10 Years Bologna –
Benefits and Challenges Cumulating in a Students' Strike

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Natural Sciences

Life Sciences

Engineering

Medicine
WZW-Mission:

Knowledge based to best biogene products for a safe life in a sane environment
Bologna: Expected Benefits

• International Bachelor/Master instead of German Diploma
• Reduced duration of curricula
  by invention of modules
  by more guidance
• Increased students‘ mobility
  by establishing the ECT system
  by easy acceptance of ECTS
  at other universities
<table>
<thead>
<tr>
<th>Semester</th>
<th>Diploma (4 + 4)</th>
<th>Bachelor/Master (6 + 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Basics</td>
<td>Basics</td>
</tr>
<tr>
<td>2</td>
<td>Basics</td>
<td>Basics</td>
</tr>
<tr>
<td>3</td>
<td>Basics</td>
<td>Basics</td>
</tr>
<tr>
<td>4</td>
<td>Basics</td>
<td>Basics</td>
</tr>
<tr>
<td>5</td>
<td>Specialized studies</td>
<td>More specialized</td>
</tr>
<tr>
<td>6</td>
<td>Specialized studies</td>
<td>More specialized</td>
</tr>
<tr>
<td>7</td>
<td>Specialized studies</td>
<td>Master courses</td>
</tr>
<tr>
<td>8</td>
<td>Specialized studies</td>
<td>Master courses</td>
</tr>
<tr>
<td>9</td>
<td>Diplom exam</td>
<td>Master courses/thesis</td>
</tr>
</tbody>
</table>
A German Problem

• Universities:
  Prerequisite 12/13 years grammar school
  Normal curriculum ends with Master (90%) and PhD (25%)
  Bachelor only interphase
  Bachelor only theoretically qualifying for job

• Universites of Applid Sciences:
  Prerequisite no need of a grammar school
  Normal curriculum ends with Bachelor, Master exception (10%)
  Bachelor qualifies for a job

BUT:
  According to German politics both bachelors should be equal
Profs’ Problem

• A completely new organized curriculum of $6 + 4$ has to be elaborated
  Or:
  The content of originally 8 semesters is squeezed into 6 semesters
• Rather heterogeneous students at start of a wide range of master courses
  And:
  The workload increases since each lecture ends with an exam
An overall Problem

- The many exams train the short time memory
- Underdevelopment of long time knowledge
- Shortage of holistic views
- Combining ability, a broader overview, and skills in neighbouring fields are minor

This results in the difficulty to find a solution for a complex question
Bologna: Expected Benefits

- International Bachelor/Master instead of German Diploma: Yes
- Reduced duration of curricula: No
  - by invention of modules: Yes but
  - by more guidance: Yes but
- Increased students' mobility: No
  - by establishing the ECT system: + -
  - by easy acceptance of ECTS at other universities: No!

Achieved?

Yes
No
Yes but
Yes but
No
+ -
No!
The Strike

- 16.11.2009  Students asked dean whether he would allow a strike
  Answer: I will not forbid it
- 18.11. 20:30h  Voting for a strike
- 19.11.  Biggest lecture hall is blocked overnight camp
- 20.11.  Formulation of preliminary claims
- 20.11. 12h  First discussion about the claims and plead to occupy the lecture hall not during the week end
- 20.11. 22h  Interruption of occupation
- 23. – 27.11.  Formulation of final claims with plenums
- 27.11.13h  Presentation of final claims – end of strike
Protest an den Unis mit Musik und Workshops

Die Studenten machen wieder mobil

Demonstration gegen Studiengebühren und Kürzungen wegen der Krise – bundesweit Kundgebungen

Von Martin Thurau

Stramme Beats wummern, das passt gut zum Gleichschritt, in dem die Playmobil-Figuren durch das YouTube-Vi
deo marschieren, und zum Takt des Fließbandes, an dem sie als Konfektionsware zugerichtet und reichlich viele ausge
sor
tiert werden. Die restlichen wackeln dann ohne Kopf hinaus in die Welt. Eine Allegorie auf Schule und Hochschule,
auf Misstände im Bildungswesen soll das sein, auf „soziale Schranken, rück
sichtslose Auslese, Massenauf
tigung“. Die Botschaft ist klar: „Protest hilft! Pro

test jetzt!“ So jedenfalls bewerben Münchner AktivistInnen den Bildungstreik in der kommenden Woche und ein soge
nanntes Bildungscamp vor der Universität (LMU). Am Ende formieren sich auf YouTube die Playmobil-Figuren hinter dem Banner mit der Aufschrift „radikal vernünftig“ zum Demonstrationszug.

Die Protestaktionen unter dem Label des Bildungstreiks haben in München bereits Tradition. Auch ein Camp gab es schon. Im letzten Jahr zogen in München

Eine Woche der Transparente: die Proteste der Studenten gehen weiter.
Claims of the Students

(to overcome Bologna drawbacks)

• Less regulations - more individual flexibility
• Shortening of bachelor curricula
• Reduction of number of exams
• Creating lecture free periods
• Giving space for special activities
• Acceptance of foreign grades and certificates
• Increasing possibilities for international mobility
• Some groups voted completely against Bachelor/Master system
Claims of Students (others)

- Guarantee for consecutive master courses
- Having a say in exam regulations
- Part time offers
- Better stipendium system
- Better networking of Schools and Universities
- No *numerus clausus*
- More involvement of students
Students' Workload

Weekly hours for studies

- 1991: 19 lectures, 18 homework
- 1994: 18 lectures, 18 homework
- 1997: 18 lectures, 18 homework
- 2000: 19 lectures, 17 homework
- 2003: 18 lectures, 16 homework
- 2006: 17 lectures, 17 homework
- 2009: 18 lectures, 18 homework
Students' Work Load

<table>
<thead>
<tr>
<th>Weekly hours studies + jobbing</th>
<th>% students</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;=20</td>
<td>5</td>
</tr>
<tr>
<td>21-25</td>
<td>5</td>
</tr>
<tr>
<td>26-30</td>
<td>8</td>
</tr>
<tr>
<td>31-35</td>
<td>11</td>
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<tr>
<td>36-40</td>
<td>15</td>
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<tr>
<td>41-45</td>
<td>14</td>
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<td>46-50</td>
<td>13</td>
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<tr>
<td>51-55</td>
<td>10</td>
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<tr>
<td>56-60</td>
<td>8</td>
</tr>
<tr>
<td>61-65</td>
<td>5</td>
</tr>
<tr>
<td>66-70</td>
<td>3</td>
</tr>
<tr>
<td>&gt;70</td>
<td>5</td>
</tr>
</tbody>
</table>
Increasingly less people have to work more, to allow increasingly more people to work less.

The first part counts e.g. for academic stuff and the earlier students are aware of this the better!
Students‘ Financing

Source of finance in %

<table>
<thead>
<tr>
<th>Year</th>
<th>Others</th>
<th>Jobbing</th>
<th>Stipendium</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991</td>
<td>10</td>
<td>25</td>
<td>45</td>
<td>20</td>
</tr>
<tr>
<td>1994</td>
<td>11</td>
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<td>2000</td>
<td>9</td>
<td>31</td>
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<td>2003</td>
<td>9</td>
<td>27</td>
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<td>13</td>
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<tr>
<td>2006</td>
<td>10</td>
<td>24</td>
<td>52</td>
<td>14</td>
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<tr>
<td>2009</td>
<td>11</td>
<td>26</td>
<td>48</td>
<td>15</td>
</tr>
</tbody>
</table>

DSW/HIS 19. Sozialerhebung
• Financing of higher education is a state task
• Higher education is an investment in the state’s future

Therefore
• Fees should be canceled and replaced by tax money

• But fees are used in agreement with students’ recommendations
To dos

• Profs have to concentrate lecture contents
  (Since the power point area on average three times more information can be transported in a given time)
• Profs have to give credit to their colleagues and accept grades from similar lectures
• The module idea should be used to reduce the number of exams
• This should help to prevent short time knowledge in favour of broader scientific understanding
• We should fight for a funding system which allows to study without being forced to work for earning additional money
• Students should understand that for them exists no 40h week
And…

There exists no objective uniform international grading system by which talents of students can be measured. The Bologna ECTS gives some guidance.

But …

Like the beauty of a lady cannot be described with three measurements, ECTS is no guarantee for knowledge, intelligence and vision of students.
And finally...

- We need freedom for fools - too much Bologna-regulation will prevent them inventing crazy products

... which might save the world