains to ensure equal access to education by combining national and international efforts to address inequalities in access to and success in higher education worldwide and to fulfil UN Sustainable Development Goals (SDGs). A newly appeared trend which gives opportunities and challenges the existing paradigm of the university education and its system of values at the same time is Artificial Intelligence (AI). The total and continuous use of generative AI in HEIs could potentially lead students to be less prepared for employment as they will feel the lack of vital skills, will behave dishonestly, cheat and making some key values of higher education, academic integrity including, trapped.

Understanding the global nature of changes in higher education, international organizations (International Association of Universities, European University Association, Magna Charta Observatory etc.) conduct numerous events (webinars, conferences, case studies, etc.) to developmake up a unified strategy for the development of higher education with an emphasis on the values that are the basis of the university's mission. The recent and illustrative example is the Magna Charta Observatory which launched a «Living Values» project where every HEI-signatory of the Charter can take part and which is aimed at studying public opinion regarding a set of core values for the HEIs to function most effectively. According to the results, a strategy was developed to consolidate the most relevant values in the regulatory documents of state bodies, with further development of the mechanisms of implementation of these norms in the HEIs activities.

Among the advantages of this project after approbation of its there are the following (Living Values in Higher Education Institutions):

- an assessment of current and desired values, the degree to which they are relevant and implemented in practice, and how they can improve what the university does and how it does it;
- identifying where there may be a gap between stated values and the way of their implementation, and how they can become more effective and profitable;
- an opportunity to contribute to the external discussion of the institutional culture and atmosphere through the prism of the value system;
- the opportunity to build and strengthen the academic community and its involvement in the university as a whole, which will lead to an increase in the values and mission of the institution (if done properly, this should stimulate innovation and commitment, which will lead to improved learning outcomes, research and community service);
- the ability to collaborate with external stakeholders, communicate values and mission, and enhance engagement;
- identification and elimination of barriers to implementation of the institution's values;
- closer alignment of individual and institutional values;
- increasing social activity and strengthening trust, internally and externally.

The changes in higher education always lead to the reshaping of its paradigm, but they are needed to create more equitable and sustainable societies for the future and exactly the valuable system in what the universities will upbringing citizens and leaders will definitely influence and contribute to the development of a peaceful prosperous and sustainable global society.

Contents of the article reflects only the author's view, the Education, Audiovisual and Culture Executive Agency and the European Commission are not responsible for any use that may be made of the information it contains.

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Received 31.05.2024
Accepted 20.06.2024

ОСНОВНІ ЗАСАДИ РОЗВИТКУ СУЧАСНОЇ ВИЩОЇ ОСВІТИ: ВІД ПЕРЕГЛЯДУ ЦІННОСТЕЙ ДО ПЕРЕФОРМАТУВАННЯ ПАРАДИГМИ

Тетяна Костюк

<https://orcid.org/0000-0002-5458-9127>

доктор наук з державного управління, доцент,
старший науковий співробітник НДІ інтернаціоналізації вищої освіти,
Київський столичний університет імені Бориса Грінченка,
вул. Бульварно-Кудрявська, 18/2, 04053 Київ, Україна,
t.kostiuk@kubg.edu.ua

Стаття присвячена перегляду доктринальних основ і цінностей у сфері вищої освіти з урахуванням впливу соціальних змін. Для досягнення мети дослідження проаналізовано стратегічні документи таких спеціальних інститутів, як ЮНЕСКО, Міжнародна асоціація університетів (IAU), Європейська асоціація університетів (EUA), Асоціація університетів Співдружності (ACU), Обсерваторія Великої Хартії (Observatory of the Magna Charta) тощо. Наголошено, що відповідні документи серед основних ціннісних і доктринальних основ сучасної вищої освіти наголошують академічну свободу, інституційну автономію та соціальну відповідальність; підвищення ролі вищої освіти в досягненні цілей сталого розвитку; орієнтацію освіти на потреби ринку праці і розвиток м'яких навичок, зокрема критичного мислення, вміння приймати рішення, адаптивності та емоційного інтелекту. Важливими тенденціями розвитку вищої освіти є також цифровізація і використання штучного інтелекту. І якщо цифровізація вже є обов'язковою

після обмежень пандемії COVID-19 та масового розвитку вищої освіти в умовах глобалізації, то ставлення до поширення штучного інтелекту досить неоднозначне. Відзначаючи, що перевагами використання штучного інтелекту у вищій освіті є його здатність адаптуватися до індивідуальних стилів навчання і звільняти час від рутинних завдань, науковці попереджають, що надмірне використання цього інструменту, може перешкодити розвитку таких основних навичок, як робота в команді, лідерство, емпатія, креативність, критичний аналіз і навички незалежного мислення, які мають вирішальне значення для майбутніх ринків праці.

Ключові слова: *соціальна відповідальність вищої освіти, сталий розвиток, сучасна вища освіта, цінності вищої освіти, цілі сталого розвитку, штучний інтелект.*