



Transnational Mobility in Bachelor & Master Programmes – Berlin Nov. 2008

Conclusions of the Working Groups Results & Discussion Courtney Peltzer-Hönicke

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3 Running Themes

- Teacher/staff mobility – or lack of
- Recognition
- Transparency (especially in the 3 pros – programmes, procedures, processes)

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Learning Outcomes/ Curriculum Design



- Major observations:
 - Learning outcomes provide the common language to define what students should get out of a learning unit. They are NOT a synonym for competences!
 - They are a part of a change of culture toward valuing teaching & learning.
 - With regards to mobility, they facilitate comparability & recognition.

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Recommendations



- Read *Writing and Using Learning Outcomes – A Practical Guide*, D. Kennedy (2007) (n.ryan@ucc.ie). Apply it to the programmes at your institution.
- Train staff in using learning outcomes (Cork model: lunchtime sessions).
- Communicate learning outcomes to students and, just as importantly, to partners.

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Qualifications Frameworks/ Permeability



- Major observations:
 - The implementation of qualifications frameworks is still relatively new and the issues are not well-known.
 - These frameworks can assist in recognition matters and serve as an international reference for quality assurance.
 - In vertical mobility they can also assist with admissibility.

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Recommendations



- Link qualifications to National Qualification Frameworks in accreditation. This provides mutual trust in quality and thus recognition.
- Base admission & recognition on learning outcomes.
- Work for legal changes concerning more transparent & competence-oriented access criteria.

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Motivation of Students



- Major observations:
 - Motivation – who is motivated how & who is motivating whom how – happens at different levels
 - Motivation of teaching staff goes hand in hand with motivation of students.
 - Motivation to go abroad should be supported, but cannot be forced

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Recommendations



- Implement internationalisation at home strategies.
- Integrate assessment protocols. Find out what study abroad means to your students.
- Send teachers and staff out of the country. Only hire teachers and staff with international experience.

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It's worth repeating...



- 180 credits do not have to be completed in 6 semesters!
- Outcome-oriented learning means that your way of teaching is not better than my way of teaching – what matters is the outcome. Accept it.
- Lisbon, Lisbon, Lisbon. Must we wait for the courts to tell us what to recognise before we get with the programme on recognition?

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And finally let's get rid of some misunderstandings...



Bologna is neither a rigid set of rules telling us exactly what to do nor a miracle worker solving all higher education problems.

So teach Bologna. If teachers and administrators don't get it, how can they implement it?

It is an opportunity to IMPROVE higher education around the world!

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Thank you for your attention!

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