Procedura selettiva per la copertura di n. 1 posto di categoria D, area amministrativa gestionale per le esigenze del Settore Didattica del Dipartimento di Studi sull'Asia e sull'Africa Mediterranea mediante procedura selettiva di progressione di categoria riservata al personale in servizio a tempo indeterminato presso l'Università Ca' Foscari Venezia – DDG n. 567 /prot.n. 42695 del 25/08/2020.

Domande sulle materie di cui all'art. 2 del bando

Busta nr. 1

- Accreditamento periodico di un corso di studio

- Tipologie di incarico per lo svolgimento di attività didattiche

Busta nr. 2

- Accreditamento iniziale di un corso di studio

- Double e joint degree

- Requisiti di docenza

- Obiettivi formativi del corso di studio

Busta nr. 4

- Il Documento di progettazione del corso di studio

- Collegi didattici dei corsi di studio

Busta nr. 5

- Verifica della didattica erogabile

- Regolameneto didattico dei corsi di studio

Busta nr. 6

- Docenti di riferimento dei corsi di studio

- Composizione e ruolo delle Commissioni paritetiche docenti studenti

Busta nr. 7

- Opinioni degli studenti

- Iter per la modifica di un ordinamento didattico

- Indicatori di monitoraggio annuale

- Accesso ai corsi di Laurea e Laurea magistrale

Procedura selettiva per la copertura di n. 1 posto di categoria D, area amministrativa gestionale per le esigenze del Settore Didattica del Dipartimento di Studi sull'Asia e sull'Africa Mediterranea mediante procedura selettiva di progressione di categoria riservata al personale in servizio a tempo indeterminato presso l'Università Ca' Foscari Venezia – DDG n. 567 /prot.n. 42695 del 25/08/2020.

Testi per la prova di conoscenza della lingua inglese

1) FROM:

Europran Halth Education Area : EHEA 2020 ROME MINISTERIAL CONFERENCE

Rome Ministerial Communiqué 19 NOVEMBER 2020

The EHEA is a unique cooperation, built on trust, where public authorities and higher education stakeholders work together to define and achieve shared goals. Thanks to the diversity of our cultures, languages and environments, and to our shared commitment to quality, transparency and mobility, our higher education systems offer unequalled opportunities for learning, teaching, research and innovation.Our societies are facing unprecedented challenges connected with the worldwide spread of COVID-19 and its consequences. The pandemic has shown how interdependent we are, and how vulnerable we can be. It has made evident that we are all part of one world, where human solidarity is an imperative. We greatly appreciate and recognize the efforts of the higher education community in rising to these challenges and reaffirm our determination to provide inclusive quality higher education fulfiling its full range of purposes also in times of crisi. (...)

We are determined to enable our higher education institutions to engage with our societies to address the multiple threats to global peace, democratic values, f reedom of information, health and wellbeing – not least those created or exacerbated by the pandemic. We commit to continue and step up our investment in education, to ensure that higher education institutions have appropriate funding to develop solutions for the current crisis, post crisis recovery, and generally, the transition into green, sustainable and resilient economies and societies.We are committed to overcoming the social inequities that still limit the achievement of a fully inclusive EHEA. Digitalisation has allowed most of our systems to continue to function during the COVID-19 pandemic, although the intensified use of digital means has brought to light certain limits. With its consolidated experience of transnational and international cooperation and research, higher education must take a leading role in exploring and advising on how to address and overcome these limitation.

We are committed to overcoming the social inequities that still limit the achievement of a fully inclusive EHEA. Digitalisation has allowed most of our systems to continue to function during the COVID-19 pandemic, although the intensified use of digital means has brought to light certain limits. With its consolidated experience of transnational and international cooperation and research, higher education must take a leading role in exploring and advising on how to address and overcome these limitations.We look with determination and optimism towards 2030, confident that we will succeed in fostering more effective cooperation and closer dialogue among our countries, our higher education systems and institutions and with the broader higher education community.

2) FROM:

<u>Europran Halth Education Area : EHEA 2020 ROME MINISTERIAL CONFERENCE</u>

<u>Rome Ministerial Communiqué 19 NOVEMBER 2020</u>

(...) Fundamental Values

We reaffirm our commitment to promoting and protecting our shared fundamental values in the entire EHEA through intensified political dialogue and cooperation as the necessary basis for quality learning, teaching and research as well as for democratic societies. We commit to upholding institutional autonomy, academic f reedom and integrity, participation of students and staff in higher education governance, and public responsibility for and of higher education.We ask the BFUG to develop a framework for the enhancement of the fundamental values of the EHEA that will foster self-reflection, constructive dialogue and peer-learning across national authorities, higher education institutions and organisations, while also making it possible to assess the degree to which these are honoured and implemented in our systems. We adopt the definition of academic freedom as f reedom of academic staff and students to engage in research, teaching, learning and communication in and with society without interference nor fear of reprisal (Annex I).We reaffirm our commitment to fostering ethics, transparency and integrity in and through education and research and note that the Council of Europe's Platform on Ethics, Transparency and Integrity in Education (ETINED) offers the possibility for all EHEA members, consultative members and partners to cooperate to reach this goal.

Building the Future

An inclusive EHEA: Socially inclusive higher education will remain at the core of the EHEA and will require providing opportunities and support for equitable inclusion of individuals f rom all parts of society. Learners with diverse socio-economic, professional, cultural and educational backgrounds must have the possibility and the tools to seek out and avail themselves, at any time of life, of the educational options mos t useful for them.We commit to reinforcing social inclusion and enhancing quality education, using fully the new opportunities provided by digitalisation. While our societies increasingly rely on innovative technologies, including artificial intelligence, we must ensure that these observe ethical standards and human rights and foster inclusion. We recognize that digitalisation does not offer 'one size fits all' solutions, and ask the BFUG to propose ways in which all learners can benefit f rom the new technologies.We adopt the "Principles and Guidelines to Strengthen the Social Dimension of Higher Education in the EHEA" (Annex II) based on a broadened understanding of the social dimension, and commit to implementing them in our systems. We will engage in wide-ranging policy dialogue on how to implement the principles and guidelines fully at national level. We will support our higher education institutions in integrating them into their institutional culture and core missions: learning and teaching, research and innovation, knowledge circulation and outreach, institutional governance and management. We ask the BFUG to report back to us in 2024 on the steps taken and the related monitoring measures to assure evidence-based follow-up.We recognize the importance of safeguarding student rights through legislation; we commit to developing and supporting them in our national systems through dedicated measures and structures, such as student ombudspersons or similar solutions that already exist in many EHEA countries. We commit to enabling such arrangements within our countries and higher education systems and will encourage cooperation within the European Network of Ombuds in Higher Education (ENOHE

3) FROM

The Bologna Process and the European Higher Education Area

Why is the Bologna Process important?

Under the Bologna Process, European governments engage in discussions regarding higher education policy reforms and strive to overcome obstacles to create a European Higher Education Area.
Bologna reform is key to building the necessary trust for successful learning mobility, cross-border academic cooperation and the mutual recognition of study periods and qualifications earned abroad. Enhancing the quality and relevance of learning and teaching is also a core mission of the Bologna Process.
Implementation of these reforms is, however, uneven across the 48 participating countries.
The Bologna Process also provides a forum for dialogue with neighbouring countries regarding higher education reforms and questions related to shared academic principles, such as the independence of universities and the participation of students in civil society activities. It has become an important space for soft diplomacy with neighbouring countries in the Western Balkans (with the exception of Kosovo), Eastern Partnership countries, Turkey and Russia, as well as many other countries.

What is the EU doing to support higher education reform?

Since the launch of the Erasmus programme some 30 years ago, the Commission, together with national authorities, higher education institutions, students and other stakeholders, triggered more intense and structured cooperation among European higher education institutions.
As the demand for student mobility grew rapidly, it became clear how difficult it was for single institutions to recognise periods of study across different national higher education systems with divergent degree structures and different academic traditions.
The Bologna Process, starting with the Sorbonne and Bologna Declarations, was the response of national governments to the challenges arising from the mobility of European students and graduates.
The Commission is a full member of the Bologna Follow-up Group and its board, which supports the implementation of the decisions of the Bologna Ministerial Conferences.
Much progress has been made in reforming higher education systems in EU Member States and beyond, as indicated by regular implementation reports.
Education Ministers have also adopted the Paris Communiqué highlighting priority activities in this area for the coming years. The Communiqué outlines the joint vision of education ministers from 48 European countries for a more ambitious European Higher Education Area by 2020.
It calls for:
- an inclusive and innovative approach to learning and teaching
- for integrated transnational cooperation in higher education, research and innovation
- for securing a sustainable future through higher education

In addition, the Communiqué outlines the need for better support to enable vulnerable and underrepresented and groups to access and excel in higher education. These ambitions are in line with the goal of the EU to create a European Education Area by 2025, to promote mobility and the academic recognition of qualifications for all EU citizens.

4) FROM:

Evaluation of the factors that determine quality in higher education: an empirical study

(by Maria Tsinidou, Vassilis Gerogiannis, Panos Fitsilis)

(...) Education services are often intangible and difficult to measure, since the outcome is reflected in the transformation of individuals in their knowledge, their characteristics, and their behaviour. Therefore, there is no commonly accepted definition of quality that applies specifically to the higher education sector (Michael, 1998). Further, when we assess quality of higher education institutions (HEIs), issues such as autonomy and independence complicate the whole process (Middlehurst and Gordon, 1995). In this context, accreditation agencies that operate in each country have been trying to assess the quality offered by the institutions by evaluating and accrediting their degrees and the educational work offered. However, the operation of these agencies has not greatly influenced the perception of quality in the sector or clarified issues on institutional quality assessment (Parri, 2006).

A simplistic approach to quality assessment would be to briefly describe what quality is, set certain standards that can be assessed, compare these with the work done in each institution and draw a conclusion on the quality of the institution in question. Unfortunately, quality in higher education as well as defining a way to measure is not a simple issue (Parri, 2006). Furthermore, the complexity of the process increases since the set of quality attributes to be measured and their relative weight is not constant but varies according to the different stakeholder point of view.

This study focuses on the determinants of service quality within the Higher Education sector and attempts to assess their individual weight in defining quality from a student perspective.

5) FROM:

Focus on: the European Higher Education Area after two decades of the Bologna Process - a brief look back

***Remember how far you've come, not how far you have to go. You are not where you want to be, but neither are you where you used to be.* Rick Warren**

Ministers of higher education come together online this week (19 November) to reflect on the state of European higher education. With the disruption caused by the COVID-19 pandemic, it feels like we have reached a critical point, with major challenges to face in the next decade: How can higher education best play its role in addressing climate change and sustainable development? How should the sector embrace digital education? And how should the higher education community respond to threats to academic freedom and institutional autonomy that are occurring with increasing frequency? These are all pressing issues, but it's worth pausing for breath to recognise the achievements of the previous two decades that make it possible to tackle them.

The past twenty years has been a tricky period, with many challenges to the European project. Yet during this period higher education systems across Europe have made enormous progress in following convergent and coherent reforms. The 2020 edition of the Bologna Process Implementation Report outlines how higher education systems have harmonised degree structures, put in place quality assurance and shifted away from teacher to learner-centred higher education. And beyond this, one of the biggest achievements is overlooked: that 48 vastly different countries, some of whom may be in actual or recent conflict with each other, come together regularly to agree key priorities and commit to long-term policy objectives.

6) FROM:

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

(...)

Broader access to higher education is an opportunity for higher education institutions to make use of increasingly diverse individual experiences. Responding to diversity and growing expectations for higher education requires a fundamental shift in its provision; it requires a more student-centred approach to learning and teaching, embracing flexible learning paths and recognising competences gained outside formal curricula. Higher education institutions themselves also become more diverse in their missions, mode of educational provision and cooperation, including growth of internationalisation, digital learning and new forms of delivery.2 The role of quality assurance is crucial in supporting higher education systems and institutions in responding to these changes while ensuring the qualifications achieved by students and their experience of higher education remain at the forefront of institutional mission

A key goal of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) is to contribute to the common understanding of quality assurance for learning and teaching across borders and among all stakeholders.3 They have played and will continue to play an important role in the development of national and institutional quality assurance systems across the European Higher Education Area (EHEA) and cross-border cooperation. Engagement with quality assurance processes, particularly the external ones, allows European higher education systems to demonstrate quality and increase transparency, thus helping to build mutual trust and better recognition of their qualifications, programmes4 and other provision

7) FROM:

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

standard: Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

Guidelines:Policies and processes are the main pillars of a coherent institutional quality assurance system that forms a cycle for continuous improvement and contributes to the accountability of the institution. It supports the development of quality culture in which all internal stakeholders assume responsibility for quality and engage in quality assurance at all levels of the institution. In order to facilitate this, the policy has a formal status and is publicly available.Quality assurance policies are most effective when they reflect the relationship between research and learning & teaching and take account of both the national context in which the institution operates, the institutional context and its strategic approach. Such a policy supports -the organisation of the quality assurance system;-departments, schools, faculties and other organisational units as well as those of institutional leadership, individual staff members and students to take on their responsibilities in quality assurance;-academic integrity and freedom and is vigilant against academic fraud;-guarding against intolerance of any kind or discrimination against the students or staff;-the involvement of external stakeholders in quality assurance.The policy translates into practice through a variety of internal quality assurance processes that allow participation across the institution. How the policy is implemented, monitored and revised is the institution's decision. The quality assurance policy also covers any elements of an institution's activities that are subcontracted to or carried out by other partie

8) FROM:

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

(...) Student admission, progression, recognition and Certification Standard: Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.

Guidelines:Providing conditions and support that are necessary for students to make progress in their academic career is in the best interest of the individual students, programmes, institutions and systems. It is vital to have fit-for-purpose admission, recognition and completion procedures, particularly when students are mobile within and across higher education systems.It is important that access policies, admission processes and criteria are implemented consistently and in a transparent manner. Induction to the institution and the programme is provided. Institutions need to put in place both processes and tools to collect, monitor and act on information on student progression.Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility. Appropriate recognition procedures rely on-institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention; -cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country.Graduation represents the culmination of the students' period of study. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed

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Domande di informatica

Busta nr. 1

- Hai una tabella con esami e relativo voto: su che elementi calcoli la media?

- Hai una tabella con le attività e il relativo docente: come calcoli le ore assegnate a ciascun docente?

- Con quali funzioni puoi collegare due tabelle?

Busta nr. 4

- Hai una tabella con un elenco di insegnamenti per corso di studio e relativi cfu: come calcoli il totale CFU per erogati per ciascun corso?

- Hai una tabella con l'elenco degli iscritti ad un appello e una con matricola e voto assegnati dal docente: come le unisci?

- Hai una tabella con corso di studio, docente di riferimento, qualifica del docente. Come verifichi se i requisiti di docenza sono soddisfatti?

Busta nr. 7

- Hai un elenco dei docenti a contratto con il relativo importo: come cacoli gli oneri di Ateneo?

Università
Ca'Foscari
Venezia

Busta nr. 8

- Hai un elenco di studenti con esame e voto: come selezioni quelli che hanno preso più di 28/30?