

## Erasmus Facts Figures Trends

This book focuses on the dynamic and rapidly expanding field of transnational higher education (TNE). Despite the increasing importance of TNE and the interest it has attracted from various stakeholders, there is a lack of theoretical and empirical evidence on several aspects pertaining to its operation and governance. This book provides a unique combination of contributions from researchers and practitioners in a wide variety of case studies from TNE exporting countries in Europe and Asia. In doing so, the editors, with added support from Dr Christopher Hill, examine how this gap between research and practice can be bridged. This valuable edited collection will be of use to researchers and practitioners in transnational education, as well as students and scholars of international education and higher education policy.

Study abroad programs offer a unique opportunity for students to immerse themselves within different cultural backgrounds as they continue to further their education. By experiencing this first-hand, in-service and pre-service educators are better prepared to address diversity issues within their classrooms. The Handbook of Research on Efficacy and Implementation of Study Abroad Programs for P-12 Teachers highlights program developments geared towards pre-service and in-service teachers. Featuring the pedagogical opportunities available to participants and the challenges encountered during the development and implementation of study abroad programs, this publication is a critical reference source for pre-service and in-service teachers, school administrators, higher education faculty, educational researchers, and educators in multicultural and international education programs.

This edited book focuses on the latest developments in classification, statistical learning, data analysis and related areas of data science, including statistical analysis of large datasets, big data analytics, time series clustering, integration of data from different sources, as well as social networks. It covers both methodological aspects as well as applications to a wide range of areas such as economics, marketing, education, social sciences, medicine, environmental sciences and the pharmaceutical industry. In addition, it describes the basic features of the software behind the data analysis results, and provides links to the corresponding codes and data sets where necessary. This book is intended for researchers and practitioners who are interested in the latest developments and applications in the field. The peer-reviewed contributions were presented at the 10th Scientific Meeting of the Classification and Data Analysis Group (CLADAG) of the Italian Statistical Society, held in Santa Margherita di Pula (Cagliari), Italy, October 8–10, 2015.

This book describes how the number of international students has grown in 150 years, from 60,000 to nearly 4 million. It examines the policies adopted towards them by institutions and governments round the world, exploring who travelled, why, and who paid for them. In 1860 most international students travelled within Europe; by 2010 the largest numbers were from Asia. Foreign students have shaped the universities where they studied, been shaped by them, and gone on to change their own lives and societies. Policies for student mobility developed as a function of student demand and of institutional or national interest. At different times they were influenced by the needs of empire, by the cold war, by governments' search for soft power, by labour markets, and by the contribution students made to university finance. Along with university students, others travelled abroad to study: trainee nurses, military officers, the most deprived and the most privileged schoolchildren. All their stories are a vital part of the world's history of education and of its broader social and political history. Written by a former dean, this book offers a unique understanding of challenges facing legal education, research, publishing and governance.

This book examines the integration of the international, global, and intercultural dimensions in contemporary education systems. Yemini provides a comprehensive understanding of the process of internationalization from different angles including policy-making, curriculum implementation, media discourse, and individual agency. The book illuminates and analyzes a set of key tensions of internationalization across multiple levels of schooling and across the domains of popular discourse, policy, curriculum, pedagogy, and students' identity, by connecting or re-connecting the process of internationalization and its outcomes at individual level of global citizenship. The author uses solid empirical embedding of each of those aspects together with development of novel theoretical insights in each of the investigated domains. Virtual exchange refers to education programmes in which constructive communication and interaction takes place between individuals or groups from different cultural backgrounds with the support of educators or facilitators. Evaluating and Upscaling Telecollaborative Teacher Education (EVALUATE, <http://www.evaluateproject.eu/>) was a European policy experimentation financed by Erasmus+ which studied the impact of a telecollaborative model of virtual exchange on student teachers. Between 2017-2018, the project consortium trained teacher trainers and organised virtual exchanges which involved over 1,000 student teachers at initial teacher education institutions. This entailed students interacting and collaborating with partner classes from other countries as an integral part of one of their courses. The research team then analysed the learning gains from these exchanges using qualitative and quantitative research methodologies. They also worked with representatives from European ministries of education to understand how virtual exchange could be upscaled in teacher education across Europe. This publication presents the findings of the EVALUATE experimentation and its implications for the education of future teachers. The study found that engaging student teachers in structured online intercultural collaboration as part of their formal learning can contribute to the development of their digital-pedagogical, intercultural, and foreign language competences. It can also lead to innovation and international learning in the education of future teachers.

The Journal of International Students (JIS) is a quarterly publication on international education. JIS is an academic, interdisciplinary, and peer-reviewed publication (Print ISSN 2162-3104 & Online ISSN 2166-3750) indexed in major academic databases. The journal publishes scholarly peer-reviewed articles on international students in tertiary education, secondary education, and other educational settings that make significant contributions to research, policy, and practice in the internationalization of education worldwide. We encourage the submission of manuscripts from researchers and practitioners around the world from a myriad of academic fields and theoretical perspectives, including international education, comparative education, human geography, global studies, linguistics, psychology, sociology, communication, international business, economics, social work, cultural studies, and other related disciplines.

Applied Social Sciences: Education Sciences is a collection of essays specific to the field of education. The volume contains both essays on general issues in education (education in antiquity, discipline in early childhood, quality of the educational process, formative assessment, pedagogical approaches to literature, teacher training, gender stereotypes in education, and education and media) and essays on education in elementary school (curriculum design options, and science achievement in early adolescence), in high school (age and learning context, performance evaluation, argumentation in the teaching of fiction, truancy, and student leadership styles), and in higher education (communication skills, student's time, scholarly digital curation, Facebook-mediated

teacher-student relationship, initial teacher training, quality of pre-service teacher training, teacher's professional competence, professional profile of the teacher-researcher, and teaching at tertiary level). This volume will appeal to a wide range of readers, including counsellors, doctors, managers, psychologists, researchers, social workers, students, teacher trainers, and teachers of all subjects and of all levels, who wish to improve both personally and professionally. It will also be of great use to all those who interact, one way or another, with both students and teachers.

As the 21st century has seen, lifelong learning has become more important as many countries have emerged into "learning societies". With these learning societies, adult and community education, along with new technologies, play a major role in shaping and reshaping their economic, political, and cultural realities. Handbook of Research on Technologies for Improving the 21st Century Workforce: Tools for Lifelong Learning addresses how technologies impact the combination of workforce education and adult learning. This comprehensive collection of research from leading authorities and front line faculty seeks to equip adult learners/employees with the right knowledge and skills to continue to contribute to the economy given the importance of the essential role of technologies.

This brochure looks at the ongoing Erasmus story during the academic year 2012-13, an exceptional year marked by a key milestone: the 3 millionth student went abroad with Erasmus this year, and the number of mobile academic and administrative staff broke the 350 000 barrier. The brochure also presents the many joint projects, summer schools and network activities which are changing the ways in which higher education is delivered in Europe. And for the first time, the Erasmus results are presented in this brochure alongside those from three other EU-funded programmes in the field of higher education: Tempus, Jean Monnet and Erasmus Mundus.

We invite you to explore the third issue of our 10th anniversary series in the Journal of International Students! The COVID-19 global pandemic has affected every facet of our lives, and international students are profoundly impacted by the uncertainty in higher education worldwide. The cutting-edge research and analysis from our authors continues to be critical as we navigate new realities together. Issue 10.3 continues our yearlong celebration with essays from influential voices in the field who highlight the importance of supporting international students and immigrants in these challenges time, the diversification of students, and teaching and engaging international students.

This edited volume introduces readers to the relationship between higher education and transnational politics. It shows how higher education is a significant arena for regional and international transformation as well as domestic political struggle replete with unequal power relations. This volume shows: The causes and impacts of recent transformations in higher education within a transnational context; Emerging similarities in objectives, institutional set-ups, and approaches taking place within higher education institutions across different world regions; The asymmetrical relations between various kinds of institutional, commercial and state actors across borders; The extent to which historical and colonial legacies are important in the transformation of higher education; The potential effects these developments have on the current structure of international political order. Drawing on case studies

from across the Middle East, Asia, Africa, Latin America, and Europe, the contributors develop diverse perspectives explaining the impact of transnational politics on higher education—and higher education on transitional politics—across time and locality. This book is among the first multi-disciplinary effort to wrestle with the question of how we can understand the political role of higher education, and the political force universities exert in the realm of international relations.

Financial sustainability is one of the key challenges confronting Europe's universities today. Despite the fact that universities are at the centre of knowledge creation and development, which itself is seen as one of the main engines of economic growth, public funding of higher education in most countries is not increasing or at least not increasing enough in real terms. "Democratisation of higher education" has led to the fact that the higher education budgets per student are relatively low in most European countries compared to Europe's competitors. Despite declarations of intent to increase spending on higher education and research, it is not very likely that public expenditure will grow significantly on average in Europe and therefore be able to keep up with rapidly inflating costs in the years to come. One of the reasons for this is that higher education and research have to compete with other priorities in public budgets (e.g., security, health, etc.). Furthermore, the recent economic downturn has contributed to the decision in many European countries to decrease the levels of investment in higher education and research. Such trends are particularly worrisome for universities across Europe, whose continuing dependence on public funding puts their future sustainability under pressure. New funding schemes and incentives have been discussed and introduced in many European higher education systems, including competitive funding schemes for research under the name of "excellence" policies. Despite the different national institutional configurations in Europe, higher education systems face similar demands of promoting sustainable funding models, maintaining high academic standards, and equality. Thus, financial sustainability is not an end in itself; it aims to ensure that the public university's goals are reached by guaranteeing that the institution produces sufficient income to enable it to invest in high quality education and produce equitable outcomes. For these reasons, this book analyses funding reforms from a multidimensional approach.

The Journal of International Students (JIS), an academic, interdisciplinary, and peer-reviewed publication (Print ISSN 2162-3104 & Online ISSN 2166-3750), publishes narrative, theoretical, and empirically-based research articles, student and faculty reflections, study abroad experiences, and book reviews relevant to international students and their cross-cultural experiences and understanding in international education. More at [www.ojed.org/jis](http://www.ojed.org/jis)

This book presents the latest knowledge on the still under-researched field of academic tourism, which over the past decade has gained in importance at local and national economic levels as a result of increasing international mobility of students and academic staff in higher education. A wide range of themes are explored from various perspectives, with the focus on Europe. Particular attention is paid to academic tourism demand, expenditure, and economic impact; the relationships between academic tourism and local and regional development, sustainable development, and

environmental sustainability; and the importance of academic tourism for the internationalization of higher education and international cooperation and development. Further topics to be considered include the significance of academic tourism for the dynamics of tourism destinations and insights from experimental tourism research. In addition to theoretical chapters and state of the art reviews, readers will find insightful empirical and case studies. The book will be of interest to academics, researchers, students, and practitioners, including policy makers.

The volume provides insights on strategies and technologies for teaching and learning that are being used in unique national/cultural contexts of Africa, Asia and the Middle East, Europe, Latin America, and North America.

Journal of International Students (JIS) is a quarterly publication on international education. JIS is an academic, interdisciplinary, and peer-reviewed publication (Print ISSN 2162-3104 & Online ISSN 2166-3750) on international student affairs. The journal publishes narrative, theoretical, and empirically-based research articles, student and faculty reflections, study abroad experiences, and book reviews relevant to international students and their cross-cultural experiences and understanding in international education.

This book fleshes out activities and initiatives in the field of education from across areas of European Union competence in order to highlight the extent to which education and training have penetrated the European Community's policymaking since its creation. Policies are all too often placed in their individual silos, which can sometimes work against deeper understanding of policymaking and its reach across policy domains. This project avoids such compartmentalisation and instead crosses boundaries to explore education's relationship with other policy areas, as well as its far-reaching role in the construction of a united Europe. It demonstrates education's significance across the broad landscape of European integration by presenting a collection of case studies, which represent policy areas that have experienced the infiltration of education. These include: Migration, Health, Agriculture, Multilingualism, Media and Communications, and the environment.

Beyond the undergraduate and graduate levels, education has traditionally ceased when students enter the workforce as professionals in their respective fields. However, recent trends in education have found that adult students beyond the traditional university age often benefit greatly from returning to further their education. *Adult and Continuing Education: Concepts, Methodologies, Tools, and Applications* investigates some of the most promising trends in furthering education and professional development in a variety of settings and industries. With an extensive array of chapters on topics ranging from non-traditional students to online and distance education for adult learners, this multi-volume reference book will provide students, educators, and industry professionals with the tools necessary to make the most of their return to the classroom.

This book examines the relationship between education and excessive confidence in situations of uncertainty. For this purpose, a questionnaire with 10 pseudo general knowledge questions was designed whereby their degree of difficulty exceeds the knowledge of an average student by far. It was investigated whether subjects (N = 535) would acknowledge this condition and its associated nescience. If that is the case, they will answer the 10 questions within an extremely wide confidence interval in order to meet the predefined 90% accuracy requirement. The focus of investigation was in Southern Germany as the school system regularly receives top marks in national educational rankings. In addition to the empirical study, the paper defines the distortion of judgment and identifies its relevant factors. It gives a detailed explanation of the German education system, and states the criticism of the concept of overconfidence. The paper concludes with a recommendation for action and ventures a look ahead. The main intention of the study is to identify a possible factor which influences human behavior towards a biased decision-making process. It is crucial to understand all relevant factors in order to take actions against the negative effects of overconfidence.

This comprehensive Handbook provides an international perspective on contemporary issues and future directions in teaching and learning in tourism. Key topics include assurance of learning, development of skills, learning in the field, work integrated learning, sustainability and critical studies, internationalisation, technology enabled learning, links between teaching and research, and graduate student supervision. Within these topics attention is devoted to the discussion of curriculum, pedagogy, assessment, students, educators and trends and issues. The Handbook provides a valuable resource for understanding teaching and learning theory and practice in tourism.

Journal of International Students || Vol 10 No 4 (2020): 10th Anniversary Series || Part I We invite you to explore the fourth issue of our 10th anniversary series in the Journal of International Students with excellent essays from Jenny Lee, Darla Deardorff, Rosalind Raby, and Megan Siczek. Our final issue for 2020 features authors from and research focused on Armenia, Australia, China, Mexico, the Netherlands, Saudi Arabia, Singapore, Taiwan, Turkey, and the United Kingdom. Issue 10.4 concludes our yearlong celebration with essays from influential voices in the field, who highlight critical issues facing international students, reflections on the last ten years in community college internationalization, and thoughts about how we need to move forward in the community.

"How can psychology professors in the USA and other nations make their courses more international?" This question is addressed in this indispensable new sourcebook, co-authored by 73 contributors and editors from 21 countries. In recent decades psychology has evolved from an American-dominated discipline to a much more global discipline. Preliminary estimates by Zoma and Gielen (2015) suggest that approximately 76%-78% of the world's one million or so psychologists reside outside the U.S. However, most textbooks in the field continue to rely predominantly on research

conducted in North America and Europe. Our book is intended to introduce psychology instructors to a variety of broad perspectives as well as specific suggestions that can support their efforts to internationalize their course offerings at both the undergraduate and graduate levels. In this way they can prepare their students to become more culturally sensitive and function more effectively as citizens and psychologists in the evolving globalized world. To achieve these ambitious goals the editors have assembled an international group of 73 distinguished contributors who, taken together, have taught and conducted research in all regions of the world. The chapters in the book include both core areas of psychology and subdisciplines that represent rapidly expanding and internationally important areas such as cross-cultural psychology and the psychology of gender. The chapters cover key topics and areas included in the course offerings of psychology departments both in the United States and in other countries. In addition to a discussion of international perspectives relevant to a given area, all chapters include an annotated bibliography of pertinent books, articles, web-related materials, films, videos, and so on. Based on this information, both highly experienced and less experienced psychology instructors can add globally and culturally oriented dimensions to their respective courses. This is important because universities, departments, and accrediting agencies increasingly put pressure on instructors to broaden and internationalize their courses. "As a long-time international psychologist myself, I see this bold new volume as a great leap forward for international psychology. The 73 distinguished contributors and editors from 21 countries have carefully crafted a handbook that will be the go-to resource on the topic for years to come. For psychology to continue to be relevant in the 21st century it must become more international; I am grateful this book will help us accomplish this challenging but rewarding goal." ~ Philip G. Zimbardo, Ph.D Past-President American Psychological Association "What could be more important than understanding human behavior and the thoughts and emotions that underlie it? By teaching psychology to the world, we offer the possibility of using our discipline to create a better future for all of us. The chapters in this excellent book help teachers of psychology move from an ethnocentric perspective to a global way of thinking about and telling about a truly international psychology." ~ Diane F. Halpern, Ph.D Past-President of the American Psychological Association and Professor of Psychology "This is a brilliant, unprecedented collection of international scholarship that every psychology professor and student should read. The 21st century in the teaching of psychology has truly arrived with this book, creating a thoroughly needed international focus for our pedagogy." ~ Frank Farley, Ph.D, L. H. Carnell Professor, Temple University; Former President, American Psychological Association (APA), International Council of Psychologists, American Educational Research Association (AERA), and the Society for International Psychology (Division 52 of APA) "Internationalizing Teaching of Psychology contains chapters authored by eminent psychologists of diverse cultural background, inclusive of different cultural perspectives on range of topics of

contemporary importance. Thus, the volume integrates research emanating from varied cultural contexts facilitating development of a truly universal psychological science. The volume is a major resource for teaching courses on Cultural/Cross-cultural /Global psychology and in enhancing internationalization of psychology." ~ Prof. Janak Pandey, University of Allahabad, India, Editor, Psychology in India: The State-of-the-Art "All involved in the training of psychologists will want to recommend this book, which thoroughly presents an international perspective on the teaching of psychology. Rich, Gielen and Takooshian consider the basic nature of psychology, at the same time emphasizing cultural differences and relating it all to real life. As expert, cross-cultural researchers, the contributors provide a much needed resource and up-to-date reference for psychologists and students, as well as for any scholar interested in our discipline around the globe." ~ Laura Hernández-Guzmán, Ph. D. Professor of Psychology, Universidad Nacional Autónoma de México, Past-President of the Mexican Psychological Society "Since the mid-twentieth century the world has become an increasingly smaller place, at least in the figurative sense. And yet, Western psychology has been slow to grasp the culturally limited scope of much of our science. Although the movement toward a more culturally inclusive psychology had its roots at least as early as the 1960s, more recent meta-analyses have shown that a large percentage of the psychological literature has represented a small percentage of the world's population. In Internationalizing the Teaching of Psychology, Grant Rich, Uwe Gielen, and Harold Takooshian are making a noteworthy effort to inform and support teachers who would move the field toward a psychology of all people. From advice about getting involved in international psychology, to stand-alone international psychology courses, to the problems of culture-bound specialized courses, these well-traveled and experienced editors have assembled a resource that psychology teachers will find both interesting and valuable." ~ Kenneth D. Keith, President, Society for the Teaching of Psychology, University of San Diego "This volume is a positive contribution to the internationalization of the psychology curriculum. Given the very large numbers of psychology undergraduate and graduate students across the world, such internationalization has significant potential to provide learners with opportunities to better understand the similarities and differences in the behavior of humans in different local, national and international contexts. Such understanding can lead to a greater appreciation of, and perhaps respect for and celebration of, these similarities and differences, thus potentially leading to actions that reduce global human suffering. This volume should become an indispensable tool for psychology educators interested in such outcomes." ~ Jacquelyn Cranney, Psychology, UNSW Sydney, Australia "This book is a necessity, given the increasing mobility of psychologists, use of technology in psychology practice, and need to regulate the psychology profession globally. The content in this book will go a long way to improve psychological literacy in our East and Central Africa region. I chaired the first ever East and Central African Regional Psychology Conference in Uganda in 2013 and

am on the Board of Directors of the International Association of Applied Psychologists (IAAP), so am keenly aware that the internationalization of scientific psychology knowledge and skills is an imperative." ~ James Kagaari, Ph.D, President, Uganda Council of Psychologists "Teaching psychology in your own country—especially when it is a country as vast and diverse as the United States, where fewer than half its citizens hold a passport—makes it all too easy to give courses in which students come away with the impression that what psychological scientists have learned about behavior and mental processes at home applies equally in the rest of the world. That is not always the case, of course, and the chapters in this valuable volume serve not only to remind us of that fact, but to stimulate us to consider adjusting the content of our courses to make them, as they should be, more international in scope." ~ Douglas Bernstein, Courtesy Professor of Psychology, University of South Florida USA "Bravo to this all-star cast of international contributors for showing us how to help students appreciate both our cultural diversity and our human kinship—and for providing us with accessible articles, books, media, and online materials for teaching every area of psychology from a more international perspective." ~ David G. Myers, Hope College, co-author, Psychology 12th Edition and Social Psychology, 12th Edition "Imagine that you convened an invitation-only panel of 73 experts from around the world and asked that they guide the profession in internationalizing the teaching of psychology. This book would be the impressive result! Here's the definitive, how-to guide on adding global and cross-cultural perspectives to courses throughout the psychology curricula." ~ John C. Norcross, Ph.D, ABPP, Distinguished Professor of Psychology at University of Scranton, Adjunct Professor of Psychiatry at SUNY Upstate Medical University "In today's increasingly interconnected world, the ever-emerging importance and impact of integrating psychology into education is powerfully presented in this book. The editors – themselves outstanding experts in the field – have assembled an exceptionally impressive collection of 28 chapters by 73 expert contributors covering varied aspects of teaching psychology from an international and multicultural perspective. Educators, students, psychologists, as well as stakeholders in related disciplines will find the theories and practical guides as essential and useful resources." ~ Judy Kuriansky, PhD, United Nations NGO representative, the International Association of Applied Psychology; Department of Psychology, Columbia University Teachers College

Tourism is much more than an economic sector, it is also a social, cultural, political, and environmental force that drives societal change. Understanding, responding to, and managing this change will inevitably require knowledge workers who are able to address a range of problems associated with tourism, travel, hospitality, and the increasingly complex operating environment within which they exist. The purpose of this Handbook is to provide an insightful and authoritative account of the various issues that are shaping the higher educational world of tourism, hospitality and events education and to highlight the creative, inventive and innovative ways that educators are responding to these issues. It takes as its

central focus a dynamic curriculum space shaped by internal and external factors from global to local scales, a variety of values and perspectives contributed by a range of stakeholders, and shifting philosophies about education policy, pedagogy and teaching practice. A benchmark for future curriculum design and development, it critically reviews the development of conceptual and theoretical approaches to tourism and hospitality education. The Handbook is composed of contributions from specialists in the field, is interdisciplinary in coverage and international in scope through its authorship and content. Providing a systematic guide to the current state of knowledge on tourism and hospitality education and its future direction this is essential reading for students, researchers and academics in Tourism, Hospitality, Events, Recreation and Leisure Studies.

This volume responds to the growing need for intercultural approaches to teaching and learning languages. The central premise is that the aim of intercultural language teaching and learning is to foster effective communication and effective learning in spaces between cultures in order to prepare learners for global citizenship, but that the corresponding models and methods must emerge from the bottom-up in order to meet the needs of each unique context. The book offers a collection of successful experiences rooted in praxis. It shares the activities, methods, models, and approaches which have been developed within specific contexts. Thus, it offers an example of how to adopt an “intercultural perspective” in teaching and learning. The editors and contributors share the conviction that the experiences detailed here can be informative to the realities of all readers in the same way that their own practices have been informed by others.

This book is written in honor of Horst Brezinski and explores a wide and diverse range of topics related to comparative economic studies. Containing contributions from a number of former Presidents of the European Association for Comparative Economic Studies, the chapters discuss the hard budget constraint, economic transformation in Central Eastern Europe, illiberal democracy, sovereign wealth fund, higher education, the euro, the shadow economy, multinational companies, and economic power. Additional attention is given to new areas of study such as the digital economy and sports economics. This book aims to examine comparative economies across a wide range of geographical areas including China, Hungary, the United Kingdom, Poland, and the United States and will be relevant to those interested in emerging and transition economies, the political economy, economic policy, and international relations.

RESEARCH - RICERCA Effectiveness of critical thinking instruction in higher education: a systematic review of intervention studies Dawit T. Tiruneh, An Verburgh, Jan Elen From research assistant to researcher: being wakeful in a mentorship journey about methodology, poverty, and deficit thinking Heather Grenville, Darlene Ciuffetelli Parker Adapting grounded theory in qualitative research: reflections from personal experience Philip Bulawa B-learning quality:

dimensions, criteria and pedagogical approach Paula Peres, Luís Lima, Vanda Lima The system learning. Rethinking structures, role and functions of the virtual communities of knowledge and learning Pierfranco Malizia APPLICATIONS - APPLICAZIONI Stability of Russian banking sector: the results of adaptation international standards of banking regulation Svetlana Khasyanova Development of technologies of application of Islamic financial products in the Russian federation Simone La Bella, Vladimir Malyaev Data display in qualitative research Susana Verdinelli, Norma I. Scagnoli The competencies required for effective performance in a University e-learning environment Mitchell Parkes, Christine Reading, Sarah Stein Future direction for next generation Web Young B. Choi, Young Han Choe, Tae H Oh Tablets (iPad) for M-learning in the context of social constructivism to institute an effective learning environment Palmo Thinley, Shlomo Geva, James Reye PowerPoint: IT's not yes or no, it's when and how Lois A. Jordan, Raymond Papp Is Finnish higher education a model or a myth? The case study of Erasmus mobility from Italy to Finland Chiara Biasin HIGHLIGHT - PROSPETTIVE A brief outline about FADRIVE. A pattern to improve e-learning Danilo Ceccarelli Morolli PBL Working environment: an expert system for teachers, trainers and headmasters who want to understand and apply the Problem-Based Learning (PBL) pedagogy in their own classroom Susanna Correnti, Luca Angelo Galassi tuBEMATES project: towards a competitive European Higher Education Ilaria Reggiani Simulations and serious games for company businesses Paolo Francescone Learning: the way out Review of OECD (2013), Education at a Glance 2013: OECD Indicators, OECD Publishing. Lisa Reggiani Methodologies for Research-Creation Valentina Cisbani GUIDE Association: Conclusions from the VII International Conference, Guatemala Laura Ricci Upcoming Conferences: VIII GUIDE conference and V Seminar on Education and Communication, Aracaju, Brazil, 19-21 November 2014 New GUIDE Journal: Digital Universities. International best practices and applications CONTRIBUTORS GENERAL INDICATIONS FOR THE AUTHORS

Spain has been the favourite destination for Erasmus students from all over Europe since 2001 and the top country within the EU for outgoing Erasmus students (over 65,000 a year and over 625,000 since the launch of the programme), which points to the unquestionable interest, both for institutions and Spanish students, in the internationalisation of education.

Embedded technology, that is, computing built into everyday devices, is all around. Known as the Internet of Things, embedded sensors in our home, in our tools, and even in our baseball bats have changed the world as we know it. As with every stage of evolution, leaders have the options to resist, adapt, or to get ahead of the change.

The report describes the state of implementation of the Bologna Process in 2012 from various perspectives and with data ranging from 2010 to 2011 as well as with earlier trends data for some statistical figures. --Ed.

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