Tuning and the History Subject area

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Summary

- A summary of the Tuning project (aims, structure and results).
- An overview of how a subject area is "tuned".
- Examples of how Tuning results are applied and evolve in the real world.
- Point of view of:
  - ECTS counselor since 2003.
  - Member of the Tuning History Group since 2001 (Tuning I, II & III)
  - Member of the Management Committee of Tuning America Latina
  - Participated in TEEP-2002 QA European project.

The TUNING project is a project by and for universities.

It is the Universities' response to the challenge of the Bologna Declaration

TUNING MOTTO

Tuning of educational structures and programmes on the basis of diversity and autonomy

Management Committee

WHY TUNING?

The objectives:

- **To implement the Bologna - Prague - Berlin process on university level**
- **To find ways to implement two cycles**
- **To identify common reference points from discipline and university perspective**
- **To develop professional profiles and comparable and compatible learning outcomes**
- **To facilitate employability by promoting transparency in educational structures (easily readable and comparable degrees)**
- **To develop a common language which is understood by all stakeholders (Higher education sector, employers, professional bodies)**

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The Tuning Methodology

- **Line 1: Generic competences**

  Consultation with graduates, employers and academics on the importance of 30 generic competences and an evaluation of how well HE institutions develop them.
- **Line 2: Subject specific competences (knowledge, understanding and skills)**

  Mapping of subject areas and development of common reference points and subject specific competences of each of the pilot disciplines.
- **Line 3: ECTS as a European credit accumulation system: new perspectives**

  Development of ECTS as a tool for programme design: basis is student workload measured in time.
- **Line 4: Mapping of approaches to teaching / learning and assessment in different countries**
- **Line 5: Quality enhancement**

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Tuning definitions

TUNING DEFINITIONS:

Competences: The Tuning Project focuses on subject specific competences and generic competences. These competences represent a dynamic combination of attributes, abilities and attitudes. Fostering these competences are the object of educational programmes.

Competences will be formed in various course units and assessed at different stages.

[competences are obtained by the student]

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THE TUNING QUESTIONNAIRE

TYPES OF COMPETENCES MEASURED:

- **Instrumental competences: cognitive abilities, methodological abilities, technological abilities and linguistic abilities**
- **Interpersonal competences: individual abilities like social skills (social interaction and co-operation)**
- **Systemic competences: abilities and skills concerning whole systems (combination of understanding, sensibility and knowledge; prior acquisition of instrumental and interpersonal competences required)**

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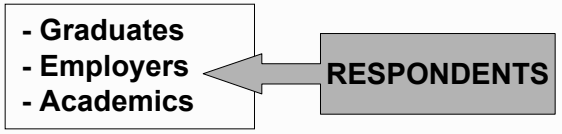
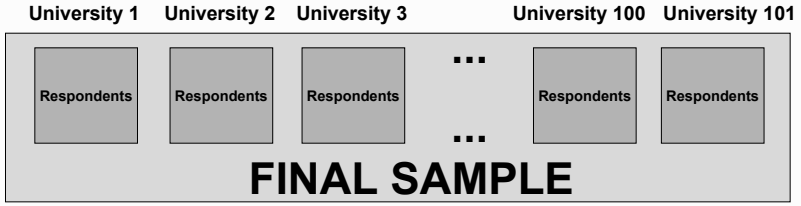
Methodology and Results

Procedure of sample selection



Cluster sampling:



Data

7 Areas & 101 university depart. & 16 Countries

- Business
- Geology
- History
- Mathematics
- Physics
- Education
- Chemistry

Total number of respondents:

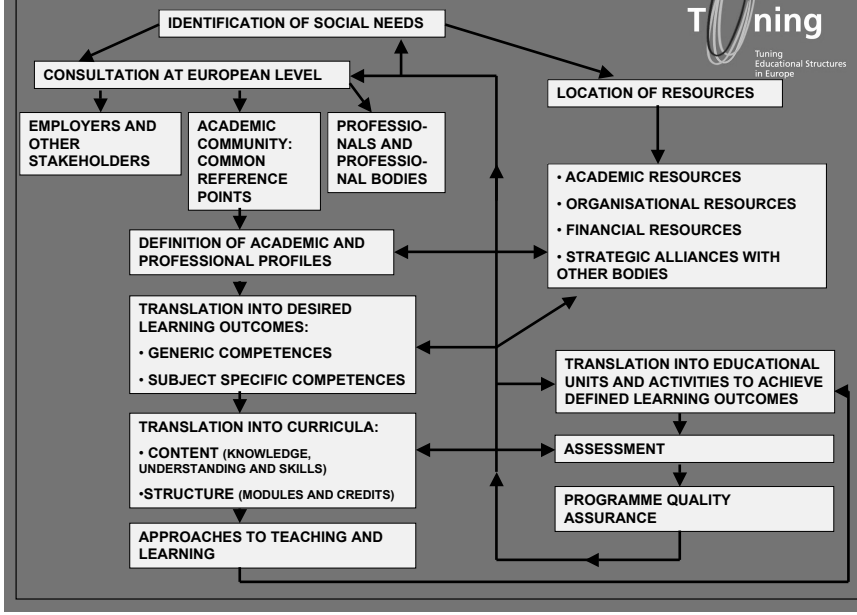
- 5183 Graduates
- 944 Employers
- 998 Academics

- Austria
- Belgium
- Denmark
- Finland
- France
- Germany
- Greece
- Iceland
- Ireland
- Italy
- Netherlands
- Norway
- Portugal
- Spain
- Sweden
- United Kingdon

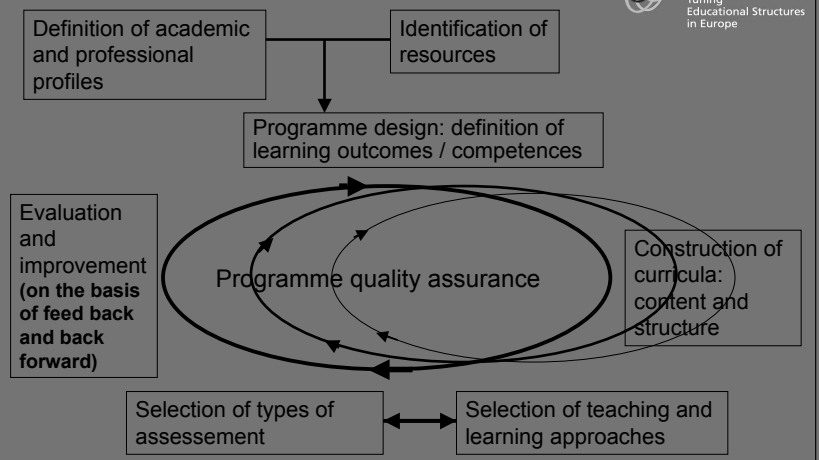
Fundamental Importance: Weighted Ranking of the Most Importance Competences. All Subjects

Graduates	Employers	Academics
Capacity for analysis and synthesis	Capacity to learn	Basic knowledge of the field of study
Capacity to learn	Capacity for applying knowledge in practice	Capacity for analysis and synthesis
Capacity for applying knowledge in practice	Capacity for analysis and synthesis	Capacity to learn
Elementary computing skills	Capacity to adapt to new situations	Capacity for generating new ideas (creativity)
Capacity to adapt to new situations	Interpersonal skills	Capacity for applying knowledge in practice

Tuning model for European comparable degrees



THE TUNING DYNAMIC QUALITY DEVELOPMENT CIRCLE



How it works in a Subject

- We analyze the results of the consultation on generic competences coming from students, employers and academics of the subject area.
- We do further consultations on Subject Specific competencies, asking academics to rank and associate to level.
- We try to find common reference points for curricula by comparing programmes of the HEI in the group..
- We share views on teaching, learning and assessment taking into account competencies and levels (Tunning II).

Results of Tuning in History (similar in other areas)

- Reference points for curricula (more reflexive than enumerative).
- Lists of subject specific competences, by level (1st cycle/2nd cycle).
- Degree profiles and occupations.
- Cycle level descriptors.
- Reflections on TLA.
- QA reflections.

History: General Competences

results from the consultation

- Specificity of History Graduates:
  - high percentage employed in work not directly related to degree
  - high level of satisfaction with teaching/learning experience
- Employers of Graduates:

  High importance and high achievement
  - Capacity for analysis and synthesis
  - Basic general knowledge
  - Ability to gather and integrate data from a variety of sources
  - Ability to place events and processes in time
- BUT...as in other subject areas… graduates and employers:

  Low rating for importance, achievement
  - second language
  - international aspects

History: Reference Points

- Working Method: Mapping….
  - What is mandatory for History students in each participating institution?
  - How is it conceptualised and justified?
  - What terms are used to describe this ‘mandatory’ learning?
- Definition of reference points and levels in 4 parts:
  - Single History course
  - Part of a Degree with another subject (“double honours” or similar)
  - First Cycle History Degree
  - Second Cycle History Degree
- In this Subject area:
  - Overarching subject specific outcomes for all levels
  - Subject specific outcomes calibrated by level

History: Reference Points II

- Overarching objectives in all History teaching/learning:
  - A critical view of the human past
  - Respect for other viewpoints
  - General chronological framework
  - Contact with documentary sources and with professional research
- General observations:
  - Teaching/Learning methods must be varied in order to foster diverse important 'general' and specific competences.
  - Overarching subject specific objectives are important for general competences, for European citizenship – and for employability, not only of historians.

Does it work?

- Positive
  - The diversity is amazing and puts national specificities (good and bad) in perspective. But there is much in common.
  - Some of Tuning concepts are important innovations in some contexts: competence based programme design, student workload as basis for credit system, mapping of courses to programme level competences, formal quality control.
- Negative
  - Ad hoc nature of group - questions of representativeness and / or relevance at country level.
  - Final texts more reflexive and thought provoking than real blueprints for implementation. More reflection needed.
  - Fase II (TLA) and III (PhD cycle) required more interaction than was possible.

Tuning in the real world

- Links to thematic networks
  - CLIOHnet thematic network (52 institutions all the Socrates countries): dissemination, gathering of information, new Tuning inspired projects (TEEP, eHLEE, joint degrees).
  - There is a positive feed-back loop among institutions that apply to European projects based on Tuning experience and Network membership.
  - Tuning - thematic network link is now part of the Tuning "process" by design.

TEEP 2002

enqa

- TEEP 2002 - pilot project on transnational evaluation of programmes based on Tuning I reference points.
- Lead by ENQA: European Network for Quality Assurance in HE.
- QAA involved in the evaluation of 5 History programmes at European level.
- CLIOHnet thematic network involved as consultant.
- Example of outcome oriented evaluation.
- Methodological report.

National level developments

- Spain 2004: white book “Título de Grado en Historia”, ANECA - Tuning inspired new consultations to students and employers, experts at national level (overcomes the authority / representativeness problem of Tuning).
- Portugal 2004: Ministry commissions subject area reports to national experts. History report Tuning inspired. New government changes policy but report remains influential.
- UK 2004: QAA Tuning Benchmark compatibility project on Business, History, Geology/Earth sciences, in the context a review of the benchmark process. Project reports by area (public?)
- America Latina 2005: Tuning America Latina starts, History group expands on previous work in Europe.

Tuning / benchmark study

- “Those UK members of the group felt that it would be beneficial for those teaching History in higher education in the UK to avoid complacency about the benchmark statement by having knowledge of another European reference point and more understanding of how History is taught in continental Europe.”
- “Tuning might help to develop a three-level approach where, as in the UK, individual programmes have a national reference point. However, this national reference point could, in turn, refer to the overarching Tuning principles”

Conclusions

- Tuning answers the need of HEIs to have reference points in the Bologna context.
- Its approach is similar to the benchmark statements: reference points, TLA, levels of achievement, but in the European context.
- It has obvious implications at the QA level in the European context.
- It can work in the Humanities but its results will always require national and institutional level elaboration.

More information

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Tuning

http://www.relint.deusto.es/TuningProject/index.htm

http://www.let.rug.nl/TuningProject/index.htm

Human plus: The European Archipelago of Humanistic Thematic Networks

http://www.archhumannets.net

History: http://www.clioh.net

Languages: http://www.fu-bermin.de/tnp3

ENQA European Network for Quality Assurance.

- http://www.enqa.net