

**BUKTI KORESPONDENSI ARTIKEL
PADA JURNAL INTERNASIONAL BEREPUTASI**

From 'priceless' to 'priced': the value of knowledge in higher education
pada jurnal *Q1 Globalisation, Societies, and Education*



PENGUSUL

Zulfa Sakhiyya, S.Pd., M. TESOL., Ph.D
NIP 198404292012122002

UNIVERSITAS NEGERI SEMARANG

Yang terhormat
Tim Penilai Usulan PAK

Bersama dengan surat ini, saya bermaksud menyertakan bukti-bukti korespondensi proses review artikel pada Jurnal Internasional dengan judul "From 'priceless' to 'priced': the value of knowledge in higher education" dimuat pada jurnal *Globalisation, Societies, and Education*. DOI: [10.1080/14767724.2019.1583089](https://doi.org/10.1080/14767724.2019.1583089) ISSN 1476-7724.

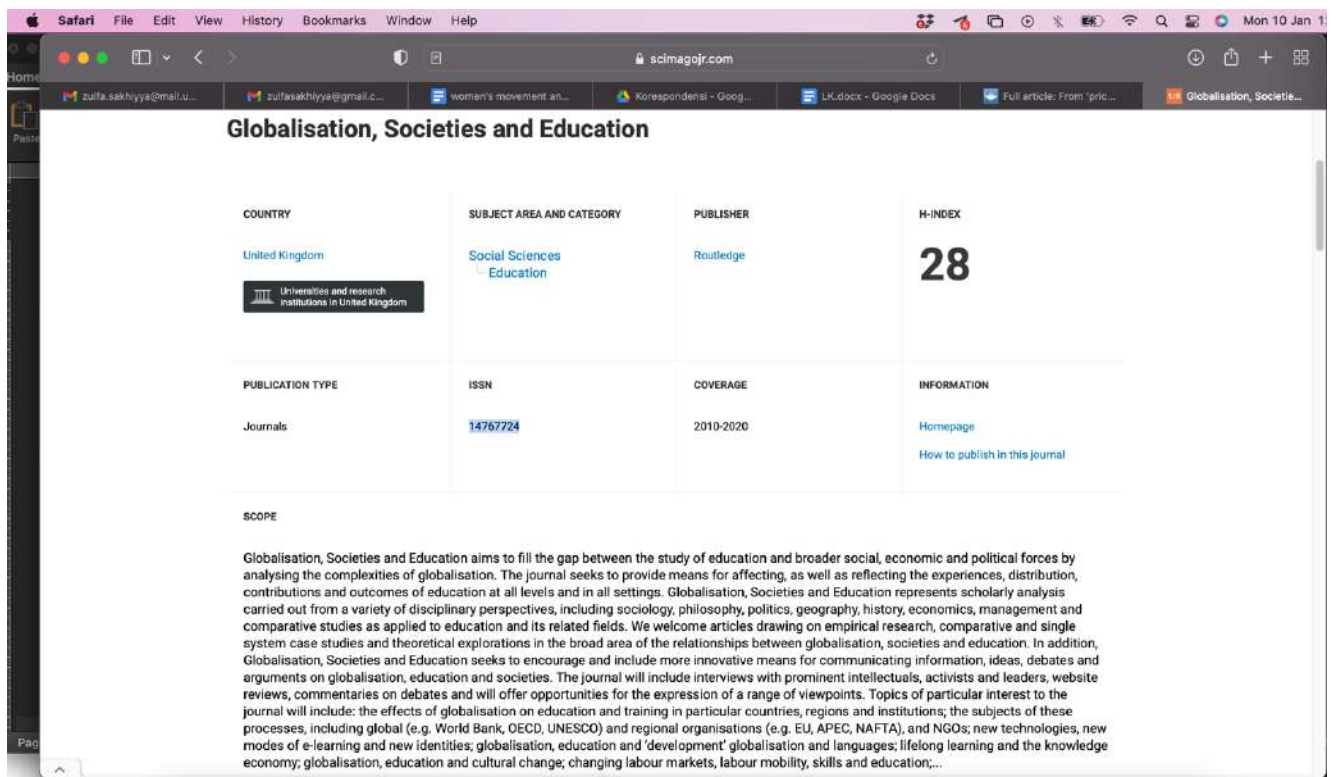
Adapun susunan kronologi bukti korespondensi terdiri dari beberapa poin pada table di bawah ini:

No	Tanggal	Aktivitas
1	4 Februari 2018	Submit manuscript pertama kali ke jurnal
2	4 Februari 2018	Pemberian nomor ID manuscript dari editor CGSE-2018-0005
3	29 Agustus 2018	Pemberitahuan dari editor bahwa artikel dalam status review, dan editor meminta saran untuk reviewer
4	9 Desember 2018	Pemberitahuan artikel telah direview dan mendapatkan revisi mayor.
5	3 Februari 2019	Mengirim balasan dan revisi pertama artikel pada jurnal
6	12 Februari 2019	Pemberitahuan artikel telah direview dan diterima untuk publikasi
7	13 Februari 2019	Permintaan untuk proof artikel
8	20 Februari 2019	Artikel telah published.

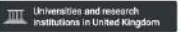
Detail Artikel pada Jurnal Internasional Bereputasi

Judul Artikel	: From 'priceless' to 'priced': the value of knowledge in higher education
Jurnal	: Globalisation, Societies, and Education
Volume	: 17
Nomor	: 3
Tanggal publikasi	: 20 Februari 2019
ISSN	: ISSN 1946-018X
Halaman	: 285-295
DOI	: 10.1080/14790718.2020.1850737
Penerbit	: Taylor and Francis, Routledge
SJR	: 01.55 (2020)
Quartile	: Q1 (Scopus)
Penulis	: Zulfa Sakhiyya & Prof. Elizabeth Rata

Bukti Indexing Jurnal:



The screenshot shows the journal's profile on Scopus, with the following details:

COUNTRY	SUBJECT AREA AND CATEGORY	PUBLISHER	H-INDEX
United Kingdom 	Social Sciences Education	Routledge	28

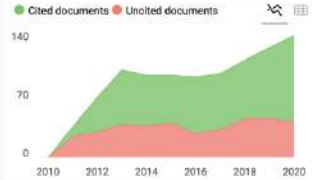
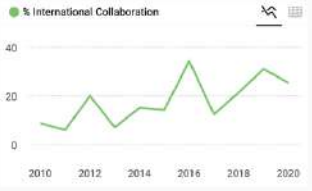
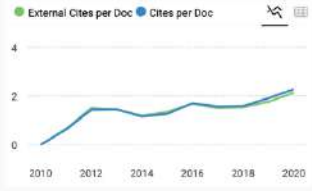
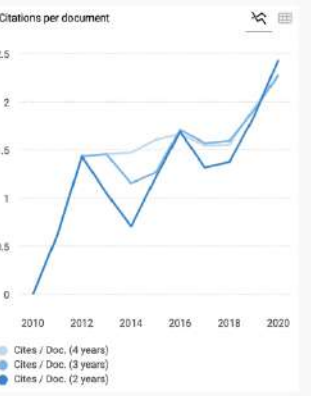
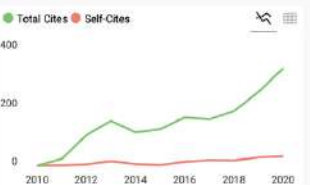
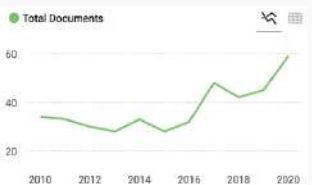
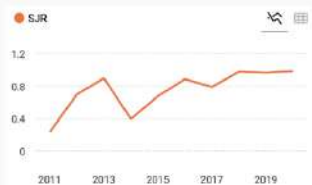
PUBLICATION TYPE	ISSN	COVERAGE	INFORMATION
Journals	14767724	2010-2020	Homepage How to publish in this journal

SCOPE

Globalisation, Societies and Education aims to fill the gap between the study of education and broader social, economic and political forces by analysing the complexities of globalisation. The journal seeks to provide means for affecting, as well as reflecting the experiences, distribution, contributions and outcomes of education at all levels and in all settings. Globalisation, Societies and Education represents scholarly analysis carried out from a variety of disciplinary perspectives, including sociology, philosophy, politics, geography, history, economics, management and comparative studies as applied to education and its related fields. We welcome articles drawing on empirical research, comparative and single system case studies and theoretical explorations in the broad area of the relationships between globalisation, societies and education. In addition, Globalisation, Societies and Education seeks to encourage and include more innovative means for communicating information, ideas, debates and arguments on globalisation, education and societies. The journal will include interviews with prominent intellectuals, activists and leaders, website reviews, commentaries on debates and will offer opportunities for the expression of a range of viewpoints. Topics of particular interest to the journal will include: the effects of globalisation on education and training in particular countries, regions and institutions; the subjects of these processes, including global (e.g. World Bank, OECD, UNESCO) and regional organisations (e.g. EU, APEC, NAFTA), and NGOs; new technologies, new modes of e-learning and new identities; globalisation, education and 'development' globalisation and languages; lifelong learning and the knowledge economy; globalisation, education and cultural change; changing labour markets, labour mobility, skills and education;...

S&P Global

[Learn More >](#)



Globalisation, Societies and Education

Q1 Education

SJR 2020 0.98

powered by scimagojr.com

Show this widget in your own website

Just copy the code below and paste within your html code:

`<a href="https://www.scima`

SciMago Graphica

Explore, visually communicate and make sense of data with our new free tool.

Get it

Metrics based on Scopus® data as of April 2021


zulfasakhiyya@mail.un... zulfasakhiyya@gmail.co... women's movement and... Korrespondensi - Google... UK.docx - Google Docs Taylor & Francis Online Globalisation, Societies...

Taylor & Francis Online Access provided by Universitas Negeri Semarang Log in Register Cart

Home All Journals Globalisation, Societies and Education



Globalisation, Societies and Education

 Publish open access in this journal

Publishes research filling the gap between the study of education and social, and economic and political forces by analyzing the complexities of globalization.

Enter keywords, authors, DOI, ORCID etc This Journal 

Advanced search Citation search

Publish with us Submit an article About this journal Explore Browse all articles & issues Latest issue Subscribe Alerts & RSS feed Purchase a subscription

Journal overview

Aims and scope Journal metrics > Editorial board > Instructions for authors >

2019 CiteScore 2.8 - values from Scopus

Listen to an interview with Susan Robertson and Roger Dale, Co-Editors of *Globalisation, Societies & Education*

Globalisation, Societies and Education aims to fill the gap between the study of education and broader social, economic and political forces by analysing the

Read full aims and scope >

Updates

Journal news & offers

Now included in the Thomson Reuters Emerging Sources Citation Index!

Special subscription rate of £36 for BAICE Members. Contact +44 (0)20 7017 5543 or societies@tandf.co.uk to subscribe.

Calls for papers


Can the IR make a better and more

zulfasakhiyya@mail.un... zulfasakhiyya@gmail.co... women's movement and... Korrespondensi - Google... UK.docx - Google Docs journal metrics Globalisation, Societies...

Taylor & Francis Online Access provided by Universitas Negeri Semarang Log in Register Cart

Home All Journals Globalisation, Societies and Education Journal metrics


Globalisation, Societies and Education

Enter keywords, authors, DOI, ORCID etc This Journal 


Advanced search Citation search

Publish with us Submit an article About this journal Explore Browse all articles & issues Latest issue Subscribe Alerts & RSS feed Purchase a subscription


Ready to submit? Start a new manuscript submission or continue a submission in progress

Go to submission site 

Submission information

- Instructions for authors
- Editorial policies 


Editing services

- Editing services site 


About this journal

- Journal metrics


Journal metrics

 Usage

- 93K annual downloads/views

 Citation metrics

- 2.9 (2020) CiteScore
- Q1 (2020) CiteScore Best Quartile
- 1.668 (2020) SNIP
- 0.983 (2020) SJR

 Speed/acceptance

- 80 days avg. from submission to first decision
- 81 days avg. from submission to first post-review decision
- 12 days avg. from acceptance to online publication
- 37% acceptance rate

Sample our Education Journals >> Sign in here to start your access to the latest two volumes for 14 days

Understanding and using journal metrics

Your search for [All: zulfa sakhiyya] AND [in Journal: Globalisation, Societies and Education]

1-1 of 1 results

Filters

Access Type

- Only show content I have full access to
- Only show Open Access

Selected filters

Globalisation, Societies and Education ✕

Modify your search

Articles (1)

Save this search

Export search results

Download citations Download PDFs

Order by Relevance

Article

From 'priceless' to 'priced': the value of knowledge in higher education >

Zulfa Sakhiyya & Elizabeth Rata

Globalisation, Societies and Education, Volume 17, 2019 - Issue 3

Published Online: 20 Feb 2019

RINCIAN KRONOLOGIS SEBAGAI BUKTI KORESPONDENSI ARTIKEL PADA JURNAL INTERNASIONAL BEREPUTASI

The screenshot shows the author dashboard for submission 205191617. The article title is "Reviving the language at risk: A social semiotic..." and it is published in the "International Journal of Multilingualism". The status is "Accepted". The timeline shows the following steps:

DATE	STATUS
05 October 2020	Revision Required
23 October 2020	Revision Incomplete
23 October 2020	Revised Manuscript Submitted
23 October 2020	With Journal Administrator
26 October 2020	With Editor
01 November 2020	Out for Review
09 November 2020	Decision Pending
10 November 2020	Accepted

Submit manuscript pertama kali ke jurnal 4 Februari 2018
Pemberian nomor manuscript ID dari editor CGSE-2018-0005

The screenshot shows a Gmail interface with a search bar containing 'globalisatio'. The left sidebar lists folders like Compose, Inbox, Starred, Snoozed, Important, Sent, Drafts, Categories, Notes, Personal, Meet, and Hangouts. The main content area displays an email from 'Globalisation, Societies and Education' with the subject 'Globalisation, Societies and Education - Manuscript ID CGSE-2018-0005 has been submitted online'. The email body contains the following text:

Dear Ms Sakhiyya:

Your manuscript entitled "From 'Priceless' to 'Priced': Knowledge in higher education" has been successfully submitted online and is presently being given full consideration for publication in Globalisation, Societies and Education.

Your manuscript ID is CGSE-2018-0005.

Please mention the above manuscript ID in all future correspondence or when calling the office for questions. If there are any changes in your street address or e-mail address, please log in to ScholarOne Manuscripts at <https://mc.manuscriptcentral.com/cgse> and edit your user information as appropriate.

If you haven't already done so, Globalisation, Societies and Education would like to encourage you to add an ORCID ID to this submission. Please log in to Manuscript Central at <https://mc.manuscriptcentral.com/cgse> to add your ORCID ID to the article's information by adjusting your account settings.

You can also view the status of your manuscript at any time by checking your Author Centre after logging in to <https://mc.manuscriptcentral.com/cgse>.

Thank you for submitting your manuscript to Globalisation, Societies and Education.

Sincerely,
Globalisation, Societies and Education Editorial Office

The email is dated '04-Feb-2018' and 'Mon, Feb 5, 2018, 5:29 AM'. Below it, a second email from 'Zulfa Sakhiyya' is partially visible, starting with 'Dear Elizabeth'.

Pemberitahuan dari editor bahwa artikel dalam status review, dan editor meminta saran untuk nama reviewers (29 Agustus 2018)



Zulfa Sakhiiya <zulfasakhiiya@gmail.com>

Globalisation, Societies and Education

8 messages

Globalisation, Societies and Education <onbehalfof@manuscriptcentral.com> Thu, Aug 30, 2018 at 1:43 AM

Reply-To: ellie.tucker@bristol.ac.uk

To: zulfasakhiiya@gmail.com, z.sakhiiya@auckland.ac.nz

29-Aug-2018

CGSE-2018-0005 - From 'Priceless' to 'Priced': Knowledge in higher education

Dear Ms Zulfa Sakhiiya:

We are having some difficulty securing two reviewers for your paper. If you had any suggestions that may help speed up the review process.

Sincerely,
Miss Ellie Tucker
Globalisation, Societies and Education

Zulfa Sakhiiya <zulfasakhiiya@gmail.com>

Thu, Aug 30, 2018 at 5:34 AM

To: Elizabeth Rata <e.rata@auckland.ac.nz>

Dear Elizabeth

I'd like to update you about our paper submitted to GSE journal. They find it hard to find reviewers for us (please see the email below). Do you have any suggestions? I am thinking of Graham....

Thank you, and I hope you are well.

Warm regards
Zulfa
[Quoted text hidden]

Elizabeth Rata <e.rata@auckland.ac.nz>

Thu, Aug 30, 2018 at 11:00 AM

To: Zulfa Sakhiiya <zulfasakhiiya@gmail.com>

Goodness me – they are slow Zulfa. I'll put my thinking cap on and get back to you tomorrow.

Hope all is well

Elizabeth

[Quoted text hidden]

Zulfa Sakhiiya <zulfasakhiiya@gmail.com>

Thu, Aug 30, 2018 at 12:57 PM

To: Elizabeth Rata <e.rata@auckland.ac.nz>

Indeed they are, Elizabeth... But hopefully it turns out some good results, as we can recommend reviewers of the

Pemberitahuan artikel telah direview dan mendapatkan revisi mayor (9 Desember 2018)

Gmail - Globalisation, Societies and Education - Decision on Manuscript ID CGSE-2018-0005

10/01/22 12.48



Zulfa Sakhyya <zulfasakhyya@gmail.com>

Globalisation, Societies and Education - Decision on Manuscript ID CGSE-2018-0005

11 messages

Globalisation, Societies and Education <onbehalf@manuscriptcentral.com> Sun, Dec 9, 2018 at 12:38 AM
Reply-To: S.L.Robertson@bristol.ac.uk
To: zulfasakhyya@gmail.com, z.sakhyya@auckland.ac.nz

8th December, 2018

Dear Ms Sakhyya:

Your manuscript entitled "From 'Priceless' to 'Priced': Knowledge in higher education", which you submitted to Globalisation, Societies and Education, has been reviewed. Apologies it has taken much longer than we had hoped. It became quite challenging to get the second review in. However, we have it now and both reviewer comments are included at the bottom of this letter.

The reviewer(s) would like to see revisions made to your manuscript before publication. Therefore, I invite you to respond to the reviewer(s)' comments and revise your manuscript.

You can either make changes on a word document and upload, and accompany this with a list of changes made. Or you can revise your manuscript by using the track changes mode in MS Word or by using bold or coloured text.

To start the revision, please click on the link below:

*** PLEASE NOTE: This is a two-step process. After clicking on the link, you will be directed to a webpage to confirm. ***

https://mc.manuscriptcentral.com/cgse?URL_MASK=91043eab85534bcf81165fb1da7cdfca

This will direct you to the first page of your revised manuscript. Please enter your responses to the comments made by the reviewer(s) in the space provided. You can use this space to document any changes you made to the original manuscript. Please be as specific as possible in your response to the reviewer(s).

This link will remain active until you have submitted your revised manuscript. If you begin a revision and intend to finish it at a later time, please note that your draft will appear in the "Revised Manuscripts in Draft" queue in your Author Centre.

IMPORTANT: Your original files are available to you when you upload your revised manuscript. Please delete any redundant files before completing the submission.

Once again, thank you for submitting your manuscript to Globalisation, Societies and Education and I look forward to receiving your revision.

Sincerely,

Susan

Professor S. L. Robertson
Editor in Chief, Globalisation, Societies and Education
slr69@cam.ac.uk

Reviewer(s)' Comments to Author:

Reviewer: 1

Comments to the Author

The paper is good, but I recommend the following:

1. that the introduction is too long and needs to be reduced, maybe introduce a section "background" to break it up;
include the following cited authors in your reference list: Popper 1978, Winch, 2014, Brandom 2000, Berners Lee, Facebook Annual Report.

Reviewer: 2

Comments to the Author

The submission is an effort to account theoretically for the subjugation of university knowledge to the economy, with some reference to Indonesian higher education.

However, to my view, this effort is not yet successful, unless the paper is re-written more clearly in terms of its focus and concepts.

The very first concept that should be clarified is that of knowledge, and, further, the distinctions that are made around this concept.

The paper distinguishes between, on the one hand, 'symbolic', 'philosophical', 'immaterial', 'intrinsic', and 'priceless' knowledge, and, on the other, 'instrumental', 'commodifiable', 'material', 'extrinsic', and 'priced' knowledge.

Although, it is apparent that the authors are trying to establish a critical perspective towards the marketization of university knowledge, the concepts that they use do not help them in this purpose. This is because most of them are vague or even mistakenly used.

For instance, there is no 'symbolic knowledge' to be juxtaposed with 'instrumental knowledge', because all knowledge is 'symbolic', and not only knowledge. Bourdieu (1979), whom the article cites, speaks of 'symbolic systems', by which he means myths, religion, language, art, and science 'as instruments for knowing and constructing the world of objects'.

Moreover, to say that knowledge which is not commodified has 'intrinsic value', and, even more, that it is 'priceless' (in spite of the quotation marks used in the text) is a crude simplification that can lead to serious misunderstandings. There is no 'intrinsic value' in knowledge; its value is always to be judged on the basis of its particular content (e.g. its validity). The same applies to whether it is 'priceless' or not.

Otherwise, the knowledge of a shaman, a Brahmin, a priest, of Socrates, Darwin or Einstein, or of anybody who says anything, would all come under the same category, just because it was not created under the rules of the market.

The way that these and similar concepts are used in the text, essentialise (and I would say sacralise) knowledge, in fact any kind of knowledge that is not marketised, and this makes difficult a fruitful analytical discussion in the article.

The Ancient Greek perception of knowledge to which the authors refer, citing Moutsios (2018), valued truth-seeking and truth-telling (see also Foucault's lectures on 'parhessia' available online). Knowledge was identified with unending interrogation, the opposite of the acceptance of taken-for-granted claims or doctrines – something that of course is at the root of the critical western tradition.

The authors should decide whether they would like to clarify these different perceptions and traditions (e.g. Western and Asian), or simply focus on research marketisation in universities that impedes 'autonomous intellectual activity' (p. 17), which is a more precise term to use in the context of their analysis.

They should also decide, from the main points that they are making, about the focus of their paper. For instance, in the paper's abstract they make an important point – that knowledge has the 'inherent paradox' to undermine its instrumental use – which, however, is neither substantiated nor discussed in the text, at all.

In the text, the authors make another main point which is not pursued further, either. They bring as examples the commercial and non-commercial use of the internet. The examples brought are not relevant, because the world wide web and facebook do not constitute 'knowledge', unless, of course, one speaks in very general terms, but technological means which allow for the circulation of all kinds of knowledge. If there is something relevant to be discussed in the paper, would have to do with the online space of Commons created by the internet, which has allowed for knowledge to be available widely. But this seems to be an issue that would extend the paper to another territory.

The authors should also make sure that the sociological concepts employed (e.g. collective representations, social imaginary or shared reality), in interpreting the shifts in university knowledge production, should be used correctly. It is not knowledge, as the paper says in various parts, which produces 'collective representations' in society, but it is the other way around – though of course there is interaction. In Moutsios (2018), knowledge disciplines, as education systems overall, are examined as institutions that incarnate social significations, and Charles Taylor (2004) distinguishes the social imaginary, which indicates common understanding in society, from social theory, i.e. knowledge, which is produced by few people.

In conclusion, the paper should be re-revised, I propose, by: establishing a clearer focus, pursuing more explicitly and consistently some of the points it is already making, and ensuring that theoretical references are used in a valid way. Moreover, although the paper states that it draws evidence from research on Indonesian universities, conducted by one of the two authors, the Indonesian case study is quite limited in the text, and it is referred to as a past study. To my opinion, it should come either to the centre of the paper or be used amongst other examples from the literature that illustrate the paper's general points on knowledge production. In the former case, the paper could give some context from the Indonesian society, that could illuminate its shift to market-oriented higher education.

Editor's Comments to Author:

Zulfa Sakhiyya <zulfasakhiyya@gmail.com>
To: Elizabeth Rata <e.rata@auckland.ac.nz>

Thu, Jan 3, 2019 at 10:55 AM

Dear Elizabeth

Happy New Year 2019! I hope you enjoyed the festive season. I still remember how things are like during summer holiday in Auckland. Auckland harbor and Mission Bay are full of people, but Epsom campus is very quite. So I guess I know where everyone is :)

I am writing this email to share with you the progress of our paper for the GSE journal. Please find the reviewers feedback below. It's been a while, but I was in New Delhi when receiving the email so forgive me for the delay.

As you will see, the first reviewer approves of our writing, only the second reviewer requires major changes. From the feedback, I see some relevant and irrelevant ones. I am currently writing a response for the feedback, and plan to send it to you before submission.

Best wishes

Zulfa

[Quoted text hidden]

Elizabeth Rata <e.rata@auckland.ac.nz>
To: Zulfa Sakhiyya <zulfasakhiyya@gmail.com>

Mon, Jan 7, 2019 at 5:41 AM

Dear Zulfa

Happy New Year to you and the family – another year rolls by! I bet your new baby is growing by the day.

Mengirim balasan dan revisi pertama artikel pada jurnal (3 February 2019)

The screenshot shows a Gmail interface with a search bar containing "globalisation, societies and education". The email being viewed is titled "Globalisation, Societies and Education - Manuscript ID CGSE-2018-0005.R1 has been submitted online". The sender is "Globalisation, Societies and Education" with the email address "onbehalfof@manuscriptcentral.com". The email is dated "03-Feb-2019".

The email body contains the following text:

Dear Ms Sakhyya:

Your manuscript entitled "From 'Priceless' to 'Priced': The value of knowledge in higher education" has been successfully submitted online and is presently being given full consideration for publication in **Globalisation, Societies and Education**.

Your manuscript ID is CGSE-2018-0005.R1.

Please mention the above manuscript ID in all future correspondence or when calling the office for questions. If there are any changes in your street address or e-mail address, please log in to ScholarOne Manuscripts at <https://mc.manuscriptcentral.com/cgse> and edit your user information as appropriate.

If you haven't already done so, **Globalisation, Societies and Education** would like to encourage you to add an ORCID ID to this submission. Please log in to Manuscript Central at <https://mc.manuscriptcentral.com/cgse> to add your ORCID ID to the article's information by adjusting your account settings.

You can also view the status of your manuscript at any time by checking your Author Centre after logging in to <https://mc.manuscriptcentral.com/cgse>.

Thank you for submitting your manuscript to **Globalisation, Societies and Education**.

Sincerely,
Globalisation, Societies and Education Editorial Office

At the bottom of the email, there are three buttons: "Reply", "Reply all", and "Forward".

Tabel Revisi

Responses to Reviewers' Feedback

Reviewer 1

No	Reviewer's Feedback	Responses	Locations
1	The introduction is too long and needs to be reduced, maybe introduce a section "background" to break it up.	Suggestion accepted. Another section is added "Knowledge Forms".	Page 3
2	Include the following cited authors in your reference list: Popper 1978, Winch, 2014, Brandom 2000, Berners Lee, Facebook Annual Report	Suggested references added in the list.	Page 19 - 21

Reviewer 2.

No	Reviewer's Feedback	Responses	Locations
1	The very first concept that should be clarified is that of knowledge, and, further, the distinctions that are made around this concept. The paper distinguishes between, on the one hand, 'symbolic', 'philosophical', 'immaterial', 'intrinsic', and 'priceless' knowledge, and, on the other, 'instrumental', 'commodifiable', 'material', 'extrinsic', and 'priced' knowledge. Most of these concepts are used in a vague way.	A definition on the keyword 'knowledge' has been added. Furthermore, we have also clarified that it is not form or function of knowledge that we problematize, but the purpose for which knowledge is used.	Page 2 & 3
2	There is no 'symbolic knowledge' to be juxtaposed with 'instrumental knowledge', because all knowledge is 'symbolic', and not only knowledge. Bourdieu (1979), whom the article cites,	As indicated in the title, we only focus on 'knowledge' within the higher education sector. The purpose of overviewing knowledge in general is to trace the social origin of knowledge as the philosophical	Page 2

	speaks of ‘symbolic systems’, by which he means myths, religion, language, art, and science ‘as instruments for knowing and constructing the world of objects’.	foundation of our discussion. And as we clarify, the central issue is not so much a contestation between the functions of knowledge (symbolic and instrumental), but the purpose for which knowledge is used.	
3	Knowledge which is not commodified has ‘intrinsic value’, and, even more, that it is ‘priceless’ (in spite of the quotation marks used in the text) is a crude simplification that can lead to serious misunderstandings. There is no ‘intrinsic value’ in knowledge; its value is always to be judged on the basis of its particular content (e.g. its validity). The same applies to whether it is ‘priceless’ or not.	The distinction might seem to be simplified, but _____	Page ____
4	The authors should decide whether they would like to clarify these different perceptions and traditions (e.g. Western and Asian), or simply focus on research marketisation in universities that impedes ‘autonomous intellectual activity’ (p. 17), which is a more precise term to use in the context of their analysis.	Our focus has been on the shift of knowledge within higher education sector. To demonstrate the shift, we need to investigate this issue historically, and thus the exploration of the social origin of knowledge.	Page 17
5	They should also decide, from the main points that they are making, about the focus of their paper. For instance, in the paper’s abstract they make an important point – that knowledge has the ‘inherent paradox’ to undermine its instrumental use – which, however, is neither substantiated nor discussed in the text, at all.	The paper’s focus has been added both in the abstract and body. The ‘inherent paradox’ of knowledge has been discussed in the text body, page 17. “In order to become a capitalisable resource knowledge needs to be created. But that act of creation is uncommodifiable”. It is impossible to discuss this in the abstract. To reach a middle ground,	Abstract (page 1) & page 17

		the word 'inherent' is deleted from the abstract.	
6	The authors make another main point which is not pursued further, either. They bring as examples the commercial and non-commercial use of the internet. The examples brought are not relevant, because the world wide web and facebook do not constitute 'knowledge', unless, of course, one speaks in very general terms, but technological means which allow for the circulation of all kinds of knowledge. If there is something relevant to be discussed in the paper, would have to do with the online space of Commons created by the internet, which has allowed for knowledge to be available widely. But this seems to be an issue that would extend the paper to another territory.	Suggestion has been considered. To make our point clear, we replace the illustration from Facebook to Microsoft. We insist to use this general illustration to make the philosophical debate grounded.	Page 8 - 9
7	The authors should also make sure that the sociological concepts employed (e.g. collective representations, social imaginary or shared reality), in interpreting the shifts in university knowledge production, should be used correctly. It is not knowledge, as the paper says in various parts, which produces 'collective representations' in society, but it is the other way around – though of course there is interaction. In Moutsios (2018), knowledge disciplines, as education systems overall, are examined as institutions that incarnate social significations, and Charles Taylor (2004) distinguishes the social		

	imaginary, which indicates common understanding in society, from social theory, i.e. knowledge, which is produced by few people.		
8	Although the paper states that it draws evidence from research on Indonesian universities, conducted by one of the two authors, the Indonesian case study is quite limited in the text, and it is referred to as a past study. To my opinion, it should come either to the centre of the paper or be used amongst other examples from the literature that illustrate the paper's general points on knowledge production. In the former case, the paper could give some context from the Indonesian society, that could illuminate its shift to market-oriented higher education.	Suggestion accepted. More Indonesian context is given.	Page 6 - 7

Pemberitahuan manuscript diterima untuk publikasi 12 February 2019

The screenshot shows a Gmail interface on a desktop browser. The browser's address bar displays 'mail.google.com'. The Gmail search bar contains the text 'globalisatio'. The left sidebar shows the standard Gmail navigation menu, including 'Compose', 'Inbox', 'Starred', 'Snoozed', 'Important', 'Sent', 'Drafts', 'Categories', 'Meet', and 'Hangouts'. The main content area displays an email from 'Globalisation, Societies and Education' with the subject 'Globalisation, Societies and Education - Decision on Manuscript ID CGSE-2018-0005.R1'. The email body contains the following text:

Dear Dr Sakhiyya:

Ref: From 'Priceless' to 'Priced': The value of knowledge in higher education

Many thanks for thoroughly engaging with the recommendations for revision. We are very happy to now accept it for publication in Globalisation, Societies and Education. We are pleased to accept your paper in its current form which will now be forwarded to the publisher for copy editing and typesetting.

You will receive proofs for checking, and instructions for transfer of copyright in due course.

The publisher also requests that proofs are checked through the publisher's tracking system and returned within 48 hours of receipt.

Thank you for your contribution to Globalisation, Societies and Education and we look forward to receiving further submissions from you.

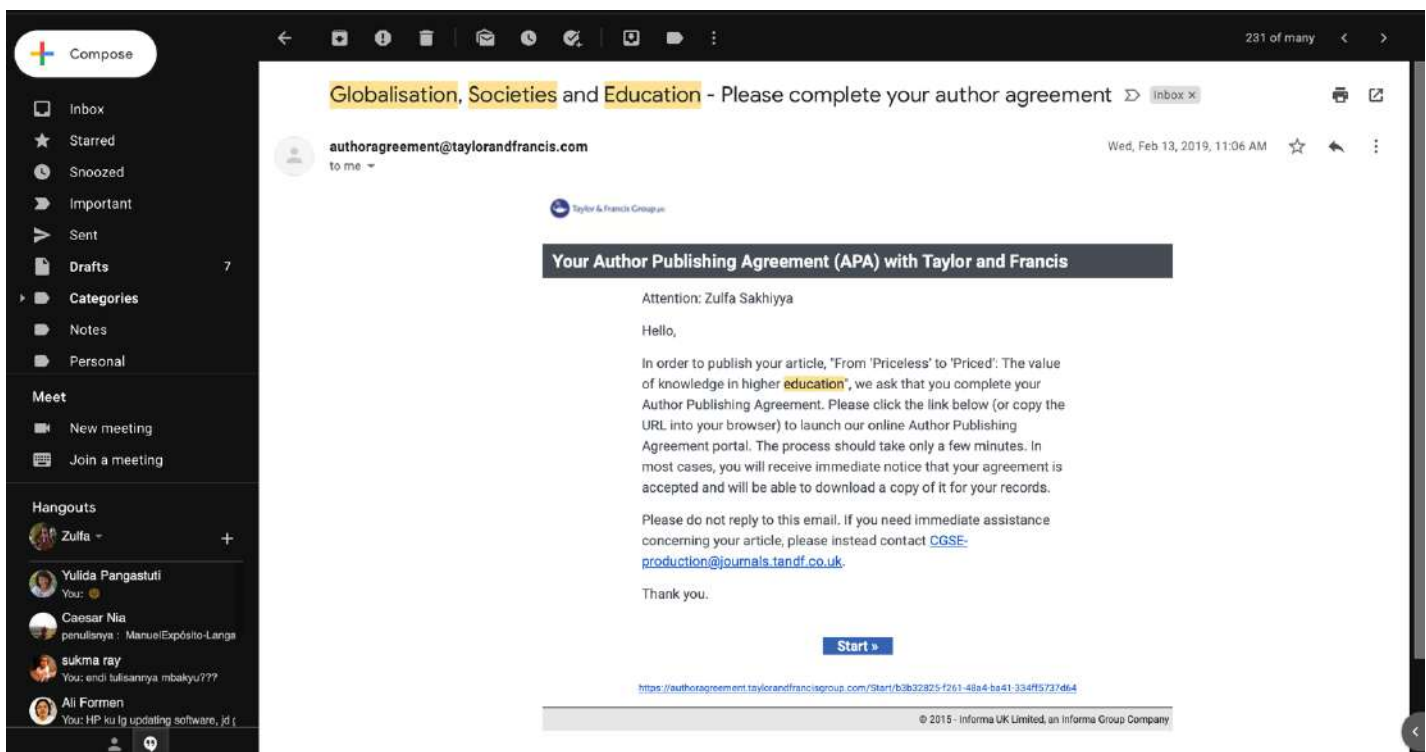
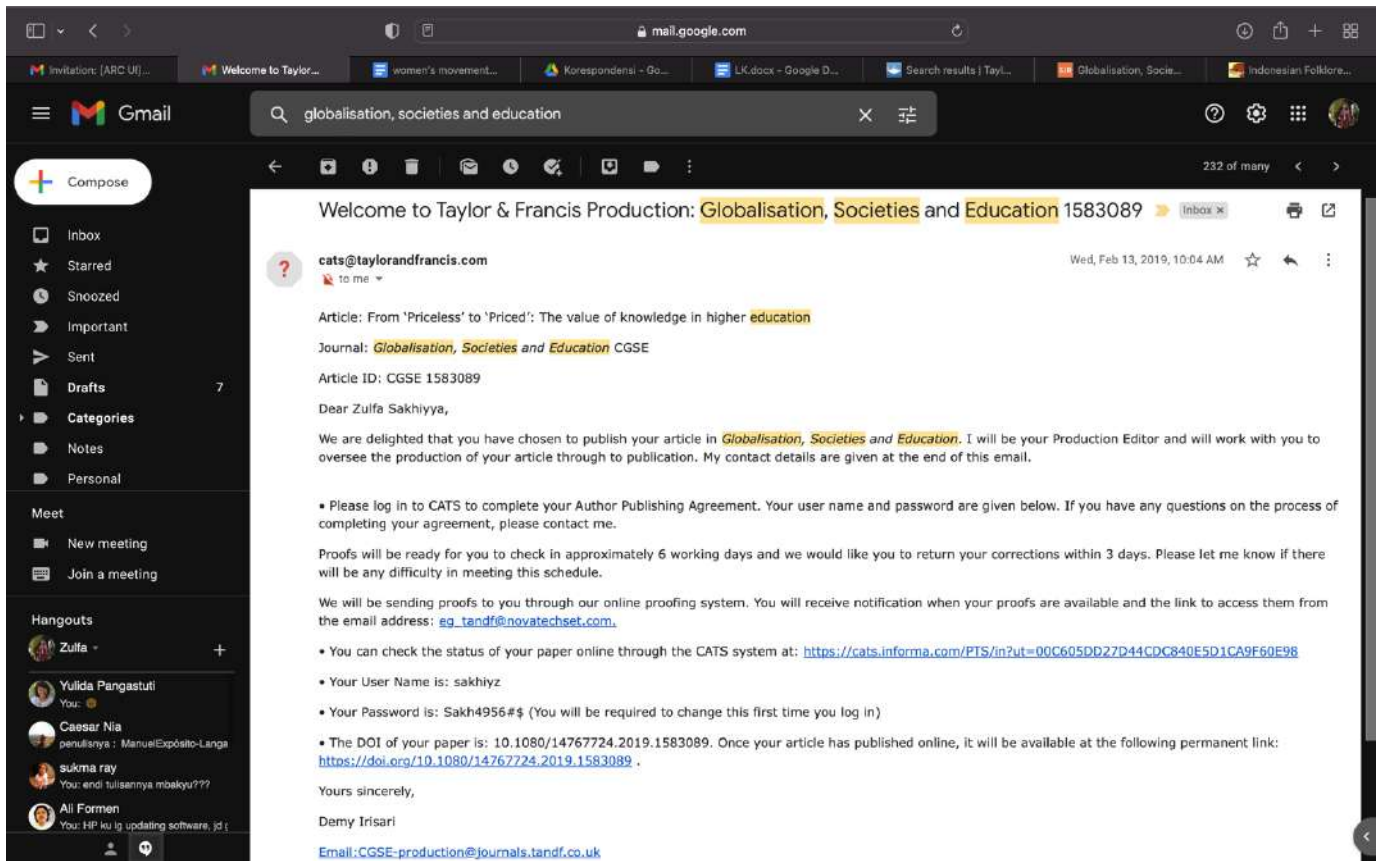
Susan

Sincerely,
Professor S. L. Robertson
Editor in Chief, Globalisation, Societies and Education
slr59@cam.ac.uk

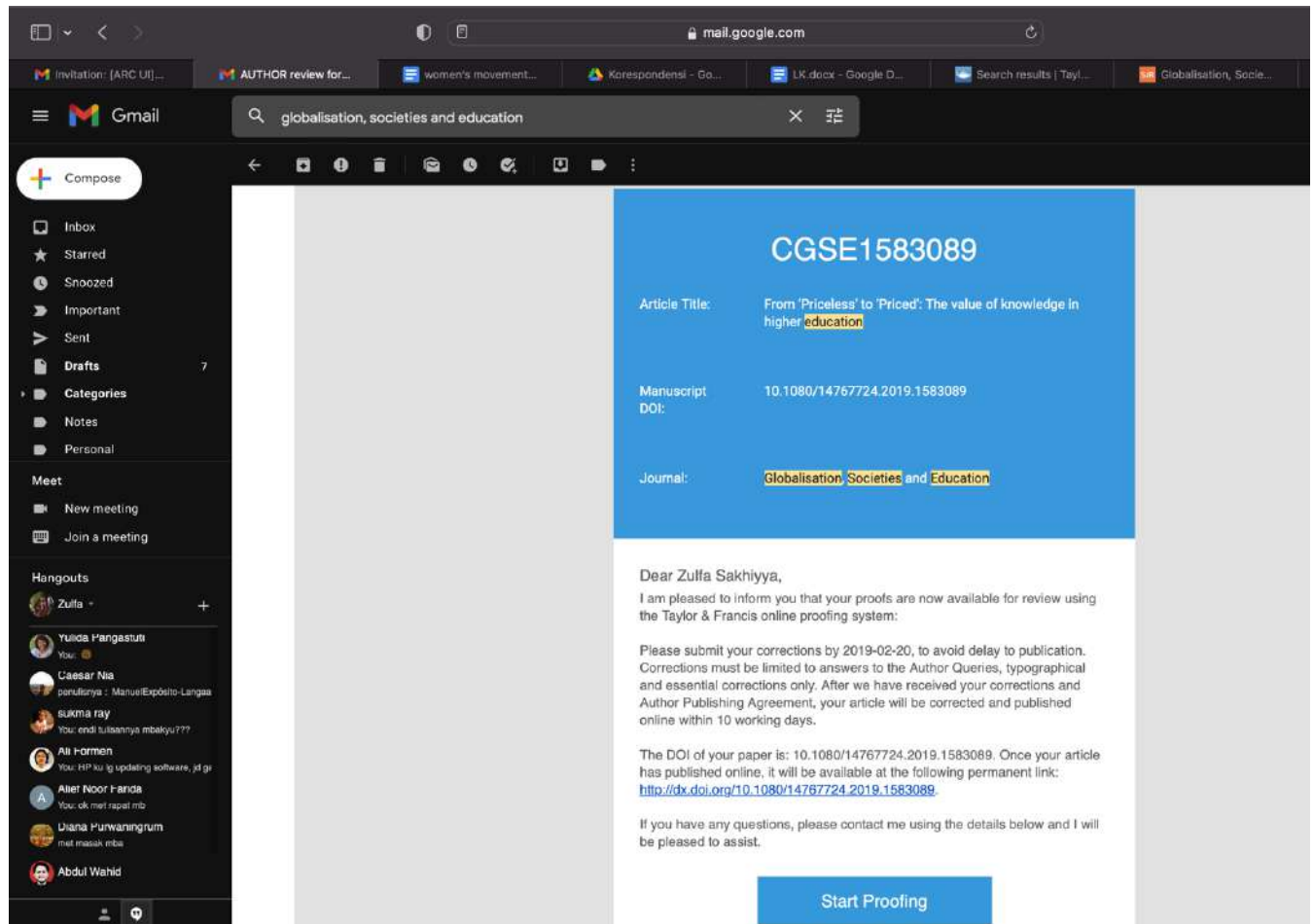
Below the email, two other messages are partially visible:

- From **Zulfa Sakhiyya** (Tue, Feb 12, 2019, 6:13 PM): Dear Elizabeth Good news! I am so happy that our paper has finally been accepted by GSE. Pak Rudi will be pleased about this, as your contribution has trully ma
- From **Elizabeth Rata** (Wed, Feb 13, 2019, 3:16 AM):

Permintaan untuk melengkapi author agreement dan proof artikel (13 Februari 2019)



Permintaan untuk proofing artikel (15 Februari 2019)



The image shows a Gmail interface on a mobile device. The top navigation bar includes the Gmail logo, a search bar with the text "globalisation, societies and education", and a "Compose" button. The left sidebar lists various folders: Inbox, Starred, Snoozed, Important, Sent, Drafts (7), Categories, Notes, and Personal. Below these are "Meet" options (New meeting, Join a meeting) and "Hangouts" with a list of contacts including Zulfa, Yulida Pangasuti, Caesar Nia, Sukma Ray, Ali Hormen, Alier Noor Fanda, Diana Purwaningrum, and Abdul Wahid.

The main content area displays an email notification for article proofing. The header is a blue box with the ID "CGSE1583089". Below this, the article title is "From 'Priceless' to 'Priced': The value of knowledge in higher education". The manuscript DOI is "10.1080/14767724.2019.1583089". The journal name is "Globalisation, Societies and Education".

The body of the email reads:

Dear Zulfa Sakhiyya,

I am pleased to inform you that your proofs are now available for review using the Taylor & Francis online proofing system:

Please submit your corrections by 2019-02-20, to avoid delay to publication. Corrections must be limited to answers to the Author Queries, typographical and essential corrections only. After we have received your corrections and Author Publishing Agreement, your article will be corrected and published online within 10 working days.

The DOI of your paper is: 10.1080/14767724.2019.1583089. Once your article has published online, it will be available at the following permanent link: <http://dx.doi.org/10.1080/14767724.2019.1583089>

If you have any questions, please contact me using the details below and I will be pleased to assist.

At the bottom right, there is a blue button labeled "Start Proofing".

Pemberitahuan artikel telah published 20 Februari 2019

The image shows a screenshot of a Gmail inbox on a desktop browser. The browser's address bar shows 'mail.google.com'. The Gmail interface includes a search bar with the text 'globalisation, societies and education e-prints'. On the left, the navigation sidebar shows folders like 'Compose', 'Inbox', 'Starred', 'Snoozed', 'Important', 'Sent', 'Drafts', 'Categories', 'Notes', 'Personal', 'Meet', and 'Hangouts'. The main content area displays an email from Routledge. The email text is as follows:

Dear Zulfa Sakhiyya,

Congratulations, we're delighted to let you know that your final published article (the Version of Record) is now on Taylor & Francis Online.

[From 'priceless' to 'priced': the value of knowledge in higher education](#)

Want to tell others you're published? Use your free eprints today
Every author at Routledge (including all co-authors) gets 50 free online copies of their article to share with friends and colleagues as soon as their article is published. Your eprint link is now ready to use and is:

<https://www.tandfonline.com/eprint/FCdUPe6xUXFXCn4c4Sia/full?target=10.1080/14767724.2019.1583089>

You can paste this into your emails, on social media, or anywhere else you'd like others to read your article. Author feedback tells us this is a highly effective way of highlighting your research. Using this link also means we can track your article's downloads and citations, so you can measure its impact. Find out more about [sharing your work](#), how you can work with us to [highlight your article](#).

Have you registered to access your Authored Works?
If you haven't already done so, now is the time to register for your [Authored Works](#), our dedicated center for all Taylor & Francis published authors. Authored Works gives you instant access to your article, and is where you can go to see how many people have downloaded it, cited it and access your Altmetric data.

To access your Authored Works, you will need to register with the email address below:

zulfasakhiyya@gmail.com

On the right side of the email, there is a book cover for 'GLOBALISATION, SOCIETIES AND EDUCATION' published by Routledge.