

Editorial

This is the second volume of the electronic journal Academia for 2018, the twelfth in the overall series. This volume introduces another innovation. It is dedicated to selected works from the first intake of postgraduate students on the Interuniversity Interdepartmental Postgraduate Study Programme “Higher Education Policy: Theory and Praxis” (MaHep). It contains nine (9) papers in total. They outline an important range of the particular subjects that are included on the postgraduate course in question. More specifically:

The paper by Nicky Asterioti, is entitled “*Introduction of internationalization into higher education curricula*”. Here, the contemporary approaches to and directions of the internationalization of the teaching, learning and research processes within the higher education institutions are examined, through a general review of trends, as well as the description of the internationalization actions at universities in Australia.

Ioanna Douka presents a paper entitled “*EU discourses and policies for the modernization of the university: Governance and student-centred learning*”. The aim of this paper is the investigation of the relationship of student-centred learning to European policies for the building of the society of knowledge and the shaping of the relevant policy in the EHEA. In addition, the opinions and beliefs of students on the Postgraduate Study Programme “Higher Education Policy: Theory and Praxis” on the manner and degree in which student-centred learning is applied in the curriculum and the role of the teachers, are investigated.

The title of Anna Kagkaraki's paper is "*Student social support policies in Europe: Social justice and higher education*". Here, policies regarding the social dimension of higher education are approached through the theoretical framework of social justice. More specifically, issues such as access, participation and the accessibility of higher education are identified through a consideration of social justice in the higher education systems of the member states.

Gerasimina (Semina) Kontogiannatou entitles her paper "*Mixed-methods research. The logic behind its design and the framework for its implementation*". Kontogiannatou attempts to analyse the researcher's problematic concerning the means of conducting his research, in the choice between quantitative, qualitative or mixed method. She is also concerned with the question of sampling as this constitutes an integral part of research design.

Evangelia Lazana's paper is entitled "*Developments in doctoral studies in the European higher education area: composite study and analysis of the reports of the EUA unit 'Council for doctoral education' (EUA-CDE)*". Lazana focuses on the work of the EUA regarding doctoral studies and their quality assurance. The paper records the European reality and the trends in doctoral studies.

Fotini (Fenia) Liosi worked on an issue, which is entitled "*Contemporary approaches to the recognition of alternative learning and training pathways. The case of work-based learning*". The paper analyses the policies that are being developed on a European level for the validation and recognition of non-formal and informal learning, within the context of the promotion of life long learning in practice. In addition, the issue of the recognition of work-based learning in continuing professional education and training is examined.

Rea Mavrogianni presents a paper with the title "*Planning strategies: Theory and practice*". The main object of this particular article is the investigation of the issue of strategic planning in Higher Education. Within this framework she attempts initially a brief clarification as much of the term strategic planning as of the reasons that made it necessary. Once the term is clarified conceptually, its structural elements are then

analysed, while extensive reference is made to the organizational stages of Strategic Planning as well as to the tools that are used for its implementation.

Maria Panagopoulou's paper bears the title "*Greek higher education in comparison with the European higher education area from Bologna to today*". This article aims to examine the similarities and differences of Greek higher education in comparison with the objectives that have been set by the European Higher Education Area (EHEA). To achieve this, she follows the course of the development of the objectives of EHEA and at the same time their implementation process in the Greek context.

Christina Panoriou negotiates the issue "*Analysis of the phenomenon of cross-border higher education with emphasis on quality assurance*". The subject of this paper is the analysis of the phenomenon of cross-border higher education with emphasis on quality assurance. Cross-border higher education is one of the dimensions of the globalization of higher education, a phenomenon, which includes a plethora of higher education issues.

We hope you enjoy reading!

George Stamelos