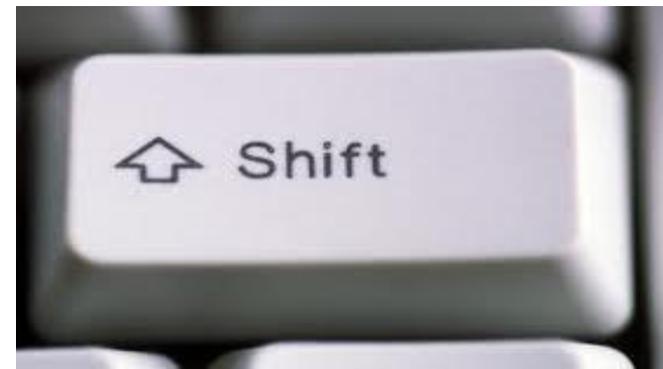


European Credit Transfer and Accumulation System - a Cornerstone of Bologna Process

Raimonda Markeviciene

Astana, September 11, 2015



Student-centred learning

Opinion: student-centred learning is a 'good thing'

it is an essential part of thinking in terms of Learning Outcomes

it is an important aspect of modernising our curricula



But what exactly is it?

if it is such a good thing, why haven't we always been using it?

does this mean that what we were doing before was wrong?



Student-centred Learning – one definition. SCL is about:

helping students to discover their own learning styles, to understand their motivation and to acquire effective study skills.

Helping students setting achievable goals; encourage students to assess themselves and their peers; help them to work co-operatively and ensure that they know how to exploit all the available resources for learning.

Learning is more a form of personal development than a linear progression that the teacher achieves by rewards and sanctions.'

Teaching and learning

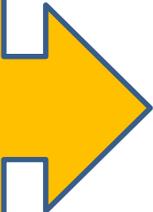
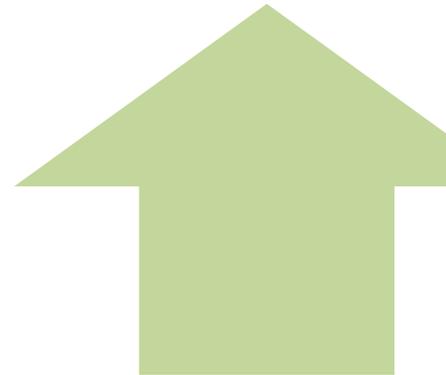
What is taught?

What is learned?

- The focus is not on **what** is taught but on promotion of effective learning
- Student learning - preoccupation of the teacher (not the facts to be fed)
- The student is supported in making sense of their 'journey' through knowledge construction

The unique character of each student

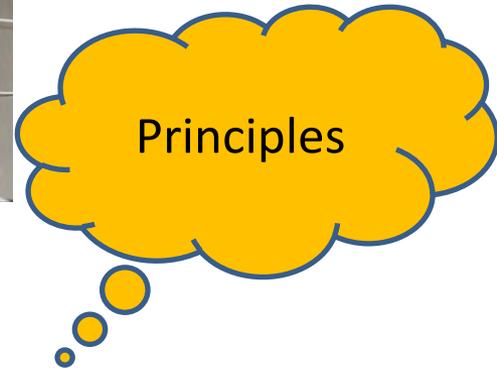
The abundance of information sources



Is it that we are moving from this...

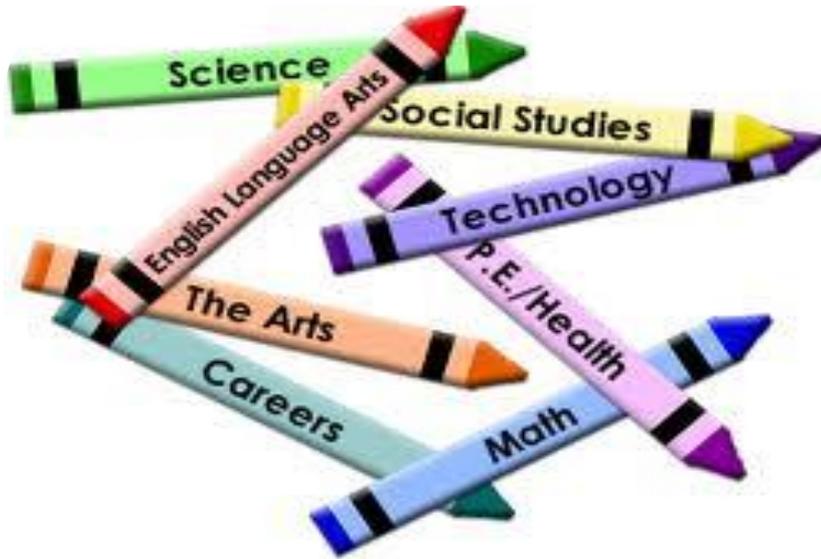


...to this?



- *The learner has full responsibility for her/his learning*
- *Involvement and participation are necessary for learning*
- *The relationship between learners is more equal, promoting growth, development*
- *The teacher becomes a facilitator and resource person*
- *The learner experiences confluence in his education*
- *The learner sees himself/herself differently as a result of the learning experience.*

ECTS – shift of paradigm



ECTS is a tool that helps to design, describe and deliver programmes and award higher education qualifications.



It is a learner-centred system for credit accumulation and transfer based on transparency of learning outcomes and learning processes.

Basic principles

ECTS – learner-centred system



Recognition of prior learning;
lifelong learning

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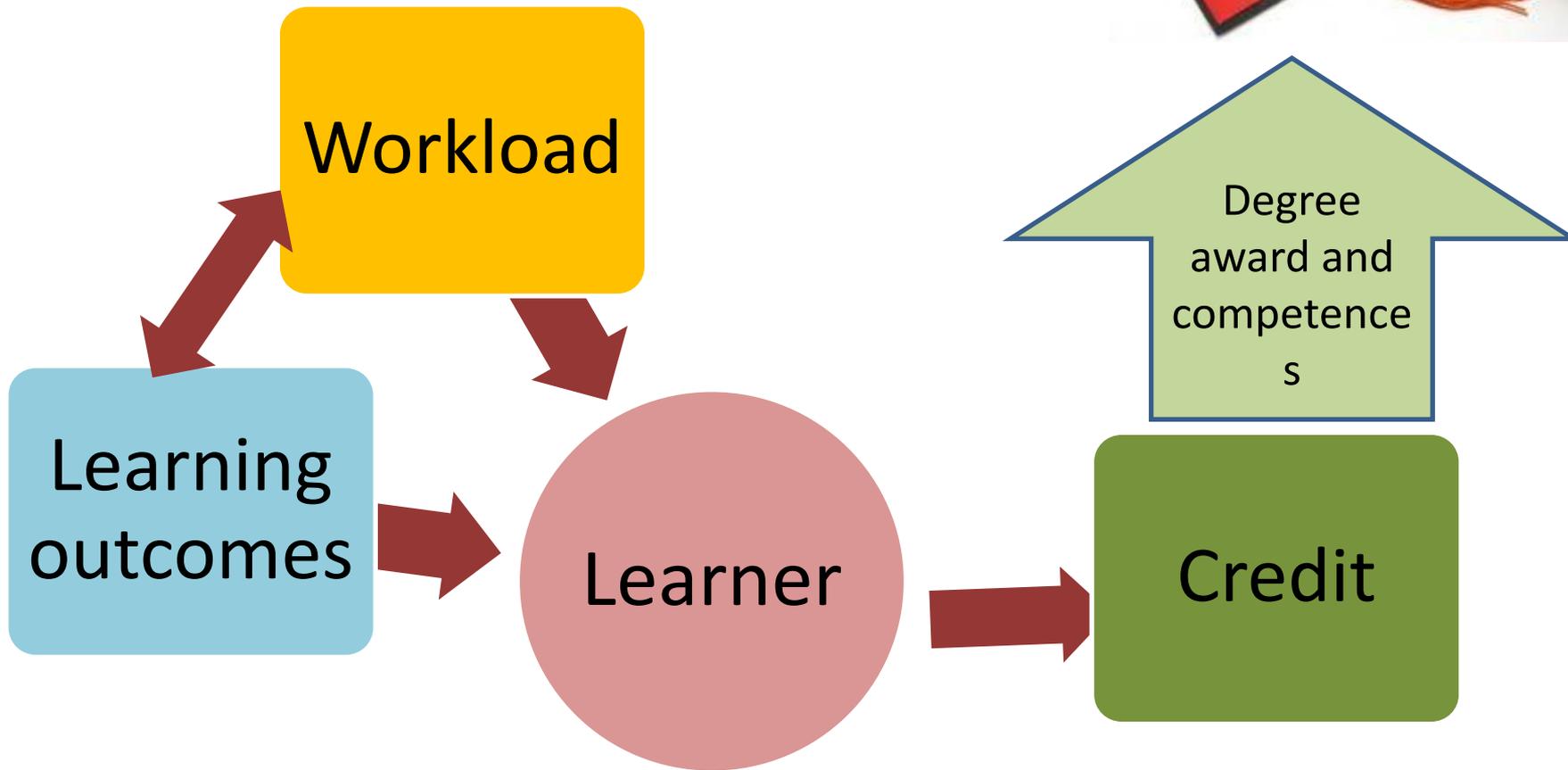
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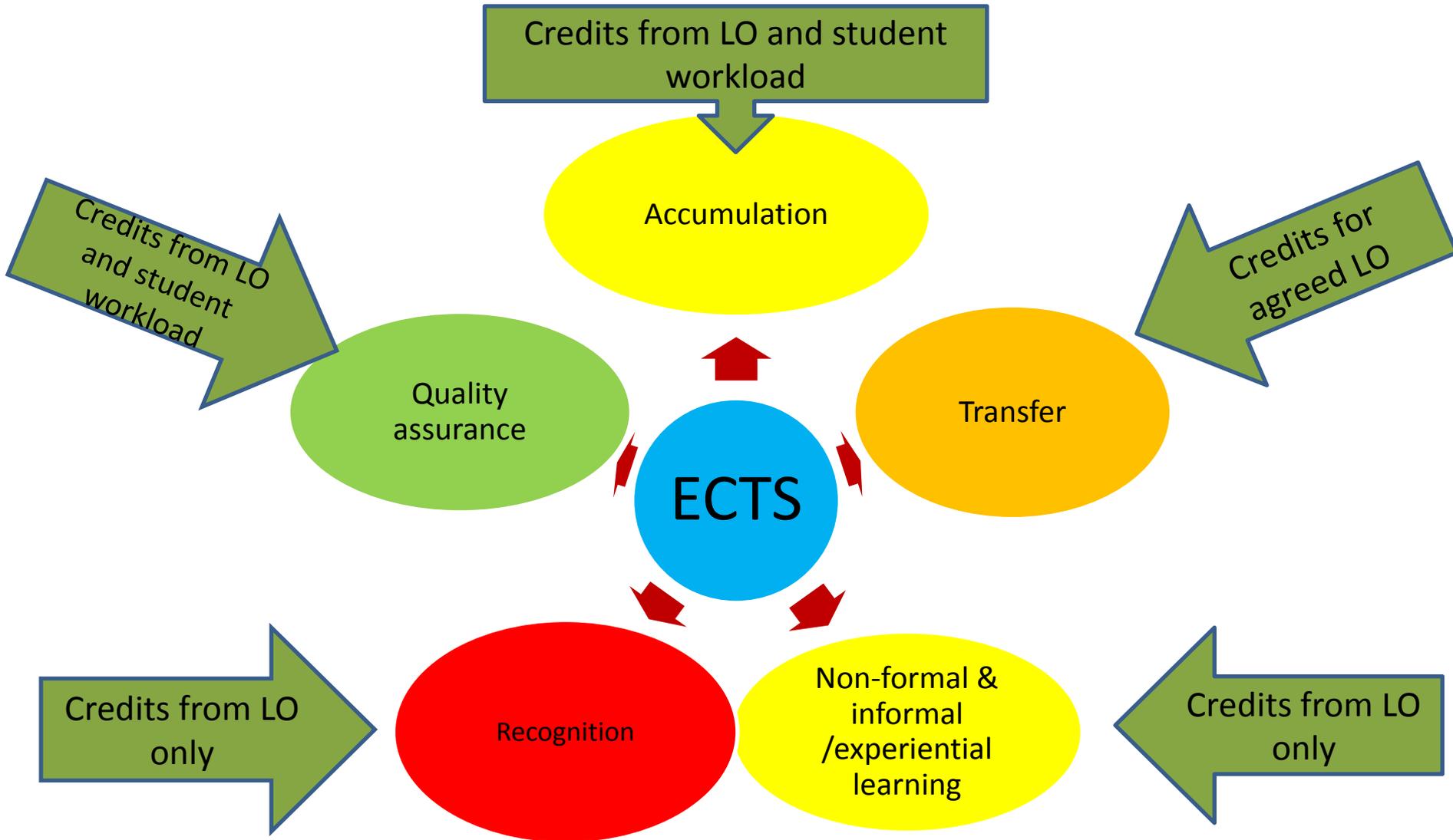


Key features

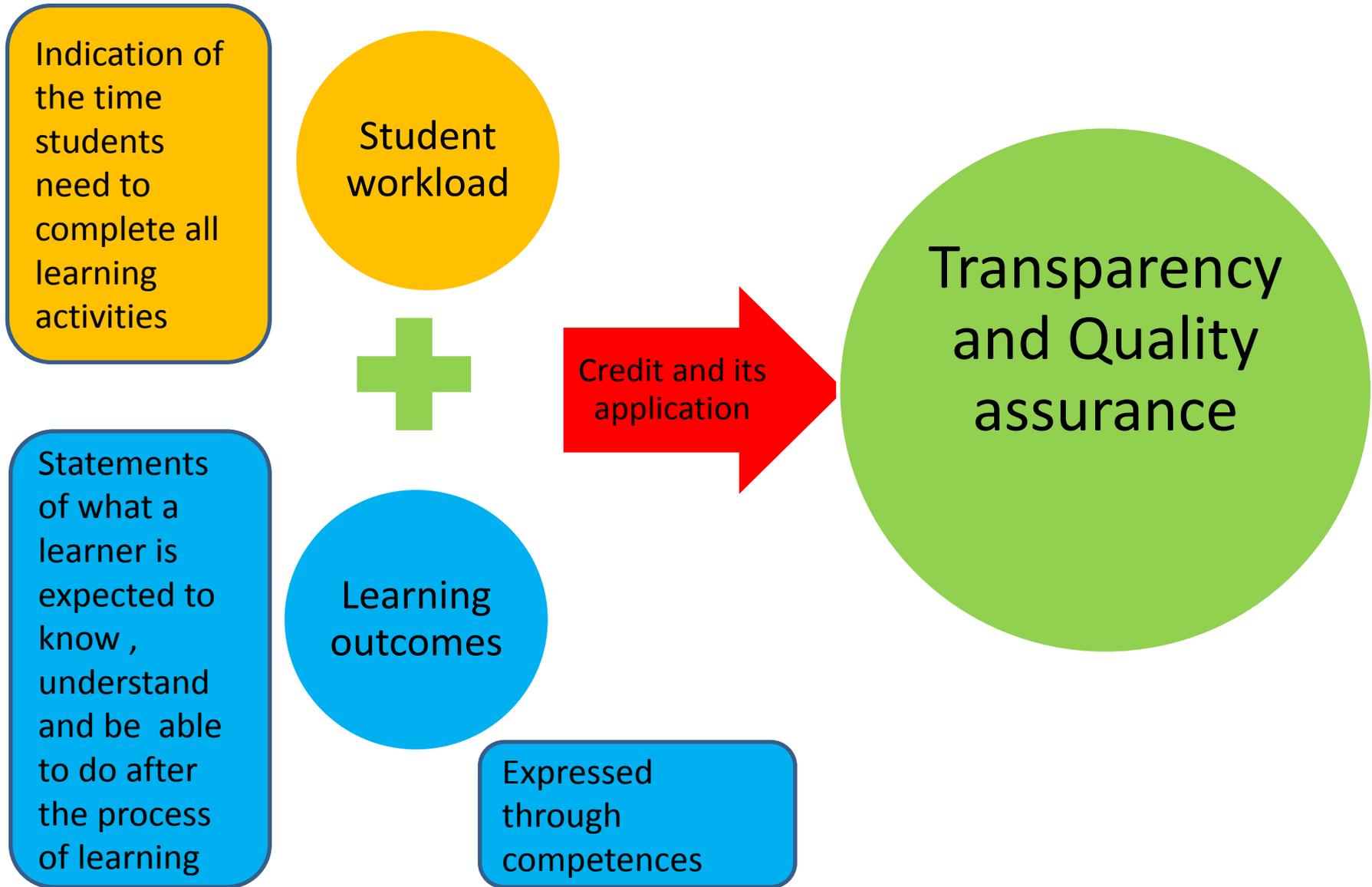
ECTS in a nutshell



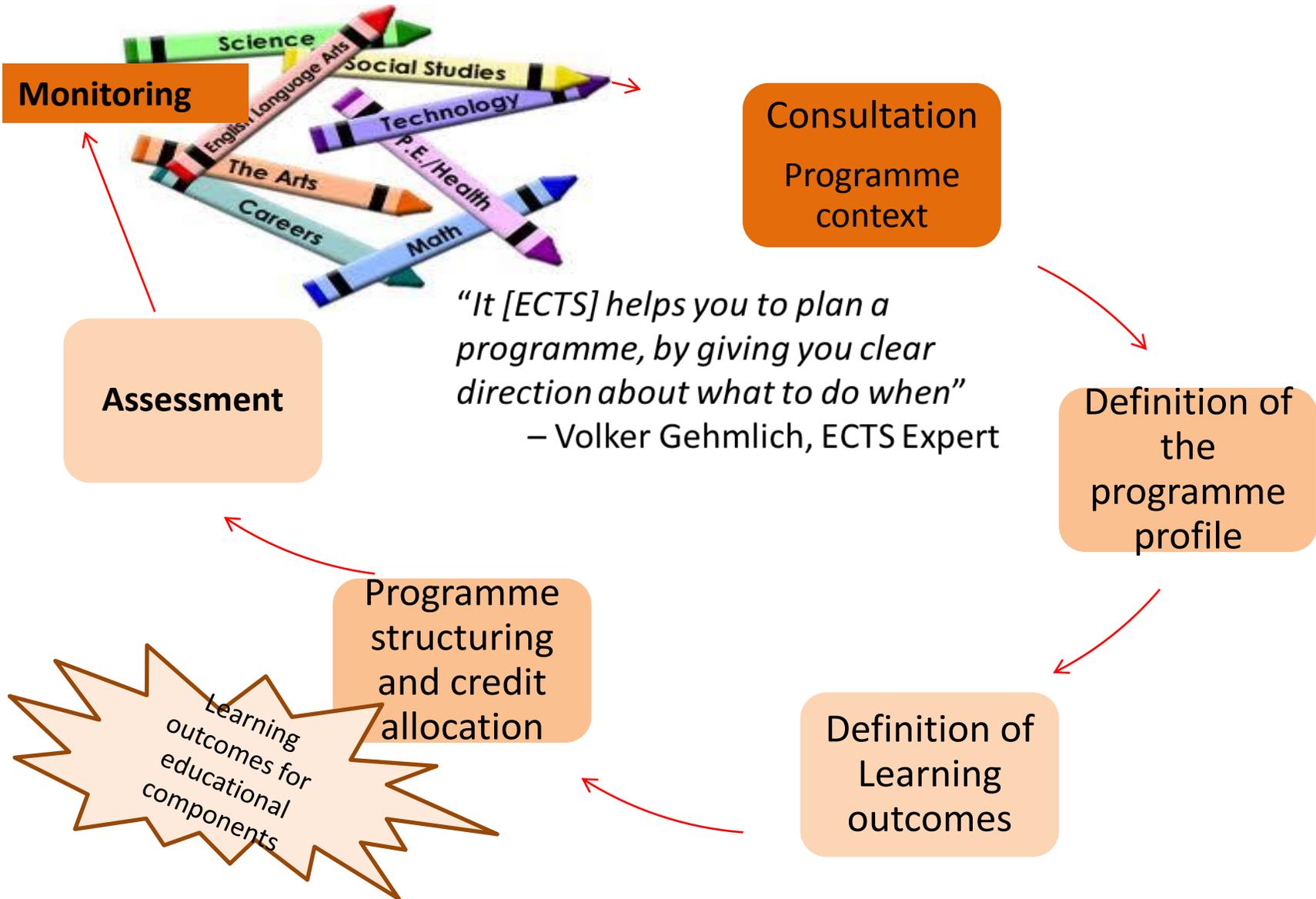
Application of ECTS – macro level



Application of ECTS at micro level - a study programme perspective



Programme design



Principles of programme design and delivery

Programme structure

60 credits for a full-time-equivalent academic year

Use of modules – benefits for collaboration across subjects and faculties

Mobility and progression

‘Mobility windows’ facilitate learning mobility

Progression requirements must be explicit

Independent learners

Independent learners joining a formal programme should receive appropriate counselling/advice to support them



Benefits for the institutions

Programme design: efficient, flexible and targeted to the learning outcomes of students

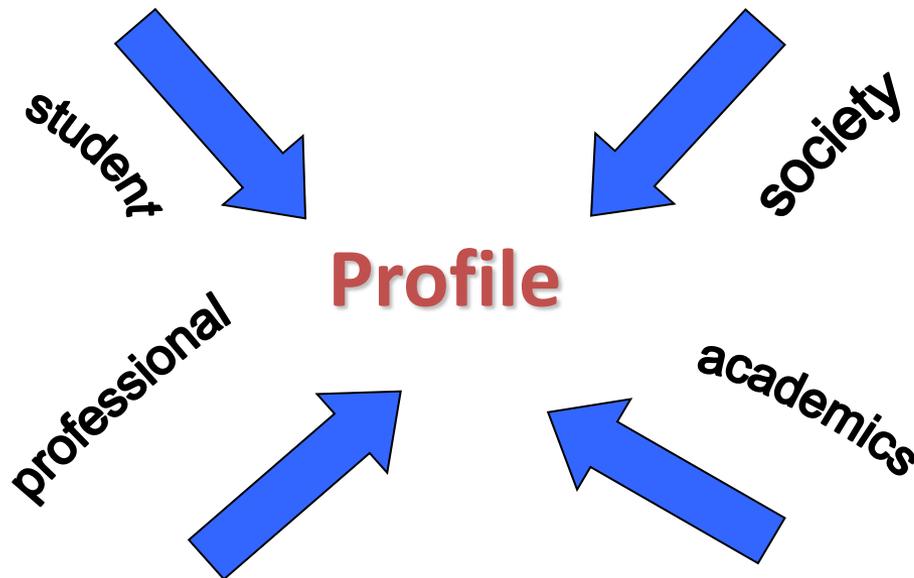
Degrees are much more transparent & transferable between countries; easier planning of mobility periods for students and staff

Degrees are more widely recognised internationally

What is a degree profile?

The profile – should make clear for the stakeholders what generic and subject specific competences will be developed. It should make distinctive features of the programme:

- Field of study, The main focus
- Level of the programme,
- The key learning outcomes expected on completion
- The learning environment
- The main learning, teaching and assessment activities



A good profile takes into account different users' perspectives & interests

Guidelines for degree profile description

Sections:

General information

A – Purpose

B - Characteristics

C - Employability and Further Education

D - Education Style

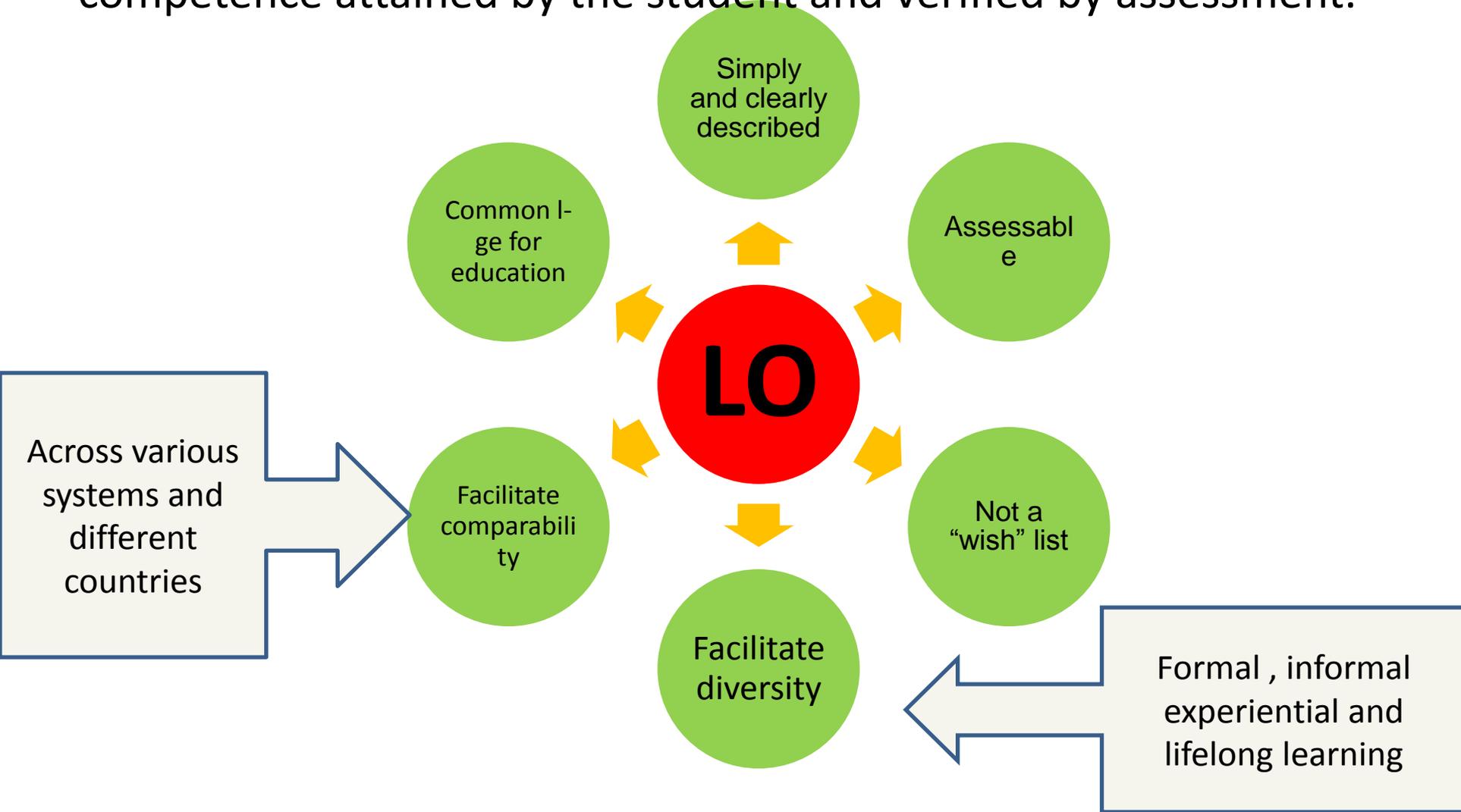
E - Programme Competences

F – Complete list of Learning outcomes

Overall guidelines

- Be readable in 5 minutes
- Maximum two pages
- Coherent impression of the degree
- Succinct and to point, yet detailed and informative

Learning outcomes are statements of what a student should know, understand and/or be able to demonstrate after completion of a process of learning. They express the level of competence attained by the student and verified by assessment.



Competences and Learning Outcomes

Competences – A dynamic combination of cognitive and metacognitive skills, knowledge and understanding, interpersonal, intellectual and practical skills, ethical values and attitudes

Learning outcomes - Statements of what the learner is expected to know, understand and be able to do after completion of a process of learning .

confused

Dictated by job market and societal needs. Property of a student which (s)he “takes away” after the process of learning.

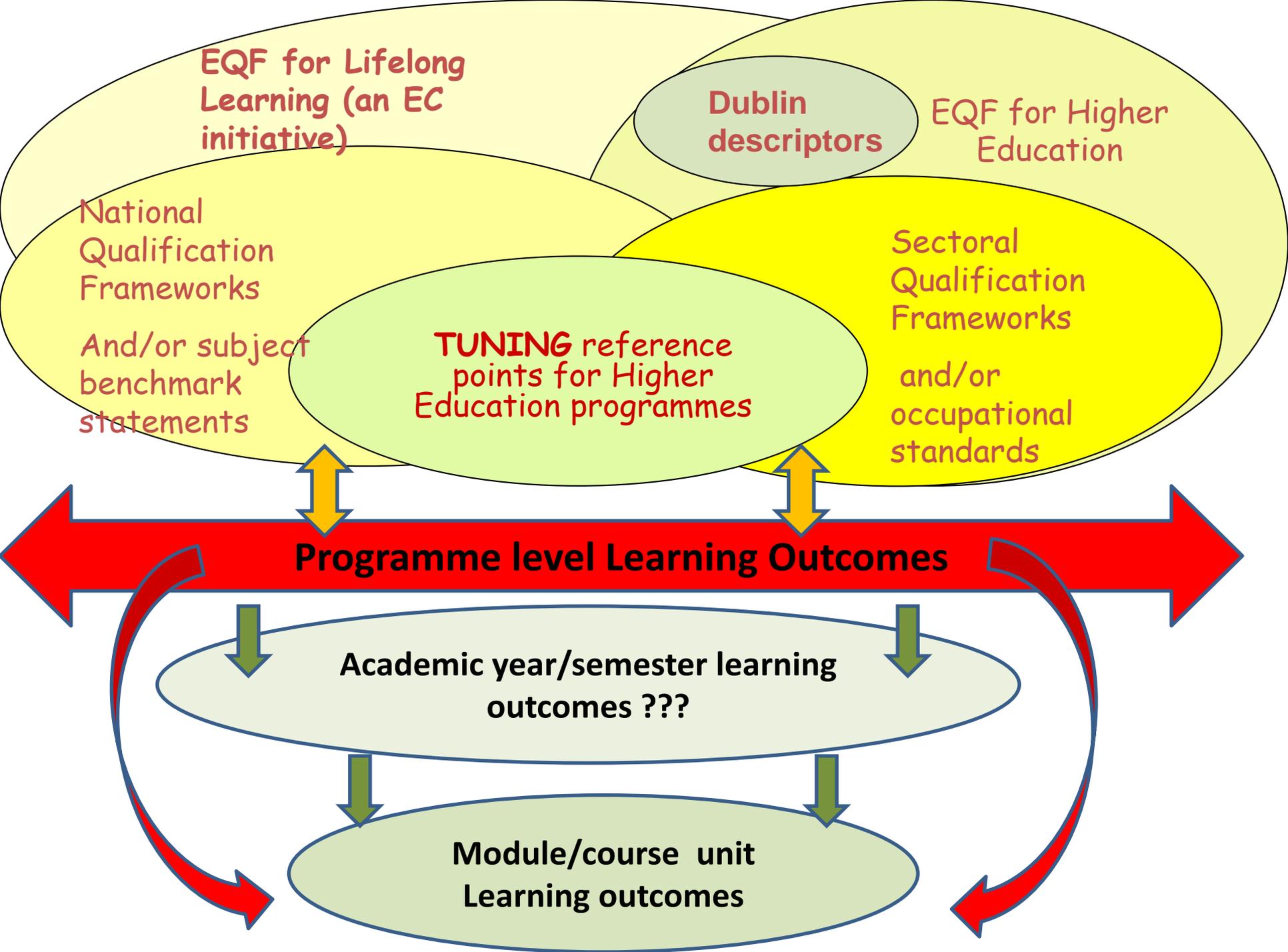
Expressed through competences. Show the level of the developed competence. Show the requirements to obtain credits. Formulated by academics. Have to be tested.

E.g: Awareness of the connections between present -day issues and the past

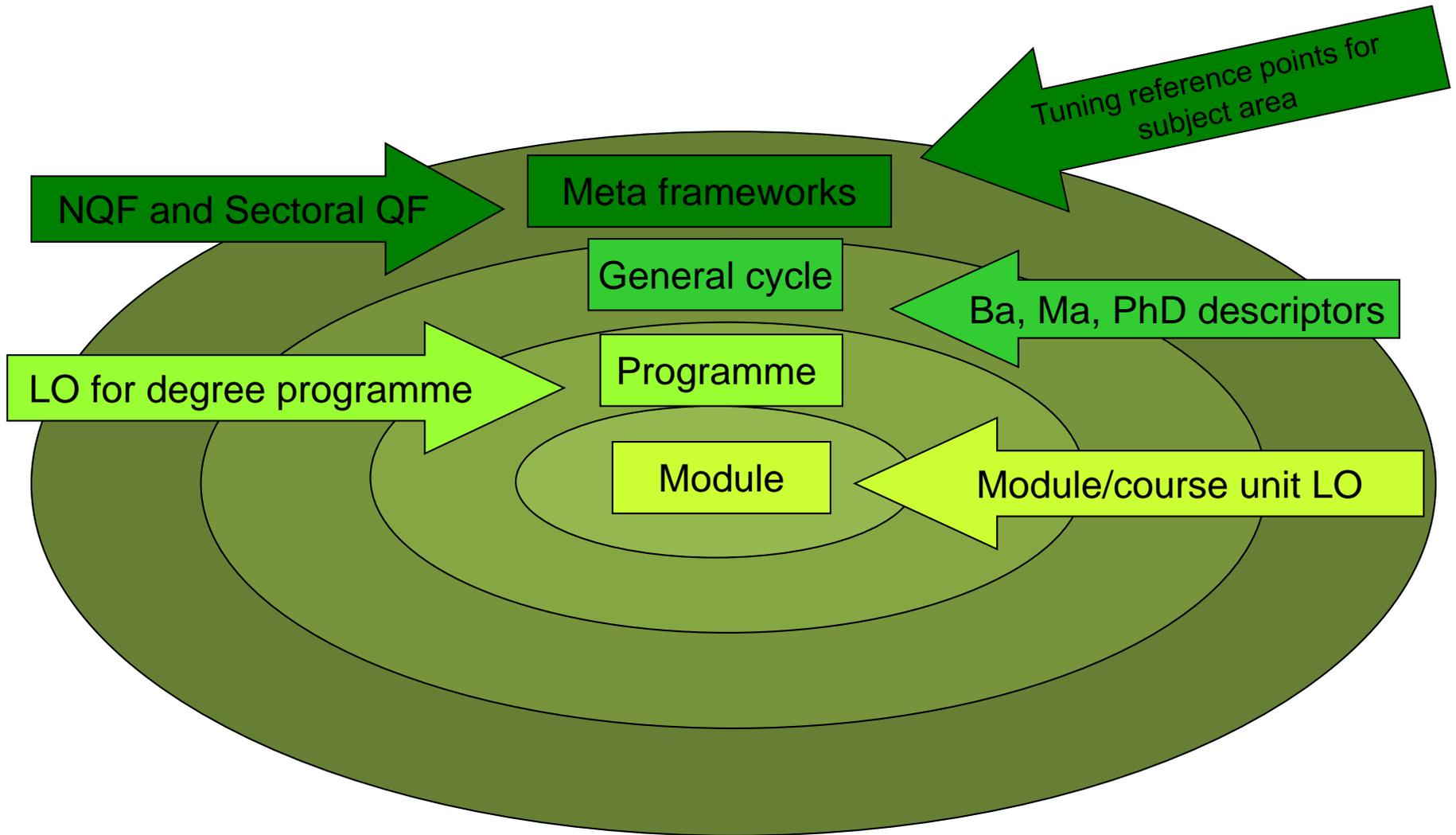
E.g.: is able to describe historiographical tendencies of the last 20 years and to identify the major actors in the debate about modernity , post-modernity and globalization and the related understanding of the relationships between world’s peoples.

Bachelor of History - Generic competence

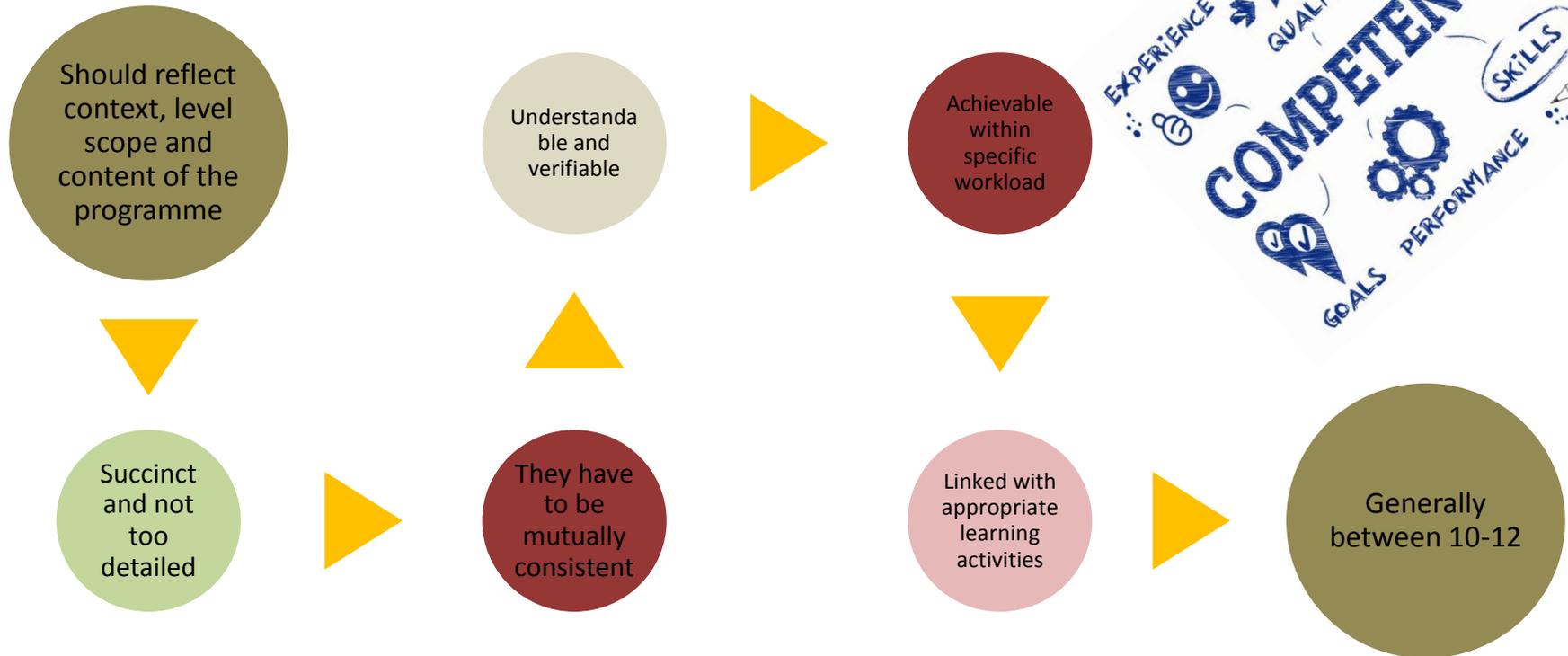
LO



Types of learning outcomes



Guidelines to learning outcome



Time and Learning outcomes

Time is unchangeable dimension; It is absolute but at the same time relative

- It is basis for organizing life (even smallest activity requires time)
- Becoming competent requires time and experience

The concept of productivity is related to the concept of Learning Outcomes: what can be done (achieved) in the given timeframe. This depends on many factors:

- Diversity of traditions; Curriculum design and context; Coherence of curriculum; Teaching and learning methods; Methods of assessment and performance; Organization of teaching and learning; Ability and diligence of the student; Personal and material means available

The time and a study programme

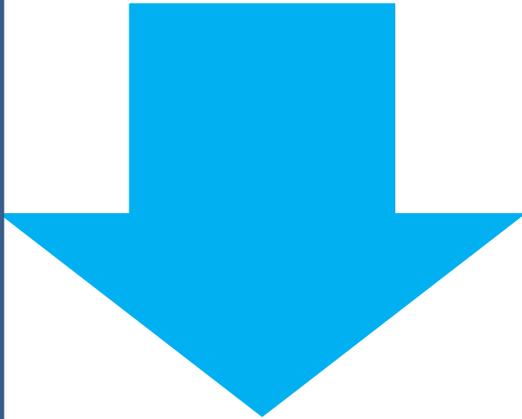
The notional learning time is the time an average student will need to meet the expected learning outcomes.

The actual time will differ from student to student

These concepts are used to design a degree programme or a course unit or module: a realistic estimation for calculating time

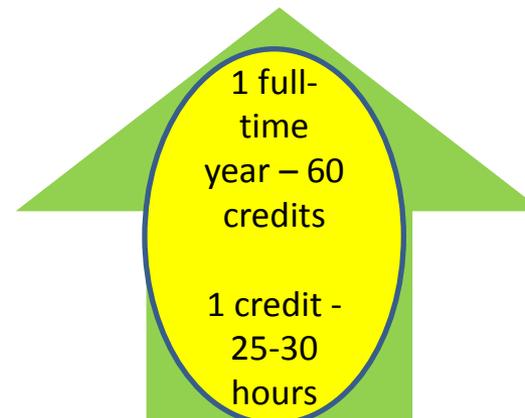
Student workload – tasks have to be consistent with allocated time

Suggestion: studies have to be planned so that student would work about 40 hours per week and 160 hours per month, i.e. standard working week



Workload is affected by: learning environment, LO, teaching methods, assessment methods, cultural peculiarities and differences

Important how students themselves perceive workload. It seems more heavy when: they have to use more different sources; have to reproduce knowledge; the content of subject is not clear; teacher-student relationship is tense.



Suggestion: Students must also be provided time for their independent work and **thinking process** – essence of learning

Credit allocation

Notes: Credit allocation that ensures quality of studies is a long process that requires student feedback, constant analysis and teachers' team-work.

There is no direct link between contact hours and credits.

Number of credits do not relate to importance or prestige of the course.

- LO are defined for each component, activities foreseen and workload estimated;
- Proposals are collected, analyzed and estimated workload expressed in

Bottom-up
(course unit
system)

- Pre-defined number of credits are allocated per component;
- Feasible LO and learning activities are defined on the basis of the allocated time;

Top-down
(modular
system)

- Staff agrees on components that are given the same number of credits (time);
- LO and learning activities are defined on the basis of allocated time;
- After teaching period the modules are compared – are LO, activities, and time

Comparative
(modular
system)

General principles of TLA (teaching learning and assessment): award of credits

Open dialogue and reflective feedback between students, teachers and relevant administrators

Open dialogue and participation

Programme structure and new teaching methods

Flexibility

Assessment of achievements

Course Catalogue available

Transparency and reliability

Consistency between stated LO and TLA

Consistency

Credits awarded when appropriate assessment shows that defined LO have been achieved at relevant level



Application of ECTS at micro level - a student perspective

Credit as a tool leading to qualification

Accumulation - how many, what credits (type, level) and when

Transfer from various study contexts into the study programme

Importance of HEI internal regulations:

“Ageing” of the credits

Compensation

Condonment

“Credit” thinking of HEI

“ Where a student is granted exemption from part of the programme of study on the basis of credit transfer, the marks obtained by the student for such prior learning will not be used for classification purposes”. U-ty of Kent

ECTS and Quality Assurance

ECTS for quality

Quality of ECTS

Evaluation indicators

Good practice in using ECTS will help institutions to improve the quality of their programmes and their learning mobility offer



ECTS should be quality assured through appropriate evaluation processes and continuous quality enhancement

Educational components are expressed in terms of appropriate learning outcomes, and information is available concerning their level, credits, delivery and assessment

Studies can be completed in the time allocated to them

Annual monitoring examines any variations in patterns of achievement and results, and follows up with appropriate revision

Students are provided with detailed information and advice

Students are informed promptly of their results

Mobility

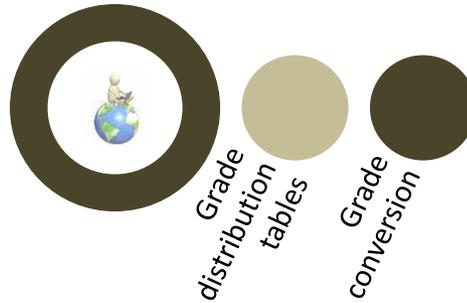
and

Key ECTS documents

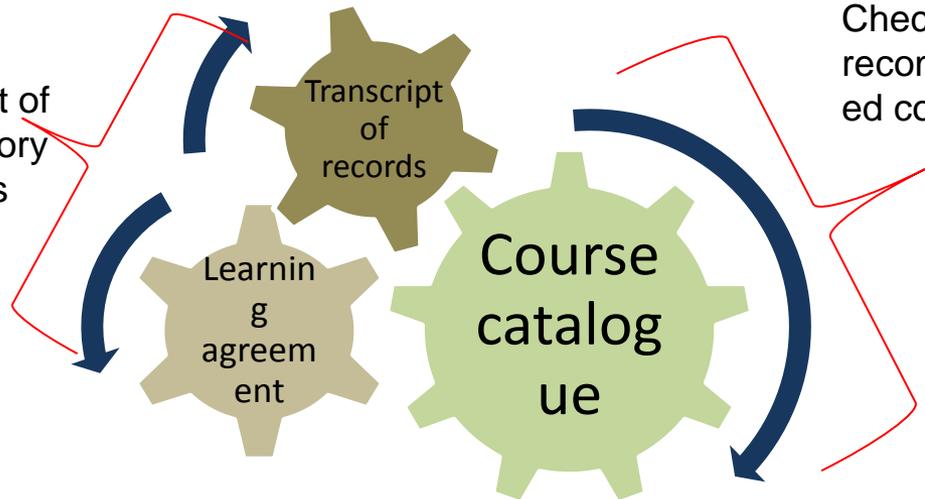
Degree mobility



Credit mobility



Checklist of compulsory elements



Checklist of recommended contents

Golden rule of Recognition

ECTS:

All credits gained during the period of study abroad or during the virtual mobility – as agreed in the Learning Agreement and confirmed by the Transcript of Records – should be transferred without delay and counted towards the student's degree without any additional work by or assessment of the student.

Keep to
Golden
rule!

Most common RECOGNITION practices

Good practice

Institutional framework

Replacing the whole period (e.g. Study period abroad -30 ECTS credits) – Note: ToR of partner institution should become a part of the Diploma Supplement (graduation documents)

Translating /transferring course titles of partner institutions and using partner credits

Transparency in students' learning path;
Respect to partners;
Credit thinking

Not recommended

Replacing partner course titles and credits with those of the sending institution;

Students documents report incorrect data; courses abroad cannot be not traced; transparency principle violated

Education is not the filling of a pail,
but the lighting of a fire.

William Butler Yeats



Thank you for your attention!