



Bologna Process and Pedagogy

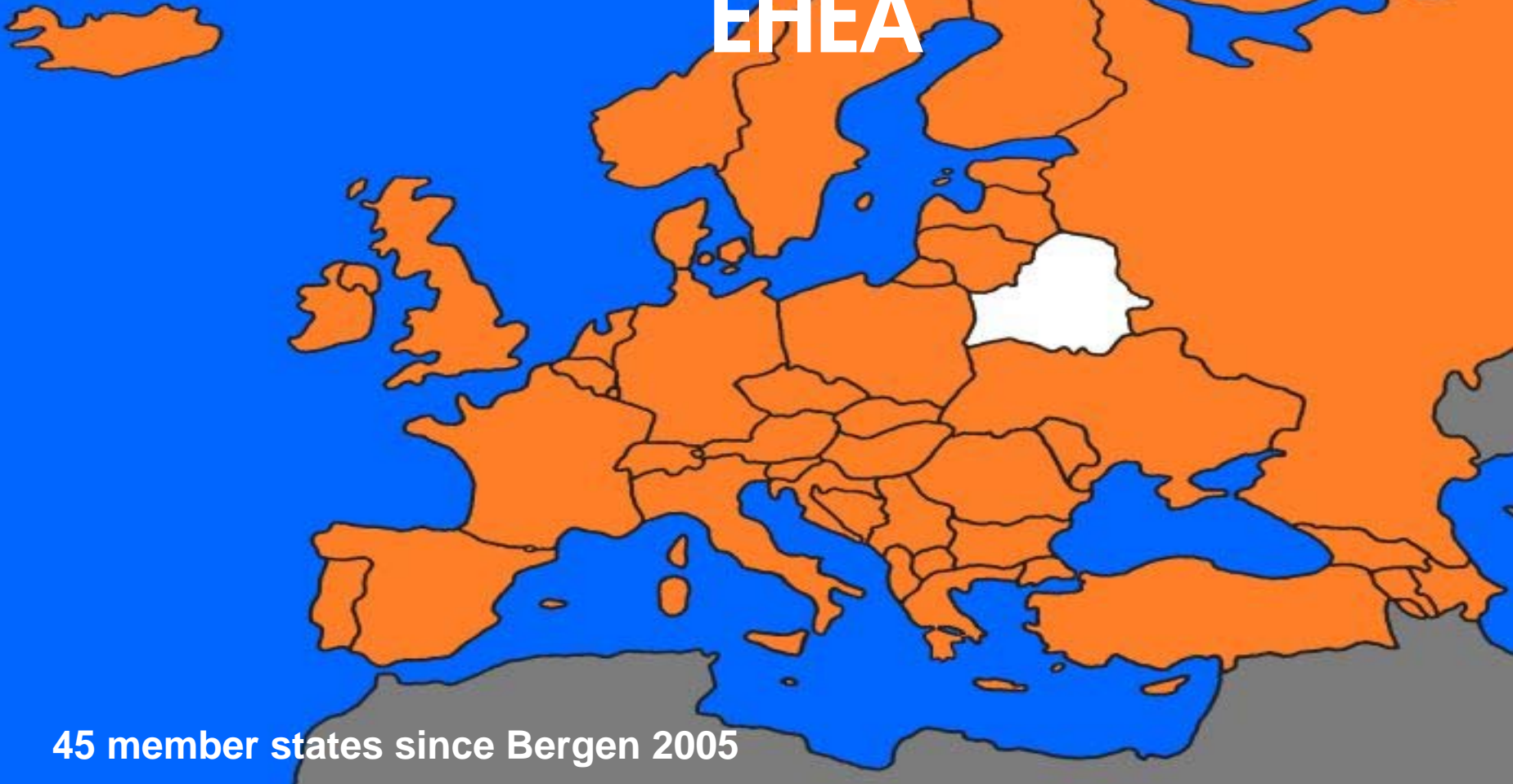
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Outline

- The Bologna Process in Europe
- Learning outcomes
- Pedagogical ideas behind
- Basic requirements of a LMS
- General discussion

European Area of Higher Education EHEA



45 member states since Bergen 2005

Main pillars

European Area of Higher Education (EHEA) 2010 rests on three pillars

- *Mobility*
- *Employability*
- *Competitiveness*

Necessary basis

- *Comparability, compatibility, transparency*

Operative goals

1. Adoption of a system of easily readable and **comparable degrees**
2. Adoption of a system essentially based on **two main cycles**: undergraduate and graduate
3. Establishing a system of credits and grading, **ECTS**
4. Promotion of **mobility** for students and all academic staff
5. Promotion of European co-operation in **quality assurance**
6. Promotion of the **European dimensions** in HE








Operative goals *cont.*

7. Focus on **life long learning**
8. **Involvement** of higher education institutions and students
9. Promotion of the **attractiveness** of the European Higher Education
10. **Doctoral studies** and the synergy between the European Higher Education Area and the European Research Area

Learning outcomes

- Intended learning outcomes are a description in terms of active verbs what the student is supposed to know and be able to do after completion of a course or a programme

Paradigmatic shift

- student input  student output
- teaching  learning
- teacher as structurer  teacher as tutor
- student as receiver  student involvement individually and in group
- Implicit goals  transparent measurable objectives
- focus on content  focus on assessment of learning
- subject-specific knowledge  generic competences

Pedagogical consequences

- learning outcomes highlights the **learning process**
- **feedback** during and after the learning process
- **active learning**: a) individual and b) in group
 - a) *Self-assessment, reflection on learning*
 - b) *student–student: collaborative learning, peer-review, peer-assessment*
- **Assessment** as a reflective learning process: portfolio
- hierarchy: **teacher as tutor** and supporter

Basic requirements of a LMS

- **Open dialogue over time**, teacher as tutor and moderator
- **discussion** student–student, student–teacher, different threads and fora, blogs, chat etc.
- group activities, peer activities, **reflection** on learning and group processes
- presentation and **socialization**
- **portfolio**, formative and summative assessment

Discussion

- How does Sakai support active student learning?
- Intrinsic structure and learnability?
- Technique and/vs. pedagogy?

Links and further reading

<http://www.bologna-bergen2005.no/>

<http://www.dfes.gov.uk/bologna>

http://www.aic.lv/ace/ace_disk/Bologna/index.htm

Laurillard, D. (2002) *Rethinking University Teaching*.

Salmon, G. (2004) *E-moderating: the Key to Teaching and Learning online*.