



Curriculum development in the light of Bologna process

Slovenian experiences

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LISBON DECLARATION (Lisbona, Portugalska, 27-28 July, 1998)

THE PROSPECTS FOR STATE REFORM IN THE NEW GEOGRAPHY OF POWER,
GLOBALISATION, REGIONAL INTEGRATION AND LOCAL POWER

"...Thus, it is essential to strengthen
the **integration** culture and establish **coordination**
mechanisms among the States. Within this same spirit,
the advisability of developing **supranational institutions**
with a strong **technological capacity**, flexible organisational design,
a service culture for integration and
excellence in human resources should be considered. "

DEVELOPMENTAL PROSPECTS WITHIN EU



**"I was taught, that the way towards
prospect
is neither quick, nor easy."**
Marie Curie



Pillars of developmet

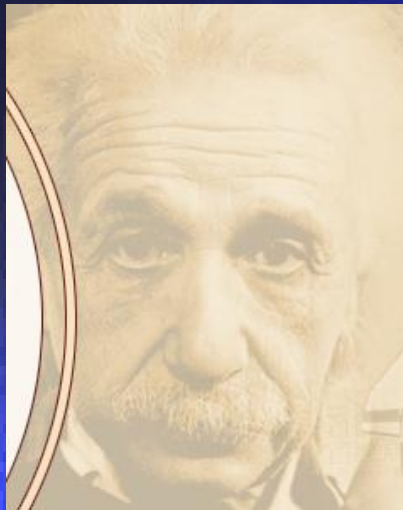
Human potentials – who are distinguished by excellence of their knowledge





BOLOGNA PROCESS

Enables realization of the Lisbon statements
for ensuring **excellence**
in higher education





TWO SIDES OF BOLOGNA PROCESS

FORMAL

PROCESS





ONE SIDE OF THE BOLOGNA PROCESS

FORMAL

Co-operation,
Flexibility,
Transparency



Three cycles: 180 ECTS
240 ECTS or 120 or
60 ECTS, and 180 ECTS

Mobility

A PATH TOWARDS THE UNIFIED EU EDUCATIONAL SPACE



SECOND SIDE

PROCESS



TO ENSURE THE QUALITY OF PROGRAMMES



WHY PROCESS REFORM?

GLOBAL CHANGES

Constant control of academic and professional occupational profiles

**Competences
important**

tools of control –

Enable the selection of KNOWLEDGE AND SKILLS



What are competences?

Simple statements, which define clearly what student should:

- ☐ **know and understand on the level of the theoretical knowledge of a study discipline**
- ☐ **know to be successful in the transfer of theoretical knowledge into practice**
- ☐ **know, to be successful in a group and/or broader society**

With competences the learning outcomes are defined



Benefits of competence-based study programmes:

- ☐ facilitate the content selection
- ☐ ensure transparency of programmes and qualifications
- ☐ support mobility at national and international level
- ☐ facilitate the design of study programme
- ☐ enable comparative evaluation of programmes
- ☐ facilitate competition at the market place
- ☐ **put forward new educational paradigm**

NEW EDUCATIONAL PARADIGM



shift from teaching —→ to learning

Student-centered approach

The role of university teachers is changing

mediator of knowledge —→
co-creator of student knowledge



How to design bologna curriculum?

Define competences - comparative programmes

Make a list of competences, discussions: experts, students, employers...

Classification of competences in:

Generic, programmes specific; 1. cycle, 2. cycle;
professional programmes and university programmes

Preparation of syllabus - choose bologna model

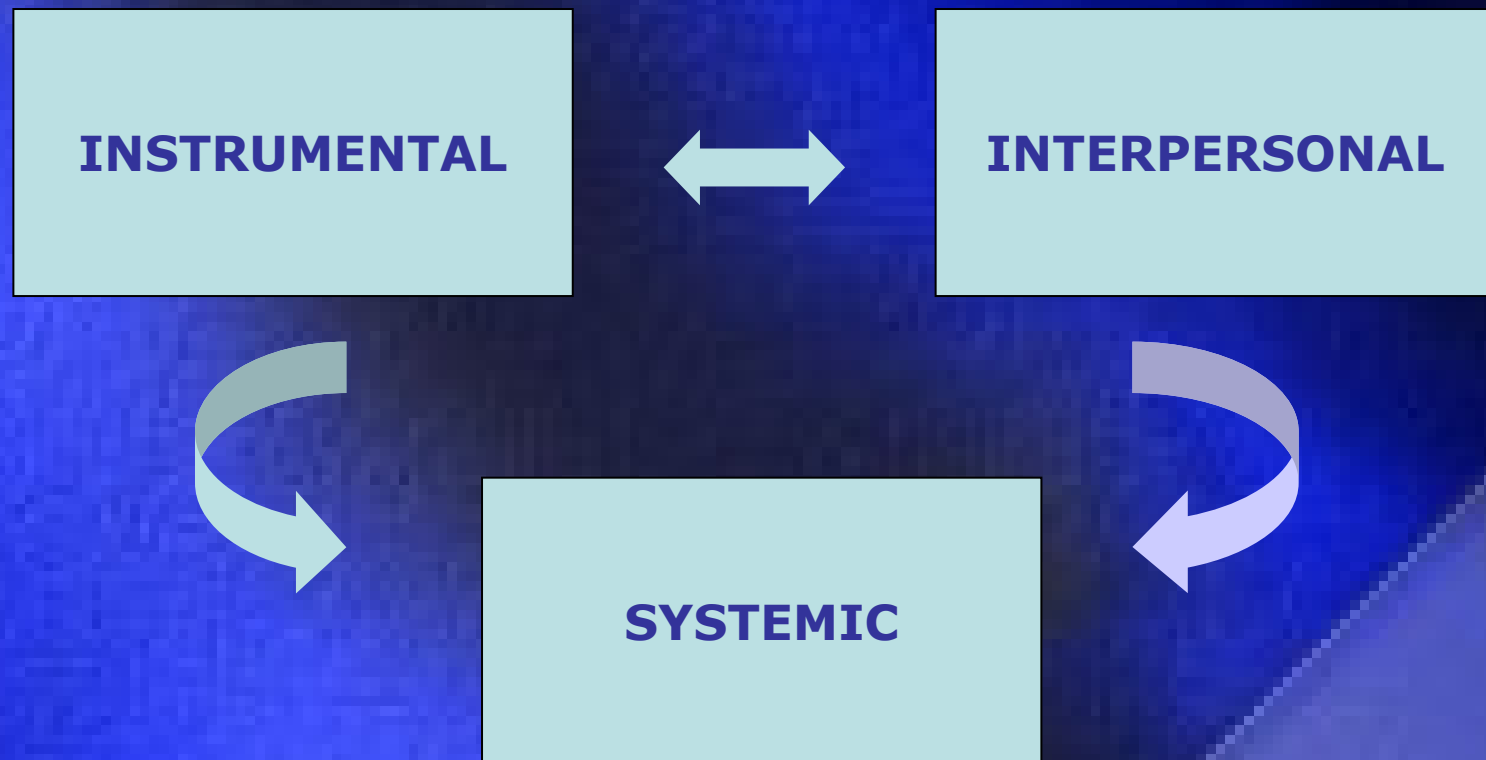
Define 1 ECTS (25 - 30 hours load per week for student),
core subject, professional electives, general elective subjects (min 10% ECTS elective), lectures, seminars, other activities

Study programme for subjects (Model)

Subject specific competences, content, knowledge evaluation, ...



Tuning classification of generic competences





Basic
knowledge

Underst.
application

Organization
Of time

Decision
making

Cognitive
abilities

Methodological
abilities

Evaluation

Syntheses
Analyses

Ability to
learn

Problem
solving

INSTRUMENTAL

Technical
abilities

Language
abilities

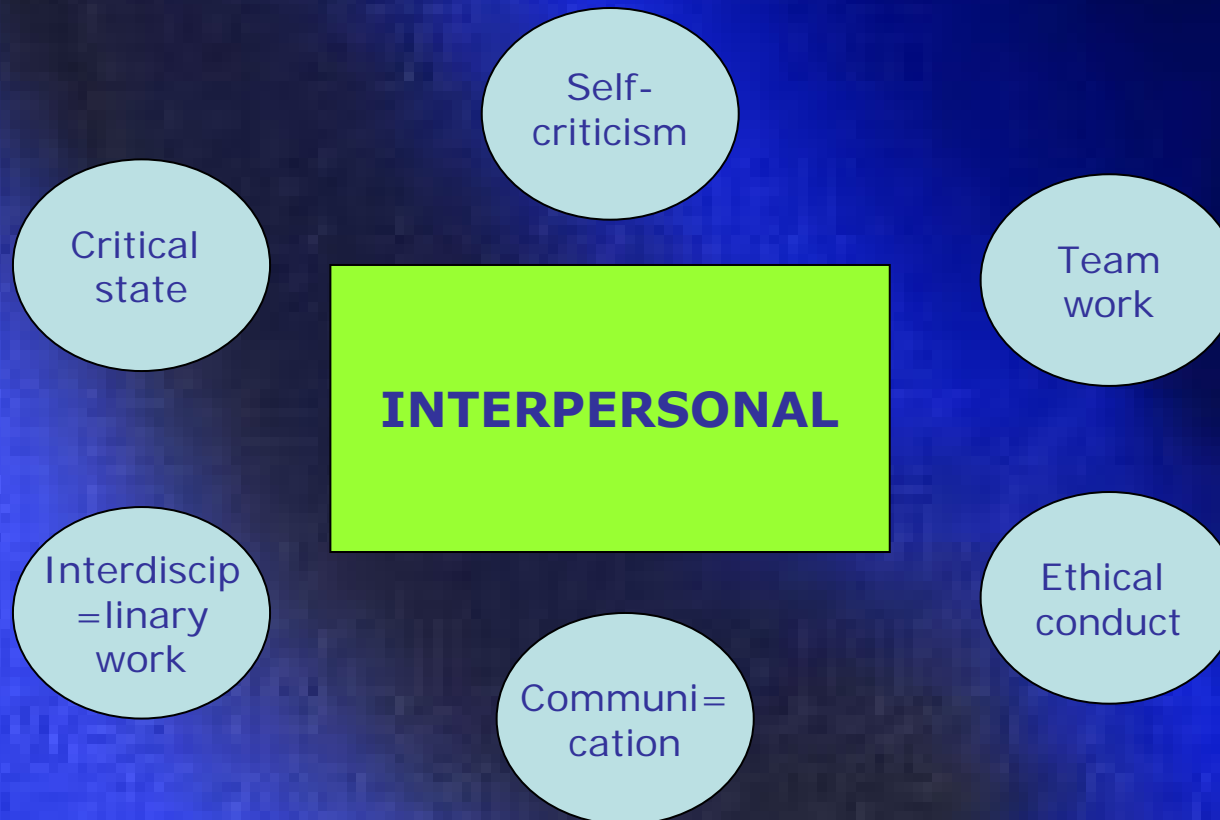
Written
communic-.

Computatio
nal

ICT

Foreign
language

Oral
communi=
cation







Generic competeneecs



Operacionalization



**Programme and subject specific
competences**

<http://tuning.unideusto.org/tuningeu/>



NEW LEARNING PARADIGM

ACTIVE STUDY STRATEGIES

Small group work

Student project work

Student research work

Case studies

Problem-based learning

Active vs. traditional approaches

Traditional approach

Active approach

Subject - oriented

Problem oriented

Teacher-centred

Student-centred

Lectures

Workshops, projects, discussion groups, etc.

Homework

Research/independent study

Individual study

Collaborative learning

Teacher evaluates student knowledge

**Alternative forms of evaluation
e.g. self-evaluation, peer-reviews
portfolio**



“Slovenian experiences with bologna programmes”



Commission for the undergraduate study programmes at UL

- prepare recommendations and internal documents in order to facilitate the preparation of study programmes
- reconciles different approaches to study programmes development
- evaluate study programmes from the formal viewpoint and nominate expert reviewers
- submit reconciled programmes to the Senate of UL to be approved and sent into further accreditation procedure



Major problem

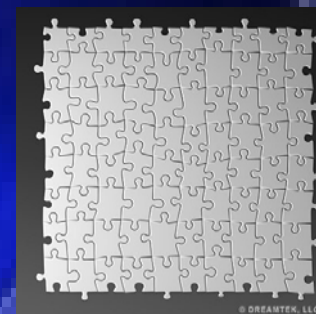
How to accomodate into 180 ECTS all subjects of usually 4 years study programmes?

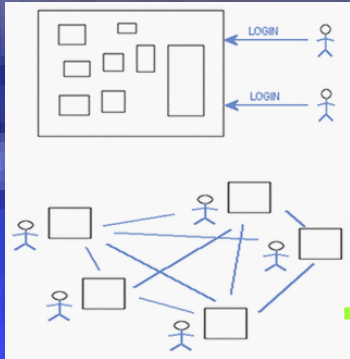
or in *chemists* words

"How to pour 240 L of water into 180 L vessel?"

And the puzzle?

How to assigne credits to get 30 ECTS per semester or 60 ECTS per year?





Two different approaches

1. Approach

Squeezing more content into the curriculum but assigning smaller classes
in one year a student reads
up to 15 000 pages

STUDENTS ARE OVERLOADED

2. Approach

Reducing subject matter
not taught by the professor
or redefining the curriculum

THE QUALITY IS QUESTIONABLE



Minor problems

Elective subjects
competition for
traditional academic

Foreign language
to a language

**PROGRAMMES ARE STILL
TEACHER - CENTRED**

How much ECTS for promotion into higher study year?

Too little care for higher level competences and active
teaching methods



CHANGING EMPHASIS

From treating all students as a group to responding to the individuals

From testing for factual information to assessing understanding

From maintaining authority to sharing responsibility with students

From working alone to working with other teachers - professors

Professor Nava Ben Zvi President of Hadassah College Jerusalem



SENTENCE

Wisdom of old Romans

**Nature does not like that things would be the same,
she prefers changes and diversity.**

(Petronij, *Fragmenata*, 44, 8 in nasl.)

Knowldege is a sweet fruit but from bitter roots.

(*Monosticha Catonis* 40)