

# 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, leisuer 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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