Quality on the move: Discursive construction of higher education policy from the perspective of quality

The study analysed higher education policy from the point of view of quality as a discursively constructed higher education policy phenomenon. Theoretically, the aim was to investigate (higher education) policy as a discursive process. Methodologically, the study applied discourse analytical methods in the study of higher education policy texts. The practical purpose of the study was to learn more about current European higher education policies from the point of view of quality and quality policy in higher education. The data consisted of higher education policy documentation from Finland, the European union, the OECD and the Bologna process. The analysis concentrated on the occurrences of quality. A Critical Discourse Analytical frame was applied. In a series of five articles, quality as a concept is examined by drawing on different textual approaches. Quality is mostly taken for granted and it is presented as a self-evident good in present European higher education policies. This m ...


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2007

Soveltava kielitiede

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Julkaisija

University of Jyväskylä

ISBN

978-951-39-3043-1

ISSN

1459-4331

Asiasanat

korkeakoulupolitiikka laatu diskursianalyysi tekstianalyysi korkea-asteen koulutus yliopistot korkeakoulut laadunvarmistus Bolognan
Education policy consists of the principles and government policies in the educational sphere as well as the collection of laws and rules that govern the operation of education systems. Education occurs in many forms for many purposes through many institutions. Examples include early childhood education, kindergarten through to 12th grade, two and four year colleges or universities, graduate and professional education, adult education and job training. Therefore, education policy can directly affect As such, higher education internationalization is talked about as a strategic priority for governments and is considered to be at the forefront of policy agendas around the world (Brooks and Waters 2011). Since the beginning, the main goals of the Bologna Process—specifically the harmonization and mobility aspects—have underscored an interest in internationalizing national higher education systems in Europe. Despite this, there is little large-scale comparative research on the actual policies deployed by nation-states to internationalize their higher education systems. With some notable except Quality and relevance. Higher education for migrants and refugees. About education policies. European policy cooperation. European policy cooperation (ET2020 framework). Education and Training Monitor. ET2020 Working Groups. To take forward this work in the field of higher education, the European Commission is currently working on three key priorities that will boost mobility and student exchanges for all: A Network of European Universities. The automatic mutual recognition of diplomas. A European Student Card. Why does higher education matter? When it comes to objectively measuring the quality of the US education system, the news is disappointing. In 2015, the Organization for Economic Cooperation and Development (OECD) released its global rankings of student performance in math, reading, and science, based on the Program for International Student Assessment, or PISA (an exam given worldwide every three years to assess 15-year-olds in 72 countries). The debate around how to improve the education system in the United States is a fraught, complicated one with incredibly high stakes. In one case, a high school district in California reduced the number of expulsions from 1,096 in the 2010-11 academic year to just 66 in 2014-15 by focusing on restorative justice as a means of conflict resolution. Keywords: higher education, quality improvement, quality criteria, quality assessment, traditional and alternative approaches. Quality is a key aspect of higher education. But the quality of education depends on the volume and degree of assimilation of the students received knowledge; other than that it is the quality of education determines the extent to which students will be able in the future to take advantage of this knowledge to their personal and social development and the contribution they can make to the development of the country. Emphasis should be placed on improving the quality of higher education in all its aspects. But there are different approaches of quality improvement and quality
assessment in the world.