


**Academics´
Workplace Learning
Transformations in
Academic Competence**



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Outline

- 1) Background
- 2) Concept
- 3) Preliminary results
- 4) Outlook/ Discussion

Pic 1: <http://www.dcsf.gov.uk/leadonbologna/uploads/documents/999-BolognaProcessST.pdf> dcsf.gov.uk - Bologna Process Stocktaking London 2007
Pic 3: <http://zerofrontiers.files.wordpress.com/2009/11/education.jpg>

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1. Background

Transformations: Bologna Process & Lisbon Strategy

What are the aims of the Bologna and Lisbon policies?

- European strategy in globalisation
- Foster mobility of knowledge and workforce in Europe
- European knowledge areas

International Level	Global level	Macrolevel
	European Knowledge Area Supranational Level EHEA / ERIA	
National Level	National politics system	Mesolevel
	National Higher Education System (Higher Education in countries)	
Institutional Level	Institution, university, disciplin	Microlevel
	Individuals (university employees, administration, teachers, students)	

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**1. Project Description
- Transformations of academic work**

Transformation: Knowledge Economy

- Bologna-Process – Educational framework for the EU
- Lisbon Strategy – Growth and Jobs

"make Europe the most competitive and the most dynamic knowledge-based economy in the world by 2010.,

e.g. General Agreement on Trade and Services (GATS)
– Higher Education and knowledge workers as tradeable goods & services

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**1. Project Description
- Transformations of academic work**

Universities in the knowledge economy
Universities as academic workplaces for knowledge-intensive work

- Teaching
- Research
- Administration

What transformations occur in academics´ workplaces?
Significant impact: Changes in academic work due to reforms

→ Need for additional knowledge and skills for academic teachers

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2. Project - Concept

Focus of project: Professional development of Academic Teachers

Assumptions: Transformations affect teachers work because of

- Curriculum development (administration, teaching)
- Competence and output orientation (teaching)
- Intensification of work (increased coordination, testing)

Goal: Development of a competence model meeting future requirements

3. Preliminary results

Delphi-Study: Assessment of competence changes and new affordances due to reforms

Delphi-Study: Expert Inquiry (N=31), 4 rounds
 current state: 4th round

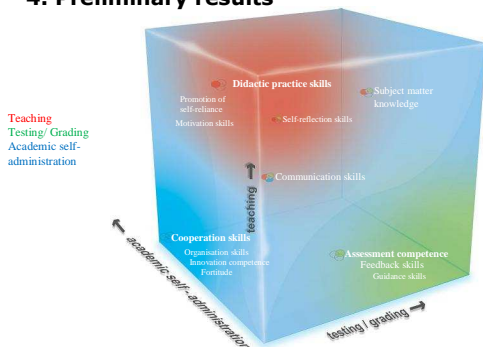
- Identification of general work fields of academic teachers
- Identification of 57 specific sub-competences
- Identification of central competence affordances as indicated by recent reforms
- Perception of the effects of the Bologna Process

4. Preliminary results

Central competence affordances

Teaching	Testing/ Grading	Academic self-administration
1. Didactic practice skills	1. Assessment competence	1. Cooperation skills
2. Subject matter knowledge	2. Feedback skills	2. Organisation skills
3. Promotion of self-reliance	3. Subject matter knowledge	3. Innovation competence
4. Self-reflection skills	4. Communication skills	4. Fortitude
5. Motivation skills	5. Guidance skills	5. Communication skills
6. Competence orientation	6. Goal orientation	6. Leadership
7. Communication skills	7. Competence orientation	7. Self-management skills

4. Preliminary results



5. Outlook/ Discussion

4th round:

- How can the 30 competences be described in practice situations?
- Which competences & skills have the most demand for training?

Discussion:

- Results should provide new goals for VET of academics
- Still open: Role of formal and informal learning processes

Thank you!
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