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Abstract

This chapter analyses how the topic of teaching and learning has evolved in the political discourse of the Bologna Process and of the policy actors who shape European higher education policy. This exercise is particularly stimulating because learning and teaching evolved from a topic of little significance to a forefront concern and a dimension presented as capable of making the difference for the success of the proposed reforms. It is the rise in prominence, the underlying rationales and the dimensions of teaching and learning that the chapter intends to disentangle. Based on an analysis of the central policy documents of the Bologna Process and key reports of other influential supra-national actors, a proposition is put forward that attention to teaching and learning became focal when this dimension began to be perceived as critical to ensure that higher education served the

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mission assigned to it by policy-makers, primarily of a utilitarian and economic nature. In making this claim, it is suggested that this evolution has been largely determined by the European Commission (EC) and the OECD as prominent supra-national agents and vectors of globalization. The chapter also cautions against the alienation of academics from policy-making which impacts on teaching and learning, an academic territory by excellence. (HRK / Abstract übernommen)

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