

Track 4: Decision Makers' track

After Bologna : Does the shift in structure bring forth a shift in attitude? Contribution of a Portuguese case-study

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Ten years after the signature of the Bologna Declaration, 98% of all degrees offered in Higher Education Institutions (HEIs) in Portugal are already structured according to its principles.

One of the many objectives of the Bologna process was to "prepare students for their future careers and for life as active citizens in democratic societies, and support their personal development" (in The official Bologna Process website 2007-2010). Therefore, new curricula and new approaches were developed in order to switch from a teacher-centered teaching process into a student-centered learning process, focusing on acquiring competences instead of achieving learning outcomes, that would prepare graduates well for their future role in society in terms of employability and citizenship. This society is, as we know, global and in constant change and therefore students need to develop both generic and specific competences which allow them to succeed in the labour market as recent graduates and allow them to go on adapting in a life-long-learning process.

Thus, the in Bologna HEIs and the different courses of the various Programs need also to stimulate in their students generic transversal skills - such as creativity, problem solving, decision-making, initiative and entrepreneurial spirit, and will to succeed, amongst others - that can be useful in finding the first or ideal job or in being a better European citizen. In other words, this shift in structure should be followed by a shift in attitude and bring forth more creative and entrepreneur students able to face the labor market when applying for the first job.

This was the main goal of this case-study, where final-year students in Business Communication were asked to develop a CV, where the only mandatory requirements were to be (i) bilingual (Portuguese and English), (ii) multimedia, (iii) subtitled and (iv) real. All the design, format and content should be decided by the students according to their personalities, goals and desired job profiles.

What at the moment of the project presentation by the lecturer caused some stress and anxiety in the students, turned out to be, in some cases, a surprisingly way of how creative and innovative students can be and brought some self-confidence and motivation to most students. Moreover, some of these students used, as suggested, the Multimedia CVs in their job applications with success.

With this case-study, we (i) intend to show how a semester project on creating a Multimedia CV could, in some way, help Portuguese final-year students develop some of the generic competences indicated before, change their attitude towards the challenge of "How to Apply for a Job" and increase their self-marketing strategies, creativity and entrepreneurship; (ii) cannot answer the question of the paper, but (ii) intend only to raise it for further and better studies now that the Bologna design is implemented in almost all HEIs in Europe.

Friday 8 October 1:30 – 3:00