

23.7.2024

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Title

Has the quality of teaching and learning processes improved as a result of the implementation of quality assurance coordinated by the state? / Ariana De Vincenzi, Andrea Garau and Ariadne Guaglianone

Publication year

2018

Source/Footnote

In: Quality in higher education. - 24 (2018) 1, S. 55 - 65

Inventory number

46968

Keywords

Qualitätssicherung ; Informationsgesellschaft / Wissensgesellschaft ; Ausland : Argentinien : einzelne Hochschulen

Abstract

Faced with the rapid pace of knowledge expansion, higher education institutions are challenged to raise the efficacy of student education, overcoming the traditionally rigid teaching-centred approach, and shifting the focus instead towards learning, while preparing competent professionals who are able to self-manage knowledge. This paper outlines the impact that quality assurance processes have had on teaching and learning processes from the perspectives of their main stakeholders: students, teachers and academic authorities. The study was carried out in three private higher education institutions of Argentina identified as having introduced certain changes focusing on quality in the education process. Arguably, a higher degree of empowerment of institutional authorities has been noted regarding teaching management and greater attention is being paid to teaching modes; however, the paper concludes that it is still early to ascertain the direct impact that these transformations will

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have on learning outcomes. (HRK / Abstract übernommen)