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Quality Assurance in Higher Education Maria João Rosa,A. Amaral.2014-02-27 This book weighs up the consequences of introducing Quality Enhancement and Risk Management as new dimensions in Higher Education quality control on a global scale. The authors include Chief Executive Officers of Quality Agencies, policy analysts and leading scholars in Quality Evaluation and Comparative Higher Education policy analysis.

Quality Assurance and Accreditation in Distance Education and e-Learning Insung Jung,Colin Latchem.2012-04-05 Quality assurance (QA) in open and distance learning (ODL) can be a contentious issue. Some argue that it should be judged by the same criteria and methods as face-to-face education, while others claim that it is so different in its organization, enrolments and operations that conventional QA mechanisms cannot apply. Some advocate the use of specific guidelines and standards for e-learning; others believe that, regardless of the technology, the basic principles of quality teaching and learning should apply. Providers who have enjoyed freedom from external scrutiny may resist attempts at external regulation and auditing and look upon QA as yet another imposition of corporatization and bureaucracy on education. Others see it as a means of establishing a culture of quality, self-reflection and self-improvement. There is little research-based literature to guide policy-makers, managers and practitioners in applying QA in education and training to ensure the right balance is found between accountability and autonomy, as well as assuring quality for the time and costs involved. In this respect, Quality Assurance and Accreditation in Distance Education and e-Learning is a book that is long overdue. It explains what is involved in QA and accreditation in education. It describes and analyzes applications of these practices in open, distance, dual-mode and conventional universities throughout Europe, North America, Africa, and the Asia-Pacific, looking at open schooling, e-learning in conventional schools, non-formal adult and community education, and corporate and small-to-medium enterprises. Quality Assurance and Accreditation in Distance Education and e-Learning is edited and authored by experts with extensive international experience in ODL, e-learning and QA who give careful consideration to the possibilities and challenges involved. The book will be an invaluable guide for all policy-makers, managers, practitioners and researchers in the field.

Teacher Education: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources.2016-05-19 Educators play a significant role in the intellectual and social development of children and young adults. Next-generation teachers can only be as strong as their own educational foundation which serves to cultivate their knowledge of the learning process, uncover best practices in the field of education, and employ leadership abilities that will inspire students of all ages. Teacher Education: Concepts, Methodologies, Tools, and Applications explores the current state of pre-service teacher programs as well as continuing education initiatives for in-service educators. Emphasizing the growing role of technology in teacher skill development and training as well as key teaching methods and pedagogical developments, this multi-volume work compiles research essential to higher education professionals and administrators, educational software developers, and researchers studying pre-service and in-service teacher training.

Making Learning-Centered Teaching Work Phyllis Blumberg.2023-07-03 This is a substantially expanded and enhanced revision of Phyllis Blumberg's acclaimed and bestselling book, *Developing Learner-Centered Teaching: A Practical Guide for Faculty* (Jossey-Bass, 2009).This easy to follow how-to-guide provides faculty with both a thorough introduction to this evidence-based approach to teaching and practical guidance on how to progressively implement it to strengthen the impact of their teaching. It demonstrates how they can integrate learning-centered teaching into their classroom practice without sacrificing content and rigor, and how to positively engage students in the process by demonstrating its impact on their mastery and recall of key concepts and knowledge.An added outcome, given that learning-centered teaching is correlated with improved student learning, is the resulting assessment data that it provides faculty with the measures to meet the increased demands by accreditors, legislators and society for evidence of improved teaching and learning outcomes. Phyllis Blumberg demonstrates how to use rubrics to not only satisfy outside requirements and accreditation self-studies but, more importantly, for faculty to use for the purposes of self-improvement or their teaching portfolios. She provides examples of how the rubrics can be used to ascertain whether college-wide strategic plans for teaching excellence are being met, for program review, and to determine the effectiveness of faculty development efforts. The book includes the following features: ·Boxes with easy-to-implement and adaptable examples, covering applications across disciplines and course types ·Worksheets that foster easy implementation of concepts ·Rubrics for self- assessment and peer assessment of learning-centered teaching ·Detailed directions on how to use the rubrics as a teaching assessment tool for individuals, courses, and programs ·List of examples of use classified by discipline and type of course Phyllis Blumberg offers Making Learning Centered Teaching Course Design Institutes and workshops on this and other teaching and assessment topics. Half day to multiple day modules.For more information or questions contact blumbergphyllis@gmail.com, or IntegrateEd.com

Quality Assurance in Lifelong Learning. ENQA Workshop Report 18 Endika Bengoetxea,Mark Frederiks,Josep Grifoll,Outi Kallioinen,Immo Schmidt-Jortzig,Kirsi Hiltunen,Achim Hopbach,Richard Thorn.2011 In view of the Bologna ministerial conference to be held in April 2012 in Bucharest, ENQA organised a seminar in September 2011 on Quality Assurance of Joint Programmes in collaboration with the Austrian Accreditation Council (OAR). The purpose of this seminar was twofold: first, to analyse the experience already gained in quality assurance of joint programmes as regards specific issues and methodological approaches, and second, to make recommendations to the ministers responsible for higher education in the European Higher Education Area. This report highlights the results of three projects, undertaken since 2004 and presented at the ENQA seminar in Vienna, to illustrate the width of experience that quality assurance agencies have in the quality assurance of joint programmes. The articles clearly show that what remains the major impediment for the agencies is not the conduct of QA of joint programmes in itself, but rather the national regulations for approval of the different joint programmes. Articles included in this report are: (1) A retrospective view of the Transnational European Evaluation Project (TEEP II) and identifying opportunities for the future (Josep Grifoll); (2) Joint Master's programmes--joint evaluations: A Nordic challenge (Kirsi Hiltunen); and (3) Joint programmes and mutual recognition of accreditation decisions (Mark Frederiks). Quality assurance of joint programmes is appended. (Contains 1 table and 17 footnotes.).

Handbook on Quality and Standardisation in E-Learning Ulf-Daniel Ehlers,Jan Martin Pawlowski.2006-10-11 For building a knowledge society, it is critically important to thoroughly understand quality and standards in e-learning. The handbook provides a cross-national perspective on these issues and draws a clear picture of the situation in quality development and standardization. It gives a concise overview on the field of quality research which can be used for teaching purposes and contains examples of quality and standards and practice.

International Perspectives on Engineering Education Steen Hyldgaard Christensen,Christelle Didier,Andrew Jamison,Martin Meganck,Carl Mitcham,Byron Newberry.2015-05-25 This inclusive cross-cultural study rethinks the nexus between engineering education and context. In so doing the book offers a reflection on contextual boundaries with an overall boundary crossing ambition and juxtaposes important cases of critical participation within engineering education with sophisticated scholarly reflection on both opportunities and discontents. Whether and in what way engineering education is or ought to be contextualized or de-contextualized is an object of heated debate among engineering educators. The uniqueness of this study is that this debate is given comprehensive coverage – presenting both instrumentally inclined as well as radical positions on transforming engineering education. In contextualizing engineering education, this book offers diverse commentary from a range of disciplinary, meta- and interdisciplinary perspectives on how cultural, professional, institutional and educational systems contexts shape histories, structural dynamics, ideologies and challenges as well as new pathways in engineering education. Topics addressed include examining engineering education in countries ranging from India to America, to racial and gender equity in engineering education and incorporating social awareness into the area. Using context as “bridge” this book confronts engineering education head on. Contending engineering ideologies and corresponding views on context are juxtaposed with contending discourses of reform. The uniqueness of the book is that it brings together

scholars from the humanities, the social sciences and engineering from Europe – both East and West – with the United States, China, Brazil, India and Australia.

ENQA European Association for Quality Assurance in Higher Education (Enqa).2010 The history of ENQA (European Association for Quality Assurance in Higher Education) arises in the late 1990s when the first formal procedures for quality assurance begun to stabilize on a national level. As a result of the European Pilot Projects in the field of external quality assurance during the nineties, participants felt the need for further exchange of information and experience in a relatively new field in order to provide an opportunity for mutual learning. From these first steps, ENQA has developed from a discussion forum of few quality assurance enthusiasts into a network of a slowly but steadily growing number of agencies in Europe, and from a network into an elaborated association with a wide membership across Bologna signatory countries in Europe with a firm political role. This publication presents addresses from four persons who engaged themselves during the past years, and thus made the most significant contribution to the development of ENQA. The addressed included in this report are: (1) From the first pilot projects to the founding of ENQA (1994-2000) (Dorte Kristoffersen); (2) ENQA 2000-2005: From the launch of a professional network to the success in Bologna of a new association (Christian Thune); (3) From Bergen to the Register: A long and winding road (Peter Williams); and (4) Toward the European quality assurance dimension: Fostering the participation of ENQA members (Bruno Curvale). Individual addresses contain footnotes.

Handbook of Research on Quality Assurance and Value Management in Higher Education Nuninger, Walter.2016-03-21 The management of quality and sustainability in higher education institutions ensures that proper standards are maintained. Such enforced standardization allows for the highest caliber of training opportunities for various fields and disciplines. The Handbook of Research on Quality Assurance and Value Management in Higher Education is an authoritative reference source for the latest scholarly research on quality management and assurance programs and standards in college-level environments. Highlighting global perspectives on academic and professional learning, this book is ideally designed for researchers, policy makers, practitioners, and professionals actively involved in the field of higher education.

Current Trends in European Quality Assurance. ENQA Workshop Report 8 Dhurata Bozo,Radu Damian,Cecilia de la Rosa Gonzalez,Emmi Helle,Franco Imoda,Alexander Kohler,Vassilios J. Papazoglou,Gemma Rauret Dalmau,Todor Shopov.2009 The present report is a product of two ENQA (European Association for Quality Assurance in Higher Education) seminars, held in 2007, on current trends in European Quality Assurance. The first seminar, hosted by the Bulgarian National Evaluation and Accreditation Agency (NEAA), examined the situation in South-Eastern Europe. The second seminar focused on the situation in Southern Europe. It was hosted by the Holy See and organised in collaboration with the Congregation for Catholic Education, the Agency for the Evaluation and Promotion of Quality in Ecclesiastical Faculties (AVEPRO) and the Pontifical Academy of Sciences. The articles presented in this report, based on the two regional ENQA seminars, introduce the divergent but also converging national experiences and trends in quality assurance in Southern and South-Eastern Europe. Articles included in this report are: (1) Quality assurance in Austrian Higher Education--features and challenges (Alexander Kohler); (2) ESG and the current QA trends in Spain: more than just a change (Gemma Rauret Dalmau and Cecilia de la Rosa Gonzalez); (3) The Bologna Process in the Holy See: origins and implementation (Franco Imoda); (4) National experiences and future challenges: Albania (Dhurata Bozo); (5) Quality assurance in Romanian higher education (R.M. Damian); (6) The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and quality assurance (QA) in the South-Eastern Europe (SEE) region--Opportunities and Challenges: the Situation in Bulgaria (Todor Shopov); and (7) Quality Assurance in Greek Higher Education Institutions: Introduction and Challenges (Vassilios J. Papazoglou). ENQA seminar hosted by NEAA and ENQA seminar are annexed. Individual articles contain references. (Contains 28 footnotes, 1 figure, and 1 chart.).

New Voices in Higher Education Research and Scholarship Ribeiro, Filipa M..2014-11-30 Higher Education systems and universities worldwide are constantly being transformed due to ever-changing practices and policies. Recent research reveals the challenges between society and higher education continue to grow. New Voices in Higher Education Research and Scholarship explores the role of higher education in today's society. It discusses the rapidly changing nature of higher education around the globe, especially the relationship between higher education and social development. This reference book will be of use to policymakers, academicians, researchers, students, and government officials.

Quality Procedures in the European Higher Education Area and Beyond Nathalie Costes,European Association for Quality Assurance in Higher Education.2008

Quality Procedures in the European Higher Education Area and Beyond Nathalie Costes,European Association for Quality Assurance in Higher Education.2008

Gestaltungsmodell der Kennzahlen und Indikatoren bei der Einführung und Rebecka Reschke.2019-05-10 Gegenwärtig existiert kein Erfolgsmodell zur Umsetzung eines Qualitätsmanagementsystems für Studium und Lehre für deutsche Hochschulen; seine Kennzahlen und Indikatoren müssen klassifiziert und analysiert werden können. Das entwickelte Gestaltungsmodell legt dar, welche Kennzahlen und Indikatoren erforderlich, empfehlenswert und optional sind. Das Modell realisiert die Prüfung der Kennzahlen und Indikatoren und unterstützt bei der Einführung und Weiterentwicklung von Qualitätsmanagementsystemen.

Wie lehrt man interkulturelle Kompetenz? Arne Weidemann,Jürgen Straub,Steffi Nothnagel.2015-07-31 Hochschulen vermitteln längst auch berufsübergreifende Schlüsselqualifikationen. Die Förderung interkultureller Kompetenz gehört zu den ehrgeizigsten Zielen unserer Zeit. Viele Studierende erwerben bereits spezialisierte Abschlüsse oder zertifizierte Zusatzqualifikationen. Einschlägige Erfahrungen aus der Lehre wurden bislang jedoch nicht systematisch ausgewertet, umfassende didaktische Konzepte sind Mangelware. Noch immer stellt sich die Frage, wie man interkulturelle Kommunikation und Kompetenz so lehrt, dass Lernprozesse in wissenschaftlicher Expertise und in praktischen Fähigkeiten resultieren. Wie das Handbuch zeigt, erfordert diese Aufgabe theoretisches, methodisches und didaktisches Know-how, eine Portion Phantasie und den Mut zur Reform institutioneller Strukturen sowie des professionellen Handelns aller Beteiligten.

The Global Student Experience Camille Kandiko,Mark Weyers.2013-03-18 There are 100 million students in higher education throughout the world today. This collection provides some indication of what are they are learning and of their wider experiences. It also outlines the changing global context of provision for undergraduate students as countries and universities respond to what they anticipate will be new demands for

Critical Analyses of Educational Reforms in an Era of Transnational Governance Elisabeth Hultqvist,Sverker Lindblad,Thomas S. Popkewitz.2017-10-20 This book represents a set of critical analyses of educational reforms where issues of transnational governance are of vital concern. It focuses on different aspects of, and practices in educational reform-making, and in particular on governing techniques and the working of new agencies such as supranational and multinational organizations. In addition, the book examines contemporary issues of immigration/immigrants in the politics of schooling, by reflecting on matters of migration, and problematizing how concepts such as exclusion and abjection make the migrants appear “failed”, “insufficient” and even “dangerous”. The book provides theoretical insights into critical relations between knowledge and power, governance and governmentality, and notions concerning educational systems, as well as how these are compared. The central themes of the book are models for organizing and reflecting on transnationalization and educational reforms. In its discussion of those themes, the focus lies on changing conceptions of education and the educational system; on how school or teacher education is adapting to discourses of effectiveness and efficiency; and on their transformation according to standardized templates. Such changing conceptions define the meanings of education and educational progress; they are important for the identification and analysis of educational knowledge, and for critical discourses on education in society.

Teaching Language Online Victoria Russell,Kathryn Murphy-Judy.2020-08-23 Practical and accessible, this book comprehensively covers everything you need to know to design, develop, and deliver successful online, blended, and flipped language courses. Grounded in the principles of instructional design and communicative language teaching, this book serves as a compendium of best practices, research, and strategies for creating learner-centered online language instruction that builds students' proficiency within meaningful cultural contexts. This book addresses important topics such as finding and optimizing online resources and materials,

learner engagement, teacher and student satisfaction and connectedness, professional development, and online language assessment. Teaching Language Online features: A step-by-step guide aligned with the American Council on the Teaching of Foreign Languages (ACTFL), the Common European Framework of Reference (CEFR) for Languages: Learning, Teaching and Assessment, and the World-Class Instructional Design and Assessment (WIDA) standards Research-based best practices and tools to implement effective communicative language teaching (CLT) online Strategies and practices that apply equally to world languages and ESL/EFL contexts Key takeaway summaries, discussion questions, and suggestions for further reading in every chapter Free, downloadable eResources with further readings and more materials available at www.routledge.com/9781138387003 As the demand for language courses in online or blended formats grows, K-16 instructors urgently need resources to effectively transition their teaching online. Designed to help world language instructors, professors, and K-12 language educators regardless of their level of experience with online learning, this book walks through the steps to move from the traditional classroom format to effective, successful online teaching environments.

Bildungs- und Wissenschaftsmanagement Anke Hanft.2011-12-08 Den Wandel begleiten Neu im Bildungsmanagement Die Beschäftigten in Bildungs- und Wissenschaftseinrichtungen sind gegenwärtig mit erheblichen Veränderungen konfrontiert. Der Wandel von bürokratischen Strukturen hin zu modernen unternehmerisch handelnden Bildungseinrichtungen vollzieht sich in einem Umfeld, das durch einen sich verschärfenden Wettbewerb gekennzeichnet ist. Dabei nimmt der Einfluss externer Interessengruppen zu und die öffentliche Aufmerksamkeit, was das Leistungsvermögen und den Umgang mit der neu gewonnenen Autonomie angeht, wächst. Von den Beschäftigten wird in Zukunft verlangt, erfolgreiche Bildungsangebote zu entwickeln mit dem Ziel, dass sich die Einrichtungen langfristig am Markt positionieren können. Dieses Buch soll einen Beitrag dazu leisten, die Arbeit in Bildungsorganisationen professionalisieren zu helfen. Studierenden und Praktiker auf dem tertiären und quartären Bildungsbereich werden Managementansätze und -konzepte vorgestellt, die ihnen bei der Entwicklung und Vermarktung von Angeboten Unterstützung leisten. - Rahmenbedingungen des Bildungs- und Wissenschaftsmanagements - Steuerungs- und Managementsysteme - Management organisatorischer Kernprozesse - Qualitätsmanagement und Evaluation - Management organisatorischer Veränderungen - Personalmanagement Die Autorin Prof. Dr. Anke Hanft ist Leiterin des Arbeitsbereichs Weiterbildung und Bildungsmanagement an der Fakultät Bildungs- und Sozialwissenschaften der Universität Oldenburg. Sie ist Herausgeberin der Zeitschrift Hochschulmanagement und Vorsitzende der internationalen Steuerungsgruppe der Österreichischen Qualitätssicherungsagentur (AQA).

La academia en jaque Imanol Ordorika Sacristán.2004

Coproducción de conocimiento en políticas públicas, gobernanza y globalización Myriam Alba, Zapata Jiménez.2022-12-15 Este texto abarca aspectos analíticos en clave intersubjetiva de co-producción de conocimiento social y educativo alrededor de temas y problemas específicos de investigaciones doctorales cuyo objeto de estudio son las políticas públicas, la calidad de la educación, la gobernanza, la globalización y el territorio. La co-producción de conocimiento la entendemos como un constructo epistemológico que parte de enfoques contextualmente territorializados, es decir, configurados por los sentidos situados históricamente de sus actores sociales y educativos, así como por sus pobladores. La apuesta ético-política es complementaria a la premisa de que el conocimiento se construye y reconstruye desde una dimensión intersubjetiva. En este sentido, la diversidad de posturas epistemológicas y de categorías analíticas abre un abanico de posibilidades que enriquecen y amplían los abordajes políticos, culturales, sociales y educativos. Desde este posicionamiento queremos afirmar que el tejido intersubjetivo de la co-producción en la investigación se constituye en una acción colectiva.

Terminology of Quality Assurance Fiona Crozier.2006

Bildungsreform 2000 - 2010 - 2020 vbw-Vereinigung der Bayerischen Wirtscha.2011-04-13 Das deutsche Bildungssystem steht mit Blick auf die Auswirkungen aktueller Veränderungen der Gesellschaft - demografischer Wandel, Diversität, Globalisierung, Migration u.a. - vor weitreichenden Herausforderungen. Im letzten Jahrzehnt wurden bereits zahlreiche Reformmaßnahmen eingeleitet, um die Leistungsfähigkeit des Bildungssystems zu verbessern. In seinem fünften Jahresgutachten „Bildungsreform 2000 - 2010 - 2020. Eine Zwischenbilanz“ geht der Aktionsrat Bildung der Frage nach, wie diese auch in Zukunft sichergestellt werden kann.

Toward Quality Assurance and Excellence in Higher Education Ahmed Odeh Al Jaber.2022-09-01 Quality Assurance is not a new concept in the education sector in general, and higher education in particular, though it is becoming increasingly more relevant and important. Higher education helps to improve an individual's quality of life by enabling them to inflate their knowledge and expertise, to grasp abstract concepts and theories, and to raise their awareness of the world and their community, and as such the assurance of quality is becoming more pivotal in the whole education process. There is no simple definition of the concept of quality in education, though numerous models and theories have been devised. Toward Quality Assurance and Excellence of Higher Education is a new episode of the Quality Assurance perception in higher education, which identifies the quality culture and orientation from the beginning, integrating crucial factors to build a “pyramid” of higher education excellence. The book compares concepts from the main theories of Quality Assurance, management and control when they are applied to educational systems in higher education. The book also presents a new model of excellence in higher education. Excellence is an architecture of building blocks that comes with process performance, effectiveness, harmony and collaboration which should be incorporated in a quality-oriented concept of a sustainable excellence of higher education. The model integrates four main facets: the Educational System, Quality Assurance Managing and Control, Strategic Planning and Globalization. Also presented are international “best-practices” in quality assurance in higher education, from Japan and Finland.

Quality Assurance in Postgraduate Education. ENQA Workshop Report 12 Alexandra Bitusikova, Janet Bohrer, Ivana Borosic, Nathalie Costes, Kerim Edinsel, Karoline Hollander, Gunilla Jacobsson, Ivan Filip Jakopovic, Mary-Louise Kearney, Fred Mulder, Judith Negyesi, Manuel Pietzonka.2010 The present report follows an ENQA (European Association for Quality Assurance in Higher Education) Workshop on Quality Assurance and Postgraduate Education, hosted by the Romanian Agency for Quality Assurance in Higher Education (ARACIS) in Brasov, Romania on 12-13 March 2009. The workshop was an excellent opportunity for ENQA members to exchange information, define concepts and examine best practice related to quality assurance of postgraduate education. Articles included in this report are: (1) Forces Shaping Postgraduate Education: Academic Credentials in a Global Context (Mary-Louise Kearney); (2) Master and Doctoral Education in Europe: Key Challenges for Quality Assurance (Alexandra Bitusikova); (3) Quality Assurance at Doctoral Level: the case of England, UK (Janet Bohrer); (4) Quality Assurance from the doctoral candidates' and junior researchers' perspective (Karoline Hollander); (5) The Postgraduate Students Mirror 2008, a survey in Sweden (Gunilla Jacobsson); (6) Research Master's Programmes in the Netherlands (Fred Mulder); (7) Quality Assurance of Doctoral Education in Germany--Experiences, Standards and Challenges (Manuel Pietzonka); (8) Accreditation of doctoral schools in Hungary (Judith Negyesi); (9) Quality assurance of doctoral study programmes in Croatia (Ivan Filip Jakopovic and Ivana Borosic); and (10) About the role of ECTS regarding Quality Assurance of Postgraduate Education with a glance at Turkey in the Bologna Process (Kerim Edinsel). A conclusion by Nathalie Costes is included. A programme of the workshop is annexed. Individual articles contain tables, appendices, references, and figures. (Contains 28 footnotes.)

Handbook of Open, Distance and Digital Education Olaf Zawacki-Richter, Insung Jung.2023-01-01 This open access handbook offers a one-stop-shop for both new and established researchers, educators, policy makers and administrators in the field of open, distance and digital education (ODDE) to gain a comprehensive overview of the history, theory and practice at all levels of ODDE, and at the same time stimulates in-depth discussions on various themes and issues of ODDE for today and future. Researchers, scholars and students in the field of ODDE can use this handbook as a major reference to conduct their own research and learning agendas. To cover the field comprehensively, the handbook is structured following the 3M framework developed by one of the chief editors Zawacki-Richter. The 3M framework categorizes the major research areas and

issues in ODDE on three levels. Accordingly, the handbook is divided into six sections in total, two sections at each of the three levels: 1) Macro Level - ODDE Systems and Theories, 2) Meso Level - Institutional Perspectives, Management and Organization, and 3) Micro Level - Learning and Teaching in ODDE. This is an open access book.

Learning with Technologies and Technologies in Learning Michael E. Auer, Andreas Pester, Dominik May. 2022-09-12 Education has always been one of the cornerstones for societal evolution and economic growth. We are currently witnessing a significant transformation in the development of education and especially post-secondary education. The use of technology impacts the way educational content is presented and acquired in many areas. The designs of immersive educational worlds and the combination of rational and emotional educational experiences that cannot be designed in the same way in the traditional classroom will come increasingly into focus. Seen in this way the book also contributes to generalize the experience of the COVID-19 crisis and its impact to quality of learning and education. Scientifically based statements as well as excellent experiences (best practice) are necessary. This book contains scientific papers in the fields of: The future of learning Eruptive technologies in learning Pedagogy of online learning Deep learning vs machine learning: opportunities and challenges Reimagining and rapid transition of learning Interested readership includes policymakers, academics, educators, researchers in pedagogy and learning theory, schoolteachers, learning industry, further and continuing education lecturers, etc.

Quality Assurance and Transparency Tools. ENQA Workshop Report 15 Nathalie Costes, Achim Hopbach, Helka Kekalainen, Robin van IJperen, Pdraig Walsh. 2010 The European Association for Quality Assurance in Higher Education (ENQA) realises that there is a steadily growing interest among students and all stakeholders of Higher Education and the public at large in accessing detailed and reliable information on the quality of individual study programmes, faculties and higher education institutions. ENQA is aware that external quality assurance activities in higher education set up by quality assurance agencies are producing only part of the information. Besides quality assurance agencies that enshrine their activities in the ESG, there is a growing number of providers of information about higher education. The proliferation of ranking schemes and other transparency tools is one aspect of this increasing need for information about higher education institutions and their activities. The purpose of this seminar was to discuss expectations from higher education institutions and other stakeholders concerning information on quality of higher education, and the contribution of quality assurance and transparency tools to meet these expectations. The outcome of the discussions is a position paper on information and transparency tools, which can be found in Part 2 of this report. This paper is divided into two parts: (1) Key messages; and (2) ENQA position paper on transparency tools. Programme of the Seminar is appended. (Contains 2 footnotes.)

Handbook of Research on Operational Quality Assurance in Higher Education for Life-Long Learning Nuninger, Walter, Châtelet, Jean-Marie. 2019-12-06 Previously, key levers of higher education have seemed to be the learning organization, work-integrated learning for life-long learning, and learner-centered pedagogy. However, funding evolution and the integration of digital tools are changing professional styles and learning behaviors. Nonetheless, the sustainability of higher education requires quality agreement based on ethical, robust, and replicable pedagogical approaches. The Handbook of Research on Operational Quality Assurance in Higher Education for Life-Long Learning is a comprehensive scholarly book that focuses on the evolution of the education framework and job market as well as necessary changes needed in organizations to reply to life-long learning and competency-based training initiatives. Highlighting topics such as digital environment, e-learning, and learning analytics, this book is essential for higher education faculty, managers, deans, professionals, administrators, educators, academicians, researchers, and policymakers.

Sustainable Development and Quality Assurance in Higher Education Z. Fadeeva, L. Galkute, C. Mader, G. Scott, Simon Mohun. 2014-10-29 To help address the challenges of sustainable development, higher education institutions must transform themselves, bringing together best practice in quality management for tertiary education with best practice in education for sustainable development. This book provides tested strategies and pathways for undertaking this successfully.

Contract Cheating in Higher Education Sarah Elaine Eaton, Guy J. Curtis, Brenda M. Stoesz, Joseph Clare, Kiata Rundle, Josh Seeland. 2022-10-26 This edited volume—the first book devoted to the topic of contract cheating—brings together the perspectives of leading scholars presenting novel research. Contract cheating describes the outsourcing of students' assessments to third parties such that the assignments or exams students submit are not their own work. While research in this area has grown over the past five years, the phenomenon has been exacerbated by the COVID-19 pandemic. Themes addressed in this book include the definition of contract cheating, its prevalence in higher education, and what motivates students to engage in it. Chapter authors also consider various interventions that can be used to address contract cheating's threat to academic integrity in higher education including: assessment practice, education, detection strategies, policy design, and legal interventions.

Higher Education Ensuring Quality Digital Higher Education in Hungary OECD. 2023-03-29 The emergence of fully online, hybrid and blended forms of higher education has led governments, quality assurance agencies and higher education institutions (HEIs) across the OECD to reflect on how to ensure that digital education provides learners with opportunities to reach learning and employment outcomes similar to those achieved through traditional in person instruction. Building on stakeholder engagement and comparative analysis, this report offers an assessment of Hungary's quality assurance system for higher education and, more specifically, its strengths and weaknesses for assuring the quality of digital higher education.

Handbook of Research on Ecosystem-Based Theoretical Models of Learning and Communication Railean, Elena A. 2019-03-22 ICT and globalization have completely redefined learning and communication. People virtually connect to, collaborate with, and learn from other individuals. Because educational technology has matured considerably since its inception, there are still many issues in the design of learner-centered environments. The Handbook of Research on Ecosystem-Based Theoretical Models of Learning and Communication is an essential reference source that discusses learning and communication ecosystems and the strategic role of trust at different levels of the information and knowledge society. Featuring research on topics such as global society, life-long learning, and nanotechnology, this book is ideally designed for educators, instructional designers, principals, administrators, professionals, researchers, and students.

Yeni Nesil Bilgi Merkezleri: Veri Yönetimi Orhan ALAV. 2023-12-31

Global Trends in Higher Education Quality Assurance Susanna Karakhanyan, Bjørn Stensaker. 2020-09-07 The Global Trends in Higher Education Quality Assurance: Challenges and Opportunities in Internal and External Quality Assurance provides a comprehensive coverage of the trends and developments in higher education quality assurance as they refer to legitimacy/trust, efficiency and relevance.

Building the Knowledge Economy in Europe Meng-Hsuan Chou, Åse Gornitzka. 2014-03-28 This book is the first comparative volume on European research and higher education policies.

Teacher Education in Taiwan Shen-Keng Yang, Jia-Li Huang. 2016-04-14 Since the Teacher Education Act was in place in 1994, student teachers were educated through diverse educational institutions instead of the traditional normal schools (Taiwan's equivalent of teachers' colleges). But such market-based teacher education has been altered by politics, society and culture in the direction of government-controlled teacher education, particularly in the quality evaluation of teacher education. Taiwan maintains teacher education quality by controlling the number of teachers, using teacher assessment to eliminate teachers who are not up to standard, evaluating teacher education institutions, evaluating professional development of teachers to raise elementary and secondary teacher quality. This book uses Taiwan as a case study to analyze the transformation of teacher education in a country which goes through political, economic and societal transitions, along the axis of state regulation vs marketization. It analyzes the uniqueness of Taiwanese teacher education for international reference, and draws implications for teacher education policies in the context of education reform. The Formation of Two Approaches to Teacher Education Teacher Education Policy and Policy Direction in Taiwan The Ideology, Implications, Applications of Teacher Profession Standards The Teacher Education Strategic Alliances in Taiwan This book will interest policy makers, researchers and students

in the field of education, especially in teacher education and comparative education.

Education in Non-EU Countries in Western and Southern Europe Terra Sprague.2016-02-11 Education in Non-EU Countries in Western and Southern Europe is a critical reference guide to the development of education in Albania, Andorra, Bosnia and Herzegovina, the Faroe Islands, Iceland, Kosovo, Liechtenstein, Macedonia, Monaco, Montenegro, Norway, San Marino, Serbia, Switzerland and the Vatican City. The chapters, written by regional experts, provide detailed studies of educational systems, which are considered in the light of the broader international trends and developments. Key themes include educational reform and the quality of education, educational change processes in post-socialist transition, the Europeanization of higher education, and the unique challenges of educational provision faced by microstates. Including guides to available online datasets, this book is an essential reference for researchers, scholars, international agencies and policy-makers.

Endstation Bologna? Sonja Staack,Andreas Keller,Klemens Himpele.2010-06-08 Vor zehn Jahren wurde mit der Bologna-Erklärung der Bildungsminister aus 29 Staaten der Grundstein für einen Europäischen Hochschulraum gelegt, der bis 2010 vollendet werden sollte. Der Bildungstreik 2009 hat deutlich auf die Missstände bei der Umsetzung von Bologna in Deutschland hingewiesen. Auf der 3. Wissenschaftskonferenz der Gewerkschaft Erziehung und Wissenschaft (GEW) wurde die Umsetzung des Bologna-Prozesses in Deutschland von Expertinnen und Experten aus Hochschulen, Ministerien und Verbänden kritisch reflektiert. Diese Tagungsdokumentation fasst die unterschiedlichen Erwartungen an den Bologna-Prozess und die Diskussion der bestehenden Probleme zusammen. Nach einer Bestandsaufnahme ziehen die Experten eine erste Bilanz und befassen sich mit den sich daraus ergebenden Perspektiven. Die nationalen Probleme der Umsetzung in Deutschland werden ebenso behandelt wie neue Handlungsfelder und Eingriffsoptionen auf internationaler Ebene. Am Ende des Bandes stehen konkrete Erwartungen an den Bologna-Prozess 2010 bis 2020 und ein Ausblick der GEW an Bologna nach 2010.

Handbook of Research on Teaching and Learning in K-20 Education Wang, Victor C.X..2013-06-30 While the general agreement in education remains that the more senses involved in learning, the better we learn; the question still remains as to the distinction between the education of children and the education of adults. Handbook of Research on Teaching and Learning in K-20 Education provides well-rounded research in providing teaching and learning theories that can be applied to both adults and children while acknowledging the difference between both. This book serves as a comprehensive collection of expertise, research, skill, and experiences which will be useful to educators, scholars, and practitioners in the K-12 education, higher education, and adult education field.

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