Tuning Educational Structures in the World

TUNING Model for Designing, Implementing, Delivering and Enhancing Higher Education Curricula

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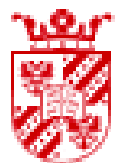
New strategies for curriculum design:

Competences / Learning Outcomes model versus Traditional model

Opportunities and Challenges

Misunderstandings / Misconceptions

Construction of relevant curricula

CONSULTING

PROFILING

ENHANCING

STUDENT CENTRED LEARNING

DESIGNING

EVALUATING

LEARNING
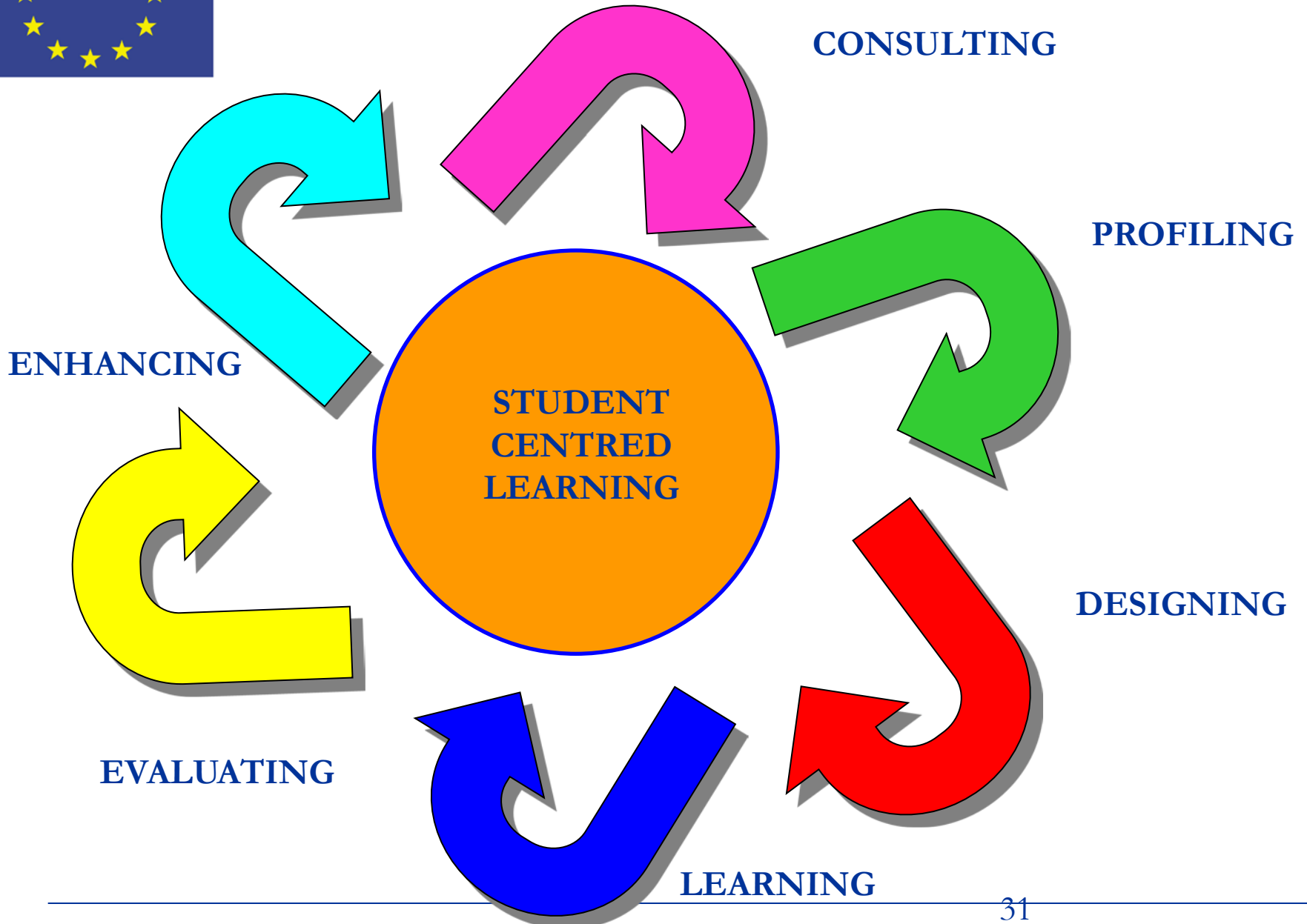
Two types of first cycle programmes: number 1

Traditional (first cycle) programme:

• Constructed on the basis of rather loose course units

• Course units content is responsibility of individual academics

• (Very) limited cooperation and consultation between academic staff

• Danger of limit balance between course units

• Feasibility not guaranteed

• Academia oriented, limited concern for employability and educating for citizenship

• Outcome (level) of programme not quite clear
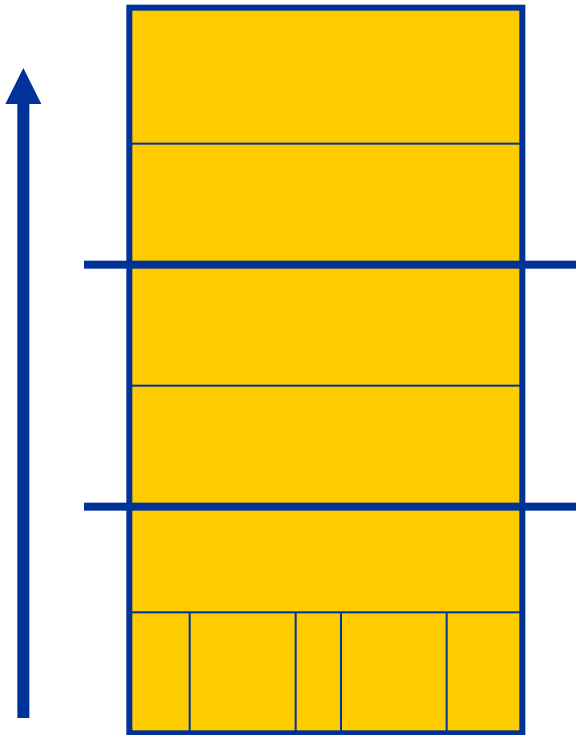
Bottom-up

Two types of first cycle programmes: number 2

Degree programmes to be based on:

- (Cycle) level descriptors

- Academic and professional meta-profiles / reference points

- Competences / Learning outcomes (not Learning objectives !!!)

- Student workload / time-related and Learning Outcomes based credits

Two types of first cycle programmes: number 2
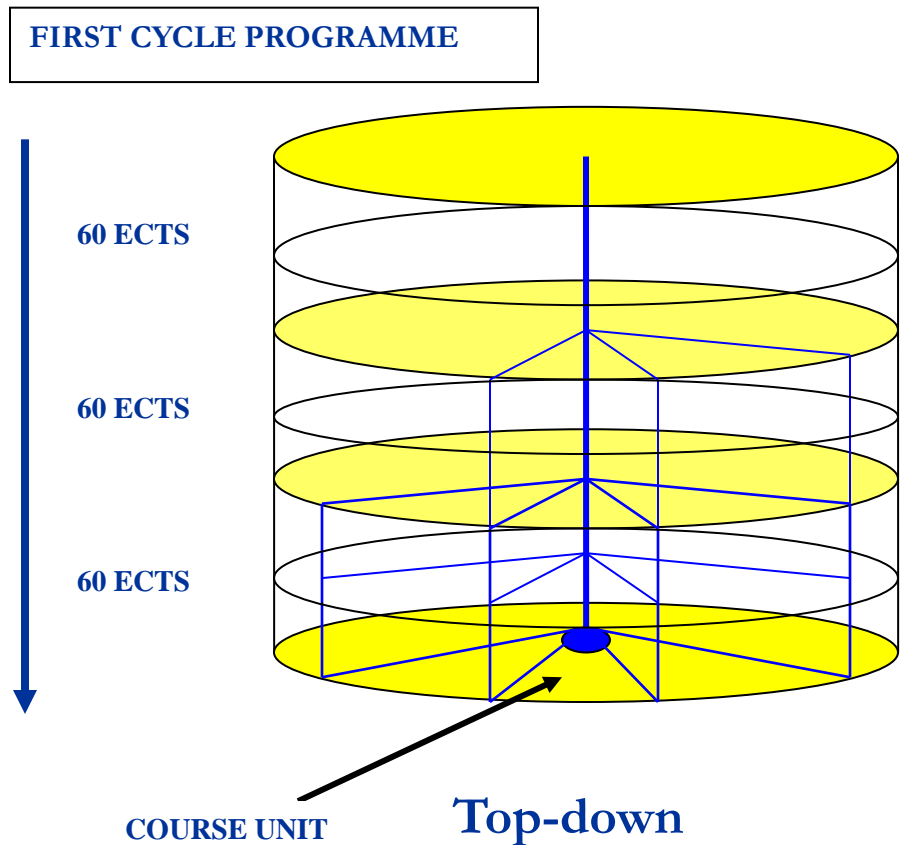
Degree programme based on the Tuning methodology:

• 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 basis for credit allocation

• Teaching, learning and assessment approaches respect credit allocation: feasibility key factor

FIRST CYCLE PROGRAMME

60 ECTS

60 ECTS

60 ECTS

COURSE UNIT

Top-down

1. Questions

Which of the 2 models is predominant in JAPAN at present?

Is student centered learning discussed as a means to reform HE degree programmes?

Conditions for designing new programmes

(or improving existing ones)

Establish whether there are sufficient incentives for setting up a new programme or enhancing an existing degree programme.

Indicators:

- ➢ Government policies
- ➢ Quality Assurance Agency policies / indicators
- ➢ Institutional policies
- ➢ Faculty / Departmental policies
- ➢ Foundation among academic and supporting staff
- ➢ Relevance and attractiveness of existing programme(s)

Conditions for designing new programmes

(or improving existing ones)

Establish a workgroup for designing / enhancing degree programme:

- Appoint as members: Academic Staff + one or two students
- Identify and involve external expertise
- Inform academic staff and relevant policy levels about initiative (keep these informed during process)

Challenges:

- Formulation of a degree profile
- Identification of most appropriate set of general competences to be developed
- Formulation of reliable programme and course unit Learning Outcomes statements
- Commitment of Academic Staff

Challenges: Commitment of Academic Staff members

How to motivate and involve them?

- More active students

- Students better prepared for employment and citizenship

- More attractive degree programmes: tool for marketing and recruitment

- Higher appreciation of degree programmes and its units by students

Requirement for implementation:

- External pressure: role of governments and quality assurance system

- Financial support to be make reforms more attractive to implement

- Staff development scheme focusing on reforming HE programmes

Misunderstandings:

Difference between a Learning Objective and a Learning Outcomes

Learning Outcomes vs. Learning Objectives

The distinction between learning outcomes and learning objectives is not universally recognized, and many instructors may find that the term 'learning outcomes' describes what they have already understood by the term 'learning objectives.' Some scholars make no distinction between the two terms; those who do usually suggest that learning outcomes are a subset or type of learning objective. Learning objectives, for example, may outline the material the instructor intends to cover or the disciplinary questions the class will address. By contrast, learning outcomes should focus on what the student should know and realistically be able to do by the end of an assignment, activity, class, or course. For this reason, learning outcomes often start with a version of the phrase "By the end of this course, students will…"

The same goals addressed by learning objectives can be equally addressed by learning outcomes, but by focusing on the application and integration of the course content from the perspective of the student, learning outcomes can more explicitly and directly address expectations for student learning.

Source: http://www.teaching.utoronto.ca/topics/coursedesign/learning-outcomes/outcomes-objectives.htm

Curriculum design and enhancement

2. Questions

Has a start being made / are you planning to implement Competence / Learning Outcomes based teaching and learning?

Do you recognize the conditions and challenges identified in the previous slides?

If so which are the main challenges?

Are the roles of different actors being defined clearly?

Are / can the conditions for the reform of degree programmes being met?

3. Questions

Is profiling of HE institutions and their degree programmes perceived as an issue?

If so, are / will stakeholders (be) involved in the process of reform and how? In particular business, NGO's ….

Is there information available about the employability field of graduates? Surveys? Consultations?