Panel discussion on The Bologna Process:

Lessons Learned

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Tuning
Educational Structures
in Europe

Lesson 1

We learned that together it can be done

- ❖ The Importance of joining forces

- ❖ From North to South legislation changed

- ❖ Curricula Reform was a reality

- ❖ Inimaginable developments took place

- ❖ Ministers met and discussed eduction

- ❖ Strong sense of cooperation at high level

Lesson 2

We learned importance of being a region

- ❖ Sense of belonging

- ❖ Debate

- ❖ Achievement and failure

- ❖ Doing projects jointly

- ❖ Having a joint political will

Lesson 3

Sharing ideas, learning together

- **Witnessing a high level of learning**

- **Building wonderful networks**

- **Experimenting together**

- **North- South, East-West**

- **Intense learning from diversity**

# Lesson 4

The student at the center

- ❖ S/he is the measure and guideline

- ❖ Information

- ❖ Accountability

- ❖ Profile as leading light

- ❖ Student participation

- ❖ Main actor of education

Lesson 5

Changing role of the professor

❑ **From traditional role of dominant source of knowledge**

❑ **From individuality to collective action**

❑ **Having to find a more complex role**

Essential Roles for Current Teacher
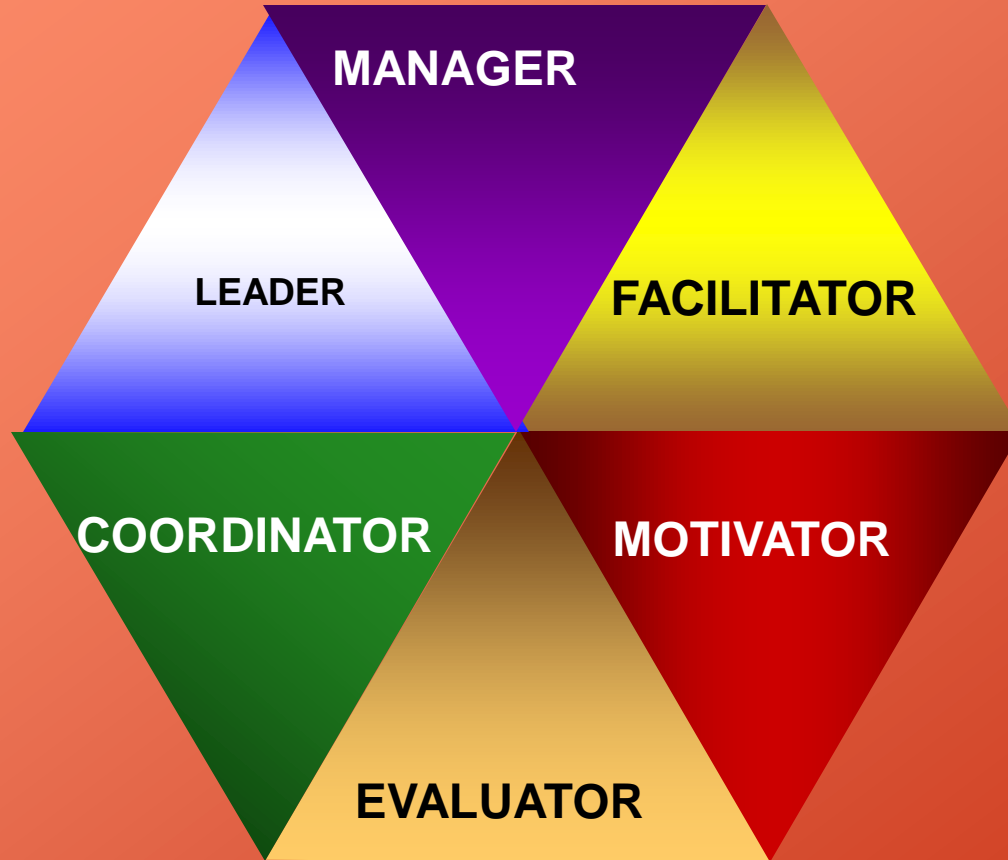
Essential Roles for Current Teacher

MANAGER

- **Develop learning guidelines**
- **Organize learning – teaching process**
- **Design learning situations**
- **Clarify issues**
- **Coordinate discussions and debate**

Essential Roles for Current Teacher

FACILITATOR

- Work with relevant materials
- Show flexible attitude in relation to use of materials and documentation.
- Promote dialogue and participation
- Summarize state of affairs in relation to the discussion
- Know student starting point
- Answer technical doubts

Essential Roles for Current Teacher

- **Generate confidence to clarify doubts**

- **Overcome feeling of isolation**

- **Formulate recommendations to make student improvement**

- **Relate well with the student**

MOTIVATOR

Essential Roles for Current Teacher

- Provide information

- Orientate autonomous work

- Provide evaluation guidelines

- Assess

EVALUATOR

Essential Roles for Current Teacher

- **Promote participation**
- **Balance the proportion of contributions**
- **Try to incorporate all students in discussions**
- **Controle participation of those more implicated**

COORDINATOR

Essential Roles for Current Teacher Roles

LEADER

- **Show respect and consideration to their students**
- **Promote and facilitate teamwork**
- **Present challenges to their students**
- **Show enthusiasm in relation to the course**
- **Promote to prepare projects**
- **Able stimulate student interests**

Essential Roles for Current Teacher

Lesson 6

Cooperation with other regions

- ✓ **A new way of cooperating**

- ✓ **Sharing what we were doing**

- ✓ **Fascination of learning together**

- ✓ **Opening the family**

Lesson 7

Competitiveness

❖ **For some it was the beginning of a shift**

❖ **A genuine effort for developing quality**

News Release

Tia T. Gordon- Institute for HE Policy

"There has been a global shift in Higher Education leadership: Europe is heading it up as the United States starts to follow"
Washinton, D.C., April 8, 2009

"**While the United States remains concern about its standing in terms of participation in global HE and completion of degrees, 46 counties in Europe have been working for a decade on...bringing HE systems closer together in terms of standards of their degrees..... The Institute of HE Policy´s new study : Bologna Process for U.S. Eyes: Re-learning HE in the Age of Convergence... Contends ....that the countries involved in the Bologna process are producing more and better degrees whose reference points in student learning outcomes are transparent...... Countries outside Europe have already recognised the profound revolution....resulting in global shift in HE leadership"**

"When one watches other nations address problems similar to one´s own , with languages and cultural traditions that cast their solutions through lenses one has never used, new ways of configuring solutions inevitably arise".

A way of thinking reality

Lesson 8

We learned a lot about change

❑ **Factors acting in University innovation**

❑ **Resistance Factors**

❑ **Factors for adaptation**

❑ **Attitudes towards learning**

Factors acting in University Innovation

SOCIAL SYSTEM

- **Limitations coming from values, norms and social system structures can make difficult the dissemination or the adoption of new ideas**

PROPER TO THE NATURE OF THE INSTITUTION

- **Level of centralization**
- **Size and formal structure**
- **Levels of collegiability**
- **Communication System**

PROPER TO THE EDUCATIONAL NATURE

- **Specificity of the teaching task**
- **Diversity of learners**
- **Homogeneity/Diversity**
- **Diversity of purposes**

Restricting Factors

Home-made change

Lack of operational consistency

Costs too visible, benefits diluted

Gravity of the system

Limitations in the instruments

Others

Restricting Factors

Home-made change

- Low level of profesionalisation
- Insufficient levels of training
- Deficit in communication among staff
- Reduced innovative environment
- Minimum levels of consultation
- Strong weight of former style
- Weak educational support
- Lack of institutional backing

Restricting Factors

Home-made change

Lack of operational consistency

- **Reduced impact of innovations**
- **Inappropriate students attitudes**
- **Problems of discipline in the class**
- **Unsuccessful innovative experiences of others**
- **Unsuccessful innovative personal experiences**
- **Obstacles in the academic direction**

Restricting Factors

Home-made change

Lack of operational consistency

Costs too visible, benefits diluted

- **Possible consequences derived for oneself**
- **Complexity of the innovations themselves**
- **Difficulty of partial implementation**
- **Verification far from the actual results**
- **Perception of limited social impact or social importance**

Restricting Factors

- **Limitations in the educational legislation**

- **Demands of the academic curriculum**

- **Too much work in the daily programme.**

- **Lack of definition in the targets of the change**

- **Lack of adequate time to carry out the reform**

Gravity of the system

Limitations in instruments

Others

Restricting Factors

- **Limited resources in the material**
- **Lack of educational instruments**
- **Lack of suitable spaces**
- **Limited technological resources**
- **Lack of laboratories or spaces for self learning**

Limitations in instruments

Others

FACTORS IN THE DECISION TO INNOVATE

Consistency

Relevance

Operative domain

Expectations of efficiency

Follow up

FACTORS IN THE DECISIÓN TO INNOVATE

Consistency

- **Ajustment between foreseen innovation and present teaching practices**

- **Recognized value of the innovation**

- **Usefulness in relation to the educational framework**

FACTORS IN THE DECISION TO INNOVATE

Consistency

Relevance

- Importance and value given to innovation
- Needs satisfied by innovation
- Perception of the efficiency of innovation
- Understanding of innovation at work
- Impact on the personal and professional projection

FACTORS IN THE DECISION TO INNOVATE

- **Innovation must be learned**
- **Pertinent awareness of operative domain**
- **Knowledge: to know what it is, to know how it is carried and to be able to do it.**
- **Need for a plan for action**

Operative Domain

- **Complex innovation requires training and adequate control**
- **Planned process : presentation, modeling, immediate experiences with *feedback* and backing/follow up of an expert tutor.**

FACTORS IN THE DECISITION TO INNOVATE

- *Sense of efficiency and expectations of efficiency*

- Believe in the relationship between action and result.

- Bidimensional aspect:
  a) General expectation of teaching efficiency
  b) Expectations of personal teaching efficiency

Expectations of efficiency

Follow -up

FACTORS IN THE DECITION TO INNOVATE

- **Support foreseen and expected help: institutional environment, participation of staff**

- **Sharing of success and failure**

- **Mix between pressure and continous follow up**

- **Improvement in the sense of self efficiency**

- **A good concept of personal achievements is an stimulating element and is needed for trying to improve teaching and learning practices**
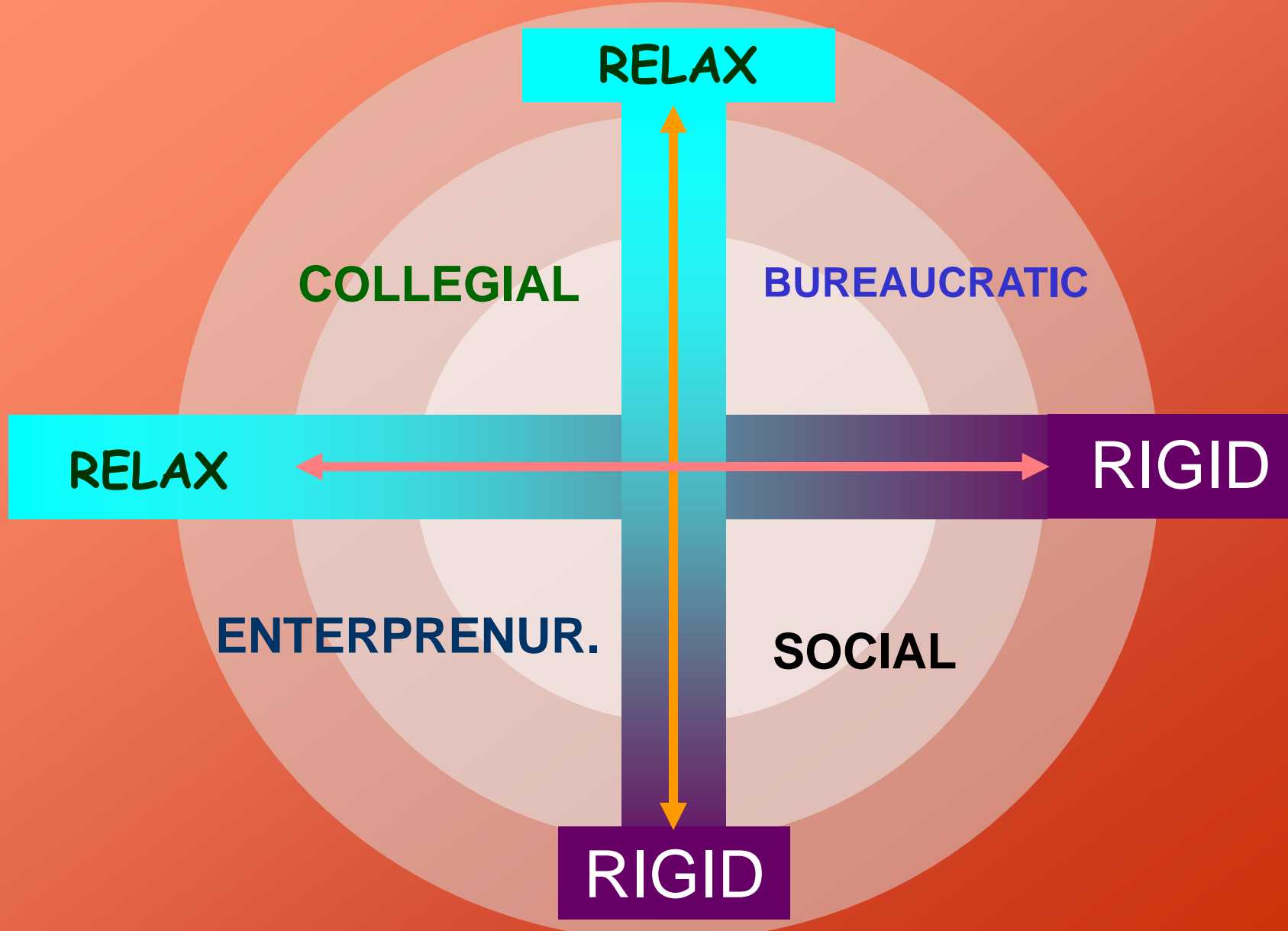
Follow - up

Models of University as Organisation
McNay (2001).

DEFINITION OF ACTION
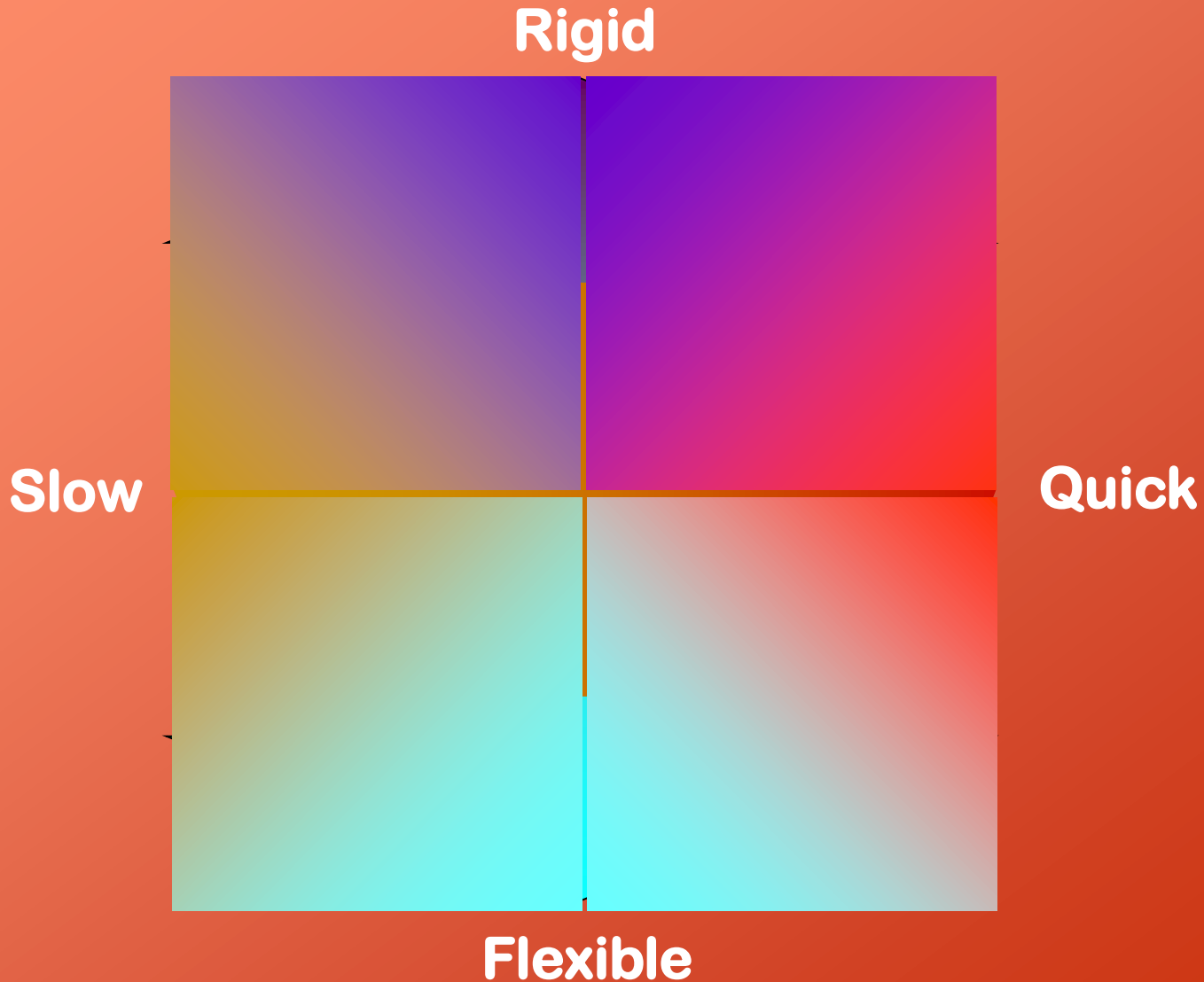
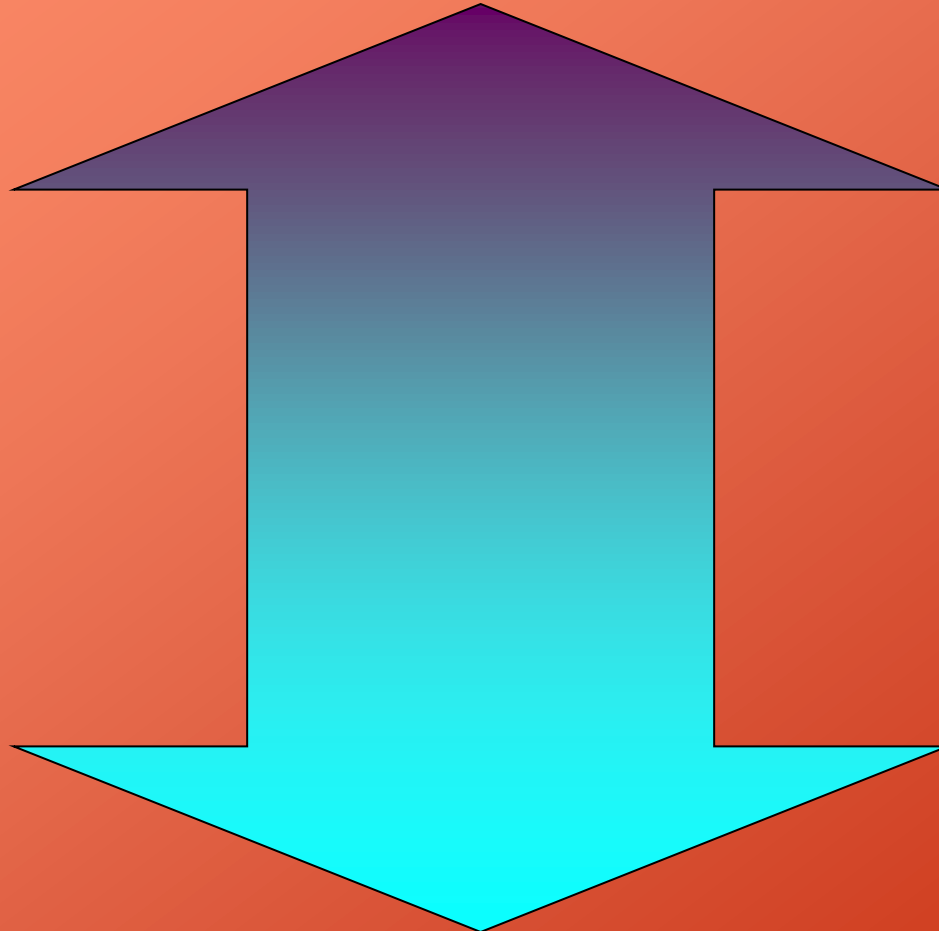**PRACTICAL DIMENSION**
Institutional Leadership

RELAX

COLLEGIAL　　BUREAUCRATIC

RELAX　　　　　　　　　　　RIGID

ENTERPRENUR.　　SOCIAL

RIGID

Types of learning

ATTITUDES TOWARDS UNLEARNING

PROCESSES OF UNLEARNING

Rigid

Slow

Quick

Flexible

Styles in the proccess of learning
Wilson (1997)

Attitudes towards unlearning

Rigid

- **Show attitudes contrary to change**
- **Desire to mantain status- quo**
- **Back traditional models**
- **Argument: the value of what has been proved against a new and experimental model.**

Flexible

Styles of process of learning

Attitudes towards unlearning

Rígido

- **Consider that changes are needed and can be more positive for their own work and that of others.**

- **Flexible people have , normally more optimism about changes and about the future**
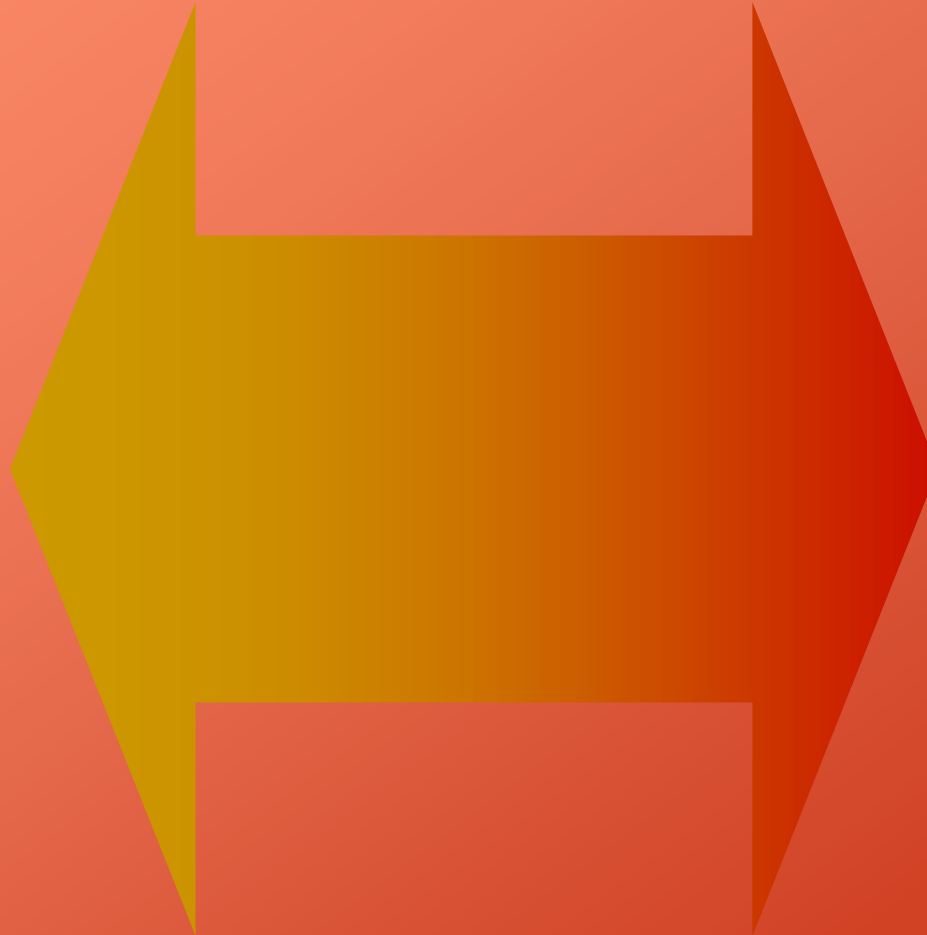
Flexible

Styles in the process of learning
Wilson (1997)

PACE OF LEARNING

Slow **Quick**

Styles in the process of learning

Wilson (1997)

PACE OF LEARNING

Slow

- **A teacher with slow speed of learning may show interest but needs time.**

- **Needs time to move beyond routine and think what to do and how to do it.** Rápido

- **With training and practice s/he with develop a change of style but needs security and practical experimenting.**

Styles in the process of learning

PACE OF LEARNING

- **Teachers with high speed of unlearning are able to abandon old habits and change them for new models**

- **They are capable of behaving and offering a positive impact to the students in relation to change.**

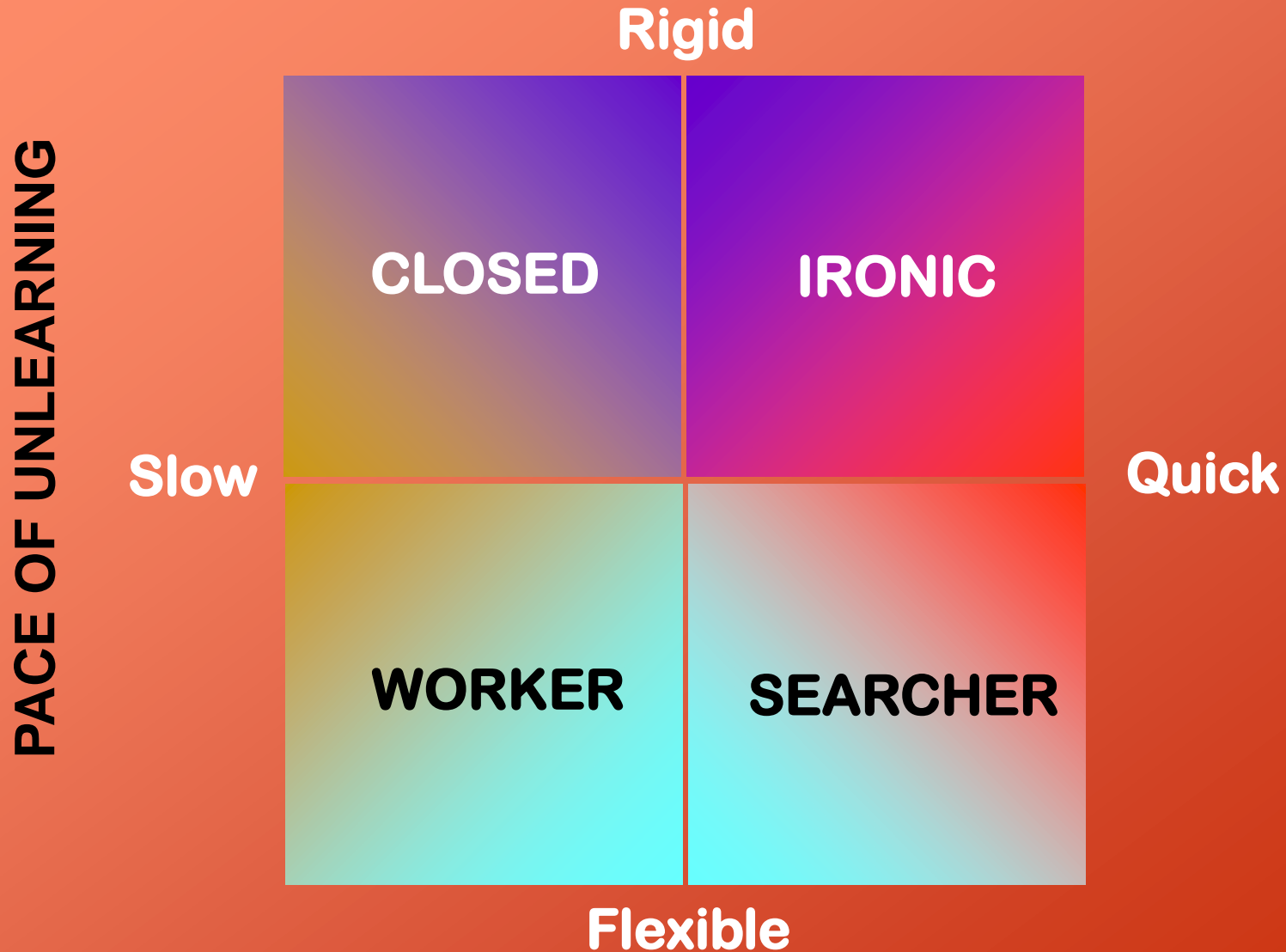- **This quality of quick unlearning is very relevant for a moment of change and innovation.**

Quick

Styles in the process of learning

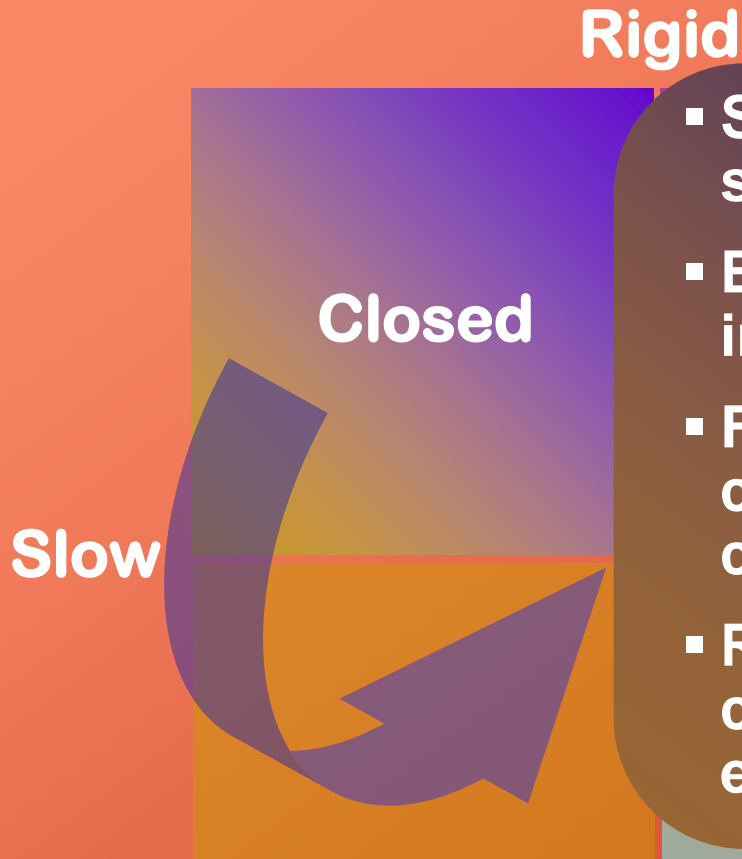Wilson (1997)

ATTITUDES TOWARDS UNLEARNING

Rigid

PACE OF UNLEARNING

Slow

Quick

| CLOSED | IRONIC |
| WORKER | SEARCHER |

Flexible

Styles in the process of learning
Wilson (1997)

ATTITUDES TO UNLEARNING

Rigid

Closed

Slow

PACE OF LEARNING

- Show an attitude rigid and slow speed for unlearning

- Block any possible change or innovation.

- Feel at ease in the past , fear change and the possibilities to carry it through.

- Refuse any proposal for change and innovative experimentation

- If among those who need to lead the innovation there are these type of people, innovation will be very difficult

Styles in the process of learning
Wilson (1997)

ATTITUDES TOWARDS UNLEARNING

Rigid

IRONIC

Quick

- *Are capable of quick learning but they show a negative or rigid attititude.*

- They could do it if they wanted to but they have a negative attitude.

- They are capable to extend their irony and attitude to the other people.

- They constitute a problem when they occupy places which require leadership in innovation.

Styles in the process of learning

Wilson (1997)

ATTITUDES TOWARDS UNLEARNING

- **They have a flexible attitude towards unlearning but they are slow.**

- **They show a positive attitude towards innovation. They consider it necessary and attractive.**

- **They understand the changes and where to carry them out but they need time to perform.**

PACE OF LEARNING

Slow

WORKERS

- **They can be people more apt to be responsible of improvements in the methodologies and strategies of work.**

Flexible

Styles in the process of learning
Wilson (1997)

ATTITUDES TOWARDS UNLEARNING

- **They have a flexible attitude and a quick process of unlearning.**

- **They become models and points of reference for others.**

- **They are people with high innovative spirit.**

Quick

SEARCHER

- **They are the most adequate people to lead innovation processes.**

Flexible

It was,

it still is

A source of inspiration and learning