

Modernization of curricula: what matters?

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Kiev, 21.06.2011



Bologna over ten years: 1999-2009

David Coyne

1999

- Comparable degrees
- Two main cycles
- Credit system
- Mobility
- Quality Assurance
- European dimension

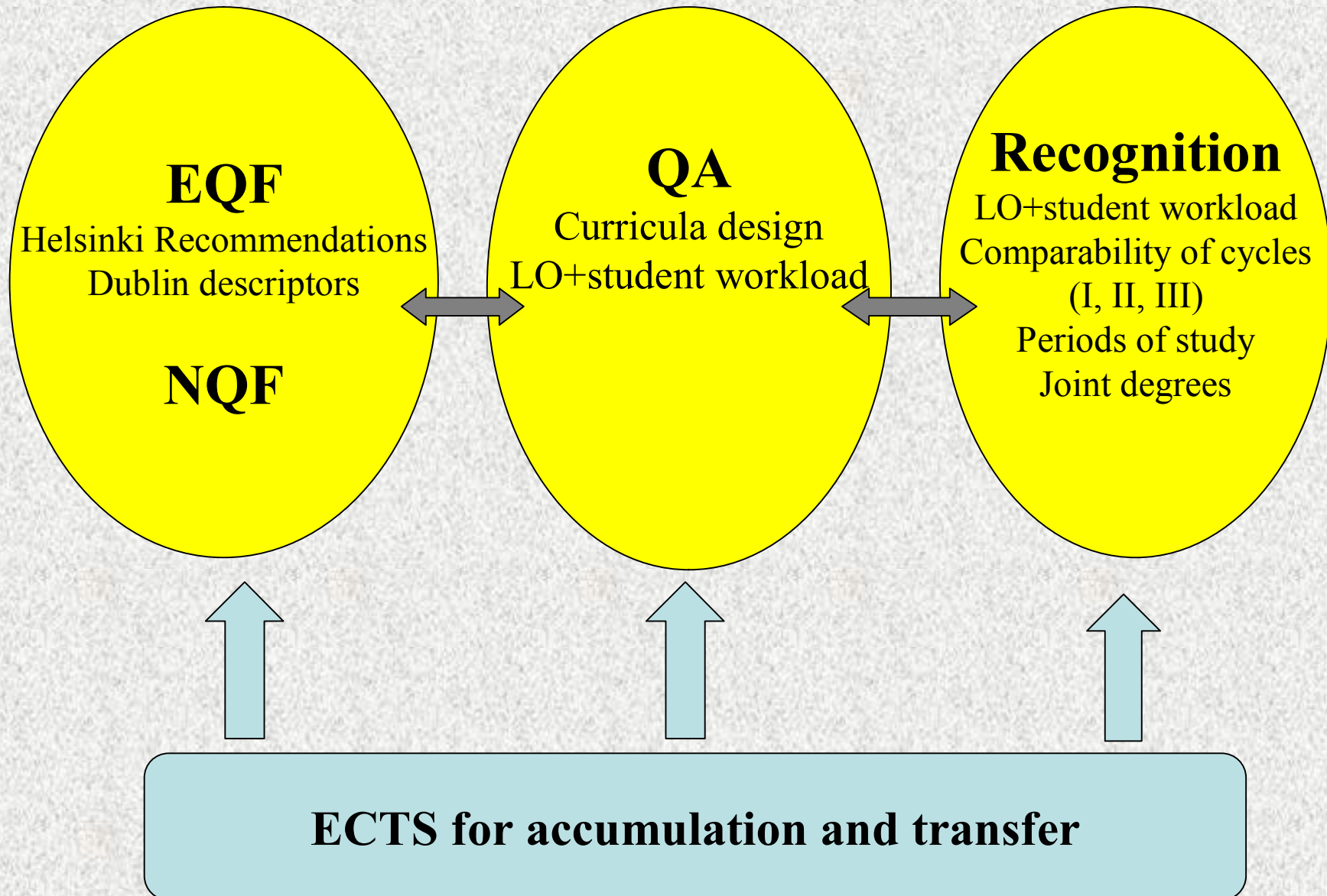
2009

- Equitable access
- LLL
- Employability
- Students-centered learning
- Education, research and innovation
- International openness
- Mobility
- Data collection
- Transparency tools
- Funding

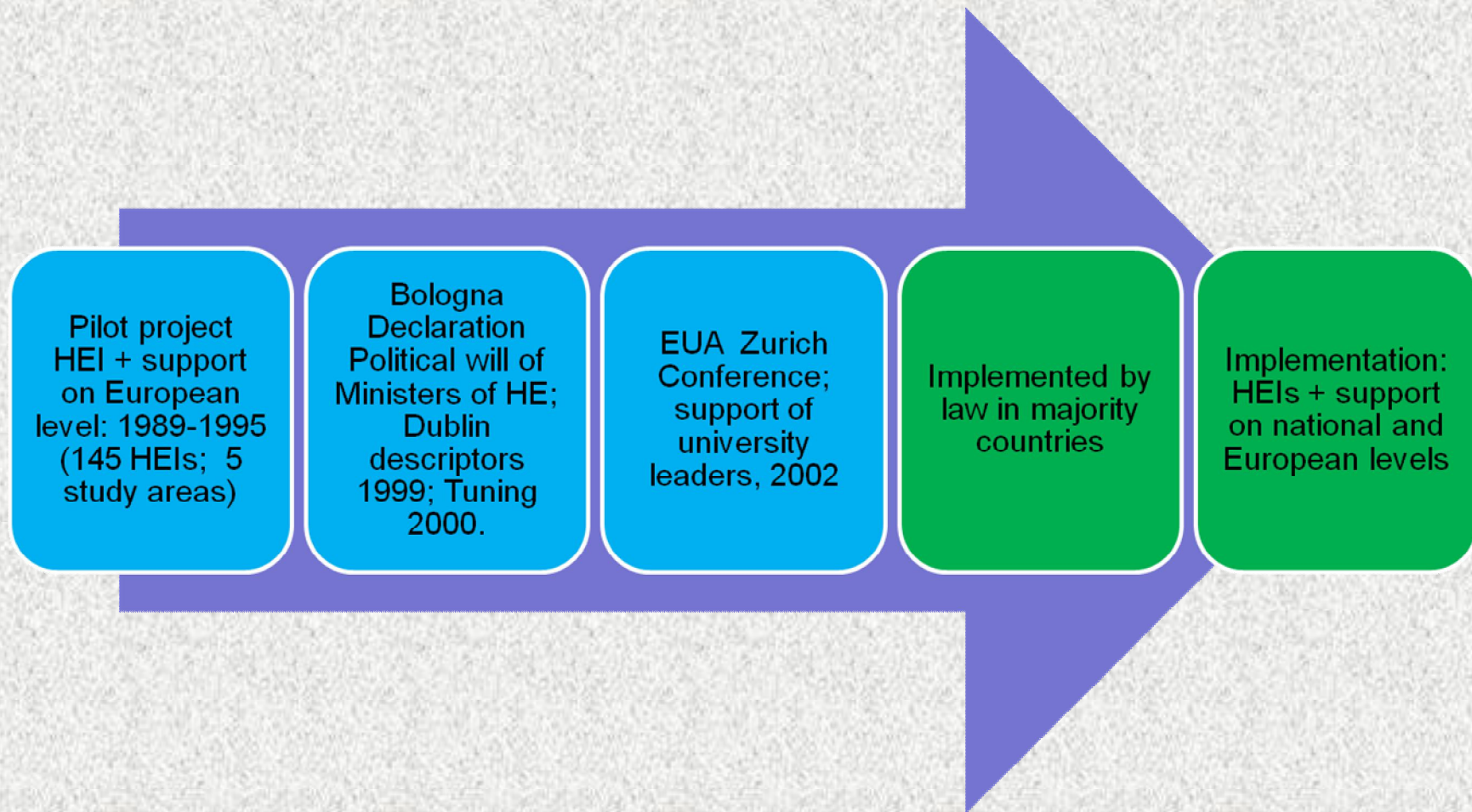


Tools: tested and acceptable?

Bologna agenda – in a nutshell

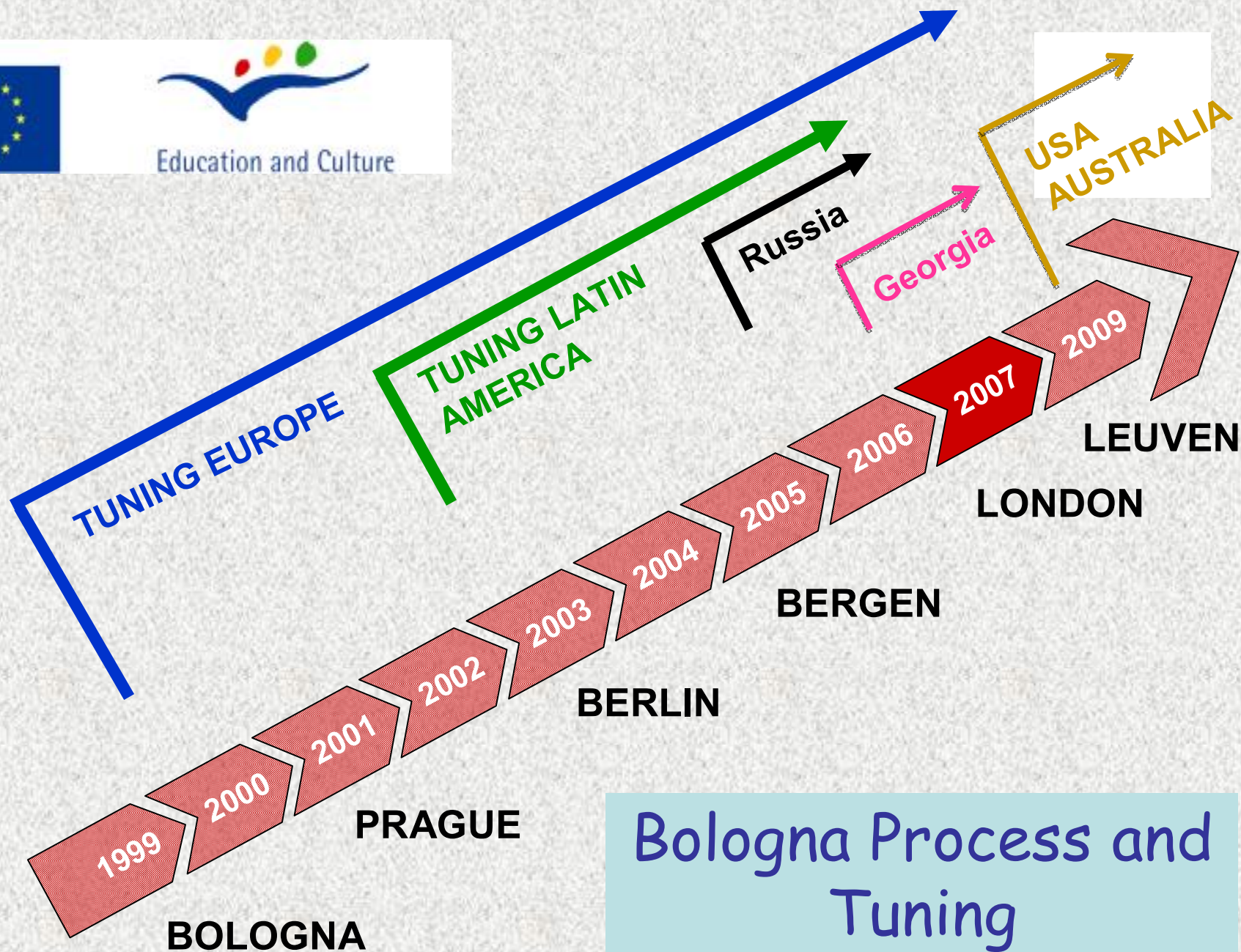


ECTS from birth to maturity



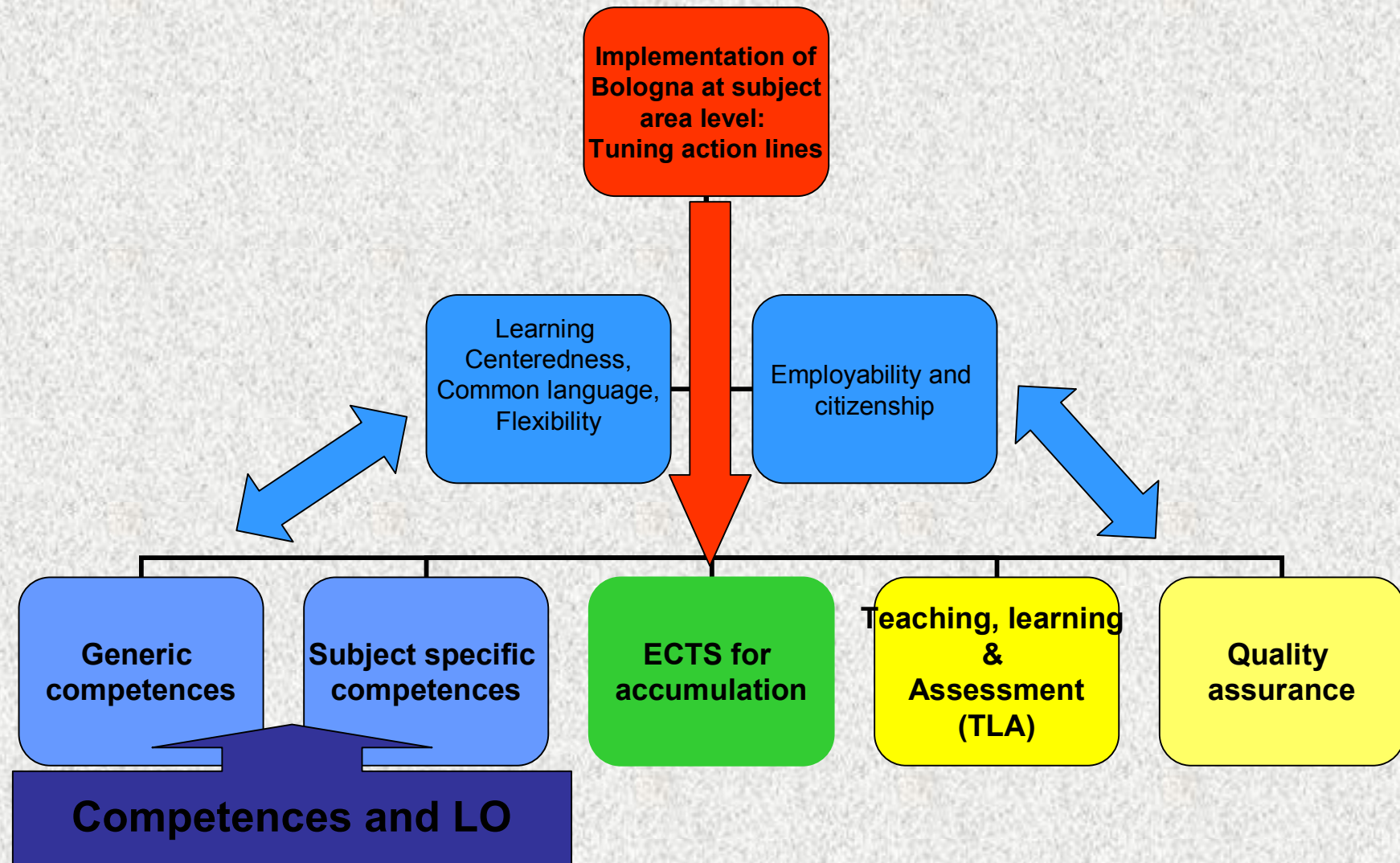


Education and Culture



Bologna Process and
Tuning

Tuning project/process that created tools:



Tuning Academy – Deusto-Groningen: the initial structure

Five Units:

Unit 1: study, research and innovation

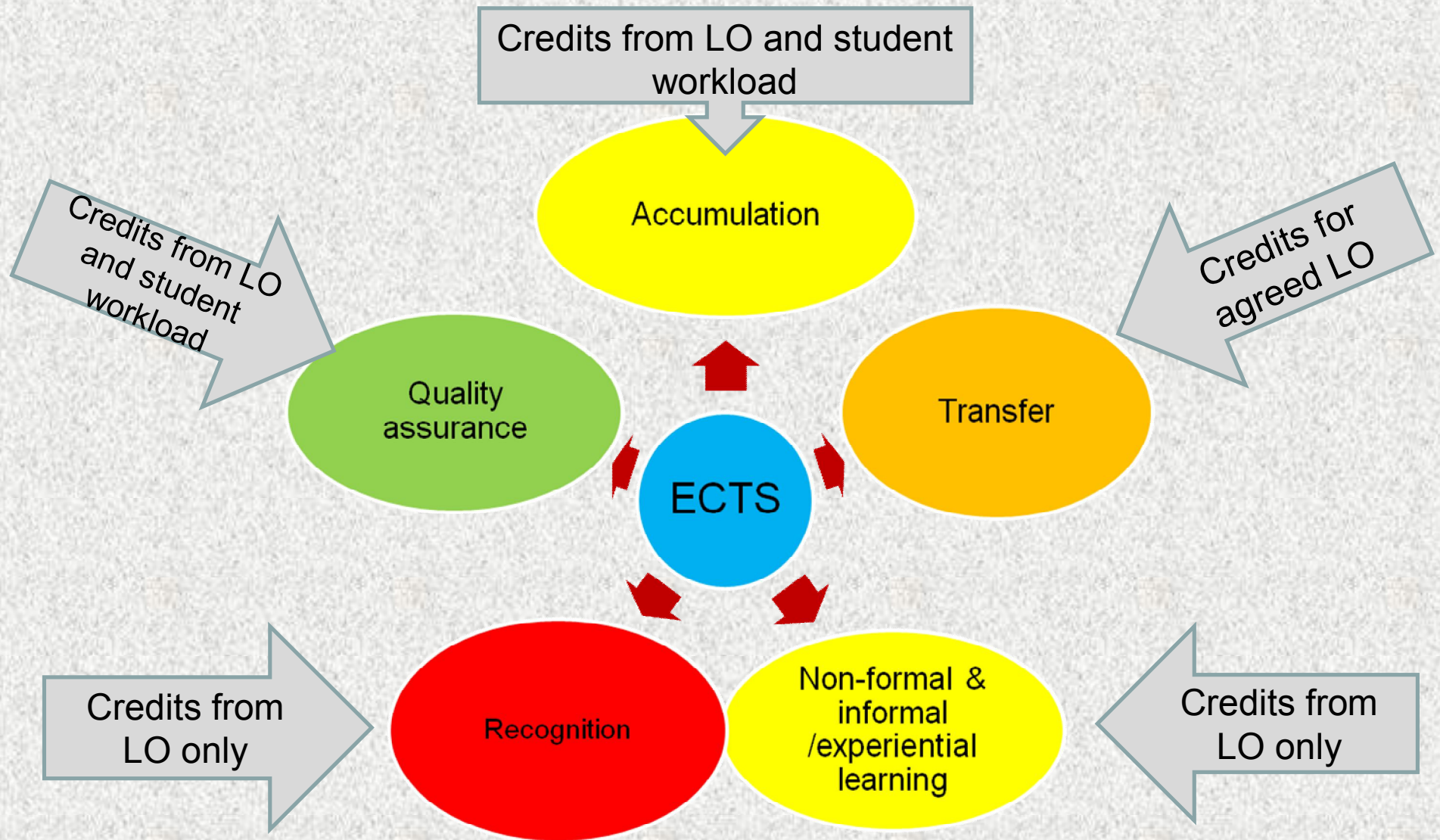
Unit 2: experimentation, training of trainers

Unit 3: policy & analysis, education- employment

Unit 4: implementation, dissemination & projects

Unit 5: organisational development

Application of ECTS – macro level



Emphasis:

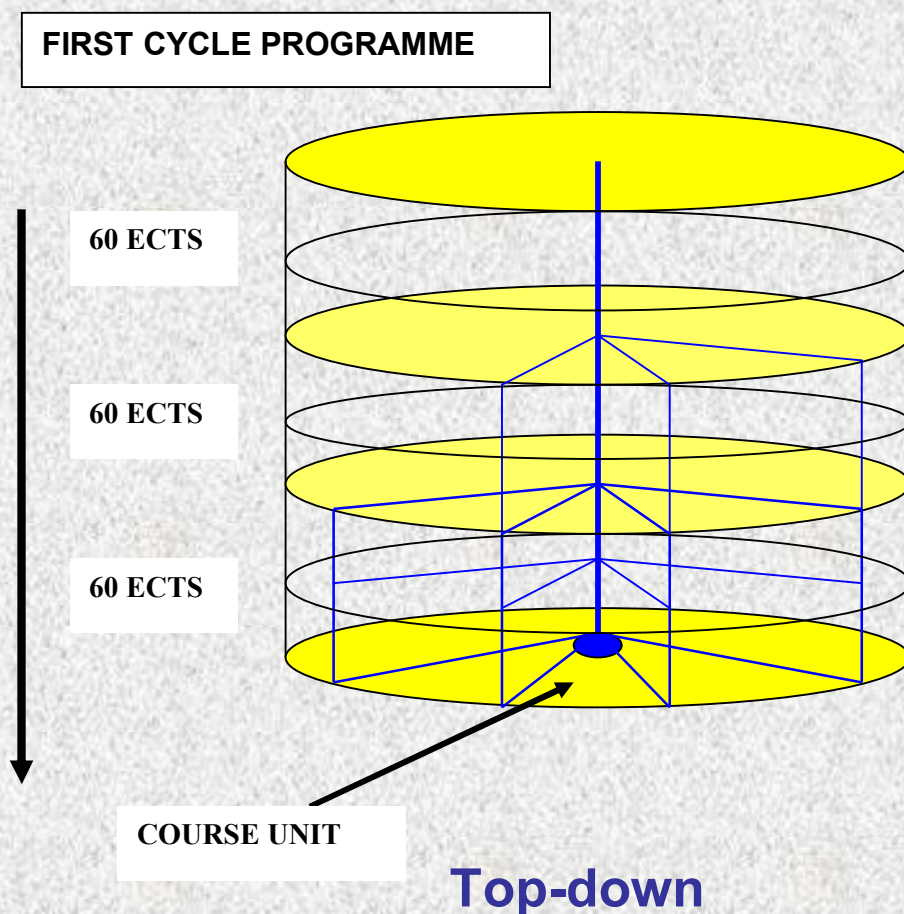
1. Attention to credit as a measure for the student workload;
2. Variety: absolute number of hours per year and credit VS “corridor”;
3. Hierarchy of various legal documents: law, ministerial decrees, recommendations of rector’s conferences, etc...

Overview of national regulations on the number of learning hours per academic year

Countries	Hours range/ academic year	Hours range/ credit	Status of the proclamation
Austria	1,500 h	25 h	Law
Belgium (Fl)	1,500/1,800 h	25/30 h	Decree (law on the Flemish level)
Belgium (Fr)	1440 h	24 h	Decree (law of the French Community)
Czech Republic	1,500/1800 h	25/30 h	Good practice, recommendation of ECTS Key Features.
Cyprus	1500h/1800 h	25/30 h	New Law for Higher Education (under consideration in 2008)
Denmark	1,650 h	27/28 h	Letters from the Ministry
Estonia	1,560 h	26 h	University Act law
Finland	1,600 h	27 h	Act of the Council of State
France	1,650 h	25/30 h	Recommendation by the University Presidents’ conference
Germany	1,800 h	30 h	KMK (Kultusministerkonferenz = Standing Conference of the Ministers of the Federal States). Element of Accreditation
Greece	1,500/1,800 h	25/30 h	Ministerial Decision
Hungary	1,620/1,800 h	30 h	Act on Higher Education and attaching Governmental Decree
Iceland	1,500/2,000 h	25/33 h	No proclamation, but understanding among universities
Ireland		20/30 h	Recommendation on the principles and operational guidelines devised by the National Qualifications Authority of Ireland
Italy	1,500 h	25 h	Ministerial Decrees
Latvia	1,600 h		Law
Lithuania	1,600 h		Law and Decree

From Project to Process

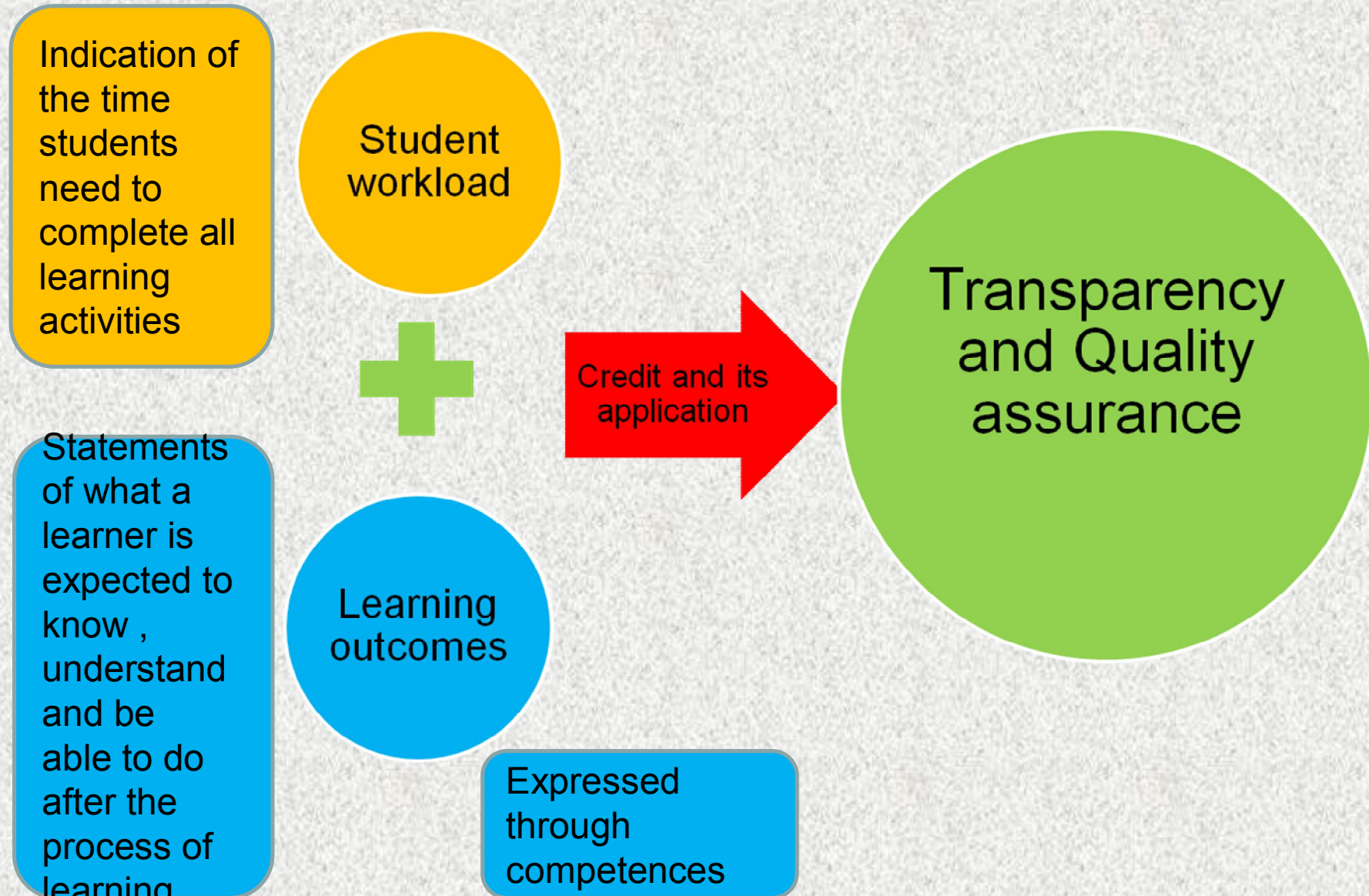
Tuning model



Degree programme according to the Tuning methodology:

- Programme based on profile, sets of competences to be obtained, desired learning outcomes to be achieved, ECTS credits to be awarded
- Programme design is team work, based on consultation, discussion, cooperation
- Learning outcomes / competences to be developed are the basis for credit allocation
- Teaching, learning and assessment approaches respect credit allocation; feasibility is key

Application of ECTS at micro level - a study programme perspective



Student workload – tasks have to be consistent with allocated time

Suggestion : studies have to be planned so that student would work about 40 hours per week and 160 hours per month, i.e. standard working week



Workload is affected by:
learning environment , LO,
teaching methods,
assessment methods, cultural
peculiarities and differences

Important how students themselves perceive workload. It seems more heavy when: they have to use more different sources; have to reproduce knowledge; the content of subject is not clear; teacher-student relationship is tense.

1 full-time
year – 60
credits

1 credit -
25-30
hours

Suggestion : Students must also be provided time for their independent work and **thinking process** – essence of learning

Competences and Learning Outcomes

Competences – A dynamic combination of cognitive and metacognitive skills, knowledge and understanding, interpersonal, intellectual and practical skills, ethical values and attitudes

Learning outcomes - Statements of what the learner is expected to know, understand and be able to do after completion of a process of learning .

confused

Dictated by job market and societal needs. Property of a student which (s)he “takes away” after the process of learning.

Expressed through competences. Show the level of the developed competence. Show the requirements to obtain credits. Formulated by academics. Have to be tested.

E.g: Awareness of the connections between present -day issues and the past

E.g.: is able to describe historiographical tendencies of the last 20 years and to identify the major actors in the debate about modernity , post-modernity and globalization and the related understanding of the relationships between world's peoples.

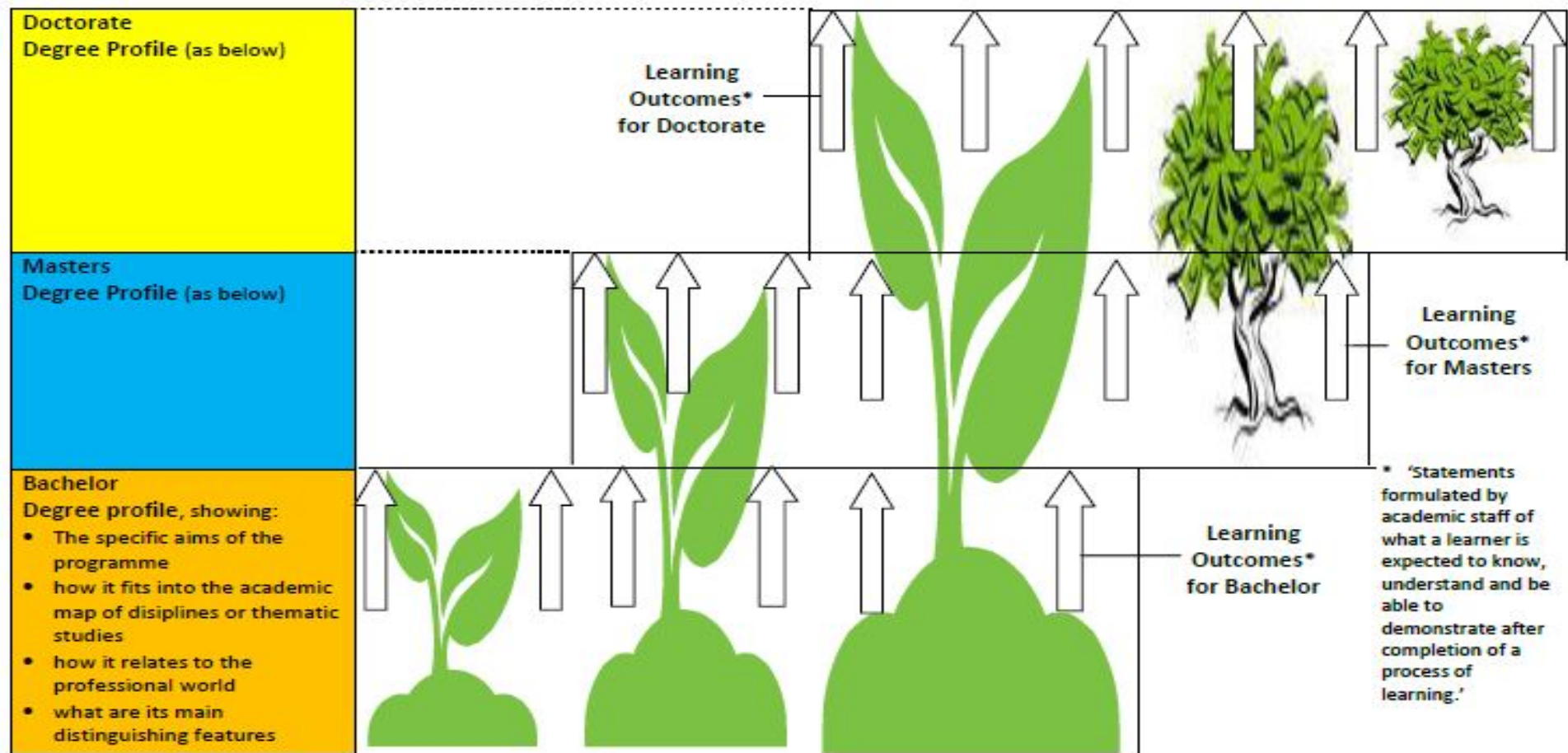
Bachelor of History - Generic competence

LO

Relationship between competences and LO

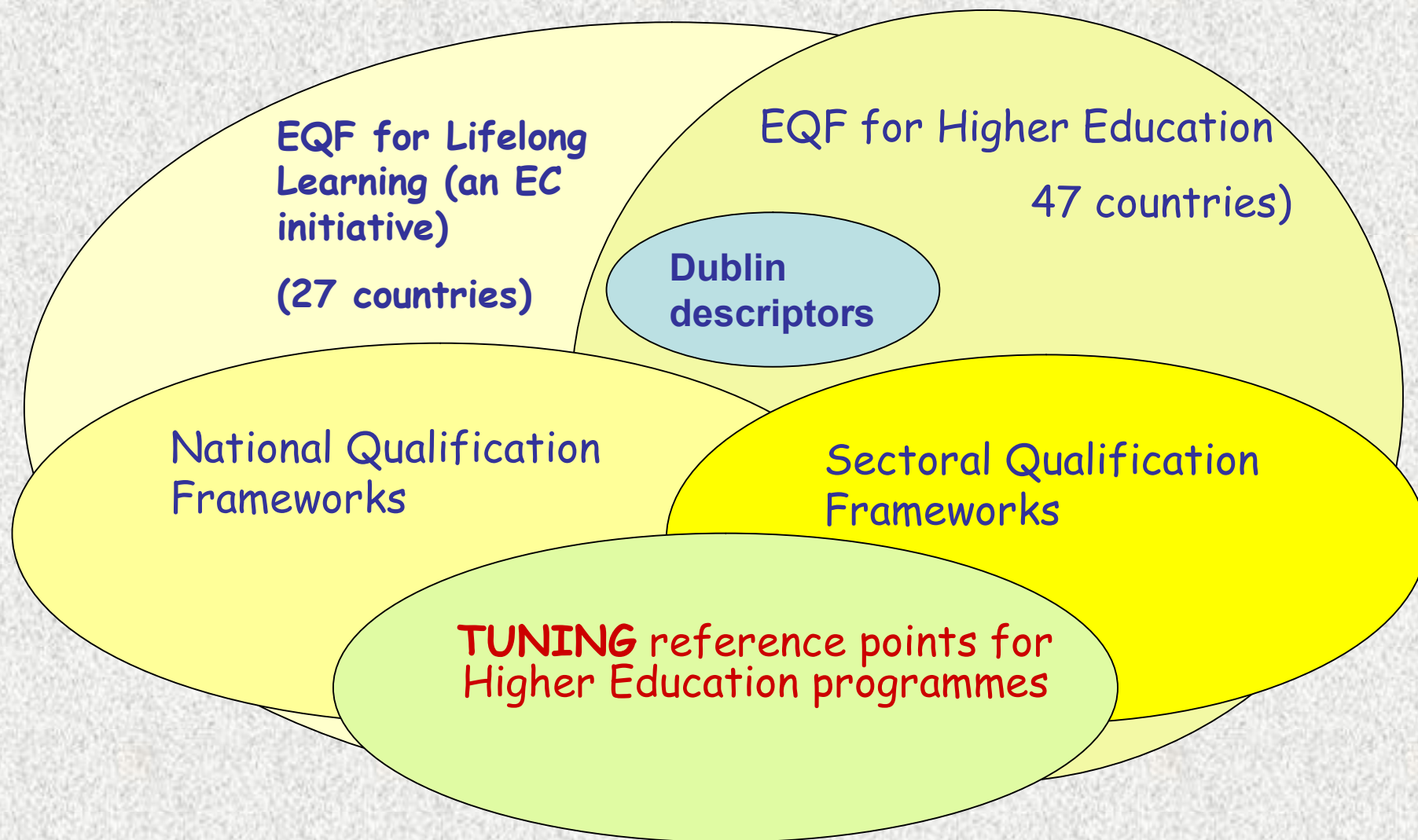
(by Jeremy Cox, Polifonia)

Competences: 'a dynamic combination of knowledge, understanding, skills and abilities [...] formed in different course units and assessed at different stages'

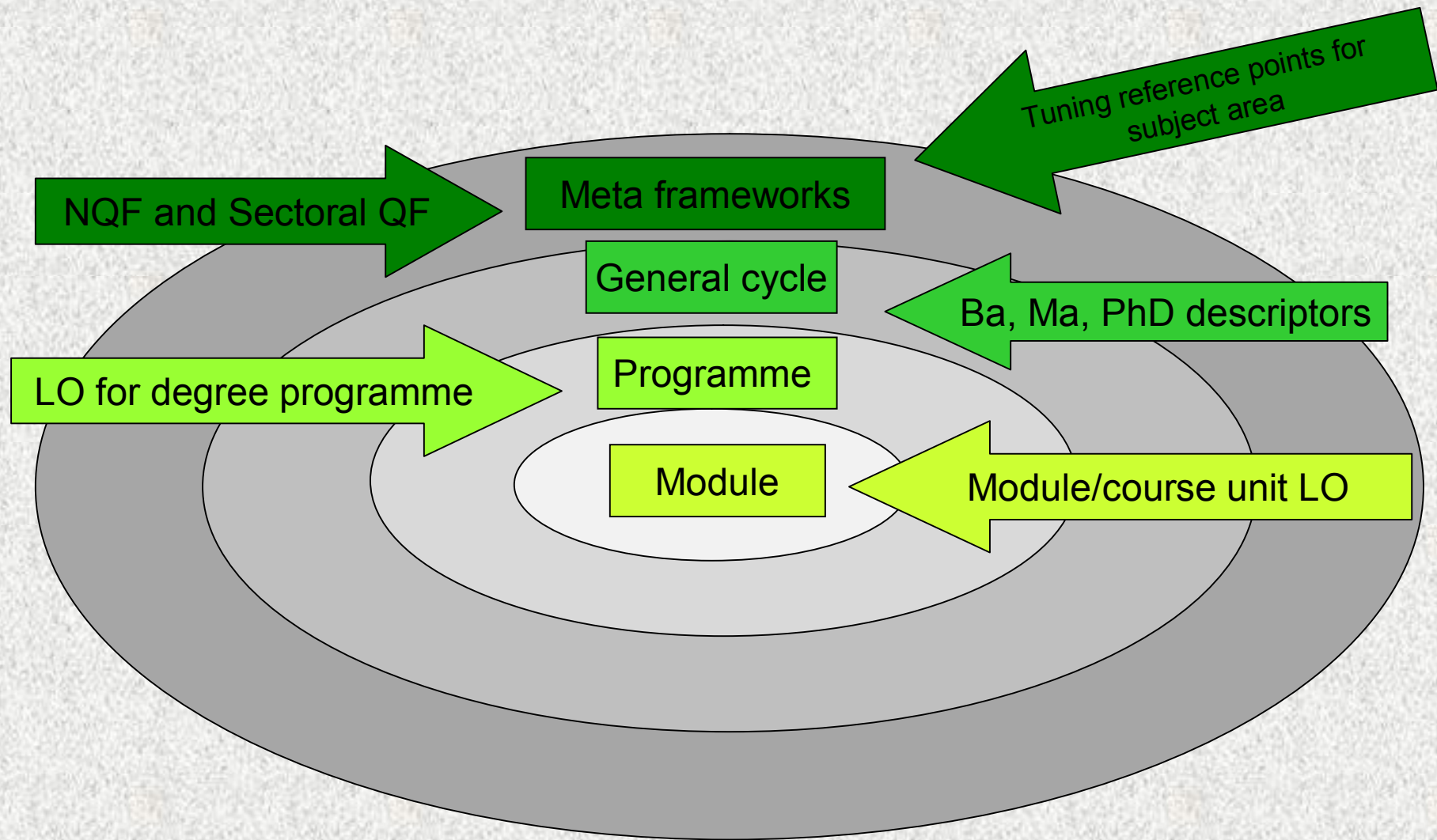


Learning outcomes and competences in study programmes (Tuning)

Course unit LO	Competences									
	A	B	C	D	E	F	G	H	I	J
Unit 1		X			X					
Unit 2	X			X			X			
Unit 3		X				X			X	
Unit 4	X		X							X



Types of learning outcomes



10 steps for designing a programme – Tuning approach

External reference points NQF, subject benchmarks,
Programme specifications

Determine need and
potential

Define the profile
and the key
competences

Formulate
programme LO

Decide whether to
“modularize” or not

Identify
competences and
LO for each module

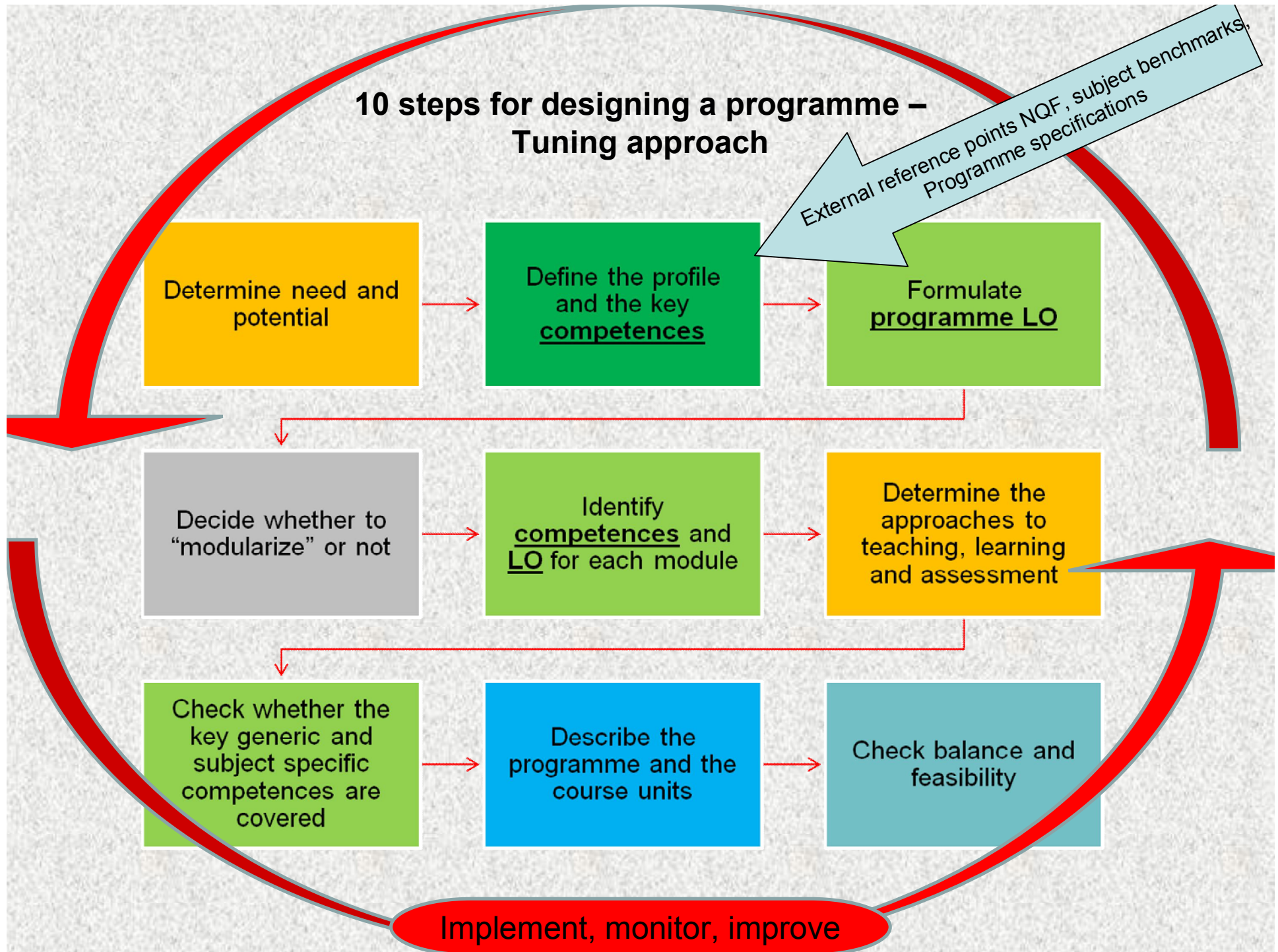
Determine the
approaches to
teaching, learning
and assessment

Check whether the
key generic and
subject specific
competences are
covered

Describe the
programme and the
course units

Check balance and
feasibility

Implement, monitor, improve



Development of the module

NOTE:

Module – a course unit in a system where each course unit carries the same number of credits or a multiple thereof (ECTS)

Aims and competences of the module



Aims are reflected in the module LO (LO written in a way that they may be tested)



Assessment tasks



Criteria for grading the assessment



Teaching and learning strategy

NOTE:

- Small modules – information more specialized but less integrated
- Big modules – clearer structure of the programme, better coherence in the studied subject, but more difficult to transfer to other context and compare.

Modular vs non-modular study programmes

Modular (1 year – 2 semesters, 60 ECTS):

5	10	5	10
10	5	15	

Non-modular (course unit (1 year – 2 semesters, 60 ECTS):

3	6	5	4	2	6
4	4	2	7	7	6

Credit allocation

Notes: Credit allocation that ensures quality of studies is a long process that requires student feedback, constant analysis and teachers' team-work.
There is no direct link between contact hours and credits.
Number of credits do not relate to importance or prestige of the course.

- LO are defined for each component, activities foreseen and workload estimated;
- Proposals are collected, analyzed and estimated workload expressed in credits.
- Different size of courses (3,4, 6)

**Bottom-up
(course unit
system)**

- Pre-defined number of credits are allocated per component;
- Feasible LO and learning activities are defined on the basis of the allocated time;
- Standard credits or their multiples (5,10,15 ...)

**Top-down
(modular
system)**

- Staff agrees on what components have to be given the same number of credits (time);
- LO and learning activities are defined on the basis of allocated time;
- After teaching period the modules are compared – are LO, activities, and time consistent

**Comparative
(modular
system)**

Example: Aspects of Marital Law and Practice in the 17th Century (by R. de Lavigne)

A student who successfully completes this module will be expected to be able:

- 1. To demonstrate detailed knowledge of both the legal and the social framework of marriage in Western Europe in this period.**
- 2. To analyse the reasons for variations in legal frameworks and of social practice in both space and time.**
- 3. To explore the link between marriage, on the one hand, and natality and mortality, on the other hand, as determinants of population trends.**
- 4. To display the analytical tools and skills of the socio-legal historian, with particular reference to the selected legal and social texts of the period.**
- 5. To deploy statistical information using information and communication technology where appropriate.**
- 6. To demonstrate an ability to work both independently and in groups in order to propose solutions to problem areas within this field.**
- 7. To work in more than one European language.**

Example: Calculation of the workload

The planned third-year tutorial model comprises 10 ECTS (250-300 hours):

- Tutorial: 2 hours per week x 14 weeks (25/30 hours = **1 ECTS credit**)
- Studying a textbook (500 pages) and sitting exam – 6 pages per hour = 83 hours = **3 ECTS credits**
- Writing a 7-10 page paper (700-1000 pages of literature must be read) = 140 hours = **5 ECTS credits**
- Reading and commenting on assignments written by group members (critical reflection) – (2 hours per week x 14 weeks = 28 hours = **1 ECTS credit**)

$1+3+5+1 = 10$ ECTS credits

Application of ECTS at micro level - a student perspective

Credit as a tool leading to qualification

Accumulation - how many, what credits (type, level) and when

Transfer from various study contexts into the study programme

Importance of HEI internal regulations:

“Ageing” of the credits

Compensation

Condonment

“Credit” thinking of HEI

“Where a student is granted exemption from part of the programme of study on the basis of credit transfer, the marks obtained by the student for such prior learning will not be used for classification purposes”. U-ty of Kent

Thank you for your attention!

