

Monika Schmidt, Tino Bargel (Ed.)

**Beyond Employability: Citizenship and
Responsibility in Higher Education**

VI. International Workshop November 2012

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VI. International Workshop November 2011

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Introduction to the Documentation of the International Workshop

Beyond Employability: Citizenship and Responsibility in Higher Education

University of Konstanz, Research Group on Higher Education, November 15th - 17th 2012

For a long time now the Research Group on Higher Education (AG Hochschulforschung) at the University of Konstanz is of the opinion that employability should not be the exclusive concept of study. On the contrary, it is a notion that is really misleading, because confining university education to the need of the job market is disadvantageous to students and thus to the whole society, and consequently, sooner or later, to the economy itself as well.

Since several years the surveys of the Research Group on Higher Education have registered a decrease of students' engagements in societal, in political and in social initiatives. What are the reasons for their receding interest in social affairs, in accepting social responsibility or in forming opinions about political questions, everything that is meant by civil engagement, or citizenship?

There is no question about the increasing burden for students in late years. This plus in stress strain is probably connected to the introduction of a shorter and more efficient time of study, more demands by a fixed study programme and a lot of exams. Additionally, students often are in need of a job during their time at university. Therefore, under these conditions, it seems to be obvious why students are no longer engaged in social or political projects, as they have done a few years previously. Much more important to them now is to get a degree within the standard period of study with a future job in view.

Nevertheless, democratic societies need people with social responsibility, with a feeling for and an understanding of the political and social system they live in. Thus it is a good thing that the topic of students' civic involvement is being picked up by a lot of initiatives within the fabric of higher education, policy makers and legal framework conditions. The engagement of students is to be included within different initiatives in a new context.

Thus the topic of citizenship has been a point of issue in the outcome document done for the meeting of the proper ministers of higher education in the 47 countries which are taking part in the Bologna process in Europe. In this final document, the Communiqué of Leuven 2009, it says in the preamble paragraph four "The aim is ... preparing students for life as active citizens in a democratic society" and further on in paragraph II.8: "All students and staff of higher education institutions should be equipped to respond to the changing demands of the fast evolving society." The implementation of this topic at the institutions of higher education and its implementation into the minds of the actors are still at the beginning and have to be given substance. Here, at this point, the International Workshop wants to make a contribution.

As in the years before the Research Group has gathered scientists, who are doing investigations on students, to exchange ideas in Konstanz. This international event took place for the sixth time, with 22 participants of ten countries taking part. The resulting network of European research groups meanwhile bears fruit: for example the German Student Survey and the questionnaire, developed by the AG Hochschulforschung, are being taken over by research institutions in other countries. The Laboratoire des Sciences de l'Éducation at Grenoble has been working with this instrument since ten years. Questions and modules of the survey are being used by other countries as the Ukraine and Lithuania. At the Université Hassan II in Casablanca the international questionnaire QUISS II, based on the Student Survey, is being used since 2010. Other research groups, participating in the workshop, use instruments which have similar questions as the German Survey.

What "citizenship" really means has been a question largely discussed during the workshop. The concept is still being defined differently, the examination here is under way and consists still of some unexplored areas. We are at the beginning – in some cases – of theoretical considerations and its translation into empirical studies. Nevertheless, the participants of the workshop mostly agreed that the cultural dimension of study should be given greater importance as it is currently the custom. With this target in view all important actors of the game have to work together: European Higher Education Area, universities, faculties and teachers. Last but not least the students themselves should change their point of view, and look upon their time at university not exclusively as a preparation for the job market, but as a time for personal development, orientating them to face the challenges of today's society.

We would like to thank all participants of the workshop in Konstanz for their engagement and their contributions. Unfortunately, it is not possible to present the discussions and the additional remarks here in print. As ever, especially this exchange of ideas has contributed decisively to the quality and the character of the workshop. We very much hope for further exciting projects done between the participants, and for a continuance of the international exchange on the grounds of FREREF's „Réseau Uni 21“.

A very special word of thanks goes to BMBF for the financial support of this workshop and of the international work done by the Research Group on Higher Education. Thus it was possible to invite scientists from all over Europe to come to the University of Konstanz in 2012 as well.

Monika Schmidt and Tino Bargel

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Prof. Dr. Ulrich Rüdiger, Rector of the University of Konstanz

Address of Welcome

Beyond Employability: Citizenship and Responsibility in Higher Education

Dear Ladies and Gentlemen,

I very much appreciate this opportunity today to welcome you to the University of Konstanz. The room, in which we are right now, offers the best views of the city, and it is also of particular importance for the development of our university. Important debates and forward-looking decisions are taking place right here since this is the meeting place of the Senate. In this sense, we can again offer a beautiful and worthy setting for our Sixth International Workshop.

The University of Konstanz is a young university. It was founded in 1966 and since then it unites cutting-edge research, interdisciplinarity, and internationality under one roof. Since 2007 it is "officially" confirmed: the University of Konstanz is beyond this also "excellent". In both phases of the Excellence Initiative of the federal and state governments, our institution prevailed in the selection process against its competitors and has received additional funding. By these means, other pioneering projects can now be supported.

The University of Konstanz has early and decisively participated in the formation and development of the European Higher Education Area and introduced the two-cycle structure Bachelor's/Master's binding for its student population. Perhaps this was relatively easy for the university since it had already said its farewell to the traditional German Ordinarian system at the time of its founding. Instead, then and now, research and international orientation form the basis for teaching and learning at our university. The orientation towards the needs of the students, their autonomy and their promotion—recently often called for in the higher education policy—were a central goal at this university right from the start.

Meanwhile, the University of Konstanz enjoys the reputation of being an attractive place to study: more than 11,000 students are enrolled here just for this winter semester. Sometimes it can get a little tight—originally only 4,000 to 5,000 students were expected to study here—but as you know other German universities also face this challenge.

On the other hand, our university distinguishes itself for example with excellent service and counseling offers for our students. These services are coordinated and continuously developed by the student service center to fit students' needs.

Internationality has a special meaning at the University of Konstanz. This is particularly evident when looking at the many collaborations that have emerged over the years with other universities. We are very proud that over 40% of our student body completes study courses or training abroad. The University of Konstanz supports its students worldwide through partnerships with over 300 universities.

But we also look forward to the large number of foreign students (more than 1,200), who are enrolled here—either for a period of study or to graduate. (Perhaps for some students the attractive location at Lake Constance also plays a role, but that's unfortunately not apparent from our statistics.)

As a representative of the University of Konstanz, I am especially appreciative of the fact that some of these partner universities are represented in this workshop. We welcome Taras Shevchenko Kyiv University and the Université Pierre Mendès-France (UPMF) from Greno-

ble and the Kaunas University of Technology in Lithuania. But we also extend a warm welcome to colleagues from other countries and regions, as well as our neighbors from Switzerland, Austria, Spain, and Italy.

Not only since the Leuven Communiqué of 2009 do the terms of Citizenship and Responsibility have a special place in the higher education landscape. There it is stated that: "All students and staff of higher education institutions should be equipped to respond to the changing demands of the most evolving society". This issue is hence not only on your agenda, but is also a target agreement of the Higher Education Area for the coming years. It is thereby certainly helpful and beneficial to deal with the developments in other countries and regions, to compare experiences and decide together on the outcomes. You will discuss solutions and ideas that have emerged on the basis of empirical studies; the focus is in each case on the students, their opinions and demands. It will for all of us also surely be very enlightening to learn how this development will be viewed by the German Rectors' Conference in Germany and what conclusions will be drawn or what the recommendations will be from that side. With Dr. Zervakis, as head of the "nexus" at the Rectors Conference HRK in Bonn and as the representative of higher education institutions in Germany, we have a knowledgeable expert among us who can from this perspective elucidate on the subject Citizenship.

You have knitted a tight program for yourself, which you want to manage until tomorrow. For the development of higher education and the inclusion of the students' experiences and expectations, your findings and clarifications are certainly important, not only for the pragmatic quality management of individual institutions, but also extending from the consideration of public agencies and committees to the field of higher education policy. I therefore wish your conference a stimulating exchange and a successful outcome.

Can University Promote Moral-Democratic Competence, and How?

Prof. Dr. Georg Lind

<http://www.uni-konstanz.de/ag-moral/>
georg.lind@uni-konstanz.de

Overview

- Should Higher Education Promote Moral-Democratic Competence?
- How Effective is Higher Education (H.E.)?
 - ▶ Attitudes Change:
 - H.E. has no or no lasting impact on students' moral-democratic *attitudes*. Should it?
 - ▶ Competence Development:
 - H.E. can have a small and sustainable impact on students' moral-democratic *competence* -- if opportunities for responsibility-taking exist.
 - H.E. can have a strong and sustainable impact on students' moral-democratic competence -- if fostered with adequate teaching methods.
- It Can be Done: Fostering Moral-Democratic Competence in Higher Education

Should Higher Education Promote Moral-Democratic Competence?

Democracy Depends on Education

"I know no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education is the true corrective of abuses of constitutional power."

Thomas Jefferson

Letter to William C. Jarvis, 1820. ME 15:278

Democratic Competence

In a democracy "there is a need for reasoned argument, with oneself and with others in dealing with conflicting claims, rather than of what can be called 'disengaged toleration'." (p. x)



Moreover, there is a need for an "engagement in reasoning about a subject on which it is ... very difficult to speak." (p. 4)

Amartya Sen (2009).

The idea of justice. Cambridge, MA Harvard University Press

When Higher Education Fails: Social Desintegration

"If colleges and universities produce selfish, arrogant, and status-conscious people who set themselves apart from the larger community, who have little sense of social responsibility, and who create social division, envy, and hostility rather than communication, then the social effects of higher education may be negative or destructive." (p. 444)

Bowen, H. R. (1977).

Investment In Learning: The individual and social value of American higher education. San Francisco: Jossey-Bass.

How Effective is Higher Education (H.E.)?

- Attitudes Change versus
- Competence Development

Attitudes Change: Zero

Interview with Theodore M. Newcomb:

"Ted, you have been teaching for over 45 years, ... You have headed up a major longitudinal study of the impact of college on students. From all that research and personal experience, what does college do for a person?"

Answer:

"Frankly, very little that is demonstratable. ... College accelerates trends in the larger society. ... Attitudes stabilize during college rather than change. ... There is little change after college."

Theodore M. Newcomb (1974).

What does college do for a person? Frankly very little. Psychology Today, 1974.

Attitudes Change: Nearly zero

As a summary of many hundreds of empirical studies on the impact of higher education, Astin concludes that college experience “explains” only 1% of the variance of attitudes of graduates when the differences of their attitudes at the beginning of their study are partialled out.

A. W. Astin (1977).

Four critical years. San Francisco: Jossey-Bass.

Attitudes Change: Some, but Unsustainable

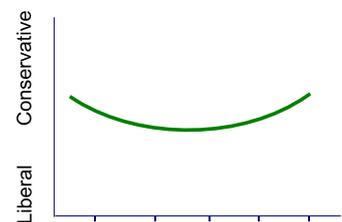
During their study, students' attitudes first change from conservative to more liberal and, on entry into their profession, again back toward more conservative attitudes. This phenomenon has been dubbed by the authors as the “Konstanzer Wanne” (Konstanz tub).

References:

Cloetta, B. (1975). Einstellungsveränderung durch die Hochschule. Konservatismus-Machiavellismus-Demokratisierung. Eine Empirische Untersuchung über angehende Lehrer. Stuttgart: Klett.

Dann, H.-D., Cloetta, B., Müller-Fohrbrod, G. & Helmreich, R. (1978). Umweltbedingungen innovativer Kompetenz. Eine Längsschnittuntersuchung zur Sozialisation von Lehrern in Ausbildung und Beruf. Stuttgart: Klett-Cotta.

Müller-Fohrbrod, G., et. al. (1978). Der Praxisschock bei jungen Lehrern. Formen - Ursachen - Folgerungen. Stuttgart: Klett.



Attitudes Change: Change of Verbal Statements but not of Deep Structure

"The liberalization of social and political attitudes continues sometimes into adulthood, especially if the life context is favorable. However, this effect manifests itself more strongly in verbal statements (that is in ideology) rather than in action readiness. It seems to be more an adaptation to the social context rather than the development of deep structures."

Ludwig Huber (1991)

Sozialisation in der Hochschule. I: K. Hurrelmann & D. Ulich, Neues Handbuch der Sozialisationsforschung., pp. 417-441. Weinheim: Beltz, p. 429. (my transl., GL)

Impact on the Development of Moral-Democratic Competence

- Longitudinal studies in the US and in Germany document a small and sustainable effect of H.E.
- .. which cannot be accounted for by age-trends.
- The fostering effect of different fields of studies differ strongly
 - ▶ Special case: Regression in medical education – world-wide
 - ▶ Opportunities of responsibility-taking are decisive
- Much stronger effects can be achieved!
 - ▶ Praise of foolishness: From practice to theory
 - ▶ Providing a stimulating learning environment for moral-democratic learning: The *Konstanzer Methode der Dilemma-Diskussion* (KMDD) ®

Moral-Democratic Competence is Defined ...

- as the ability to cope with moral-democratic tasks or problems through deliberation and discussion on the basis of shared moral principles rather than through violence, fraud and power.

Why is Moral-Democratic Competence Needed?

- All people – regardless of culture, religion, sex, age and social class – have similar high moral ideals and orientations. The moral ideal of democratic way of life is shared by more than 95% world-wide. (McFaul, 2004).
- However, people differ much in regard to their ability to apply these ideals and orientations...
 - ▶ Because their meaning needs to be determined anew in each situation, and
 - ▶ Because they can contradict each other and thus confront us with a dilemma: whatever we decide will conflict with a moral principle.

Lind, G. (1998). Gewalt und Krieg als niedrigste Stufe der Konfliktbewältigung. In W. Kempf & I. Schmidt-Regener, Eds., Krieg, Nationalismus, Rassismus und die Medien. [War, Nationalism, Racism and the media]. Münster: LIT-Verlag, S. 273-282.

McFaul (2004, p. 152). Democracy promotion as a world value. The Washington Quarterly - Volume 28, Number 1, Winter 2004-05, 147-163.

Typical Response Pattern Correlated with Different Levels of Moral-Democratic Competence (C-score)

Not scorable

- Participant lacks ability to distinguish between an opinion and an argument.

Low C-score

- Participant instrumentalizes arguments to support and defend his decision ("Rationalisation").

High C-score

- Participant appreciates the moral quality of an argument and uses it to examine his or her decision ("Rationality").



Example from the Moral Judgment Test (MUT)

Arzt

Eine Frau war krebskrank, und es gab keine Rettungsmöglichkeit mehr für sie. Sie hatte qualvolle Schmerzen und war schon so geschwächt, dass eine größere Dosis eines Schmerzmittels wie Morphin ihr Sterben beschleunigt hätte. In einer Phase relativer Besserung bat sie den Arzt, ihr

genügend Morphin zu verabreichen, um sie zu töten. Sie sagte, sie könne die Schmerzen nicht mehr ertragen und würde ja doch in wenigen Wochen sterben. Der Arzt gab ihr eine Überdosis Morphin.

14. Halten Sie das Verhalten des Arztes für eher <i>richtig</i> oder <i>falsch</i> ? Ich halte es für...	eher falsch	eher richtig
	-3 -2 -1 0 1 2 3	
Wie stehen Sie zu den Argumenten, die <i>zugunsten</i> des Arztes vorgebracht wurden?		
Man sagt, der Arzt habe <i>richtig</i> gehandelt ...	Ich lehne das völlig ab	Ich akzeptiere das völlig
15. weil der Arzt nach seinem Gewissen handeln mußte. Der Zustand der Frau rechtfertigte eine Ausnahme von der moralischen Verpflichtung, Leben zu erhalten.	-4 -3 -2 -1 0 1 2 3 4	
16. weil der Arzt der einzige war, der den Willen der Frau erfüllen konnte; die Achtung vor dem Willen der Frau gebot ihm, so zu handeln, wie er es tat.	-4 -3 -2 -1 0 1 2 3 4	
17. weil der Arzt nur getan hat, wozu die Frau ihn überredete. Er brauchte sich deswegen um unangenehme Konsequenzen keine Sorgen zu machen.	-4 -3 -2 -1 0 1 2 3 4	
18. weil die Frau ja ohnehin gestorben wäre, und es für ihn wenig Mühe bedeutet hat, ihr eine größere Dosis des Schmerzmittels zu verabreichen.	-4 -3 -2 -1 0 1 2 3 4	
19. weil der Arzt eigentlich kein Gesetz verletzt hat, da die Frau nicht mehr hätte gerettet werden können, und er nur ihre Schmerzen verkürzen wollte.	-4 -3 -2 -1 0 1 2 3 4	
20. weil vermutlich die meisten seiner Kollegen in einer ähnlichen Situation genauso gehandelt hätten wie dieser Arzt.	-4 -3 -2 -1 0 1 2 3 4	

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Für wie akzeptabel halten Sie die Argumente, die *gegen* das Verhalten des Arztes vorgebracht wurden?

Man sagt, der Arzt habe *falsch* gehandelt, ...

Ich lehne
das völlig ab

Ich akzeptiere
das völlig

21. weil er damit gegen die Überzeugung seiner Kollegen verstoßen hat. Wenn diese sich gegen aktive Sterbehilfe aussprechen, dann sollte kein Arzt das tun.

-4	-3	-2	-1	0	1	2	3	4
----	----	----	----	---	---	---	---	---

22. weil man als Patient uneingeschränkt vertrauen können muss, dass der Arzt sich voll für die Erhaltung des Lebens einsetzt, auch wenn man wegen großer Schmerzen am liebsten sterben möchte.

-4	-3	-2	-1	0	1	2	3	4
----	----	----	----	---	---	---	---	---

23. weil der Schutz des Lebens für jeden die höchste moralische Verpflichtung sein sollte. So lange wir keine klaren Kriterien haben, wie wir aktive Sterbehilfe von Mord unterscheiden können, darf das keiner tun.

-4	-3	-2	-1	0	1	2	3	4
----	----	----	----	---	---	---	---	---

24. weil der Arzt sich damit eine Menge Unannehmlichkeiten zuziehen kann. Andere sind dafür schon empfindlich bestraft worden.

-4	-3	-2	-1	0	1	2	3	4
----	----	----	----	---	---	---	---	---

25. weil er es hätte wesentlich leichter haben können, wenn er gewartet und nicht in das Sterben der Frau eingegriffen hätte.

-4	-3	-2	-1	0	1	2	3	4
----	----	----	----	---	---	---	---	---

26. weil der Arzt gegen das Gesetz verstoßen hat. Wenn man Zweifel bezüglich der Rechtmäßigkeit der aktiven Sterbehilfe hat, dann darf man solchen Bitten nicht nachgeben.

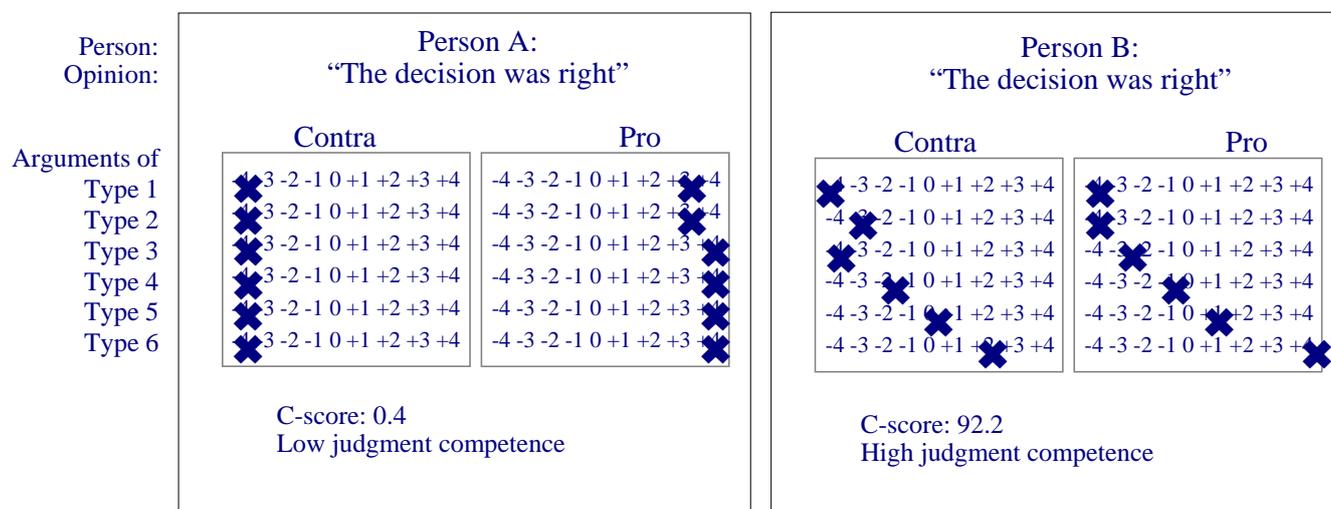
-4	-3	-2	-1	0	1	2	3	4
----	----	----	----	---	---	---	---	---

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Six Types of Moral Orientations according to Lawrence Kohlberg

- Type 1: Use of physical or psychological force as a criterion of moral rightness: The stronger party has the right of way.
- Type 2: Morality of simple exchange: "I do to you what you do to me."
- Type 3: Appeal to group solidarity and cohesion: "If this will harm my family or my friends, I will not do it."
- Type 4: Appeal to the law as the ultimate arbiter: "The law is on my side!"
- Type 5: Keeping social contracts: "I ought to do what I promised to sustain mutual trust."
- Type 6: Referring to universal moral principles: "This would be the most just solution for everyone involved, even for those people to be born in future."

The Pattern of Responses to 24 Arguments by Two Participants With Different Competence-scores

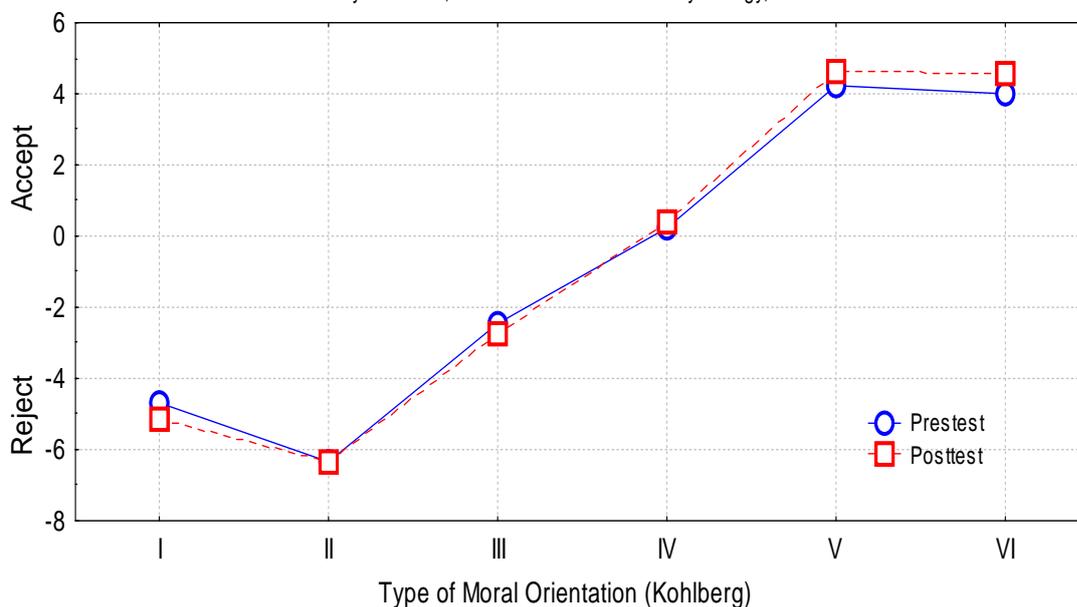


Note: In the MJT the arguments are presented in a random order, not sorted like here.

Moral-Democratic Attitudes Change only Little

Impact of Education (one Term) on Moral-Democratic Orientations

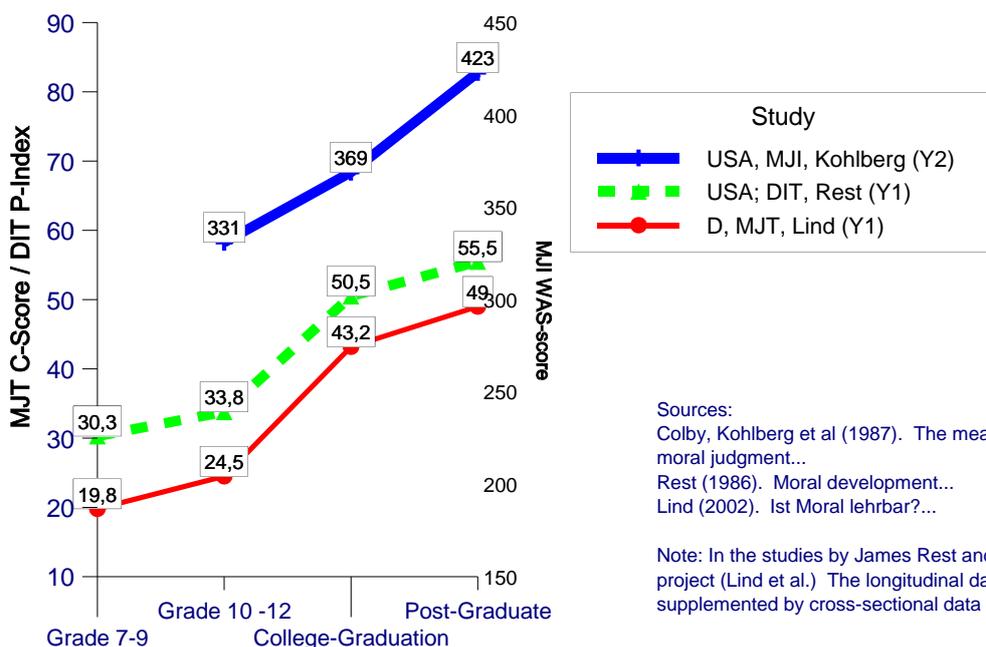
University Students, Teacher Education and Psychology, N = 3102



Operational Definitions of Moral-Democratic Competence in Major Studies

- *Defining Issues Test (DIT)* by James Rest: Its “P-score” reflects the preference of principled moral reasoning (“stage 5”). It ranges from 0 to 95. Actually it is a measure of moral attitudes and orientations, but is used as an indirect indicator of moral competence.
- *Moral Judgment Interview (MJI)* by Lawrence Kohlberg and his associates: The “Moral Maturity Score” (MMS), ranging von 0 to 500, reflects the ability to reason consistently on a certain “stage” of moral orientation. It is a mixed attitude-competence index.
- *Moral Judgment Test (MJT)* by Georg Lind: The “C-score” reflects the ability to rate the arguments pro and contra a certain decision in regard to their moral quality rather than their opinion-agreement. It is a pure measure of moral competence.

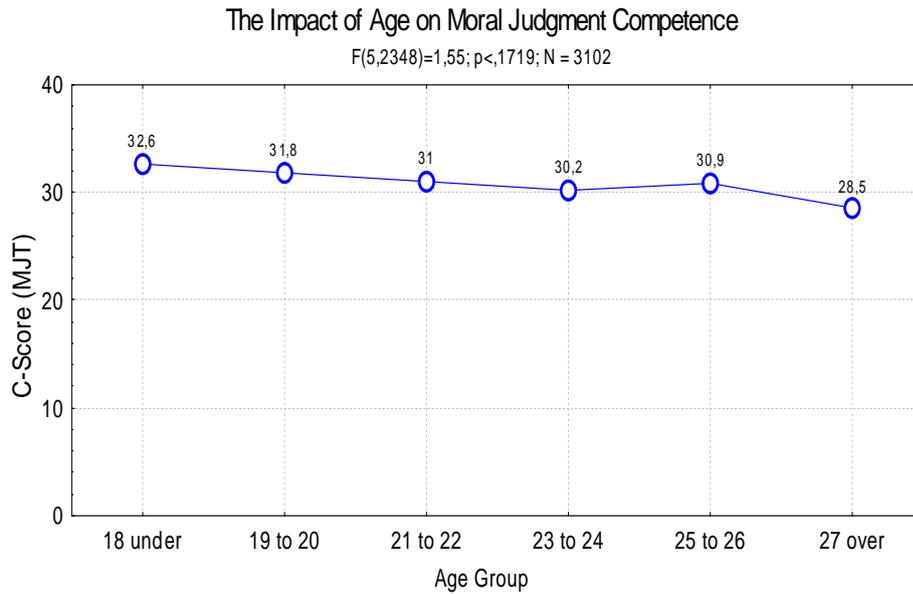
Three Longitudinal Studies: Education is Effective



Sources:
 Colby, Kohlberg et al (1987). The measurement of moral judgment...
 Rest (1986). Moral development...
 Lind (2002). Ist Moral lehrbar?...

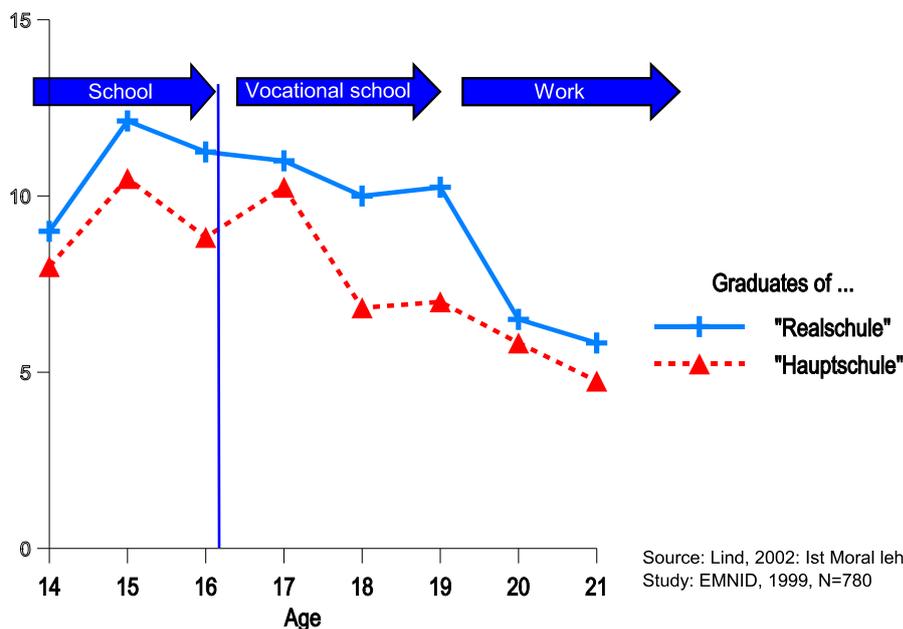
Note: In the studies by James Rest and by the FORM-project (Lind et al.) The longitudinal data are supplemented by cross-sectional data in this graph.

Age does not Cause Moral-Democratic Development



Lind, G. (2009). Favorable learning environments for moral development – A multiple intervention study with nearly 3.000 students in a higher education context. Paper presented at the annual meeting of AERA in San Diego, April 13 - 17, 2009.

Regression of Competence when Education Halts below the Threshold



Finding supports Gutmann's "threshold theory": "Twelve years of schooling may not be enough time to cultivate the character and teach the basic skills of democratic citizenship."

Amy Gutmann (1999). Democratic education (2nd edition). Princeton, NJ: Princeton University Press (p. 172)

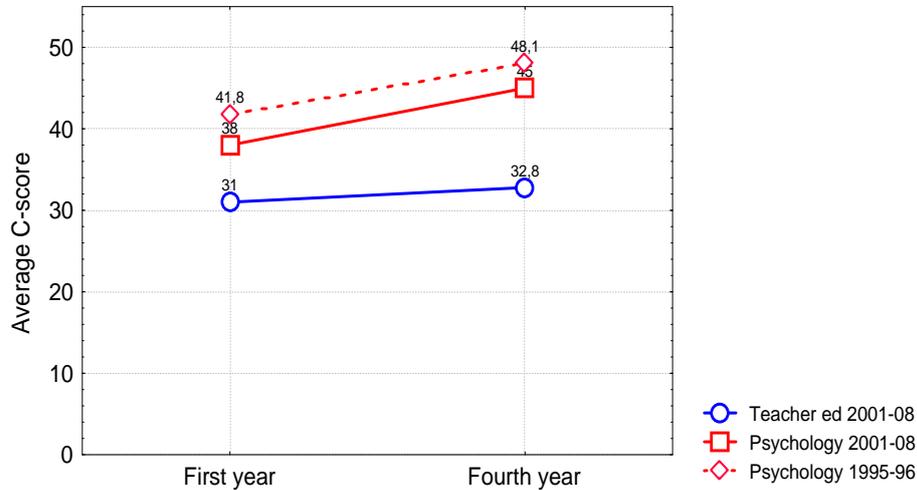
Source: Lind, 2002: Ist Moral lehrbar?... Study: EMNID, 1999, N=780

Fields of Study with Different Effect

Increase of moral competence: Cross-sectional Studies

Herberich 1996, N = 271. Lind, 2009, N = 3105; $F(3,1185) = 7,59$; $p < .0000$

Absolut Effect size (aES) of HE: 2 - 7 C-Punkte

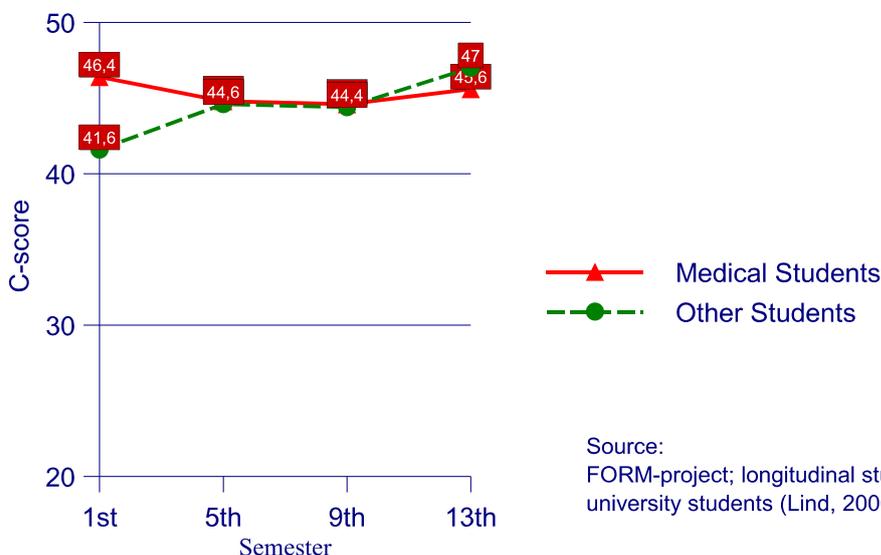


Quellen:

Herberich, S. (1996). Abhängigkeit moralischer Urteilsfähigkeit bei Studierenden von Gelegenheiten zu "Verantwortungsübernahme" und "angeleiteter Reflexion". Unveröffentl. Diplomarbeit im Fach Psychologie, Universität Konstanz.
 Lind, G. (2009). Favorable learning environments for moral development – A multiple intervention study with nearly 3.000 students in a higher education context. Paper presented at the annual meeting of AERA in San Diego, April 13 - 17, 2009.

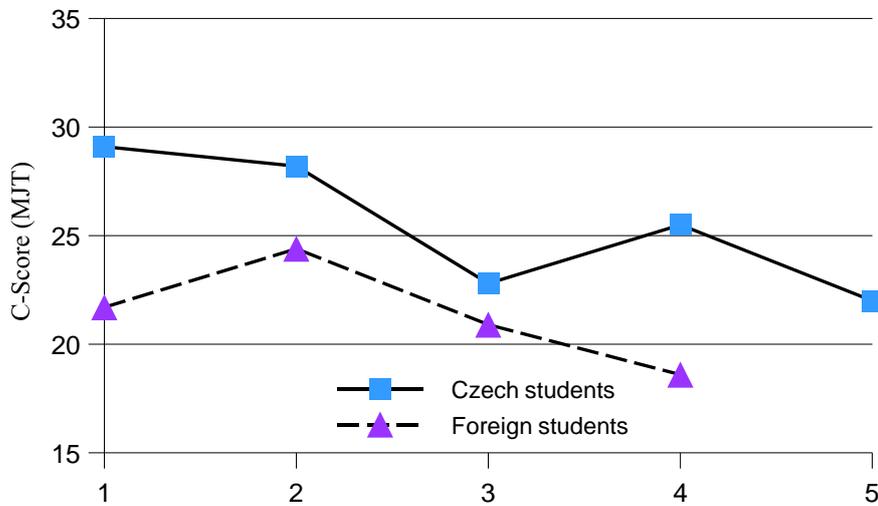
Moral Regression In Medical Education: Germany

Longitudinal Study of German Medical Students, N = 592, 1977 -1983



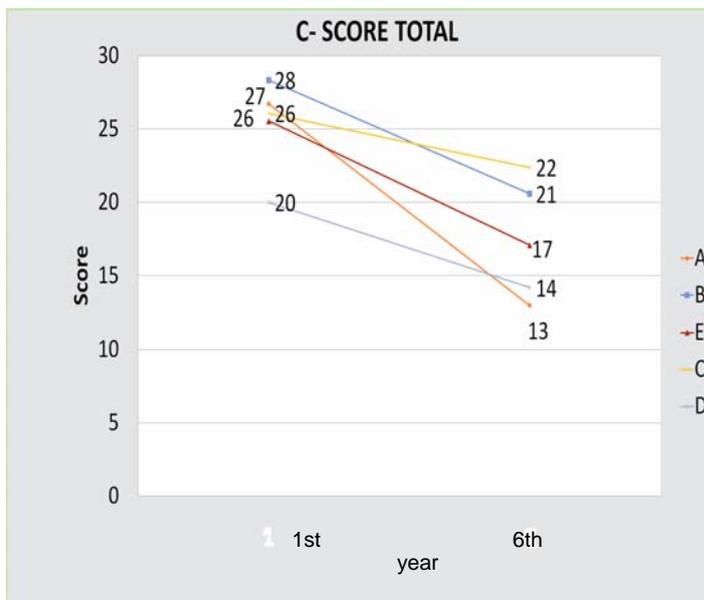
Source:
 FORM-project; longitudinal study of German university students (Lind, 2000)

Moral Regression in Medical Education: Czech Republic



Source: Slovackova, B. (1999). personal communication. N = 380; cross-sectional survey of 1998.

Moral Regression in Medical Education: Brazil



Measurement: C-scores (MJT)

Samples: Cross-sectional studies of 1st and 6th year medical students in five Brazilian universities; N = 451.

The teaching unit **A** uses "strong pedagogical integration."

The teaching units **B**, **C** and **D** are traditional curricular.

The unit **E** bases its teaching on problem-based learning.

Finding: Neither traditional teaching nor new teaching methods ("pedagogical integration", "problem-based learning") can prevent regression of moral competence.

Source: Rego, S., Palacios, M., Martins, C.D., Bataglia, P., Silva de Oliveira, M., & Bernardino, M., (2011). Avaliação da competência moral entre estudantes de medicina e ambiente de ensino na graduação em medicina: estudo comparativo entre três escolas -Resultados parciais II.

How can Moral-Democratic Competence be Fostered Effectively?

- Fresh look at learning and teaching
- The *Konstanzer Methode der Dilemma-Diskussion*  ®
- Workshop-seminars, on-the-job-training, certification as “KMDD-Teacher”

Effective Learning: Praise of Foolishness

“The wise man takes to books of the ancients and does not learn anything from this but to rummage about words; the fool tackles freshly the things themselves and deals with them, and thus gains something which I call true wisdom.” (p. 55)

Erasmus (1511)

Lob der Torheit [Praise of foolishness]. Übersetzung von Alfred Hartmann, 1929. Basel: Birkhäuser. (English my transl., GL)

Effective Teaching: A Modern Statement

Moral-democratic competence develops best through challenge and support, that is,

- ▶ when we are challenged by situations in which moral-democratic competence is required ("vaccination principle"),
- ▶ and when we feel free to think and discussion all options that come to mind without interference by authority.

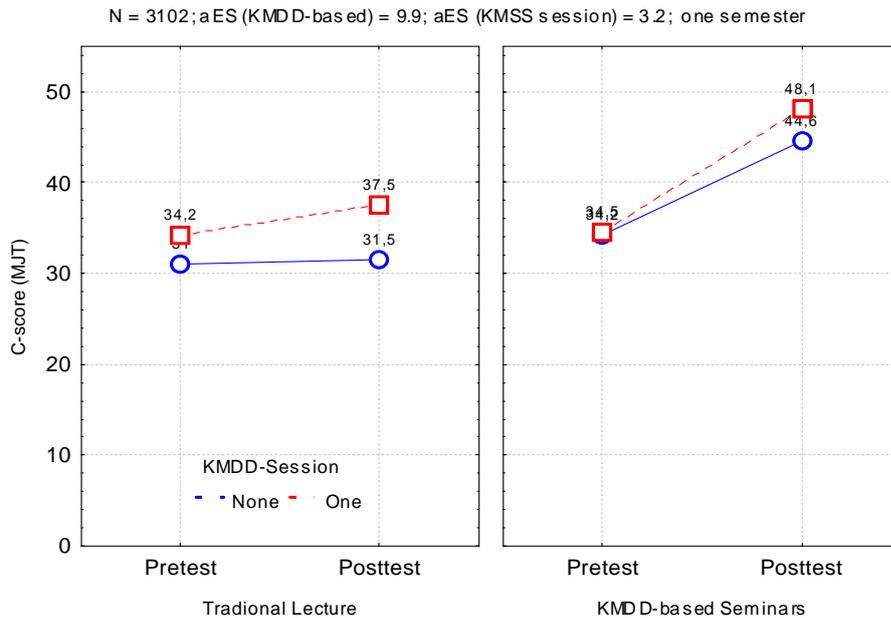
(See publications by Lind, 1979 - 2011)

The *Konstanzer Methode der Dilemma-Diskussion*®

KMDD



Effect of KMDD-Sessions and KMDD-Didactic



Data:

Eight year intervention study at the University of Konstanz.

Sample:

3102 University students, education and psychology.

Measurements:

Before and after each semester with the Moral Judgment Test, MJT (C-score).

Findings:

A single KMDD-session fosters moral-democratic competence by 3.2 C-points.

KMDD didactic is even more effective: 9.9 C-points.

Source: Lind, G. (2009). Favorable learning environments for moral development – A multiple intervention study with nearly 3.000 students in a higher education context. Paper presented at the annual meeting of AERA in San Diego, April 13 -17, 2009.

It Can be Done: Fostering Moral-Democratic Competence in Higher Education

■ Competence

- ▶ We need a wider focus on the outcomes of higher education. Instead of focusing only on attitudes and book knowledge, we must foster *competencies*, that is, the ability to acquire, understand, apply, and accept responsibility for knowledge.

■ Teaching

- ▶ To become more effective, teaching must proceed in a reverse order: namely from practice to theory, i.e., from accepting responsibility for knowledge to applying, to understanding, and to acquiring knowledge.

■ Self-Evaluation

- ▶ Accordingly, adequate measures for complex forms of competence must be developed,
- ▶ self-evaluation on all levels as a means for securing best practice in higher education, rather than top-down-evaluation (Campbell's law).

“You were so kind to allow me to file late the task
‘What did I learn from your course?’

When answering this question I noticed that I missed
a lot in the course. Therefore I decided to retake it,
because otherwise I would miss important things.”

Axel F. (Teacher student)

References

- Lind, G. (1979). Moral development — A new issue in higher education research. 3rd International Congress of the European Association of Research into Higher Education (EARDHE). University of Klagenfurt. January 2 -6, 1979.
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- Lind, G. (2000). The importance of role-taking opportunities for self-sustaining moral development. *Journal of Research in Education* 10, 1, 9-15.
- Lind, G. (2002). *Ist Moral lehrbar? Ergebnisse der modernen moralpsychologischen Forschung*. Second Edition. Berlin: Logos-Verlag.
- Lind, G. (2008). Teaching students to speak up and to listen to others: Cultivating moral democratic competencies. In: D. E. Lund & P. R. Carr, Hg., *Doing democracy and social justice in education: Political literacy for all students*, S. 185-220. New York: Peter Lang Publishing.
- Lind, G. (2009). Favorable learning environments for moral development – A multiple intervention study with nearly 3.000 students in a higher education context. Paper presented at the annual meeting of AERA in San Diego, April 13 -17, 2009.
- Lind, G. (2010). Growth and regression in cognitive-moral development of young university students. In: C. G. Harding, ed., *Moral Dilemmas and Ethical Reasoning*, second edition, pp. 99-114,
- Lind, G. (2010). Attitude change or cognitive-moral development? How to conceive of socialization at the university. In G. Lind, H.A. Hartmann & R. Wakenhut, Eds., *Moral Judgment and Social Education*. Rutgers, NJ: Transaction Books, second edition, pp. 173-192.
- Lind, G. (2011). Moral education: Building on ideals and fostering competencies. *Contemporary Issues in Education*, 2, 1, 45 -59.
- Schillinger, Marcia (2006). Learning environments and moral development: How university education fosters moral judgment competence in Brazil and two German-speaking countries. Aachen: Shaker-Verlag.
- Scott, W. A. (1968). Attitude measurement. In G. Lindzey & E. Aronson, (eds.) *Handbook of social psychology*, pp. 205-270. Reading, MA: Addison-Wesley.

More references are found on the slides and on my web-site: <http://www.uni-konstanz.de/ag-moral/>

Justice through education. The attitude of French students to social objectives.

- A. Fernex & L. Lima
- Laboratoire des Sciences de l'Éducation
- Université de Grenoble, France



VI. International Workshop at the University of Konstanz
November, 15th – 17th 2012



3 different institutions in social sciences

- IUT (university institutes of technology) :
 - 2 years,
 - senior technicians
 - must then enter the labor market
- IEP (Political Studies Institutes):
 - 5 years
 - public administration and journalism.
- University:
 - 3 years (bachelor) + 2 years (master)

3 different institutions

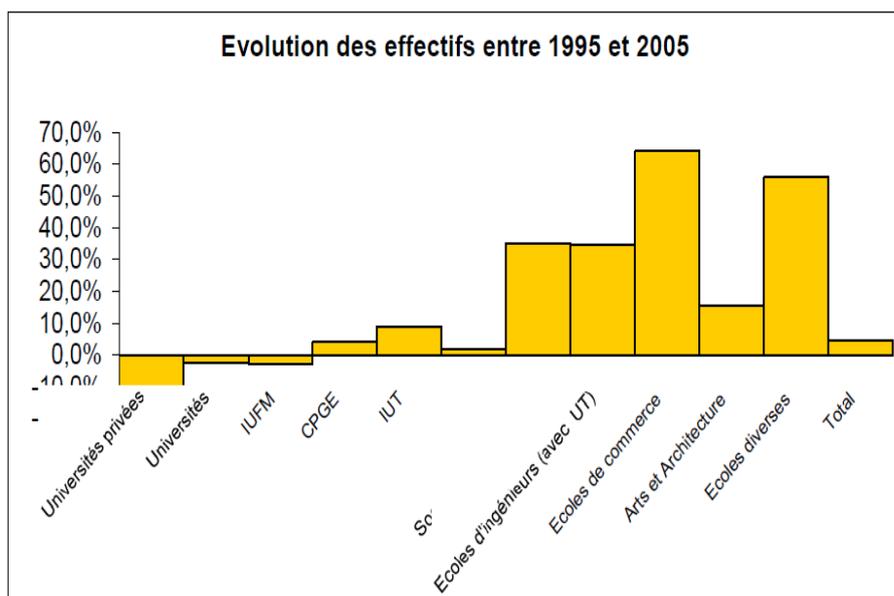
	IEP	IUT	Universiy (Bachelor)
Selective entrance	Entrance examination	Academic record	No selection
private preparation	Yes	No	No
Cost	High	Low	Low
Number of students enrolded	Low	Low	High

2 research questions in the context of the reflection on justice in higher education

1. Is it possible to identify the factors that influence students' distribution in these institutions?

- Selective courses seem more attractive:
 - Arrow : filter theory
 - Bourdieu: the most favored social classes change their behavior and look for the most selective school courses
 - Passeron (metaphor of diplomas / money): from a central bank to a multitude of institutions of monetary emission

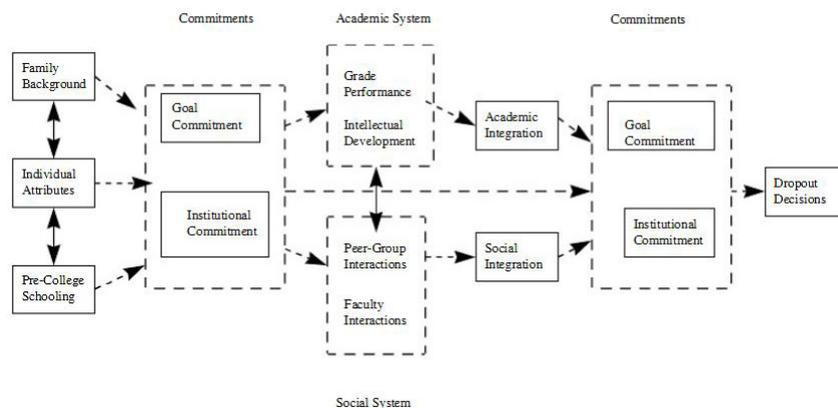
Evolution des effectifs entre 1995 et 2005



2. How successful are the students in various educational institutions?

- Academic performance: main characteristics of students who successfully complete their first year at university?
- Dropout: characteristics of students who drop out?
- Tinto: a multidimensional process :
 - interaction between the individual and the institution
 - influenced by the characteristics of both elements

Dropout model of Tinto (75)



The research

- A part of the international quiss + specific questions
- During the process of registration
- Is the institution in which they enroll corresponding to their first choice?
- We track students' performances at the end of the first year by using their student ID number

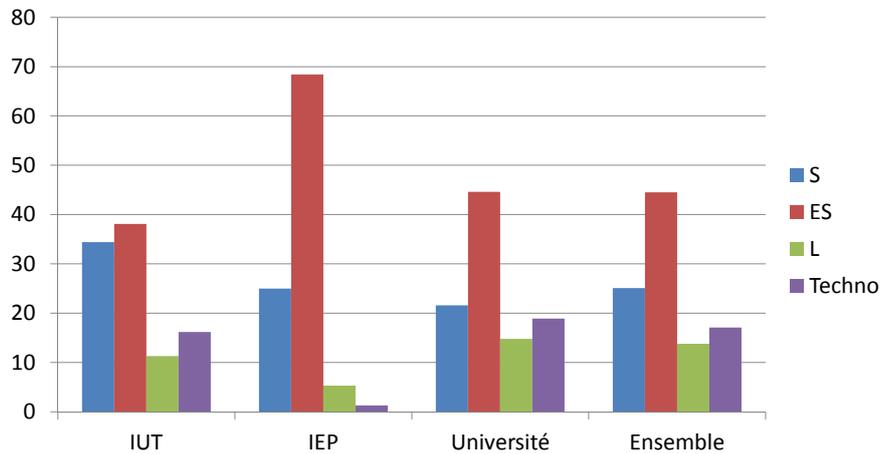
First results: What are the factors that influence student choices?

Pre-higher education schooling:

- Baccalaureate:
 - 3 general tracks (S sciences; ES economy and social sciences; L letters)
 - many technical and vocational tracks
- Best students are mainly oriented to the S track

Firts results: What are the factors that influence student choices?

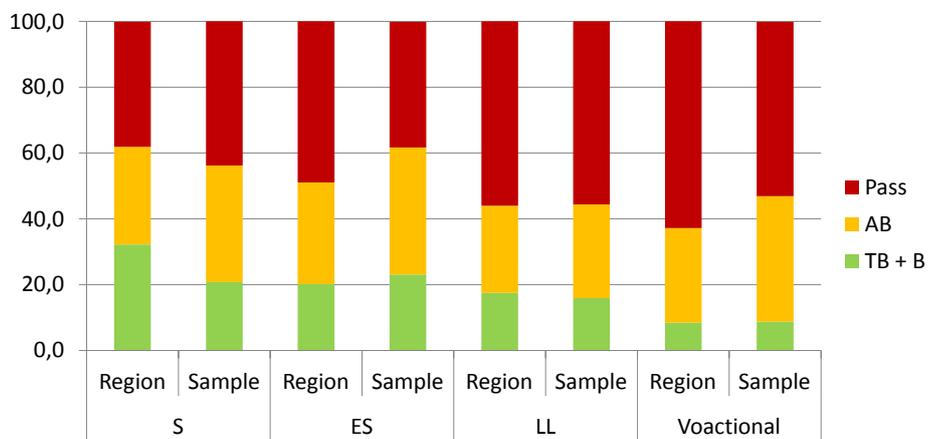
Distribution of baccaulaureate among institutions



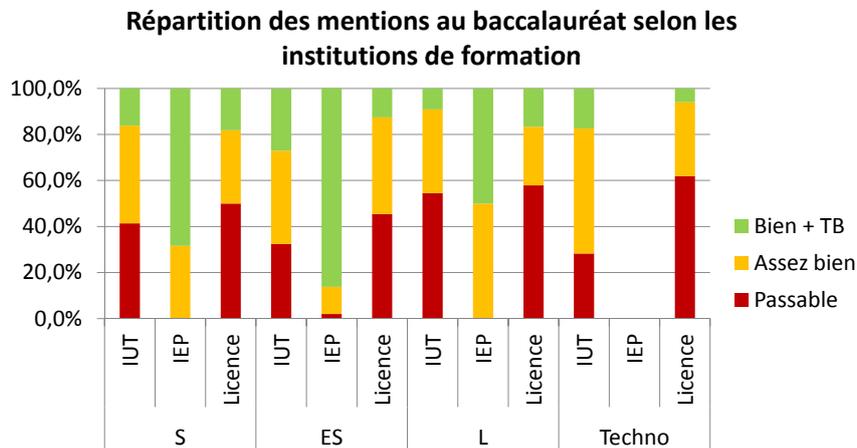
- structure of grades between the different institutions

- Comparison with the overall region

- **Baccalaureate grades in the Region and our sample**

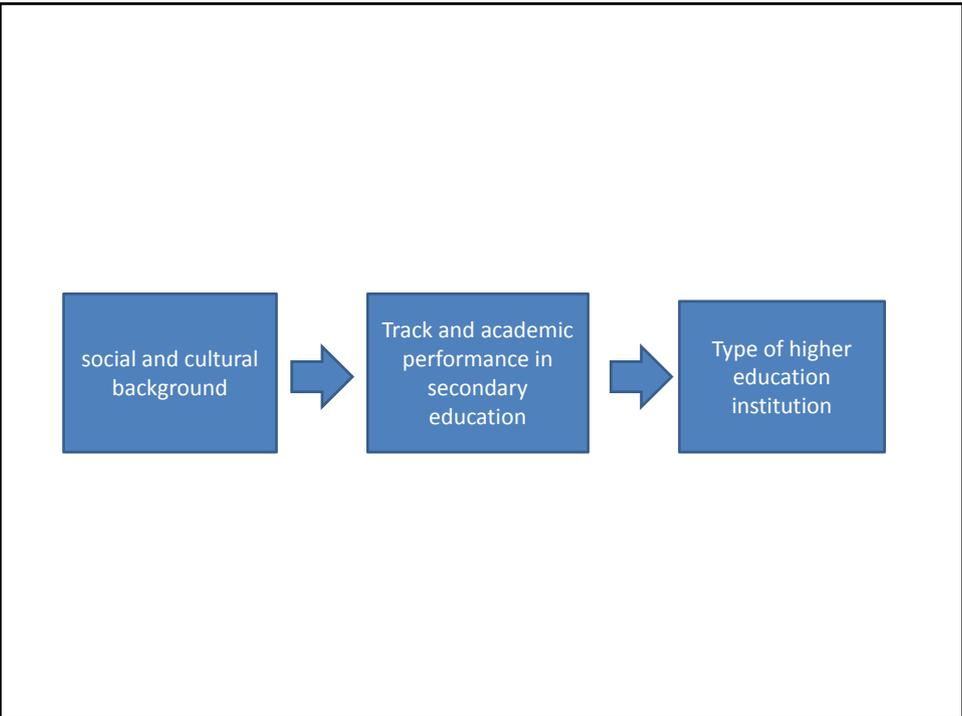


Do Students who have obtained high grades go equally to different institutions?



Does other individual variables have an impact on the choice of the institution of higher education?

- Logistic regression models show no effect of the SES of the parents and very low effect of educational level of the mother on the choice of institution
- But significant effects of the type of baccalaureate and grades, and of the level of conviction to study in higher education.
- individual variables (gender, educational level of parents, socio-economic level ...) act on the choices of the type of baccalaureate and the possibility of obtaining high grades.



How successful are the students in various higher educational institutions?

	First year students in IUT	First year students in IEP	First year students in University
Drop out	11,7 %	2%	24,3%
Adjourned	15,3 %		33, 9%
Admitted	73 %	98%	41,9%

factors that may explain the dropout, failure or success in the university

Reasons that influenced the choice		Drop out		Failure	
		NS		NS	
Attitudes at the University	Importance of the degree	NS		+	Failure increases with importance
	To do like friends	NS		-	Failure decreases when positive
	others	NS			
Importance of some values	Higher education and studies	+	Success increases with interest	NS	
	Others	NS		NS	
Self efficacy feeling	Ability to manage academic work	+	Success increases with ability	NS	
	Others	NS		NS	
Commitment	First choice	NS		NS	
Individual variables	Father's occupation	+	Drop out increases with low status	+	Failure increases with low status
	Educational level of the mother	NS		NS	
	Gender	NS		-	Men less failure
Pre University schooling	Baccalaureate Track	+	Drop out increases for vocational	+	Failure increases for vocational
	Grades	-	Drop out increases with low grades	-	Failure increases with low grades

factors that may explain the dropout, failure or success in the university

- Individual factors:
 - men have higher chances to succeed;
 - The higher the baccalaureate grades are, the higher the success rate is;
 - Importance attributed to higher education studies among other values (art, work, family, social networks ...) have a significantly positive influence on achievement and persistence in studies.
 - no effect of cultural background, small effect of SES

factors that may explain the dropout, failure or success in the university

- The fact that the institution of studies does not correspond to the first choice of the student has no significant effect on achievement or persistence.

conclusions

- No main effect of social and cultural background on dropout, failure or success but social background plays a major role during the pre-university years
- Pre-university schooling as a direct effect on the choice of higher institution and on success
- Prior commitment with higher education values, but not with specific institutions, does seem to have an impact on success

VI International workshop at University of Konstanz
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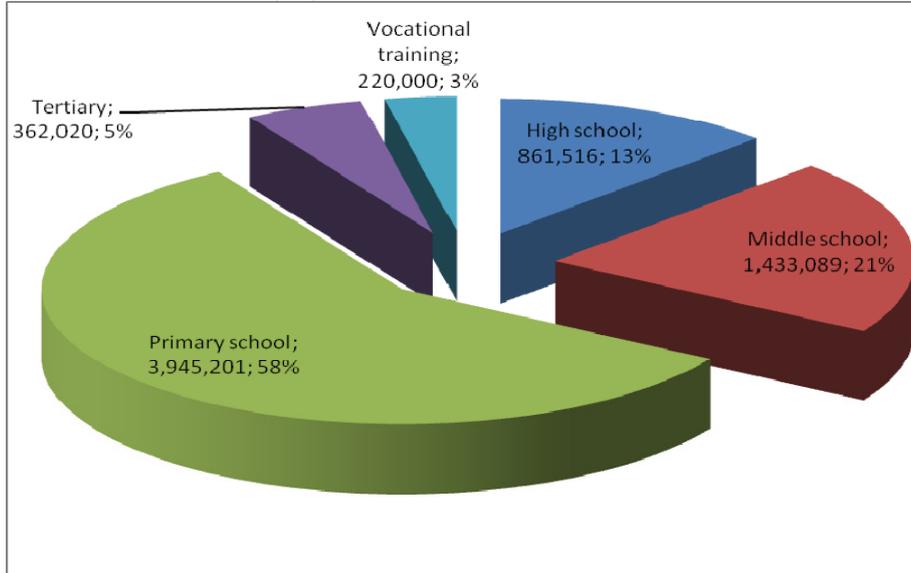
Who is a Moroccan University student?

Mohammed Talbi
Abdelmajid Bouziane
Hassan II University Mohammedia-
Casablanca

Country profile

Literacy rate: (percentage of those aged 15 and over who can read and write)	2009	Total population	56% (World Bank, 2008)
		Male	69% (WHO)
		Female	44% (WHO)
GDP per capita	2009	In USD	PPP: 4,900 (2010) GDP: 91,374,705,225 (2009)

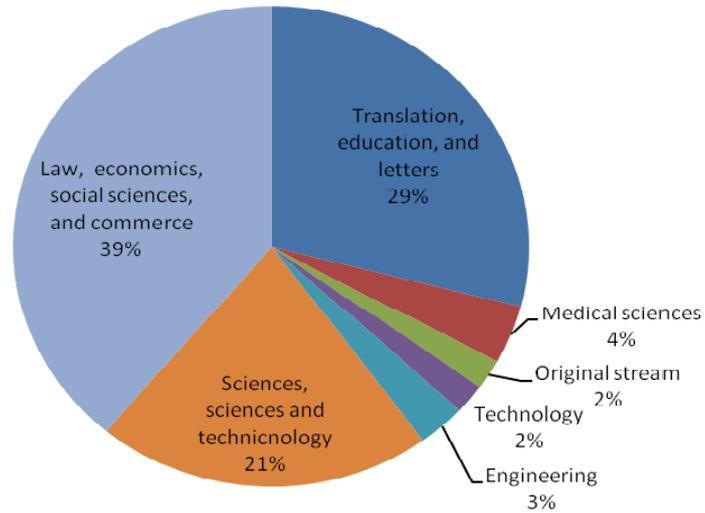
Country profile: st distribution



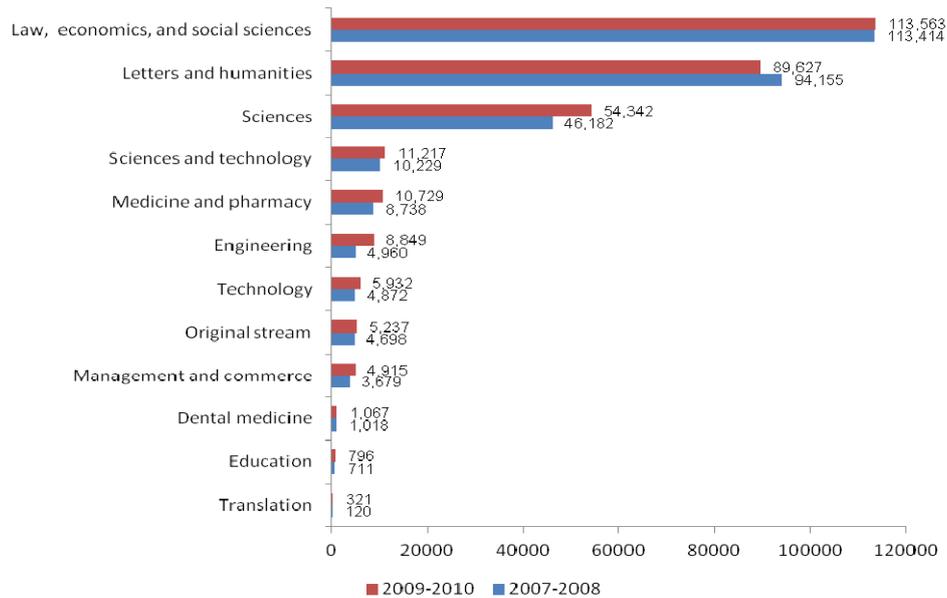
Country profile: Universities

Students	293,642 (47% female, 2.4% international students)
Teachers	10,103 (25% female, 65% aged 45 and older, 46.5% professors)
Graduates	35,152 (50% female, 65.5% of original streams, humanities, and social sciences)
Universities	15 (public universities)
Facilities	320
Accredited programmes	1500
Research institutions	6
Doctoral centres	50
Dormitories	25 (34,399 students live in these dorms, 60% are female)
Grants	118,142 beneficiaries (0.03% for overseas universities)

Country profile: Univ st distribution



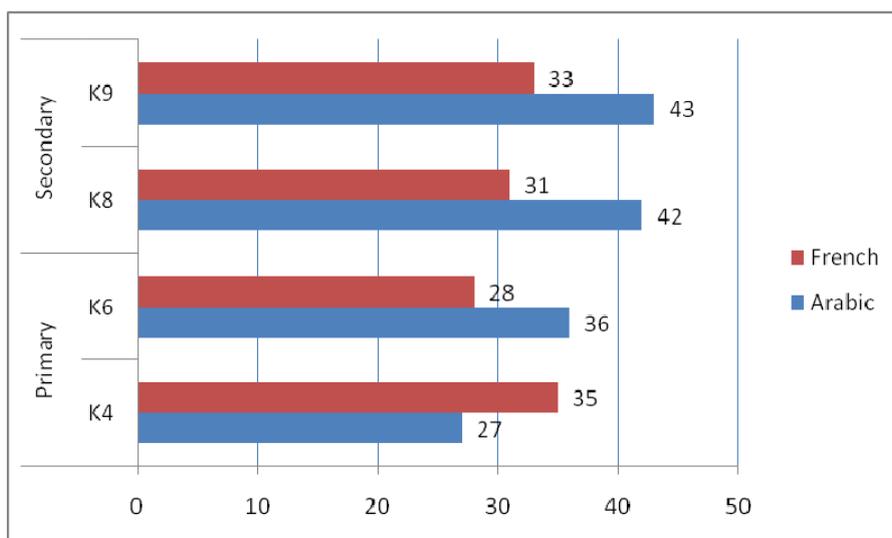
Country profile: st distribution



Are the sts connected?

- 78% connect from home, 25% from a public place (**only 1% do not connect at all**)
- 52% spend more than 10 hours / w surfing
- 89% use Msn and 75% Facebook
- 36% have laptops, 35% desktops, 29% neither
- 74% have one telephone, 22% two, and 3% three
- *L'Economiste* (June 2011) *Les Jeunes d'aujourd'hui 2011*, pp 50-51) (n=1,046 young Moroccans aged **16-29**)

Do they speak taught languages?



Which is better?

- The figures in this same report show that **girls** outperform **boys**, **private** school students outperform their **public** school peers, and **urban** students outperform **rural** learners.

International evidence (1): PIRLS

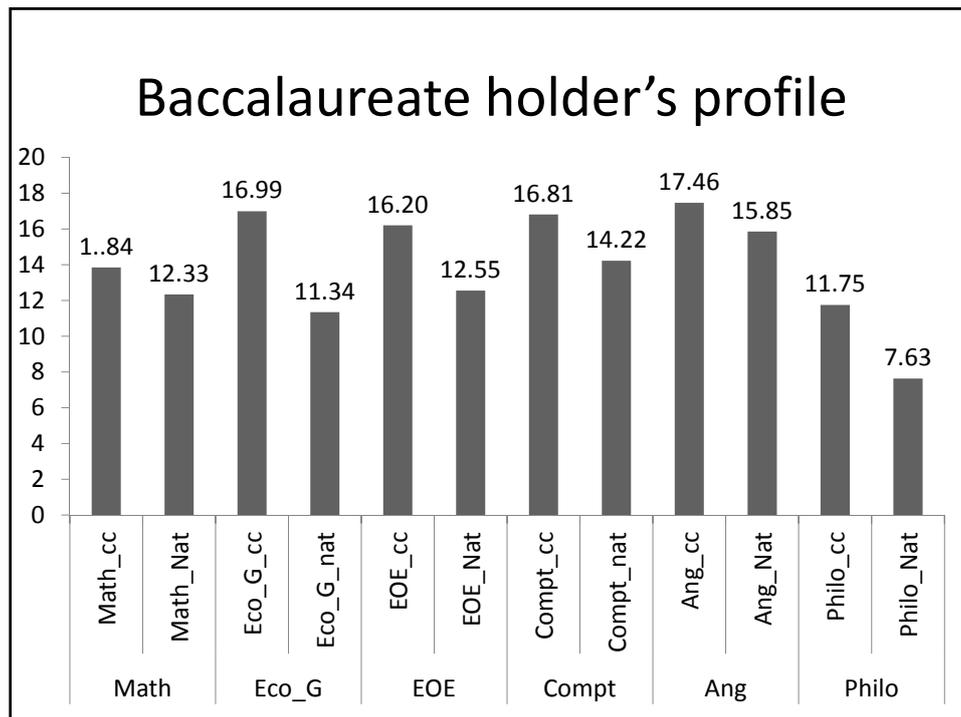
- Morocco was classified **last but one** among the 40 countries that participated in International Student Achievement in Reading (PIRLS, 2001). The country average was **350**, with an average age of **11.2**. The international average was **500**, and the average age **10.3**. The highest score was in Sweden (561).
- In the PIRLS 2006, Morocco regressed; the number of students who scored above the low international benchmark of 400 was **33 % in 2001**, but only **26 % in 2006**.

International evidence (2): TIMSS (2003)

Level and subject	Results of Morocco	International benchmark
4th grade math	347	495
4th grade science	304	489
8th grade math	387	467
8th grade science	396	474

Evidence from the Baccalaureate (2012)

	N	Min	Max	Mean	STDev
Math_cc	23	11.88	17.75	13.84	1.42
Math_Nat	23	2.00	19.50	12.33	4.54
Eco_G_cc	23	15.25	18.50	16.99	.88
Eco_G_nat	23	6.25	16.50	11.34	2.94
EOE_cc	23	13.75	16.88	16.21	.67
EOE_Nat	23	8.50	15.75	12.55	1.8
Compt_cc	23	13.50	18.63	16.81	1.2
Compt_nat	23	4.50	19.00	14.22	3.72
Ang_cc	23	16.00	18.50	17.46	.65
Ang_Nat	23	10.25	18.50	15.85	2.09
Philo_cc	23	9.00	14.75	11.75	1.65
Philo_Nat	23	2.00	12.50	7.63	3.27



Hypotheses

- The national exam in Morocco may be more holistic than the continuous assessment.
- Assessment in Morocco is likely to be based more on modeling patterns than on high-order and thought-provoking patterns (application in Bloom's taxonomy).
- **Declarative knowledge may be more enhanced than procedural knowledge.**

Dropouts and repeaters at primary and secondary schools

- The cost of repeaters is high: pupils **spend 6.7 years instead of 6** in primary schools (where 12.7 % are repeaters) and **4 years instead of 3** in middle schools (where repeaters represent 18.9 %). Only 48% of 15–17 year olds go to school, with a 13.9 % dropout rate in 2006. The situation was even worse in the 1970s. The input/output ratio was 3.50 with an overall drop-out level of 71.0%.

Repeaters and dropouts in university

- The figures show a 17 % annual repeating rate, with this rate reaching 30 % in open-access schools (humanities, social sciences, and sciences), which accommodate the biggest number of students (86.5 %). Only a third (1/3) of students obtain their degrees (BA or BSc).

Updated figures

- The up-to-date figures show that there have been improvements, but more efforts are needed: 97.5% of 6–11 year olds go to school, dropping to 79.1% of 11–14 year olds, and 52.8% of 15–17 year olds. Similarly, the dropouts still persist, with 3.1%, 10.8 %, and 9.2 % in primary, middle, and high schools, respectively

Large-scale empirical study

- Based on Konstanz QUISS, it is desirable to collect data from the grounds to know more about the students through an adapted version of QUISS.



Universität
Konstanz



Questionnaire of Volubilis (Sts and studies)

- Course of studies and access
- Choice of education and expectations of studies
- Studies and teaching situation
- Attitude towards studying
- Examination preparation and performance
- Questions concerning your situation as a student
- Contacts and communication
- Languages and communication
- Students' experiences and problems (+ IT penetration)
- Development and improvement of higher education
- Career choice and employment priorities
- Values and judgements
- Accommodation
- Transportation
- Health
- Demographics

Recommendations

- Align our universities with international standards
- Create an independent agency of quality for all levels of schooling (in-progress)
- Design and implement national policies for languages, technology integration
- Align our curricula with international framework (e.g. CERF)
- Boost reforms towards quality rather than quantity (e-learning)
- Encourage TPD at the tertiary level

Academic outputs and citizenship. Is the social and political integration a factor of success during higher studies?

Jean-François Stassen
Piera Dell'Ambrogio
OVE – UNIGE (Observatoire de la vie étudiante – University of Geneva)

Dimensions of citizenship

- First differentiation :
passive – active
 - Second differentiation :
civil – political – social
- Social citizenship : occupy an useful position in the society

- 
- Social citizenship :
 - social integration
 - job integration

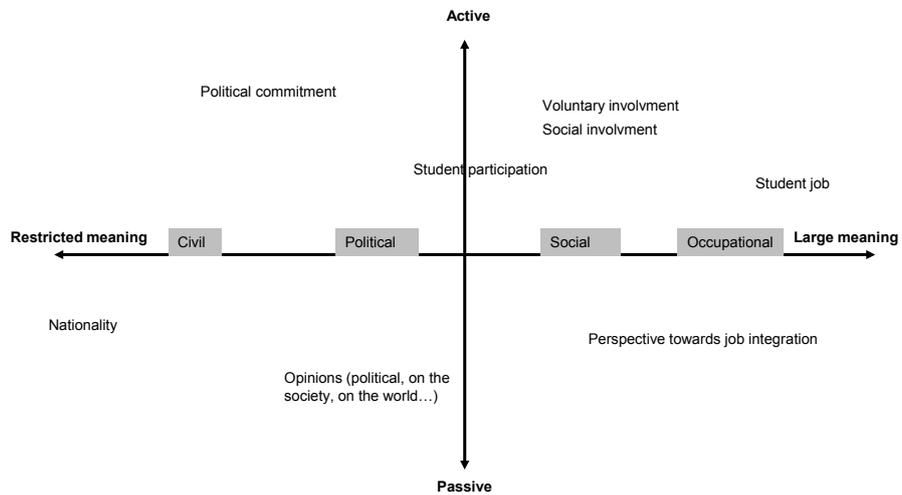
These two integrations are more and more difficult to distinguish (job = great integrator – Y Barrel, 1990) and more and more necessary to be both addressed



Job and social integrations

- Class struggle («lutte des classes»)
Job integration = alienation
Social integration in spite of job integration
- Positions struggle («lutte des places», V. de Gaulejac, 1994)
Job integration = big stake
Social integration is possible only if job integration is realized (job integration as necessary condition of social integration)

Some indicators of citizenship



Academic success and student life outputs



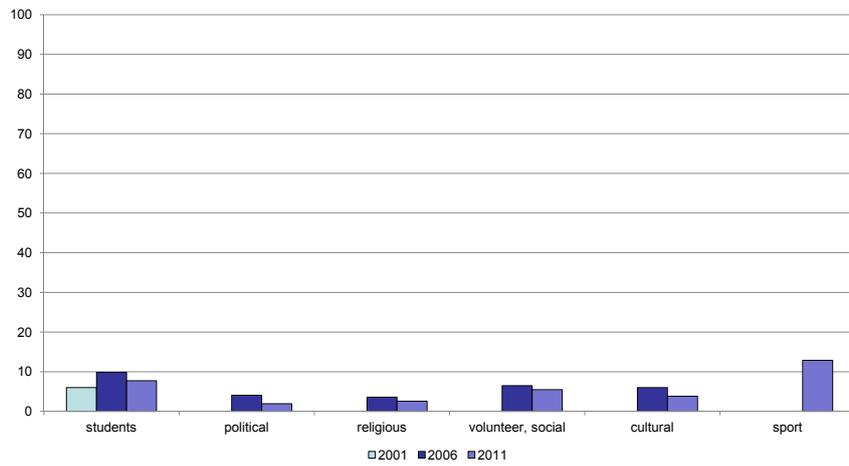
Citizenship indicators



- Degree obtained or first year succeeding
- Respondents satisfaction towards some diverse fields of student life

Active citizenship : political, social and leisure participation

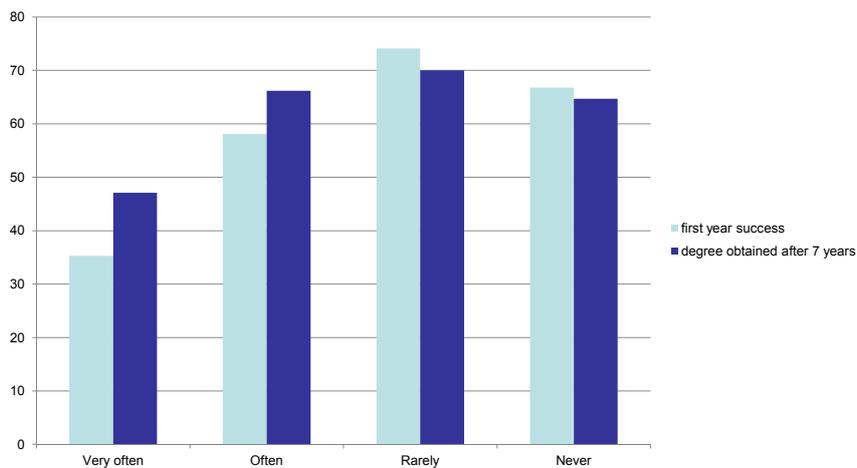
Graph 1 : Students Involvement in associations according to the type of association



Sources : OVE, 2001, 2006, 2011

Active citizenship : political activism

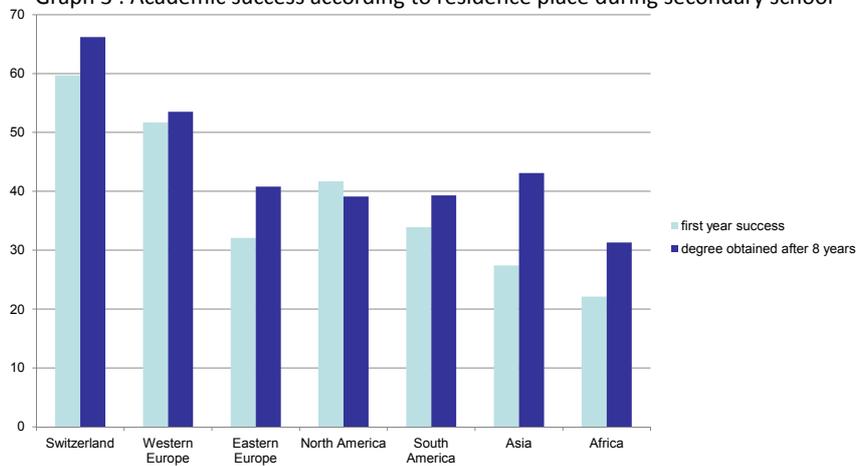
Graph 2 : Academic success according to the frequency of political activism



Sources : OVE, 2001, 2009

Passive civil citizenship : nationality or residence permit

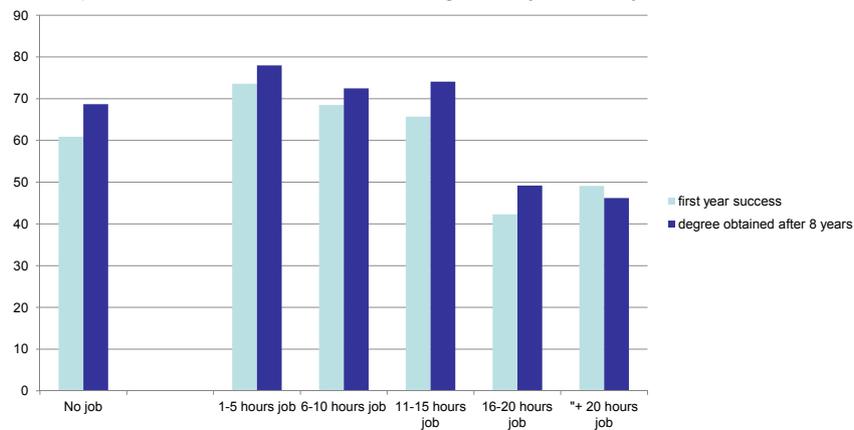
Graph 3 : Academic success according to residence place during secondary school



Sources : OVE, 2001, 2009

« Active citizenship » : exercice of remunerated activity (as student job)

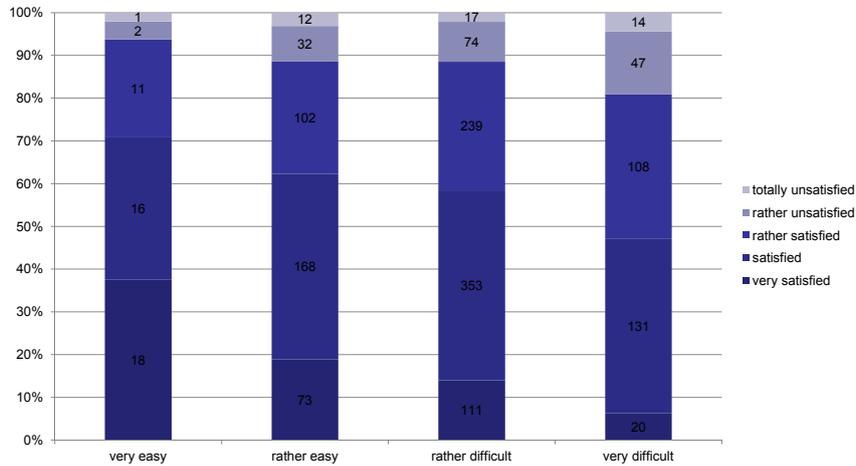
Graph 4 : Academic success according to the job weekly duration



Sources : OVE, 2001, 2009

Passive occupational citizenship : prospective perception of the future probability to find easily a job after higher studies

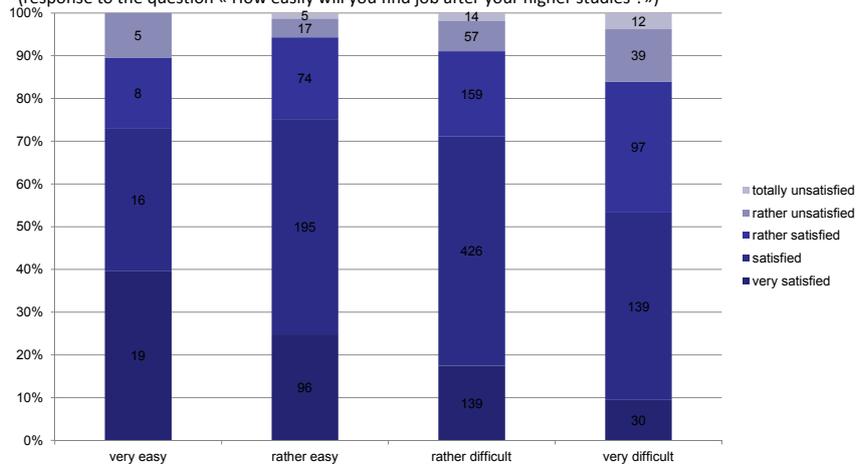
Graph 5a : Satisfaction towards University of Geneva according to the anticipated difficulty of prospective job integration (response to the question « How easily will you find a job after your higher studies ?»)



Sources : OVE, 2006

Passive occupational citizenship : prospective perception of the future probability to find easily a job after higher studies

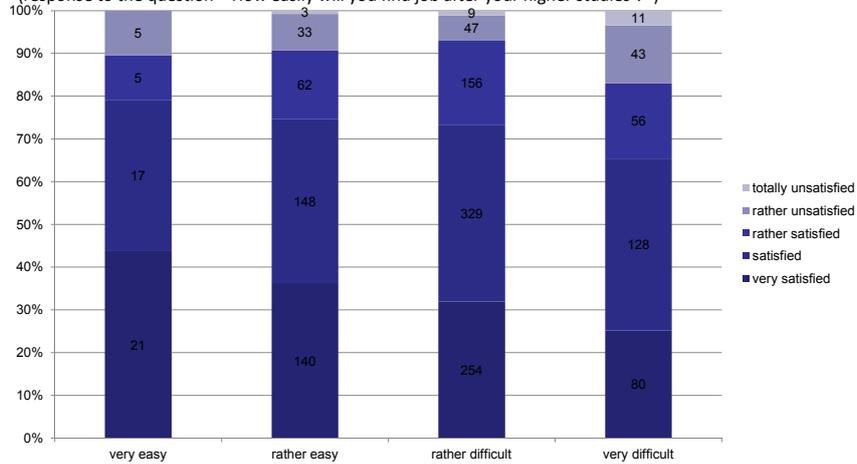
Graph 5b : Satisfaction towards studies according to the anticipated difficulty of prospective job integration (response to the question « How easily will you find job after your higher studies ?»)



Sources : OVE, 2006

Passive occupational citizenship : prospective perception of the future probability to find easily a job after higher studies

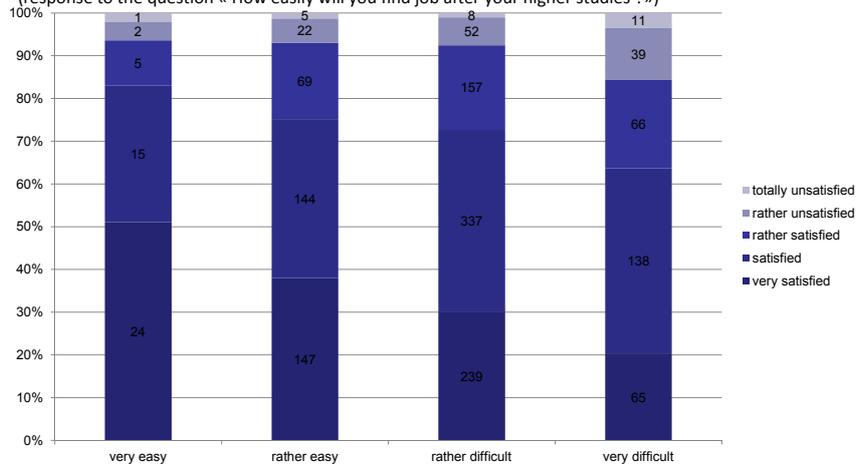
Graph 5c :Satisfaction towards social life according to the anticipated difficulty of prospective job integration (response to the question « How easily will you find job after your higher studies ?»)



Sources : OVE, 2006

Passive occupational citizenship : prospective perception of the future probability to find easily a job after higher studies

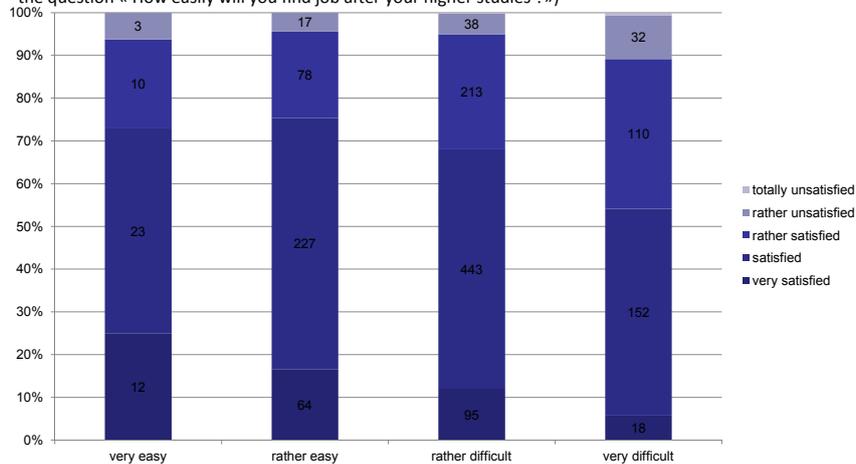
Graph 5d :Satisfaction towards health according to the anticipated difficulty of prospective job integration (response to the question « How easily will you find job after your higher studies ?»)



Sources : OVE, 2006

Passive occupational citizenship : prospective perception of the future probability to find easily a job after higher studies

Graph 5e : Global satisfaction according to the anticipated difficulty of prospective job integration (response to the question « How easily will you find job after your higher studies ?»)



Sources : OVE, 2006

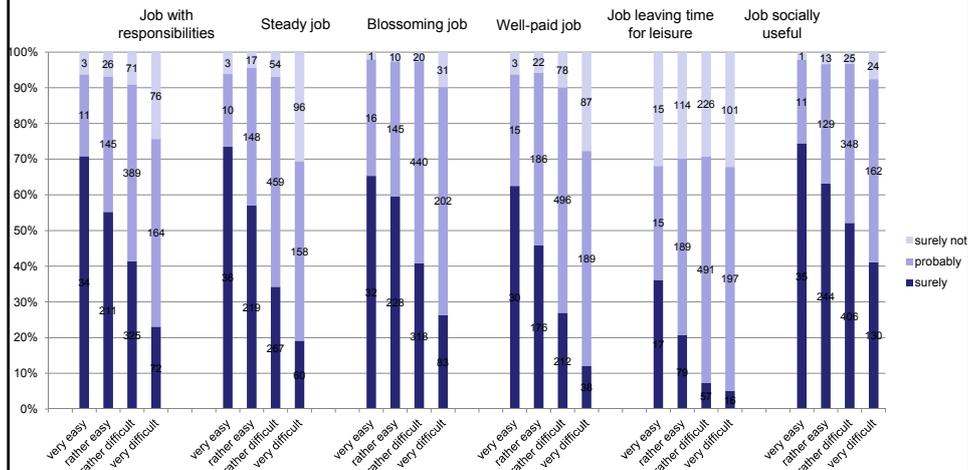
- An hypothesis to be checked :
If the prospective job integration is problematic, the student will redirect his interests, expectations and experiences to other fields of the citizenship.
- It's the substitution/replacement logic !

Test of substitution hypothesis

- If the prospective job integration is perceived as difficult, the student will redirect his objectives to a more active, political and social citizenship.
- No result confirmed this hypothesis...

Even, some results gave statistical relationships suggesting the opposite of the substitution hypothesis...

Graph 6 : Job features aimed for future career the anticipated difficulty of prospective job integration (response to the question « How easily will you find job after your higher studies ? »)



Sources : OVE, 2006

- 
- More than the substitution of the expectations, we observed the accumulation and/or the combination of the expectations. («cumul des handicaps»)



As conclusion,

- Some findings :
 - The active citizenship of the students is weak
 - The social and job integration (if not excessive) are found as a good way to lead towards academic success and satisfaction for the student life
 - The importance of the job integration is as strong as it determines a lot of outputs of the students and academic realities (in other terms, if you perceive your job integration as guaranteed, you will perceive the other fields of the student life as positive)
- In fact, the students, today, are much more oriented towards some individual expectations (job integration, but also leisure time and activities, individual development, extracurricular opportunities...) than collective and/or citizenship motivations.

Pro-social motivations among mid-career students in Barcelona

Helena Troiano

GRET - Autonomous University of Barcelona

VI. International Workshop at the University of Konstanz
Beyond Employability: Citizenship and Responsibility in
Higher Education

Our research

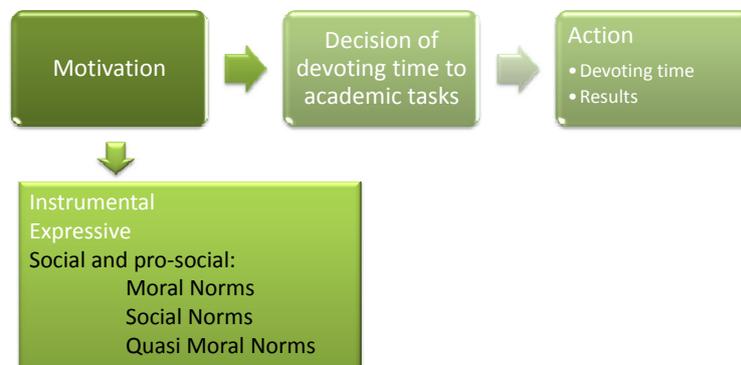
- The research we are carrying out (r+d+i of the Ministry of Education) titled *Los estudiantes ante la nueva reforma universitaria* (Students coping with new university reform), 2008-2011 period.
- We are analysing 10 Bachelors at 4 Catalan public universities in the metropolitan region of Barcelona.
- Analysis of the context: documental revision, interviews to staff (deans, degree coordinators...).
- We did 8 student interviews on each of the Bachelors (80 interviews in total) on 2009 and 867 questionnaires to mid-career students on November 2010- January 2011.

Sample

Areas of knowledge	
Arts	Translation and Interpretation (n=102) Humanities (n=61)
Social sciences	Social Education (n=90) Business Studies (n=128)
Health	Nursing (n=138) Pharmacy (n=78)
Sciences	Biosciences (n=48) Chemistry (n=94)
Engineering	Architecture (n=77) Telecommunications Engineering (n=51)

Sample = 867 students

Motivation in the study process



Social motivations and norms

- **Moral Norms:** It is based on “everyday Kantianism” (do what would be best if everyone did the same) and on feeling guilty when there is a transgression. They are unconditional norms.
- **Social Norms and Quasi-Moral Norms:** They are based on concepts of *approbativeness* and shamefulness. They are conditional on other agents action.

Jon Elster (2007)

Operationalization

- Often is not possible to distinguish the kind of norm (social, moral or quasi-moral) only referring to its content.
- So Elster himself stresses the differences referring to the *interlocutors* of the action. We operationalize the norms according to this distinction:
 - Moral Norm: nobody can see what I’m doing but me,
 - Social Norm: other people can see us and some consequences are derived,
 - Quasi-Moral Norm: we can observe other people, they become a model and I can imagine what would they think if they saw me.

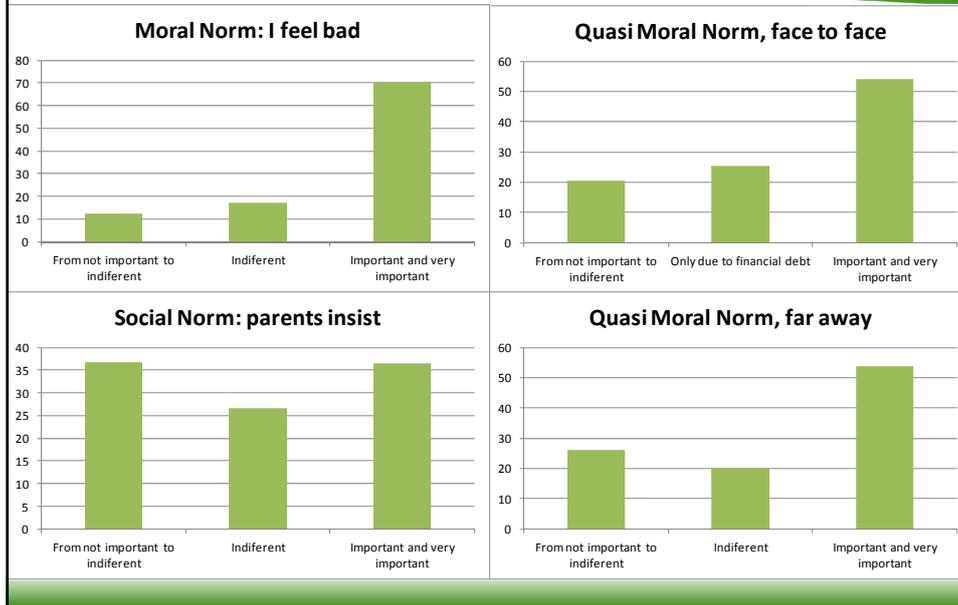
Indicators

- Moral Norm:
 - How important is the following aspect to seriously devote yourself to studying? (1-5 scale) **I feel bad** if I don't enough devote myself to my studies.
 - How do you define yourself as a student? (1-5 scale) I always have given the **most effort** to my studies.
- Social Norm:
 - How important is the following aspect to seriously devote yourself to studying? (1-5 scale) My **parents insist** on me making this effort.
- Quasi-Moral Norm:
 - How important is the following aspect to seriously devote yourself to studying? (1-5 scale) The people **I value** consider this is my duty and/or they are **proud** of me.
 - How important is the following aspect to seriously devote yourself to studying? (1-5 scale) My **parents finance** one part/all of my studies.
 - How important is the following aspect to seriously devote yourself to studying? (1-5 scale) **Society finance** one part of my studies.
 - If you are still dependent on your parents, what do you think about it? 1. Nowadays, funding the offspring' studies is almost **a duty**. 2. They can pay and they are **happy** to do it. 3. I feel **I owe them something** because they are making an effort.

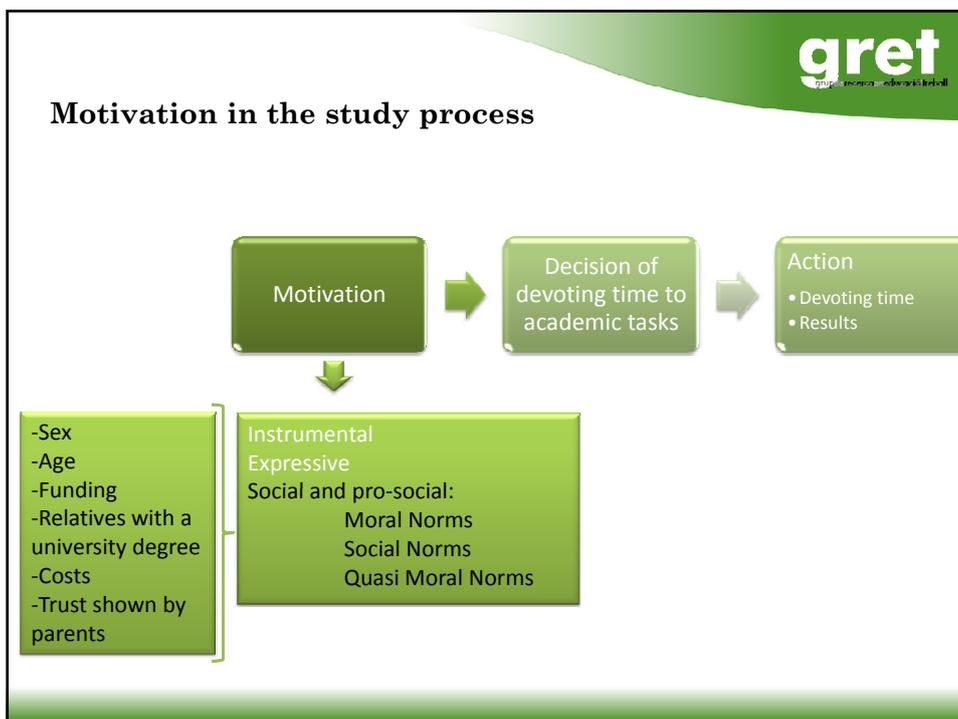
Refined indicators

- Moral Norm:
 - How important is the following aspect to seriously devote yourself to studying? (1-5 scale) **I feel bad** if I don't enough devote myself to my studies.
 - How do you define yourself as a student? (1-5 scale) I always have given the **most effort** to my studies.
- Social Norm:
 - How important is the following aspect to seriously devote yourself to studying? (1-5 scale) My **parents insist** on me making this effort.
- Quasi-Moral Norm, face to face:
 - How important is the following aspect to seriously devote yourself to studying? (1-5 scale) The **people I value** consider this is my duty and/or they are **proud** of me.
 - How important is the following aspect to seriously devote yourself to studying? (1-5 scale) My **parents finance** one part/all of my studies.
- Quasi-Moral Norm, far away:
 - How important is the following aspect to seriously devote yourself to studying? (1-5 scale) **Society finance** one part of my studies.
 - If you are still dependent on your parents, what do you think about it? 1. Nowadays, funding the offspring' studies is almost **a duty**. 2. They can pay and they are **happy** to do it. 3. I feel **I owe them something** because they are making an effort.

Results: norms

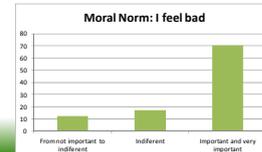


Motivation in the study process



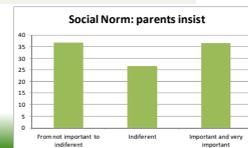
Profile of Moral Norm

More Moral Norm among:	Less Moral Norm among:
Pharmacy; Translation and Interpretation	Social Education; Telecommunications Engineering
8-8.99 entrance mark (high mark)	
Women	
19-22 years old	
	No parents finance help
	Student working during academic year
He/She feels more privileged than the young already working	
All of his/her friends are university students	



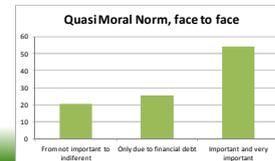
Profile of Social Norm

More Social Norm among:	Less Social Norm among:
Pharmacy; Chemistry	Social Education
5-5.99 entrance mark (low mark)	
19-22 years old	27-35 years old
Parents finance (partially or totally)	No parents finance help
	Student works during the course
Most relatives have university degrees	Almost no relatives at the university
He/She feels more privileged than the young already working	
	Parents valued the same a good job than studying



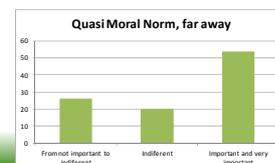
Profile of Quasi-Moral Norm: face to face

More QMN face to face among:	Less QMN face to face among:
Pharmacy	Social Education
5-5.99 entrance mark (low mark)	
19-22 years old	27-35 years old
Parents finance (partially or totally)	No parents finance help
Student doesn't work during the academic course	Student works during the academic course
He/She feels more privileged than the young already working	
	Parents did prefer better him/her working than studying

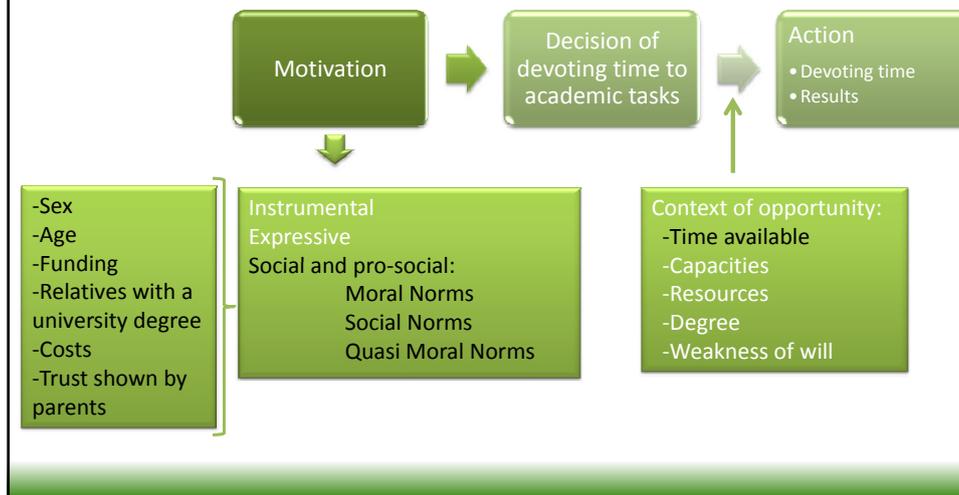


Profile of Quasi-Moral Norm: far away

More QMN far away among:	Less QMN far away among:
Architecture	
Financing through grant	Not financing through grant
Working during academic vacations	
Some relatives have university degrees	Most relatives have university degrees



Motivation in the study process



Moral Norm consequences

- The degree of Moral Norm has an influence on class attendance (raising it), specially among full-time students.
- The more MN a student shows, the more delay in the progress of his/her studies... (!?) Does the relation work in the opposite direction?

Social Norm consequences

- The Social Norm doesn't present any influence on class attendance, except for those who work part-time.
- The more SN among students, the more delay in courses progression... (!?) Again: Does the relation work in the opposite direction?

Quasi-Moral Norm, face to face, consequences

- High degrees of QMNftf increments the attendance to all the lectures. But among the students responding only to a financial debt towards their parents, it decreases to only the half and less attended lessons.
- The more QMNftf among students, the more delay in courses progression... (!?) Yet again: Does the relation work in the opposite direction?

Quasi-Moral Norm, far away, consequences

- High degrees of QMNfa increments the attendance to all the lectures among the full-time students; and it attains a 75% attendance among the full-time workers.
- There is no relation between QMNfa and delaying the progression through studies.

Conclusions

- Students profile:
 - High degrees of Moral Norms and Quasi-Moral Norms can be found among students.
 - Differences founded are most explained by financial issues: studies cost, having a grant, parental funding, etc.; or, on the contrary, I do it all alone, I study without any support by anyone or any kind.
 - Some personality aspects seem to appear when Moral Norm is considered.
- Norms influencing results:
 - Norms, specially Moral and Quasi-Moral, move the students to better fulfill their obligations (measured as lectures attendance); but this is also conditioned by the actual possibilities of attending them (combination of studies and work).
 - Norms seem to be triggered by the results obtained, not be triggering those results.

Bourgeois and Citoyens: Challenges for the University and its Graduates

Dr. Helmut Guggenberger

Department of Sociology
Faculty of Management and Economics

Context of short presentation

- work in progress: considerations of HE(-institutions)
 - understanding leading principles
- access
 - research on HE graduates; on ‚governance‘ of HE institutions
 - literature on economisation, New Public Management, entrepreneurship
- prospectives
 - analyzing (political) documents
 - using graduate surveys

University „today“

“Today, very few dare to call to mind or even demand the realization of the potentially emancipatory duties of the university. The catastrophic current state of the universities - about which there is broad agreement - simultaneously disavows the normative guiding principle following Humboldt, that is frequently put forward, and in the name of which the reform process was tackled [...]. Instead, today, we have a model, in which the university is basically expected to function ‘like a business’ and to demonstrate a ‘certain efficiency’ [...].”

University Reform: Of the Usefulness of its Failure or A Beginning
Without an End - A Panorama from a Social Theory Perspective
(Melchior 1991: 20)

University today

„Austria [...] spends more public money than the OECD-means and has higher expenses than countries with considerably higher education rates. Therefore, higher education is not publicly underfinanced, but rather structurally outdated“

(The Bologna-Process as a Chance for Higher Education Reform in Austria; Schneeberger 2012: 154)

„[...] HE systems in all of the studied countries are becoming increasingly framed by expectations from the world of work and society at large to improve students‘ professional career paths.“

(Employability of Graduates and Higher Education Management Systems
- Summary of DEHEMS Project Results 2012: 1)

Definitions

Bourgeois - common definitions

- a member of the middle class; DE *der Bürgerliche*
- a person whose political, economic, and social opinions are believed to be determined mainly by concern for property values and conventional respectability
- a shopkeeper or merchant

Jean-Jacques Rousseau: Le contrat social

- „*Le citoyen est un être éminemment politique (la cité) qui exprime non pas son intérêt individuel mais l'intérêt général. Cet intérêt général ne se résume pas à la somme des volontés particulières mais la dépasse.*“
- „The citizen is a highly political being that expresses not its own, individual interest, but rather the common interest. This common interest is not restricted to the sum of individual volitions, but goes beyond these.“
- DE *der Staatsbürger*

Prospectives

- Questions listed, could be explored in two ways:
 - analysing documents pertaining to the reformation or development of Higher Education in Austria - with regard to establishing how the guiding principles of *bourgeois* and *citoyen* can be recognised implicitly (or even explicitly); in addition, further guiding principles could be identified (such as the 'entrepreneurial university').
 - giving due consideration in graduate surveys ('tracer studies') the topic of 'entrepreneurship'. - This can be done in terms of preparation for self-employment, and in terms of entrepreneurial behaviour and the teaching of these skills at universities and universities of applied sciences.
- A critical view will be appropriate, especially with regard to transferring principles that are probably sensible in one area (enterprises) to another area (university), where the same probability cannot be assumed.

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Thank you for your attention!

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Value orientation and political participation of students in Ukraine

Andrii Gorbachyk



Sociology Faculty

Taras Shevchenko National University of Kyiv



What is your purpose of getting higher education?

Higher education is useful for...

Please use the scale from 1 to 7, where 1 – not useful, 7 – very useful

		Mean	StdDev
	Orientation to labor market, employability		
4	to get an interesting job	5.92	1.37
5	to have a reliable income	5.87	1.41
6	to get a high social status	5.51	1.47
	Orientation to self-development		
7	to develop own ideas and thoughts	5.66	1.46
8	to learn more about the chosen specialty	5.14	1.71
9	to get a good academic (classical) education	5.60	1.56
10	to be an educated person in general	6.08	1.24
15	to get an academic degree	4.50	2.04
	Orientation to society		
12	to help another people	4.21	1.90
13	contribute to the development of society	4.68	1.79



Hierarchy of orientations

	Mean	StdDev	Alpha
Orientation to labor market, employability	5.77	1.15	0.73
Orientation to self-development	5.42	1.08	0.70
Orientation to society	4.44	1.69	0.80

Students are more oriented to labor market than to the development of society



Are the hierarchy of orientations changing during the study at the university?

	Year of study			
	2	3	4	master
	(mean)	(mean)	(mean)	(mean)
Orientation to labor market, employability	6.01	5.76	5.68	5.70
Orientation to self-development	5.62	5.41	5.27	5.42
Orientation to society	4.68	4.42	4.15	4.52

Year of study has no influence on the hierarchy of orientations and even on orientations in general



Whether the number of social-humanitarian courses has influence on orientations?

Students of social-humanitarian faculties have considerably more such courses than students of natural sciences faculties.

	Natural science faculties	Soc.-hum. faculties
	(mean)	(mean)
Orientation to labor market, employability	5.57	5.89
Orientation to self-development	5.45	5.39
Orientation to society	4.37	4.48



Social activity index
scale from 1 (lowest level) to 10 (highest level)

Do you participate in the activity of some ...

- Religious organization
- Trade unions
- Sport organization
- Art unions
- Charitable organization
- Tourist organization
- Ecological organization
- Other ...



Political activity index scale from 1 (lowest level) to 7 (highest level)

During the last 12 months, have you done any of the following?

- contacted a politician, government or local government official
- worked in a political party or action group
- worked in another organisation or association
- worn or displayed a campaign badge/sticker
- signed a petition
- taken part in a lawful public demonstration
- taken part in a strike
- boycotted certain products



Index of activity in the university scale from 1 (lowest level) to 4 (highest level)

Participation in ...

- trade-union
- student's scientific association
- student's parliament
- student's council in the dormitory



Whether the type of faculty has influences on activity?

	Natural science faculties	Soc.-hum. faculties
	(mean)	(mean)
Social activity	1.63	1.72
Political activity	0.70	0.84
University activity	0.88	0.83

No influence.

In general students are more politically active than Ukrainian population (ESS-2010, index=0.26) and young people (17..25) in Ukraine (ESS-2010, index=0.32)



Whether activities have influence on orientation to society?

	<i>beta</i>
Social activity	0.087*
Political activity	-0.019
University activity	0.064*
Year of study	-0.009
Type of faculty	0.029
Finance status of parent's family	0.011
Parent's education	0.123*

Social and university activities have some statistically significant but small influence. The best predictor is parent's education (family where two parents have higher education)



Where do you plan to live after finishing university education?

	2 nd year of study	3 ^d year of study	4 th year of study	Master program
Kyiv city	64,2%	67,1%	64,9%	73,3%
Return home	3,0%	3,1%	4,5%	4,1%
Other city in Ukraine	3,5%	3,9%	2,5%	3,2%
Go abroad	23,4%	21,1%	22,3%	13,8%
Other	6,0%	4,8%	5,8%	5,6%



Some conclusions

- in getting higher education students are more oriented to labor market than to development and changing of society
- staying at the university (year of study) and type of the faculty (natural vs socio-humanitarian) don't influence to this orientations (i.e. year of study and number of passed social courses both are not the factors)
- social activity and university activity both are factors but not very influenced
- the most powerful factor influencing this orientation is parent's family (not the financial situation of the family but education of the parents)

HRK

Reforming Higher Education in Europe. Qualifying for the Labour Market?

- Some Views with Implementing Employability in Germany

Dr. Peter A. Zervakis

Head

Project nexus

Constance, 16 November 2012



HRK German Rectors' Conference
Project nexus
concepts and good practice in higher education



1. Introduction: goals of the Bologna Process

- Adoption of a **cycled** study system with **easily readable and comparable** academic degrees (undergraduate / graduate, Bachelor / Master)
- Promoting mobility, flexibility and quality assurance in the European dimension of higher education (by the “open method of coordination”)
- Establishment of a transparent system of credits (**ECTS**)
- Implementing **Diploma Supplement** to promote “**employability**” = improve acceptance for the Bachelor by employers
- Promoting **life long learning**
- Strengthening **active participation of students**
- Improving links between the European Higher Education Area (EHEA) and the European Research

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1. Introduction: Trends in Europe by adopting

- Desired **ambiguity**: not binding in form, but depending on the national reform dynamics
- Allows large **flexibility** for institutional design at the national level (great variety is guaranteed)
- The European level is the **reference framework and identification source** for the modernization of higher education
- **Path-dependent** momentum in participating countries
- In Germany: **autonomous** formation of policies by the Standing Conference of Ministers for Education and Cultural Affairs (KMK) (resolutions of 1999 and 2003)

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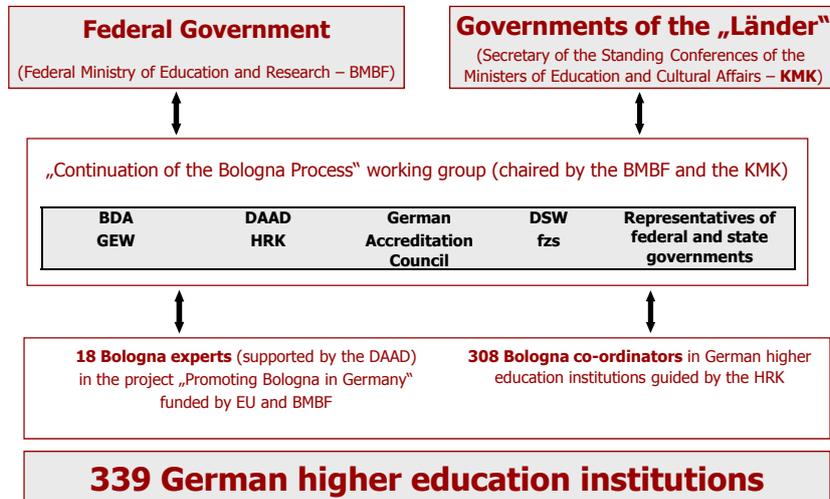
1. Introduction: The Stakeholders in Bologna Europe



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2. State of Implementation in Germany: The Stakeholders



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The nexus project offers

- Good-practice seminars and workshops run by experts
- Information: surveys and specialist publications
- A forum for the exchange of concepts and approaches



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The nexus project supports

- **Modularization** appropriate to subject in Bachelor and Master study programs
- Structured assessment of **learning outcomes and competencies**
- Integration of skills relevant to the job market in Bachelor and Master study programs (“**employability**”)
- Increased **permeability** between academic education and vocational training
- Optimized procedures for **evaluating prior learning** and ensuring improved credit mobility
- **Diversity management** and the widening of participation
- **Dissemination of information** on the European study reform (“Bologna 2020”) to stimulate **change**

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Quality of study and teaching	Widening participation and promoting student mobility
Implementing competencies and learning outcomes Student centered learning Quality Assurance in teaching Labour market needs (employability) Diversity Management Profiling Master Programmes Modularisation in discipline-specific Bachelor and Master study programs	Co-operation between academic and vocational education Easening Recognition of coursework (Lissabon Convention) Framework for recognition
Exchange of concepts and „good practice“ between HE Institutions	
to further devolop the cycled study programmes	

2. State of Implementation in Germany

*The German
Diploma –
worldwide a
success-story
(?)*

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2. State of Implementation in Germany

National Need for Reforms in Germany

Deficiencies in the (traditional) German Higher Education system:

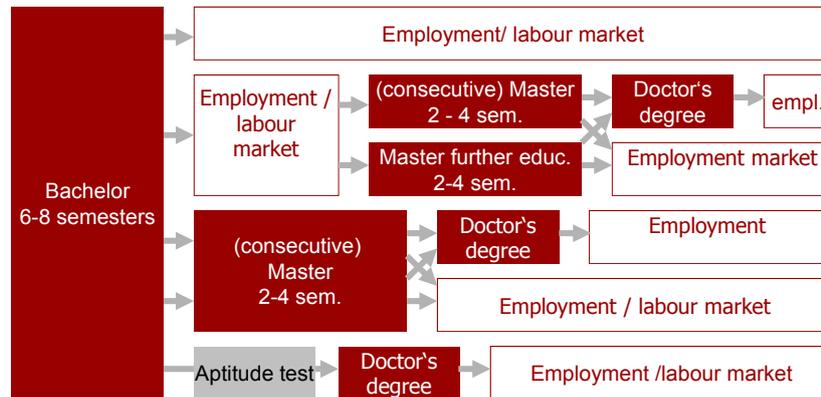
- Long study times and high dropout rates
- Lack of resources and funding
- Insufficient international compatibility of the 广芥雍ZNo accepted system of quality assurance
- Problems with curricula structuring and orientation
- increasing students' numbers (mass education)
- Growing social and cultural diversity of students (with deficits in mathematics, languages)

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2. State of Implementation in Germany

Potentials of cycled study programmes: various educational and occupational paths



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2. State of the implementation: Graduates and Labour market

- Already, Bachelor graduates show a **closer match** between their actual average duration of studies (**at 6.7 semesters**) and the prescribed ones (of **6 semesters**). In comparison to the past: the majority of students studied 11 semesters and more instead of 8 semester.
- According to INCHER's Data the German Bachelor students are more mobile than assumed: 35% of the surveyed Bachelor graduates from universities of applied sciences and 32% from universities take the opportunity to go abroad – even if for a comparably shorter time – during the course of their studies. Within Germany, 14% of all students transfer to other higher education institutions.
- There is evidence of **growing acceptance** of the new degrees and particularly the Bachelor on the labour market. In its graduate survey of 2008 INCHER assessed that about 22 % of the Bachelor graduates from universities and even 59% from universities of applied sciences choose to enter the labour market directly. Moreover, they report similar periods of seeking

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3. Employability

„You have what? The Bachelor? Well, I hope it's not contagious!“

The first Bachelor-graduates arrive at the recruitment level.

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3. Employability: Labour market relevancy and Studying

Added value

Bachelor...

- as new qualification level
- more customized specialization
- with problem-solving and cross-over skills
- sensitization for labour market needs
- graduates with internationally familiar degrees
- new opportunities for personal development through academic, continuing education master programmes (e.g. in the consulting sector)
- easier access to the international labour market

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3. Employability: Labour market relevancy and Studying

- Aspects of “Employability”: “qualification for employment or labour market”, “professional qualification”, “qualification to be employable”, “suitable for the labour market”, “market value”
- Necessary for better acceptance of B.A. on the labour market
 - Employers need to address:
 - salary and wage-group issues, competence profiles for vocations/ professional fields, stipend programmes, Life-Long Learning
 - Higher education institutions need to:
 - consider the demands of the labour market in the context of their own competence/skill profiles as well as regarding learning outcomes (Key competences, internships, continuing education)

15 29. Januar 2013 © reform and develop curricula in dialogue with employers and social partners HRK German Rectors' Conference

3. Employability: Labour market relevancy and Studying

- Labour market relevancy and Employability
- “The qualification goals of degree programmes encompass not only the graduates’ targeted capability to be able to integrate into a rapidly changing labour market on a long-term basis and with a foundation of scientific/academic as well as personal education, but also their ability for societal participation. “Employability” and “Citizenship” are complementary principles of European higher education policy and involve cooperation and coordination between education and occupation systems. Accordingly, this can only be achieved with intense dialogue between governments, higher education institutions and employers.”

16 29. Januar 2013 © - In: Decision of the 5 (special) General Meeting of the German Rectors’ Conference, 27 Jan. 2009 on Bologna HRK German Rectors' Conference

3. Employability: Labour market relevancy and Studying

Orientation towards competencies in Bachelor and Master

- Subject-related/disciplinary and methodological competences (i.e. core of academic education)
- Social competences (Requirement of individuals for effective interaction with the social environment)
- Personal skills (individuals' ability to assess their environment and to gauge as well as apply their own potential)

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3. Employability: Labour market relevancy and Studying

Pathways to Good Teaching

Student-centred approaches (learning outcome/skills orientation, integration of student diversity, recognition of students as partners and experts in their educational experience, introduction of mandatory self-assessments, shift from teaching to learning)

Professionalization (using a variety of teaching and testing formats; extending advice and support structures, developing professional training opportunities for teachers; creating learning and teaching communities, establishing cross-university specialist skills centres; expanding research in teaching and learning to support internal quality development in teaching at universities)

Greater freedom for teachers and students in legal, curricular and time scheduling matters (reduced regulations, sabbaticals for teaching, flexibility)

Research orientation (research-based learning, evidence-based approaches)

Transparency and publication of data (student surveys, teaching evaluations, online forums, graduate surveys, dissemination of good-practice examples)

Attractive incentives (Quality of Teaching Pact, Forum for Teaching ; competitions for excellence in teaching and awards, such as the *Ars Legendi* ; more emphasis on teaching skills in the appointing of professors)

Centrally-supported structures promoting teaching at universities (greater accountability of student representatives, quality circles, external advisory boards)

Promoting an individual and institutional sense of value of teachers and learners (methods and approaches for good teaching and learning)

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3. Employability: The Quality Pact

Guiding Principles in implementing Bologna in Germany:

- Evaluating the reality of implementation by good-practice
- Strengthening the culture of student participation
- Co-ordinating further implementation of reforms
- Introducing Quality Pact for improving conditions in academic teaching

→ <http://www.v3mag.de/creative-diversity/>
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4. Conclusion

Challenges in German implementation

- Permanent underfunding and lack of resources in HEI
- Inadequate teacher-student-ratio
- Uninsufficient mentoring and coaching of students
- Underestimation of academic teaching (in comparison to research)
- Persistent reservation and scepticism within universities, business and society accepting the Bologna Process, especially the Bachelor degree

20 Restricted autonomy of universities regarding
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4. Conclusion

Implementing the Second Phase of Bologna

- optimizing / (re)structuring Bachelor/Master curricula
- developing and improving (comparable) qualification profiles
- focusing on learning outcomes and competences
- **ensuring and enhancing „employability“**
- strengthening flexibility and „studyability“ of curricula
- improving teaching quality
- paying more attention to the social and cultural diversity of students

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4. Conclusion

Qualifying for the Labour Market

What can the business world and labour market contribute?

- Helping school pupils get excited for studying, esp. in math, engineering, natural sciences and technology
- Providing stipends for secondary school graduates
- Providing demanding, well-advised internship positions in sufficient number and compatible with degree programmes
- Supporting participation in practice-oriented projects as integrated part of studies
- Supporting degree theses at all levels (BA, MA, Phd. Etc)
- Contributing to the (further) development of programmes in higher education institutions
- Recruiting visiting lecturers/instructors from the intersection of science and the market
- Enhancing “cross-over” of external experts into teaching and higher education in general

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4. Conclusion

Qualifying for the Labour Market

What can higher education institutions contribute?

- As part of curricula, including practice-related elements (e.g. in a “practise phase”), teaching key competences and academic reflection of results
- Engaging in dialogue and continuous exchange with companies and other labour market representatives on special needs in various professional fields
- Differentiating study course offerings for diverse target groups (e.g. more part-time and dual degree programmes, E-learning.)
- Advising students comprehensively on possible professions and career orientation as well as encouraging entrepreneurship (e.g. simulation of business start-ups, competitions, etc.)

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4. Conclusion

Qualifying for the Labour Market

What can policymakers contribute?

- Creating an appropriate framework of conditions (room for developing high education institutions' own profiles, encouraging constructive competition, transparent criteria for selecting students)
- Fostering higher esteem of teaching in higher education
- Providing sufficient funding and resources in general for implementing more modern, skills/competence-oriented forms of teaching, examining and advising
- Improving conditions for studying and learning

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Konstanz, 16.11.2012
Workshop “Beyond Employability: Citizenship and
Responsibility in Higher Education”.

Paul Kellermann

Employability and Higher Education in the Money Society

Preliminary Remark

Already “beyond” employability? Employability is one of very few central words of the “Bologna Declaration”. The subsequent Bologna Process replaced step by step the classical conception of the European University in order to make students “employable”. Shouldn’t we, first, try to clarify the connection of employability and the reconstruction of Higher Education? Isn’t it better to discuss the very meaningful concepts “Citizenship” and “Responsibility” after a deeper understanding of “Employability”?

I Components of the central words

I.1 Employability

- To employ: "To use the services of (a person or group) to perform work in return for pay"
- Employer: "A person or group that employs others".
- Employee: "A person who is employed".
- Employment: "The state of being employed".
- Employable: "Suitable to be employed" (Longman 1987, 333).
- To be able: "Having the skill, power, knowledge ... or other qualities that are needed in order to do something."
- Ability: "The fact of having the skill, power, or other qualities that are needed in order to do something." (Longman 1987, 2)

I.2 Higher Education

Higher Education is the term for all kinds of organized education above secondary school, taking place at a college or university.

I.3 Money Society

A “Money Society” is a society in which all people need money because more or less every item and activity has a price. “Money thinking” dominates more and more all other orientations towards actions. E.g. if a case of emergency exists somewhere, everyone primarily asks for money, but not for direct non-financial support.

II Employability in the Declarations of Sorbonne and Bologna

Two significant documents with regard to students, graduates and Higher Education in general appeared at the end of the last century: The **Sorbonne Declaration** of European ministers in charge of research and science in 1998, and the **Bologna Declaration**, adopted by ministers of education of 29 European countries in 1999. Both documents contain the expression “**employability**”.

II.1 Employability and the Sorbonne Declaration (1998)

“We hereby commit ourselves to encouraging a common frame of reference, aimed at improving **external recognition and facilitating student mobility as well as employability.**” (Sorbonne Declaration 1998: 1)

II.2 Employability and the Bologna Declaration (1999)

“We must in particular look at the objective of increasing the international competitiveness of the European system of Higher Education ... in order to promote European citizens’ **employability** and the **international competitiveness** of the European higher education system ...” (Bologna Declaration 1999: 1)

III European University, Spirit of the Age and Labor Market

The University is the core of the system of Higher Education in all countries. Usually we look at the University of Bologna as the first instance of the formal foundation of universities in Europe (1088). The foundation of the University of Berlin (1810), inspired by Wilhelm von Humboldt, brought together what had been developed during the centuries.

III.1 European University: Magna Charta Universitatum and Glion Declaration

The essential purposes of the University in the frame of the division of labor in society are described in many documents. Two of them should be quoted.

III.2 Spirit of the Age and Higher Education

“Spirit of the Age” is more than what we like to call “public opinion”. The German expression is “Zeitgeist”. It is a kind of paradigm, a basic perspective without a special reconsideration.

The current not only European Spirit of the Age is focused on money and business, even with regard to Higher Education.

III.3 The Labor Market

“Labor Market” is not the appropriate relation if employability is in question: The crucial point is the state of the employment system. In case of high unemployment rates the labor market is a market of jobs, in case of low unemployment rates it is a market of work forces. Currently, the employment system does not offer sufficient jobs.

“The youth unemployment rate in the EU-27 was more than double the overall unemployment rate in 2011.”
(http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/Unemployment_statistics#Youth_unemployment_trends, Oct. 27, 2012).

But much more important than the employment system and employability are the development of the system of work and the acquired competences of graduates. The decisive point of academic work, be it dependent or independent, is the capability to meet the professional requirements.

IV.1 Dependencies

The employability of graduates does not depend simply on the Bologna designed courses of study (and most certainly not on the universities), but at least on the following conditions and developments:

- The social organization of work in general (independent, 'new' independent, dependent; paid, unpaid; innovative, reproductive, preventative employment etc., cf. Kellermann 1985: 280ff.).
- The ideology or value system applicable to the autonomy of citizens with respect to their freedom of choice of profession.
- The number of independent professions.
- The labor market for graduates.
- The interest of businesses and companies in innovation and higher academic education of their staff.

IV.2 Deficiencies

The focus of the Bologna Process is on teaching and instruction, neglecting, firstly, self-organized and self-responsible studying and professional working, and secondly, neglecting scientific research. Students are seen as potential human capital for business. Many studies were reorganized for restricted application instead of for open minded science.

IV.3 Increasing “Un-employability” of the employment system

Taking into account that in some European countries more than fifty percent of Europe’s youth, including Higher Education’s graduates, are jobless, the proclaimed word “employability” is gaining new contents:

It is the European employment system that is not “able” to “employ” the Bologna qualified people.

An explanation of this failure is that it is a basic mistake to see Higher Education only as a means to produce dependent labor forces for the employment markets as the Bologna Declaration and its implementation by the Bologna Process did and obviously still do.

IV.4 Final conclusion

We can conclude: The Bologna Process completely flopped with regard to its central purpose of making students of Higher Education fit for “employability”.

Employability or Scientific Orientation?

The Case of the „New“ Universities of Applied Sciences in Switzerland

Workshop at the University of Konstanz, 2012
Beyond Employability: Citizenship and Responsibility in Higher Education

Karl Weber, University of Berne

17 years after the foundation of the UAS...

- Have UAS become established in the field of universities?
- Are the values dominating practices in teaching and research more scientific-universalistic or rather professional-particularistic?
- These two questions are exemplarily discussed in the following context:
 - Differentiation of the UAS
 - Profile of scientific staff
 - Culture of teaching
 - Research participation of students
 - Comparison between disciplines

Basis of my presentation:

http://www.zuw.unibe.ch/content/e4720/e5652/Arbeitsbericht38ZUW_ger.pdf

Some selected characteristics of the UAS

	Segment 1 (architecture, construction engineering and planning; technology and IT; economy and services)	Segment 2 (social work, health, applied psychology and linguistics)	Segment 3 (music, theatre and other arts)
Admission diploma of students	Large proportion with federal vocational baccalaureate and baccalaureate Overall: relatively homogeneous population	Large proportion with „other admission diploma“ and with baccalaureate Overall: relatively heterogeneous population	Large proportion with baccalaureate Overall: relatively homogeneous population
Intenseness of research	Above average	Below average	Very low
Continuing education	Very active	Active	Rather passive

Educational diploma of scientific staff in the UAS

	Professors	Other lecturers	Assistants/scientific collaborators
Lower-secondary education	0.13%	0.08%	0.34%
Upper-secondary education	1.72%	3.81%	12.90%
Tertiary B level education	20.45%	14.43%	15.10%
UAS	7.97%	9.48%	37.69%
University (without doctoral/habil. degree)	43.69%	22.99%	24.23%
University (with doctoral/habil degree)	24.90%	9.88%	5.37%
Unknown	0.85%	39.33	4.37%

Data from 2007

Participation of students in discourse and production of scientific knowledge

Use of international, foreign language literature at UAS and U

Social work		Construction engineering	
UAS	U	UAS	U
13%	58%	19%	22%

Participation of students in research of teaching staff

Social work		Construction engineering	
UAS	U	UAS	U
19%	23%	33%	2242

Competence of students to discuss scientific questions on a high level

UAS	U
23%	74%

Conclusions I

- 1. Our data show some evidence that:
 - UAS are only partly integrated in the field of scientific universities
 - With development of the UAS, practical knowledge gained importance in tertiary education while scientific knowledge lost dominant position
 - The orientations (employability vs. scientific orientation) differ between disciplines

Conclusions II

- 2. Swiss educational system has facilitated the observed development:
 - Occupational qualification as main idea behind structure of Swiss educational system (cf. Müller/Shavit 1998).
 - Structure used in own interest by occupational organisations, former colleges of professional education and training and other actors of vocational education
 - No intervention, only observation by universities
- 3. Foundation of the UAS can be interpreted as process of the reproduction of educational organisations and occupations (theory of historical institutionalism ; cf.: Mahoney 2000, Werle 2007).

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Studying abroad: Only an increase in individual employability skills or a step towards Global Thinking?

Dr Heike Behle

Warwick Institute for Employment Research



Content

- What are employability skills?
- Employability skills and international students
- Skills – gained and expected
- What do international students do one or two years after graduation?

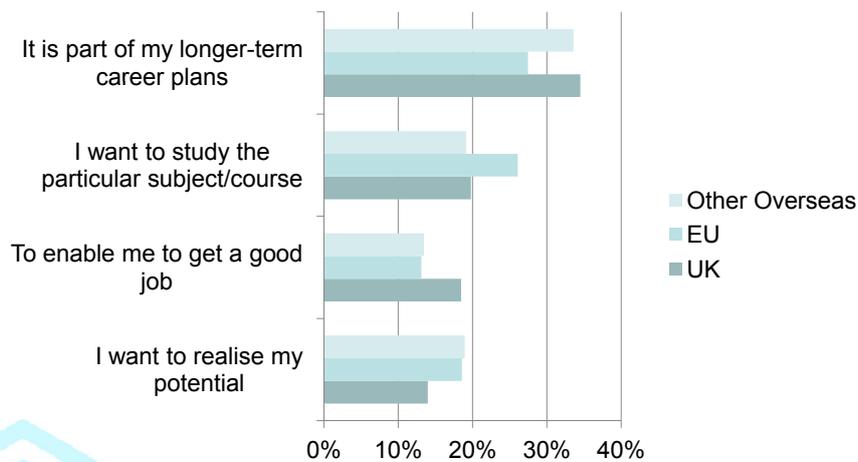


Examples for employability skills

- Communication skills
- Problem-solving skills
- Self Motivation
- Creativity
- Team work skills
- Time management skills
- Awareness of one's own strength and weaknesses



Selected main reasons for applying to enter HE



The data base – the Futuretrack survey

National longitudinal survey of UK undergraduate students

Online survey of all full-time 2005-6 UCAS applicants including EU and overseas applicants

Four waves:

1st wave: during application process in summer- early autumn 2006

2nd wave: after completion of one year in summer- early autumn 2007

3rd wave: last year in HE – Spring 2009(for three year courses) and 2010 (for four year courses)

4th wave: 3 or 2 years after graduation (depending on the time of graduation) - Winter 2012

The following analyses are based mainly on weighted data of the fourth wave (n = 17,075, 11 % are from other European countries and 6 % are other international students)



Employability skills

- Skills and abilities **to find** employment as well as skills and abilities **to remain** in employment and progress within the workplace
- Responsibility with individual but there is an increase of pressure on the HEI to promote employability skills
- Acquisition of employability skills neither starts nor finishes with a student's time in HE.



Employability skills of international students

- Study in a different context from home students (adaptation to UK HE system)
- Studying abroad as an 'employability advantage'
- Transferability of skills gained in the UK to the labour markets in home country or different country



Selected employability skills: cultural awareness and expression

- benefit of studying in a different country.
- cultural awareness and expression can be further divided in:
 - internationally oriented substantive knowledge;
 - empathy or intercultural competence, and
 - approval in terms of favorable attitudes or valuations of things abroad



Selected employability skills: Global competences and perspectives

- perceptual understanding
- ability to develop international interpersonal relationships
- ability to act as a cultural mediator
- cross-cultural awareness, choices

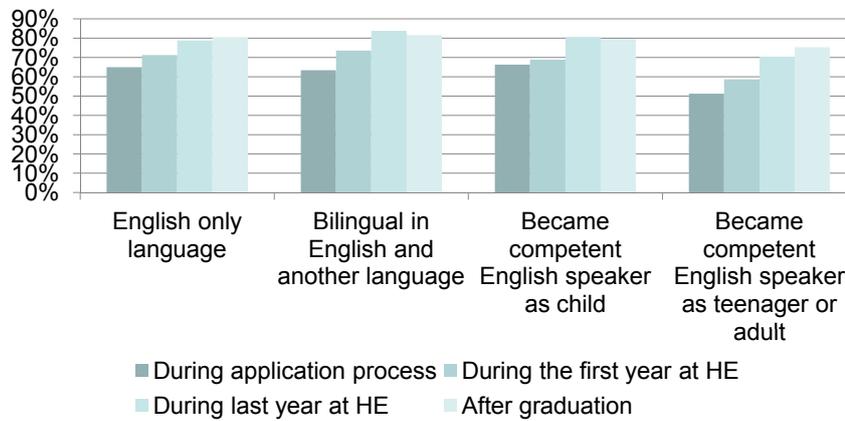


Selected employability skills: English language skills

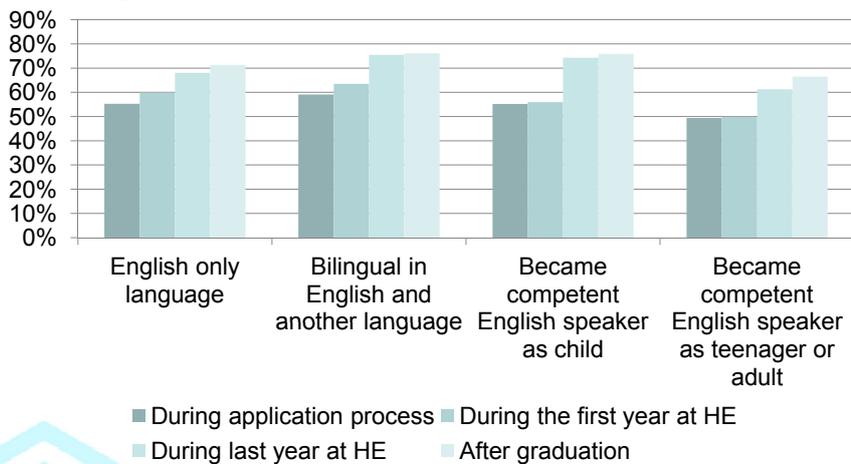
- English language is 'lingua franca' in the business world
- Four modalities of English language skills
- Different level of skills on entry to UK HEIs.



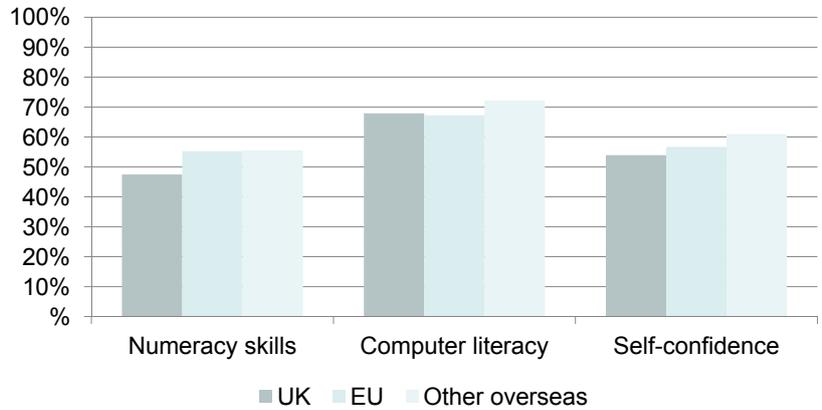
Proportion of students with excellent or very good written communication skills



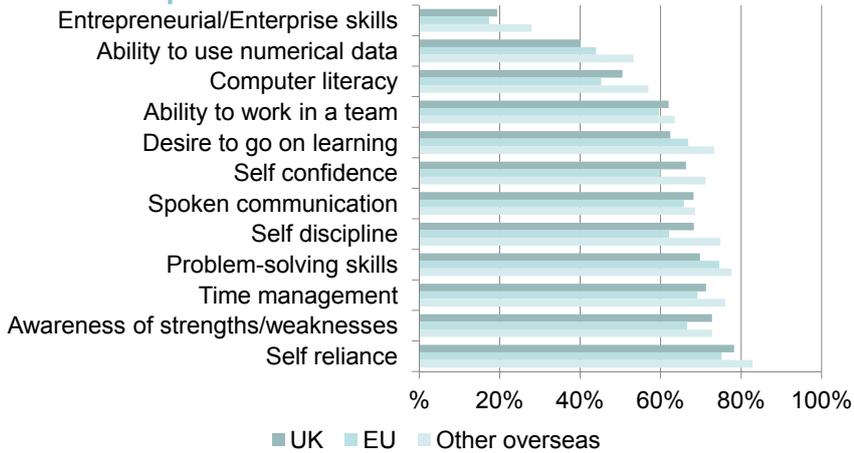
Proportion of students with excellent or very good spoken communication skills



Proportion of students with excellent or very good other skills in their final year



Selected skills developed very much or quite a lot on HE course

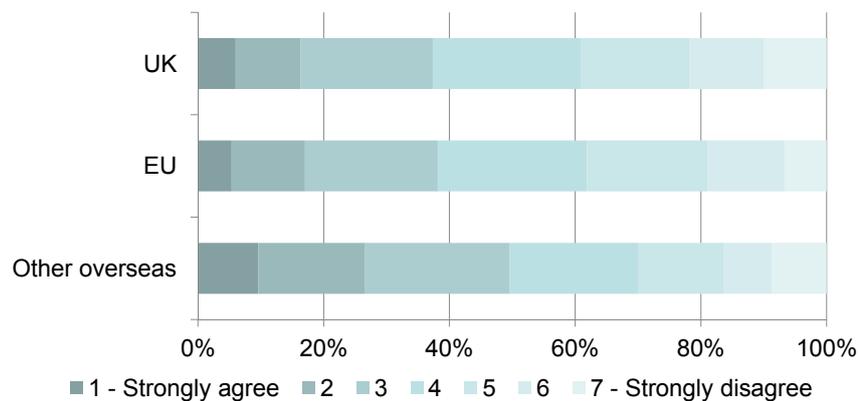


What are the kind of skills employers look for ?

Skills employers look for	UK	EU	Other overseas
Good work ethic	32%	30%	30%
Communication skills	29%	23%	34%
Team work skills	24%	27%	29%
Ability / Competence	18%	25%	18%
Self motivation	20%	23%	13%
Experience	13%	9%	11%
Self confidence	13%	9%	10%
Analytical skills	7%	4%	10%
Leadership skills	5%	6%	9%
Creativity	6%	9%	5%



It will be easy for me to get the kind of job I want when I graduate



Location after graduation

		Location of graduates in Winter 2011-12			Row percentages
		UK	European country	International country	Total
Nationality	UK graduates	94%	2%	4%	100%
	Other European graduates	49%	42%	8%	100%
	Other international graduates	41%	13%	47%	100%
	Total	86%	7%	7%	100%



UK graduates in other countries

- “[it gives me] *the opportunity to use my languages*”
(Female, Highest Tariff University, Languages, living in Spain)
- “*I wanted to live in Rome*”
(Female, Highest Tariff University, Interdisciplinary subject, living in Italy)
- “*I could not obtain the job I wanted in the UK*”
(Male, Lower Tariff University, Subject allied to Medicine, living in China)
- “*It widened the market and allowed me to look for work somewhere other than recession ridden England!*”
(Female, High Tariff University, Social Studies, living in Spain)

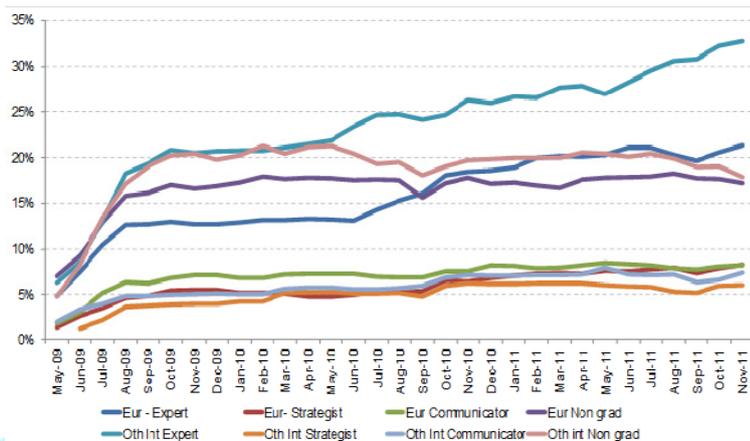


European and other international graduates

- *“Although I speak fluent English, French and Greek, Dutch is also a top requirement for finding a job in Belgium. Therefore, I had to accept what I was offered.”* (Born in Greece, applied to UCAS from France, Female graduate of Business and Administration studies, now living in Belgium).
- *“The employer is able to sponsor my work permit visa to stay in the UK”* (Born in China, applied from Singapore, female, interdisciplinary studies, now living in the UK).
- *“I wanted to travel but didn't have enough money, so it's a good way to travel and earn”* (No information available about country of birth, applied from Austria, Female, social science, now living in China).



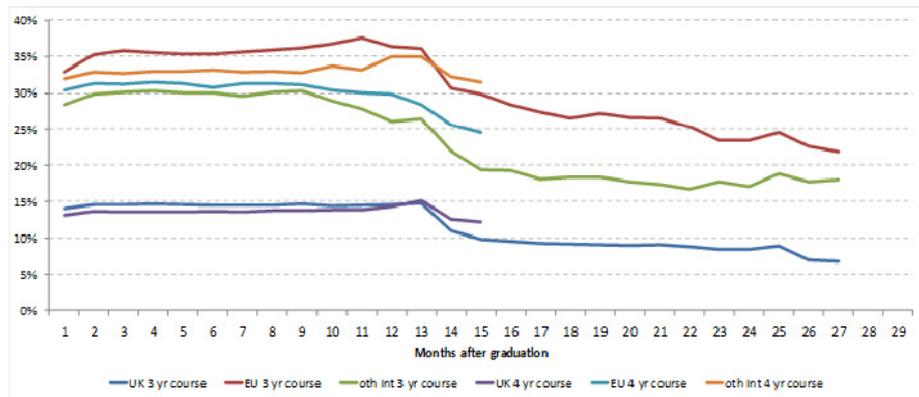
Employment history of international graduates



Why did you take up current job?



Further Study



Summary

- Skill gain in many employability skills
- Perception of employability skills differs according to origin.
- Pathways differ between UK home students and European / other international students



For further information and all reports

see

www.hecsu.ac.uk

www.warwick.ac.uk/go/futuretrack

PIs of the Futuretrack projects are Prof Kate Purcell and Prof Peter Elias

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Contents of this presentations will be published here:

Behle, H. and Atfield, G. (2013, in press): Employability, Key Skills and graduate attributes. In Kandiko C. and M. Weyers: The Global Student Experience: An International and Comparative Analysis. Routledge Press:International Higher Education series.



Participation, equality of opportunity and returns to higher education in contemporary Europe

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VI International Workshop

Beyond Employability: Citizenship and Responsibility in Higher Education
University of Konstanz, 15-17/11/2012

Motivation

This work (in print in *European Societies*) studies the association between the participation to tertiary education (in Allmendinger's terms, vertical de-stratification of education), whose increase was one of the major processes of social change of the last decades, and two major goals of contemporary educational systems:

- promoting social cohesion and equality, giving to each individual the same opportunities to get an education (equality of educational opportunities)
- allocating individuals to occupations, by means of the occupational value of educational titles (efficiency of occupational allocation)

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Motivation

- The relation between education and inequality can be summarized by two transitions: from social background to education and from education to occupation/social position (Kivinen et al. 2007).
- The two transitions work with two different logics: a logic of inclusion-equality of opportunity in the first transition, from family to school.



- A logic of selection-allocative efficiency in the second transition, from school to work.

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Motivation

Building on evidence from previous research on both transitions, three different scenarios can be defined, relating participation to education to equality of educational opportunities (first transition) and to the occupational value of school titles (second transition).

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Motivation: three scenarios

- a. If with increasing participation to higher education also equality of opportunities increases (Arum *et al.* 2006; Breen *et al.* 2009; Ballarino *et al.* 2009), while the occupational values of the titles decreases (credential inflation: Collins 1979; Jackson *et al.* 2005), we have a *trade-off* scenario.
- b. If equality of opportunities does not increase, despite increasing participation (Shavit & Blossfeld 1993; Shavit *et al.* 2007; Pfeffer 2008), and occupational returns to education decrease, we have a *worst-off* scenario.
- c. If with increasing participation equality of opportunities increases and returns do not diminish (as it is according to SBTC theory, Acemoglu 2002), we have a *best-off* scenario.

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- We hypothesize that the first scenario describes better the ongoing changes in the relations between education and social stratification. This could have important implications for policies.
- For instance, it can provide a useful contrast with respect to a benchmark recently set by the EU commission, according to which the share of 30-34 year olds with tertiary educational attainment should be at least 40% by 2020.
- Another crucial implication could be that if the correlation between education and occupational outcomes declines, it is likely that other factors, as social origin itself, become more relevant in the placement of individuals into occupations.

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Data

- We use two datasets: EU-SILC 2005 (module on intergenerational transmission of poverty) and ESS (5 waves 2002-2010). Two parallel analyses of independent datasets give more robustness to results.
- the 23 countries who appear on both datasets (see table).
- three cohorts of year of birth: 1946-55; 56-65; 66-75.
- Education: ISCED, coded into three: 0-2 (up to lower secondary); 3-4 (higher secondary and non tertiary post-secondary); 5-6 (tertiary).
- For ESS, we used the codings provided by Schneider (2010). Some differences among the two datasets appear (see tables), but we consider them as measurement errors, which should not affect our results.

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	1946-55			1956-65			1966-75		
	ESS	EU-SILC	diff.	ESS	EU-SILC	diff.	ESS	EU-SILC	diff.
Austria	0.10	0.18	-0.08	0.10	0.19	-0.09	0.12	0.23	-0.11
Belgium	0.29	0.31	-0.02	0.34	0.35	-0.01	0.43	0.46	-0.03
Czech Rep.	0.11	0.1	0.01	0.14	0.15	-0.01	0.12	0.14	-0.02
Germany	0.32	0.43	-0.11	0.32	0.42	-0.10	0.31	0.38	-0.07
Denmark	0.43	0.26	0.17	0.46	0.28	0.18	0.52	0.33	0.19
Estonia	0.34	0.29	0.05	0.39	0.29	0.10	0.38	0.29	0.09
Spain	0.15	0.17	-0.02	0.21	0.25	-0.04	0.31	0.38	-0.07
Finland	0.32	0.29	0.03	0.41	0.37	0.04	0.50	0.44	0.06
France	0.24	0.18	0.06	0.27	0.24	0.03	0.41	0.38	0.03
Greece	0.11	0.15	-0.04	0.13	0.22	-0.09	0.19	0.28	-0.09
Hungary	0.19	0.14	0.05	0.17	0.15	0.02	0.21	0.17	0.04
Ireland	0.27	0.18	0.09	0.35	0.23	0.12	0.48	0.38	0.10
Italy	0.10	0.12	-0.02	0.10	0.12	-0.02	0.16	0.17	-0.01
Luxembourg	0.18	0.16	0.02	0.18	0.15	0.03	0.29	0.26	0.03
Latvia	0.29	0.18	0.11	0.28	0.19	0.09	0.26	0.2	0.06
Netherlands	0.25	0.3	-0.05	0.28	0.33	-0.05	0.32	0.4	-0.08
Norway	0.37	0.28	0.09	0.38	0.3	0.08	0.50	0.38	0.12
Poland	0.12	0.11	0.01	0.14	0.13	0.01	0.22	0.22	0.00
Portugal	0.08	0.1	-0.02	0.09	0.12	-0.03	0.15	0.15	0.00
Sweden	0.30	0.29	0.01	0.31	0.28	0.03	0.37	0.37	0.00
Slovenia	0.19	0.07	0.12	0.25	0.13	0.12	0.28	0.19	0.09
Slovakia	0.16	0.16	0.00	0.17	0.17	0.00	0.17	0.17	0.00
Utd. Kingdom	0.27	0.29	-0.02	0.33	0.34	0.01	0.35	0.39	-0.04

Data

- Occupational returns to education are measured in two ways:
 - a) as prestige score (SIOPS: Ganzeboom-Treiman 1996)
 - b) as the probability to enter an occupation included in the service class (EGP I-II, as defined in Breen 2004)

- also in this case, ESS measures are better: occupation is coded as a 4-digit ISCO, while EUSILC has a 2-digit version.

- but numbers for EU-SILC are higher (see table)

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	EU-SILC			ESS		
	1946-55	1956-65	1966-75	1946-55	1956-65	1966-75
Austria	1,473	1,743	1,499	895	1,414	947
Belgium	1,367	1,511	1,343	1,125	1,314	1,146
Czech Republic	1,588	1,200	1,321	1,618	1,253	1,334
Germany	3,698	4,835	2,978	1,996	2,565	1,841
Denmark	946	1,129	1,029	1,285	1,293	1,161
Estonia	1,114	1,380	1,172	713	803	853
Spain	4,106	5,125	4,661	1,122	1,444	1,549
Finland	2,227	1,943	1,546	1,799	1,562	1,328
France	2,485	2,547	2,476	1,246	1,203	1,283
Greece	1,784	1,833	1,842	877	1,043	1,161
Hungary	2,506	2,153	2,348	1,324	1,106	1,204
Ireland	1,279	1,413	960	1,087	1,006	1,090
Italy	7,334	7,820	7,759	441	494	441
Luxembourg	727	674	622	272	272	231
Latvia	885	1,100	1,040	177	257	255
Netherlands	1,410	1,611	1,595	1,459	1,584	1,510
Norway	933	1,039	1,060	1,385	1,470	1,405
Poland	6,712	6,582	5,398	1,410	1,417	1,250
Portugal	1,433	1,647	1,424	1,446	1,272	1,301
Sweden	848	827	843	727	629	687
Slovenia	1,262	1,186	1,220	972	1,020	950
Slovak Republic	2,181	2,327	1,783	805	753	778
United Kingdom	2,356	2,392	2,246	1,352	1,344	1,367

Research design

- On each dataset, we run 2 two step analyses for IEO and IOO (as Pfeffer 2008; Arum *et al* 2007 for IEO; Shavit and Müller 1998 for IOO),
- First, at the individual level we compute social origin effects on educational attainment and education effects on labour market outcomes, by means of regressions on individual data for each specific cohort-country clusters.
- Second, at the macro level we examine the association between the uncovered effects and an aggregate measure of participation in tertiary education for each cohort by country cluster.

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Research design

- For IOE we consider 3 birth cohorts: 46-55; 56-65; 66-75. With 24 countries, this gives 72 (24*3) country cohort clusters. For each one we run a regression (linear probability model):

$$t_{ik} = \alpha + p_{2ik} \delta_{2k} + p_{3ik} \delta_{3k} + g_{ik} \gamma_k + u_{ik}$$

- controlling for gender (g), we look at the effect of parental secondary (p_2) and tertiary (p_3) education on the probability to get a tertiary educational title (t), for each individual i of the country cohort cluster k.
- we then retrieve δ_{3k} for the second step analysis, as our measure of IEO.

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Research design

- In the second step, we analyse the gross association between the coefficients measuring IEO and overall participation in higher education:

$$d_{3k} = \omega + T_k \lambda_k + \varepsilon_k$$

- here, d_{3k} is our country- (and cohort-) specific measure for IEO, T_k is participation to HE.
- λ_k measures the association between participation and inequality. T_k has been rescaled to vary between 0 and 1, so the constant expresses the expected advantage in access to tertiary education when participation is at the minimal value observed, and by adding λ_k one gets the expected advantage when participation is at its observed maximum.

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Reshaped data set: pooled cohort analysis for IEO

	EU-SILC		ESS	
	IEO	% tertiary	IEO	% tertiary
Austria	0.51	0.18	0.43	0.10
Austria	0.37	0.19	0.40	0.10
Austria	0.43	0.23	0.51	0.12
Belgium	0.52	0.31	0.47	0.29
Belgium	0.56	0.35	0.52	0.34
Belgium	0.51	0.46	0.53	0.43
Czech Republic	0.45	0.10	0.46	0.11
Czech Republic	0.46	0.15	0.45	0.14
Czech Republic	0.42	0.14	0.38	0.12
Germany	0.38	0.43	0.42	0.32
Germany	0.32	0.42	0.35	0.32
Germany	0.33	0.38	0.40	0.31
Denmark	0.40	0.26	0.42	0.43
Denmark	0.33	0.28	0.44	0.46
Denmark	0.36	0.33	0.39	0.52
Estonia	0.49	0.29	0.36	0.34
Estonia	0.36	0.29	0.42	0.39
Estonia	0.43	0.29	0.50	0.38

Research design

- following the procedure proposed by Brunello and Cappellari (2005), our second-step estimate is based on weighted least squares, with weights proportional to the inverse of the squared standard errors for d_{3k} estimated in the first stage, in order to account that the dependent variable has been generated from an estimation.

Ballarino Konstanz 2012

Research design

- In order to look at change over time, we pool within-country *change-scores* in attendance rates and in the δ_{3k} coefficients expressing IEO.
- We then estimate a first differences model:

$$\Delta d_{3k} = \omega + \Delta T_k \xi_k + \tau_k$$

- We regress changes in the 46 δ_{3k} coefficients between two subsequent cohorts of a given country on the corresponding differences in attendance rates in the same two cohorts.

Ballarino Konstanz 2012

Research design

- For IOO we just look at the younger birth cohort (66-75), because otherwise we could not control for career effects. For each of the 24 country cohort clusters, we estimate the model:

$$y_{ik} = \alpha + x_{2ik}\beta_{2k} + x_{3ik}\beta_{3k} + g_{ik}\pi_k + \varphi_{ik}$$

- controlling for gender (g), we look at the effect of having achieved secondary (x_{2ik}) and tertiary (x_{3ik}) education on occupation (y_{ik}). Occupation is measured in two ways:
- a) the prestige score associated to the occupation (OLS regression)
- b) the probability of being in the service class (linear probability model)

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Research design

- We also control for the demand for highly qualified employment (S), measured as the proportion employed in the professional and managerial class - EGP I and II - in the same cohort by country cluster.
- Our main concern with this model is with the β_{3k} coefficients, that express the returns to tertiary education (measured as prestige score or as probability to enter a service class occupation), when compared to those to compulsory education in each cohort and country cluster k ;
- as above, we then retrieve β_{3k} for the second step analysis, as our measure of IOO.

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Research design

- In the second step, we analyse the gross association between the coefficients measuring IOO and overall participation in higher education:

$$b_{3k} = \omega + T_k \vartheta_k + \nu_k$$

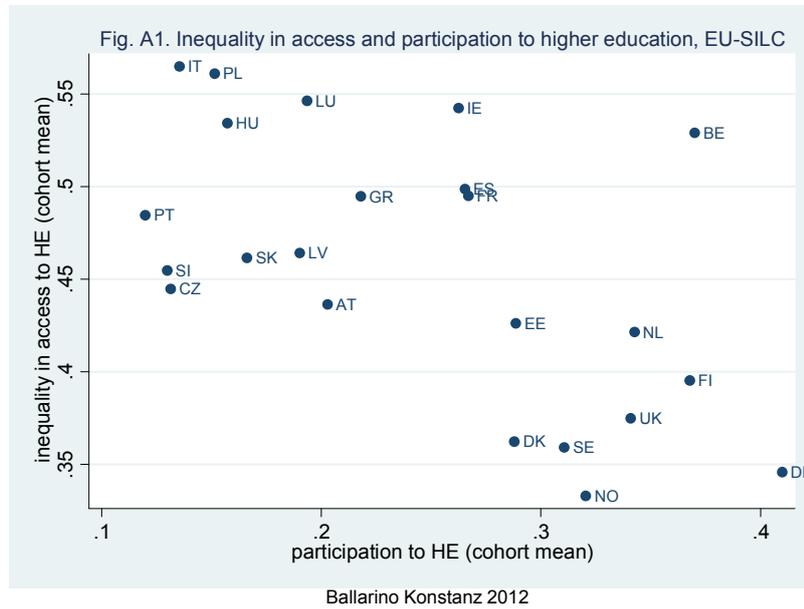
- here, b_{3k} is our country- (and cohort-) specific measure for IOO, T_k is, as above, participation to HE, and was rescaled to vary between 0 and 1.
- The ϑ_k coefficient measures the association between participation and returns to tertiary education. That is, the expected change in the quality of occupation (measured as prestige or probability to enter the service class) for those with tertiary education, when the observed participation goes from minimum to maximum.

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Research design

- Our synthetic measures of inequality are the δ_{3k} and β_{3k} which are estimated by linear probability models, i.e. they are absolute measures of inequality, instead of relative measures, such as the odds ratios. There are, however, three reasons for this:
 - More attention should in general be paid to explain absolute measures of social mobility and inequality, as closer to observed social phenomena (Breen 2004).
 - The direct comparison of coefficients or odds ratios from logistic regression across cohorts or countries is inappropriate (Mood 2010).
 - The key reason for using relative measures is that are insensitive to variation of the marginal distributions. But we are actually interested in how variations in the distribution of tertiary education affects IEO and IOO, so we do not want to control for changes in the margins.

Results 1a



Results 1a:

participation to HE and equality of opportunities

	EU-SILC	ESS
<i>correlation</i>	-.32	-.35
Sig.	.00	.00
<i>regression</i>		
constant	.50	.56
Size of tertiary education (λ_k)	-.12	-.16
Sig.	.016	.022
R ²	.10	.12
obs	69	69

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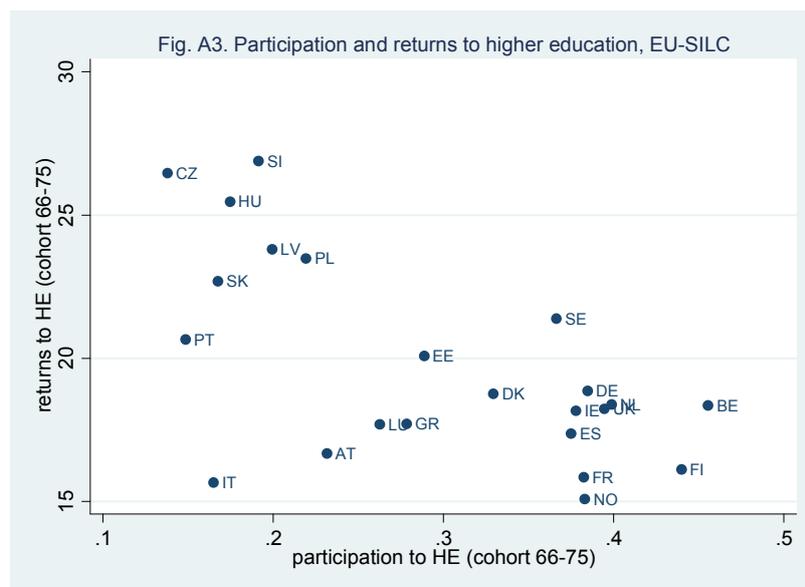
Results 1b:

change in participation to HE and in equality of opportunities, first-order differences model

	EU-SILC	ESS
constant	.05	-.04
Change in tertiary education (ξ_k)	-.90	.11
Sig.	.20	.80
R ²	.07	.00
obs	46	46

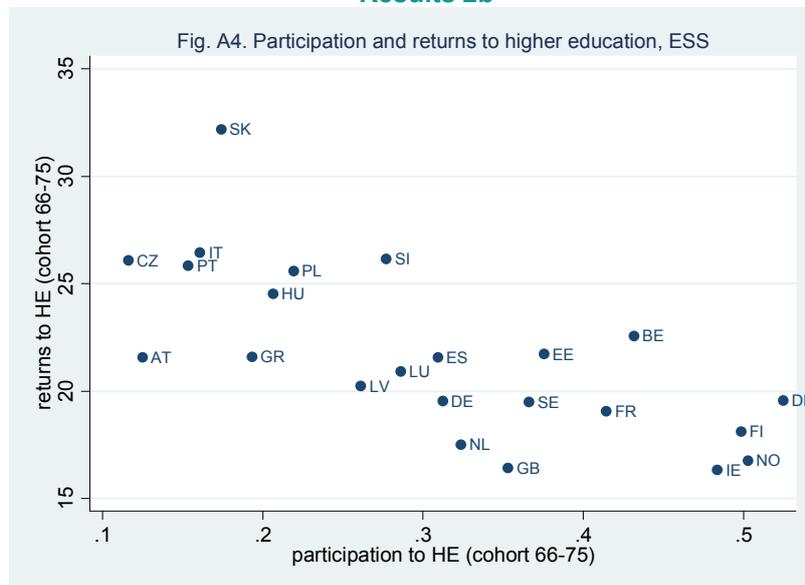
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Results 2a



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Results 2b



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Conclusion: scenarios

- the *trade-off* scenario is clearly the most supported by empirical evidence.
- where there is more participation to higher education (vertical de-stratification), there is more equality of educational opportunities, but there are also diminishing occupational returns to education (credential inflation).
- this is a cross-sectional finding: one could ask for a more stringent test on the dynamics of educational expansion and its consequences for IOE and IOO. with the data at hand, this is not possible.
- however, this is the basic picture of the association between the size of tertiary education and inequality in educational outcome and returns in contemporary EU.

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Conclusion: implications

- a large participation to tertiary education is associated to equalization of educational inequality, as progressive policy-makers have been stating since long.
- however, their trust in the opening up of tertiary education as a means to introduce a more meritocratic allocation of individuals to occupational positions seems to have a weak empirical basis.
- we think that some discussion should take place about policy statements as the ET 2020 by the EU commission, setting a benchmark of 40% tertiary educated in the 30-34 population of each country.
- it is by no means certain that this kind of investment will have the equalization outcomes expected.

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Conclusion: implications

- on the contrary, something different from what the policy makers envisage could happen. For instance, a general decrease of the occupational value of tertiary titles could be associated with:
- a strengthening of the differences among titles and their holders (their horizontal stratification): titles released from élite universities, or degrees in some fields, would become much more valuable than the average ones.
- an increase of the occupational value of non-cognitive skills, not transmitted via education, but in the realm of the family, thus reinforcing the intergenerational reproduction of existing inequalities.

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Transitions of youth from education to the labour market in Lithuania: theoretical implications and empirical evidence

AG Hochschulforschung + FREREF Réseau Uni 21
Beyond Employability: Citizenship and Responsibility in Higher Education

VI. International Workshop at the University of Konstanz
November 15th – 17th 2012

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- This paper is a part of the research project **“Transition of Lithuanian Youth from Education to Labour Market: Development of Monitoring System (TRANSMONITOR)” (2012-2013);**
- Project leader Senior Researcher dr. Ruta Braziene.
- This research project is supported by the **Research Council of Lithuania** (<http://www.lmt.lt>)

The stages of the research project

- *The research project is aimed at developing of youth transition from education to the labour market indicators.*
- There are the following stages of this project:
 - experts interview;
 - content analysis of labour announcements;
 - analysis of educational, youth and employment policies;
 - analysis of trends;
 - development of monitoring indicators;
 - testing of monitoring indicators.

The research problem

What are the main issues for youth transition from education to the labour market in Lithuania?

Which perspective for youth employment in Lithuania?

Theoretical background of the paper

- **Youth education/labour market transitions processes** (Gracey, Kelly, 2010; Keep, James, 2010; Raffe, 2008; Müller, Gangl, 2003); Hodkinson, Sparkes et al. 1996; Shavit, Müller 1998 and etc.
- **Employer dissatisfaction with the education system's products** (a lack of employability and work readiness among the young) (Livingstone, 2010; Gleeson, Keep, 2004); and etc.;
- **Job quantity and quality** (part time, temporary jobs, unsatisfied, unpleasant and boring jobs and etc. Green, 2009; Howarth, Kenway, 2004) and etc.;
- **Integration into labour market of youth** (Pocius, 2012; Okunevičiūtė-Neveauskienė, Moskvina 2008; Okunevičiūtė-Neveauskienė, Šlekienė, 2008; Beresnevičiūtė, Poviliūnas, 2007, and etc.
- **General youth employment levels** (UKCES 2011) and etc.

Research methodology

- *Semi-structured* interviews with national level experts working in the areas of employment, education, economy.

Sampling of the experts

- (1) represented domain (labour market, educational system, policy making, policy implementation);
- (2) a professional in a certain field related to educational system and/or to the labour market.

Categories	Subcategories
<i>Youth – age of advantages and drawbacks</i>	Young age as a privilege
	Difficulties in youth's entrepreneurship
	Inadequate self-esteem
	Indecisiveness in transition process
	Voluntary activity
<i>Social network vs. individual self-determination</i>	Prestigious profession
	Peculiarities of profession
	Professions' trend
	Young person's social network
<i>Supply of professions mismatch the demands of the labour market</i>	Complicated situation of labour market for youth
	Problems of the labour market
<i>The role of professional qualifications and personal characteristics</i>	Professional suitability
	Practical experience
	Personal qualities
	Motivations for activities
	Young people without qualifications
	Gender issues

Results

- **Young person's choice of profession is conditioned by trends, popularity and prestige of specialities**
- *"we still have this old view that after graduation from secondary school it is important to proceed further with the studies, no matter which, what matters is that it is as prestigious speciality as possible"*
- *"I think the main argument is the trend – where everyone else applies, <...> that the profession is prestigious, that you do not feel ashamed saying you have a diploma in that field <...>*
- *"most of them really have no idea who they want to be and choose their study path by looking at what's trendy. Today they find management, law trendy"*

Results [2]

- ***Statistics shows that law and management remain the fields where young people have fewer chances to find a job matching their speciality***
- *“Statistics showed that as at 1 June 2012 the largest number of people registered with the Lithuanian Labour Exchange were those who graduated with higher education diplomas in business management, law, social work, economics, social education, public administration”*

Supply of professions mismatches the demands of the labour market

- ***Non-compliance between youth’s specialities, qualifications and labour market demands”***
- *“but a student lacks practical skills, experience related to certain work”; “education not always means that the person has the skills; a person graduates from a school of higher education, college, but does not really have the knowledge or competencies;*
- *“<...> the main problem with it is that they don’t have practice”*
- *“I believe the person with high education certificate in engineering will have more chances to find a job than a person with a certificate in management, because there is countless number of managers”*

Practical skills attainment

- *“companies themselves are not ready to accept trainees, as basically, as I remember from previous times, companies give them tasks not related to their traineeships: handle papers, do simple works. Maybe the business does not know how to treat trainees”.*
- *“it is not the certificate proving knowledge, but the acquired experience what has become the essential factor”*

Conclusions

- There is a lack of empirical research or studies in Lithuania targeted towards comprehensive analysis of youth transition pathways from education to the labour market.
- Carried out semi-structured interviews with the experts representing different domains (labour market, education, policy making, policy implementation) allows concluding the following:

Conclusions [2]

- Experts consider young people to be inadequate in evaluating themselves, focusing on higher pay, not realizing they lack experience required by a certain profession or workplace. Probation period for a young person should be the period when he/she discovers his/her potential for employment, abilities of learning and acquiring new skills necessary for professional activity.

Conclusions [3]

- Experts interviews have revealed that the choice of a future profession depends on how prestigious, trendy the profession is, whether the studies are easy or not, as well as on friends and parents' influence. Most of the experts stated that a young person's choice of profession is conditioned by trends, popularity and prestige of specialities.

Conclusions [3]

- According to the experts, labour market is oversaturated with representatives of social sciences; there is the lack of people coming from exact, engineering sciences; therefore, young people who have acquired currently untrendy professions have the best prospects for successful integration into labour market.

Conclusions [4]

- The interviewed experts named several risk groups such as young women and young mothers, recent secondary school male graduates and youth living in rural or remote areas. However, there are different limitations for each risk factor in job seeking or career development.
- Experts also stressed that Lithuania misses more profound labour market forecasts that could help a young person find the right path in choosing the profession of his/her life.

Tino Bargel, Monika Schmidt: AG Hochschulforschung, University of Konstanz

(Contribution to the VIth International Workshop at the University of Konstanz,
15th – 17th November 2012)

Promoting Social Competences and Responsibility of Students

At the end of our sixth international workshop we want to present some data and considerations under the title given in the program: "Promoting social competences and responsibility of students". It would be a misunderstanding, if you expected plans for action or programs for educational practice. On the contrary we start to ask simply: What happens to students at university, especially what are their experiences, and what have they learned at the end of their time at the institution. It is nearly self-evident that all data and results, which we will present, are based on the student survey (which is now starting already for the twelfth time).

It is not possible here to explain it in detail, but it might be helpful to give some hints about the theoretical background:

In the first place we are discussing the *framework of educational aims*. What is the sense of higher or scientific or academic education? We are convinced that one general aim is very important, nevertheless it is often forgotten: "citizenship" – the competence to participate and engage oneself in public affairs, or, even more specific, to gain social competences and a sense of public responsibility during study time.

The other theoretical embedding of our research is the *socialization theory*, meaning in which way students develop their values and habits, preferences, and competences in the social context of universities and in the subject they have chosen. We are asking: what are the central features in this context, what are intentional processes, and what are processes behind our back (called latent ones).

The third important distinction concerns the *cultural dimension of studying* in order to differentiate it from the social dimension or the economic success. This means morality and communication, stiles and convictions about life, self and others, profession and work, politics and public affairs. From its beginnings the student survey investigated this important part of student life (in distinction to inquiries about their social and financial life).

Let us move now to the empirical basis, the answers of students in our student survey, as gathered in the last fifteen years. We want to confront you with three branches of results:

- 1) In the first place we register changes of students' orientation and activities concerning public affairs.
- 2) Secondly we take a look at the demands, expectations and obligations during studying, as students have experienced them.
- 3) Thirdly, we present students' estimation about the outcome of studying, the results of qualification and socialization at university and in their field of study with students' eyes.

Finally we will offer some considerations about differences and reasons, about consequences and necessities of action.

The Bachelor generation of students in Germany, as we can observe them in the last years, shows indeed some essentially new features concerning the cultural dimension of study expectations and experiences.

They are more eager to follow the regulations and prescriptions; they more often want a short study, efficiency at university and a good exam.

They feel more stress, and often they have a problem with their future life, and wonder whether to do a further grade after the first exam or start working (Master or job).

They are more interested in job security and in a career later on, they do not want to look for alternatives or new ways of living or working.

They often claim to be so overburden with studying that they have no time to engage themselves politically or to be socially active.

All these elements, to sum it up, are features of students' orientations as well as of institutional conditions which do not seem to be helpful in developing political interest, public engagement or social solidarity – in general called “citizenship”.

First Observation: Changes in Orientations and Activities

As promised, we will begin with changes in students' orientations and activities. It has been a slow process, really starting at the end of the nineties and covering wider area over time. The study conditions in the Bachelor, as mentioned above, strengthen these developments a little, but they are not the only elements responsible for these results.

Less Participation and Engagement

Partly, this might already be known: students show less interest in politics and in participation.

At university students show less involvement in student unions, they are politically less active, or demonstrations tend to be less aggressive. It is the case in public life as well: students hesitate to be a member of a political party or to take part in social initiatives.

Engagement in social affairs as well as interest in culture and in activities have diminished; we observe less support of solidarity and fairness, instead more votes for concurrence and own advantages.

Low General Responsibility

Bachelor-students hesitate to build up their own opinion or to develop broader concepts. But they expect more support and services; often they have the mindset of consumers who demand well-prepared lessons and easy offerings.

If they consider engaging themselves, they often ask for gratifications, for example in the shape of ECTS-points. They are less idealistic, and more passive: they show greater absence of responsibility.

These are only some traces of the changes we observe. We could add more, but this might be enough in order to put the following questions: why is this happening and how much of it is caused by universities. To get answers we start by considering the experiences of students with regard to the demands put on them: what is expected of them to learn, and how should they behave.

Second: Demands, Expectations and Obligations during Studying

The main expectation in our opinion is: the demands and obligations students experience in their field of study are rather one-sided. There is too much factual knowledge demanded, and too little general, especially social-political, competences. And in addition, this dis-balance is becoming even worse over time. This is our rough hypothesis.

We checked this by using questions about demands and obligations in study. We used nine items belonging to three dimensions:

At the one hand we put questions on three obligations: (1) large amount of content and intensiveness in study, (2) large amount of factual subject knowledge and (3) permanent testing of the learning results.

The three demands are on the other hand: (1) being able to criticize leading positions, (2) developing interest in social and political questions (from the point of view of their subject) and (3) considering ethical and moral questions with regard to their subject.

And in between we have again three expectations, which might be seen as prerequisites for developing social competences: (1) participating in discussions during lessons, (2) working together with other students and (3) developing own interests in special fields.

All these items are indicators with regard to intended habits of persons, you may say, three types of social profiles:

- on the one hand the “adapted, obedient, and effective”,
- on the other hand the “critical, interested, and reflective”,
- and the third between “participative, interactive and individual”.

Let us have a look at the answers of students. The table offers differentiated insights.

At first, the results confirm our hypothesis, that too much emphasis is laid on adaptive learning and working (52%), there are too little demands for critical thinking (56%) or interest in social-political questions (58%), and even not enough (53%) for participation in discussion during lessons.

Especially in the last years (from 2007 to 2010) the obligation to work a lot or to often proof achievements in learning has increased very much. Now we understand why students complain about a heavy study workload and stress.

But we have to admit, as a positive result, that in the dimension of participation, interaction and individualism much more students evaluate the demands and possibilities as “quite right” – in all respects the data show from 1995 to 2010 a continuous growth of students who think the demands to be in a good balance.

One additional remark, concerning the answer “cannot judge”. It was the famous Bourdieu who pointed out that the amount of no answers, saying “I do not know” or “I cannot judge”, is of social importance, for example the difference between social classes concerning political topics (in his book “About social Differences”). In our case as well, the amount of “cannot judge” is impressive, especially in the development over the years.

It is worthwhile to take a short look at differences between students of different fields of subjects.

We observe three main levels concerning the demands for critical thinking, social-political interest and involvement with ethical questions. In all three cases students of economics and of medicine experience a very low degree of emphasis, much too low for even two thirds of them.

On the other hand, we get the answers of students in cultural and social sciences as we may expect them: they have some more demands in this field, but even for many of them the demands are too low (more than a half is discontent and judge them to be too low). – It might be a little bit surprising, but students of engineering belong to the same level of students which do not show so much discontent, especially concerning the demand for critical abilities and interest in ethical questions.

Between these two levels students of natural science and law are situated. They both reach the identical score for this dimension of demand for critics, politics and ethics – and they are nearer to the first level of greater demands in this respect.

Table 1**Demands and obligations in the field of study: experience of students at universities in Germany (German Student Survey, 1995 – 2010)**

	1995	1998	2001	2004	2007	2010
Adaptation, Obedience and Effectiveness						
(A 1): to work much and intensive for studying						
too little	19	22	20	20	18	12
quite right	40	41	37	41	40	34
too much	37	32	40	37	39	52
<i>cannot judge</i>	4	4	3	3	2	2
(A 2): to gain a big amount of factual knowledge						
too little	15	18	16	17	17	12
quite right	41	41	44	47	49	46
too much	39	36	37	33	31	39
<i>cannot judge</i>	4	5	4	4	3	3
(A 3): to offer regular proof of learning achievement (tests etc.)						
too little	22	25	23	22	19	11
quite right	52	51	50	52	52	46
too much	37	32	40	37	39	52
<i>cannot judge</i>	2	3	2	2	2	2
Participation, Interaction and Individualism						
(B 1): to understand basic principles						
too little	42	39	36	31	28	28
quite right	50	51	56	59	62	63
too much	6	7	8	8	8	8
<i>cannot judge</i>	2	3	2	2	2	2
(B 2): to participate in discussions during lessons						
too little	65	64	62	58	55	53
quite right	29	30	32	35	38	40
too much	4	4	4	4	5	4
<i>cannot judge</i>	3	3	3	3	3	3
(B 3): to work together with other students						
too little	55	54	51	44	40	38
quite right	39	40	42	49	52	52
too much	4	3	5	6	7	7
<i>cannot judge</i>	2	3	2	2	2	2
Critical Ability, Social-political Interests and Ethical Reflectivity						
(C 1): critical ability concerning leading opinions						
too little	67	65	62	57	55	56
quite right	39	39	40	39	39	39
too much	3	2	3	3	3	3
<i>cannot judge</i>	8	9	8	10	10	11
(C 2): to be interested in social and political questions						
too little	64	65	59	57	56	58
quite right	34	35	35	36	36	36
too much	3	1	2	1	2	1
<i>cannot judge</i>	10	11	12	12	15	15
(C 3): to be concerned with ethical questions of the subject						
too little	--	--	54	51	50	51
quite right	--	--	26	29	27	28
too much	--	--	1	3	2	2
<i>cannot judge</i>	--	--	18	18	20	19

Source: German Students Survey, RG in Higher Education, University of Konstanz, 1995 – 2010.

Third: The Outcome of Qualification and Socialization

If we know the “input”, the demands and obligations at the one hand, we have to ask for the “output”, nowadays “outcome” of studying, at the other hand – and then investigate how they might be interconnected. Since several years we are having quite intensive discussions about qualification and the results concerning key-qualifications or general competences. Sometimes the lists are very long, for example for engineers.

For the moment we are choosing those elements of qualification and socialization we have gathered in the last six surveys, thus being able to observe the development over the last 15 years.

We discerned four branches or dimensions.

In the first place we have two items for the complex of factual knowledge and using it: (1) factual knowledge and (2) intellectual abilities for logical thinking.

Then two items are following, concerning employability and working as (1) practical abilities, and (2) working techniques, systematic working.

Then we have two items which hint to the traditional academically educated person: as (1) autonomy and self-competence and (2) general education, broad knowledge.

And the last complex combines (1) ability of critical thinking with (2) social responsibility.

Students could evaluate, if their outcome of study with regard to these competences has been nothing (0) up to very strong (6). For the moment it might be enough to have a look at those who registered an excellent improvement of their qualities.

The gain in subject knowledge is evaluated by the students as quite high – nearly all have learned something, more than a half even very much.

Also the gain in autonomy is quite high – and the outcome seems to students to be often better than in other fields of competences.

The outcome is low, and even worse than that, when looking at elements which belong to what we call “citizenship”, as social responsibility and critical thinking.

This result may only be a starting point for further research, with our own survey data or with other empirical studies. We will go further on, investigating more precisely the input and the output and the connection of both.

Firstly, concentrating on students in the Bachelor studies or students in special study phases as at the beginning, in the middle or at the end.

Secondly, doing correlative analysis, to see if there is a latent connection with the demands in the field of subject and the outcomes of studying, some might be direct and some indirect.

Thirdly, looking at determinants, especially comparing personal individual factors at the one hand and institutional conditions at the other. This has been a useful perspective already in other fields of interest as drop-out or study success.

Table 2**Outcome of studying at universities in Germany in four branches of core- and general competences (German Student Survey, 1995 – 2010)**

	1995	1998	2001	2004	2007	2010	balance
Knowledge and Thinking							
(A 1): factual knowledge							
rather good	42	45	43	42	41	43	
very much	51	49	51	53	54	53	
Together	93	94	94	95	95	96	+ 3
(A 2): intellectual abilities, logical thinking							
rather good	45	45	44	45	45	47	
very much	33	32	28	29	32	31	
Together	78	77	72	74	77	78	+/- 0
Employability and Working							
(B 1): practical abilities							
rather good	32	33	35	37	39	41	
very much	12	11	13	14	17	17	
Together	44	44	48	51	56	58	+ 14
(B 2): working techniques/systematic working							
rather good	44	44	45	46	47	48	
very much	24	24	19	21	22	22	
Together	68	68	64	67	69	70	+ 2
Autonomy and General Education							
(C 1): autonomy and self-reliance							
rather good	43	42	41	41	41	38	
very much	32	34	38	42	47	46	
Together	75	76	79	83	88	84	+ 9
(C 2): general education, broad knowledge							
rather good	34	38	38	39	41	40	
very much	13	15	14	14	17	16	
Together	47	53	52	53	58	56	+ 9
Critical Ability and Social Responsibility							
(D 1): critical ability, critical thinking							
rather good	41	40	42	42	43	41	
very much	22	25	25	27	27	27	
Together	63	65	67	69	70	68	+ 5
(D 2): social responsibility							
rather good	30	32	33	35	35	35	
very much	11	13	15	15	18	19	
Together	41	45	48	50	53	54	+ 13

Source: German Students Survey, RG in Higher Education, University of Konstanz, 1995 – 2010.

Consequences for Study Situation and Support

In general it seems necessary to implement cultural principles of science and studying as autonomy and mobility, research orientation and responsibility, again in the courses of study. To be a little bit more specific:

Engagement and Responsibility: Often students get offers within class which are too well-prepared, and they are not motivated to discuss, to decide, to make proposals, to criticize

and to follow own ideas. These conditions enforce their avoidance of responsibility. They are misleading and are driving them into the *role of a consumer*. This seems as a sweet seduction for teachers as for students, but it does not foster autonomy and responsibility.

That means more time for own thinking, discussion, open processes, that means more cooperation and exchange is needed, as it is the case in projects including team work, combining individuality and responsibility. Erroneously the idea students might learn this in special “qualification courses” is upheld. In contrary, the ideas mentioned above have to be a fundamental issue in all classes and in the course of study from the first day on – to be efficient.

International Mobility and Exchange: A main task is to promote the international mobility of students, even during Bachelor time. It is especially important to develop the international cooperation everywhere, and to give to all students a realistic chance of international mobility. Also the support for going aboard is not already installed often enough: that means counseling, adjustment of workloads, special contracts, integration into the study, better funding by loans for going abroad.

Citizenship and Engagement: It is necessary to regard citizenship to be as important as employability or engagement. That means to offer arrangements, activities, and tasks to students where they can develop engagement and exercise responsibility.

Every level of involvement should be enhanced to counter apathy and helplessness. Every field of activity should be used, building up opinions, work in the students council, activity in orchestra or chorus, continuous participation in political or social groups, interest in initiatives.

There are many possibilities to encourage and support cultural work, social engagement and political orientation of students – in normal lessons as well as in special offers or opportunities, sometimes duties.

AG Hochschulforschung + FREREF Réseau Uni 21
Beyond Employability: Citizenship and Responsibility in Higher Education
VI. International Workshop at the University of Konstanz
November 15th – 17th 2012

Program

Thursday, November 15th 2012

Arrival and starting

19:30 Introduction and presentation of the Research Groups

20:00 Welcome Dinner

Friday, November 16th 2012

09:00 **Address of welcome**

Prof. Ulrich Rüdiger, Rector of the University of Konstanz

Outline and opening of the workshop

Tino Bargel, Prof. Werner Georg, Monika Schmidt, AG Hochschulforschung, University of Konstanz

09:30 Introductory lesson:

Does university promote moral-democratic competence, and how can it?

Prof. Georg Lind, University of Konstanz

10:30 Coffee break

10:45 **Justice through education. The attitude of French students to social objectives.**

Dr. Laurent Lima and Dr. Alain Fernex, UPMF Grenoble, France

11 :30 **Being a student in Morocco.**

Prof. Mohammed Talbi and Prof. Abdelmjid Bouziane, University Hassan II, Casablanca, Morocco

12:00 **Academic outputs and citizenship: is the social and political integration a factor of success during higher studies?**

Jean-François Stassen and Piera dell'Ambrogio, University of Geneva, Switzerland

12:45 Lunch

14:00 **Pro-social motivations among mid-career students in Barcelona.**

Prof. Helena Troiano, UAB, Barcelona, Spain

14:45 **Bourgeois and Citoyens: Challenges for the University and its Graduates.**

Dr. Helmut Guggenberger, University of Klagenfurt, Austria

15:00 **Value orientation and political participation of students in Ukraine.**

Prof. Andrii Gorbachyk and Prof. Volodymyr Sudakov, Taras-Shevchenko-University, Kyiv, Ukraine

15:45 Coffee break

16:00 **Reforming Higher Education in Europe. Qualifying for the Labour Market?**

- Some Views with Implementing Employability in Germany.

Dr. Peter Zervakis, HRK, Bonn, Germany

16:30 **Employability or Scientific Orientation? The case of the "new" universities of applied sciences in Switzerland.**

Prof. Karl Weber, ZUW, Bern, Switzerland

16:45 **Employability and Higher Education in the Money Society.**

Prof. Paul Kellermann, University of Klagenfurt, Austria

17:30 End of the session

Saturday, November 17th 2012

09:00 **Studying abroad: Only an increase in individual employability skills, or a step towards European integration?**

Dr. Heike Behle, Warwick IER, Coventry, Great Britain

09:45 **Inequality and participation to higher education in 23 European countries.**

Prof. Gabriele Ballarino, University of Milan, Italy

10:30 Coffee break

10:45 **Transitions of students from education to the labour market in Lithuania: theoretical implications and empirical evidence.**

Prof. Ruta Braziene and Prof. Gediminas Merkys, KTU, Kaunas, Lithuania

11:30 **Promoting social competencies and responsibility of students.**

Tino Bargel and Monika Schmidt, AG Hochschulforschung, University of Konstanz, Germany

12:15 **Outlook on further research and exchange.**

12:45 End of the workshop

13:00 Lunch

Meeting place:

University of Konstanz
Senatsaal V1001
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Beyond Employability: Citizenship and Responsibility in Higher Education.

University of Konstanz
November 15th - 17th 2012

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