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Quality Assurance, Education and Tuning in an Internationalizing world of higher education

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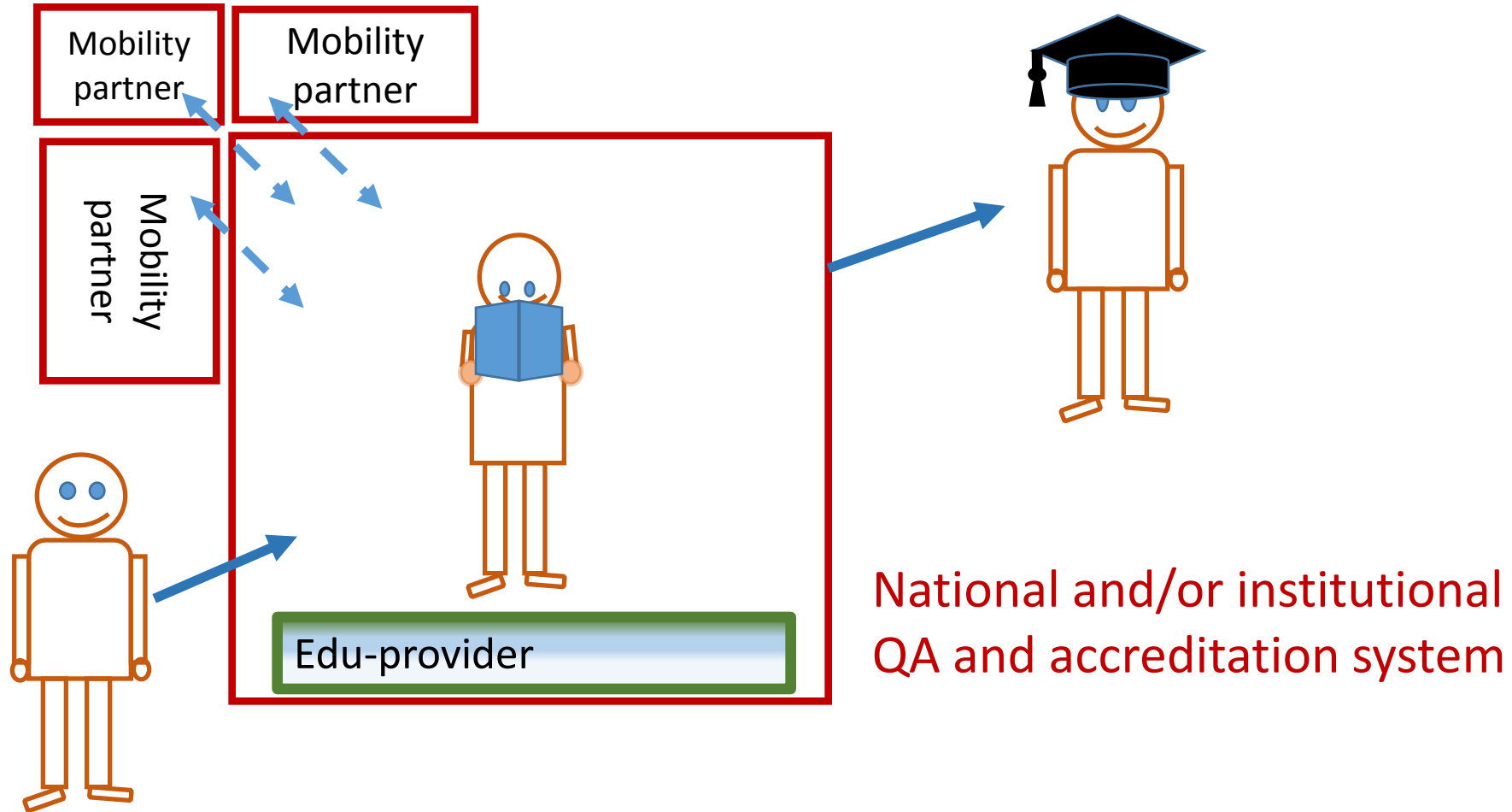
Tuning Europe, Tuning Central Asia, Tuning in Japan.

Internationalization

Since a number of years internationalization has been considered necessary for higher education institutions in order to be able to meet the challenges of the increasingly globalized world.

One of the usual methods used has been student mobility.

The traditional path of studies in higher education



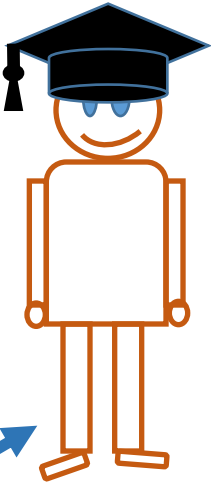
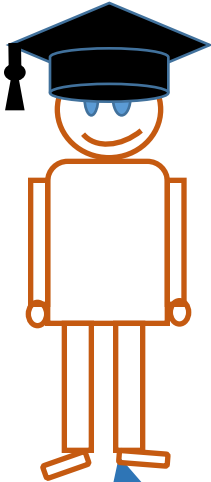
The traditional system

University/faculty initialized and controlled mobility

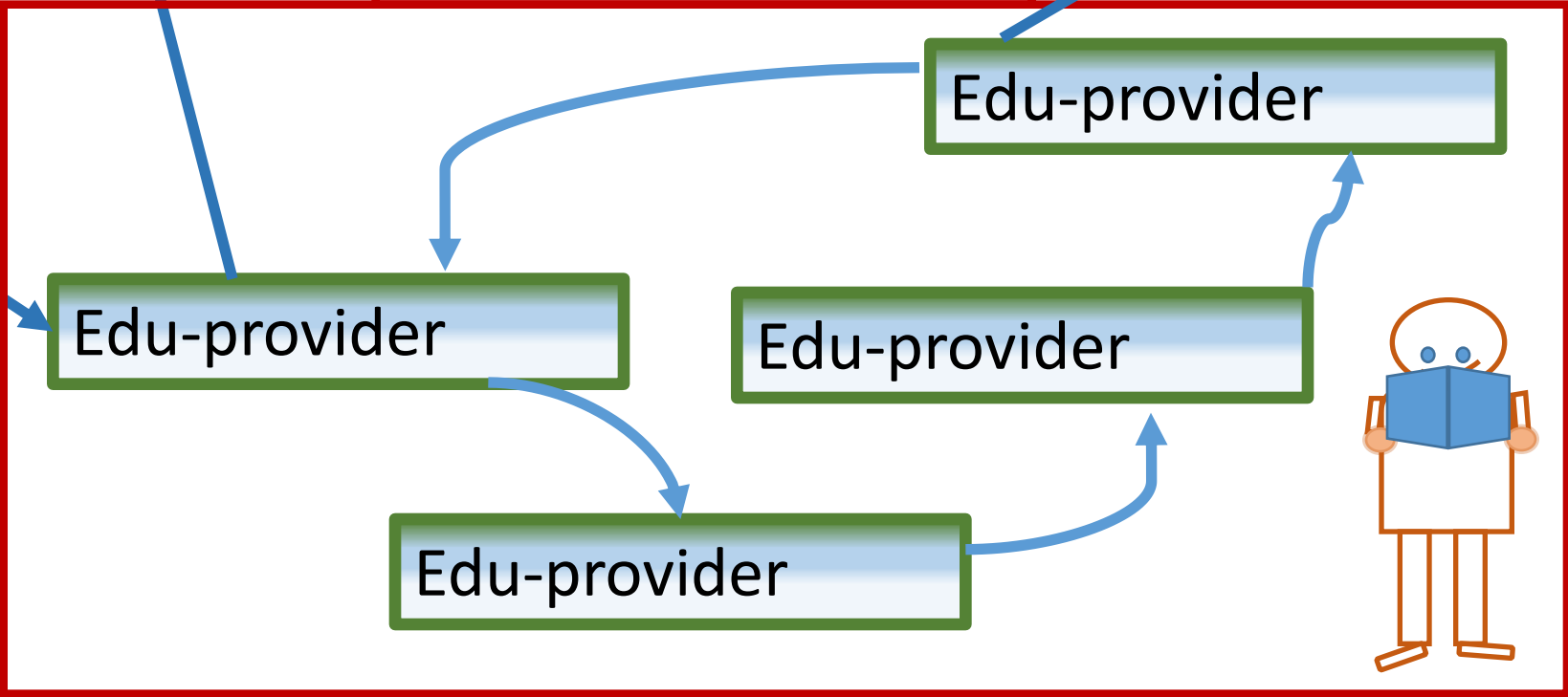
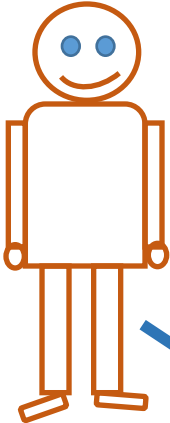
- Peer to peer bilateral agreements, with detailed course alignment.
- Requires detailed planning and contracts.
- Student mobility can be “controlled”
- Synergy effects: special expertise can be added into the curricula by using external resources.
- Good partnerships add to the Universities' branding
- Usually contracts between “equal level” universities.

From faculty controlled to student
controlled mobility

The Example Sweden



Homogenous educational system and structure.
National credit system
Identical or comparable curricula



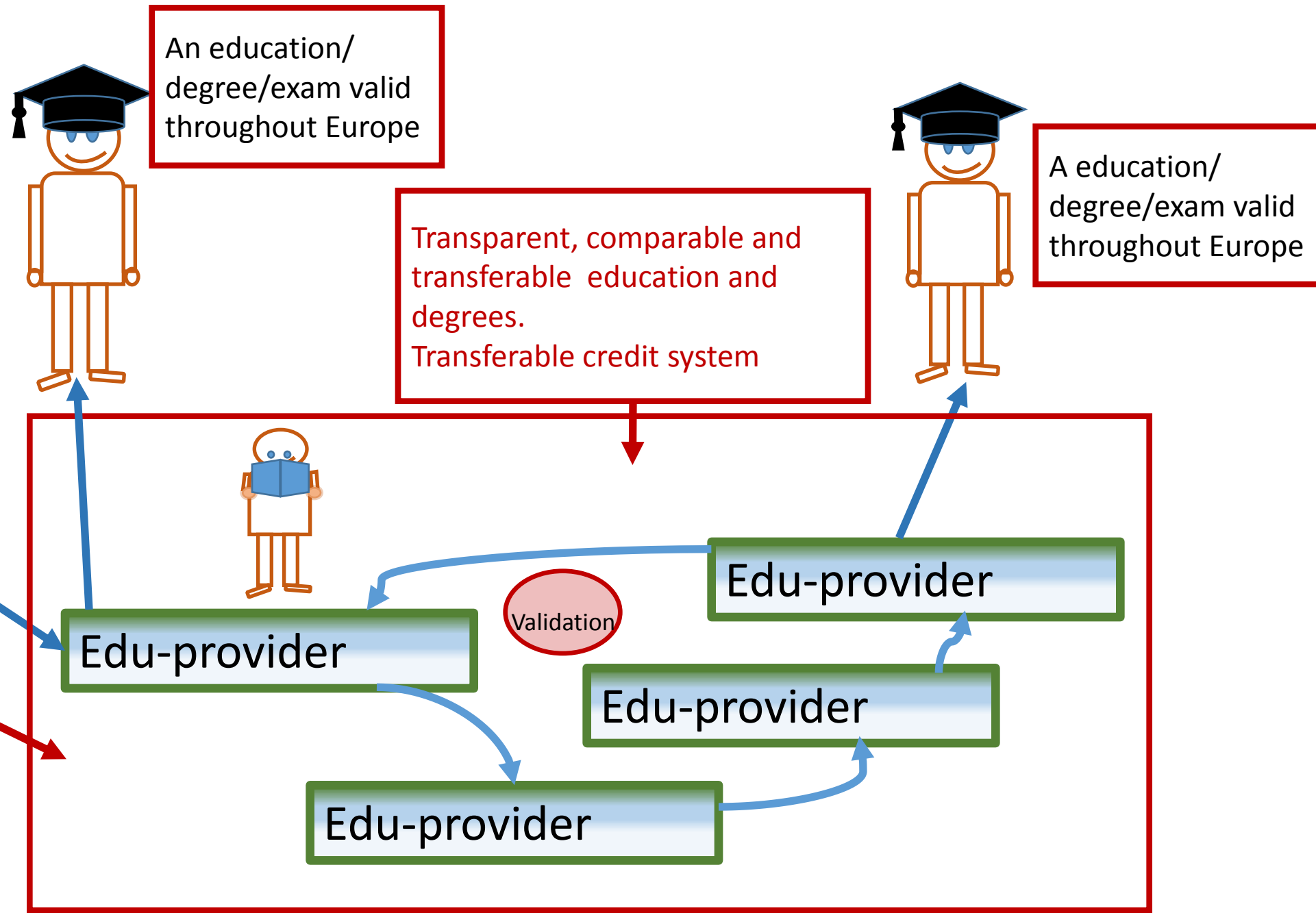
SHEA
National QA and accreditation system



In 1999 EU decided to establish an European Higher Educational Area, (the Bologna Process)

The Tuning Project was started to create methods for a “tuned” EHEA.

The Example European Higher education area



An education/ degree/exam valid throughout Europe

A education/ degree/exam valid throughout Europe

Transparent, comparable and transferable education and degrees.
Transferable credit system

Quality assurance and qualification frameworks

Edu-provider

Edu-provider

Edu-provider

Edu-provider

Validation

Structural prerequisites

- a) The same educational structures in diverse educational systems:
the 3+2+4 structure → BA, MA, DR
- b) A “universal” credit system: the ECTS credit based on student workload
- c) A common qualification framework (EQF)
- d) A shared view and methods in quality assurance (ENQA)



Make education, exams and degrees within a subject area:

Transparent

Convergent

Comparable

Transferable

Quality ensured

TUNING

Educational

Structures in

Europe



The working order for Tuning

In order to achieve convergence in higher education across the subject area, we were to map the different countries' educational structures, find a 'common language' and agree upon commonly accepted professional and learning outcomes.

The results expected were transparency of the different educational structures and systems; comparability of degrees; and transferability of degrees and learning outcomes between educational systems.



STUDENT CENTRED SYSTEM

The first maxim: The starting point must be the student.

What does a student know, master, and be able to do when completing an education?

A student accrues different kinds of knowledge, skills, attitudes and abilities during his/her education.

Competence based educational system built on credits.



What did we do and how?

...found common denominators and reference points in teaching and learning in each subject area

... created a list of competencies defining the learning outcomes in the subject area

... got comments to the lists of competencies from other stake holders through consultations.



The Competencies

- 1) The knowledge base necessary for the subject area
- 2) Subject Specific Competencies (skills, abilities and attitudes formed when studying a specific subject area within the EHEA)
- 3) Generic competencies (skills, abilities and attitudes formed within higher education in general within the EHEA)
- 4) Competencies that are asked for by stake holders and considered useful



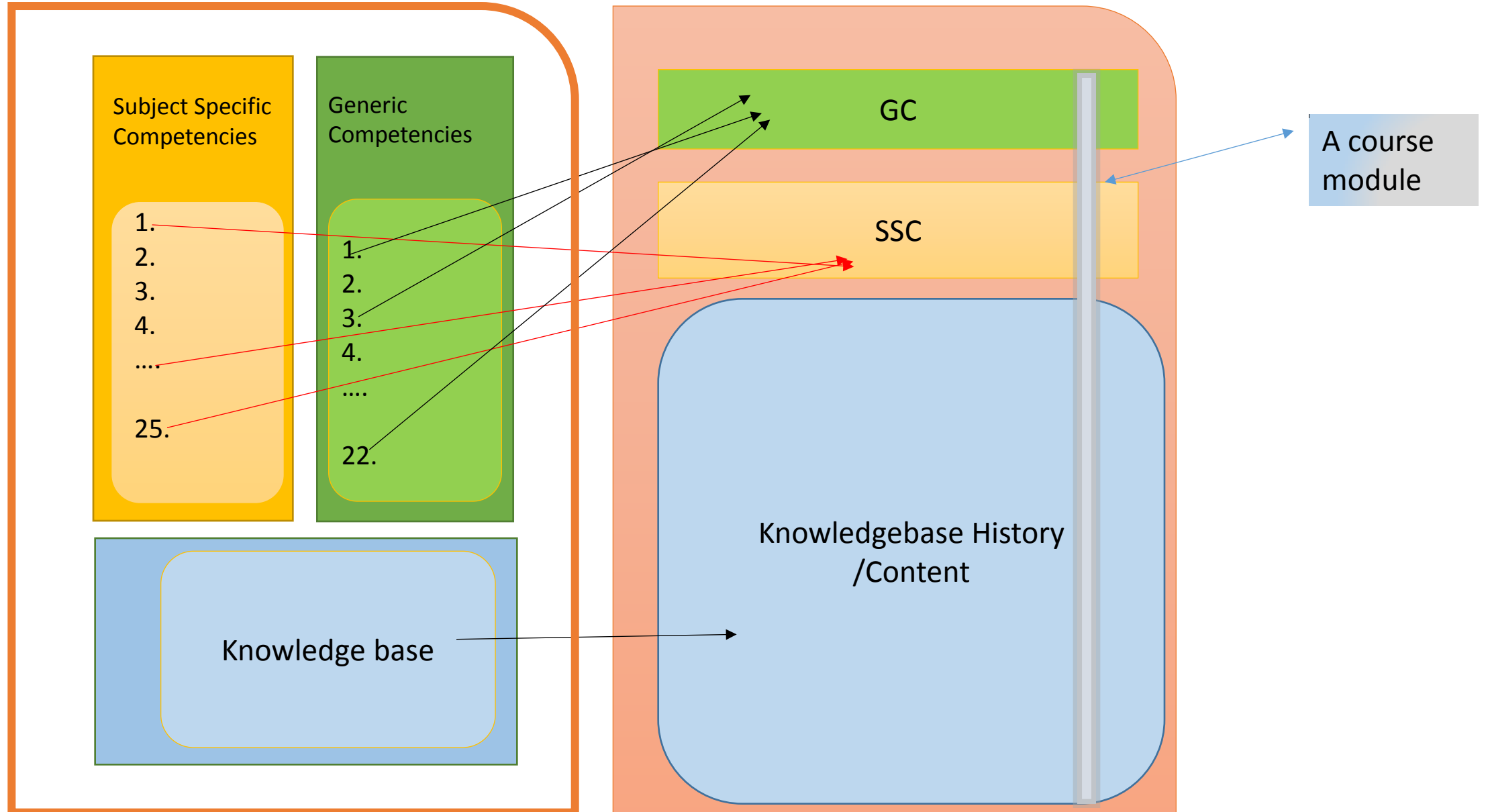
How is each of these competencies formed in within he education?

The Tuning Method:

Aligning the program structure and learning methods in such a way that the students do achieve the intended competencies.

Example: A Tuned Program

BA Programme, History, 180 Credits



BA Programme, History, 180 Credits

Module/Course HIST 234, 10 Credits,
Spring 2015, Level 2 second year.

The Cultural, Social and Economic
History of Osaka Rice Trade During the
Edo-period.

Requirements: 1st year studies in
History 30 credits + General History of
Japan 10 credits.

Content: The course deals with the
History Osaka Rice Trade 1603-1868
and its social, cultural and economic
functions and effects. The general
History of rice trade is discussed in
relationship to economic, social and
cultural changes and phenomena. Both
quantitative and qualitative aspects are
dealt with.
Different interpretations are discussed
and tested against contemporary
sources.

Responsible: Togugawa leasu
Instructors: Oda Nobunaga
Nozomu Itoshiki

Teaching/learning methods

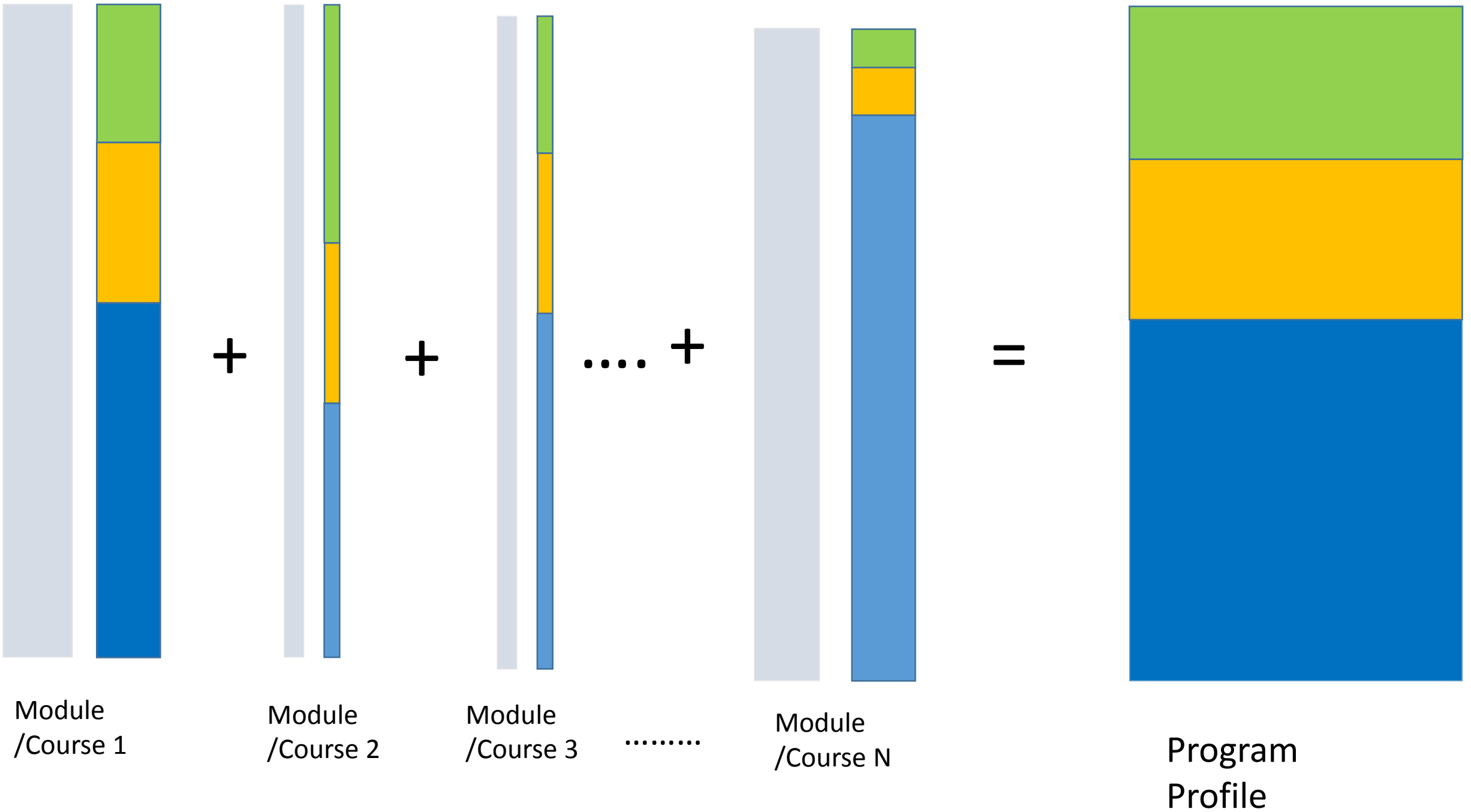
Lectures 16 hours
Seminars 16 hours
Exercises 12 hours
Individual supervision 4 hours
Oral presentation including
preparation and assessment 32 hours
Paper including preparation and
assessment 60 hours
Visit to archives and library 8 hours
Preparations for Lectures and
seminars 120 hours.
Assessments 8 hours
For details see schedule and literature

Methods of assessment:
Oral presentations, Written
presentation, Oral exam
Written exam

Learning outcomes:

After successfully completing the course
the student is expected to be able to

- 1) Discuss the pros and cons of
different historical interpretations
- 2) Read and understand historical
source materials (letters, ledgers)
- 3) Understand the uses of quantitative
method and to analyse quantitative
presentations.
- 4) Understand methods of social
categorisations and be able to apply
these methods.
- 5) Understand how social, cultural and
economic phenomena are inter-
related.
- 6) Present a short scientific paper
- 7) Give an oral presentation of a
historical topic
- 8) Be able to take part in a scientific
discussion



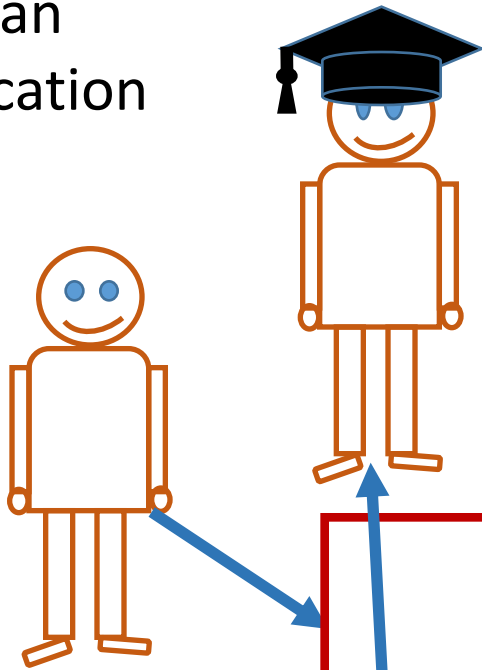


Results

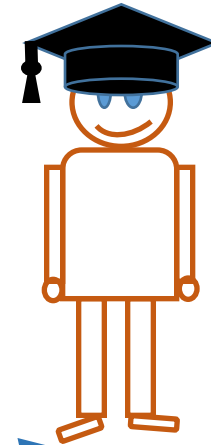
Besides providing a method for increased Transparency, Convergence, Comparability and Transferability the most important outcomes of this process has been the definition of the overall learning outcomes for the different subjects and the establishment of a method to attach appropriate learning and teaching approaches to them.

The Tuning Method has become a valuable tool for increasing quality in education.

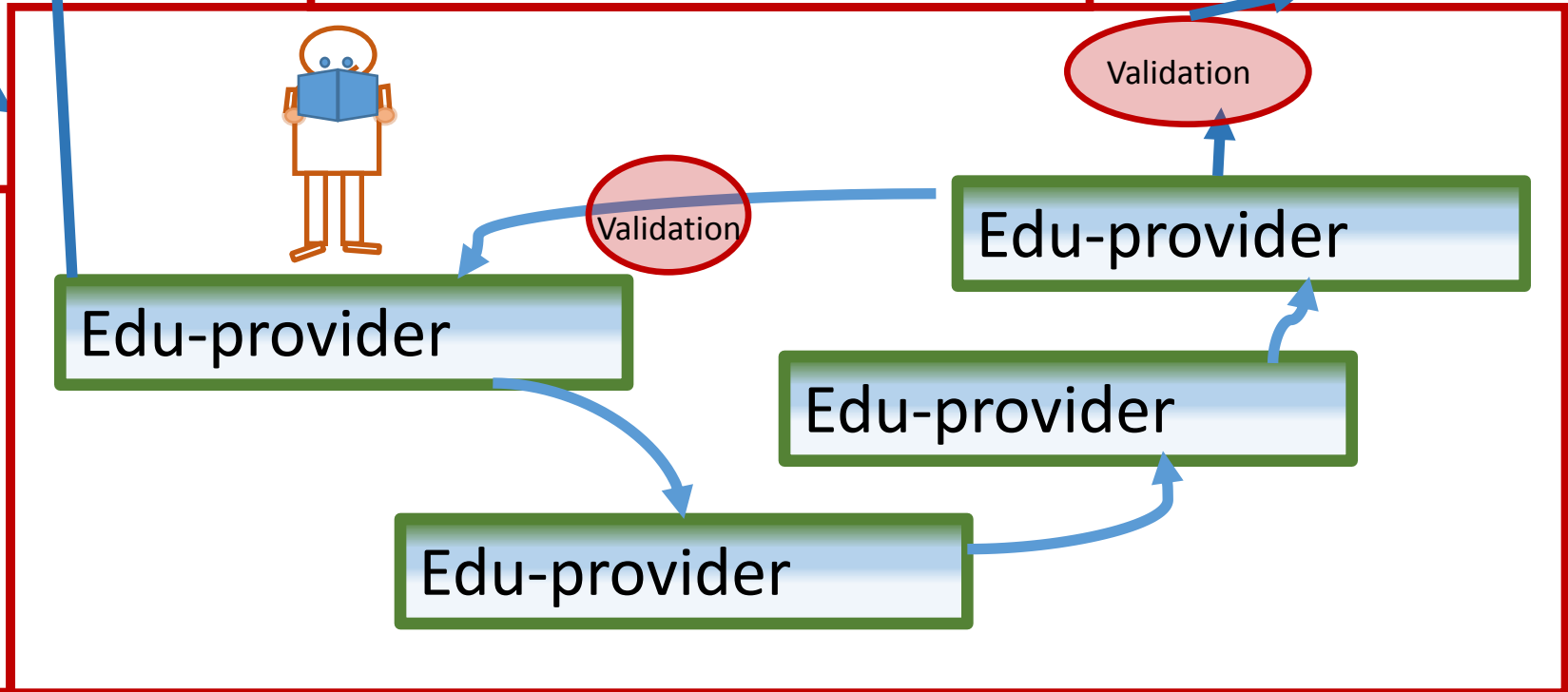
The European
Higher education
area



Transparent, comparable and transferable education.
Identical credit system
Tuned curricula. TUNING, CORE, AHELO



National QA and accreditation systems
Cross border QA and Accreditation systems (EUR-ACE)
Tuning structure and QA, The QF-EHEA
ENQA, EQAR, ENIC-NARIC



Tune in Japan

A “tuning like” process started in 2008 by The Ministry of Education Standards, using modified Tuning Methodology, for a number of subject areas, 2010-2014

AHELO feasibility study in engineering 2010-12.

Tuning in Japan 2012

Mori Arinori Center for Higher education 2014

Questionnaire to establish competences in six subject areas (physics, mechanical engineering, chemistry, history, civil engineering, business).

Results of the questionnaire coming in now.

Tuning Japan

- <http://www.arinori.hit-u.ac.jp/TuningJapan/eng/deployment.html>