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Nota di contenuto	Academic Voices -- Editorial page -- Title page -- LCC data -- Table of contents -- Preface and acknowledgements -- 1. Introduction -- 1.1 The KIAP project -- 1.2 The KIAP Corpus -- 1.2.1 Corpus statistics -- 1.2.2 Text selection -- 1.2.3 Representativity -- 1.2.4 Text formatting -- 1.2.5 Text encoding -- 1.2.6 Search options -- 1.3 Cultural identity -- 1.3.1 Introduction -- 1.3.2 National identity -- 1.3.3 Academic identity -- 1.3.4 Disciplinary identity -- 1.3.5 Genre and discourse community -- 1.3.6 Cultural identity in KIAP -- 1.4 Previous research -- 2. Theoretical and methodological frameworks -- 2.1 Theoretical framework -- 2.1.1 Main theoretical approaches -- 2.1.2 A polyphonic framework: ScaPoLine -- 2.2 Quantitative methods -- 2.2.1 Our independent variables -- 2.2.2 Article length and absolute frequency -- 2.2.3 Relative frequency and measures based on it -- 2.2.4 Cross-linguistic comparisons and relative frequency -- 2.2.5 Statistical tests -- 2.2.6 Why non-parametric statistics? -- 2.3 Qualitative methods -- 2.3.1 An illustration of method -- 2.3.2 Our use of case studies -- 3. Quantitative results -- 3.0 Introduction -- 3.1 Cultural identities as

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Sommario/riassunto

This book explores how the voices of authors and other researchers are manifested in academic discourse, and how the author handles the polyphonic interaction between these various parties. It represents a unique study of academic discourse in that it takes a doubly contrastive approach, focusing on the two factors of discipline and language at the same time. It is based on a large electronic corpus of 450 research

articles from three disciplines (economics, linguistics and medicine) in three languages (English, French and Norwegian). The book investigates whether disciplines and languages may be said to represent different cultures with regard to person manifestation in the texts. What is being studied is thus cultural identities as tendencies in linguistic practices. For the majority of the features focused on (e.g. metatext and bibliographical references), the discipline factor turns out to contribute more strongly to the variation observed than the language factor. However, for some of the features (e.g. pronouns and negation), the language factor is also quite strong. Additional background information on the investigations reported in this book can be found at www.uib.no/kiap/.

2. Record Nr.	UNINA9910150450403321
Autore	de Boer Harry
Titolo	Policy Analysis of Structural Reforms in Higher Education : Processes and Outcomes / / by Harry de Boer, Jon File, Jeroen Huisman, Marco Seeber, Martina Vukasovic, Don F Westerheijden
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Nota di contenuto	<p>Chapter 1. Structural Reform in Higher Education: An Introduction; Harry de Boer, Jon File, Don F. Westerheijden, Jeroen Huisman, Marco Seeber & Martina Vukasovic -- PART I. Horizontal Differentiation Processes -- Chapter 2. Reform of the 'Fachhochschulen' in Austria; Attila Pausits -- Chapter 3. Partial Horizontal Differentiation in Croatian Higher Education: How Ideas, Institutions and Interests Affect the Policy Process; Jelena Brankovic & Martina Vukasovic -- Chapter 4. Strengthening Research at the Dutch 'Hogescholen': From Ideas to Institutionalization; Harry de Boer -- Chapter 5. Pulling the Plug in a Bathtub: The Big Consequences of a Small Change in Norwegian Higher Education; Mari Elken & Nicoline Frølich -- Chapter 6. The Government Response to the Private Sector Expansion in Poland; Dominik Antonowicz, Marek Kwiek & Don F. Westerheijden -- PART II: Vertical Differentiation Processes -- Chapter 7. The Danish UNIK-Initiative: An NPM-Inspired Mechanism to Steer Higher Education; Kaare Aagaard & Harry de Boer -- Chapter 8. France: Initiatives for Excellence; Emmanuel Boudard & Don F. Westerheijden -- Chapter 9. The International Campus of Excellence Initiative in Spain; Marco Seeber -- PART III: Institutional Relationships -- Chapter 10. Setting up Associations in Flemish Higher Education; Jeroen Huisman & Jelle Mampaey -- Chapter 11. Finland: Mergers in the Context of Continuity; Terhi Nokkala & Jussi Välimaa -- Chapter 12. Policy-Making for Structural Reforms in Welsh Higher Education Landscape; Nadine Zeeman & Paul Benneworth -- Chapter 13. Structural Reform in European Higher Education: Concluding Reflections; Jeroen Huisman, Marco Seeber, Martina Vukasovic, Harry de Boer, Jon File and Don F. Westerheijden.</p>
Sommario/riassunto	<p>This book addresses the complex phenomenon in higher education of structural reforms in higher education systems. Across the globe, governments initiate comprehensive reforms of their higher education systems because they want their models to be the best and to excel at what they do. This regularly requires governments to change the higher education landscape to achieve their set objectives. Changes can include merger processes, the introduction of a new sector of higher education or a new type of higher education institution or excellence initiative. This book explores the current understanding of how successful such comprehensive reforms have been through an examination of eleven reform cases in European countries. For each reform, the different phases of the policy process – policy objectives, design, implementation, policy tools and evaluation – are systematically described and analysed to provide an overview of the factors that contribute to the success or failure of the reforms. .</p>