

# Learning Outcomes as an Instrument of Mobility

A mid-term evaluation  
through the eyes of a student

26.11.2009

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2009  
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## Purpose

Assess the level of ease in which a student from a Bologna signatory country can find information on:

- **programmes offered by HEIs in other signatory countries**
- **comparability of that information to the information at the student's HEI**
- **Focus: learning outcomes**

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# Background



- Primary research
- Internet research
- 10 countries
- 93 HEIs
- Label-awarded universities or
- Highest-ranking universities
- Comparison with NQF or EQF for EHEA

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# Countries



## 3 main groups:

- Bologna signatory countries and EU members  
**Germany, UK & Ireland, Spain, France, Portugal, Poland, Czech Republic**
- Bologna signatory countries and non-EU members  
**Russia, Bosnia**
- Non-Bologna signatory countries  
**Australia**
- Exclusion: Russia and Bosnia (language barrier)  
**Australia**

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# Categories



- **Language**  
The language in which the information is provided
- **Cycles**  
The organization and categorization of programmes
- **International orientation**  
The existence of sections devoted to facilitating foreign students' needs
- **ECTS**  
The implementation of the ECTS and its transparency to students
- **Learning Outcomes**  
Their existence and compliance with the EQF for EHEA

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# General Results I



- Language:  
**Complete information in English: 27%**  
Worst Results: France, Russia and Bosnia  
Best Results: Czech Republic (90%)
- Cycles: 100%  
**All countries have enacted the cycles system**

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# General Results II



- International Sections: **88%**  
Worst: Czech Rep. (67%), Portugal (71%)  
Best: Germany, Spain, France (100%)
- Use of ECTS: **72%**  
Worst: UK (0%)  
Best: Poland (100%)

# Learning Outcomes



- Properly Mentioned: 15% (10)
- Not properly mentioned: 3%
- Under a different name: 32%
- Not mentioned and no alternative: 50%

\*\* Properly mentioned more often regarding courses than programmes

# Worst Implementation (LO)



- France:  
No mention or alternative: 63%
- Czech Rep.:  
No mention or alternative: 62.5%
- Poland  
Term not mentioned at all  
No alternative: 88%

# Bad Example



## Differential Geometry:

*Geometry and differential (integral) Calculus is used to study curves (cycloids, circular helix) and surfaces (ruled surfaces, surfaces of revolution). Frenet formulas for curves are presented, the osculating plane and osculating circle The course is devoted also to important curves on the surface (asymptotic curves, main curves and geodesic curves). Mean and Gauss curvature, the kartographic mappings are introduced.*

## Czech Republic

# Best Implementation (LO)



- Uk & Ireland:
  - Properly Mentioned: 40%
  - Under a different name: 20%
- Portugal:
  - Propely mentioned: 30%
  - Under a different name: 50%

# Good Example



- Learning Outcomes:
  - Active participation in this module should enable you to
  - define and describe the field of organisational behaviour;
  - identify skills and tools useful for analysing issues of concern to business and not-for-profit organisations;
  - apply management and OB knowledge to issues relevant to business organisations and practicing managers;
  - communicate your analyses, conclusions and recommendations in a professional manner; and
  - identify, critically analyse, assess, and deal with the managerial and organisational implications of OB issues at the individual, interpersonal/group, and organisational levels of analysis.

## Ireland

# Thank You

