

CARDS 2002

Higher Education Mobility: *Diploma Recognition Policy and Legislation*

Workshop on “Developments for Mobility in the European Higher Education Area

The Classical Model of University Education
and the Challenges of the 21st Century

Part II: 4 - 6 May 2005

University of Rijeka - Rijeka



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The classical model

- Knowledge (production, transmission, preservation)
- Structure (hierarchy, disciplines)
- Values
- General vs specialized knowledge



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Knowledge Society (1)

- Description
 - Rooted in technological determinism (end of 70s)
 - Discontinuity (quantum leap in innovation-induced productivity):
 - Differentiated mass production
 - Non-linear careers (of work)
 - Abandonment of hierarchical social structures, personal identities



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Knowledge Society (2)

- Fundamental attributes:
 - Acceleration (growth of everything)
 - Time-space (radical compression)
 - Risk (accumulation; not side-effects)
 - Complexity, non-linearity, circularity
 - Reflexivity (democratization and marketization of knowledge production and innovation systems)



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Knowledge

- Increasing fuzziness of knowledge:
 - Disturbance of intellectual culture (acceleration of sceptical science)
 - Epistemological wobble (no more naive positivistic approach)
 - Academic pluralism intensified by social pluralism
- Forms of distribution:
 - Reemergence of local knowledge
 - Shift in the nature of science, technology and innovation (mode 1: science → mode 2: knowledge production)



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The New Production of Knowledge (M Gibbons)

Mode 1

- generated within the context of disciplines
- disciplinary
- homogen
- hierarchical
- quality: peer review

Mode 2

- generated within a context of application
- transdisciplinary
- heterogeneous
- heterarchical and
- accountable to society and market (highly reflexive)



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The changing university

- Universities are mainly modern institutions
- Not institutional durability but institutional adaptability
- new requirements of massification
- Not anymore a self-referential institution



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The changing university

- Teaching
 - socializing into academic culture (new agencies in in public and corporate sector: infotainment industry, leisure and learning sector)
- Research
 - multidimensional model of knowledge production
 - role of market re-emphasized
 - growing recognition of impact of application



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Response of universities

- Growing fuzziness of HE systems
(hard to identify unique mission)
- Growing organizational complexity
(amateurism towards professionalism)
- Re-configuration of universities as institutions
(share the basic function with other players)



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New Educational Paradigm

- From teaching to learning
- Student centered
- Changing role of teacher
- Transparency in the definition of objectives
- Shift in emphasis from input to output
- Changing the approach to the organization of learning



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Generic competencies

- Analysis and synthesis
- Problem solving
- Ability to learn
- Practical application of the knowledge
- Quality centered management
- Application of ICT



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Levels of Courses

- —**B**asic level course (meant to give an introduction in a subject);
- —**I**ntermediate level course (intended to deepen basic knowledge);
- —**A**dvanced level course (intended to further strengthening of expertise);
- —**S**pecialised level course (meant to build up knowledge and experience in a special field or discipline).



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Type of courses

- —**C**ore course (part of the core of a programme of studies);
- —**R**elated course (supporting course for the core);
- —**M**inor course (optional course or subsidiary course).



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Who are the players?

national (international agreement) to locate main qualifications and provide:

generic descriptors of associated abilities
guidance on nomenclature

academic communities identifying their expectations

students have a record of their achievements (transcript, ECTS)

the institutions identify location of their awards supported by programme details (inputs and expectations)



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The structure

Qualifications Framework based on Bologna

widely agreed generic descriptors

(Dublin and Helsinki descriptors)

programme profiles
(common approach to setting out
institutional / faculty perspective)

subject competences
(Tuning; national benchmarks)
(from subject community)

with an overarching
Code of Practice:
for the management of
quality and standards

transcripts / ECTS
(individual achievement, students)



Franz Schubert

- Kann er was? (Does he know anything?)
- Was kann er? (What is he able to do?)



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