



Some impacts of the Bologna Process in European Higher Education

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Thematic Networks

- What do Thematic Networks do?
- **Impact and outcomes**
- **Future** of Thematic Networks
- Other networks
- TN **Targets**



TN Tasks: Mapping and enhancing education

- Describing, analysing, and comparing existing teaching methods
- Defining and experimenting with new teaching methods
- Identifying existing teaching material and placing this at the disposal of the members of the network with the aid of databases
- Producing or updating translating and disseminating new teaching material
- Activities in the field of quality assurance



TN Tasks: Facilitating European cooperation

- Assessing the **state of the art** in European cooperation, identifying needs and obstacles and ways to overcome them
- Setting up **tools** (the use of ECTS, new models of coordination, Europeanisation strategies)
- Promoting the production of **European modules**



TN: New Tasks

- **"Europe of Knowledge" and the "Bologna Process"** put a new emphasis on the need to pool resources and to create **centres of excellence** at higher education level
- **foster internal European development**
- **stronger links with other continents**



TN: New Tasks

- 1) define **generic and sectoral competences** to transfer TUNING methodology to other subjects
- 2) Promote **synergies between teaching and research**
- to integrate research results in their teaching
- 3) Reinforce the **link between education and society**, bring together public-sector, scientific and others, contribute to the European innovation capacity
- 4) Create **links with other continents** on activities in the Complementary Measures proposals "Erasmus Mundus", from 2004



Networks and Higher Education

- Building Europe : Euro and economics cannot be the only means
- Higher Education Institutions have a major role to play
 - Universities and social cohesion
 - Universities and their importance for regional development
 - Universities and their role in the dialogue with the younger generation

Tuning II (2003-2004)

***Thematic Networks and
Tuning***

Tuning II (2003-2004)

The TUNING project is by and for universities.
It is the Universities' response to the
challenge of the Bologna Declaration

TUNING MOTTO

Tuning of educational structures and
programmes on the basis of diversity and
autonomy

Tuning II (2003-2004)

The objectives:

- To implement the Bologna - Prague - Berlin process on university level
- To find ways to implement two cycles
- To identify common reference points from discipline and university perspective
- To develop professional profiles and comparable and compatible learning outcomes
- To facilitate employability by promoting transparency in educational structures (easily readable and comparable degrees)
- To develop a common language which is understood by all stakeholders (higher education sector, employers, professional bodies)

Tuning II (2003-2004)

- **Line 1: Generic competences**

Consult with graduates, employers and academics on the importance of generic competences and an evaluation of how well HE institutions develop them.

- **Line 2: Subject specific competences (knowledge, understanding and skills)**

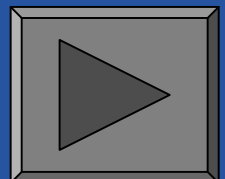
Map of subject area and development of common reference points and subject specific competences of each of the pilot disciplines.

- **Line 3: ECTS as a European credit accumulation system: new perspectives**

Development of ECTS for programme design: basis is student workload measured in time.

- **Line 4: Mapping of approaches to teaching / learning and assessment in different countries**

- **Line 5: Quality enhancement**



Lines 1 and 2: Generic and Subject Specific Competences

Objectives:

- Develop academic and professional profiles for a degree programme within the Thematic Network area.
- Identify the learning outcomes expressed in generic and subject specific competences.

Generic and Subject Specific Competences

Task 1: Information on TUNING.

Task 2: Produce a Map of Professions in Europe

Task 3: Debate how to find out the importance of generic competences for the degree chosen and select a number of competences from the TUNING list.

Task 4: Reflect and debate on Levels particularly in relation to First and Second Cycle

Task 5: Identify the most relevant generic competences for the subject area.

Task 6: : Identify the most relevant subject specific competences, taking into account the input from professional bodies and graduates (stakeholders).

Generic and Subject Specific Competences

Task 7: Make a questionnaire with the most relevant subject specific competences and distribute it among academic colleagues in Europe.

Task 8: Send the set of completed questionnaires (minimum 250) to the coordination team for analysis.

Task 9: Discuss the outcomes in the TNP and with stakeholders.

Task 10: Write a final report; formulate the learning outcomes (European reference points) expressed in terms of competences by identifying the **common**, **diverse** and **dynamic** elements of the subject area. Distinguish the learning outcomes by level (first and second cycle).

Line 3: Use of ECTS as an accumulation system



Objective: To build up knowledge and experience on ECTS both as a transfer and accumulation system and to be able to use it in curricula design and delivery in the specific subject area.

Task 1: Understanding ECTS principles, through awareness and group debate on ECTS key documents.

Task 2: Raise awareness of the link between ECTS and learning outcomes and competences for curriculum design and development by using TUNING documentation.

Task 3: Identify methods for measuring workload in the subject area and compare with the TUNING approach. Test examples of good practice.

Task 4: Write a report about the findings regarding the implementation of ECTS as an accumulation system and the measuring of workload.

Line 4: Approaches to Teaching, Learning and Assessment



Objective: Obtain a deeper understanding of competence based, student-centred learning and the impact it has on approaches to teaching, learning and assessment.

Task 1: Choose a number of generic and subject specific competences, relevant for the thematic area and debate how to implement them in curricula.

Task 2: Collect ideas and examples of good practice of teaching, learning and assessment methods regarding the implementation of generic and subject specific competences

Task 3: Reflect on the outcomes of this exercise.

Task 4: Write a report on approaches to Teaching, Learning and Assessment in relation to the subject area.

Line 5 – Quality Enhancement

Objective: Develop an understanding of the Tuning methodology as an internal system of quality assurance in relation to programme design and programme delivery.

Task 1: Raise awareness on the Tuning approach in relation to Quality Assurance in programme design and delivery.

Task 2: Apply this approach to the subject area.

Task 3: Write a report on the experiences.

TUNING Outcomes

1. Business and Management:

- core modules, support modules, -transferable skills modules

2. Education Sciences:

- Analysis of the professional roles of teachers and graduates
- Analysis of professional tasks of teachers and graduates of educational studies
- Analysis of qualifications necessary to fulfil professional roles and tasks
- Adoption of explicit models of how these qualifications may be acquired
- Orientation of programs of study on professional roles, tasks and qualifications analysed.

TUNING Outcomes

3. Geology:

- Defined - a systems approach to understanding the present and past interactions between the processes operating in the Earth's core, mantle, crust, cryosphere, hydrosphere, atmosphere, pedosphere and biosphere,
- the perturbations of these systems by extra-terrestrial influences and by man;
- the scientific study

TUNING Outcomes

4. History:

- Each national system must be seen as a coherent whole.
- The elements that are in agreement should appear in any proposed 'core curriculum'.
- Importance of comparison and connection in historical teaching/learning and research.

5. Mathematics:

- to facilitate automatic recognition of degrees to help mobility
- a common framework + an accreditation system.
- The first cycle should allow time to learn some computing and to meet at least one major area of application.

TUNING Outcomes

6. Physics:

Compulsory components or elements are:

- Core content
- Course units
- Final projects
- Other

7. The Chemistry “Eurobachelor”

- Compulsory chemistry modules
- Semi-optional modules



Bologna and impacts

- Italy and the “big bang”
- Germany: new degree structures and accreditation
- France: “Master” for All HEIs
- Spain – huge national TUNING survey
- Adoption of 2–cycles (nearly all)
- What about your countries?



Bologna and the Future

- European Education Area and a global space
- Higher education and research : making the link
- Promoting Quality culture
- Teaching & Learning – the action points of Bologna and Prague
- Putting higher education in the centre (on the spot) to make changes



What are the implications for TP3?

- **student-centred learning** (not teacher-driven)
- need curriculum development and good practise
- we need to make the case that learning and teaching is as important as other things like research
- can research in learning and teaching be combined with research? Will it be considered suitable in your institution?



What are the implications for TP3?

- **Case studies needed - by June 15th**
- **hosted on GDN - LTSN data base**
- **1-2 pages of A4**
- **key ideas of an aspect that makes Geography special (in higher education)**
- **edited - classified**
- **published online - searchable**



Next

- Countries to undertake TUNING next year
- model existing curriculum courses against competencies - identify gaps and weaknesses
- develop courses and curriculum
- opportunities for European projects
- use partners in HERODOT - keep us informed/involved.