



Bologna-Process and the effects on the integration of University students

IV International Workshop at the
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Theoretical background

- Relations developed inside university are fundamental elements to understand university student learning process.
- Classical research:
 - Pascarella & Terenzini - Astin
 - Tinto - Weidman
- Recent researches:
 - Brennan & Jary, 2005; Vermetten et al 2002; Villar & Albertín; 2010; Ethington, 2000; Smith and Bath, 2006.
- Students' relationship with institution leads to benefits for both.
- Social Network = social capital.



Signs of desengagement

- McInnis (2002)

- University of the Masses => new profile of student: feel less integrated in the institution in terms of expressive belonging and show an apparent lack of commitment.

- Lately Contributions:

1. HEIs are not at one => have specific characteristics, and these are changing depending on relations between their members.
2. Different student profile
3. To feel integrated, students must see that goals, views and norms are consistent with academic culture.



Research

- The research we are carrying out (r+d+i of the Ministry of Education) titled *Los estudiantes ante la nueva reforma universitaria* (Students coping new university reform), 2008-2011 period.
- We are analysing 10 Bachelors at 4 Spanish public universities in the metropolitan region of Barcelona.
- Analysis of the context: documental revision, interviews to staff (dens, degree coordinators...)
- We just have done 8 student interviews on each of the Bachelors (80 interviews in total).
- We are doing a questionnaire to hand out to students on November 2010.



Proposal of new model



Is a new model necessary?

- The theoretical framework is broad and some times confusing.
- Based on Tinto and Weidman's models, we maintain the separation between academic and social aspects.
- Our contribution involves taking into account the identification process and focusing the interest on the individual's reference group.
- It is necessary to separate cultural dimension from behavioural dimension.
- We mantain that identification is a suitable concept for the whole model.

GRET's Model

OPORTUNITIES

Institutional norms (types of diploma, course organization, students per class)

Institutional culture of bachelor

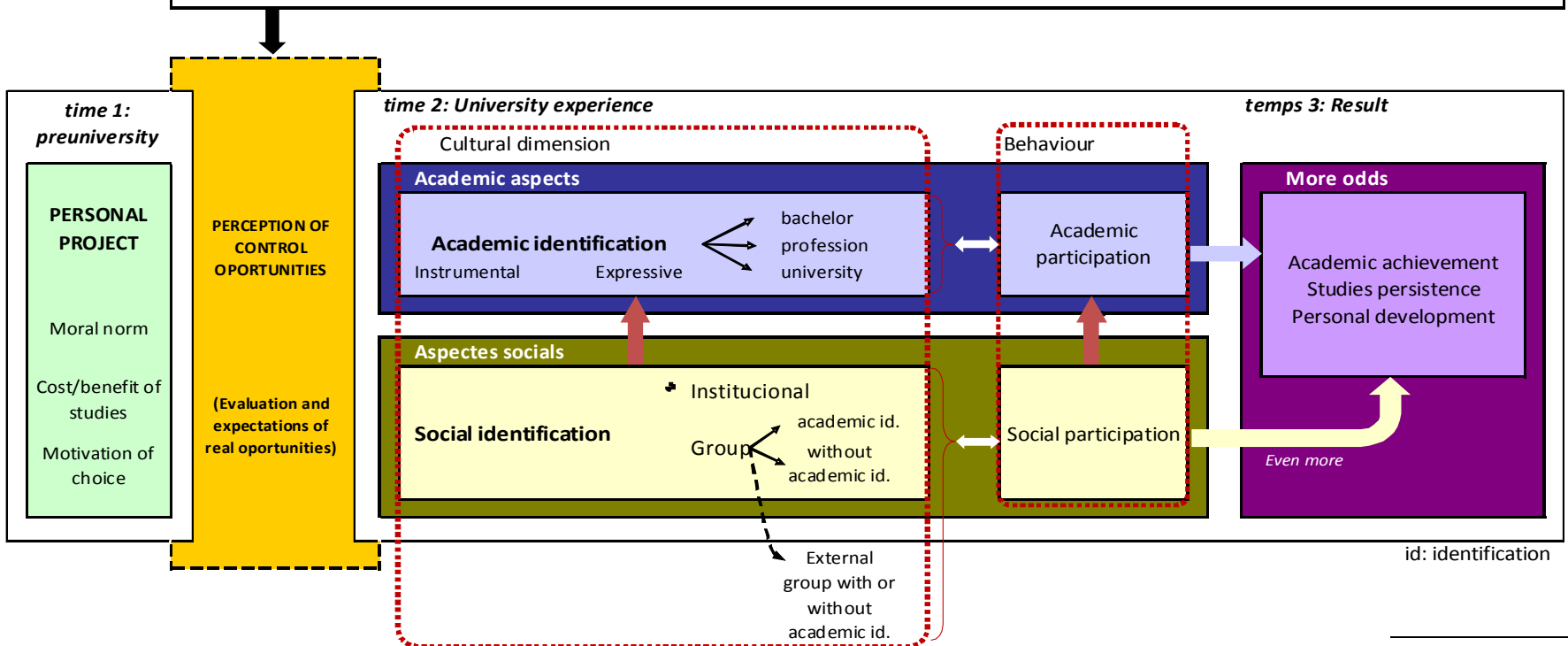
Quality of teaching (Workload, definition of objectives, pedagogy, coherent evaluation, empowerment of autonomy)

Qualitat de les instal·lacions (aules, biblioteques, TIC)

Student's competences (social origin, gender, previous experience)

Job oportunities

Time available for university (combining with employment)



id: identification



Time 1: preuniversity

- **Personal project**

motivation for choosing the course, evaluation of the costs/benefits of studying, moral norm (duty to make an effort, constancy in studies),

Perception of control opportunities

- Bologna Process changes in pedagogical methodology
 - ⇒ increase in students' attendance to lectures and on the time they devote to study. Students spend more hours on campus => they have more contact with their classmates.
 - ⇒ increase in workload.
 - To reduce it:
 - student chooses among all the assignment activities proposed by lecturers; those to be submitted are more important to pass the subject matters.
 - students make use of their contacts with classmates to pass on their class notes, to divide their reading of books.

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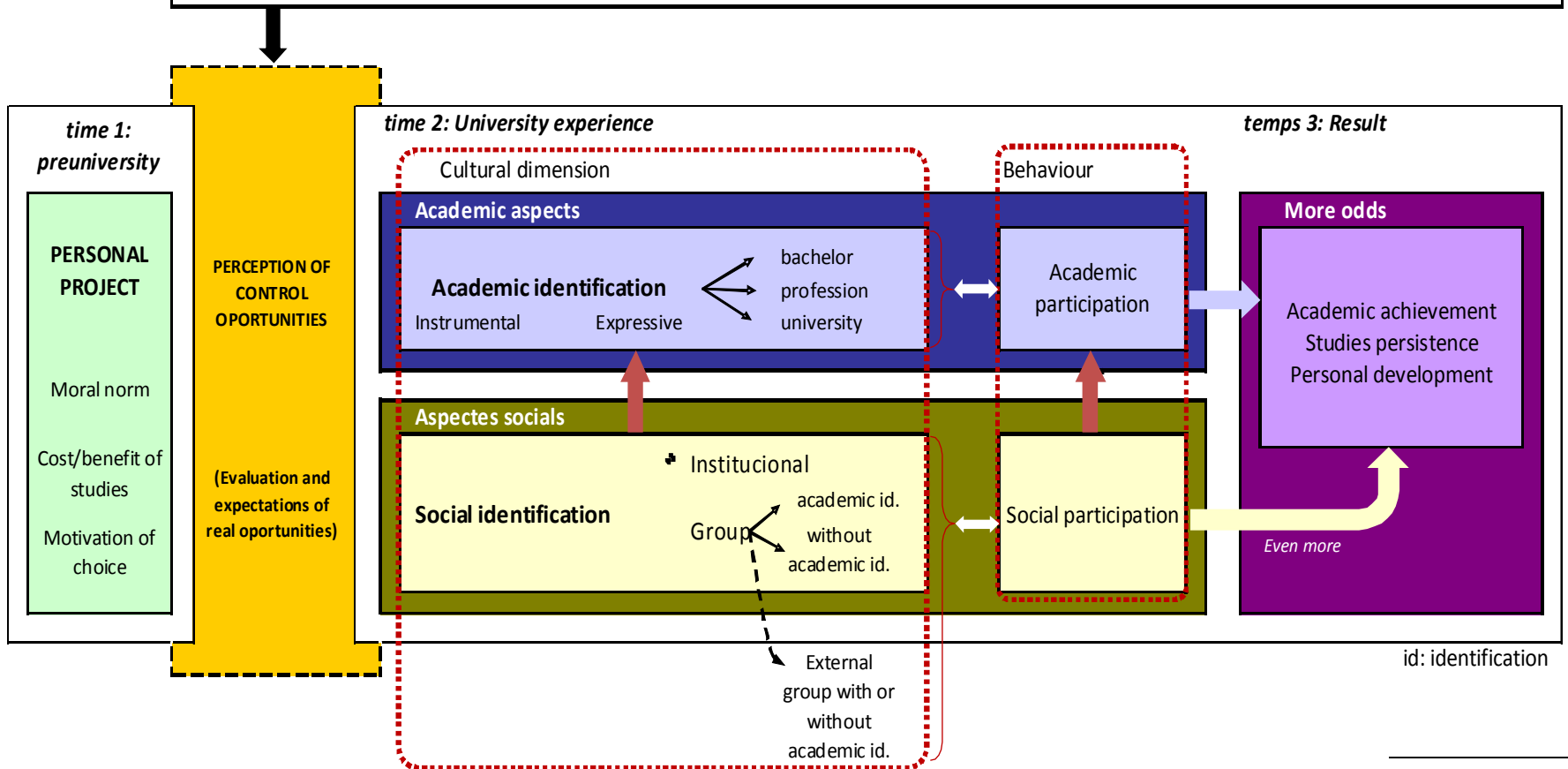
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Time 2: University experience

- Cultural dimension

- Academic identification

- Social identification

- Group with academic identification.

- Group without academic identification.

- External group.

- Behaviour

- Academic participation

- Social participation

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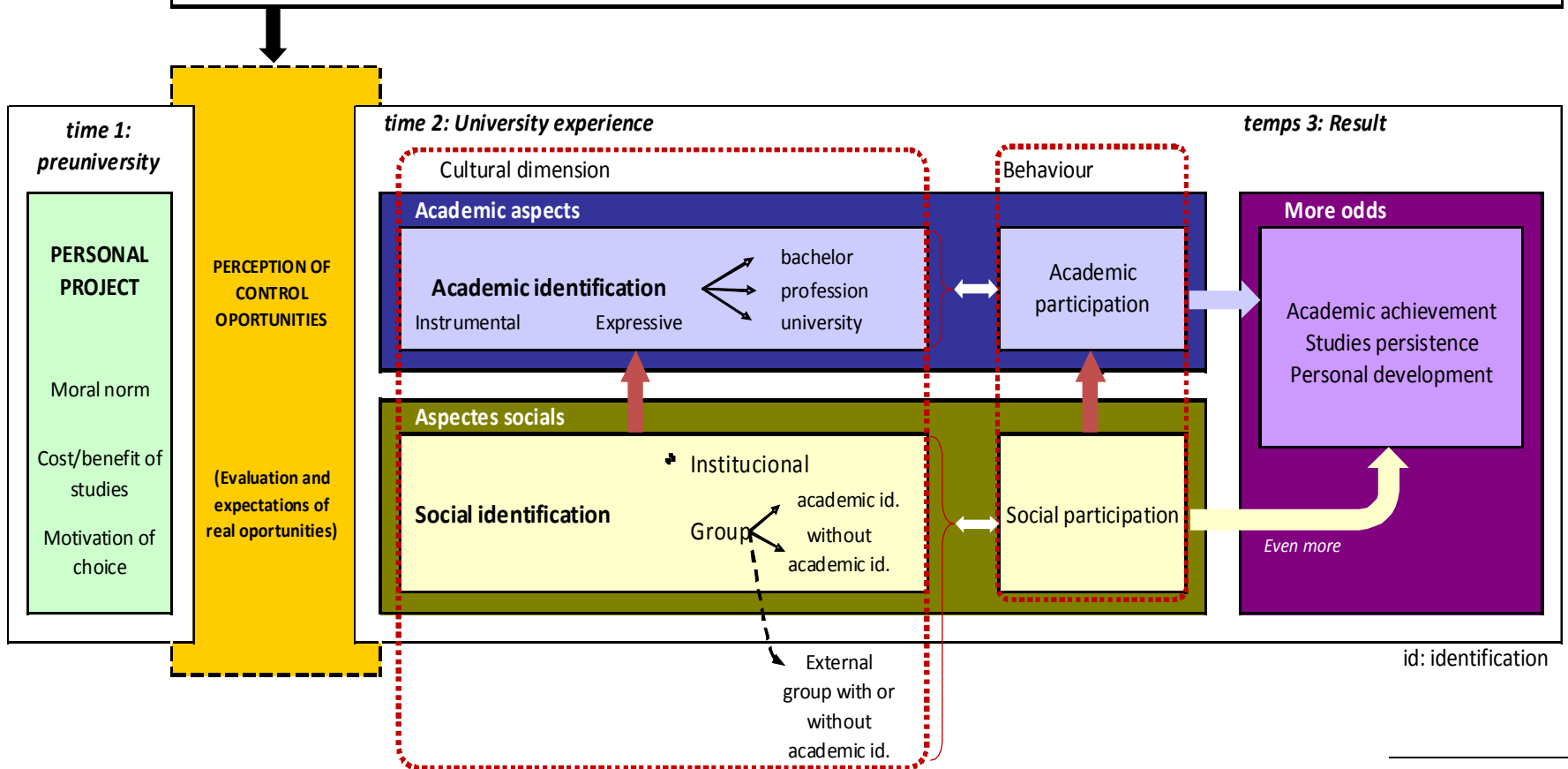
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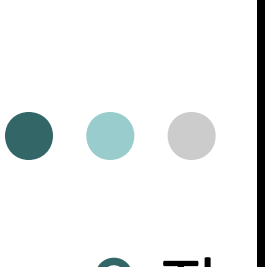
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Time 3: Result

- The direct relation between changes in pedagogical methods and learning achievement is not clear . But positive changes have been observed in identification of students in institution.
- The contacts help students to maintain their efforts in study => is good for their learning process (the attainment appears indirectly).
- There is need for a certain academic identification with the institution in order to achieve good academic results.
- The social identification is a step more than academic identification.



Conclusions

- Bologna Process => students spend more time at university.
- The increase in physical presence:
 - tends to increase the interactions between colleagues and lecturers.
 - seems to lead to more academic identification with the university.
- The increase in interactions => increase in social identification with the university (creation of reference peer group).
- The increase in social identification with a university reference peer group => positive effect on the students' academic identification.
- There is need for a certain academic identification with the institution in order to achieve good academic results.
- Social identification is a value added to academic id.
- Certain signs of the reengagement of students.



**Thanks for your
attention**