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Nota di contenuto	1. Researching quality work in higher education; Mari Elken and Bjørn Stensaker -- 2. Quality systems in higher education institutions: enabling and constraining quality work; Mari Elken, Nicoline Frølich, Peter Maassen and Bjørn Stensaker -- 3. The relationship between external quality assurance and the work of study programme leaders: a comparative study; Per Olaf Aamodt, Ebbe Graversen, Elisabeth Hovdhaugen, Peter Maassen, Evanthia Kalpazidou Schmidt and Bjørn

Stensaker -- 4. Technology as quality work? Educational leaders and teachers' use of digital technology; Trine Fosslund and Cathrine Tømte -- 5. Layers of consistency in study programme planning and realization; Tine Sophie Prøitz, Anne Line Wittek and Thomas de Lange -- 6. Exploring student participation challenges in student-centred learning environments; Monika Nerland -- 7. Making group learning group: processes and pedagogical designs in higher education; Crina Dama and Anne Line Wittek -- 8. Plenary teaching: examining opportunities for student involvement and knowledge exploration in large classroom-settings; Thomas de Lange, Anne Line Wittek and Trine Fosslund -- 9. What counts as quality feedback? Disciplinary differences in students' and teachers' perceptions of feedback; Rachelle Esterhazy, Trine Fosslund and Odd-Rune Stalheim -- 10. Quality work – reflections and refinements; Mari Elken and Bjørn Stensaker.

Sommario/riassunto

This book focuses on quality work in higher education, and examines the relationship between the organizational and pedagogical dimensions of quality work in higher education. Bringing together different disciplinary traditions, including educational science, sociology, and organisational studies, it addresses the following principal research question: How is quality work carried out in higher education? The book addresses a wide variety of academic, administrative and leadership practices that are involved in quality work in higher education institutions. The chapters in this book examine core issues crucial in the design and content of study programs, such as modes of teaching, learning and curricula design, as well as institutional practices regarding assessment and quality enhancement. The introductory and concluding chapter present an overarching focus on quality work as a lens to analyse intentional activities within higher education institutions directed at how study programmes and courses are designed, governed, and operated.
