

CHINA-EU Joint Tuning Research Project and the Competence Survey in Comparative Education

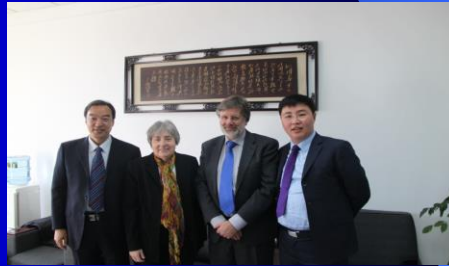
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1. The Story of Tuning in China

- 1.1 Early meetings
- 2012.11.29. Julia Gonzalez and Robert Wagenaar Visited MOE.
- 2012.11.30. Julia Gonzalez and Robert Wagenaar Visited IICE



- 1.2 Tuning Workshop in Xi'an(2013.3.23-24)
- Education Development Research Center, MOE
- Beijing Normal University: Education
- Xi'an Jiaotong University: Management
- Tongji University: Engineering



- 1.3 Meeting and Visits in Europe
- Meeting in Brussels (2013.04. 25) during the Open Event of China-EU Higher Education Platform for Cooperation and Exchange
- Visits to University of Ghent, University of Deusto, University of Groningen(2013.04. 26-05.02)



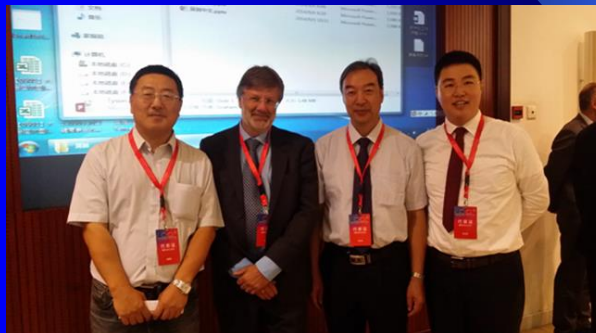
- 1.4 First Tuning Research Project (Education) Meeting(2013.08.31. —09.01)
- Competence lists
- Structure of the competences of master students



- 1.5 Second Tuning Research Project (Education) Meeting(2013.12.01-02)
- Learning outcomes, Learning and Teaching, assessment reform, quality assurance system, ECTS.



- 1.6 China-EU People-to-people Dialogue (2014.09.06)
- Report and discussion



2. The Field of Comparative Education in China

- 2.1 Comparative education worldwide
- Marc-Antoine Jullian published a small bulletin named *Sketch and preliminary views of a book on comparative education, and a series of questions on education* (1817)
- borrowing educational experiences from other countries;
- factor analysis of different education systems;
- Theories and methodology of social science promoted a more reflective and scientific development as an independent subject.

● 2.2 Development of Comparative Education in China

- Pioneers in early 1920s.
- After 1949, research focus on the educational system, philosophy and practice from the Soviet Union.
- In the 1960s, this field extended to some other countries including America, western European countries, Japan, Korea and etc.
- Negative influence of the “Cultural Revolution.
- Prosperity after 1978;
- 40 MA programmes and 15 Ph.D. programmes.
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● 2.3 Sub-fields of Comparative Education

- foreign education
- international education
- developmental education
- comparative education.

● 2.4 Features of Comparative Education as an independent subject

- cross-county, cross-region and cross-culture
- cross-disciplinary
- being comparable
- contemporariness

- 2.5 philosophy of Comparative: “International Perspectives, Local Solutions”
- (1) to borrow foreign educational experiences to address the education problems in China;
- (2) to understand the common rules and the latest trends of education development around the world;
- (3) to provide a platform for international exchanges and communication in the field of education;
- (4) to produce the originally new knowledge to the field of education by comparison;
- (5) to serve as a lab for educational experiments by borrowing appropriate educational philosophy and practice from other countries.

- 2.6 peer reviewed journals

- *International and Comparative Education.*
- *Foreign Education*
- *Global Education Outlook*
- *Elementary and Secondary Education Abroad*

- 2.7 Typical Occupations of Graduates

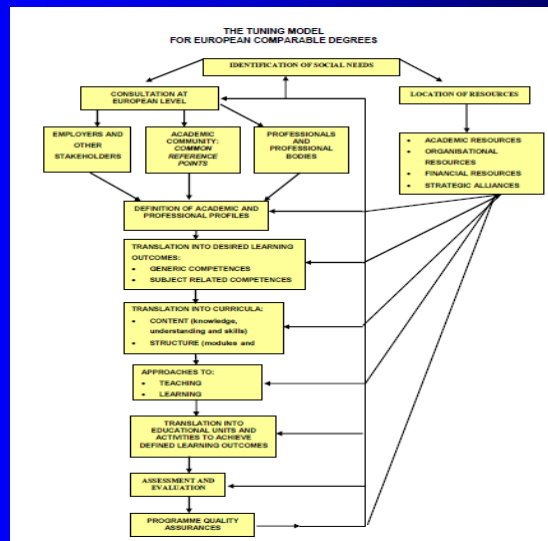
- typical occupations for master graduates: civil servants, school teachers, administrative staff, editorial staff , research staff, entrepreneurship and self-employment.
- typical occupations for PhD graduates: academic faculty, civil servants, editorial staff .

3. Approaches Used in the Comparative Education Tuning Study

- 3.1 The goal of Tuning
- The Tuning programme was introduced as an instrument against a backdrop of the European higher education integration (Bologna Process) to enhance the **transparency, compatibility and comparability** of different national higher education systems and match higher education with social needs, thereby promoting the employment and mobility of degree recipients.

- 3.2 Routes of action to achieve the goal:
- Seeking an European consensus on higher education degree system based on the competence of recipients through consultations among students, graduates, employers, experts and scholars and other stakeholder groups with the intention of developing an internationally common degree meta profile.

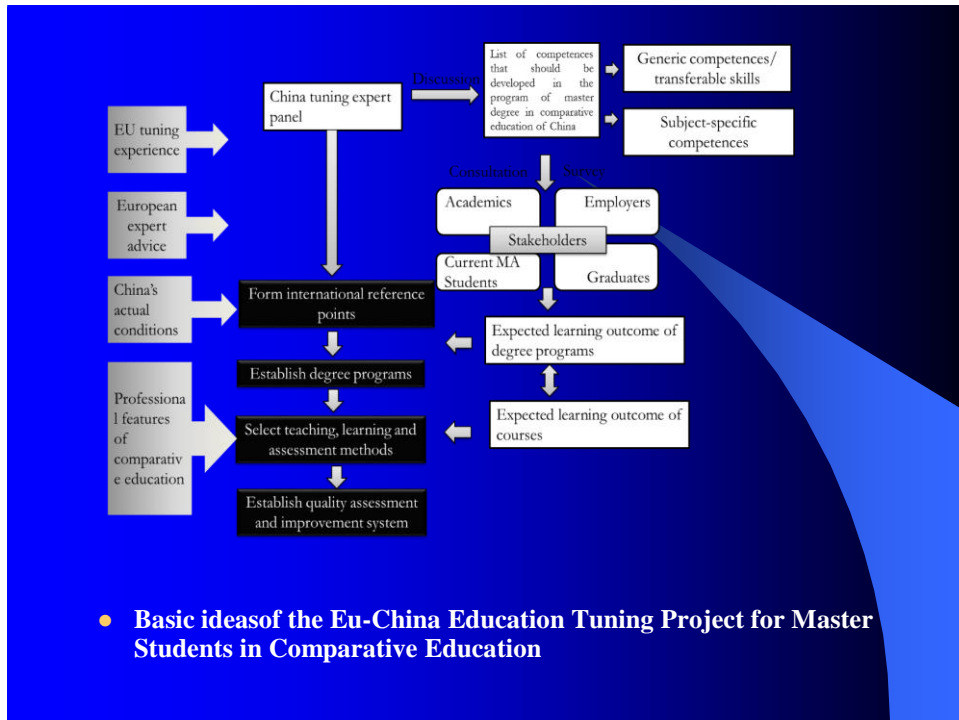
- (1) generic competences/ transferable skills;
- (2) subject-specific competences;
- (3) European Credit Transfer and Accumulation System (ECTS);
- (4) teaching, learning and assessment methods; and
- (5) improving the quality of education in the teaching process



- General pattern that can (re-)design, develop, implement and evaluate bachelor, master and doctoral degree programmes within the EU Tuning framework

● 3.3 Routes of action in Comparative Education

- The Tuning study has been carried out by the Chinese team members of the EU-China education Tuning project for master students in Comparative Education with regard to generic competences, specific competences, ECTS, teaching evaluation methods and improving the quality of education in teaching process through interviews, surveys and data analysis based on the thoughts and suggestions from European experts under the principle of equal partnership for mutual benefit dominated by China, with the goal of improving the quality of education for master students in Comparative Education in China within the basic framework of the five routes of actions implemented by the EU according to the specific situation of China.



4. Comparative Education Tuning Consultation

- 4.1 Developing the Competence Lists
 - generic competences (transferable skills)
 - subject-specific competences
- Reference with competences in EUROPE and other Tuning projects
- The Chinese context of master degree in Comparative Education
- Team work of professors from different universities

- 4.2 Developing the Competence questionnaires
- formulate questionnaires on generic and specific competences for master students in Comparative Education
- 4 four scales assessment importance or achievement
4 represents an extremely important or high level of importance or achievement, 3 represents very important or general level, 2 represents a low level, and 1 represents a nearly zero level.

- In addition to the listed competences, other competences that respondents thought necessary could be added.

- 4.3 Consultation Target Universities and stakeholders
- Beijing Normal University
- Northeast Normal University
- South China Normal University
- Southwest University
- East China Normal University

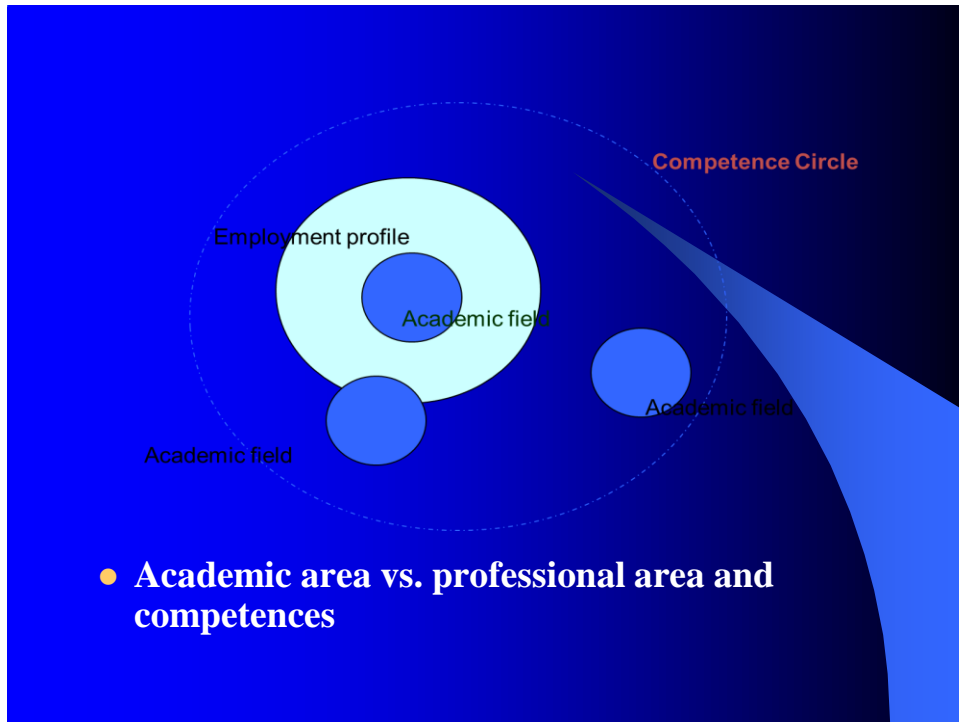
Distribution of valid respondents from different stakeholders

Respondent	Generic Competences	Specific Competences
Scholars	66	61
Employers	230	196
Students	138	122
Graduates	213	188
Total	647	567

- 4.4 The consensus on generic and Subject specific competences
- The four groups reached a consensus on the importance of 33 generic competences and 22 specific competences surveyed
- The four groups have different opinions about the achievement of some generic competences and specific competences by master students in Comparative Education.

5. The Framework of Learning Outcomes

- 5.1 EU Framework
- Tuning defines competence as a dynamic combination of **cognitive, metacognitive skills, knowledge and understanding, interpersonal, intellectual and practical skills, and ethical values**, and divides them into generic competences/transferable skills relevant to all subject areas and subject-specific competences appropriate for specific subject areas according to transferability.
- If these generic competences and subject-specific competences are pooled into a competence circle, the competences for the profession and those for the academia are two subsets, which simultaneously have inclusion, cross and disjoint relations



- The basic task of the Tuning programme is to define the competence circle and clarify the relations between occupational and academic competences to guide the development and implementation of the entire degree programme, thus better matching higher education with social needs.
- It is important to develop an expected learning outcome framework for the programme

- 5.2 Chinese framework
- Knowledge
- Skills
- Attitudes and values

- International reference points have been finally formed to the expected learning outcome of the programme for master degree programmes in Comparative Education from knowledge, skills, attitudes and values according to the survey results.

Course Unit /Course Module	Competence (Learning Outcome)									
	A	B	C	D	E	F	G	H	I	J
a		√			√		√	√		
b	√			√			√			√
c		√	√			√		√	√	
d	√		√	√						√

Expected overall learning outcome of a degree programme with regard to each course unit (or course module)

- **5.3 Learning Outcomes Statement for MA in Comparative Education**
- A degree programme is built up mainly in two aspects: (1) selecting the appropriate course content based on the expected learning outcome (international reference points); (2) defining the course module and credit to build a reasonable course structure.
- This link involves two core concepts, namely learning outcome and credits. The former stands for learning content, and the latter stands for amount of learning.

- Learning Outcomes for the program
- Learning Outcomes for modules
- Learning Outcomes for courses.

6. New Approaches Required regarding Teaching, Learning and Assessing

- 6.1 teaching
- from the traditional "chalk and talk" and "cramming" teaching methods to diversified methods as lectures, seminars, workshops, lectures by experts, experience sharing, case studies, self-learning, etc.
- from textbooks to multimedia and other modern teaching tools.
- from teacher-centered to student-centered.

● 6.2 Learning

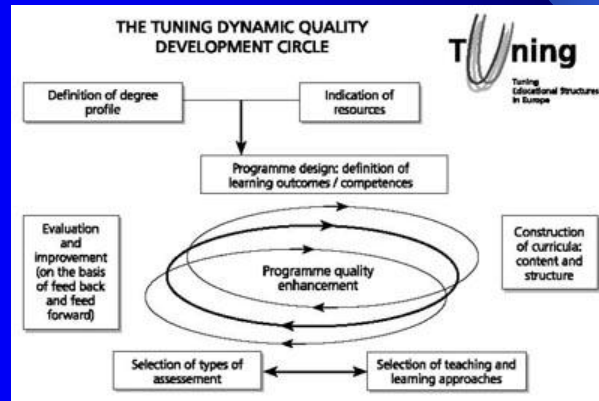
- from the traditional single individual learning to a combination of independent learning and group work and other more diverse ways.
- from the traditional books to news, newspapers, magazines, the Internet and other multiple networks.
- from the traditional classroom learning to external visit learning, internship and other field work.

● 6.3 assessment

- from single assessment method and knowledge-based examinations to a wide range of assessment ways are used, including exam, field survey, group work, internship, seminar, attendance, class participation paper, etc.
- from single dimension of knowledge to the three dimensions of knowledge, competence and attitude.
- from teachers' absolute authority to a systematic assignment feedback system and a grade appeal system .

7. Establishing the quality assessment and improvement system

- 7.1 EU dynamic quality development cycle of degree programs under the Tuning framework



- 7.2 The quality assurance system of higher education in China



- 7.3 New approaches of quality assessment and improvement
- student assessment of course teaching
- process control of quality, eg. quality monthly
- employers' satisfaction assessment
- graduate satisfaction assessment

8. Conclusions

- Tuning does provide a new perspective or methodology to identify the aims, teaching, learning and assessment of academic programs.
- There is some gaps between Europe and China (as well as other countries or regions) in educational ideology, but there is no ideal models of universal applicability.
- The aims of Tuning research is not to copy the European higher education model, but to develop a model of our own based on experiences worldwide.

Thanks for Your Attention !