

# CURRICULUM VITAE

## 1. Personal information

**Name:** Dr Carolina Guzmán-Valenzuela

**E-mail:** [carolina.guzman@ciae.uchile.cl](mailto:carolina.guzman@ciae.uchile.cl)

## 2. Current academic position

I am currently an associate professor at the Institute of Education of the University of Chile, in which capacity I am the principal investigator (and leader) of various national research projects.

I am also simultaneously a lecturer (at senior lecturer level) at the School of Psychology at the University of Valparaíso.

Additionally, and since 2018, I am an honorary supervisor at the on-line Doctor of Education programme at the University of Liverpool, UK.

## 3. Education and Professional Qualifications

BA in Psychology, obtained in 1998 with highest honours. University of Valparaíso, Chile.

MA in Psychology, with a major in Educational Psychology, obtained in 2003 with honours. Pontificia Universidad Católica de Santiago, Chile.

*Thesis: 'Teacher Education and Values in Education: experiences at the Universidad de Playa Ancha de Ciencias de la Educación'.*

Postgraduate studies on university teaching, obtained in 2008. University of Barcelona.

PhD in Education obtained in 2010, with highest honours (Excelente Cum Laude). University of Barcelona.

*Thesis: 'The process of construction of craft knowledge of lecturers: a case study at the University of Barcelona'.*

## 4. Publications

### - Papers in referred journals

- 1) Guzmán-Valenzuela, C., Barnett, R & Labraña J. (accepted). Consensus and dissensus: changing perceptions of the public dimension of universities in a marketised environment. *Journal of Higher Education Policy and Management*.
- 2) Guzmán-Valenzuela, C. Queupil, J. P. & Ríos-Jara, H. (on line first). Global and peripheral identities in the production of knowledge on higher education reforms: the Latin American case. *Higher Education Policy* <https://doi.org/10.1057/s41307-019-00134-4> (WoS).
- 3) Guzmán-Valenzuela, C. & Barnett, R. (2019). Patterns of theory use in qualitative research in higher education studies in Latin America: a geopolitical

- interpretation. *International Journal of Qualitative Studies in Education*, 32, 5, 477-492. (Scopus).
- 4) Guzmán-Valenzuela, C. & Gómez, C. (2019). Advancing a knowledge ecology: changing patterns of higher education studies in Latin America. *Higher Education*, 77(1), 115-133. (WoS/Scopus).
  - 5) Perez Mejias, P., Chiappa, R., & Guzmán-Valenzuela, C. (2018). Privileging the Privileged: The Effects of International University Rankings on a Chilean Fellowship Program for Graduate Studies Abroad. *Social Sciences*, 7(12), 243 (Scopus).
  - 6) Guzmán-Valenzuela, C. (2018). Universities, knowledge and pedagogical configurations: glimpsing the complex university. *Educational Philosophy and Theory*, 50, 1, 5-17. (WoS/Scopus).
  - 7) Guzmán-Valenzuela, C. (2017). Tendencias globales en educación superior y su impacto en América Latina: desafíos pendientes. *Lenguas Modernas*, 50, segundo semestre 2017, 15-32. Volumen especial monográfico 'Enseñanza de la Escritura en Educación Superior: el rol de la lectura y la escritura en la inclusión, equidad y calidad educativas' (Scopus).
  - 8) Barnett, R. & Guzmán-Valenzuela, C. (2017). Sighting horizons of teaching in higher education. *Higher Education*, 73, 1, 113-126. (WoS/Scopus).
  - 9) Guzmán-Valenzuela, C. & Martínez, M. T. (2016) Tensiones en la construcción de identidades académicas en una universidad chilena. *Revista de Estudios Pedagógicos*, XLII, 3, 191-206 (Scopus).
  - 10) Guzmán-Valenzuela, C. (2016). Unfolding the meaning of public(s) in universities: toward the transformative university. *Higher Education*. 71, 5, 667-679. (WoS/Scopus).
  - 11) González, C; Guzmán-Valenzuela, C; Montenegro, H. (2016). El vínculo docencia-investigación en programas de pregrado: estado del arte y propuestas para fortalecerlo. *Revista de Pedagogía*, 37, 101, 193-213. (Scopus).
  - 12) Guzmán-Valenzuela, C. (2014). Dilemas epistemológicos y construcción de conocimiento en el proceso de investigación cualitativa en educación (Epistemological dilemmas and the construction of knowledge in qualitative research in Education). *Revista MAGIS*, Vol 7, 15-28. (Scopus).
  - 13) Guzmán-Valenzuela, C. & Barnett, R. (2013c). Marketing time: evolving timescapes in academia. *Studies in Higher Education*. 38:8, 1120-1134. (WoS/Scopus).
  - 14) Guzmán-Valenzuela, C. & Barnett, R. (2013b). Academic Fragilities in a marketized age: the case of Chile. *British Journal of Educational Studies*, 61:2, 203-220 (WoS/Scopus).
  - 15) Guzmán-Valenzuela, C. & Barnett, R. (2013a). Developing self-understanding in pedagogical stances: making explicit the implicit among new lecturers. *Educação e Pesquisa* (Brasil), 39:4, 891-906. (Scopus).
  - 16) Guzmán-Valenzuela, C. (2013). Challenging frameworks for understanding teaching practices in higher education: the end or the beginning? *Qualitative Research in Education* 2(1), 65-91. (Scopus).
  - 17) Guzmán-Valenzuela, C. (2013). Profesores ejemplares de establecimientos educativos públicos de educación secundaria y creencias pedagógicas: desafíos y propuestas para la mejora de la docencia. *Revista Mexicana de Investigación Educativa* (México), 18:58, 871-892. (Redalyc).
  - 18) Cortez, K; Fuentes, V.; Villablanca, I. & Guzmán-Valenzuela, C. (2013). Creencias docentes de profesores ejemplares y su incidencia en las prácticas pedagógicas (Exemplary teachers' beliefs and its impact on their pedagogical practices). *Revista Estudios Pedagógicos*. 39:2, 97-113. (Scopus).
  - 19) Guzmán-Valenzuela, C. (2012). Enseñanza reflexiva y profesores universitarios noveles: desafíos para la mejora de la enseñanza (Reflective teaching and new university teachers). *Revista de la Educación Superior* (México), V. XLI: 3, 115-137. (Scielo).

- 20) Imbernon, F; Silva, P. & Guzmán-Valenzuela, C. (2011) Teaching Skills in Virtual and Blended Learning Environments. *Comunicar*, 36:18 107-114. DOI: 10.3916/C36-2011-03-01. (WoS/Scopus).
- 21) Guzmán-Valenzuela, C. (2009). Developing Craft Knowledge in Teaching at University: How do beginning teachers learn to teach? *European Educational Research Journal*, 8, 2, 326-335. (Scopus).

#### - Other referred papers

Guzmán-Valenzuela (2017). Internationalization of Higher Education Studies in Latin America. In P. Teixeira, Pedro and J. Shin, (editors in chief). *Encyclopaedia of International Higher Education Systems and Institutions*. Dordrecht, Netherlands: Springer International Publishing.

Guzmán-Valenzuela, C. (2017). The geopolitics of research in teaching and learning in the university in Latin America. *Scholarship of Teaching and Learning in the South* 1(1): September 2017.

#### - Edited books

Gibbs, P., Ylijoki, O-H, Guzmán-Valenzuela, C. and Barnett, R. (2014), *Universities in the Flux of Time. An exploration of time and temporality in university life*. Abingdon: Routledge.

Imbernon, F. & Guzmán-Valenzuela, C. (2007). *Necesidades de Formación del Profesorado Universitario: Los casos de la Universidad Nacional de Tres de Febrero (Argentina), La Universidad de Valparaíso (Chile) y la Universidad de Barcelona*. Barcelona: Ediciones FODIP.

Imbernon, F; Sánchez, M. Aránega S., & Guzmán-Valenzuela, C. (2007). *Formación del profesorado universitario para el Fortalecimiento institucional: Análisis de necesidades de la Universidad de Valparaíso de Chile*. Barcelona: Ediciones FODIP.

#### - Chapters in books

- 1) Guzmán-Valenzuela, C. (in press). Values and the international collaborative research in higher education: negotiating epistemic power between the Global South and the Global North. In P- Gibbs, J. Jameson and A. Elwick (editors) *Values of, and in, the University in a Time of Uncertainty*. Springer (2019).
- 2) Guzmán-Valenzuela, C. & Muñoz, A. L. (2018). (De) colonizing international collaborative work: exploring new grammars for academic partnerships in Chile. In L. Gormall, L. Sweetman & B. Thomas (editors). *Exploring Consensual Leadership in Higher Education: co-operation, collaboration and partnership* (pp. 171-189). London: Bloomsbury.
- 3) Guzmán-Valenzuela, C. & Bernasconi, A. (2018). The Latin-American University: Past, present and future. In R. Barnett & M. Peters (pp. 294-310), *The Idea of the University*. New York: Peter Lang.
- 4) Guzmán-Valenzuela, C. (2016). Connecting theory and practice in qualitative research, In J. Huisman and M. Tight (editors) *Theory and Method in Higher Education Research*, Volume 2 (pp. 115-133). Bingley: Emerald.

- 5) Guzmán-Valenzuela, C. (2016). Neoliberal discourses and the emergence of an agentic field: the Chilean student movement. In R. Brooks (editor) *Student Politics and Protest* (pp. 47-62). London: Routledge & SRHE.
- 6) Guzmán-Valenzuela, C. & Cabello, V. (2016). Enhancing reflective practices in professional adult education. In H. Fehring & S. Rodrigues (editors) *Teaching, Coaching and Mentoring Adult Learners: Lessons for Professionalism and Partnership* (pp. 37-44). Abingdon & New York: Routledge.
- 7) Guzmán-Valenzuela, C. & Di Napoli, R. (2015). Competing narratives of time in the managerial university: the contradiction of fast time and slow time. In P. Gibbs, O-H Ylijoki, C. Guzmán-Valenzuela and R. Barnett (editors), *Universities in the Flux of Time. An exploration of time and temporality in university life* (pp. 154-167). Oxford: Routledge.
- 8) Barnett, R. & Guzmán-Valenzuela, C. (2012). The Human Rights University: a Feasible Utopia. In Brunner, Claudia/Scherling, Josefine (Eds.): *Bildung, Menschenrechte, Universität. Menschenrechts-Bildung und Hochschulen im Wandel als gesellschaftliche Herausforderung* (269-288). Klagensfurt: Drava Verlag.
- 9) Guzmán-Valenzuela, C.; Rodriguez, V., Imbernon, F.; de la Cerda, C. & Carrasco, C. Prácticas pedagógicas virtuosas: los casos de docentes de Liceos Prioritarios de la región de Valparaíso (Chile) (Virtuous pedagogical practices: a study case in high risk high schools in Valparaíso) (2011). In Mineduc, Centro de Estudios MINEDUC, *Evidencias para políticas públicas en educación. Selección de investigaciones tercer concurso FONIDE* (pp. 187-226). Santiago de Chile: MINEDUC.
- 10) González, J. & Guzmán-Valenzuela, C. (2007). Análisis de una experiencia de cambio e innovación curricular en la Universidad de Barcelona en el marco de los Créditos Europeos: reflexiones e implicancias para el proceso de enseñanza – aprendizaje in DIRCAL (editor) *Innovación Curricular en Educación Superior: una estrategia de desarrollo hacia el bicentenario*. Valparaíso: Universidad de Valparaíso.

## 5. Research projects

Duration	Title	Funding	Level of responsibility
2018-2020 (24 months)	Proyecto Redes 180010: Knowledge creation in public research universities: boundary organizations and boundaryless careers	Conicyt (Comisión de Ciencia y Tecnología de Chile).	Member of project team (led by Dr Sergio Celis)
2018-2021 (36 months)	Millennium Science Initiative. Grant Nucleus Student Experience in Higher Education in Chile: Expectations and Realities	Ministry of Economy, Development and Tourism	Member of project team (led by Dr Carlos González)
2017-2019 (18 months)	Proyecto Redes 170106: Internacionalización y Construcción de Conocimiento en Educación Superior desde una Perspectiva de	Conicyt (Comisión de Ciencia y Tecnología	Member of project team (led by Dr Ana Luisa Muñoz)

	Género (Internationalization and the construction of Knowledge from a gender perspective)	de Chile). (£20,000)	
2017-2019	FONDECYT REGULAR 1170374 Medida de gratuidad en el contexto de la reforma de la educación superior en Chile: discursos heterogéneos y proyecciones a futuro.(Free tuition fees in the context of a higher education reform in Chile: heterogenic discourses and future challenges)	Conicyt (Comisión de Ciencia y Tecnología de Chile). (£90,000)	<b>Chief investigator</b>  Leading a team of 3 researchers and 3 research assistants
2017-2019	Research study Local, national and global public good contributions of higher education: the Chilean case as part of a comparative and international study	Centre for Advanced Research in Education (CIAE) (£13,000)	<b>Joint chief investigator</b> (with Simon Marginson)
2016-2019	FONDECYT REGULAR 1161413 Integrando learning analytics y la experiencia de aprendizaje de estudiantes universitarios de primer año para mejorar sus procesos y resultados de aprendizaje.	Conicyt (Comisión de Ciencia y Tecnología de Chile).	Member of project team (led by Dr Carlos González-Ugalde)
2014-2016 (18 months)	Proyecto Redes 140084: The Evolving Public Role of Universities in Chile and the US: Seeking a Shared Social Contract with University of California, Berkeley.	Conicyt (Comisión de Ciencia y Tecnología de Chile). (£20,000)	<b>Joint chief investigator</b> (with Dr John Douglass, USA)  Leading a team of 6 researchers and 2 research assistants
2016-2017	Proyecto CNA CON16023 Sentido y utilidad atribuido a mecanismos de acreditación de programa e institución en la elección de carrera e institución de educación superior (Attributed senses to accreditation processes and their relation with university choice)	CNA (Comisión Nacional de Acreditación)	Member of project team (led by Victor Orellana)
2014-2017 (3 years)	FONDECYT REGULAR 1141271. Universidades del Chile contemporáneo: En búsqueda del sentido de lo público (Universities in contemporary Chile: in search of the public sense)	Fondecyt (Fondo para el Desarrollo Científico y Tecnológico). Chile. (£80,000)	<b>Chief investigator</b>  Leading a team of 3 researchers and 2 research assistants
2013-2015 (3 years)	FONDECYT REGULAR 1130982. ¿Cómo puede el conocimiento e investigación digital (eResearch) ayudar a materializar el vínculo docencia-investigación en educación superior? (How can e-Research help to improve the teaching-research nexus?)	Fondecyt (Fondo para el Desarrollo Científico y Tecnológico). Chile	Member of project team (led by Dr Carlos González-Ugalde)

2011-2013 (2 years)	FONDECYT DE INICIO 11110102 ¿Qué significa ser un académico universitario?: construcción de identidades en la universidad del siglo XXI. (What does it mean being an academic?: building identities in the XXI Century)	Fondecyt (Fondo para el Desarrollo Científico y Tecnológico). Chile. (£60,000)	<b>Sole researcher</b>
2011-2013 (2 years)	Estudio biográfico- narrativo acerca de la formación pedagógica y la trayectoria profesional de Profesores ejemplares de liceos municipalizados focalizados como prioritarios de la V región.	University of Valparaíso. (£8,000)	<b>Chief investigator</b>  Leading a team of more 5 researchers
2009 (1 year)	El Conocimiento Profesional del profesorado de enseñanza media de liceos focalizados como Prioritarios de la región de Valparaíso: procesos de construcción y transferencia a la práctica docente	Ministry of Education. Chile. (£20,000)	<b>Chief investigator</b>  Leading a team of more than 10 researchers
2008-2011 (3 years)	El conocimiento profesional universitario	Ministry of Education. Spain. (75,000 €)	Member of project team (led by Professor Francisco Imbernon)
2008-2009 (1 year)	Análisis y propuestas de competencias docentes universitarias para el desarrollo del aprendizaje significativo del alumnado a través del e-learning y el b-learning en el marco del Espacio Europeo de Educación Superior	Ministry of Education. Spain. (18,000 €)	Member of project team (led by Dr José Luis Medina)
2008-2009 (2 years)	Implementació dels ECTS a la titulació de Formació del Professorat: fomentant l'aprenentatge significatiu mitjançant el b-learning, metodologies didàctiques innovadores i l'avaluació contínua	AGAUR-Catalunya-Spain. (7,000 €)	Member of project team (led by Professor Francisco Imbernon)
2007-2009 (2 years)	Una nova metodologia docent per a l'assignatura troncal 'Formació i actualització a la funció pedagògica del títol de Pedagogia' d'acord amb els reptes de l'EEES	AGAUR-Catalunya-Spain. (8,000 €)	Member of project team (led by Professor Francisco Imbernon)
2007-2009 (2 years)	Recerca sobre l'impacte d'una innovació docent en el marc de la formació dels futurs pedagogs	AGAUR-Catalunya-Spain. (3,900 €)	Member of project team (led by Professor Francisco Imbernon)
2007-2008 (1 year)	Formación del profesorado universitario para el fortalecimiento institucional: análisis de necesidades	AECI-España. (20,000 €)	Member of project team (led by Professor

			Francisco Imbernon)
2006-2008 (2 years)	L'educació per a la ciutadania com a nou repte per a l'Ensenyament Secundari: de la teoria a les pràctiques quotidianes	AGAUR-Catalunya-Spain. (8,400 €)	Member of project team (led by Professor Francisco Imbernon)

## 6. Invited speaker at seminars, workshops and other academic events (2012-2018)

### Keynote Speaker

2019 'Deconstruyendo la colaboración internacional en investigación en educación superior: una mirada decolonial' (Deconstructing international collaboration in higher education: a decolonial perspective). Universidad de Tarapacá, *Chile*, 17 January 2019.

2018 'Tendiendo puentes entre la docencia y la investigación en la universidad' (Extending bridges between teaching and research in the university). Pontificia Universidad Católica del Perú, Lima, *Perú*, 20 September 2018.

2017 'Formación de capital humano en el extranjero y patrones de colaboración y publicación académica: una perspectiva desde el Sur' (Academic mobility and patterns of collaboration and publication: a perspective from the South). Fifth Conference on Postgraduate Programmes in Education. Universidad de la Santísima Concepción, Osorno, *Chile*, 25 November 2017.

2017 'Universidad, investigación y configuraciones pedagógicas: ¿hacia dónde vamos?' (University, research and pedagogical configurations: where from now?). International Seminar: Lectura y Escritura en educación superior: hacia la democratización de la universidad masificada, Universidad de Chile, *Chile*, 17 October 2017.

2017 'The Scholarship of Teaching and Learning in Latin-America: Conceptualization, empirical findings and challenges for the future'. The SoTL in the South Conference. University of Johannesburg, *South Africa*, 17 July 2017.

2017 'Desafíos de innovación en las prácticas pedagógicas universitarias (Challenges of innovation in pedagogical practices in the university)' National Seminar 'Reflexión en Innovación en Educación Superior'. Unidad de Pedagogía Universitaria y Didáctica del Derecho de la Facultad de Derecho de la Universidad de Chile, *Chile*, 7 June 2017.

2016 'La universidad pública y su financiamiento: perspectivas global y nacional' (The public university and its financing: global and national perspectives). National Seminar 'Propuesta y alternativas de financiamiento a la educación superior'. Universidad de Santiago de Chile, *Chile*, 22 September 2016.

2016 'Tensiones en la Universidad contemporánea: un análisis global y local del acceso y la equidad (Tensions in the contemporary university: a global and local analysis on access and equity). Faculty of Social Sciences, University of Chile, *Chile*, 29 March 2016.

### Participation in public seminars

2019 Public Seminar 'Knowledge production on higher education reforms in Latin America: a decolonial perspective'. University of Oxford, Oxford, *UK* (14 February).

2018 Public Seminar 'The Value of Academic Collaboration in Higher Education from a Geopolitical Perspective'. Aarhus University, *Denmark* (7 November) and University of Sussex, *UK* (26 November).

2017 Public Seminar 'Advancing the conceptualization of public universities: global trends, national policies and their impact on Chile'. Universidad de Aveiro, *Portugal*.

2016 Public Seminar 'The Chilean university student movement as an expression of student leadership: challenges for the future'. University of Surrey. *UK*.

2016 Public Seminar Being an academic in a marketized higher education system: the case of Chile. Research afternoon, Department of Sociology, University of Surrey. *UK*.

2016 Seminar Reforma educacional del nivel superior en Chile (Higher educational reform in Chile). Public seminar at the Institute of Public Affairs, University of Chile. *Chile*.

2016 Seminar Reforma en educación superior: reflexiones desde la academia (Higher Educational Reform in Chile: Reflections from the academia). University of Chile-Catholic University and University Andrés Bello. CIAE- U. de Chile, *Chile*.

2016 Seminar Extending the public role of the university: The Chilean case. International Seminar on the public role of universities with speakers from UC-Berkeley, UC-Davis, Sanford University, U of Chile and Catholic University. CIAE-U de Chile, *Chile*.

2016 Seminar Mercados globales y neoliberalismo: su impacto en la universidad, el trabajo académico y en las experiencias de aprendizaje de los estudiantes (Global markets and neoliberalism: their impact on universities, academic work and student's experiences). Facultat de Educació, Universitat de Barcelona, Spain.

2015 Seminar Global trends in higher education and Latin-America: the case of Chile as a paradigmatic case of marketization, Centre for Global Higher Education. UCL-Institute of Education, *UK*.

2015 Seminar The sense of public and Chilean universities. Center Studies in Higher Education, UC-Berkeley, *USA*

2015. Seminar Academic perceptions on the T&R nexus and undergraduate students. Facultad de Educación, UC, *Chile*

2015 Seminar. Extending the public role of the university: the Chilean case. School of Education, University of Southampton, *UK*.

2015 Book Launch. Invited to present the book 'The syllabus in the university, a methodological proposal' by Oscar Jerez, Beatriz Hasbún & Sylvia Rittershaussen. University of Chile, *Chile*.

2014 Seminar. Constructing academic identities in the university of the 21<sup>st</sup> century. Universidad de Valladolid, *Spain*.

2013 Seminar. Universidades chilenas y construcción de identidades académicas: ¿qué nos queda? (Chilean universities and the construction of academic identities: what's left?). Ciclo de seminarios de Sociología, Instituto de Ciencias Sociales,



Universidad Diego Portales. Santiago de *Chile*.

2013 Research seminar. Fragilidades en la vida académica chilena: en búsqueda de espacios para la agencia (Fragilities in Chilean academic life: in search of spaces for agency). Research panel on Social Sciences and Humanities. Universidad de Valparaíso, Viña del Mar, *Chile*.

2012 Extraordinary seminar. Universities, markets and dilemmas: a Chilean tale. University of West London, *UK*.

2012 Workshop: Teaching practices and new lecturers: some reflections and dilemmas. School of Arts, Design and Media. University of West London, *UK*.

2012 Workshop: Qualitative or Quantitative? That is the question. University of West London, *UK*.

2012 Research seminar. Qualitative research methods. Faculty of Medicine, University of Valparaíso, *Chile*.

## **7. Experience as reviewer, editor and member of research bodies**

**Chilean National Funding Body (CONICYT):** I am currently a member of the Committee of Education of the Chilean National Funding Body CONICYT (2017- to present)

### **Editor:**

- I have edited a book on time and universities for Routledge with Professor Paul Gibbs (Middlesex University, UK), Professor Ronald Barnett (UCL IOE, UK) and Dr. Oili-Helena Ylijoki (University of Tampere, Finland). 2015.
- I edited a special issue for the MAGIS journal (Colombia) on dilemmas in qualitative research in Education. 2014. I am preparing a second part of this special issue (to be published in December 2018).
- I am co-editing the special issue for EPAA journal 'The construction of knowledge in higher education studies: A Southern perspective' jointly with Professor José Joaquín Brunner (U. Diego Portales).

### **Journal editorial boards:**

I am a member of the editorial board of the journal '*Higher Education Policy*'. (WoS/Scopus) and the journal '*Higher Education Quarterly*' (WoS).

I am a member of the editorial board of the recently launch journal '*Scholarship of Teaching and Learning in the South*'. University of Johannesburg, *South Africa*.

### **Book series editorial board:**

I am a member of the International Advisory Board of the 'Higher Education Research' book series (Bloomsbury).

### **Reviewer of papers in the following journals:**

- *Higher Education (Social Sciences Citation Index/SCOPUS)*
- *Revista Latinoamericana de Ciencias Sociales, Niñez y Juventud (Social Sciences Citation Index)*
- *Time & Society (Social Sciences Citation Index)*
- *Educational Philosophy and Theory (Social Sciences Citation Index)*
- *Revista Internacional de Sociología (Social Sciences Citation Index)*
- *Legal Studies (SCOPUS)*
- *Qualitative Research in Education (Social Sciences Citation Index Latindex)*
- *Psicoperspectivas (Scielo)*
- *Pensamiento Educativo (UC, Chile)*
- *Revista de Psicología (U. de Chile)*

For several years, I have acted as a regular reviewer of project proposals in Chile for the national research agency (FONDECYT).

## **8. Papers in Conferences (2012-2018)**

2018 Guzmán-Valenzuela, C. Against the odds: Free higher education in a privatized system. Paper. European Conference on Educational Research (ECER). Bolzano, *Italy*.

2018 Muñoz García & Guzmán-Valenzuela, C. Epistemic travel: beyond the geopolitics of academic knowledge. Paper in Symposium. European Conference on Educational Research (ECER). Bolzano, *Italy*.

2018 Guzmán-Valenzuela, C. Mass media and tuition fees in Chile: rival discourses. Paper. Annual Conference of the Consortium of Higher Education Researchers (CHER). Moscow, *Russian Confederation*.

2017 Guzmán-Valenzuela, C. Higher education research in Latin America: revisiting MacFarlane's archipelago from a southern perspective. Paper. Conference SRHE, Wales, *United Kingdom*.

2017 Guzmán-Valenzuela, C. & Véliz, D. Free higher education and mass media: a feasible utopia in a marketized system? Paper. WERA Focal Meeting Conference, *Hong Kong*.

2017 Guzmán-Valenzuela, C. Deconstructing international collaborative work in academia: a perspective from the South. Paper in Oxford Symposium on Values in Higher Education. Oxford, *UK*.

2017 Guzmán-Valenzuela, C. and Muñoz. International mobility and collaborative work: a critical perspective from Chile. Paper in Panel Examining the geopolitics of knowledge in higher education: critical perspectives. Annual Conference of the Consortium of Higher Education Researchers (CHER). Jyväskylä, *Finland*.

2017 Guzmán-Valenzuela, C. Extending Bridges between Theory and Practices in Higher Education Research. Paper. European Conference on Educational Research (ECER). Copenhagen, *Denmark*.

2017 Guzmán-Valenzuela, C. Paper. The (de) construction of the public university: the power of mass media in Chile. European Conference on Educational Research (ECER). Copenhagen, *Denmark*.

2016 Guzmán-Valenzuela, C. The Chilean student movement: agentic responses to the neoliberalization of higher education. Paper in Symposium, Conference SRHE, Wales, *United Kingdom*.

2016 Guzmán-Valenzuela, C. Creating pedagogical spaces in the complex university. Paper. Conference of the Consortium of Higher Education Researchers (CHER). Cambridge, *United Kingdom*.

2016 Guzmán-Valenzuela, C. The Chilean student movement: a singular conceptualization of public higher education. Paper. European Conference on Educational Research (ECER). Dublin, *Ireland*.

2016 Guzmán-Valenzuela, C. & Barnett, R. Horizons of teaching: a new conceptualization of teaching in higher education. Paper. Higher Education Conference. Amsterdam, *The Netherlands*.

2016 Guzmán-Valenzuela, C. Chile's current higher education reform: the rocky transition from market to state. Paper in Symposium, Conference AERA, Washington D.C., *USA*.

2015 Guzmán-Valenzuela, C. The public dimension of Chilean universities: contesting discourses. Paper in Symposium, Conference SRHE, Wales, *United Kingdom*.

2015 Guzmán-Valenzuela, C. Advancing the public role of universities: towards an inclusive university. Paper. European Conference on Educational Research (ECER). Budapest, *Hungary*.

2015 Guzmán-Valenzuela, C. Analysing the public role of universities. Paper. 28th Annual Conference of the Consortium of Higher Education Researchers (CHER). Lisbon, *Portugal*.

2015 Guzmán-Valenzuela, C. University teachers' approaches to linking teaching & research and use of digital technology. Paper. 16th Biennial EARLI Conference for Research on Learning and Instruction. Limassol, *Cyprus*.

2014 Barnett, R & Guzmán-Valenzuela, C. Towards a concept of university knowledge management. Paper. 27th Annual Conference of the Consortium of Higher Education Researchers (CHER), Rome, *Italy*.

2014 Guzmán-Valenzuela, C. Searching for the public role of Chilean universities. Paper. European Conference on Educational Research (ECER). Porto, *Portugal*.

2014 Guzmán-Valenzuela, C. The university in Chile: Widening participation or stratification? Conference 'La idea de Universidad'. Santiago de *Chile*.

2013 Guzmán-Valenzuela, C. and Cortés, R. C. Constructing academic identities: between the academic career and the academic trajectory. Paper. Society for Research into Higher Education Conference (SRHE). Wales, *United Kingdom*.

2013 González, C., Guzmán-Valenzuela, C., Jara, M. & Olivares, R. Promoting the teaching-research nexus through digital research tools: a conceptual model. Poster. Society for Research into Higher Education Conference (SRHE). Wales, *United Kingdom*.

2013 Guzmán-Valenzuela, C. & Barnett, R. Exploring time in the academic life: challenges and reflections. Paper. European Conference on Educational Research (ECER). Istanbul, *Turkey*.

2013 Guzmán-Valenzuela, C. The challenge of studying teaching practices in situ: using a qualitative approach. Paper. European Conference on Educational Research (ECER). Istanbul, *Turkey*.

2013 Guzmán-Valenzuela, C. Creating new pedagogical and curricula spaces in the university. Paper. The European Conference on Education. Brighton, *United Kingdom*.

2012 Guzmán-Valenzuela, C. & Barnett, R. Utopias and imagination: Creating new time and space in universities. Paper. Society for Research into Higher Education Conference (SRHE). Wales, *United Kingdom*.

2012 Guzmán-Valenzuela, C. Academic Work in a Chilean University: Extending bridges between research and teaching. Paper. International Academic Conference. Prague, *Czech Republic*.

2012 Guzmán-Valenzuela C. Vivenciando el tiempo en la academia chilena: problemáticas y desafíos. Paper. VII Congreso Chileno de Psicología, Universidad de Valparaíso, *Chile*.

2012 Guzmán-Valenzuela, C. Being an academic in the marketized university: the Chilean case. Symposium Paper. European Conference on Educational Research (ECER). Cádiz, *Spain*.

2012 Guzmán-Valenzuela, C. Beginning University Teachers: Which Are the Main Difficulties They Face while They Are Learning to Teach? Paper. Fifth World University Forum. Rhodes, *Greece*.

## **9. Teaching and learning**

I have been teaching at undergraduate and postgraduate levels for more than a decade. I have been invited to give courses on qualitative research approaches in several universities for undergraduate and postgraduate students (Master and Doctoral level).

I am a dedicated teacher and my work as a teacher and supervisor consistently receives *high evaluations* from my students. Typical of comments from my students are the following: 'She is an excellent teacher; she explains the material in a very clear way'; 'her classes are very motivating and challenging'.

I have recently been a Visiting professor at the Doctoral Programme on Education at the Catholic University of Perú. I was invited to give courses on qualitative methodologies (September 2018).

In December 2017, I was appointed as Honorary Supervisor at the University of Liverpool for the EdD Program run in partnership between Liverpool University and Laureate.

Between 2016 and 2017, I was member of an *ad hoc* cross-University quality assurance committee (University of Chile). The Committee's remit included both the evaluation, and also the promotion of, the teaching function.

In 2016, I was asked to act as a reviewer of academic research projects aiming to improve teaching through research at the University of Chile.

I was as a member of a *university-wide* Committee for the Accreditation of postgraduate programmes at the University of Valparaíso (year 2011).

In Barcelona (2006-2008), I gave courses related to *teaching development* and *teaching processes*. In Chile, I have taught at the School of Psychology of the University of Valparaíso giving courses on *qualitative approaches* in Education.

During the year 2001, I participated in the *reformulation of the curricula* for the degree of bachelor's in psychology at the School of Psychology, University of Valparaíso, in the field of Educational Psychology. All the Courses I taught there from 2001 to 2003 were designed by a team of curricular innovation in which I participated actively.

**- Teaching courses**

**Undergraduate level: courses at the University of Valparaíso**

Year 2001		
Undergraduate Programme	Course	Institution
Bachelor's in psychology	Psychology of Early Childhood Education (compulsory Course)	School of Psychology
	Educative Projects (compulsory Course)	
	Psychology of School Education (compulsory Course)	
	Educational Psychology I (compulsory Course)	
	Educational Psychology II (compulsory Course)	
Year 2002		
Undergraduate Programme	Course	Institution
Bachelor's in psychology	Psychology of Early Childhood Education (compulsory Course)	School of Psychology
	Educative Projects (compulsory Course)	
	Psychology of School Education (compulsory Course)	
	Educational Psychology I (compulsory Course)	
	Educational Reform in Chile (optative Course)	
Undergraduate Programme	Course	Institution
Teacher Education (History)	Developmental Psychology (compulsory Course)	Faculty of Humanities and Philosophy
	Psychology of Learning (compulsory Course)	
Teacher Education (Philosophy)	Developmental Psychology (compulsory Course)	
	Psychology of Learning (compulsory Course)	

Year 2003		
Undergraduate Programme	Course	Institution
Bachelor's in psychology	Psychology of Early Childhood Education (compulsory Course)	School of Psychology
	Educative Projects (compulsory Course)	
	Psychology of School Education (compulsory Course)	
	Educational Psychology I (compulsory Course)	
	Research in Educational Psychology (compulsory Course)	
Undergraduate Programme	Course	Institution
Teacher Education (History)	Psychology of Learning (compulsory Course)	Faculty of Humanities and Philosophy
Teacher Education (Philosophy)	Psychology of Learning (compulsory Course)	

#### Undergraduate level: courses at the University of Barcelona

Year 2006-2007		
Undergraduate Programme	Course	Institution
Teacher Education	Organization and management of schools (compulsory Course)	Faculty of Education
Year 2007-2008		
Undergraduate Programme	Course	Institution
Teacher Education	Didactics and education for diversity (compulsory Course)	Faculty of Education
	Pedagogical and didactic resources (optative Course)	
Bachelor in Pedagogy	Pedagogical function and education (compulsory Course)	
Year 2008-2009		
Undergraduate Programme	Course	Institution
Bachelor in Pedagogy	Pedagogical function and education (compulsory Course)	Faculty of Education

#### Undergraduate level: courses at the University of Valparaíso

Year 2010
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Undergraduate Programme	Course	Institution
Bachelor's in psychology	Research in Educational Psychology (compulsory Course)	School of Psychology
	Teacher's professional knowledge (optative Course)	
Year 2011		
Undergraduate Programme	Course	Institution
Bachelor's in psychology	Research in Educational Psychology (compulsory Course)	School of Psychology
	Teacher's professional knowledge (optative Course)	
Year 2012		
Undergraduate Programme	Course	Institution
Bachelor's in psychology	Research in Educational Psychology (compulsory Course)	School of Psychology
Year 2013		
Undergraduate Programme	Course	Institution
Bachelor's in psychology	Research in Educational Psychology (compulsory Course)	School of Psychology
Year 2014		
Undergraduate Programme	Course	Institution
Bachelor's in psychology	Research in Educational Psychology (compulsory Course)	School of Psychology
Year 2015		
Undergraduate Programme	Course	Institution
Bachelor's in psychology	Sociology of Education (compulsory Course)	School of Psychology
Year 2016		
Undergraduate Programme	Course	Institution
Bachelor's in psychology	Research in Educational Psychology (compulsory Course)	School of Psychology
Year 2017		
Undergraduate Programme	Course	Institution
Bachelor's in psychology	Qualitative research (compulsory Course). First Semester.	School of Psychology
Bachelor's in psychology	Qualitative research (compulsory Course). Second semester.	School of Psychology
Year 2018		
Undergraduate Programme	Course	Institution

Bachelor's in psychology	Qualitative research (compulsory Course). First Semester.	School of Psychology
Bachelor's in psychology	Qualitative research (compulsory Course). Second semester.	School of Psychology
<b>Year 2019</b>		
<b>Undergraduate Programme</b>	<b>Course</b>	<b>Institution</b>
Bachelor's in psychology	The University of the 21 <sup>st</sup> century First Semester.	School of Psychology
Bachelor's in psychology	The University of the 21 <sup>st</sup> century First Semester.	School of Psychology

**Undergraduate level: course at the Pontifical Universidad Catholic de Valparaíso**

<b>Year 2012</b>		
<b>Undergraduate Programme</b>	<b>Course</b>	<b>Institution</b>
Teacher education (Religion studies)	Research in teacher education (compulsory Course)	Faculty of Education

**Postgraduate level (Master): University of Valparaíso**

<b>Year 2011-2013</b>		
<b>Postgraduate Programme</b>	<b>Course</b>	<b>Institution</b>
Master's in psychology	Qualitative Research Methods	School of Psychology
<b>Year 2012</b>		
<b>Postgraduate Programme</b>	<b>Course</b>	<b>Institution</b>
Master of Public Governance and Management	Qualitative Research Methods	Faculty of Law and Economy

**Postgraduate level (Master): University of Chile**

<b>Year 2017</b>		
<b>Postgraduate Programme</b>	<b>Module</b>	<b>Institution</b>
Master's in psychology	Global trends in higher education	School of Psychology, FACSO
<b>Year 2018</b>		
<b>Postgraduate Programme</b>	<b>Module</b>	<b>Institution</b>
Master's in psychology	Global trends in higher education	School of Psychology, FACSO



**Postgraduate level (Doctorate)**

YEAR 2018 ONWARDS		
Postgraduate Programme	Module	Institution
Doctorate in Education	Thesis supervisor	University of Liverpool-Laureate
Year 2018		
Postgraduate Programme	Course	Institution
Doctorate in Education	Qualitative Research Methods	Catholic University of Perú
Year 2015/Year 2016		
Postgraduate Programme	Course	Institution
Doctorate in interdisciplinary studies (Social Sciences, Arts and Humanities)	Qualitative Research Methods	Interfaculty programme University of Valparaíso
Doctorate in interdisciplinary studies (Social Sciences, Arts and Humanities)	Interdisciplinary workshop on academic tribes and disciplines	Interfaculty programme University of Valparaíso

**10. Experience as supervisor and external examiner**

In the last 5 years, I supervised 10 groups of undergraduate students of Psychology to conduct their final research project to obtain their bachelor's degrees.

Currently, I am co-supervising two master's thesis in the Master of Educational Psychology, University of Chile.

In 2019, I co-supervised one *master student* (master's in educational psychology) who successfully defended his thesis 'Retención y Abandono Estudiantil en la Educación Superior Universitaria en América Latina'. In 2013, I supervised one *master student* (master's in social psychology) who successfully defended his thesis 'Agency and structure in the construction of academic identities in a public Chilean university'.

I have been *external examiner of 3 PhD dissertations in the field of higher education*:

- University Central Florida, USA (PhD in Education. Title: The unheard voices of non- traditional students in higher education: learning to become a student'). 2018.
- Pontificia Universidad Católica de Valparaíso (PhD in Psychology. Title: 'Performative identity of academics of PhD programmes in the context of the higher education reform from 1980 and onwards'). 2015.

- Universidad de Playa Ancha de Ciencias de la Educación, Valparaíso (PhD in Education. Title: 'The sense of belonging and their constitutive elements in university students who continue their studies'). 2015.

I have agreed acting as external examiner in the University of Melbourne.

I have also been *external examiner of 2 master students* in the field of higher education (Universidad Diego Portales (Sociology. Title: 'Sociology in Chile in the context of academic capitalism'), and at the Universidad de Valparaíso (Medical Sciences. Title: 'Inquired-based learning as strategy to promote meaningful learning and academic expectations in the university').

## 11. Service tasks and outreach

I have acted as:

- *Head of Department of Educational Psychology* at the School of Psychology of the University of Valparaíso (January 2013-March 2014).
- Member of the Assessment Committee of the Postgraduate Commission (2011-2012). University of Valparaíso.
- Member of the University's Research Committee at the Faculty of Medicine (2009-2011).

I have *interacted in several occasions with the mass media* in representing the Centre for Advanced Research in Education of the University of Chile. I have been invited to radio programmes to give my opinion about the current higher education reform in Chile. I have written several articles for University World News and an article for Times Higher Education.

*University World News:*

- Educating good citizens, but bad academics? 10 July 2015 Issue No: 375. Available at: <http://www.universityworldnews.com/article.php?story=20150707124605112>
- A challenge to the free market system. 22 January 2016 Issue No:397. Available at: <http://www.universityworldnews.com/article.php?story=20160119014715750>

*Times Higher Education*

- 'Turning the ship around' in BRICS & Emerging Economies University Rankings 2017: how to make Latin America's universities stronger. December 2016.
- University degree remains 'a remote dream' for many in Latin America. 7 July. Available at: <https://www.timeshighereducation.com/blog/university-degree-remains-a-remote-dream-for-many-in-latin-america>

*Voces, La Tercera:* Acerca del proyecto de ley de educación superior: desafíos al modelo educativo actual e incertidumbres 7 Julio 2016. Available at: <http://voces.latercera.com/2016/07/07/carolina-guzman/desafios-al-modelo-educativo-actual-e-incertidumbres/>

*Columna de Opinión,* Universidad de Chile. Universidades estatales y CAE, los nudos críticos de la reforma a la educación superior. 9 septiembre, 2016. Available at: <http://www.uchile.cl/noticias/126092/universidades-estatales-y-cae-los-nudos-criticos-de-la-reforma>

## 12. Knowledge Transfer and Professional Practice

Consultancies:

2012: To support an impact evaluation of a programme for in-service novice teachers in Valparaíso, Chile

2003: To support high risks schools in Valparaíso in curriculum and social relationships (programme supported by the Ministry of Education of Chile).

### **13. Membership of professional and academic societies**

I am a member of:

- The Society of Research into Higher Education (SRHE) (2011-)
- The Oxford Education Society (2010-)
- The Consortium of Higher Education Researchers (CHER) (2014-)
- The European Association for Research on Learning and Instruction (EARLI) (2015-)
- The research group FODIP (Professional, Pedagogical and Academic Development) of the University of Barcelona (since 2006).

### **14. Experience as visiting scholar**

**UK:** Centre for Higher Education and Equity Research (CHEER) in the University of Sussex. December 2018.

**Denmark:** Centre for Higher Education Futures in Aarhus University. November 2018.

**Peru:** Doctoral Programme in Education. Catholic University of Peru (2 weeks). September 2018.

**Portugal:** Centre for Research into Higher Educational Policies (CIPES), University of Oporto (2 months). Research visitor. January to March 2017.

**UK:** Department of Sociology, University of Surrey (1 month), Academic visitor. Issue: Higher Education. December 2016.

**UK:** Centre for Global Higher Education, UCL-Institute of Education (1 month), Academic visitor. December 2015.

**UK:** School of Education, University of Southampton (2 weeks). Academic visitor. Issue: Higher Education. April 2015.

**Spain:** Fundación Carolina (Spain). Postdoctoral Scholarship at the Faculty of Education, University of Barcelona (3 months). Issue: Higher Education. December-February 2013-2014.

**UK:** Institute for Teaching, Innovation and Learning, University of West London, 2011-2012 (three months). Issue: Higher Education. Funded by the University of Valparaíso and FONDECYT. December 2011-March 2012.

**UK:** Oxford Learning Institute, University of Oxford-UK, 2010-2011, (four months). Issue: Higher Education. Award given by the University of Valparaíso. December 2010-February 2011.

**Australia:** Centre for the Advancement in Learning and Teaching- Melbourne, Australia. 2008 (two months). Issue: Higher Education. Funded by the University of Barcelona.

**USA:** Research Academy for University Teaching. Montclair State University. New Jersey-USA, 2009 (three months). Issue: Higher Education. Funded by the University of Barcelona.

## **15. Scholarships and Fellowship**

Santander Scholarship for academic researchers. Centre for Research into Higher Educational Policies (CIPES), University of Oporto, Portugal.

Comisión Nacional de Ciencia y Tecnología de Chile (CONICYT). Scholarship to complete a master's in educational psychology. 2000-2001. Chile

Fundación Volcán Calbuco Scholarship to complete a master's in educational psychology. 2000-2001. Chile

Universitat de Barcelona (2006-2009). Fellowship as a junior researcher and scholarship to complete a PhD Program, Faculty of Education.

Ministerio de Planificación de Chile (2003-2006). Scholarship to complete a PhD Program, Faculty of Education at the University of Barcelona.

## **16. Former employment**

2009-2014. Senior Lecturer at the School of Psychology. University of Valparaíso, Chile (full time).

2006- 2009. Associate Lecturer and Junior Researcher at the Department of Didactic and Educative Organization, University of Barcelona (Spain).

2001-2003. Lecturer at the School of Psychology. University of Valparaíso, Chile.

1998-2000. Psychologist, member of the psychosocial team. Centre for teenagers in high social risk. Asociación Cristina de Jóvenes- SENAME, Chile.

1997- 2002. Psychologist, member of the Psychosocial Team. Centre for children in high social risk. Parroquia San Juan Evangelista-SENAME, Chile.