



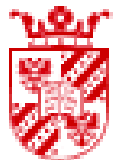
*Opening Ceremony*  
**Mori Arinori Center for Higher  
Education and Global Mobility**  
Hitotsubashi University,  
27 May 2014



## **Tuning Educational Structures in Europe, Asia and the World**

# **Tuning and Japan – Japan and Tuning Reforming and Strengthening Higher Education in a Global Context**

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Co-director International Tuning Academy

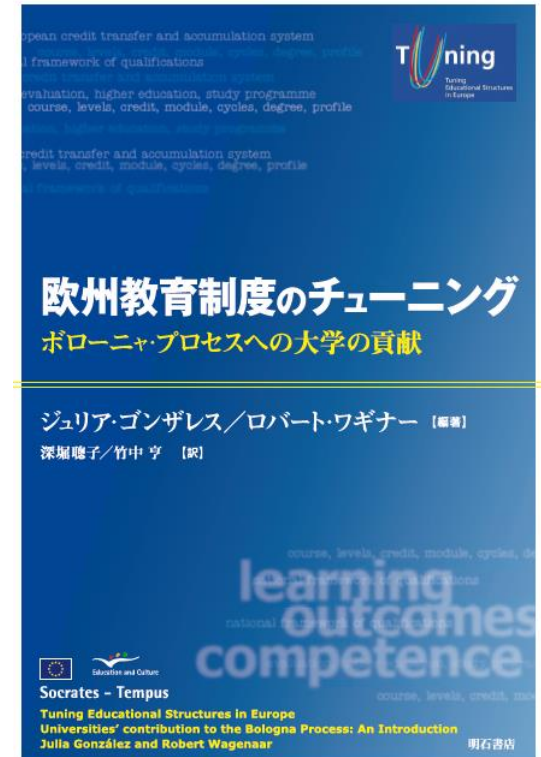


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# Outline of presentation

1. Major Trends in Higher Education in the World
2. Inter-institutional and cross regional collaboration: the Tuning approach
3. Tuning in Japan: Role of GLU 12
4. The role of the Mori Arinori Center for Higher Education and Global Mobility



The Tuning Process is coordinated by the University of Deusto, Bilbao, Spain and the University of Groningen, the Netherlands



# 1. Major Trends in Higher Education



## Key developments that have changed the Higher Education sector throughout the World:

- **Global explosion of transnational mobility of students (as well as the work force)**
  - **More dynamic society:** development of ICT
  - **Focus on Transparency and Quality Assurance**
  - **Focus on the relevance of HE programmes**
  - **Need to prepare students better for their role in society**
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# Major Trends in Higher Education



## Key developments that have changed the Higher Education sector throughout the World:

- **Obvious need for reliable instruments for:**
  - Reforming HE degree programmes
  - **Recognition of Studies** in national and international perspective (Meta-Profiles for disciplines, **Qualifications Frameworks**)
  - Measuring Learning Time and Level (Credits and Learning Outcomes)
  - Comparing **Learning (Qualifications Frameworks)**
  - **Quality Enhancement and Assurance**

Learning Time (3cr)

3 hrs/week in-class  
+ 6-9 hrs/week outside  
9-12 hrs/week (x 15)



# Major Trends in Higher Education



## Challenges for Japanese Higher Education:

- Aging population
  - Diminishing number of students
  - **Closed educational system**
  - Limited international outlook and staff and student mobility
  - Difficulties attracting international students due to language barrier and **attitude**
  - Staff centred educational system: **Focus on knowledge acquisition and knowledge transfer**
  - **Limited preparation for Employability and Citizenship**
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# Major Trends in Higher Education



**These Trends have been translated into a set of Aims and Objectives which require a Change of Paradigm:**

- **Make Higher Education (highly) competitive at world level**
- **Make students better employable at (inter)national level**
- **Raise awareness about the importance of citizenship**
- **Leave space for personal development**
- **Enhance structures for mobility and recognition**
- **Stimulate structured International and National cooperation in higher education by developing transnational integrated programmes**
- **Introduce and accept (cycle) level descriptors as a basis for Degree Programmes and Qualifications Frameworks**

**Transform HE from Staff Oriented to Student Centred in structure and approach**

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# Major Trends in Higher Education



To modernize Higher Education, we distinguish the roles of:

- Governments (systems)
- International initiatives (facilitating structures)
- Higher Education Institutions (structures)
- **Networks of Academics** (content)  
as agents for change





## 2. Inter-institutional and cross regional collaboration



The global **TUNING Initiative** - by and for Higher Education Institutions – to reform higher education programs throughout the world.

**TUNING MOTTO:**  
Tuning of educational structures and programmes on the basis of diversity and autonomy

Tuning received and receives financial and strong moral support from the European Commission





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## Tuning is based on:

- National and International Cooperation of Higher Education Institutions and its academics
  - Bottom-up approach
  - International referencing of levels and approaches:
    - Development and use of international conceptual frameworks / meta-profiles at disciplinary and sectoral level (reference points / standards)
    - Development and use of methodology for reforming and enhancing degree programs
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## Tuning is a global process:

- Europe
- Latin-America
- Russia
- Africa
- Central Asian Republics
- United States
- Feasibility studies: Australia, Canada, China, Thailand



Tuning  
América Latina

### Meta-perfiles y perfiles

Una nueva aproximación  
para las titulaciones en  
América Latina

Pablo Benetton, Julia González  
y Robert Wagenaar (Editores)



Tuning  
Educational Structures  
USA



# Why Tuning?



Developed by and for **academics** and **students**

## OFFERS:

- A transparent way to (re-)design degree programs based on the concept of **student centered learning**
- A **common language** understood by all stakeholders (employers, professionals and academics): **Outcomes approach**
- An approach recognizing **differentiation / diversity**
- An approach for **flexible and diverse degree programs in a Life Long Learning context**
- Shared **reference points (not standards) at sectorial and subject area level**: full involvement of academics
- Awareness about importance of **generic competences besides subject specific ones**
- **Methodology** for high standard degree programs in terms of process and outcomes

**TUNING is Academic Staff driven**



# TUNING METHODOLOGY in Translation



The image displays a collection of book covers for 'Tuning Educational Structures in Europe'. The covers are arranged in a grid-like fashion, overlapping each other. The languages shown include Russian, Georgian, Polish, Lithuanian, English, Italian, German, and French. The Japanese cover is highlighted with a white border.

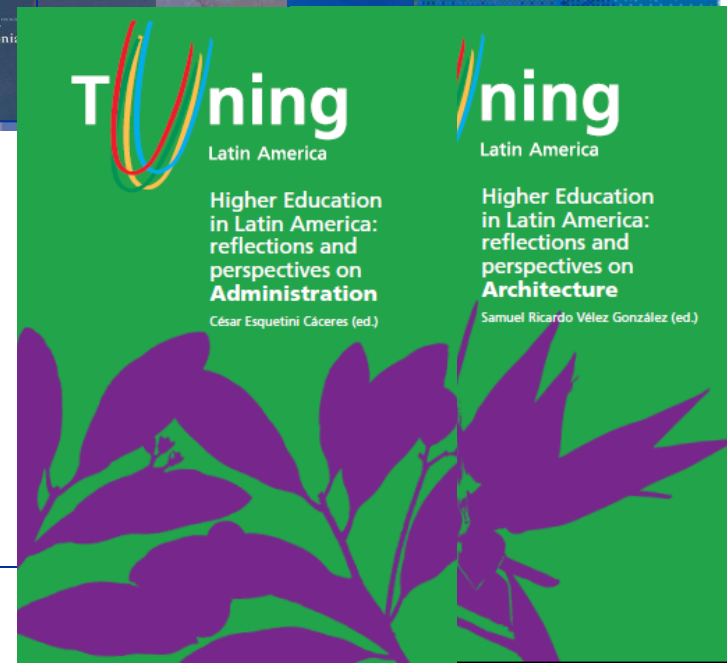
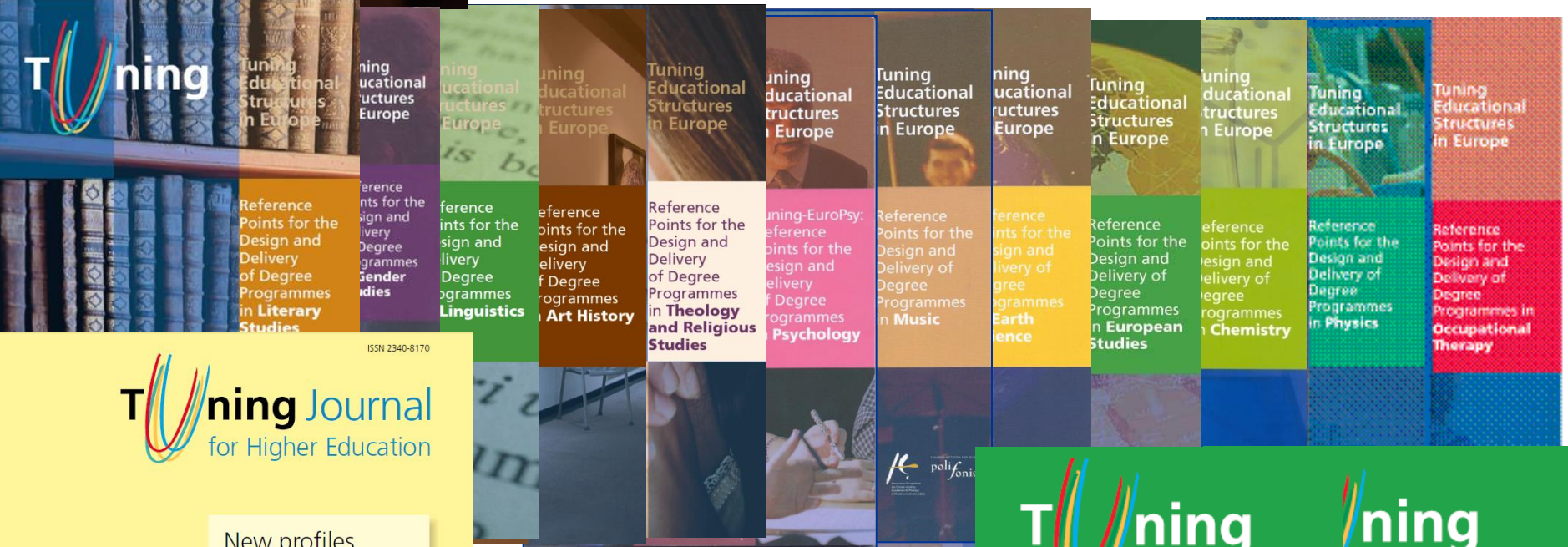
**Highlighted Japanese Cover:**  
 欧州教育制度のチューニング  
 ボローニャプロセスへの大学の貢献  
 ジュリア・ゴンザレス/ロバート・ワグナー [編著]  
 深堀 穂子/竹中 亨 [訳]  
 learning outcomes  
 competence  
 Socrates - Tempus  
 Tuning Educational Structures in Europe  
 Universities' contribution to the Bologna Process: An Introduction  
 Julia González and Robert Wagenaar  
 明石書店

**Other Visible Covers:**  
 - Russian: Настройка образовательных структур в Европе  
 - Georgian: განმანათლებლო სტრუქტურების რეგულირებასთან დაკავშირებული  
 - Polish: Harmonizacja struktur kształcenia w Europie  
 - Lithuanian: Europos švietimo struktūrų suderinimas  
 - English: Tuning Educational Structures in Europe  
 - Italian: Il contributo delle Università al Processo di Bologna  
 - German: Der Beitrag der Hochschulen zum Bologna-Prozess  
 - French: Contribution des Universités au Processus de Bologne  
 - Polish: Wkład uczelni w Proces Boloński  
 - Lithuanian: Universitetų indėlis į Bolonijos procesą  
 - Polish: Wprowadzenie do projektu  
 - Lithuanian: Įvadas  
 - Italian: Introduzione  
 - German: Eine Einführung  
 - French: Une introduction





# Tuning Subject Area Meta-Profile publications ...





# Why Tuning?



## **TUNING: What is in it for Society?**

**Universities which contribute effectively to the welfare of society by offering:**

- **High quality, cost-effective state-of-the-art degree programmes**
- **Highly employable graduates (current knowledge skills and wider competences)**
- **Graduates well aware of the social needs of society**
- **Full involvement in social and economic local, regional and (inter)national debates (no ivory tower)**



# Why Tuning?



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## What is required?

**Degree programmes which are up-to-date, relevant and based on competence development and Learning Outcomes**

## How do we know?

**Outcomes Tuning consultation process among stakeholders**

**Open discussions with main stakeholders**

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# TUNING Model: Profiles, Competences and Learning Outcomes

**Tuning approach** based on 6 consistent features for degree programs:

- an identifiable and consistent methodology
- a well-defined methodology
- **correctly identified stakeholders** and **subject matter**
- the methodology is **transparent**
- applied to **quality enhancement** (line 4)
- methodology for **quality enhancement** (line 5)

Large scale consultations among stakeholders (academics, employers, graduates and students) to identify most relevant competences and levels of achievement in degree programs



**TUNING focuses on:**

**<< fitness of purpose >>** (meets expectations)  
and

**<< fitness for purpose >>** (meets aims)



# Tuning Methodology



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## What is a competence according to Tuning?

### Tuning definition of competences

- Competences represent a dynamic combination of knowledge, understanding, skills and abilities.
- Fostering competences is the object of educational programmes.
- Competences are formed in various course units and assessed at different stages.

***[competences are obtained by the student]***

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## What is a learning outcome according to Tuning?

**Level** of competence is expressed in terms of Learning outcomes:

- Statements of what a learner is expected to know, understand and be able to demonstrate after completion of a period of learning.
- They can refer to a single course unit or module or else to a period of studies, for example, a first or a second cycle programme.
- Learning outcomes specify the requirements for award of credit.

*[learning outcomes are formulated by academic staff]*

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### 3. Tuning in Japan: Role of GLU 12

#### Action points:

- Raise awareness of changing educational paradigm in the world (from staff to student centeredness)
  - Develop coordinated internationalization strategy to inspire the Japanese Higher Education sector
  - Start and implement a Tuning project in 5 disciplines: organize consultation process with stakeholders
  - Develop meta-profiles for these disciplines
  - Start reforming process of selected disciplines (in coordinated way)
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HITOTSUBASHI  
UNIVERSITY



## 4. The role of the Mori Arinori Center for Higher Education and Global Mobility

- Develop research activities on the basis of the changing paradigm of learning to support the reform process
  - Set up an information and supporting mechanism for HE institutions, faculties, departments, individual academics and supporting staff regarding the reform process and development of internationalisation strategies
  - Set up a program for making academics and supporting staff acquainted with the Tuning approach: discussion fora, didactical / training programs
  - Support initiatives of GLU 12
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# Global Significance



Tuning methodology is of global significance: nearly 100 countries involved





**Thank you for your attention !**

