Lumina and Tuning meets the DQP

Tim Birtwistle
Faculty led, students, employers and alumni involved

Tuning USA is a five step process comprised of:
• defining the discipline core;
• mapping employability;
• surveying stakeholders;
• honing core competencies and learning outcomes;
• drafting degree profiles.
Remembering: can the student recall or remember the information? define, duplicate, list, memorize, recall, repeat, reproduce, state.

Understanding: can the student explain ideas or concepts? classify, describe, discuss, explain, identify, locate, recognize, select, translate, paraphrase

Applying: can the student use the information in a new way? choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.

Analyzing: can the student distinguish between the different parts? appraise, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.

Evaluating: can the student justify a stand or decision? appraise, argue, defend, judge, select, support, value, evaluate.

Creating: can the student create new product or point of view? assemble, construct, create, design, develop, formulate, write.

From http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm
Images from http://www.learningandteaching.info/learning/bloomtax.htm

Evaluation Objective: To develop an evaluation model that documents progress achieved at each Tuning site and across all sites and that provides actionable feedback to a variety of stakeholders (implementation teams, consultants and funders)

Tuning Logic Model

General Program Theory: Transparent learning outcomes and attainment criteria increase student access, educational quality, degree production and productivity

DRAFT
What do learners need? Skills!

Changing occupational structure 1990 - 2020 (EU-27 + NO and CH)

Legislators, senior officials and managers
Professionals
Technicians and associate professionals
Clerks
Service workers; shop and market sales workers
Skilled agricultural and fishery workers
Craft and related trades workers
Plant; machine operators and assemblers
Elementary occupations

Source: Cedefop 2010

Changing demands for skills

Preparing future professionals and citizens with the right skills

- ‘21st century skills’
  Creativity and innovation, Critical thinking, Problem solving, Communication, Collaboration, Information fluency, Technological literacy

Changing skill demand with the advent of the knowledge economy

Economy-wide measures of routine and non-routine task input (US)

Levy and Murnane

Accelerating trend since 1990s

Routine manual
Nonroutine manual
Routine cognitive
Nonroutine analytic
Nonroutine interactive
Semiotics/Vocabulary

- Learning outcomes (LOs)
- Active LOs (not in a desk drawer)
- Ratchet up – it is ALL in the verbs
- Level descriptors/Levels
- ALT (not TLA or even LTA)
- Student centred learning (LOs/ALT)
- Frameworks (Russian Dolls +)
- Time – linear/volume – LLL – APL/APEL

So – from the ‘bottom up’ – design, delivery, assessment, evaluation, re-design >>>>>>
The Future is about LEARNING

- Students want to learn
- Quality is about learning
- Life long learning in a fast changing world is a must
- Skills and abilities will last and develop, jobs will change

~~~ know, understand and be able to do ~~~~~

Because the future is now.