

José Gines Mora / Norberto Fernández Lamarra

COORDINADORES

EDUCACIÓN SUPERIOR CONVERGENCIA ENTRE AMÉRICA LATINA Y EUROPA

[Procesos de evaluación
y acreditación de la calidad]

Proyecto ALFA-ACRO Acreditación para el Reconocimiento Oficial



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Educacion Superior Convergencia Entre America Latina Y Europa

Eduardo Lora



Educación Superior Convergencia Entre América Latina Y Europa:

Educación superior José-Ginés Mora, Norberto Fernández Lamarra, 2005-01-01 *European and Latin American Higher Education Between Mirrors* António Teodoro, Manuela Guilherme, 2014-05-05 This book aims to deepen the discussion about the goals envisioned the roles undertaken and constraints found in higher education institutions both in Europe and Latin America in current times This book addresses the controversies and challenges regarding globalising ideologies policies and practices at place It questions leading concepts epistemological axioms and sweeping transnational policies which are shaking core principles traditional routines and local commitments of European and Latin American higher education institutions It focuses on the motivations and consequences of transnational networking in academic life on the impacts of the Bologna process both its vision and implementation in higher education in Europe and its exportation to Latin America This book also examines the definitions translations and implications of concepts such as equality and difference equity and solidarity governance and citizenship and their significance in organizational geographical and global contexts of contemporary higher education both in Europe and Latin America **Internacionalización Y Educación Superior** Marco Aurelio Navarro Leal, 2014-04-25 En este libro el lector encontrará diferentes miradas teóricas interpretativas analíticas propositivas y o comparativistas sobre el tema general de la educación internacional y la internacionalización de la educación superior especialmente en México Este libro contiene 16 capítulos organizados en tres rubros temáticos I Perspectivas teóricas y políticas II Desafíos y temas críticos y III Internacionalización e instituciones Las preocupaciones de los 27 autores que participan en este libro están enfocadas a analizar teóricamente o empíricamente el tema de la Internacionalización de la educación superior y en muchos de los casos a emitir recomendaciones sugerencias propuestas de cambio en pro de una mejor inserción de la universidad en la internacionalización *La Acreditación De La Educación Superior En Iberoamérica* Axel Didriksson Takayanagui, Elia Marum Espinosa, José Dias Sobrinho, Víctor Manuel Rosario Muñoz, 2012-10-26 Desde una perspectiva general la acreditación de programas educativos representa un mecanismo para orientar las tareas educativas de la formación profesional con prácticas y resultados que se reconocen desde un horizonte nacional e internacional convirtiéndose en la estrategia que han asumido las universidades e instituciones de educación superior para impulsar el mejoramiento permanente y el logro de calidad educativa Algunas preguntas que orientan el debate sobre el tema de la acreditación de programas educativos son entre otras ¿qué beneficios estructurales han tenido los procesos de acreditación de programas educativos en el sistema de educación superior en América Latina y España cuáles son los cambios de carácter académico que en los últimos 15 años se han generado en el sistema de educación superior en comparación con los sistemas de países con los que tenemos acuerdos bilaterales los indicadores y estándares de calidad reportados por el Consejo para la Acreditación de la Educación Superior qué significado tienen en el contexto nacional e internacional cuál es la visión de la acreditación y certificación de la educación superior en España y América Latina En esta obra de dos volúmenes se rescatan algunas respuestas a las

interrogantes planteadas mediante la recuperacin de experiencias institucionales y productos de investigacin sobre el tema Finalmente se caracterizan y explican las tensiones desencuentros conflictos y resultados de la acreditacin de la educacin superior y de la gestin de la calidad de los programas educativos en la Regin Iberoamericana **Educación superior** José-Ginés Mora,2005 **Educación Superior** Marco Aurelio Navarro Leal,2014-12-05 La reorganizacin geopolítica la reestructuracin de las fuerzas económicas tanto como el desarrollo alcanzado por las tecnologías de la informacin y la comunicacin han creado un nuevo escenario en el que se observan patrones diferentes en la estructura de las sociedades y sus dinámicas demográficas en las formas de produccin y consumo de bienes y servicios en las formas y medios de comunicacin Este escenario impone nuevas demandas y retos a los que la educacin superior no puede responder de manera mecánica y funcional Puesto que en la sociedad compiten diversos intereses enfoques proyectos e interpretaciones surgen temas que requieren de discusin para definir y decidir alternativas y cursos de accin Sociedad del conocimiento internacionalizacin planeacin y conduccin evaluacin de la calidad gobernabilidad profesin académica y emprendedurismo son algunos temas emergentes que requieren una crítica atencin y que han estado presentes en importantes definiciones políticas como el III Encuentro de Rectores Universitaria Ro 2014 **The State of State Reforms in Latin America** Eduardo Lora,2006-10-23 Latin America suffered a profound state crisis in the 1980s which prompted not only the wave of macroeconomic and deregulation reforms known as the Washington Consensus but also a wide variety of institutional or second generation reforms The State of State Reform in Latin America reviews and assesses the outcomes of these less studied institutional reforms This book examines four major areas of institutional reform a political institutions and the state organization b fiscal institutions such as budget tax and decentralization institutions c public institutions in charge of sectoral economic policies financial industrial and infrastructure and d social sector institutions pensions social protection and education In each of these areas the authors summarize the reform objectives describe and measure their scope assess the main outcomes and identify the obstacles for implementation especialmente those of an institutional nature **La internacionalización de la educación superior en América Latina y Europa: retos y compromisos** Luis David Prieto Martínez,Carmen Helena Jiménez de Peña,2012-06-02 En los albores del siglo XXI la globalizaci n ha permeado todas las esferas de la sociedad y su impacto ha llegado a las puertas de nuestras universidades Por ello es cada vez m s importante el papel que juega la educaci n superior en la tarea de ense ar a vivir juntos en la aldea global y a desear esta convivencia La formaci n de ciudadanos del mundo con competencias para desempe arse con xito en cualquier parte del globo es preocupaci n permanente de las universidades la internacionalizaci n se ha posicionado en el mundo acad mico y ya no se puede dar marcha atr s Desde la perspectiva de la globalizaci n Europa ha jugado un papel muy importante Podemos afirmar sin temor a equivocarnos que el desarrollo de la educaci n superior europea ha impactado la internacionalizaci n de la educaci n superior en todo el mundo Am rica Latina no ha sido ajena a los fen menos mencionados Sus universidades de calidad han realizado ingentes esfuerzos

por estrechar los nexos con universidades europeas y por desarrollar interesantes proyectos de internacionalizaci n potenciando la movilidad estudiantil realizando programas de doble titulaci n alimentando la colaboraci n para el desarrollo de la investigaci n mediante la implementaci n de redes de cooperaci n y participando en proyectos de la Uni n Europea como ALFA y ERASMUS Este libro es un esfuerzo de un pu ado de colegas europeos y latinoamericanos por analizar tem ticas relevantes examinar las tendencias y compartir experiencias exitosas que invitan a la reflexi n sobre los retos de las universidades con el fin de hacer realidad su internacionalizaci n

Educaci3n, Transporte Y Desplazamiento

Leal, Navarro, S3mano, Rodr3guez, Bugar3n, Navarro L3pez, 2016-12-06 En tiempos de crisis social los proyectos de investigaci n se replantean para hacer frente a la problem tica que va surgiendo en forma intempestiva En estas p3ginas se presentan siete artculos sobre problem ticas concretas y sus propuestas de soluci n Ciudades Divertidas Migraci n de menores Migraci n infantil en la agenda internacional Desplazamientos forzados Una clasificaci n de menores migrantes El proceso de Bolonia y sus implicaciones en la Educaci n Superior y Apuntes para una Zona segura de Libre Comercio

Educaci3n superior y calidad en Am3rica Latina y Argentina

Norberto Fern3ndez Lamarra, 2007 CONTENIDO Evaluaci n y acreditaci n de la educaci n superior en Am rica Latina y el Caribe La calidad de la educaci n superior concepciones Normativa evoluci n y situaci n actual Organismos de aseguramiento de la calidad Los enfoques metodol3gicos Aseguramiento de la calidad en los procesos de internacionalizaci n de la educaci n superior y de educaci n virtual Principales tendencias logros y desaf os Evaluaci n y acreditaci n en la educaci n superior Argentina

Neo-liberal Educational Reforms

David Turner, H3seyin Yolcu, 2013-12-17 This volume gathers a cast of eminent scholars for a critical and comparative analysis of how neoliberal education policies have functioned in a range of countries in different stages of economic development Treating case studies from Europe Asia the Americas and the Middle East the volume shows how globalization operates differently in different societal contexts

La Acreditaci3n De La Educaci3n Superior En Iberoam3rica

Elia Marum Espinosa, Norberto Fernandez Lamarra, Axel Didriksson Takayanagui, Jose Dias Sobrinho, V3ctor Manuel Rosario Mu3oz, 2013-01-04 Desde una perspectiva general la acreditaci n de programas educativos representa un mecanismo para orientar las tareas educativas de la formaci n profesional con prcticas y resultados que se reconocen desde un horizonte nacional e internacional convirti ndose en la estrategia que han asumido las universidades e instituciones de educaci n superior para impulsar el mejoramiento permanente y el logro de calidad educativa Algunas preguntas que orientan el debate sobre el tema de la acreditaci n de programas educativos son entre otras qu beneficios estructurales han tenido los procesos de acreditaci n de programas educativos en el sistema de educaci n superior en Amrica Latina y Espaa cules son los cambios de carcter acadmico que en los ltimos 15 aos se han generado en el sistema de educaci n superior en comparaci n con los sistemas de pases con los que tenemos acuerdos bilaterales los indicadores y estndares de calidad reportados por el Consejo para la Acreditaci n de la Educaci n Superior qu significado tienen en el contexto nacional e internacional cul es la visi n de la acreditaci n y certificaci n

de la educaci3n superior en Espaa y Amrica Latina En esta obra de dos volmenes se rescatan algunas respuestas a las interrogantes planteadas mediante la recuperaci3n de experiencias institucionales y productos de investigaci3n sobre el tema Finalmente se caracterizan y explican las tensiones desencuentros conflictos y resultados de la acreditaci3n de la educaci3n superior y de la gesti3n de la calidad de los programas educativos en la Regi3n Iberoamericana

Políticas de evaluaci3n y acreditaci3n en las universidades argentinas Ariadna Guaglianone,2013 El trabajo aborda la comparaci3n de los procesos y los resultados surgidos de las pr3cticas de evaluaci3n institucional y de acreditaci3n de las carreras de grado de ingenier3a que se generaron en las universidades argentinas a partir de la sanci3n de la Ley de Educaci3n Superior N 24521 y del surgimiento de la Comisi3n Nacional de Evaluaci3n y Acreditaci3n Universitaria CONEAU Los interrogantes se vinculan con el contexto en el cual se desarroll3 la evaluaci3n y la acreditaci3n de las carreras las condiciones institucionales las motivaciones para su puesta en pr3ctica su desarrollo y la participaci3n de los actores Tambi3n indaga sobre los resultados obtenidos el abordaje de las problem3ticas expuestas en los informes el contraste entre ambos procesos en relaci3n con los proyectos de mejoras surgidos de las pr3cticas de evaluaci3n y de acreditaci3n y las consecuencias expresas que ellos ocasionaron en los m3bitos internos de las instituciones

Colombia y la Uni3n Europea Eric Tremolada,Carlo Tassara,Olivier Costa,2020-03-17 Tres cap3tulos componen Colombia y la Uni3n Europea una asociaci3n cada vez m3s estrecha Los dos primeros se ocupan del origen y evoluci3n del relacionamiento y la cooperaci3n existente entre la Uni3n Europea UE y Colombia y verifican qu3 tan estrecha es y el ltimo explica la complejidad de la Uni3n Europea desde un punto de vista hist3rico institucional y pol3tico De esta manera en el primer cap3tulo encontramos un an3lisis que aborda las relaciones de la Uni3n Europea con Amrica Latina y el Caribe para luego centrarse en Colombia desde dos perspectivas cronol3gica y multinivel El segundo apartado pone en evidencia c3mo la cooperaci3n y el di3logo pol3tico entre la Uni3n Europea y los pa3ses de Amrica Latina y el Caribe se han fortalecido produciendo importantes resultados en las relaciones birregionales particularmente en los m3bitos del desarrollo local la educaci3n superior y la cohesi3n social El ltimo escrito nos facilita la compresi3n de la UE como el mayor proyecto de paz jam3s emprendido recordando que esta sigue siendo una uni3n imperfecta pero necesaria para el bienestar la libertad y la democracia de sus ciudadanos

M3s all3 de lo dicho Ofelia Reveco,2013-06-11 Este libro es el resultado del trabajo sostenido que la Universidad Central ha venido realizando en los ltimos a3os sustentado en una pol3tica institucional de fomento y apoyo a la investigaci3n la que trasciende todos los cambios que naturalmente se producen en las instituciones A la fecha del lanzamiento de este libro las autoridades que crearon e implementaron el fondo interno de apoyo a la investigaci3n que permite este desarrollo han dejado sus cargos Las actuales autoridades reconocen lo realizado a la fecha y la necesidad de impulsar a n3m3s la investigaci3n en la Instituci3n Creemos en el valor de la docencia y de nuestros docentes a la vez que no podemos imaginar una docencia de calidad sin la necesaria generaci3n de conocimiento la que debe contener una impronta social y de compromiso con Chile Esta tarea es continua y permanente Anunciamos desde ya la futura edici3n de un

nuevo libro de similar estructura con el cual seguiremos dando cuenta de las investigaciones que se siguen desarrollando con las que esperamos seguir aportando al saber y al desarrollo de nuestro país *Yo te evalúo, tú me evalúas* Mónica Marquina, 2017-11-14 Este libro tiene como propósito estudiar la experiencia de funcionamiento del sistema de evaluación y acreditación universitario argentino creado en el año 1995 con la sanción de la Ley de Educación Superior No 24 521 Dicho análisis se realiza colocando el énfasis en los procesos de acreditación de carreras y tomando en consideración la mirada de diversos actores que participaron de los procesos evaluativos desencadenados a partir de la aplicación de dicha norma La evaluación de la Educación Superior fue un tema privilegiado en las agendas reformistas de la década de 1990 Muchos países de la América Latina a partir de recomendaciones de organismos multilaterales y organizaciones regionales instalaron durante esa década sistemas de evaluación universitaria incluyendo los nuevos marcos legales que guiaron los cambios En la Argentina la implementación de la evaluación y la acreditación universitaria se llevó a cabo a partir de la creación y el funcionamiento de una agencia creada para tal fin la Comisión Nacional de Evaluación y Acreditación Universitaria CONEAU la cual lleva adelante una intensa actividad que involucra a numerosos actores individuales e institucionales Estudios de Ciencia, Tecnología y Sociedad en América Latina. Balances y perspectivas, 2013-12-02 El Simposio 59 es la recopilación de textos presentados por investigadores y académicos de Argentina Brasil Chile Colombia España y México en la tercera versión del encuentro internacional Ciencia tecnología y culturas Diálogo entre las disciplinas del conocimiento Mirando al futuro de América Latina y el Caribe realizado en la Universidad de Santiago de Chile en enero de 2013 Allí se abocó a la reflexión filosófica teórica conceptual así como también el análisis sociopolítico de experiencias científico tecnológicas particulares del continente americano Las temáticas abordaron aspectos como la epistemología historia política de la ciencia perspectivas críticas sobre la práctica científica y tecnológica análisis de discursos y prácticas CTS sociología y política de la ciencia y la tecnología educación y apropiación social de la ciencia y tecnología **Informe sobre la educación superior en América Latina y el Caribe, 2000-2005**, 2006 Balances y perspectivas Luciana Beatriz Scotti, 2016-06-01 Los procesos de integración regional comparten en la actualidad un rol protagónico con los Estados nacionales en el escenario de las relaciones internacionales Estos esquemas condicionan el comportamiento de los Estados y de otros actores de la escena internacional De allí la importancia de su estudio en particular del bloque que integramos el Mercosur Nuestro proceso presenta peculiares características que desde las diversas dimensiones del fenómeno de la integración regional merecen ser analizadas En especial es necesario detenerse en el análisis de los aspectos jurídico institucionales del Mercosur cuyas deficiencias son de diversa índole y grado Además de veinte años desde su creación el Mercosur no ha cumplido las ambiciosas metas propuestas desde sus orígenes más allá de los relanzamientos que tuvo al correr de su vida en consonancia con los vaivenes en las presidencias de los Estados parte y en especial del lugar que le han reconocido en las respectivas agendas de política exterior Convergencia educativa y diversidad cultural en el EEES, 2012-05-01 Hereby we present the results of

our Doctorate research in the frame of European university convergence towards the European Higher Education Area EHEA whose implementation means unifying educational criteria approaches methodologies programmes credit systems and degrees in the 47 participant countries giving at the same time a positive appreciation to the cultural diversity involved and to its adequate treatment as essential factors for quality An educational system at the same time reflects and helps to conserve and transmit the culture of a particular country In all cases members of a cultural and academic community share a number of fundamental values that people from other cultures have to discover recognize identify get to know understand accept learn assume and develop in order to feel fully integrated and be able to interact on equal terms conditions and therefore achieve the results and success desired What does it mean to be a good Higher Education professor in increasingly international multilingual and multicultural learning environments What perceptions do international students have on this profile considering that they come from different learning traditions and previous educational experiences and have got diverse socio cultural backgrounds and characteristics What quality expectations in this respect do they bring with them to the multicultural classroom How can professors meet these expectations and thereby improve their teaching From a systemic perspective on education in terms of education quality and effectiveness our research considers inter alia a number of different variables such as input professor students with diverse cultural origins profiles traditions previous experiences of university education context multicultural learning environments in Higher Education climate and culture of the classroom process teaching and learning techniques strategies teaching and learning styles intercultural approach product Intercultural Competence As it can be seen in detail in the analysis of the results obtained in our research statistically significant differences directly reflect cultural factors described in the various respondent student profiles as well as in their different traditional university models It has been therefore proved verified that the culture of the classroom or the academic culture teaching and learning culture is a true reflection of the culture or the cultural profile of those societies in which the university sits as an integral part member

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