

General presentation of the Tuning Methodology

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Outline of Presentation

- 1. What is Tuning?***
- 2. How does it work?***
- 3. Which is the heart of Tuning?***
- 4. Which are the phases in the Tuning process?***
- 5. What does Tuning offer?***
- 6. What does it require?***
- 7. Conclusions***

1. *What is Tuning?*

- *A **project** for/ by the universities.*
- *A **meeting point** to reflect on HE with periods of action-research.*
- *A **process** of learning together.*
- *A **set of principles**: ownership, respect for diversity, closeness to needs, efficiency, action by reference points.*

1. *What is Tuning?*

- *A **methodology**, an approach to design and deliver HE Degree programmes.*
- *An articulated system of **communities of learning**.*
- *A **tool**, an instrument to be used.*
- *A **commitment** to transform Higher Education*

2. How does it work?

- *It is a bottom up approach.*
- *At subject level. Area groups learning*
- *It is based on mutual trust and confidence.*
- *Philosophy of doing together*
- *Totally respectful of autonomy (institution/ country/ region).*

2. How does it work?

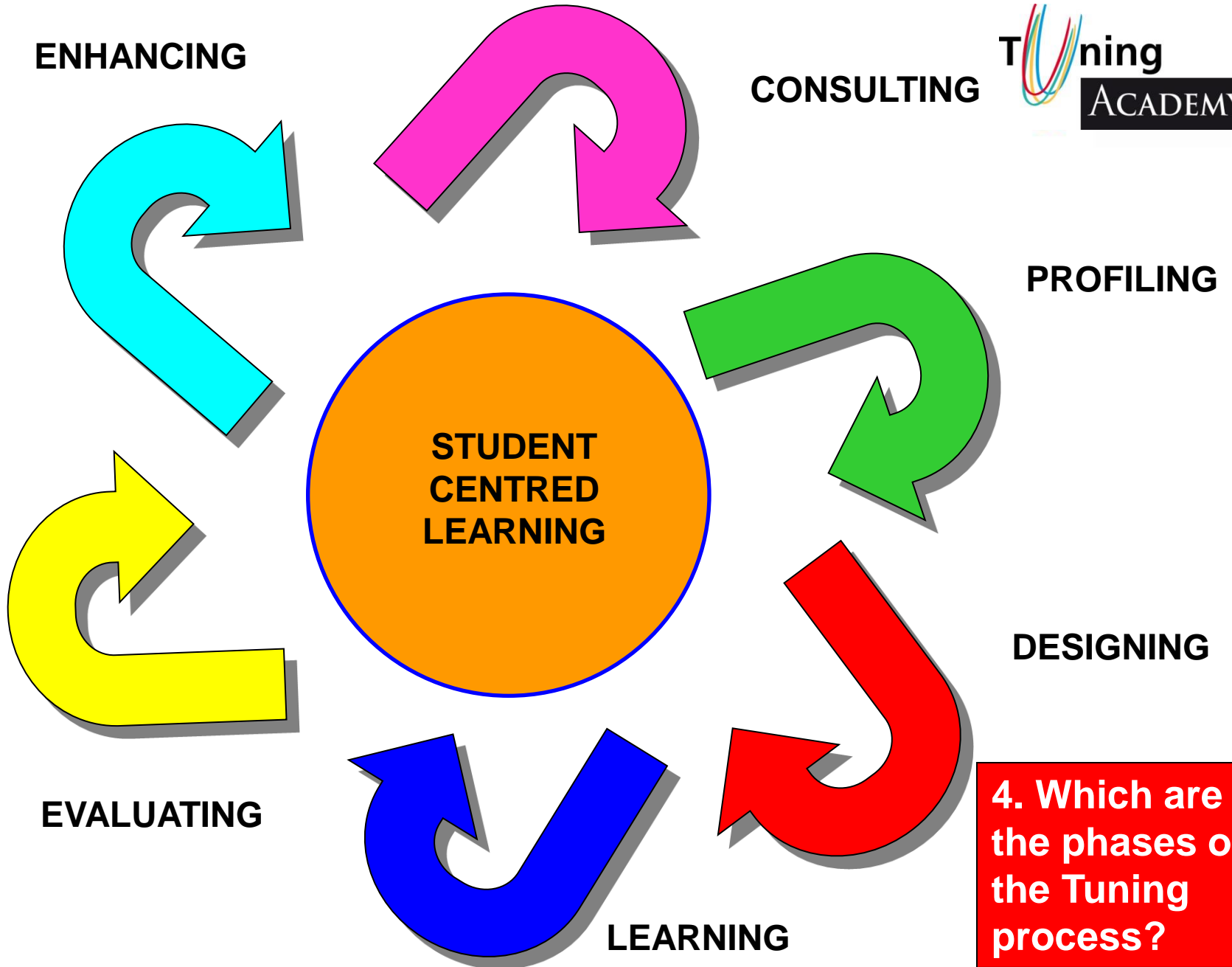
- **Sharing** knowledge and active listening. Beyond the words.
- Organized system according to **regional needs** with aims, objectives to reach at every step.
- Interconnected communities of practice who **adapt** the instruments and share the results.

3. Which is the heart of Tuning?

- *Three main drivers:*
 - **Recognition** – standards, reference points
 - **Quality** – transparency, benchmarking
 - **Relevance** - answer to social needs: citizenship/ employability

3. Which is the heart of Tuning?

- ***Three main corner stones***
 - ***Student-centred***
 - ***Competenced based***
 - ***Academic empowerment***



4. Which are the phases of the Tuning process?

5. *What does Tuning provides?*



- *A common language to understand and compare.*
- *An articulated set of tools, jointly developed by academics.*
- *A platform for discussing and learning about HE.*
- *Participation into the building of global reference points.*

5. *What does Tuning provides?*



- *A **system** of developing degrees shared by many actors.*
- *Posibility of **networking**, events and publications.*
- ***Capacity building** for people and institutions*
- *Entrance into a **communities of learners**.*
- *Shared ways of **enhancing quality**.*

6. *What does it require?*

- ***Commitment by the Institution and the person.***
- ***Participation in the meetings.***
- ***And working in between to progress the tasks.***
- ***Time, not a huge amount but enough to contribute.***

6. *What does it require?*

- *Being able to **share** and to **listen**.*
- *Be prepare to **take part** in a joint building process*
- ***Being committed** to the students and the future*
- ***Take action** to enhance Higher Education in my University, in my country, in Africa and beyond*

7. *Some Data*

103 countries involved

45 subject areas

29 thematic networks

+ 1000 institutions

**139 publicaciones
In 14 languages**



8. Conclusions

- *Tuning is built on **every person** who takes part and shares ideas and initiatives.*
- *It is built on each **academic and profesional group**, on the people from the different regions who take different aspects and develop them according to their needs.*

8. Conclusions

- *It is very **global** because it relates to international standards and reference points and tries to develop them with many regions of the world.*
- *It is very **local** because in every context it takes a different shape and outcome in accordance to the choices made by the people of the region.*

8. Conclusions

- *It is driven by **passion** for Higher Education, for learning and for a better world*
- *It is nourished by **creativity** and by the **commitment** to make it true with other colleagues..... from many countries, starting at home*