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.

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)
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

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]

Management Committee

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)

Methodology and Results

Procedure of sample selection

RESPONDENTS

Cluster sampling:

University 1 University 2 University 3 University 100 University 101

Respondents Respondents Respondents ... Respondents Respondents

FINALE SAMPLE
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CONSULTATION AT EUROPEAN LEVEL

STAKEHOLDERS

7 Areas & 101 university depart. & 16 Countries

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

Total number of respondents:
- 5183 Graduates
- 944 Employers
- 998 Academics

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

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<th>Graduates</th>
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Tuning model for European comparable degrees

- Identification of Social Needs
- Consultation at European Level
- Employers and Other Stakeholders
- Academic Community: Common Reference Points
- Definition of Academic and Professional Profiles
- Translation into Desired Learning Outcomes:
  - Generic Competences
  - Subject Specific Competences
- Translation into Curricula:
  - Content (knowledge, understanding and skills)
  - Structure (modules and credits)
- Approaches to Teaching and Learning

Streams of Tuning

- Location of Resources
- Academic Resources
  - Organisational Resources
  - Financial Resources
  - Strategic Alliances with Other Bodies
- Assessment
- Programme Quality Assurance

The Tuning Dynamic Quality Development Circle

- Definition of academic and professional profiles
- Identification of resources
- Programme design: definition of learning outcomes / competences
- Programme quality assurance
- Construction of curricula: content and structure
- Evaluation and improvement (on the basis of feedback and back forward)
- Selection of types of assessment
- Selection of teaching and learning approaches
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 (Tuning 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

- 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 "Titulo 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"