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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Chapter 1 Assessment as learning and empowerment: towards sustainable learning in Higher Education -- Chapter 2 Is university students' self-assessment accurate? -- Chapter 3 Co-creating value, collaborative learning and competences in higher education -- Chapter 4 A model for implementing non-specific competencies (NSCs) in degree studies, defined using a Delphi study in Spanish universities -- Chapter 5 Linking the Development of Teamwork and Communication Skills in Higher Education -- Chapter 6 First contact with the word of work: the competence built in the teaching practices -- Chapter 7 Leadership development through experiential learning in university studies at Florida Universitària -- Chapter 8 Simulation games and the development of competences. Empirical evidence in marketing --

Chapter 9 Feedback and self-regulated learning: How feedback can contribute to increase students' autonomy as learners -- Chapter 10 Measuring competencies in higher education. The case of innovation competence -- Chapter 11 Three-dimensionality in competencies: the inclusion of ethics in the generic competency of teamwork and leadership -- Chapter 12 Student opinion on the application of active methodologies.

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#### Sommario/riassunto

In an era of globalization, technological innovation, and social transformations, universities face the challenge of training students with the competencies needed to meet the demands of the market and to successfully integrate into today's workforce. This book looks at the university as a dynamic source of essential competencies and explores various skill management models, methodologies and innovations applied by educational institutions around the world. The demands of today's society represent a major challenge for universities and their teaching staffs. Professors need to adapt their teaching methods to meet these new challenges. For example, universities need to prepare new generations of students with the ability to select, update and use knowledge, rather than processing facts and formulas. Students need to be capable of learning in different contexts and modalities throughout their professional careers and learn to adapt their knowledge to new situations. In response, a conceptual and methodological change has taken place in the university organizational culture and in student curriculums. This book presents a variety of cases and observations on the competencies developed in the curriculums of universities around the world, with the aim to assure that graduates leave fully prepared to face the challenges of the new economy.

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