SEMINAR FOR BOLOGNA AND HIGHER EDUCATION REFORM EXPERTS:

Modernisation of Curricula

READER

University of Oslo

6-7 June 2011

CONTENT

Chapter 1: Messages from the organizers

Oslo and its University, by Stein R. Fredriksen
Open Space in Oslo, by Andy Gibbs
Liv Arnesen, Lecturer and Explorer to deliver the Closing Address

Chapter 2: Contributions from the Seminar Speakers

2.1. Keynote speeches
2.2. Discussion Groups

Chapter 3: Selection of documents, articles and recent conferences

Chapter 4: Background documents

Oslo and its University

Stein R. Fredriksen
Communications Advisor, University of Oslo

About Oslo
Oslo has a great location at the head of the Oslo Fjord, surrounded by forested hills. The city is a great destination for those who enjoy outdoor activities.

Oslo has a population of approximately 550,000 (…), and has been the country's capital since 1814. The Government and Parliament are located here, and at the end of Oslo's main street, Karl Johans gate, you find the Royal Palace. (…)It is a friendly and exciting city where you can find everything you need within a short distance from the downtown area.

Historical Oslo
The history of Oslo goes back to around year 1000 AD. Since the Middle Ages Oslo has gone though great changes, even the name of the town has been changed a few times, before it became the city it is today.

As most old cities Oslo has gone through big character changes as a result of fires and redevelopment. Most of the original town is lost, but in some neighborhoods you can still get a feel of the past. In the part of town called Gamlebyen (the Old Town) you find remains of medieval Oslo in the form of ruins, building parts and cultural layers.

In Frogner Park you find the Oslo City Museum. If you want to increase your knowledge about the history of Norway's capital, this is the place to go.

Visiting Oslo
During a visit to Oslo you will find a city that has all the benefits of a capital while never being more than a 15-minutes bus ride from the sea or the forests. Whether culture or nature, arts or sports is your scene, you will find it in Oslo!

Even in the city centre, the nearest park is never more than a few blocks away. A ten-minute boat ride from the centre takes you to lovely beaches on the Oslo Fjord islands. In the winter Oslo has hundreds of kilometers of cross-country trails within the city boundries, in addition to eight ski centres.

The river Akerselva was the cradle of industrialism in Norway. A walk along the river is a pleasant experience and offers interesting meetings with living cultural memories. Cascades and old wooden houses provide a contrast to the enormous industrial buildings. Although Norwegian is the official language in Norway, most of the inhabitants in Oslo are both happy and able to communicate with newcomers in English – many even speak a third language, such as French, German or Spanish.

Oslo, the Culture City

Oslo has a rich and varied cultural life. Would you like to visit some of the many attractions? Or maybe do some people watching from a sidewalk café? Oslo offers something for every taste!

Oslo's great artist is Edvard Munch. His paintings can be seen at the Munch Museum and the National Gallery. In the city centre you find quality museums with both classic and contemporary art, many of them with free entrance. Oslo also offers a number of small galleries both in and outside the city centre.

But you don't need to go to a museum to see art in Oslo. Vigeland Park presents an amazing 212 sculptures by Gustav Vigeland – this public park is one of Oslo's most visited attractions. A less-known gem is the large wall decoration on the goverment buildning, executed by the Norwegian artist Carl Nesjar from drawings by Pablo Picasso.

Many of Norway's best-known writers have lived in and written about Oslo. This is where Henrik Ibsen found the material for his social problem plays, where a poor Knut Hamsun got his breakthrough, and where Sigrid Undset found inspiration for many of her novels. The latter two were awarded the Nobel Prize in Literature.

About the University of Oslo

The University of Oslo is Norway's largest and oldest institution of higher education. The university was founded in 1811 as The Royal Frederick University and was modeled after the recently established University of Berlin. It was originally named after King Frederick of Denmark and Norway and received its current name in 1939.

The university has eight faculties. The Faculty of Law is still located at the old campus on Karl Johans gate, near the National Theatre, the Royal Palace, and the Parliament, while most of the other faculties are located at a modern campus area called Blindern, erected from the 1930s.

At the main campus you will find the administration for The Faculty of Humanities, the Faculty of Social Sciences, the Faculty of Education, the Faculty of Mathematics and Natural Sciences, the central administration for the University and the University Library. The University had 27 700 students in 2010.

Four researchers at the University of Oslo has been rewarded with Nobel prizes for their research. Ragnar Frisch (1895-1973) was awarded the very first Nobel Prize in economics in 1969 for a substantial number of groundbreaking articles on econometrics. Odd Hassel (1897-1981) was awarded the 1969 Nobel Prize in Chemistry for his groundbreaking work in the structure and transformation of organic molecules. Ivar Giæver (1929-) received the Nobel Prize in physics in 1973 for his pioneering work with electron tunnelling through extremely thin insulating films between two metals in supraconductive and normal states. Trygve Haavelmo (1911-99) won the Nobel Prize for his work in econometrics, breaking ground for an entirely new area of economics research by introducing mathematical-statistics methods to economic analysis.

200 years – University of Oslo
The University of Oslo celebrates its 200th anniversary in 2011. Throughout the year, UiOs staff and students, the citizens of Oslo and all of Norway will have a choice of large and small events celebrating and showing off the myriad of activity at Norways leading university.

After a century of struggle, Norway got its first university in 1811. The Royal Frederik's University played an important nation-building role, and UiO is still a strong foundation for the nation of knowledge.

The ambitions were and are high. Et nos petimus astra – Also we are reaching for the stars – is the inscription on the corner stone under the University's first building and we have adopted it as our 200-year anniversary motto. Today, as then, it symbolizes striving for and constantly seeking new knowledge and insight.

Throughout the anniversary year, the university's history is presented and the importance of research in solving today's major challenges is highlighted. The anniversary is marked by both professionalism and party.

An ambitious commitment
This anniversary makes for an important commitment for UiO, and rightly so. UiOs anniversary marks the conception of Norwegian research and higher education two centuries ago. Hence, this anniversary has a strong national dimension, which lays the basis for discussing the future of the entire knowledge sector.
The anniversary events are directed at all who knows and can relate to UiO, and that's not a few! In 2011 we will build on and further develop the diverse relations UiO has been building though the last 200 years, securing a solid base for what comes the next hundred.
More information at www.uio.no
(Parts of the text on the city of Oslo is from www.visitoslo.com)

Open Space in Oslo

Andy Gibbs
UK Bologna Expert

Dear Colleagues
We are again providing an additional opportunity for participants to contribute to the seminar by offering contributions to the Open Space part of the meeting which will be held on Tuesday between nine and eleven. Open Space provides a chance for you to focus on issues which are of concern to you and may be of interest to others. It may take discussion of the topic raised at the seminar In this instance we are inviting contributions which ; " identify key issues and concerns related to the modernisation of curricula and highlight strategies, approaches and supportive measures that will address these concerns through action at individual, institutional, national or transnational levels."

Your contribution may take the form of a discussion group, workshop or seminar and should be interactive rather than presentation based and generally these sessions have a

more informal approach than other presentations at the meeting. You can schedule the session to last for either 30, 45, 60 or 120 minutes. I will create a timetable based on the offers received. As well as this announcement we will be inviting contributions at the seminar.

To contribute a session please send me, a title, the methods you will use and how much time you require. I will provide the space, schedule the time and invite participants. After the session we would appreciate a note of the key issues raised, so that we can feed these into the seminar outcomes.

If you have a suggestion or would like more information please contact me through the virtual community or at a.gibbs@napier.ac.uk
Best wishes

Liv Arnesen to deliver the Closing Address: 'In Headwind and Tailwind – Teaching from Arctic and Antarctica'

ABOUT LIV

Liv (pronounced 'leave') Arnesen's rich life experiences, both on and off the ice, have made her an internationally recognized leader and role model for women and girls. A self-proclaimed "keen" but not fanatical outdoors enthusiast, Arnesen is most interested in the development of adults and children. Through her diverse roles as a polar explorer, educator and motivational leader, Arnesen ignites passion in others to reach beyond their normal boundaries and achieve their dreams by sharing her own stories about exploring some of the most remote places on earth.

Arnesen is a highly sought-after motivational speaker among corporations, schools and non-profit organizations. She has been named among Glamour magazine's "Women of the Year" (2001); selected for the Scandinavian-American Hall of Fame's "Trailblazer" award (2001); presented with the Norwegian-American Chamber of Commerce "Achievement Award" (2001); and recognized by the Russian Geographic Society with a "Diploma of Honor" (1999).

MAJOR ACCOMPLISHMENTS

February 2001 — Arnesen and American polar explorer Ann Bancroft become the first women in history to sail and ski across Antarctica's landmass — completing a 94-day, 1,717-mile (2,747 km) trek.

1996— Arnesen climbs the north side of Mount Everest, getting to within 6,200 ft (1,900 m) of the summit before altitude sickness forces her to descend.

1994 — Arnesen makes international headlines by becoming the first woman in the world to ski solo and unsupported to the South Pole — a 50-day expedition of 745 miles (1,200 km)

1992 — Arnesen leads the first unsupported women's crossing of the Greenland Ice Cap.

BACKGROUND

Arnesen was born in 1953 in Bærum, Norway on the outskirts of Oslo where at an early age, her parents immersed her in their passions: cross-country skiing and polar history. Her love of athletics and the outdoors eventually led Arnesen to compete in orienteering and cross-country skiing, as well as to coach high school students in advanced-level cross-country skiing.

After her South Pole trek in 1994, Arnesen founded her own company, "White Horizons", which she has changed to a shareholding company called "Liv Arnesen AS" provides motivational lectures and team-building programs to kids and adults.

She is author of, Snille piker går ikke til Sydpolen (Nice Girls do not Ski to the South Pole), which is about her 1994 expedition. She has authored a management book with Norwegian Jon Gangdal, Kan Jeg? fra drøm til virkelighet (Can I do it? From Dream to Reality) and recently authored a kids book "Sydpolen". Beyond exploration, Arnesen has taught and coached high school and college students for more than 20 years and is involved in the rehabilitation of drug abusers. She holds degrees in Norwegian language and literature, history, sports and counseling and a Master of Management.

Arnesen spends many of her summer holidays in the Arctic at Svalbard (Spitsbergen) as a tour guide for Svalbard Polar Travel — a company for which she worked as marketing director prior to her 1994 South Pole expedition. Arnesen also enjoys hiking, kayaking and bicycling and is an insatiable reader.

Since the Bancroft Arnesen Expedition, Arnesen and Bancroft's inspirational story has helped spark Bancroft Arnesen Explore, designed to share Ann and Liv's stories with audiences around the globe through multi-media presentations, short films, workshops, curricula andlectures as a way to motivate people to reach for their own dreams, particularly women and girls.

Arnesen's expeditions have been featured by the BBC, CNN, CTV, National Public Radio, NBC Nightly News and NBC's Today Show. She also has been featured in national print publications, such as People, USA Today, New York Times, Ladies Home Journal, Glamour, Current Biography Magazine, Outside, Sports Illustrated, Sports Illustrated for Women, O, the Oprah Magazine, and Time for Kids, as well as more than 50 international newspapers and magazines in Japan, Russia, Scandinavia, Germany, England, Australia, Italy and Chile.

ACCESS WATER 2012, A NEW EXCITING PROJECT

In November 2012, renowned polar explorers and educators Liv Arnesen and Ann Bancroft will lead a team of six women, from six continents, on an 800 mile, 80-day long expedition to the South Pole.

Each of the women will be representing the key water challenges on their continent. Together, their journey will be the centerpiece of a global awareness and outreach program that will spur us all to join hands in solving our global water crisis.

The expedition will embrace worldwide media coverage, the global classroom and conscious business partnerships to create awareness of the critical water crisis and to encourage a move to action on global and local levels.

The project is designed to <u>complement the efforts</u> of international conservation organizations, institutions, government and enterprise on this vitally important subject. As with the other successful Bancroft-Arnesen expeditions, this project will make a determined effort to engage with youth by means of technology and a tailored educational methodology and curriculum.

Our goal is to reach 2 million classrooms and 50 million youth.

The expedition provides a unique partnership opportunity for organizations that are committed to the same values as those celebrated by Bancroft Arnesen Explore:

- Environment, currently emphasizing the fresh water crisis;
- The essential role of education in making sustainable changes;
- Empowerment of girls and women to achieve their dreams;
- Cross-cultural communication and understanding;
- The ability of each person to make a difference in the world

Further information can be found at: http://yourexpedition.com/

CHAPTER 2: CONTRIBUTIONS FROM THE SEMINAR SPEAKERS

2.1. Keynote Speeches

'Tuning revisited'
Modernisation of Curricula in Europe and Beyond: Are we failing? Or are we not?

Robert Wagenaar, Joint Co-ordinator Tuning Projects

Europe has agreed - as part of the Bologna Process - to implement student-centered, outcome-based and transparent higher educational programmes which are comparable and compatible. However, agreeing is one thing, implementing another.

After a decade of starting the reforms, it seems to be reasonable to ask ourselves the question whether we are really succeeding. It is not too daring to state that - during the last five years - the actual implementation of the Bologna Process has only made limited progress at HE institutional level and subject area level, in spite of the good will and policy statements of the Ministers of Education and all the efforts of the European Commission. Have politicians been able to win the hearts and minds of academics and supporting staff as well as students for their reforms? According to the most recent Bologna score cards, tremendous progress has been made. If this is the case, why then do we see so little of these reforms in day to day practice?

Modernisation of higher education institutions and its study programmes has been mainly a political driven process. Only ten years after the start of the Bologna Process - in the Leuven Communiqué (2009) - higher education institutions received (some) recognition as important players in reforming higher education programmes. Too late and too little, because during the last decade many grass route initiatives have been taken to get things moving. One of the most important initiatives among these is *Tuning Educational Structures in Europe*, set-up by a group of renowned universities in Europe and supported by the European Commission. Since 2000, Tuning has developed into a process in itself, which has drawn worldwide attention.

Tuning has made the point that student-centered programmes require a change of paradigm and hence a change of mindset of the academic staff responsible for designing and delivering degree programmes, at all three cycles involved, bachelor, master and doctorate. The implication is that programmes should be based on their desired results. The basic idea is that they are designed in such a way that learners will develop the particular mix of competences that is considered useful and necessary for their academic, professional and/or vocational area. The verifiable results are described using learning outcomes and (ECTS) credits. Learning outcomes should state the extent and the level or standard of competences, including knowledge, that the learner will develop.

Tuning has contributed to the implementation of the Bologna objectives by developing a number of practical tools for academics / institutions to implement the three cycle system. First of all, it has developed a methodology to design / enhance, deliver student-centered degree programmes (for all three cycles) based on the Competences and

Learning Outcome approach. This approach takes into account the opinions of all stakeholders involved, that is academic staff, students, alumni, (potential) employers, and professional organizations. It has raised awareness about making a distinction between generic or transversal skills or competences on the one hand and subject specific ones on the other.

Tuning has also linked learning outcomes to the concept of workload-based credits of which the present *European Credit Transfer and Accumulation System (ECTS)* Guide is the outcome. *Tuning* holds the opinion that a reliable credit system strengthens the learning outcomes approach. In *ECTS*, credits are only awarded when the learning outcomes have been achieved. *Tuning* has also showed how these credits can be calculated in the most objective way.

A very important contribution has also been the development of sets of reference points (or benchmarks) for a growing number of subject areas. These reference points - based on a common template - have been developed by the *Tuning* projects and in close cooperation with so-called Thematic Network Programmes, co-financed by the European Commission. These reference points offer descriptors in terms of learning outcomes statements of what can be expected of a learner in a particular field after finishing his or her studies. This template has also been applied to develop the OECD *TUNING-AHELO Conceptual Frameworks of Expected / Desired Learning Outcomes in Economics and Engineering (2009)*.

From the very start of its projects, *Tuning* focused on the importance of profiles of programmes in relation to learning outcomes. A profile should give a good indication of the type of degree programme, its purpose, its characteristics, etc. Such a profile is an important tool to distinguish a more research oriented from an applied or vocational/oriented programme. Also a profile is important to show diversity and autonomy of a particular programme in relation to similar programmes.

Tuning has stipulated that the learning outcomes approach requires a reliable method to define (programme) learning outcomes to be able to measure and recognize these. For that reason the *Competences in Education and Recognition Project (CoRe)* was launched, an initiative of the credential evaluators organizations ENIC/NARICs and *Tuning*. The project resulted in the just published: *A Tuning Guide to Formulating Degree Programme Profiles. Including Programme Competences and Programme Learning Outcomes.* This guide not only offers a template to define degree programme profiles but also a methodology to write measurable learning outcomes. In combination with another *Tuning* publication, Aurelio Villa Sanchez & Manuel Poblete Ruiz, eds*., Competence–based learning. A proposal for the assessment of generic competences*, *Tuning* is convinced that it has now developed a good basis for applying the learning outcomes approach successfully.

The Tuning approach, which has been validated by renowned academics in 2008, has inspired many regions in the world to set-up their own projects. Named can be the recent feasibility studies *Tuning Africa* and *Tuning Australia*, but also the projects *Tuning Latin America* (re-launched in 2011), *Tuning Russia* (2010 -) and *Tuning USA*. It shows that the Tuning methodology is of global significance.

Tuning hopes, that given the global interest for its methodology and the fact that all necessary practical tools – which are not limited to the Tuning ones only - have become available now, will convince the academic world that modernizing higher education programmes is not only worthwhile but most of all feasible. This should give a new push to the modernisation of curricula, which should ultimately result in the achievement of the original Bologna objectives.

Student Centred Learning – Toolkit for Students, Staff and Higher Education Institutions

Allan Päll
European Student Union

At the Bologna Process Ministerial Conference, the ministers highlighted that there is a "necessity for ongoing curricular reform geared toward the development of learning outcomes" while "reasserting the importance of the teaching mission of higher education institutions". Ministers continued to say that "student-centred learning requires empowering individual learners, new approaches to teaching and learning, effective support and guidance structures and a curriculum focused more clearly on the learner in all three cycles. Curricular reform will thus be an ongoing process leading to high quality, flexible and more individually tailored education paths."

In relation to this, the European Students' Union (ESU) together with Education International (EI) started a project with the broad aim to deliver a European reference point to the concept of student-centred learning. With extensive desk research and a peek into the views of our constituencies, we came up with a definition and developed a toolkit for implementing student-centred learning at various levels and different contexts. Our project outcomes titled under "Time for Student-Centred Learning" are thus intended to be used both in policy making but also in practice in engaging students and academics and to lead institutional change – a change in the culture of learning.

It is thus crucial that we translate the philosophy and culture of what is student-centred to an easy to understand concept. Thus we have defined it as broadly as possible while acknowledging that this is nothing new, but in a way, a revamping the understanding of learning to what it has been all the time. It is just that in first time in history, we have a common basis to work on implementing student-centred approach in Europe. Many of the tools developed in relation to the Bologna Process are actually enablers to this. But also the change in the usage of technology is assisting learners to trigger new understanding, moving clearly to a direction where lifelong learning becomes more than ink on paper. Thus, we know more about the art of learning, its complexities, its social influence and context than ever before.

In relation to this, we base our notion of student-centred on the constructivist theories of learning, which is built on the idea that learners must construct and reconstruct knowledge in order to learn effectively. Thus we also look at transformative change of education in which the focus is on improvement and qualitative change while empowering the learner to develop their critical ability. This in itself will also ensure a

continuous quality enhancement of higher education institutions themselves as it implies deep involvement of the learner into the learning processes.

With this in mind, we propose a simple check-list for the use of institutions to see whether certain elements are in place, which could enable such a culture to come about. But by no means do we agree with a compliance culture in student-centred learning, thus this is only indicative in order to foster change in the mindset of all counterparts in the process while understanding that maintaining a culture of student-centred learning needs consistent effort and practice. Just like with democracy.

The 'Gründerskolen' Programme at the University of Oslo's Centre for Entrepreneurship

Mari Saua Svalastog
Centre for Entrepreneurship, University of Oslo

Short description of the centre:

The Centre for Entrepreneurship at the University of Oslo was founded in 2004 as part of the University's strategy on innovation and entrepreneurship. The Centre offers courses and programmes aimed at students on different levels and within different academic disciplines. The Centre also takes part in research collaborations with both private and public partners.

About the 'Gründerskolen' Programme:

It is a collaboration programme between all universities in Norway, and consists of introductory courses at these universities, followed by a 12 week stay abroad (outside Europe) with full time internship in a start up company and further studies at a local university. We have been running this programme since 1999 - before our centre existed. We regard it as a big success, with 350 applicants last year and about 140 students a year

The keynote will also focus in the other activities that the Centre develops

For further information about the Centre for Entrepreneurship and the 'Gründerskolen' Programme please visit our website: http://www.mn.uio.no/sfe/english/

2.3. Discussion Groups

Different Approaches to Learning & New Profiles of Learners

Miri Yemini
Israel Higher Education Reform Expert

Today's higher education faces the challenge of not only having to teach students a bulk of domain-specific frameworks and disciplinary insights, but also having to foster skills that will enable the students to become 'knowledge workers' and 'life long learners'. It is said that to reach these goals, education should make use of instructional methods and powerful learning environments that stimulate a more deep approach to learning in

students. This workshop will present and analyze the current and future trends and directions in novel approaches to learning. Innovation and creative thinking approach will be depicted in details and interactive discussion will be held to identify and characterize new profiles of learners.

Strategic Approach to Curriculum Modernisation

Vildana Alibabic, Workshop contributor
Bosnia Higher Education Reform Expert

In transition countries, the academic community is faced with challenges related to resources, finance, human resources and political and economic environment, which are not favorable for higher education reform. In such circumstances the creation of inter-institutional teams should be encouraged with the aim to exchange good practice and to suggest improvements at the regional (goal-setting), national (strategy development) and international (eligibility) level. Curriculum modernization constitutes an important aspect of this process. It includes a detailed analysis of all external and internal factors also covering the recognition of regional factors, which is essential. Harmonization of curricula with the regional strategic development plans will result in upgraded knowledge, skills and competencies for our human resources and improved overall performances

Sandra Kraze, Workshop Chair
Latvian Bologna Expert

Workshop outline

The policy framework is the need to contribute to the "The Lisbon Strategy for Growth and Jobs", the focus is on 3 broad areas:
Curricula Reform
Governance Reform
Funding Reform

The 2010 Budapest-Vienna Declaration on the European Higher Education Area outlined that EHEA action lines such as degree and curriculum reform, quality assurance, recognition, mobility and social dimension have been implemented to varying degrees. So, further work at European, national and especially institutional levels is needed to achieve the EHEA as it is envisaged (Budapest- Vienna Declaration on European Higher Education Area, March 12, 2010).

Format of the Workshop
The workshops are chaired by one Bologna expert and the contribution is made by a Tempus Higher Education Reform expert to set the background for the discussion.

For each session it is envisaged that certain questions will be discussed and that the participants will be invited to share the expertise and asked to reflect on the situation in their country/region/university.

During the Workshop the participants will focus on:

1. How do institutions of Higher Education respond to the needs of the labour market in your country/ region?
2. How do you see the ways of renewing and diversifying the curriculum?
3. What are the ways for attracting foreign faculty in order to add international dimension to the study programmes?
 4. How could be ensured flexibility and various pathways?
 5. What is the role of Learning Outcomes in promoting transparency and the uniqueness of the programme?
6. What are the obstacles in the curriculum design?
7. What are the problems due to differences in organizational cultures in cases of jointly designed curriculum?
 8. What Partnerships between the government and institutions could be set up in order to encourage innovative and creative capacity of academic staff?

Learning Outcomes in Teaching & Assessment

Declan Kennedy
University College Cork, Ireland

This session will begin with a short presentation (20 minute) by Dr Declan Kennedy in which he will share his experience of the training seminars organised in various universities to introduce the academic staff of the university to the concept of Learning Outcomes. He will describe the two important steps in this process: (i) Writing Learning Outcomes and (ii) Linking Learning Outcomes to Teaching and Learning activities and to Assessment. In addition, participants will undertake some small group activities that the presenter has found useful in training seminars that he has organised. Participants will also get the opportunity to discuss and share their experiences of Learning Outcomes, Teaching and Learning and Assessment in their own institutions.

A Practical Approach to Completing the Tuning Degree Profile

Jenneke Lokhoff
Nuffic, Netherlands

How to provide a characterization of a higher education programme in terms of output, and how to do this in such a way that it is transparent and comparable at European level? Or in other words, how to ensure these descriptions are also useful for mobility, recognition and accreditation purposes?

This session will address these questions by focusing on the degree profile, an instrument providing an overview of the characteristics of a higher education programme in terms of output. The session will be a practical follow up of the plenary presentations in the morning, and aims to make participants familiar with the degree profile and how to

complete it. Special attention will be given to the instructions on how to describe transparent learning outcomes. The session will consist of group work and plenary discussions.

The session is based on the outcomes of the CoRe2 project: A Tuning Guide to Formulating Degree Programme Profiles. Including Programme Competences and Programme Learning Outcomes (www.core-project.eu).

Aim
The overall aim of the workshop is to make the participants familiar with the Degree Profile. The session is a practical follow up of the theory presented in the morning and specifically aims:
1. to stress the importance of transparent learning outcomes and the methodology developed in the Tuning project.
2. to create awareness that the entries of the Degree Profile are connected

Methodology
To reach this aim the workshop is build around 2 group tasks:
1. To create awareness what are useless formulations of learning outcomes.
   This will be done by discussing bad practice real life examples of the CoRe1 project (first in groups, then plenary). This exercise is also build in for those who are not yet familiar with (transparency of) learning outcomes.
2. To write learning outcomes using the 5 criteria of the Tuning methodology.
   Following the 'lessons' of the bad examples, the 5 criteria will be presented. Each working group will formulate learning outcomes. This will be done by distributing to each working group a Degree Profile where the learning outcomes are missing (or partly missing). The groups are asked to formulate each 5 learning outcomes for the Degree Profile, thereby taking in account the 5 criteria, and the coherence with the rest of the profile. The groups will present findings plenary and at the end the workshop presenters will present the learning outcomes of the actual degree profile. In this way the participants will get familiar with the difficulties of formulating learning outcomes, as well how the Degree Profile is a coherent profile.

CLUSTER "Modernisation of Higher Education"
Summary report of the Peer Learning Activity on Planning and Implementing Curricular Innovation: Structure, Content and Incentives - *Oslo, 9-11 October 2006*

Please note that the full report can be downloaded from the Oslo Seminar website (http://oslo2011.bolognaexperts.net/ -background documents, strategic approach to curriculum modernisation) and from the European Commission –DG Education & Culture – website

---

Executive Summary

On 9-11 October 2006, a Peer Learning Activity (PLA) on Planning and Implementing Curricular Innovation, hosted by the Norwegian Ministry of Education and Research, was held in Oslo. This PLA was organised for the Cluster on "Modernisation of Higher Education" cluster within the framework of the implementation of Education & Training 2010.

Next to the hosting country Norway, eight countries participated in the PLA: BE-FL, BG, CZ, ES, IS, SI, SK and the UK.

The Norwegian Ministry of Education and Science prepared a programme which included focused and open contributions by: representatives from the NO ministry, the University of Oslo (leadership, research/teaching staff and students) and stakeholders.

Norway was considered a suitable choice for a PLA on curricular reforms as the Norwegian Higher Education System has implemented the full Bologna-package (curriculum, quality assurance, ECTS/DS, etc) under "The Quality Reform" framework. This was combined with changes in governance and funding (both for HEIs and student finances) over a two-year period from 2001. The PLA learned about the policies, the implementation process and the impact of this comprehensive reform. Structural changes in Norway are in place, but changes in the attitude of HEIs, staff and students, are still needed. The structural reforms provide the basis for a real change in paradigm centred on quality enhancement, innovation and effectiveness in view of the changing needs of society. Real cooperation with stakeholders in society is just starting.

The PLA proved to be successful in a number of ways:
- A very interesting and well organised programme by the NO host. Presentations on the Norwegian reforms were straight-forward, open and frank.
- Participants were keen to take part in the PLA and well prepared. Following the instructions from the Commission, all participating countries produced a national report and provided a theme-oriented presentation that focussed on the real national issues. Presentations of the reports motivated focused and lively discussions among participants.

- Based on a summary of main issues at the end of each day and a daily "blank" questionnaire filled in by participants, a shortlist of key lessons and recommendations was made up. This new instrument proved very helpful in guiding the PLA towards a joint conclusion that was carried by all participants.

Considering the procedure of this PLA and the opinion of participants, some suggestions would be advisable for improving the PLA working method, these are listed under Paragraph 2.1.

The key lessons and recommendations coming from this Peer Learning Activity focus on six broad, interrelated areas: 1) comprehensive reform, 2) implementing curricular reform, 3) governance, autonomy and stakeholders' involvement, 4) incentives and funding, 5) accreditation and 6) relevance of new degrees. (See Chapter 3)

TRACKING LEARNERS' AND GRADUATES' PROGRESSION PATHS (TRACKIT!)

Lifelong Learning Project coordinated by EUA

Tracking students and graduates is extremely important for universities who wish to provide a high quality education to an increasingly diverse student population. Procedures for assessing progress and success of students during their study, towards employment or further qualification, help to understand the impact of study programmes, their relevance for the labour market, and thus generate the necessary information for systematic improvement of courses and support services.

In order to find out more about the drivers, mechanisms and impact of tracking, EUA, in a consortium with the Hochschul-Informations-System GmbH (HIS), Lund University, the University of the Peloponnese, the Danish School of Education/Aarhus University and the Irish Universities Association, launched a project under the Lifelong Learning Programme - Transversal Programme, Key Activity 1, Studies and Comparative Research. The project will last 24 months, from October 2010 to September 2012.

Project Objectives

The TRACKIT! project will undertake a study on the drivers, mechanisms and impact of tracking procedures applied by universities, national agencies and researchers, and assess their relevance for and impact on universities and their members. In the context of the project, "tracking" has been defined as all systematic approaches that can be used to monitor progression paths of HE students and their transition into the labour market or another HE programme.

Expected results

The study is expected to give further indications on how to enhance the institutional capacity for providing high quality student-centred learning and training to a larger and diversified studentship, and to improve the understanding of the articulation between degrees and employability. By doing so, it would be expected to underpin ongoing

educational reforms and to deliver an important contribution to the realisation of a Europe of knowledge.

Methodology, project phases

The *first phase* of the project, from October 2010 to September 2011, consists of the development of a background research report on tracking approaches in use at universities and at national level in different parts of Europe.

The *second phase* of the project, from September 2011 to March 2012 consists of qualitative research, based on site visits. In total, 10 countries will be covered by 20 site visits.

The *third phase* will bring the outcomes of the previous phases together in a final report. The report will contain an analysis of tracking measures and as well as a first impact assessment with regards to institutional enhancement. It will be presented to a larger audience at a dissemination event in September 2012 and will be widely distributed.

Project Coordinator:

Michael Gaebel
Head of Unit (European University Association)

Contact:

Email: trackit@eua.be

More information can be found at the EUA website (www.eua.be) under the page 'projects'.

CORE PROJECTS: Competences in Education and Recognition

Lifelong Learning Projects coordinated by Nuffic (Dutch ENIC/NARIC)

Representatives from NUFFIC, UK NARIC, French, Estonian and Czech NARICs came together to form the CoRe1 project team. The aim of CoRe1 was to evaluate the impact of the degree profile, developed by the Tuning Educational Structures in Europe project. This would include a review of how it facilitated transparency and academic recognition within Europe. Through the project it was established that the application of the degree profile varied so greatly across the different higher education institutions that there was no consistency in how concise and clear competences and learning outcomes were formulated. To ensure the consistency and usability of the degree profile in practice, a second project (CoRe II) was conceived.

CoRe2 was a two-year project funded under the Lifelong Learning programme and conducted by a consortium of ENIC/NARICs, Tuning and the Dutch Flemish Accreditation Organization (NVAO). Further information on project partners is available in the Partner section.

The project focused on the creation of a user friendly guide specifically targeted at higher education staff who are responsible for the provision of information relating to particular study courses within the degree profile. The guide consists of a single template for the Tuning Degree Profile and guidelines how to complete the degree profile, including examples of good practice and a glossary of terms to ensure a similar understanding and use of words.

The guide will facilitate a consistent use of the degree profiles by higher education institutions, which in turn will allow for better evaluations by international credential evaluators and admission officers in their evaluations of qualifications. It also provides meaningful information for potential employers while recruiting a graduate and for prospective students who like to orientate themselves on a particular programme.

Objectives

The overall aim of the CoRe2 project was to contribute to the mutual comparability and transparency of information provision on higher education programmes. A guide on completing the Tuning degree profile for a particular degree programme was developed, with the objective of facilitating student mobility and recognition practices. The degree profile is envisaged to be a part of the Diploma Supplement and to provide details about the learning outcomes of a particular degree course. The degree profile is therefore an important tool for mobility and it is vital that it is completed coherently and transparently.

The guide will include 3 main instruments:

1. a template for the Tuning degree profile to include the main features, learning outcomes and competences of specific higher education programmes;
2. guidelines on how to complete the degree profile template, including examples of good practice;
3. a glossary of terms to encourage the use of similar descriptors in completing a degree profile and formulating learning outcomes. The glossary of terms should therefore facilitate comparison between the descriptions of each degree profile section. The CoRe2 glossary will be based on existing glossaries

These 3 instruments, which will detail additional degree-programme-specific information, will be published in a user friendly guide. This will provide a tool for higher education staff to present the main characteristics and learning outcomes of their higher education programmes in a uniform manner.

The use of the 3 tools is foreseen to contribute to the quality of the recognition of qualifications by credential evaluators. The degree profile will include more specific information about the degree, for example regarding the learning outcomes and the competences obtained which is often not apparent from the Diploma and Diploma Supplement alone (as it can be seen in CoRe1). One clear beneficiary of such practice would be students pursuing partial study abroad and their respective higher education institutions, in that an evaluation of the study undertaken can be based on more specific and mutually comparable information about the course of study.

The degree profile is also expected to be useful for employers, as it provides additional information on employment opportunities, based on the specified competences and learning outcomes, rather than the typical list of studied modules.

The Guide was published in December 2010 and can de downloaded from the Oslo Seminar website (background documents – Learning outcomes in teaching & assessment): www.oslo2011.bolognaexperts.net

Further information about the CoRe projects can be found on the following website: http://core-project.eu/core%202/

Student Centred Learning (SCL) – Toolkit for Students, Staff and Higher Education Institutions

'Time for a New Paradigm in Education: Student Centered Learning' Project, funded with support from the European Commission (Lifelong Learning Programme), October 2010.

*Please note that the full report can be downloaded from the Oslo Seminar website (*http://oslo2011.bolognaexperts.net/ -background documents, student centred learning)

Chapter 1: Principles and Definition

1.2. The Concept of SCL

SCL was credited to Hayward as early as 1905 and to Dewey's work in 1956. Carl Rogers was then associated with expanding this approach into a theory of education in the 1980s and this learning approach has also been associated with the work of Piaget (developmental learning) and Malcolm Knowles (self-directed learning). Some of the scl literature can be summarised into the following elements (cf. Lea et al, 2003):
- The reliance on *active rather than passive learning*;
- An emphasis on *deep learning and understanding*;
- *Increased responsibility and accountability* on the part of the student;
- An *increased sense of autonomy* in the learner;
- An *interdependence between teacher and learner*;
- *Mutual respect within the learner-teacher* relationship; and
- A *reflexive approach to the teaching and learning process* on the part of both the teacher and the learner.

SCL is broadly based on constructivism as a theory of learning, which is built on the idea that learners must construct and reconstruct knowledge in order to learn effectively, with learning being most effective when, as part of an activity, the learner experiences constructing a meaningful product. SCL is also akin to *transformative learning* which contemplates a process of qualitative change in the learner as an ongoing process of

transformation which focuses on enhancing and empowering the learner, developing their critical ability.

1.3. Principles Underlying SCL

On the basis of an examination of the theory behind SCL and following an intensive discussion with teachers and students on what they consider SCL to be, which took place at the launching conference of the t4scl Project—*Time for a New Paradigm in Education: Student-Centred Learning*—in Bucharest, Romania in May 2010, below is a list of general principles underlying SCL. These principles do not aim to form a comprehensive picture of what SCL is about. Rather they put forward a clearer understanding and debate about the topic.

> ***Principle I: SCL requires an Ongoing Reflexive Process.*** Part of the underlying philosophy of SCL is that no one context can have one SCL style that can remain applicable through time. The philosophy of SCL is such that teachers, students and institutions need to continuously reflect of their teaching, learning and infrastructural systems in such a way that would continuously improve the learning experience of students and ensure that the intended learning outcomes of a given course or programme component are achieved in a way that stimulates learners' critical thinking and transferable skills.

> ***Principle II: SCL does not have a ›One-Size-Fits-All‹ Solution.*** A key concept underlying SCL is the realisation that all higher education institutions are different, all teachers are different and all students are different. These all operate in very diverse contexts and deal with various subject-disciplines. Therefore SCL is a learning approach that requires learning support structures which are appropriate to each given context and teaching and learning styles appropriate to those undertaking them.

> ***Principle III: Students have Different Learning Styles.*** SCL recognises that students have different pedagogical needs. Some learn better through trial and error, others learn through practical experience. For some learners much is learned by reading literature, others need to debate and discuss theory in order to understand it.

> ***Principle IV: Students have Different Needs and Interests.*** All students have needs that extend beyond the classroom. Some are interested in cultural activities, others in sports or in representative organisations. Students can have children or can be faced with psychological conditions, illness or disability.

> ***Principle V: Choice is Central to Effective Learning in SCL.*** Students like to learn different things and hence any offer should involve a reasonable amount of choice. Learning can be organised in liberal formats, such as at

colleges of liberal arts or choice can be offered in a more traditional, disciplinary style.

Principle VI: Students have Different Experiences and Background Knowledge. Learning needs to be adapted to the life and professional experience of the individual concerned. For instance, if students already have considerable experience in using ITC, there is no point in trying to teach them the same thing again; if they already have considerable research skills, perhaps it would be better to help them in theory. Personal experience can also be used to motivate students, for instance, by allowing students to share a personal story to illustrate a point.

Principle VII: Students should have Control Over their Learning. Students should be given the opportunity to be involved in the design of courses, curricula and their evaluation. Students should be seen as active partners who have a stake in the way that higher education functions. The best way to ensure that learning focuses more on students is by engaging students themselves in how their learning should be shaped.

Principle VIII: SCL is about ›Enabling‹ not ›Telling‹. In simply imparting facts and knowledge to students (telling) the initiative, preparation and content comes mainly from the teacher. The SCL approach aims to give the student greater responsibility enabling the student to think, process, analyse, synthesise, criticise, apply, solve problems, etc.

Principle IX: Learning needs Cooperation between Students and Staff. It is important that students and staff cooperate to develop a shared understanding both of the problems experienced in learning, as well as their problems as stakeholders within their given institution, jointly proposing solutions that might work for both groups. In the classroom, such cooperation will have a positive effect as the two groups increasingly come to consider each other as partners. Such a partnership is central to the philosophy of scl which sees learning as taking place in a constructive interaction between the two groups.

1.4. A Workable Definition of SCL

SCL remains a debated concept with no one clear definition available, since multiple interpretations co-exist which exclude each other. Nonetheless, this section will try to circumvent this issue by arriving at a workable definition of SCL.

It is interesting first to consider what participants at the launching conference of the t4scl Project considered as being integral components of SCL. These include:

- Flexibility and freedom in terms of the time and structure of learning;
- More and better quality teachers who strive to share their knowledge;

- A clear understanding of students by teachers;
- A flat hierarchy within higher education institutions;
- Teacher responsibility for student empowerment;
- A continuous ongoing improvement process;
- A positive attitude by teachers and students with the aim of improving the learning experience;
- A relationship of mutual assertiveness between students and teachers; and
- A focus on learning outcomes which enable genuine learning and deep understanding.

On the basis of all of the above and of the practical suggestions put forward below, this toolkit is proposing the following definition of SCL:

»Student-Centred Learning represents both a mindset and a culture within a given higher education institution and is a learning approach which is broadly related to, and supported by, constructivist theories of learning. It is characterised by innovative methods of teaching which aim to promote learning in communication with teachers and other learners and which take students seriously as active participants in their own learning, fostering transferable skills such as problem-solving, critical thinking and reflective thinking.«

With this definition serving as a useful starting point, this toolkit will now move on to suggest practical ways in which SCL can be implemented in a meaningful manner, keeping in mind the benefits that this learning approach produces and the key characteristics which are necessary in order for an institution to assess whether the SCL approach is being applied by it.

CHAPTER 4: BACKGROUND DOCUMENTS

Please note that the following documents can all be found on the Oslo Seminar website: http://oslo2011.bolognaexperts.net/

Student Centred Learning:

- 'Student-Centred Learning: Toolkit for Students, Staff and Higher Education Institutions' Education International and European Students' Union (ESU), T4SCL project funded with the support from the European Commission, October 2010
- Presentation on 'Paradigm Shift: Teacher Centred to Student Centred'
- Presentation about the ESU project 'Time For Student Centred Learning – T4SCL Project'

Different approaches to learning & new profiles of learners:

- 'Changing Patterns of Working, Learning and Career Development across Europe', 30.03.2010, Final report of the study commissioned by the EC (EACEA/2007/07) to the Warwick Institute for Employment and Research

How to individualize mass teaching programmes:

- 'Changes in Nordic Teaching Practices: From Individualised Teaching to the Teaching of Individuals' by Ingrid Carlgren, Kirsti Klette, Sigurjon Myrdal, Karsten Schnack and Hannu Simola, Scandinavian Journal of Educational Research, July 2006
- 'Paradigm Shift in Higher Education: Globalization, Localization and Individualization' by Yin Cheong Cheng, Centre for Research and International Collaboration, Asia Pacific Centre for Education Leadership and School Quality Hong Kong Institute of Education, October 2001
- 'Heerlen Message: Mass-individualisation of Higher Education for the Knowledge based Society' EADTU, October 2004

The strategic approach to curriculum modernisation:

- 'Summary report of the Peer Learning Activity on Planning and Implementing Curricular Innovation: Structure, Content and Incentives' European Commission, Cluster 'Modernisation of Higher Education', October 2006
- 'Student-centred Learning: What does it mean for Students and Lecturers?' by Geraldine O'Neill and Tim Mc Mahon, University College Dublin, AISHE 2005

Learning Outcomes in Teaching and Assessment:

- CoRe Project: 'Tuning: A guide to formulating degree programme profiles – including programme competences and programme learning outcomes' Published under the CoRe project (funded by the EC under the Lifelong Learning Programme) in 2010
- CoRe Project: Example of a Degree Profile of History
- 'Writing and Using Learning Outcomes: A Practical Guide' by Declan Kennedy, Aine Hyland and Norma Ryan. Published in 'Implementing Bologna in your institution', 2006