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THE AMERICAN UNIVERSITY MODEL: EVOLUTION AND PROSPECTS

The aim of the study was to explore the evolution of the formation, development and modern stage of the use of the American university model with a focus on the current specifics of it and its future prospects. This exploratory research was based on the literature research method. The data were collected using the semi-systematic literature review approach to the research design. The literature review relied on the Critical Appraisal Skills Programme checklist, which was used within the filtering inclusion/exclusion process. The American university model has undergone revolutionary transformations over the period of its existence and continues to be upgraded. The American university as a phenomenon appeared half a century or more later than the European university, the evolution of the former was at least twice as fast as the development of the latter. The competition between the American and European universities quickly – in the second half of the 20th century – left behind the European model and became the most efficient educational system in the world. The post-industrial era of higher education showed the inability of the current university model to satisfy the needs of the students, meet the requirements of society and use its existing instructional potential. This seeming crisis brought American and European education systems closer together with the purpose to cooperate and find a solution for the future. The study found that the so-called “Tamagotchi”, “Jenga”, “Lego Set”, and “Transformer” models will modify, boost and upgrade the existing university models in the world, the American university model as well.

Key words: *higher education, model of the American university, evolution of American university model, future model of the American university.*

Introduction. The model of the American higher education institution is currently viewed as the most competitive one in terms of education, commerce, and research in the market of educational services worldwide (Baum, et al., 2013; Saukh, 2022; Sbruieva, 2019). The model also is adopted or adapted by many universities because it is considered exemplary as it attempts to embody the unique environment that ensures flexibility, diversity, independence, openness, and responsibility and that focuses on the encouragement of innovation and new knowledge generation (Crow & Dabars, 2015). Throughout its history, that model of tertiary educational institutions in America has refined its institution administration and governance structure, the system of assurance of academic freedom protection, and accountability approaches (Stoessel, 2020). While it has transformed from the ‘common education’ or ‘liberal education’ model first used at Harvard University in 1825 to the education–employment–career linear model of education which is currently employed in the USA, the new

model of a tertiary institution defined as a digitalisation-driven model of education is expected to be implemented in 2030 (Orr et al., 2020). The model of the American higher education institution takes its roots in the models – or at least, certain features of them – of some European universities. Specifically, in the 19th century, decision-making level representatives of the above higher education establishments examined the selected university models and decided to adopt the German model with its theoretical account as a basis for instruction delivered by alumni (Coats, 2004). This fact implies that the model of the American higher education institution used to be viewed as the alternative or modification of the European university model. It also suggests that university models on both continents were and have been more or less interconnected. Although the relationship between European and American university models is studied quite well, it was found that the history of formation, development, and modern stage of the use of the American university model needed an update. This became a gap for this study and inspired this investigation in terms of identifying the feasible best practices that could be adopted in Ukraine.

Analysis of relevant research. The history of the formation and development of the American university models is revealed in the studies dedicated to the concept of the institutional mission of American universities (Sbruieva, 2015; Scott, 2006). In the examined studies, the evolution of the American university model is split up into three stages such as pre-nation-state, nation-state, and globalisation. It is stated that in the pre-nation-state stage, the first adopted models were borrowed from medieval European universities and they focused on teaching with a proportion of research. This model partly relied on the best practices of German (Humboldtian) university that promoted research. The system of governance of that model of the university was mainly of a student-controlled type. In the nation-state stage, the model of the university is directed at professionalisation. The governance model is semi-autonomous and state-regulated. The globalisation phase has seen a profound change to the university model to have become a multifunction university or “multiversity” (Scott, 2006; Staddon, 2021). The multiversity model comprises research, teaching, and commercial activities delivered through public service.

The model structure and management of American universities are revealed in the relevant literature as the systems that both differ noticeably from university to university and share much in common (StateUniversity, 2022). The study of the literature found that typical players (stakeholders) of

management and structure of the US university, both of public and private ownership, are the governing boards, the President, faculty, administration, staff, and students who are involved in strategic planning, budgeting, fiscal audit, curriculum planning, discussion and addressing staff and student's needs (Berger & Milem, 2000). It was found that the organisational structures of American universities vary across institutional types and determine their organisational behaviour and activities. Concerning instruction, the literature specifies and describes four models of education such as occupational (career-focused), experiential (project-based), cultural and person-developmental (Saukh, 2022). The occupational model of higher education in America is considered to be dominant because it best addresses the expectations of industrial society in terms of the replication of specialists with defined professionally oriented skills that make them ideal ready-to-be-hired labour (Mintz, 2019). Although, as the model to adopt for being considered a multifunctional model of university or so-called "multiversity" which has proved to be highly exemplary, the current career-focused model is becoming outdated because it slows down the development of post-industrial society.

This study also found some literature sources that highlighted the relationship between European and American university models (Office of the Vice President, 2011; Gapinski, 2010; Lui, 2021). Both models have similar degree levels and serve as a tool to provide the public good. However, the models were found to differ in the aim of education, maintaining student-teacher relationships, and creating infrastructure for research. The above differences make the US university model much more competitive than the EU University model. Since the quality of higher education in the US was found to be deteriorating, it necessitated the study of the feasible best practices for adjusting the US education model to address the higher education reform challenges. This also seemed relevant for a higher education model in Ukraine.

Therefore, ***the study aims*** to briefly explore the evolution of the formation, development, and modern stage of the use of the American university model with a focus on the current specifics of it and its prospects.

Research Methods. This was exploratory research that was based on the literature research method (Hassan, 2022; Snyder, 2019). This qualitative research method was chosen because the study aimed at understanding the context of the problem under the study by examining existing literature on the issue and specifying feasible solutions and approaches to improving the

university educational model in Ukraine. The data were collected using the semi-systematic literature review approach to the research design. The purpose of the above research design was to investigate how research within a field under study has developed over the years, the prospects of the models of American University, and synthesize findings from them. The literature review relied on the CASP (Critical Appraisal Skills Programme) checklist which was used within the filtering inclusion/exclusion process. The literature source that was selected for the detailed study was supposed to receive a 'YES' in all boxes on the checklist.

Table 1

**CASP Checklist to Perform the Filtering Inclusion/Exclusion Process
(Adapted from Campbell et al., 2003)**

		Yes	No	Can't tell
A: Screening: Is this source the appropriate sort of paper?				
1	Does this paper address this study's purpose?			
2	Does this source have the appropriate study design?			
B: Findings: Are the findings credible?				
3	Does the source explain the methodology and data collection appropriately?			
4	Do the findings rely on the relevant theory?			
C: Quality of the results:				
5	Are the results important in practice?			
6	Does the source contribute to the theory?			

The checklist was validated by five volunteer colleagues who hold a Ph.D. degree in Pedagogics and Psychology. They evaluated the face validity, content validity, and construct validity of the Ukrainian version of the checklist as recommended by Tsang et al. (2017) which was translated into English to be presented in this article. The experts found the content of the checklist seemingly suitable on the surface – face validity. The content validity measurement results drawn from experts' ratings are presented in Table 2. The procedure used the "Yes" (Suitable) – "No" (Unsuitable) binary scale with 1 standing for "Yes" and 0 used for "No".

As can be seen in Table 2, the value for the item-level content validity index (IL-CVI) was 0.96 which was close to the reference value and meant "sufficient agreement" for the number of experts like the above (Taherdoost, 2016). The inter-rater reliability was measured using the 4-point relevance scale. Fleiss's Kappa coefficient was 0.533. It referred to the "moderate agreement" of the experts on the relevance of questions in

the checklist (Polit & Beck, 2006). The above measurements allowed using the checklist as a reliable instrument for literature selection.

Table 2

**Results Drawn from Content Validity Measurements
Relied on Experts' Ratings**

	Experts					Experts' agreement	I-CVI
	1	2	3	4	5		
Q1	1	1	1	1	1	5	1
Q2	1	1	1	1	1	5	1
Q3	1	1	1	1	1	5	1
Q4	1	1	1	1	1	5	1
Q5	1	1	1	1	1	5	1
Q6	1	0	1	1	1	4	0.8
	1	0.8	1	1	1	Ave = 0.96	5.8/6= 0.96

The search strategy of the relevant sources was based on the keywords such as “American university model”, “American higher education system”, American higher education vs. European higher education”, “evolution of American higher education”, and “current state and reform of American higher education OR American university model”.

Results. The study found that the American university model has undergone revolutionary transformations throughout its existence. Importantly, though the American university as a phenomenon appeared half a century or more later than the European university, the evolution of the former was at least twice as fast as the development of the latter. The competition between the American and European universities quickly – in the second half of the 20th century – left behind the European model and became the most efficient educational system in the world. The findings are briefly outlined further in this section.

The model of the first launched university relied on Scholasticism. Later on, the model transformed into a professional and humanistic type which was followed by the democratic-liberal type of model. Currently, the model of the American university is referred to as internationalised.

The scholastic university model was adopted by the American educational system from Europe. The model represented a corporation or guild of masters called professors and scholars called students. Although it combined philosophy (reason) and theology (faith), the model used not only advanced teaching methods but trained students in using a rational inquiry method or research which was supposed to be used for mining the whole range of knowledge via reading, exposing and contrasting texts,

including the one from the Islamic world. Interdisciplinary research was common practice and a teaching method at graduate-level faculties of medicine, theology, and law. That research was performed and reported from civil (secular) and canon (church) perspectives. Specifically, the study process was aimed at fostering students' intelligence which was seen to be manifested through their abilities of abstract thinking, comprehension of complex ideas that are considered to be formed by the mind or by comparing, combining and conceptualising simple ideas, and providing reasoning and solution to the problem. Along with this, the scholastic university model attempted to enhance the emotional intelligence and adaptive behaviour of the students. Overall, Scholasticism played a key role in both the formation of modern academia and contemporary philosophical thought and the separation of governance of the state from the church as an institution. Modern universities still have some features of the scholastic university model such as the power to confer degrees, and commencements, to train students based on curriculum, and to administer examinations. American university developments to this model were a lay-appointed president and academic departments, instead of a rector elected by the faculty (Barros & Duarte, 2016).

The professional and humanistic model type was also of European origin. The adoption of this model was driven by the need for educated priests, administrators, lawyers, physicians, and clerks for business along with the growth of the urban middle class of citizens, and the bureaucratisation of governance and business. The principles of the model drew much greater attention to the individual, their free will, and human values. The model's expected outcome was an accomplished student. The curriculum included literature, Neo-Platonism, ancient languages, and modern language dialects, along with medical science and related subjects. This model was a prototype for the German (Humboldtian) and contemporary universities which were further adopted by American higher education. Under this model, teaching was based on presenting the findings of original research in lecture classes by professors which laid the background for a problem-oriented approach to teaching. In this way, academic studies combined teaching and research. This model also gave grounds for the growth of technical education in the agricultural and industrial sciences started. This model was, to a certain extent, the student-controlled type of university. The features of the humanist model still dominate teaching, research, and service in modern American universities

and lay greater emphasis on values and appreciation of culture than on training students' vocational skills. This situation suggests that many public and private universities in America are still in the European tradition which is based on the government funding of research that advances the country's military superiority and economic development.

The new era of universities where the nation-state intervenes in education via regulation of curriculum, subjects taught, publications allowed, and appointment of chancellors came into existence in the USA at the end of the 19th century. At the same time, the above standardisation attempt provided the background for the transition of higher education to mass (democratic) tertiary education. The supposed goal of the above citizenship education was to promote and preserve democratic and multicultural values through teaching, research, and community service.

Throughout the 19th – 20th century, the democratic-liberal type of university model spread out in the USA. Generally, the model relied on principles such as open (equal) access, equal educational opportunity, and diversity. It borrowed a lot from the German research dominant model that promoted the integration of teaching and research (applied research), lab-based instruction, academic freedom, and seminar-driven training. The modern American university model is supposed to provide public service. It makes a university a corporation and it is based on teaching and research for a dual purpose - first, educate students and second, make money via commercialisation research and training. It should be mentioned that the American university model has two sub-types such as 'classical university' and 'research university'. Both sub-types have much in common such as uniform or tailored curriculum, awarding degrees, stakeholders, management, and internal and external service activities and funding. However, the classical university model relies on vocational training and lays more emphasis on instruction with research serving as a supplement to a degree. The research university model focuses on advancing basic knowledge and providing technical expertise. The university faculties provide their expertise for state government planning and they establish the extension of their services throughout the state.

The post-industrial era of higher education showed the inability of the current university model to satisfy the needs of the students, meet the requirements of society and use its existing instructional potential. This seeming crisis brought American and European education systems closer together with the purpose to cooperate and find a solution for the future.

The “knowledge society” rose a new debate over a U.S. meritocracy. In educational settings, it has been related to quantitative measurements, such as the SAT (Scholastic Aptitude Test) – a standardised test which is a prerequisite to admission to colleges and universities in the USA. Interestingly, European universities are closing the gap with the ones in America in the number of graduates, by shifting from elite to mass or to universal tertiary education. However, it is difficult to identify the extent of the influence of U.S. ideas and institutions on European higher institutions either quantitatively or qualitatively. So far, it seems to be undeniable that the economic success and global role of the United States allow considering the American university model to be highly competitive and influential which is supported by the fact that it is widely exported and adopted.

The current model of the American university is expected to meet a number of challenges in governance and instruction. The future prospects of this model are related to challenges that include the increased societal demands and complexity of functions and processes of the institutional model which is supposed to be more commercialised and technology-driven. Those prospects also include changing the demographics of students, incorporating technological innovations, and attracting investments and donations. The current model of the American university is foreseen to transform into an autonomous continuous education institution that delivers the programmes distantly and is funded by sponsors or donors or potential employers. The above shift might be associated with the privatisation of university services and with more thoughtful involvement and profit-sharing opportunities like shareholding, for example, for governors, key interest groups of state and national levels, and legislatures.

With regards to the future prospects that, according to Orr et al. (2020), are foreseen to occur in higher education worldwide in the 2030s, it was found that the so-called ‘Tamagotchi’, ‘Jenga’, ‘Lego Set’, and ‘Transformer’ models will modify, boost and upgrade the existing university models, the current model of the American university as well. Each model is named after a toy that roughly illustrates the main features of the above model seen as learning paths. The idea of this classification draws upon the belief that the educational institution must ensure every person with opportunities either to change their current occupational path or change their course or build up a unique learning path that fits the student’s specific needs. The ‘Tamagotchi’ model is supposed to be associated with a conventional model of higher education with a bachelor’s or master’s degree

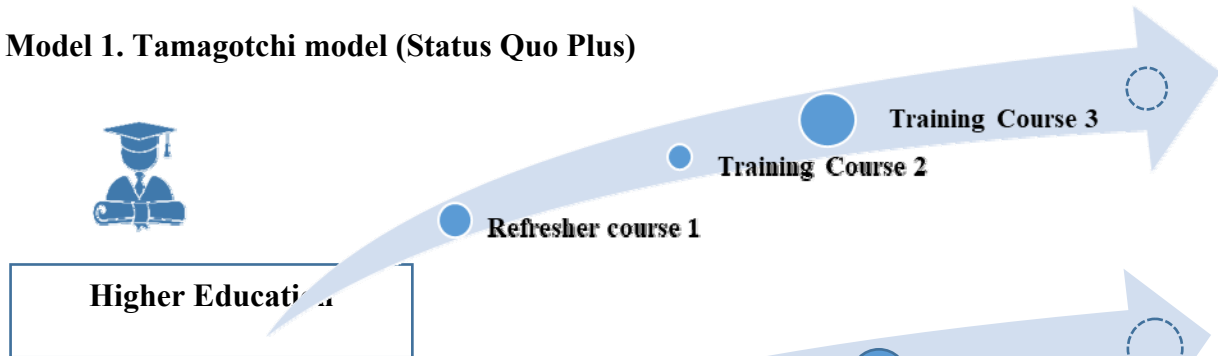
that is completed by obtaining qualifications and followed by employment. The 'Jenga' model is supposed to be suitable for a shorter version of the 'Tamagotchi' model with a focus on self-study in the later phases of bachelor's and master's programmes. The 'Lego Set' model is to be referred to as a student-managed, student-built learning path that is to be non-standardised because it is created by the student individually via combining modules that they consider useful for their future career. The 'Transformer' model is to be for former university graduates who decide to update their knowledge and upgrade the skills gained from their formal education. The above models are visualised in Figure 1.

As can be noticed in Figure 1, the 'Tamagotchi' model-based learning path looks like a conventional study model. It is referred to as a closed ecosystem that is created to grow an individual with a new vision of things. Being built around individual students, it is supposed to help them start both their careers and learning paths. The model embodies the didactic concept that relies on facilitating learning and developing a person through clearly planned training algorithms that provide predictable results. Overall, the purpose of this model is to train students to meet their occupational requirements and equip them with the skills that help them shape and fit the occupational environment which is seen as a future-proof education model. To ensure this, the university – being viewed as central learning, training, and teaching space – creates a community that promotes the involvement of every student in exchanging information, collaborative work, and taking part in a competition, innovation, and research. The physical learning environment is expanded by using the Internet, simulations, and technologies of augmented reality. The key change that this model can bring is the use of non-homogeneous groups. It means that the universities might offer courses and programmes for mixed-student groups in which employed students would study together with 'green beginners'. This would make degree programmes more student-centred, and flexible which will make those programmes to be more demanded.

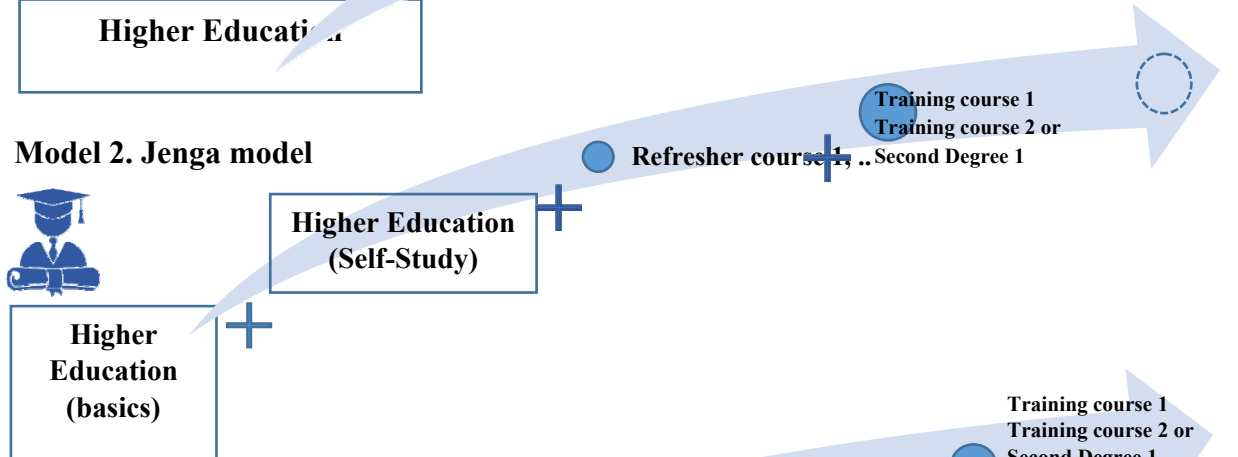
The 'Jenga' model is a more accelerated equivalent of the 'Tamagotchi' model. It is referred to as a solid basis of knowledge that can be further expanded by both students themselves and teachers. This model fits the students who consider the commonly accepted duration of the study at university to be too long and too theoretical. It is for those students who appreciate elective courses, and highly dynamic learning environments with flexible and integrative curriculums that provide

personalised upskilling opportunities. The didactic concept of the initial phase of learning is supposed to provide students with opportunities for self-learning and self-organisation. The students move to their professional life through simulations, internships, and labs. The study process is split up into blocks delivered by various training providers, chosen and combined by students depending on the job requirements they would like to apply for or they already do.

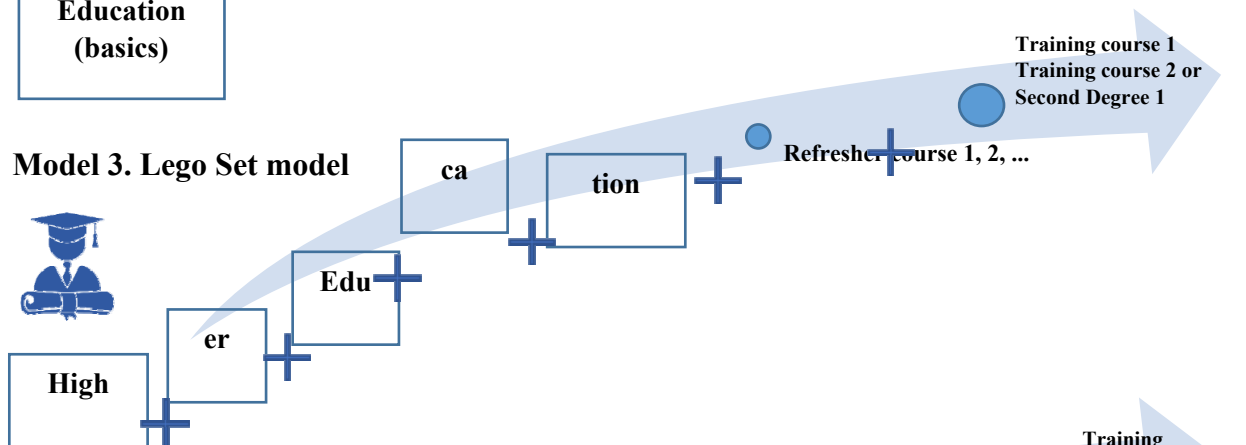
Model 1. Tamagotchi model (Status Quo Plus)



Model 2. Jenga model



Model 3. Lego Set model



Model 4. Transformer model

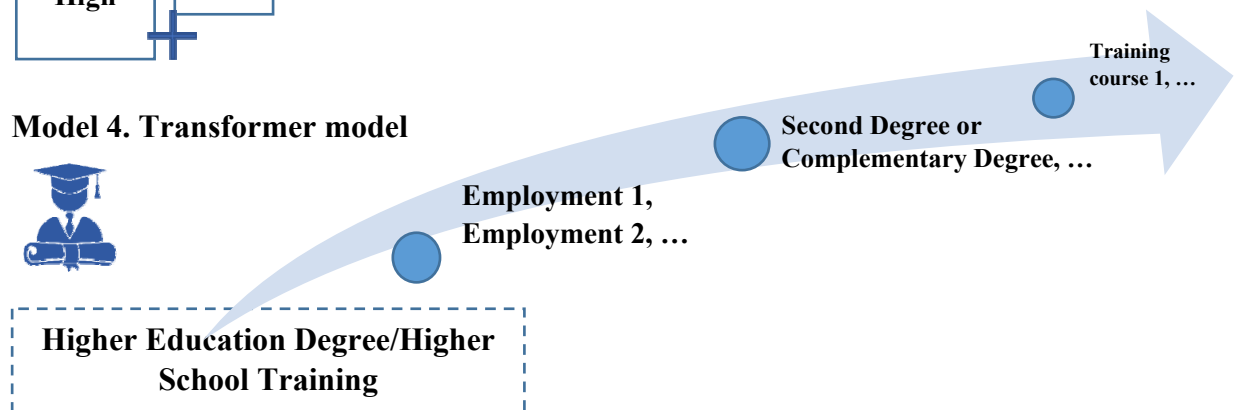


Figure 1. Visualised Models of the American University Foreseen to be in 2030 (Modified from Orr et al. (2020))

The Lego Set model is described as a set of modules of different sizes that were individually combined by students who are expected to be self-reliant and strongly self-motivated. The model might use the blended mode of learning that combines phases of employment and learning of different frequencies and lengths. Concerning the didactic design of learning blocks, these are developed to best fit students' learning behaviour, styles, and occupational experience. It suggests that the student's combined learning achievements in separate courses and training can be – under certain, agreed conditions – transformed into a recognised academic degree or qualifications. The key advantage of this model is that it addresses the dynamic changes in social and professional life which are limitedly covered by the conventional training that is provided by higher education institutions.

The Transformer model of higher education of 2030 is seen as an opportunity for change for students because might not admit universities directly after school but they do it when they have acquired professional and life experiences. Learners decide to enter higher education institutions either to obtain new qualifications to get ready for a career change or acquire new basic knowledge and skills which is called 'side-skilling' to acquire higher qualifications or to update their formal education referred to as upskilling for using new career opportunities or re-entering the labour market. The model promotes the idea that, in the future, tertiary institutions should be flexible in supporting everyone's attempt to change a path in life or occupation. The Transformer model relies on a didactic concept of self-regulated learning which promotes learning and personal development that is based on thoughtfully defined steps and learning outcomes. Overall, this model of study is supposed to offer a work-life-oriented course that addresses the needs of an older group of people through providing flexible organisation of a study process aimed at facilitating those learners who may not get their active learning skills 'rusted'.

Conclusions. The American university model has undergone revolutionary transformations throughout its existence and continues to be upgraded. The American university as a phenomenon appeared half a century or more later than the European university, the evolution of the former was at least twice as fast as the development of the latter. The competition between the American and European universities quickly – in

the second half of the 20th century – left behind the European model and became the most efficient educational system in the world. The post-industrial era of higher education showed the inability of the current university model to satisfy the needs of the students, meet the requirements of society and use its existing instructional potential. This seeming crisis brought American and European education systems closer together with the purpose to cooperate and find a solution for the future. The study found that the so-called “Tamagotchi”, “Jenga”, “Lego Set”, and “Transformer” models will modify, boost and upgrade the existing university models, the American university model in particular.

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АНОТАЦІЯ

Катерина Шихненко. Модель американського університету: еволюція та перспективи.

Метою статті було дослідити еволюцію становлення та розвитку моделі американського університету з акцентом на специфіці сучасного етапу та перспектив на майбутнє. В дослідженні, яке є пошуковим, дані зібрано з використанням напівсистематичного підходу до огляду літератури. Огляд літератури спирався на чекліст Програми оцінювання критичних навичок (Critical Appraisal Skills Programme), який використано в процесі виокремлення джерел для аналізу на основі номінативної шкали типу: «включити у аналіз – не включити в аналіз». З'ясовано, що модель американського університету за час існування зазнала революційних трансформацій та продовжує вдосконалюватися. Встановлено, що хоча американський університет з'явився на півстоліття пізніше за європейський, його еволюція була принаймні вдвічі

швидшою ніж розвиток європейського університету. Конкуренція між американськими та європейськими університетами у другій половині 20 століття залишила позаду європейську модель, і американська модель стала найефективнішою освітньою системою в світі. Зазначено, що постіндустріальна епоха вищої освіти показала неспроможність сучасної моделі університету задовольнити потреби студентів, відповідати вимогам суспільства та використовувати наявний навчальний потенціал. Ця криза зблизила американську та європейську системи освіти з метою співпраці та пошуку рішення на майбутнє. Дослідження показало, що моделі «Тамагочі», «Дженга», «Лего» та «Трансформер» посприяють в майбутньому посиленню та модернізації існуючих моделей університетів в світі, зокрема й моделі американського університету.

Ключові слова: *вища освіта; модель американського університету; еволюція моделі американського університету; майбутня модель американського університету.*