

26.5.2026

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Title

Employability, managerialism, and performativity in higher education: a relational perspective / Senia Kalfa ; Lucy Taksa

Publication year

2017

Source/Footnote

In: Higher education. - 74 (2017) 4, S. 687 - 699

Inventory number

46231

Keywords

Studentenschaft : allgemein ; Studentenschaft : soziale Lage

Abstract

This article combines Bourdieu's concepts of field, habitus and cultural capital with Lyotard's account of performativity to construct a three-tiered framework in order to explore how managerialism has affected the academic habitus. Specifically, this article examines the adoption of group assignments as a means of developing teamwork skills in one Australian case study organisation. On a macrolevel, by viewing the employability imperative as one manifestation of managerialism in the higher education field, we argue that managerialism has created a performative culture in the case study organisation evidenced by an increasing emphasis on performance indicators. On a mesolevel, by examining how academics use group assessments to respond to demands made by governments and employers for 'employable graduates', we highlight the continuity of academic habitus. Finally, on a microlevel by drawing on alumni reflections regarding their experiences of group assessments at university, we are able to shed some light on their evaluation of this pedagogical tool. (HRK / Abstract übernommen) Kalfa, Senia, E-Mail: senia.kalfa@mq.edu.au