

Unil

UNIL | Université de Lausanne



UNICA Edulab : New developments in Teaching and Learning

Bologna : a Sisyphus' Process ?

Bologna : a Sisyphus' process ?

1. Presentation of UNIL and the Swiss Universities
2. My point of view on Bologna : regulations and organisations of the curricula.
3. The terminological and structural reform
4. The qualitative reform : learning outcomes, qualification framework, evaluations of the curricula
5. The reform of the BA : when a radical change of paradigm becomes possible
6. What remains to be done : a Sisyphus' evolution

I. University of Lausanne in numbers

- 14'400 students; 142'000 in Switzerland
- 15 Bachelors, 35 Masters, 27 PhD
- 7 Faculties : Law, criminal justice and public administration, Theology and history of religions, Humanities, Social and political sciences, Business and economics, Geosciences and Environment, Biology and medicine
- Implementation of Bologna from 2003
- 296 partner universities
- 187 nationalities on the campus
- A provisory solution until 2016 for Erasmus

The votation of February 9th 2014



II. My point of view on the Bologna process : the tightrope walker



III. The terminological and structural reform : terminology, modularity, ECTS, mobility

- Bologna brought a new terminology : let's practice Occam's Razor and the spiral method !
- How to add flexibility and creativity : the difference between directives and recommendations
- 75% of the students are very satisfied/satisfied with their Bologna curriculum (survey made by the students in 2009)
- Kill the rule : « one course = one exam » : the « integrative exams » are a work in progress
- Is it possible to go beyond the faculty cultures ?
- Swiss mobility and foreign mobility

The spiral method



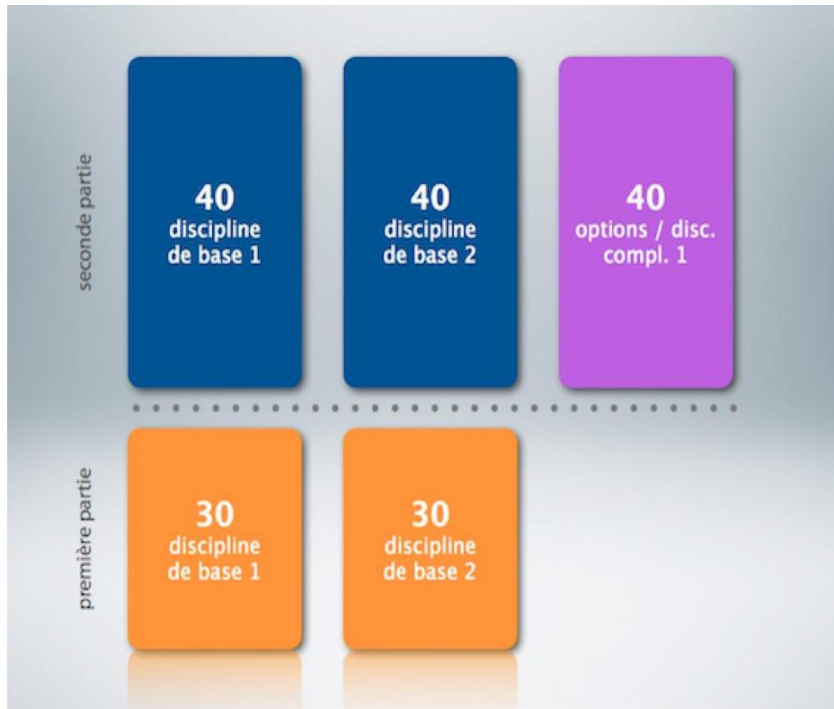
IV. The qualitative reform : learning outcomes, qualification framework, evaluations of the curricula

- In Switzerland, the national qualification framework was adopted in July 2011 only because it's a common framework for all the types of Universities (Universities of teacher education, Universities of applied sciences (Fachhochschulen), polytechnical schools and Universities).
- From 2010, the curricula are evaluated, in relationship with the evaluation of the Faculties. All the curricula will be evaluated in 2020.

The spiral method



V. The reform of the BA : when a radical change becomes possible



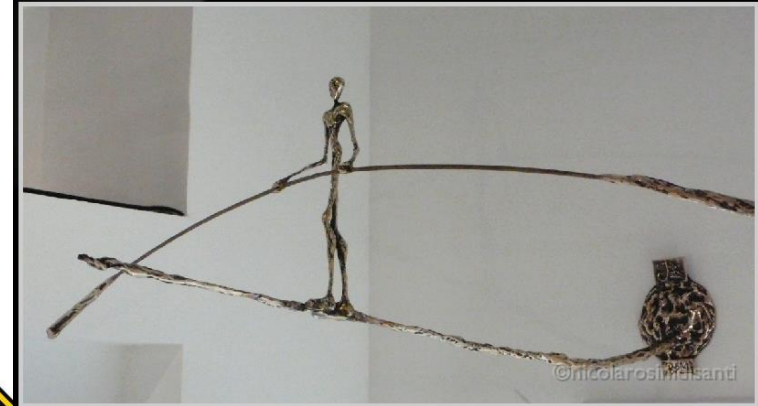
What made the reform possible ?

- The change of structure, became the opportunity to change the whole logic of the curriculum : LO, workload, evaluation system, success conditions & teaching methods, « integrative exams ». It was easier to change everything at the same time than to change only one element.
- The actors : the coordinator, the Center for teaching and learning, a large consultation : students, administrators, professors.
- The tools : dialogue + time for dialogue; forms, planification, feed back, online forum instead if meetings.

IV. What remains to be done : a Sisyphus' evolution

- **The student's point of view** : workload and flexibilisation of the curricula; need for more money/scholarship for the mobility
- **The Rectorate's point of view** : there are too many exams; passage from bachelor to master : ghost of the old structure (2+2), let's take the risk that our students go somewhere else for the Master
- **The national point of view** : implementation of the national qualification framework; the bachelor should be an autonomous degree; flexibilisation of the curricula, develop lifelong learning

Thank you for your attention !



Albert Camus saw Sisyphus as a happy man...

