Over-complexity in Higher Education

*Abbas Bahreini [1]

[1] Namazi Hospital, Shiraz University of Medical Sciences, Shiraz, Iran.

Abstract

Higher education in today's world is centered on the rationality, growth, maturity, and scientific development of societies. The higher education system is the most important platform for the development and progress of society in economic, social, cultural, political, and technological dimensions through the training of specialized human resources and the expansion of the frontiers of knowledge and technology, and the reproduction of culture. Due to the quantification in all sub-fields, universities and research institutes face various challenges to achieve their goals. Cultural problems in universities, uncontrolled expansion of training courses, declining quality of education and teaching, outdated and reduced quality of faculty members, incompatibility of content and curricula with the needs of society, diminishing the dignity of universities and academics, lack of coordination between universities and the society, low level of knowledge, insight, and ability of graduates, increasing rate of unemployed and job-seeking graduates, lack of need-based goal setting, and lack of equal opportunities are among the strategic issues faced by universities, administrators, and higher education planners (1-3).

Key Words: Education, Over-complexity, Super-complexity.

Corresponding Author:

Abbas Bahreini, MD, Shiraz University of Medical Sciences, Shiraz, Iran.

Email: bahreini.prof@gmail.com

Higher education in the world is in a state of "super-complexity". On the one hand, educational justice and opportunities are expanding with the increase in the number of universities and students on a global scale. At the same time, governments have been unable to provide the necessary funding and facilities for universities, and as a result, the participation of higher education applicants in providing part of the costs has become an inevitable social necessity, raising concerns that higher education may create social inequalities. On the other hand, the emergence of the knowledge-based community has intensified the need of the society for the university institution and has caused the universities to meet the needs of the society. However, it has again raised concerns that the university's fundamental mission to discover the truth and expand the frontiers of knowledge and meet tomorrow's needs will be forgotten, and the university institution will become a market and capitalist educational and research service institution. The combination of these contradictions, doubts, and questions has given rise to talks about the crisis of higher education and considering its cognitive and epistemological nature. What has happened in the world is a change in the "social context" of higher education. It is now essential to understand the new higher education and its developments (1, 4-6). Hence, universities require strategies for the production and spread of thought, knowledge, and creativity, for exploration, innovation, and technology, for responding to their social and cultural responsibilities and critique, for furthering international scientific cooperation, and finally, for entrepreneurship and the production of wealth and added value. This can only be achieved through participation, integration, and the principle of synergy. In today's higher education and institutions, change is not an opportunity, but a necessity. Higher education must pay more attention to its surroundings and internal environment and their dynamics and complexity. Strategic management, along with quality, change, and productivity management is a pillar of optimal management of universities in today's world. Therefore, foresight, program-orientedness, and quality improvement are the keys to the survival of the higher education system in an increasingly competitive world. Therefore, the above should be considered to improve the quality of university education in designing, compiling content, and loading educational topics. In addition, when designing and formulating topics, effective interaction is required with external stakeholders such as government, labor market, society, industry, employers, and their expectations and needs to align the competencies of graduates with the needs of the labor market and increase their employment (1-3).

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