

IMPROVING TEACHING QUALITY: METHODOLOGICAL CHANGE AND DEVELOPMENT OF COMPETENCIES IN THE SPANISH UNIVERSITY SYSTEM

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Summary

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3. Bologna and the transformation of the teaching-learning process
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7. Future steps

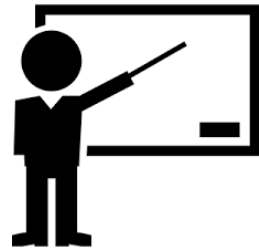
1. Some details about the University of Barcelona



16 faculties



73 degrees



5715 lecturers and
researchers



151 masters



63617 students

2. Background of the methodological change in the Spanish university

“The University cannot be just a place where the professor gives lectures, distanced from his students, with little or no knowledge of their possibilities, their vocation, their performance and the difficulties they experience in acquiring knowledge, habits, attitudes and evaluations”

(Ministry of Education and Science, 1969).

- Bologna was not the beginning of the transformation of methodologies:
 - Transformation of the methodologies are not mentioned as one of the Bologna objectives
 - Previous reforms and attempts to improve the teaching activity
- But Bologna was a great chance to improve the quality of university based on:
 - A Student-oriented education system
 - Development of competencies and skills
 - Implementation of new pedagogical methods

Tuning Project

- Skill as the new concept in the learning process
- Identify competencies to create benchmarks for each discipline and course
 - Generic competencies (*independent of the discipline*)
 - Specific competencies (*for each thematic area*)

*A learning process focused on **skills** means making changes to the **teaching, learning and evaluation** methods used in a program or course.*

White Papers

- Network of Spanish universities, supported by ANECA
- List of specific competencies recommended in the design of a degree adapted to the European Higher Education Area (EHEA)

LIBRO BLANCO

TÍTULO DE GRADO
CIENCIAS POLÍTICAS
Y DE LA ADMINISTRACIÓN,
SOCIOLOGÍA Y GESTIÓN Y
ADMINISTRACIÓN PÚBLICA

Agencia Nacional de Evaluación
de la Calidad y Acreditación

3. Bologna and the transformation of the teaching-learning process

- Transition from **teacher-centred** universities to a **student-centred** universities
- **Procedural support** for methodological transformation to comply with the criteria of the new EHEA
- Different **stakeholders** took part in this process:
 - *universities*
 - *quality agencies; ANECA and AQU*
 - *other governing bodies; student unions, research institutes*

Implementation *in teaching*

RESOURCES

- Guidance for syllabus design
- Peer review for syllabus design
- Training for lecturers (Institute of Education)
- Funding innovation and teaching projects (RIMDA)
- Reducing class size

ACTIONS

- Less lectures, more tutorials and autonomous work
- Lecturer role: mentoring and guidance
- Syllabus for each subject (contents, objectives, competencies, evaluations, references)
- Professionally oriented practical studies according to the competencies of the area

ASSESSING

- Student evaluations of lecturers
- Official recognition of teaching innovation groups
- Financial reward for teaching

Implementation *in learning*

RESOURCES

- Tutorial programmes
- Shared lesson plans
- Schedule of practical and theoretical classes
- Funding for the creation of innovative teaching materials

ACTIONS

- Acquisition of competencies (learning by doing): case studies, problem solving, debates, role-playing, etc.
- Student role: more student participation
- Virtual platforms for more interaction with lecturers and their peers

ASSESSING

- Different evaluation tools: rubrics, tests, projects, etc.
- Importance of attendance and participation
- Conferences for sharing innovative practices

Implementation *in evaluation*

RESOURCES

- Evaluation tools training
- Interactive tools to communicate evaluation process
- Coordination of systems of evaluation between subjects
- Guides for evaluation (percentage weight adjustment)

ACTIONS

- Continuous assessment (portfolios, presentations, assignments, exercises, research projects, role-plays, debates, peer assessment, etc.)
- Prioritising process and not output

ASSESSING

- Compulsory dissertation
- Optional professional internships
- Appraisal of student performance

My participation in some good practices:

- Coordinator:
 - *Tutorial Action Programme*
 - *Peer Tutorial Programme*
- Member of the Student Observatory Advisory Council
- PAIEE: a coordinated working model, based on the maximum involvement of all the stakeholders that are part of the university community

4. Results and friction points

Good points

- **The university experience:** More motivation for learning, greater presence and involvement of student at the university
- **Student performance:** Bologna meant more significant learning, reducing drop-outs and improving academic achievement
- **Teaching:** Bologna meant reviewing strategy and content of the lessons
- **Learning orientation:** More connection between academia and the business world.

Bad points

- Bologna showed different **levels** of implementation and different **speeds**
- Increased **workload and difficulties** for students that study and work
- Increased **workload and bureaucratization** of teaching
- Change in the political agenda due to **economic crisis**

5. What have we learned?

Needed but not enough:

- Appropriate resources
- Support at management level
- Involvement of the entire university community
- Specific action to be coherent and meaningful

5. What have we learned?

In order to be successful we need to:

- Know our student profiles
- To revise policy guidelines in accordance with the culture and needs of each area
- Be aware that methodological change can be a new axis of inequity
- Include support and guidance services for students

6. Future steps

- Evaluate and measure the impact of the reform
- Analyse the diversity of students to provide more effective teaching and learning
- Promote alternative pathways that allow different types of students to carry out their studies
- Encouraging students participation in their education

Thank you!!

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