

**THE BOLOGNA PROCESS - DEVELOPMENT OF A NEW EUROPEAN  
UNIVERSITY AREA.  
THE "SHIFT FROM TEACHING TO LEARNING".<sup>1</sup>**

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**Introduction**

In the year 1999 science ministers from 29 European states met, in order to speak about an extensive reform of the European university area.

It was decided to make from absolute non-uniform education system of the different countries a European education area in which the study conditions are identical, which the scientific capacities use and which make studying flexible and international training possible.

In this article we would like to represent the old system by the example "Germany" and the reform process ("Bologna process"). To this process of the reform of the university area is added, could nearly say, a "paradigm change". The old training opinion, the learning input only too present change in to an active learning. "From teaching to learning" we would like to light up this "shift".

**The German university system in the change**

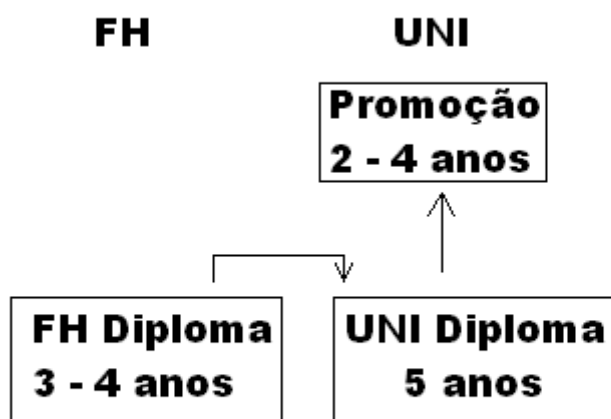
In Europe exists completely different and not compatible university systems. So a conclusion can make in a country, which does not have value in another country. In Germany exists even two types of universities which are not compatible.

There are the Universities (UNI) and the professional schools (FH). In the illustration the system illustrates itself:

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The priority of a diploma FH does not have the same value as a university diploma. After the diploma FH if a graduation is aimed, a classification must take place into the diploma course of studies of the university, complete these and then can be attained a doctorate.

It does not offered some academic subjects, at the universities, but at the FH. That means, in this subject cannot be make a doctorate. The student must look for each other subject to attain a doctorate in which it is probably badly classified.

Also the conditions for entrance for the two different diploma courses of studies are not identical. With the FH diploma course of studies is presupposed 12 year old education (specialized university-level graduation), with the University of 13 year old education (Abitur).

### **The reform - the Bologna process**

In 1999 met in Bologna, a city in Italy, 29 European Ministers for science. They agreed to create a European university area up to the year 2010. How there is also a European marketing area, which regulates the exchange of goods and work in the European Union countries, so should be a university area given as well, which makes a transition from a university possible to the other one, quite into another country and plans a uniform structure of university conclusions.

In a further conference in the year 2003, 40 European countries participated, which followed the Bologna process. The new, European study structure, took the anglo-saxon system to the model. Here there are two sequential study stages. If the first stage is completed the second can begun. There are two study cycles in the new European structure as well. The first leads to the first occupation-enabling conclusion and takes 3 - 4 years. This is the Bachelor, which qualifies the student for the European job market. The second stage can follow now - the master. This course of studies takes usually two years and leads to an occupation-qualifying conclusion.

The conditions to study for the master, is the successful conclusion of the Bachelor. After the master was successfully completed, then a doctorate can be aimed.

### **ECTS - European Credit transfer system**

In order to facilitate a larger student exchange at the European universities, the ECTS was introduced. This system assigns to the student "credits" (credit points) for the achievement in studying and the examinations. These "credits" can be carried forward then to other universities, in other countries, which are equivalently treated there.

So two problems are solved:

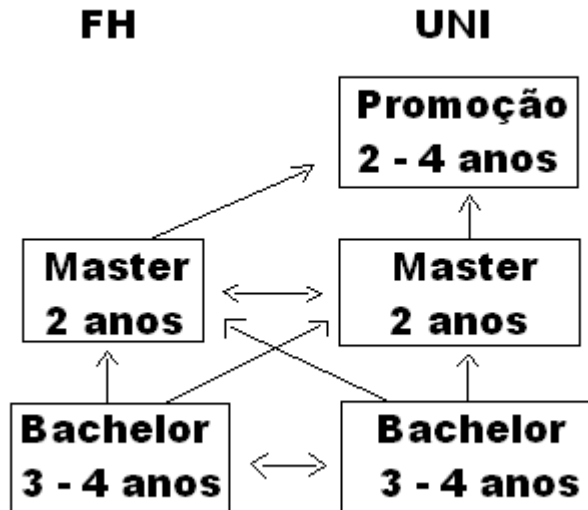
- A foreign study is possible without "losses".
- A uniform classification is possible.

### **Quality assurance**

In Germany so far the administrative specialists of the science Ministries decided on the extremely important aspect of the quality of a course of studies. In the Bologna - process was decided, to examined each course of studies in the future by an agency, which is occupied with technical experts. There will a group formed by specialists from the respective university, by the professor, student up to the clerk, who examine the course of studies for its quality. By the examined of the quality at the different universities a larger competition will begin, which therefore the quality and the basic conditions for a study improves.

### **The new study structure in Germany**

In Germany the new study system will then look, how in the following illustration is illustrated:



Professional schools and universities are now equivalent, it is now possible to change without problems, also in European countries. To be attained a doctorate is now possible with the equivalent conditions (masters). To be attained a doctorate is only at universities possible.

***The advantages of the new system:***

- A larger flexibility;
- An international compatibility;
- No classification problems in the change;
- Priority of the professional school is equated; e,
- Larger use of the scientific capacity.

***The disadvantages (?) of the new system:***

- Stronger competition between the universities; e,
- Intensified regulation by the study market can have influence on study offers.

**"The shift from teaching to learning"**

The Bologna process is surely an important reform, to a better working university landscape. But in this process is an deep-going change of the teach- and learning structure - from teaching to learning as well. It breaks with the input – control of the education system, to an output - orientation (learning - outcomes) system. This trend is to be observed world-wide and has not only a didactical dimension, but is variously to regard (e.g. socio-politically, economically, institutionally). The didactical dimension consists to think all teachings again. The past paradigm of the theory, just to present the knowledge at the university (see professor of lat. Profateri = knowledge announce), shift to teachings, which understand themselves as learn-promoting, active learning, and brings the student into the center place. It concerns an extension of the didactical actions, where knowledge is presented and instructed, learning situations and learning environment is arranged and consultation and support takes place.

**Characteristically of the "shift from teaching to learning" is this:**

- Studying centering i.e. the studying and their learning processes are located in the center;
- Change of the instruction role away of instruction, for arranging environment, situation and consultation;
- Adjustment of learning on results;
- Promotion of organized learning;
- Attention of all learning dimensions (motivational, socially etc.);
- Connection of learning strategies with knowledge acquisition.

The Netherlands author Blom (Blom 2000) confronted the lecturer-oriented learning process to the student-oriented learning process:

<b><u>Lecturer-oriented training practice</u></b>	<b><u>student-oriented training practice</u></b>
Lecturer in the center	Student in the center
Transmission of information by lecturer	Active acquisition of realizations by students
Learning way is generally, firm, standardizes	Different individual learning ways
Lecture for student	Student is self-controlling

Lecture describes the correct answer	Answer are given by students
Lecture leads the learning process	Lecture accompanies the learning process
Lecture as workshop	Mediathek and groups as workshop
Statically and constantly	Dynamic and variably
Lecture and student are opposite	Lecture and student co-operate
Study planning orients itself at the examinations	Study planning orients itself at the learning process
Student can participate irregularly	Social authority winns meaning
Lectures	Discussions
Test evaluations	Process control
Timetabel	Study plan

### **Academic staff development - change of the instruction role**

With the "shift from teaching to learning", becomes teaching and the now existing learning authority in no case functionless. It is the case, to think out this authority and added by a new one, on learning aligned authority. It does not have to be waited therefore for the new lecture, make the "shift" possible with new authority. Authority can be acquired. With many offers for instruction, training further and consulting offers, the learning processes of the instruction can be supported, extended and stabilized authority.

The university didactics changed not only by the political Bologna process, it is demanded to developed it self.

The politics are requested to create the basic conditions for these changes.

### **Conclusion**

The Bologna process breaks the old structures and supplements with new and is still changing the learning culture for an active learning process. An opportunity is given, which, if it is well used, creates a European university, which brings a European student out. This student will not just absorb knowledge and will bring it only blindly out, no - it will have to use the knowledge creatively to acquire the student goals to

achieve. A no longer purely consuming studying will be given, but one, which demands and promotes the student. The lecture is no longer just a "superior", from now on there must be a coalition with the student.

A process which much potential contained and which changes university landscape of Europe extensively - hopefully improves.

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