

LARS LYNGE NIELSEN 2012

PROFESSIONAL HIGHER EDUCATION



*- educating tomorrow's
professionals*

PROFESSIONAL HIGHER EDUCATION (P-HE)

- A FEW PRACTICAL DEFINITIONS AND CHARACTERISTICS:

- ▶ P-HE is defined by the content and structure of the program (and not by institution, sector or legislation):
 - ▶ 120-180-210-240-300 ECTS
 - ▶ curriculum based on applied research, innovation and methodology
 - ▶ a substantial element of in-service training integrated (DK: 30-75 ECTS)
 - ▶ a strong affiliation to the labour-market(*) and often designed for specific job categories

PROFESSIONALS: Persons who have graduated from a program with the above mentioned characteristics.

THE ROLE OF PROFESSIONALS

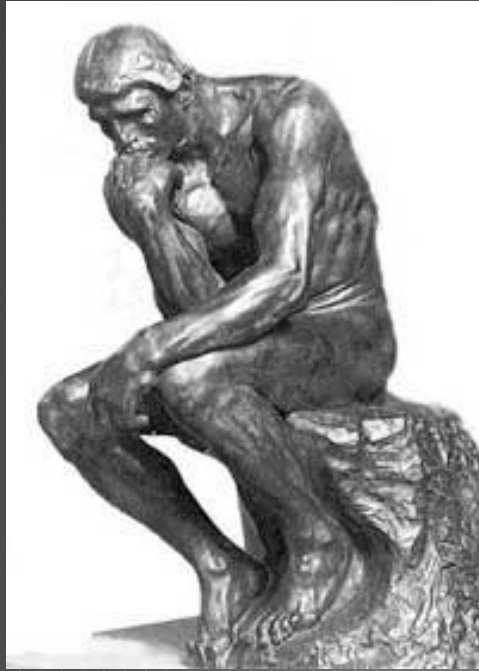


PROFESSIONALS in modern society constitute the link between academic research and basic production / services

PROFESSIONALS transfer knowledge into skills, adding their own knowledge and experiences to the process

PROFESSIONALS produce new knowledge of generic value through their practice

THE MISSION OF P-HE, I

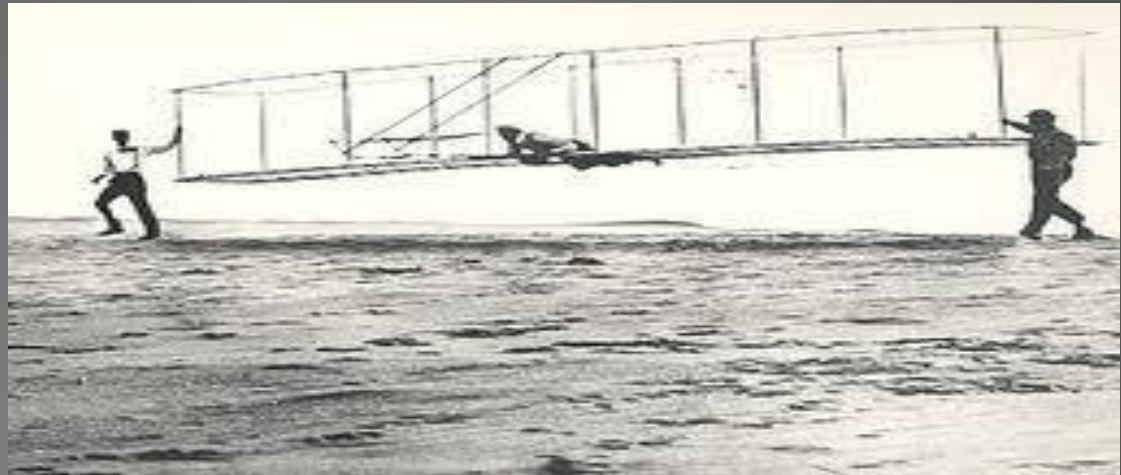


Even the most
Brilliant ideas
Never changed the World



THE MISSION, II

- Until they were implemented!



THE 3 KEY-COMPETENCIES, I PROFESSIONALS IN THE 21ST CENTURY ARE EXPECTED TO:



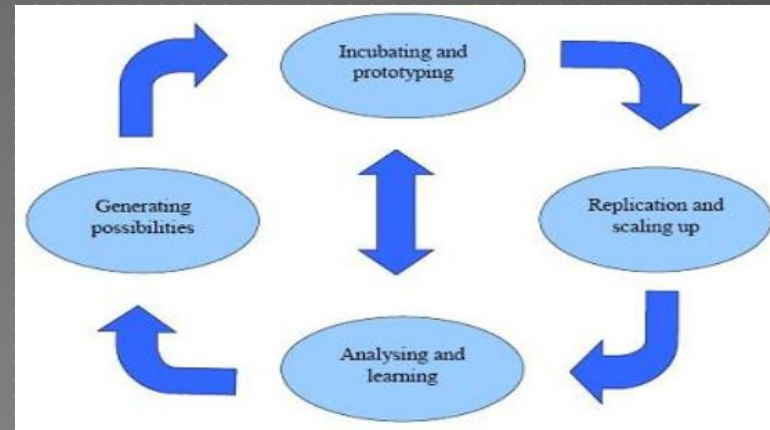
- be qualified to go directly from P-HE to the labour market, and to enter into a well-defined position and exercise the professional skills related to all the functions of the position.

I = FUNCTION COMPETENCE

THE 3 KEY-COMPETENCIES, II PROFESSIONALS IN THE 21ST CENTURY ARE EXPECTED TO:

- initiate, participate in and contribute to the continued development of their profession, theoretically, methodologically and practically

II = INNOVATIVE or
DEVELOPING
COMPETENCE

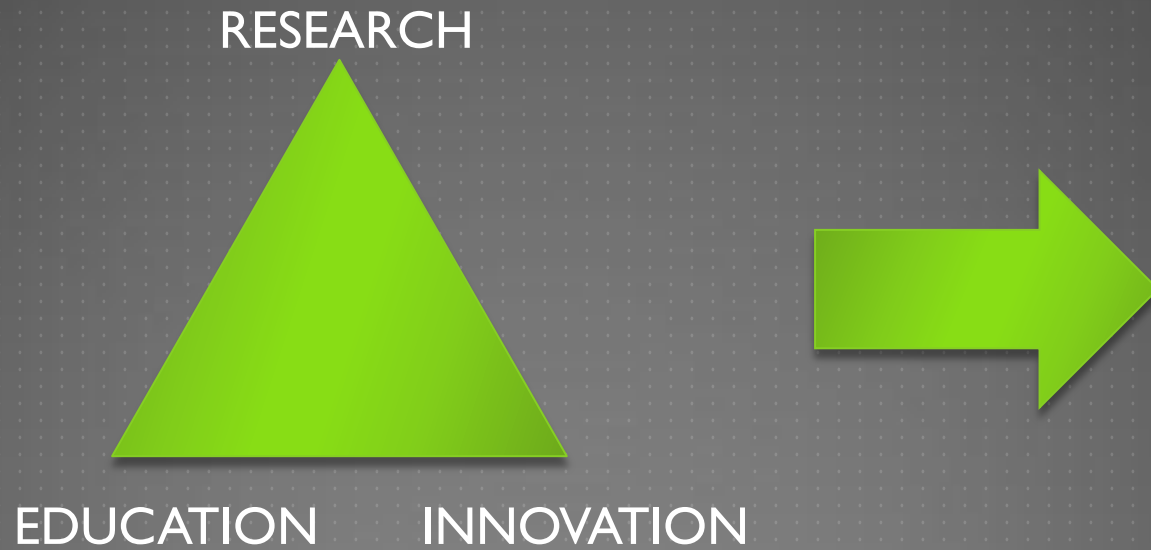


THE 3 KEY-COMPETENCIES, III PROFESSIONALS IN THE 21ST CENTURY ARE EXPECTED TO:

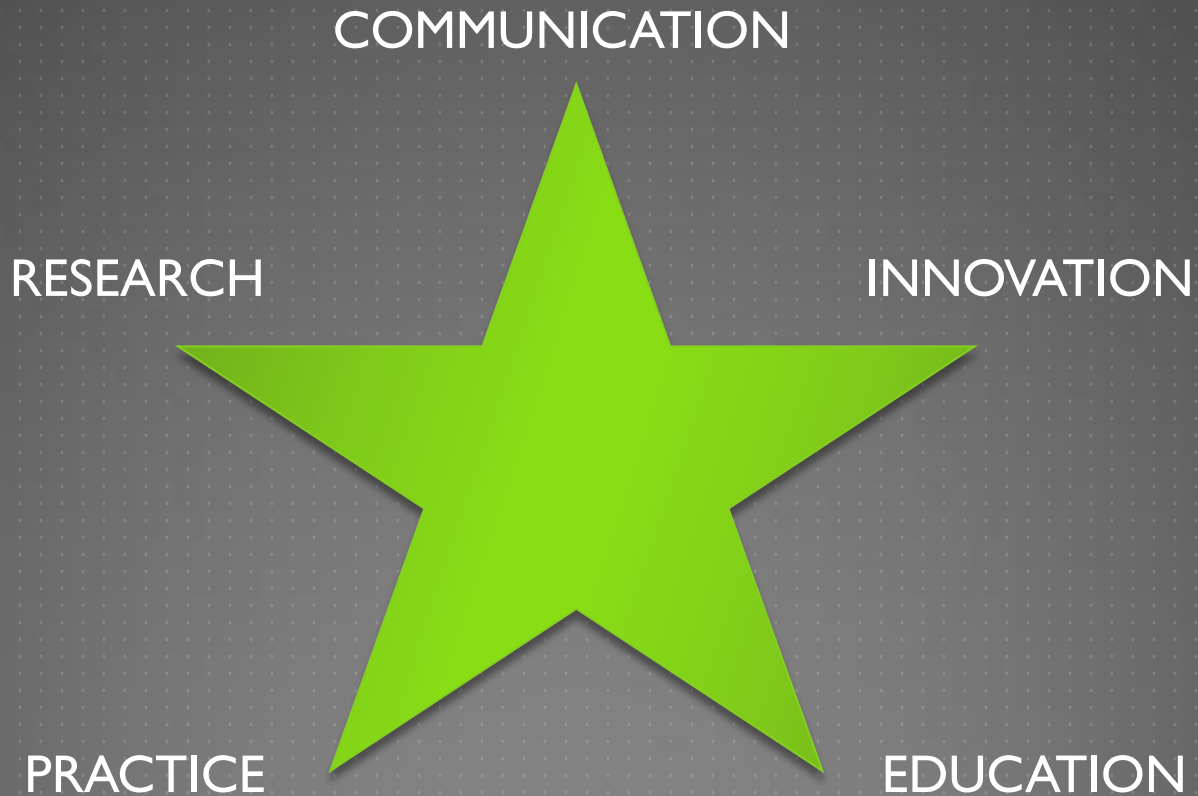


- possess the pre-conditions for a continued and further education, vertically as well as horizontally, the only limit being their personal capacity.
- III = LEARNING COMPETENCE

THE KNOWLEDGE BASE OF P-HE, I



THE KNOWLEDGE BASE OF P-HE, II



EDUCATION FOR COMPETENCES AS LEARNING OUTCOMES, BASIC PRINCIPLES, I

- ▶ To facilitate the student in achieving Key-competence I, "Function", the learning process must be organized as a combination of
 - ▶ knowledge input from experienced professors and relevant researchers,
 - ▶ open dialogue with professors, researchers, practitioners and fellow students
 - ▶ in-service education to ensure the knowledge transfer from theory to practice and the integration of practice into curriculum
 - ▶ regularly assessments of student's achievements through methods designed for learning rather than control

HOW TO EDUCATE BASIC PRINCIPLES, II

- ▶ Key-competence II, "Innovative":
- ▶ In the course of the education the student must be able to formulate and become involved in development projects, preferably in cooperation with and genuine importance for the real world of practice.
- ▶ As this competence also includes more generic competences, such as entrepreneurship, the ability to perform in teams, to manage changes and to perform in chaos, the projects should be increasingly based on the ideas of individual as well as groups of students.


HOW TO EDUCATE ... BASIC PRINCIPLES, III

- ▶ Key-competence III, "Learning".
- ▶ The student must be challenged / allowed / enabled to elaborate and present independent and original ideas.

Basic principles and methods of science are introduced from the very first stages of the study, beginning with the systematic accumulation of experiences and LOs for individual students and smaller student groups.



RECOMMENDATIONS FOR DECISION MAKERS

- ▶ Create national QFs based on Learning Outcomes
 - ▶ Create national HEA's with seamless transitions between all levels
 - ▶ Elaborate frameworks and objectives and refrain from the prescription of methods and other details
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RECOMMENDATIONS FOR OURSELVES

- ▶ Stop focusing on institutions and sectors and start focusing on students and programs
- ▶ Abandon former knowledge-monopoly positions and don't confuse old privileges with "values" (Remember: The cupboard that holds the family silver also holds the skeletons of the past!)

THANK YOU !

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- ▶ Lecturer; Consultant of Psychology at Ministry of Education, 1977-86
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