

18.5.2024

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Title

EHEA Policies' Implementation Into the Greek HEIs : the Incorporation of Learning Outcomes in the Faculties of Teacher Training for Primary Education / Andreas Vassilopoulos

Publication year

2019

Source/Footnote

In: Internationalisation of higher education : developments in the European Higher Education Area and Worldwide. - 7 (2019) 1, S. 65 - 81

Inventory number

48059

Keywords

Ausland : Griechenland : Studenten, Studium, Lehre ; Ausland : Griechenland : einzelne Hochschulen

Abstract

Learning outcomes constitute a basic policy tool towards the realisation of the European Higher Education Area (EHEA). They may also address several recent developments concerning the contemporary mission, focus and modus operandi of the nine Greek Faculties of Teacher Training for Primary Education (FTTPE). Accordingly, in this paper, we focus on the forces on the national and transnational levels pressing for the incorporation of learning outcomes into the Greek higher education institutions. (HRK / Abstract übernommen)