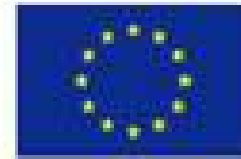




**Tuning India**

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**Resources for  
Internationalisation of  
Higher Education  
Institutions in India**

# “Internationalisation of Curriculum: Challenges and Achievements” Reflection by Julia M González

## Process one-a challenge and an achievement of mobility

- Learning about european curriculum *first Erasmus mobility* by students and Erasmus coordinators
- Higher levels of learning brought about by *experience, transnational meetings*, visits and staff mobility
- *Socrates Project* an *Institutional Instrument* Internalisation of curriculum as a part of Institutional mision
- Deeper knowledge and understanding as mobility penetrated further and *recognition was more required*
- *Bologna process* – attaining ministerial european commitment

# “Internationalisation of Curriculum: Challenges and Achievements” Reflection

## Process two-A challenge and an achievement of the ECTS Programme

- Reflecting about EU curriculum *to measure time in programme units* by ECTS groups-Faculty and Institutional
- ECTS extensión –and *Institutional decisions* and positioning
- *ECTS extensión* in 3 dimensions: Institutional/ national and at the level of *internationalisation of curriculum*
- ECTS the need to *measure time* spent in units-need to understand curriculum
- ECTS and the impact of *learning outcomes* –European impact-made *linked to Tuning*
- *Bologna Process* –Identification of ECTS as corner stone for the building intended

# “Internationalisation of Curriculum: Challenges and Achievements” Reflection

## Process three: The challenge and the achievement of joint curriculum

- Sharing European curriculum in *Curriculum development projects* by Faculty members
- Socrates Project an *Institutional presentation* of joint transnational curriculum projects
- *Joint programmes* –The search for real sharing of international design and implementation of approved joint **programmes**
- The long road to the design and delivery of Erasmus Mundus Masters-*Joint Degrees Programmes*
- The *impact of Tuning* in preparation of Joint Degree degrees

# “Internationalisation of Curriculum: Challenges and Achievements” Reflection

## Process four: The challenge and the achievement of networking

- Deepening into European curriculum as a *reflection on topics and subjects* by Faculty members in the *Thematic networks*
- Development of *joint knowlegde* and understanding of the *subject areas themselves*
- Development of *joint projects*, often related to curriculum. Broadening in the understanding from within in the field of knowledge
- *The impact of Tuning on Thematic Networks* with the specific requirement that they should all followed Tuning in different formats and ways.

# “Internationalisation of Curriculum: Challenges and Achievements” Reflection

## Process five: The challenge and the achievement of Tuning-The context

- ***Bologna Process***: culmination of a process of internationalisation and commitment by the Ministries of Education of an extended number of countries
- Different answers to Bologna: ***Ed. Ministries***- commitment and implementation, providing favorable contexts
- The search for indicators: ***Quality Agencies***-Dublin Descriptors- and ***LLL Framework*** by EU-indicators
- The ***European Association of Universities***. Possibility of dissemination
- ***Tuning the answer of the universities***, a combination of all the instruments and an answer to building easily readable, transferable degree programmes -an answer to many demands of curriculum internationalisation

# “Internationalisation of Curriculum: Challenges and Achievements” Reflection

## Process five: The challenge and the achievement of Tuning (2)

- ***Understanding of:*** common, diverse and dynamic in International curriculum joint building
- ***Focalise on competence approach-*** appearing in a few countries and beginning to develop in some thematic networks also related to different approaches in competence identification, teaching, learning and assessment
- ***Adoption and confluence with learner-centred learning*** Initially being developed in the ECTS groups
- ***Interaction with Quality agencies*** for indicators that connected with LLL Frames were appearing

# “Internationalisation of Curriculum: Challenges and Achievements” Reflection

## Process five: The challenge and the achievement of Tuning (3)

- **Timing** -Bologna Declaration 19 of June 1999- First presentation of Tuning to the EU Commission September 1999-
- **Objective**-Adoption of a **system of easily readable and comparable degrees**, in order to promote European citizens employability and the international competitiveness of the European higher education system
- **Actors**-Networks of Universities lead by Groningen and Deusto with Thematic networks incorporating progressively covering different regions and institutions through faculty
- **Progressive Tuning Projects in Europe**- Transnational work reaching an approach to the system of easily readable and comparable degrees.



# “Internationalisation of Curriculum: Challenges and Achievements” Reflection

## Process five: The challenge and the achievement of Tuning (4)

- ***A new system of cooperation at international level***- Sharing EU university way of discovering the route to internationalisation of the curriculum at degree level
- ***The search for international indicators*** and the importance of building together
- ***Extension to Bologna countries*** through Quality Agencies that adopted and adapted the system
- ***Extension by Tuning Projects*** in very different formats: Latin America, central Asian Republics, Africa, South East Asia-regions or at country level: Russia, USA, Georgia, Japan, China, Canada, Australia...**India**

*Thanks for listening  
and  
Thanks for making it possible*