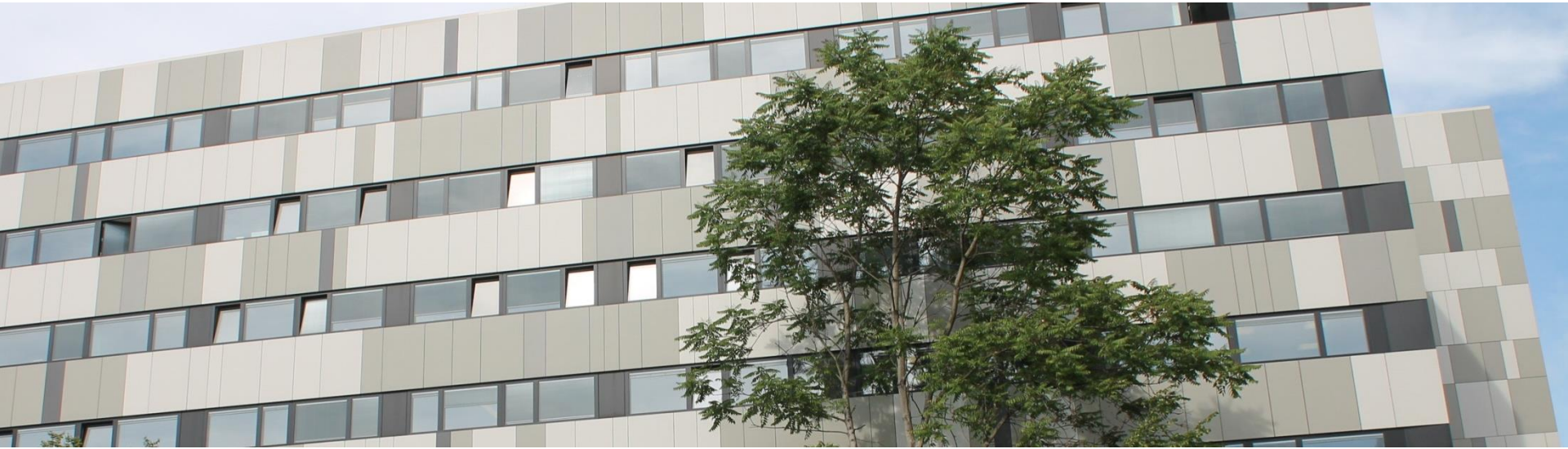




NEUE LEHRE – NEUES LERNEN
BOLOGNA.LAB



IMPLEMENTING THE BOLOGNA-REFORM AT HUMBOLDT-UNIVERSITÄT ZU BERLIN

Visit of the Belarusian Delegation to Humboldt-Universität
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Agenda:

1. HU in Context (Key Facts & Figures)
2. Historical Context: The Bologna Process in Germany
3. Implementing Bologna at HU: An Overview
4. Problems in Focus 1: Modularisation
5. Problems in Focus 2: Accreditation
6. Problems in Focus 3: Student Choice



Humboldt-Universität in Context:

- **Founded 1810** (23 of 427)
- **9 Faculties**
- **32.553 Students** (17 of 427)
- **189 Degree Programmes** (57 BA/BSc, 17 Intl. Programmes, 24 offered in English)
- **424 Full Professors**, 57 Joint Professorships with external research institutes, 2.012 research and teaching staff, 1.539 Administrative and 'other' staff
- **Budget 397€ Million** (111€ Million research income)
- **Rankings:**
 - Times Higher: Joint 57 (Europe = 16; Germany = 4)
- **Growth:** New enrolments 6.596 (WS1999), 8106 (WS2016)



Historical Context: The Bologna-Process in Germany

- **Bologna-Reform:** large-scale reforms of the Higher Education sector in EU member states 1999-2009
- **Germany:** change from Magister/Diplom-degrees (5-6 years) to Bachelor (3 years) + Master (1-2 years)
- **Crucial:** the Bachelor as a '*first qualifying degree*'
- **(Perceived) Results and Popular Fears:**
 - Overloaded curricula
 - Emphasis on delivery of knowledge
 - Reduction of student choice
 - The '*schoolification*' (Verschulung) of the curricula
 - Pressure to complete studies 'on time'
 - A reduction of undergraduate mobility and change in graduate mobility (Postgraduate Degrees abroad)



Implementing Bologna at HU Berlin – An Overview:

- **Mixed impressions:** from early adapters (Agricultural Science, MA Programmes in English since 1999) to reluctant adapters (Economics, Education)
- **Introduction of BA/MA structure:** started 2004, completed by 2007
- **Transition phase 2004-2010:** old and new programmes offered concurrently
- **Phasing out of Diplom/Magister programmes:** by summer 2013 large-scale reforms of the Higher Education sector in EU member states 1999-2009
- **Exemptions:** Law (State Exam), Theology (State Exam), Education (BA/MEd + State Exam)



Problems in focus 1: Modularisation

- **What 'is' a module (and what's it worth?):**
 - **Teaching and learning:** Academic freedom (individualism) vs. curricular development (cohesion)
 - **Workload calculations:** ECTS as reflection of the value of my subject OR a measure to calculate and reward the work put in by students?
 - **Examinations:** Only one assessment point per module?!?
- **Lessons for modularisation:**
 - Planning the curriculum can help save time and avoid unnecessary replication of content
 - ECTS should indicate the work students are expected to put in for a module
 - Thematic cohesion in modules makes it easier to assess them as a whole.



Problems in focus 2: Accreditation

- **Quality assurance and management:**
 - From relative autonomy to the relative quality of the accreditation process
 - 'Market choice' (AQAS, evalag, ZEVA...) in accreditation agencies vs. Proliferation of ever changing processes, requirements and standards
 - -> too much for individual departments or institutes to handle every 3-5 years
 - -> too much focus on the process, little effect on the quality of education delivered
- **Lessons learned:**
 - The development of a new, central academic framework (ZSP-HU) to which all degree programmes have to conform has helped to lighten the load in accreditation processes
 - If you have to re-accredit, use the process constructively to talk about how you can enhance the curriculum



Problems in focus 3: Student choice

- Differences between 'Old' (Diplom/Magister) and 'New' (BA/MA) degrees: At least one Minor Subject and Electives from others vs. early specialisation in the main subject and abolition of the *Studium generale* (curriculum design) in favour of new element of 'Key/Professional Skills'
- Only around 2/3 of BA students can progress to MA
- Perceived pressure to complete in 6 Semesters

Lessons learned:

- Students (still) can and do take longer than 6 semesters to complete
- In 2013, the Law for Higher Education in Berlin was changed to stipulate that students should be able to freely choose at least 20% of their classes



Problems in focus 4: Combining excellence in research and teaching

- **Research-based education requires research active staff,** but staff who are successful in their research bids usually end up teaching fewer hours (FT professor: 9 hours/week; FT teaching assistant: 4 hours)
- Students (at undergraduate level) are scarcely aware of and rarely engaged in the cutting edge research that goes on at HU
- Solution: Bringing researchers (back) into teaching through research-based learning schemes such as the HU-Q Programme



Thank you for your attention!

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