



Addressing Global Challenges in Higher Education in a comparable, compatible framework

«Tuning EU-China: towards Phase Two»

Universidade Nova,
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EU-China Higher Education Platform for Exchange and Cooperation



Tuning **EU-China**: a joint endeavour initiated by EU China High Level People –to- People Dialogue, 18 April 2012

Outline:

- 1) Agreed objectives*
- 2) Paradigm shift*
- 3) Outcomes of Phase One*
- 4) Aims of Phase Two*



1) Agreed objectives:

- strengthen **compatibility** of EU-China Higher Education, drawing on **Tuning approach**
- enhance **outcome-based** education
- establish common **quality criteria**
- develop tools for **mutual recognition**, overcoming obstacles to **mobility** (staff, students, graduates)
- develop **closer ties** between higher education policy makers in China and the EU



2) *Paradigm shift:*

Alignment of academic **standards** and **reference points**:

- Student-centred, **active learning**
- Tuning methodology for **enhancing quality**
- Integrating disciplinary knowledge, skills, and **generic competences**
- **learning outcomes** based

Approach: debate, reflection, **consultation** with **stakeholders** (academic staff, students, graduates and employers):

Which competences/skills are most important for employment, and for society?



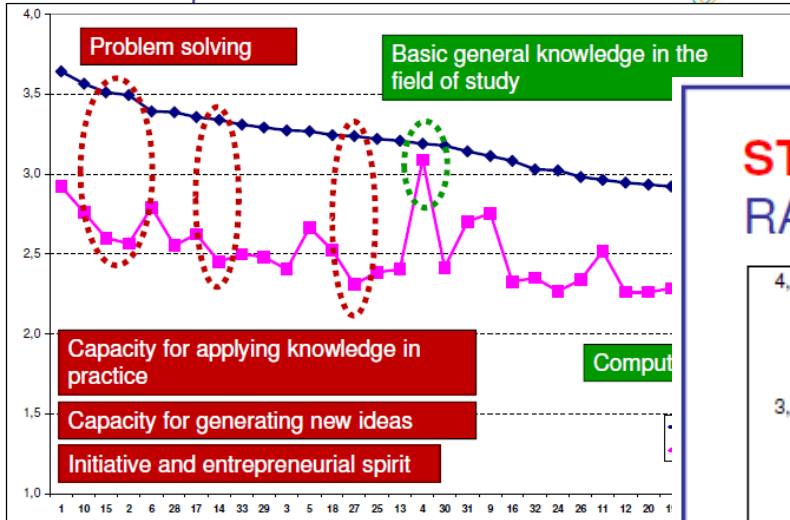
According to the results of the consultation:

Analyzing and synthesizing	Applying knowledge in practice	Entrepreneurial spirit
Leadership	Working in a team	Creativity
Learning abilities	Communication skills	Problem solving
	Critical thinking	

....but do we provide learning environments where these can be formed?

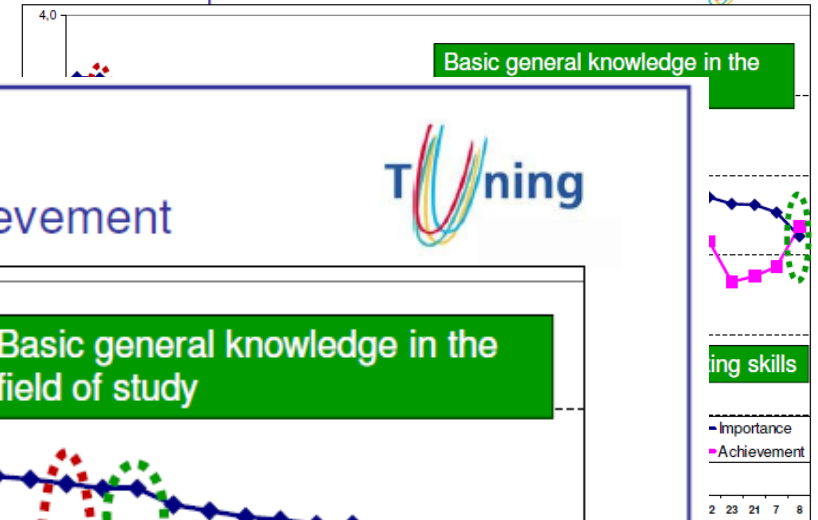
ACADEMICS

RATING – Importance vs. Achievement



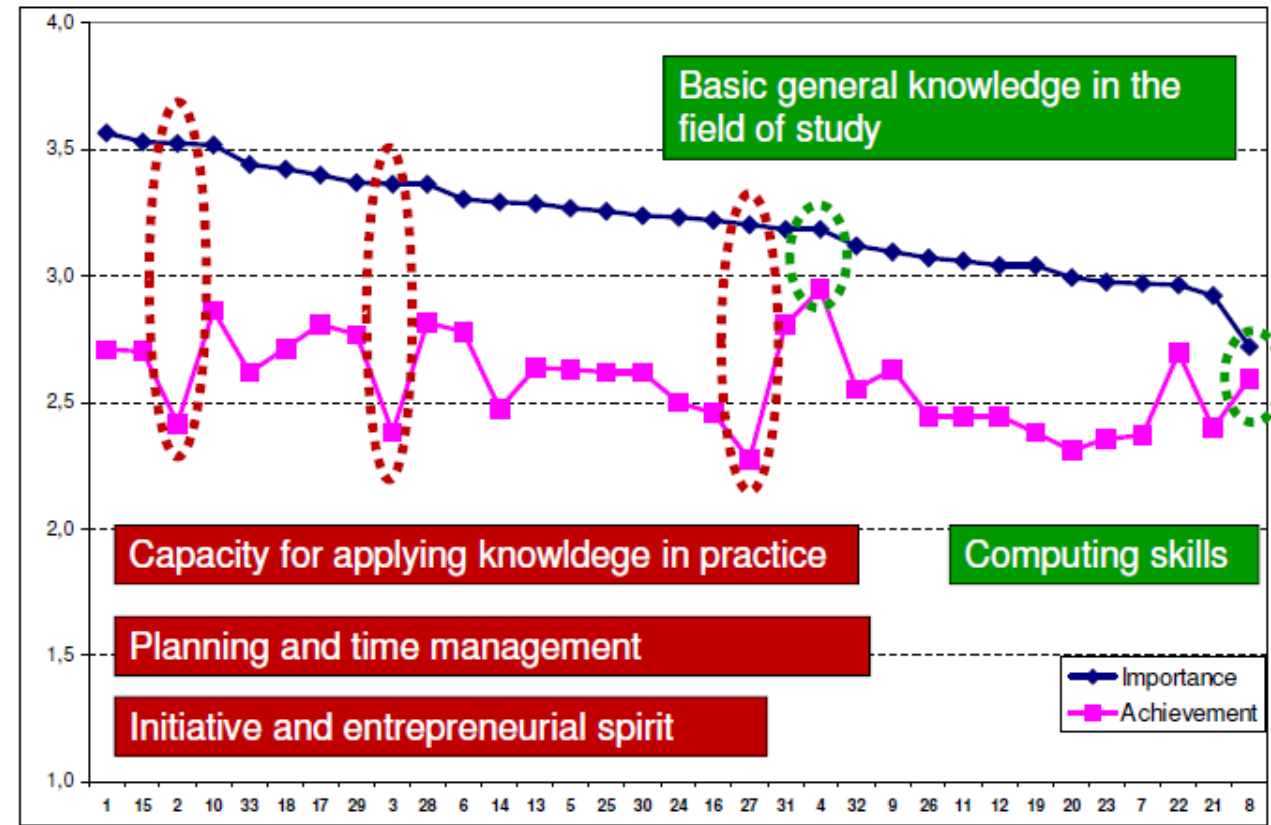
EMPLOYERS

RATING – Importance vs. Achievement



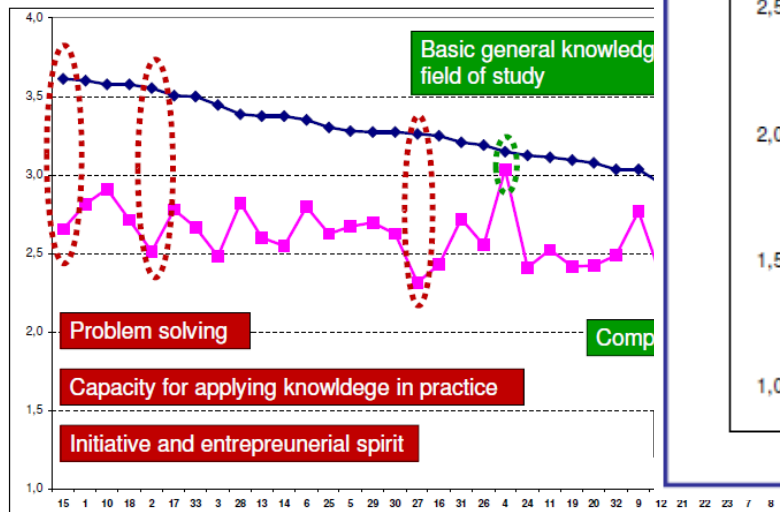
STUDENTS

RATING – Importance vs. Achievement



GRADUATES

RATING – Importance vs. Achievement

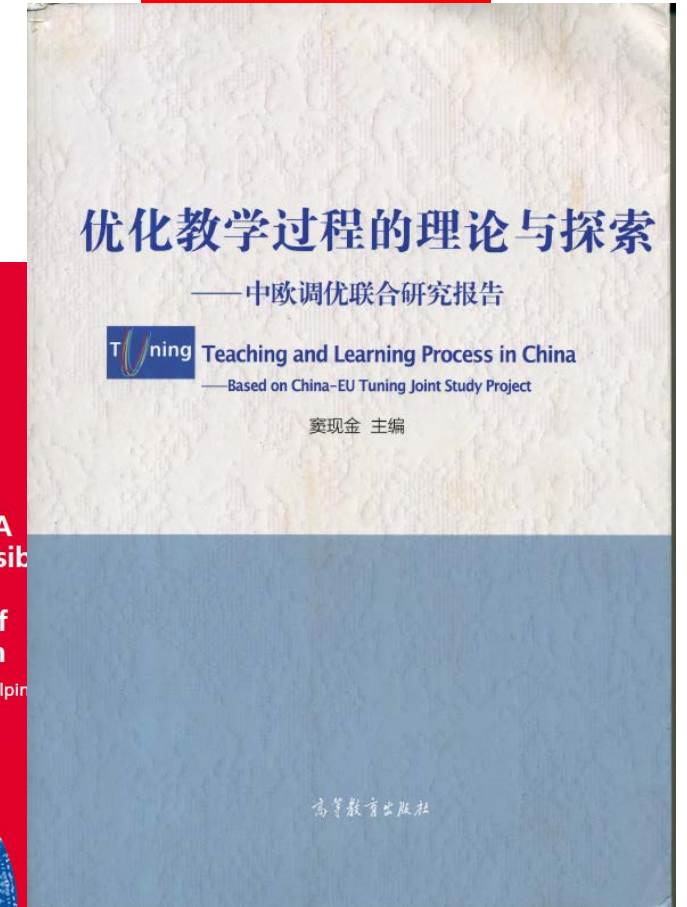
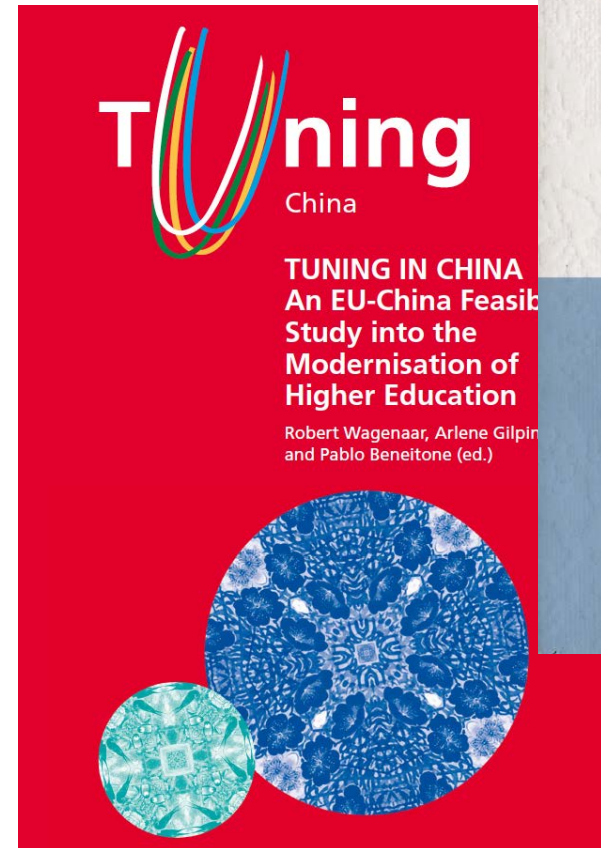




3) Outcomes of Phase One (1) Alignment of standards and reference points

Publications

Frameworks/benchmarks:
Business Administration
Civil Engineering
Comparative Education





3) Outcomes of Phase One (2)

The Consultation showed that:

Expectations are comparable in China and the EU (and in other world regions)

Generic competences are highly valued: the **same three** are most highly valued in Europe and China



3) Outcomes of Phase One (3):

Wider gap between *Importance* and *Achievement* of generic competences in China compared to Europe

Substantial **differences between the three subject areas** regarding *subject specific competences...* hence:

More sectors and disciplines need to be covered to obtain a better understanding of weaknesses and strengths



3) Outcomes of Phase One (4)

- The Tuning 'student-centred, competence-/learning outcomes based approach **complies with Chinese reform policy** for Higher Education
- The Tuning theories, methodology, and world-wide experience are **valuable as a reference** for the planned reform process (talent-training model) in China
- a **credit reference mechanism** would greatly facilitate the extension and deepening of cooperation between China, Europe and other world regions.



4) Phase Two

Two main aims:

1. Frameworks/Benchmarks for three more disciplines:

Information and Computing
Transport and Logistics
Nursing

2. a Chinese workload/learning outcomes based Credit Reference System (comparable and compatible with Tuning initiatives in Europe, Russia, Latin America, Africa and Central Asia).



4) Phase Two:

Timeline: 24 months

Coordinators: Xianjin Dou (MoE China)

Robert Wagenaar (Tuning, University of Groningen, NL)

Survey expert: Pablo Beneitone (Tuning, University of Deusto, Bilbao, ES)

Project Manager: Ingrid van der Meer (Tuning, University of Groningen)

Credit Reference expert: Ann Katherine Isaacs (University of Pisa, IT)



Phase 2: Subject Area Groups:

Nursing:

Chinese academic coordinator: Xiaoping Shen ((Shanghai Sipo Polytechnic School of Health Science & Nursing)

EU-expert: Marja Kaunonen (University of Tampere, FI)

Logistics and Transport:

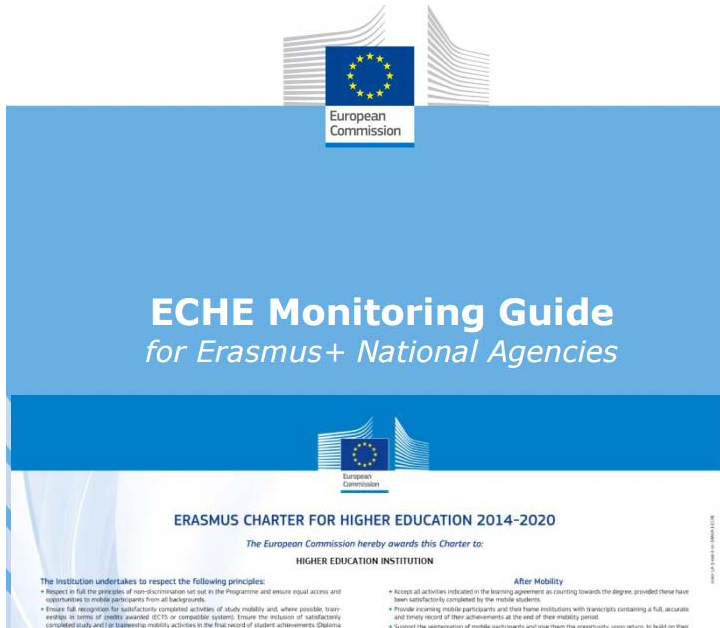
Chinese academic coordinator: Xiaohui Chen (Chongqing University)

EU-expert: Irina Dovbischuk (University of Bremen, DE)

Information and Computing:

Chinese academic coordinator: Zhihui Yang (North China University of Technology)

EU-expert: Reinhard Moeller (University of Wuppertal)



Key importance of **Recognition** for the European Higher Education Area and for other macro-regions

Decades of efforts to create the **premises and tools** for mobility, quality, recognition.....

...a shared language which allows **communication** and mutual understanding

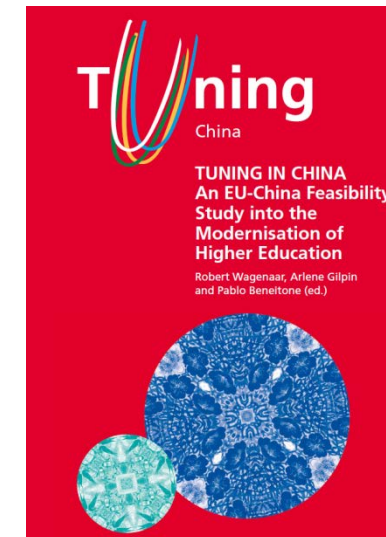
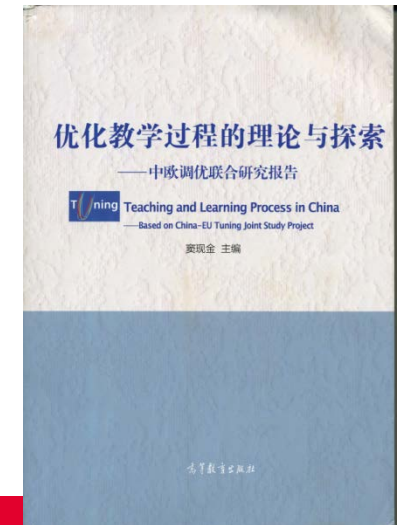


Tuning China website: <http://tuningchina.org>

Two publications downloadable:

International Tuning Academy: <http://tuningacademy.org>

Tuning methodology: <http://tuning.unideusto.org/tuningeu>





Thank you!

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