



Tuning in the world

New Degree
Profiles for
New Societies

21 November 2012

*Architect Chemist Pharmaceutical Radiologist
Ingenieur Lawyer Docteur Designer Professor Surgeon Scientista
Anthropologist Psychologist Dentist Journalist Ophthalmologist
Ingenieur Lawyer Docteur Designer Professor
Anthropologist Psychologist Dentist Journalist Ophthalmologist
Ingenieur Lawyer Docteur Designer Professor*

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Tuning USA the context, and the *EU-US* *Tuning Project.*

Prof Tim Birtwistle

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USA HE Systems:

- State not Federal
- Types of institution: public (flagship), private not for profit, private for profit, religious, gender, historically black, 2 year, 4 year, doctoral, etc. etc..
- Accreditation (regional, specialised etc.)
- Much educational development over time

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Tuning Europe

- 2nd Education Policy Forum (Brussels)
- Need for evidence based assessment/evaluation
- Ideal opportunity to use the 'mature' experiences of Tuning Europe with the developing experiences of Tuning USA

Tuning USA

- Need to evaluate
- Opportunity to establish a robust methodology at an early stage
- Ideal opportunity to link with the 'mature' experiences of Tuning Europe
- Establish benchmarks



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How to develop a robust methodology?

- Open dialogue to develop the proposal
- Formation of Teams with the requisite skills and experience
- Exchange of materials and ideas
- Agendas agreed
- Exchanges of ideas, clarification of aims, agreed objectives and timescale

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Possible Approaches

- Purpose (test or question)
- Evaluation methodologies:
 - Developmental
 - Formative
 - Summative
- Stages to be evaluated include:
 - Awareness
 - Implementation
 - Outcomes and Review

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Agree core activities (regardless of geographic area or specific model)

For whom is the information useful?

- Institutional (researchers, senate, department chairs, faculty, students, alumni)
- Business & industry
- State, states, ministeries.

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What areas need to be addressed?

- Starting out – decisions to “*Tune*”.
- Impetus for action (drivers).
- Collaboration (with whom for what?).
- Development of Student Learning Outcomes.
- Awareness.
- Assessment of Student Learning Outcomes



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- Iterative Process & Reflection.
- Outcomes:
 - Institutional benefits
 - Department benefits
 - Course descriptions, materials, curricula, syllabi, pedagogy, assessments
 - Benefits to students
 - Job descriptions and hiring decisions
 - Communications, websites and other materials.



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Where now and what next:

- 3 Survey instruments drafted, reviewed and re-drafted
- Small pilot testing of the instruments followed by re-drafting
- Establishing protocols for use, pilot test 2, evaluate, re-draft
- Move to scale
- Analysis