Committed Universities: The Bologna Process and Service Learning in Germany and Europe – Some observations of a new phenomenon

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German Rectors‘ Conference
Key Note at Conference "Love Journey: Community Engagement through Service Learning"
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Overview

Introduction

1. The European Dimension of Higher Education: The Bologna Process and its impact
2. The Reform of Undergraduate Education in Germany
3. Strengthening Quality Assurance
4. Improving Quality of Teaching
5. Implementing Service Learning in German and European Universities

Conclusion
HRK

Introduction

The German Rectors’ Conference and its nexus project (2010-2018)
The 16 German Länder being responsible for higher education
Typology of Higher Education Institutions in Germany

**Universities**: Most universities are general universities offering a broad range of subjects. Universities are based upon the **unity of research and teaching**. Therefore Professors and lecturers teach and conduct their own research.

**Technical Universities/ Institutes of Technology**: They mostly focus on engineering and the natural sciences, but they offer medicine, economics and business administration. The nine largest technical universities form the TU9 Alliance.

**Universities of Applied Sciences**: This type of HEI focuses on practice-oriented education based on scientific research. Universities of Applied sciences do not offer Medicine or Law. They **do not award doctorates**.

**Schools of Art, Music and Film**: 55 state recognised Schools of Art, Music and Film offer a wide range of education.
Higher Education Institutions in Germany

... by Type of Institution

<table>
<thead>
<tr>
<th>Type of Institution</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universities</td>
<td>117</td>
</tr>
<tr>
<td>Universities of Applied Sciences</td>
<td>207</td>
</tr>
<tr>
<td>Schools of Art/ Schools of Music</td>
<td>55</td>
</tr>
<tr>
<td>Total</td>
<td>379</td>
</tr>
</tbody>
</table>

... by Control/Financing

- State: 233
- State-recognised, private: 64
- State-recognised, Churches: 42

... by Type of Institution

... by Control/Financing
Various Reform Processes at National and International Level are Changing the Face of German Faculties...

1. On the Way to (increasingly) **autonomous** Higher Education Institutions
2. A **Diversifying** Higher Education Landscape
3. Supporting **Excellence in Research and Teaching**
4. **Internationalising** Higher Education Institutions
The German Rectors’ Conference (HRK): Member Institutions

The German Rectors’ Conference is the voluntary association of state and state-recognized universities and other higher education institutions in Germany.

The HRK currently has 268 member institutions which account for 94 per cent of matriculated students in Germany.
The German Rectors’ Conference: Mission

- Provide member institutions with information and services
- **Formulate and represent common positions** on questions of higher education policy
- **Advise** political and administrative bodies of the Federation and the States (Laender)
- Provide the public with information
- Engage in international cooperation
The nexus project (2010-2018)
The nexus project offers

- Good-practice seminars and workshops run by experts
- Information: surveys and specialist publications
- A forum for the exchange of concepts and approaches
Focussing at the Student Life Cycle (2014-2018) in “Forming Transitions, Promoting Student Success“

Access to University:
Integrating Successfully First Year Students

Better Qualifying for the Labour Market

Encouraging Students‘ Mobility by improving recognition of qualifications

<table>
<thead>
<tr>
<th>Integrating first year students</th>
<th>Qualification Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medicine / Health Care Sciences</td>
<td>Business Administration and Economics</td>
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<tr>
<td></td>
<td>Engineering</td>
</tr>
</tbody>
</table>

4 Round Tables with participants from HEIs experienced in project work and stakeholders

Encouraging Student Mobility by easier recognition of qualifications

Advisory Board

Evaluation
1. The European Dimension of Higher Education: The Bologna Process and its impact
The Bologna Declaration (1999)

- a system of easily readable and comparable degrees
- a system with two main cycles (BA/MA)
- a system of credits (ECTS)
- promotion of students’ mobility
- promotion of European co-operation in quality assurance
- promotion of the European dimension in higher education

47 signatories with different academic traditions cooperating in an open dialogue, shared goals, and common commitments
The Stakeholders in Bologna

Bologna Ministerial Conference (bienual)
(with ministers of higher education)

Bologna Secretariat
Co-ordinating the work schedule between the conferences

Bologna-Follow-up Group
Representatives of the member states and the European Commission
Two meetings per year, chaired by the acting EU presidency

Advisory Members

Council of Europe
UNESCO CEPES
ENQA
European Association for Quality Assurance in Higher Education
ESU
European Students' Union
EUA
European University Association
EURASHE
European Association of Institutions in Higher Education
EI
Education International Pan-European-Structure
Business Europe
European Employers' associations
The Stakeholders in Germany

Federal Government
(Federal Ministry of Education and Research – BMBF)

Governments of the „Länder“
(Secretary of the Standing Conferences of the Ministers of Education and Cultural Affairs – KMK)

„Continuation of the Bologna Process“ working group (chaired by the BMBF and the KMK)

- BDA
- DAAD
- GEW
- HRK
- German Accreditation Council
- DSW
- fzs
- Representatives of federal and state governments

20 Bologna experts (supported by the DAAD) in the project „Promoting Bologna in Germany“ funded by EU and BMBF

308 Bologna co-ordinators in German higher education institutions guided by the HRK

379 German Higher Education Institutions
The European Higher Education Area (EHEA)

The Yerevan Communiqué (May, 2015)

1. Enhancing the **quality and relevance of learning and teaching**
2. Fostering the **employability of graduates** throughout their working lives (LLL)
3. Making our systems **more inclusive**
4. Implementing agreed structural reforms
2. The Reform of the Undergraduate Education in Germany
Traditional Degree Structure: Magister and Diplom

University of Applied Sciences

Diplom (FH)
4 years (average)

University

Diplom/Magister
4.5 years (average)
New Degree Structure: Bachelor and Master

Bachelor University of Applied Sciences
3, 3.5 or 4 years

Master 1, 1.5 or 2 years

Bachelor University 3, 3.5 or 4 years

Master 1, 1.5 or 2 years
The German Diploma – worldwide a success-story (?)
Added value of the two-tier-structure

• Bachelor as new qualification level
• more opportunities for specialization
• graduates with internationally familiar degrees, easier access to national and international labour markets (thus, strengthening graduates’ ‘employability’)
• new opportunities for personal development through continuing education master programs (‘Life Long Learning’)

There is strong evidence that German Bachelor graduates

- show a **closer match** between their **actual average duration** of studies (7-8 semesters to 11-15 before) and the ones suggested by curricula (6 semesters)

- are **more mobile** during the course of their studies than assumed – if only for a comparably shorter time and more at the MA-level

- BA and MA are **easier accepted** by the labour market
The Potential of the Two-Cycle-Structure: A Wide Range of Study Opportunities

Bachelor 6-8 Sem.

- Entrance exam

Consecutive Master 2-4 Sem.

- Employment

Consecutive Master 2-4 Sem.

- Employment


- Employment

Ph.D.

- Employment

Ph.D.

- Employment

Ph.D.

- Employment

Ph.D.

- E.
3. Strengthening Quality Assurance in Germany...

... and in the European Higher Education Area
From State Control to Science-Based Quality Assurance Systems

1. **Accreditation** assures **basic quality standards** of study programs.
2. **Evaluation** aims at **promoting transparency, improving quality and benchmarking**.
3. **Future** developments:
   - from program orientation to **system and/or institutional orientation**
   - from input to **outcome orientation**
   - from quality assurance to **quality enhancement**
European Standards and Guidelines since 2005

Part 1: Standards for internal evaluation within Higher Education Institutions (HEIs)

- Policy and procedures for QA of programmes and awards
- Approval, monitoring and periodic review of programmes and awards
- Assessment of students
- QA of teaching staff
- Learning resources and student support
- Information systems
- Public information
Consequences of the European Standards and Guidelines

- Generic framework → individual procedures
- Strengthening of institutional responsibility and autonomy
- Transparency of the national QA systems
- Easier recognition of awards and periods of study
- Respect between different stakeholder groups
- Independence of QA processes from government intervention
4. Improving the quality of teaching
National Need for Teaching Reforms in Germany

**Deficiencies** in the *(traditional)* German Higher Education system:

- Long study times and high dropout rates
- Lack of resources and funding
- Insufficient international compatibility of the study degrees
- No accepted system of quality assurance
- Problems with curricula structuring and orientation
- Increasing students’ numbers ("mass education")
- Growing social and cultural diversity of students (with deficits in mathematics, German and foreign languages)
“The (paradigmatic) shift from teaching to learning”

- Strengthening teaching, learning and research at all study levels
- Incentives for creativity, innovation and entrepreneurship
- Study programmes should focus on personal aspirations and societal needs, "through effective learning activities"
- Using transparent descriptions of learning outcomes and student workload, flexible learning paths and appropriate teaching and assessment methods. (Yerevan Declaration, 2015)
Output orientation towards graduates’ competencies in Bachelor and Master

• Subject-related/disciplinary and methodological competences (i.e. core of academic education)

• Social competences (Requirement of individuals for effective interaction with the social environment)

• Personal skills (individuals’ ability to assess their environment and to gauge as well as apply their own potential)
The “Quality Pact for better Teaching and Learning“ (2011-2020 with a budget of 2 bill. euros)

Guiding Principles:

→ **improving conditions** in academic teaching and learning (70 % public HEI)

→ **evaluating** the state of implementation

→ **promoting a culture of student participation** (but yet no S-L projects funded)

→ **co-ordinating** further university reform projects by call for proposals
Pathways to good teaching (I)

- **student-centred approaches** (self-assessments, learning outcome orientation, students as partners and experts of their own educational experience)

- **professionalization** (choosing a mix of methods in teaching and examinations, strengthening of advising and support structures, advanced training opportunities for teachers, creating learning and teaching communities, research in teaching/learning, *learning by projects*, i.e. in service learning implemented by 15 % of HEIs)

- **incentives** (awards and competitions based on excellence in teaching, emphasis on teaching skills in appointment processes)
Pathways to Good Teaching II

- **research orientation** (research-based learning, evidence-based approaches right from the beginning)
- **transparency and publication of data** (student surveys, teaching evaluations, online forums, graduate surveys)
- **appropriate incentives** (Quality of Teaching Pact, awards like Ars Legendi, competitions based on excellence, emphasis on teaching skills in appointment procedures)
- **centrally-supported structures** promoting teaching at universities (involving students, quality circles, external advisory boards)
- **Promotion of individual and institutional appreciation for teachers and learners** (methods and approaches for good teaching and learning)
5. Implementing Service Learning in German and European universities
Mediating Factors of Service Learning

Clearly defined programatic features in universities’ 3rd mission statements promotes Students’
- self-esteem
- empowerment
- motivation and engagement
and helps evolving their academic and skill-focussed competencies as well as realising universities’ activities in society
Service Learning mit Detailangaben [35]
Service Learning ohne Detailangaben [21]
Kein Service Learning [129]
Keine Angabe [183]
Service learning is best implemented in study programmes

- as integrative part of curricula, including practice-related elements, thus acquiring key competences and encouraging academic reflection of problem solving and personal development

- as part of a variety of teaching methods (e.g. problem-based learning)

- by engaging in dialogue and continuous exchange with companies and labour market representatives

- by advising students on possible professions and careers in the social sector to give them orientation (career centers...
## Service Learning: Worldwide initiatives

<table>
<thead>
<tr>
<th>USA/North America and Asia</th>
<th>Europe</th>
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<tbody>
<tr>
<td><strong>Campus Compact (USA)</strong></td>
<td>National Coordinating Center Public Engagement (NCCPE – UK)</td>
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<tr>
<td>1 100 Universities and Colleges</td>
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<tr>
<td><strong>IARSLCE</strong></td>
<td>Hochschulnetzwerk Bildung durch Verantwortung (<a href="http://www.netzwerk-bdv.de">www.netzwerk-bdv.de</a>)</td>
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<tr>
<td>International Research Network</td>
<td></td>
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<tr>
<td><strong>University networks</strong></td>
<td>Further networks in Spain, Finland, Ireland, Latvia</td>
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<tr>
<td>Talloires Network – globally</td>
<td></td>
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<tr>
<td>Further networks exist in Asia</td>
<td>(Taiwan, Hong Kong, Indonesia, Malaysia, Australia)</td>
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</tbody>
</table>
„Committed Universities“: an international Vision?

- Expert Knowledge (Teaching, Publishing)
- High success rate of graduates
- Excellence in research
- Pooling young Researchers
- Peer-Evaluation by acquired third-party-funds and grants, graduate rates, PhD/Doctorates, Publications

Integration of
- Learning and Practice,
- Practice and Research,
- Research and Learning,
- Learning and Society

with the help of
- Service Learning
- Community-Based Research
- Reflective Innovation
- Campus Community Partnerships
HRK

Conclusion
Implementing the Second Phase of Bologna (2011-2020)

- strengthening flexibility and „studyability“ of BA/MA curricula
- developing and improving (comparable) qualification profiles
- focusing on learning outcomes and competences
- ensuring and enhancing graduates‘ „employability“
- appreciating teaching quality (learning by research)
- paying more attention to the social and cultural diversity of students
- promoting (international) mobility of students
- lowering students‘ drop-out quota
- Impetus: „Service Learning and Campus Community Partnerships, in a unique way, bring the social dimension of the Bologna Process to life.“

(in Europe Engage. Developing a Culture of Civic Engagement through Service Learning within Higher Education in Europe, 2014)
Thank you for your attention!

www.hrk.de
www.hrk-nexus.de