

## OVERVIEW

There are many national and international researches that show the need of improving and mainstreaming our higher education system. The development of the appropriate proposals and policies promoting substantial improvements is crucial to face the current challenges in the system. In this context, it is very important to analyze, discuss and create researches that become an input for the diagnosis and development of the initiatives required to improve the education system. That is the very objective of “Calidad en la Educación” magazine as an instance of reflection, analysis and spreading of all kind of researches in order to contribute to discussion and knowledge exchange in the academia field as well as to create a favorable background for the designing of relevant public policies.

The magazine number 33 corresponding to the second semester of 2010 includes a set of studies, essays and experiences related to diverse subjects in the higher education field and also analyzes some particular cases of institutions and/or specific study programs.

The Studies section begins with the article “Student retention initiatives for higher education” written by Sebastián Donoso, Gonzalo Donoso and Óscar Arias who expose the serious challenge of retaining students and its main impacts, review overcoming strategies and propose initiatives for the system and the Chilean institutions. Following is the article “Dissimilar trajectories and individualized projects: origin and educational-work experience of students at technical training centers” written by Leandro Sepúlveda and Pamela Ugalde showing the heterogeneity of enrollment in technical training centers, the significant presence of students who have previous education and/or work trajectories and the weak link between medium and higher level technical training. Then the article “University students and social accountability” by Gracia Navarro and co-authors finds the necessity of implementing strategies to counteract the weaknesses found in university students who report low attributes

related to socially acceptable behaviors and promoting the formation of socially responsible citizens.

The findings of the research “Learning and teaching academic knowledge as keys to improve university teaching” by Carlos González are showed in order to contribute in the debate on how to improve the teaching system in Chilean universities. Following, the article “Relevance of technical higher education in relation to a national innovation strategy for competitiveness” by Pablo Carrasco and Juan Pablo Venables reviews the supply and demand for technical higher education and analyzes the relevance of this behavior according to some *clusters* of productive development finding a misalignment between both sectors and identifying some challenges. The article “Psychology undergraduate education from the perspective of competences: an effort to improve the Chilean university education” by Piedad Cabrera, Antonia Larraín, Renato Moretti and Alejandra Energici finds a particular composition of competences considered as nuclear for the formation of psychologists and presents some reflections on education. The section is ended by the article Analysis of trends in postgraduate design teaching in a context of diversification of the design profession by Magdalena Vicuña.

In the international field, the essay “New economic strategies in universities from the social accountability perspective” by Fernando Casani, Carmen Pérez-Esparrells and Jesús Rodríguez from Universidad Autónoma de Madrid, Spain, points that with the full implementation of the European Higher Education Area (EHEA), the benchmarking context of Spanish universities is not longer within its national frontiers or the EU-27 frontiers but is extended to forty eight European countries and more than four thousand higher education institutions.

Moreover, the Essays section is composed by the articles: “Enabling competencies: an input for strengthening formative university years” by Marisol Latorre, Paloma Aravena, Pedro Milos and Miguel García, which focuses on changes in the graduate profile and the growing demands at graduation time and “The new student and the meritocracy challenge: analyzing the cultural change in

Chilean higher education”, by Kiyoshi Fukushi is a reflection on the significant change experienced by the Chilean higher education system in recent decades.

Finally, the Experiences section includes “E<sup>2</sup>: Early employment and entrepreneurship: two challenges for Chilean higher education” by Claudia Aliaga and Ana Schalk, which is aimed to show the relationship between entrepreneurship/early employment opportunity –“e<sup>2</sup>”– as an add value and a new asset for the Chilean higher education system.

We hope that the selection of articles in the present magazine represents a contribution for our readers and supports the spreading of new priority subjects for the community involved in the higher education system. Once again, we invite you to submit your contributions to this magazine dedicated to the reflection and discussion of education subjects. I thank for the invaluable collaboration of our external reviewers who have facilitated the selection of texts published during all this present year.

Daniela Torre Griggs  
Secretary Executive  
National Council of Education