

Tuning



Latin America

Higher Education
in Latin America:
reflections and
perspectives on
History

Darío Campos Rodríguez (ed.)



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Tuning Latin America Project

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Tuning: past, present and future

An introduction

Major changes have taken place worldwide in higher education over the last 10 years, although this has been a period of intense reflection particularly for Latin America, insofar as the strengthening of existing bonds between nations has been promoted and the region has started to be considered as being increasingly close. These last 10 years also represent the transition time between Tuning starting out as an initiative that arose as a response to European needs and going on to become a worldwide proposal. Tuning Latin America marks the start of the Tuning internationalisation process. The concern with thinking how to progress towards a shared area for universities while respecting traditions and diversity ceased to be an exclusive concern for Europeans and has become a global need.

It is important to provide the reader of this work with some definitions of Tuning. Firstly, we can say that Tuning is a **network of learning communities**. Tuning may be understood as being a network of interconnected academic and student communities that reflects on issues, engages in debate, designs instruments and compares results. They are experts that have been brought together around a discipline within a spirit of mutual trust. They work in international and intercultural groups and are totally respectful of independence on an institutional, national and regional level, exchanging knowledge and experiences. They develop a common language to problems in higher education to be understood and take part in designing a set of tools that are useful for their work, and which have been devised and produced by other academics. They are able to take part in a platform for reflection and action about higher education - a platform made up of hundreds of communities

from different countries. They are responsible for developing reference points for disciplines that represent a system for designing top quality qualifications which are shared by many. They are open to the possibility of creating networks with many regions of the world within their own field and feel that they are responsible for this task.

Tuning is built on each person that forms part of that community and shares ideas, initiatives and doubts. It is global because it has pursued an approach based on worldwide standards while at the same time remaining both local and regional, respecting the specific features and demands of each context. The recent publication: *Communities of Learning: Networks and the Shaping of Intellectual Identity in Europe, 1100-1500* (Crossley Encanto, 2011) takes all the new ideas into consideration which are developed within a community context, whether of an academic, social or religious nature or simply as a network of friends. The challenge facing Tuning communities is to gain an impact on the development of higher education in its regions. Secondly, Tuning is a **methodology** with well-designed steps and a dynamic outlook that enables different contexts to be adapted. The methodology has a clear aim: to build qualifications which are compatible, comparable, are relevant to society and with top levels of both quality and excellence, while preserving the valuable diversity deriving from the traditions of each country involved. These requirements demand a collaborative methodology based on consensus which is developed by experts from different fields who are representatives of their disciplines, and who have the ability to understand local, national and regional situations.

This methodology has been developed around **three core themes**: the first is the **qualification profile**, the second is the **syllabus** and the third refers to the **trajectories of those who learn**.

The qualification profile enjoys a key position in Tuning. After a lengthy period of reflection and debate within Tuning projects in different regions (Latin America, Africa, Russia), the qualifications profile may be defined as being a combination of forces revolving around four core points:

- The region's needs (from local issues to the international context).
- The meta-profile of the area.

- The taking into consideration of future trends in the profession and society.
- The specific mission of the university.

The question of **social relevance** is essential for the design of profiles. Without doubt, any analysis of the relationship existing between university and society lies at the heart of the matter of relevance in higher education. Tuning's aim is to identify and meet the needs of the production sector, the economy, society as a whole and the needs of each student within a particular area of study – measured by specific social and cultural contexts. With a view to achieving a balance between these different needs, goals and aspirations, Tuning has consulted leading people, key local thinkers and experts from industry, both learned and civil society and working parties that include all those interested. An initial period of this phase of the methodology is linked to general competences. Each thematic area involves the preparation of a list of general competences deemed relevant from the standpoint of the region concerned. This task ends when the group has widely discussed and reached consensus about a selection of specific competences, and the task is also performed with specific competences. Once the means of consultation has been agreed and the process completed, the final stage in this practical exercise involving the search for social relevance refers to an analysis of results. This is done jointly by the group, and special care is taken not to lose any contributions from the different cultural perceptions that might illustrate understanding of the specific reality.

Once lists of the general and specific agreed, consulted and analysed competences had been obtained, a new phase got underway over these last two years that is related to the **development of meta-profiles for the area** under consideration. For Tuning methodology, meta-profiles represent the structures of the areas and combinations of competences (general and specific) that lend identity to the disciplinary area concerned. Meta-profiles are mental constructions that categorise competences in recognisable components and illustrate their inter-relations.

Furthermore, thinking about education means becoming involved in the present, while above all also looking towards the future – thinking about social needs, and anticipating political, economic and cultural

changes. This means also taking into account and trying to foresee the challenges that those future professionals will have to face and the impact that certain profiles of qualifications is likely to have, as designing profiles is basically an exercise that involves looking to the future. Within the present context, designing degree courses takes time in order for them to be planned and developed and their approval obtained. Students need years to achieve results and mature in terms of their learning. Then, once they have finished their degree, they will need to serve, be prepared to act, innovate and transform future societies in which they will find new challenges. Qualification profiles will in turn need to look more to the future than the present. For this reason, it is important to take an element into consideration that should always be taken into account, which are future trends both in terms of the specific field and society in general. This is a sign of quality in design. Tuning Latin America embarked on a methodology so as to incorporate an **analysis of future trends into the design of profiles**. The first step therefore involved the search for a methodology to devise future scenarios following an analysis of the most relevant studies in education by focusing on the changing role of higher educational establishments and trends in educational policies. A methodology was chosen based on in-depth interviews with a dual focus: on the one hand, there were questions that led to the construction of future scenarios on a general society level, their changes and impact. This part needed to serve as a basis for the second part, which dealt specifically with the features of the area in itself, their transformation in general terms in addition to any possible changes in the degree courses themselves that might have tended to disappear, re-emerge or be transformed. The final part sought to anticipate the possible impact on competences based on present coordinates and the driving forces behind change.

There is a final element that has to be taken into account when constructing the profiles, which is linked to the **relationship with the university where the qualification is taught**. The mark and mission of the university must be reflected in the profile of the qualification that is being designed.

The second core theme of the methodology is linked to **syllabuses**, and this is where two very important Tuning components come into play: on the one hand, students' work volume, which has been reflected in an agreement to establish the Latin American Reference Credit (CLAR), and all studies are based on this and, on the other, the intense

reflection process into how to learn, teach and assess competences. Both aspects have been covered in Tuning Latin America.

Lastly, an important area is opened up for future reflection about the **trajectories of those who learn** – a system that proposes focusing on the student leads one to consider how to position oneself from that standpoint so as to be able to interpret and improve the reality in which we find ourselves.

Finally, Tuning is a **project** and as such came into existence with a set of objectives and results and within a particular context. It arose from the needs of the Europe of 1999, and as a result of the challenge laid down by the 1999 Bologna Declaration. Since 2003, Tuning has become a project that goes beyond European borders, in so doing embarking on intense work in Latin America. Two very specific problems faced by the university as a global entity were pinpointed: on the one hand, the need to modernise, reformulate and make syllabuses more flexible in the light of new trends, society's requirements and changing results in a vertiginous world and, on the other, which is linked closely to the first problem, the importance of transcending limits imposed by staff in terms of learning, by providing training that would enable what has been learnt to be recognised beyond institutional local, national and regional borders. The Tuning Latin America project thus emerged which, in its first phase (2004-2007), sought to engage in a debate whose goal was to identify and exchange information and improve collaboration between higher educational establishments, with a view to developing the quality, effectiveness and transparency of qualifications and syllabuses.

This new phase of **Tuning Latin America (2011-2013)** started life on already-fertile terrain – the fruits of the previous phase and in view of the current demand on the part of Latin American universities and governments to facilitate the continuation of the process that had already been embarked on. The aim of the new Tuning phase in the region was to help build a Higher Education Area in Latin America. This challenge takes the form of four very specific central working themes: a deeper understanding of agreements involving **designing meta-profiles and profiles in the 15 thematic areas** included in the project (Administration, Agronomy, Architecture, Law, Education, Nursing, Physics, Geology, History, Information Technology, Civil Engineering, Mathematics, Medicine, Psychology and Chemistry); contributing to **reflections on future scenarios for new professions**; promoting the

joint construction of **methodological strategies in order to develop and assess the training of competences**; and designing a **system of academic reference credits (CLAR-Latin American Reference Credit)** to facilitate recognition of studies in Latin America as a region that can be articulated with systems from other regions.

The Tuning door to the world was Latin America, although this internationalisation of the process wouldn't have gone far if it hadn't been for a group of prestigious academics (230 representatives of Latin American universities), who not only believed in the project, but also used their time and creativity to make it possible from north to south and west to east across the extensive, diverse continent that is Latin America. This was a group of experts in different thematic areas that would go on to study in depth and gain weight in terms of their scope and educational force, and in their commitment to a joint task that history had placed in their hands. Their ideas, experiences and determination paved the way and enabled the results which are embodied in this publication to be achieved.

Yet the Tuning Latin America project was also designed, coordinated and administered by Latin Americans from the region itself, via the committed work carried out by Maida Marty Maleta, Margarethe Macke and Paulina Sierra. This also established a type of *modus operandi*, conduct, appropriation of the idea and of deep respect for how this was going to take shape in the region. When other regions decided to join Tuning, there would henceforth be a local team that would be responsible for considering what to emphasize - specific features, the new elements that would need to be created to meet needs which, even though many of them might have common characteristics within a globalised world, involve dimensions specific to the region, are worthy of major respect and are, in many cases, of major scope and importance.

There is another pillar on this path which should be mentioned: the coordinators of the thematic areas (César Esquetini Cáceres-Coordinator of the Area of Administration; Jovita Antonieta Miranda Barrios-Coordinator of the Area of Agronomy; Samuel Ricardo Vélez González-Coordinator of the Area of Architecture; Loussia Musse Felix-Coordinator of the Area of Law; Ana María Montañó López-Coordinator of the Area of Education; Luz Angélica Muñoz González-Coordinator of the Area of Nursing; Armando Fernández Guillermet-Coordinator of the Area of Physics; Iván Soto-Coordinator of the

Area of Geology; Darío Campos Rodríguez-Coordinator of the Area of History; José Lino Contreras Véliz-Coordinator of the Area of Information Technology; Alba Maritza Guerrero Spínola-Coordinator of the Area of Civil Engineering; María José Arroyo Paniagua-Coordinator of the Area of Mathematics; Christel Hanne-Coordinator of the Area of Medicine; Diego Efrén Rodríguez Cárdenas-Coordinator of the Area of Psychology; and Gustavo Pedraza Aboytes-Coordinator of the Area of Chemistry). These academics, chosen according to the thematic groups to which they belonged, were the driving forces behind the building of bridges and strengthening of links between the project's Management Committee of which they formed a part and their thematic groups which they always held in high regard, respected and felt proud to represent. Likewise, they enabled there to be valuable articulation between the different areas, showing great ability to admire and listen to the specific elements attached to each discipline in order to incorporate, take on board, learn and develop each contribution – the bridges between the dream and the reality. Because they had to carve new paths in many cases to make the ideas possible, design new approaches in the actual language of the area and the considerations proposed, and to ensure that the group would think about them from the standpoint of the specific nature of each discipline. Following group construction, the process always requires a solid framework based on generosity and rigour. In this respect, the coordinators were able to ensure that the project would achieve specific successful results.

Apart from the contribution made by the 15 thematic areas, Tuning Latin America has also been accompanied by a further two transversal groups: the Social Innovation group (coordinated by Aurelio Villa) and the 18 National Tuning Centres. The former created new dimensions that enabled debates to be enriched and an area for future reflection on thematic areas to be opened up. Without doubt, this new area of work will give rise to innovative perspectives to enable those involved to continue thinking about top quality higher education that is connected to the social needs of any given context.

The second transversal group about which one should recognise the major role played comprises the National Tuning Centres – an area of representatives from the highest authorities of university policies from each of the 18 countries in the region. These centres accompanied the project right from the outset, supported and opened up the reality of their national contexts to the needs or possibilities developed by Tuning, understood them, engaged in dialogue with others, disseminated them

and constituted reference points when seeking genuine anchors and possible goals. The National Centres have been a contribution from Latin America to the Tuning project, insofar as they have contextualised debates by assuming and adapting the results to local times and needs.

We find ourselves coming to the end of a phase of intense work. The results envisaged over the course of the project have succeeded all expectations. The fruits of this effort and commitment take the form of the reflections on the area of History that will be provided below. This process comes to an end in view of the challenge faced in continuing to make our educational structures more dynamic, encouraging mobility and meeting points within Latin America, while at the same time building the bridges required with other regions on the planet.

This is the challenge facing Tuning in Latin America.

July 2013

Pablo Beneitone, Julia González and Robert Wagenaar

1

Introduction

Tuning Latin America is a space for reflection for those committed to higher educations, who by means of a consensus-seeking process contribute to the development of comparable, comprehensible and fully articulated qualification profiles throughout Latin America.

One of the fundamental premises of the Tuning Project was that it was aiming not to homogenise higher education, but to seek points of agreement, convergence and mutual understanding while respecting the diversity and autonomy of the universities in the region.

This current booklet is the result of work undertaken by Latin American historians from the following universities: Benemérita Universidad Autónoma, Puebla, and Universidad Autónoma de Yucatán (Mexico); Pontificia Universidad Católica de Chile and Academia Nacional de Estudios Políticos y Estratégicos (Chile); Universidad Nacional de Colombia (Colombia); Universidad de San Carlos de Guatemala (Guatemala); Universidad de la Habana (Cuba); Pontificia Universidad Católica de Ecuador (Ecuador); and Universidade de Caxias do Sul (Brazil).

The knowledge and commitment of all the historians participating in the project, from university delegates to those who generously took part in the interviews, consultations and debates involved, was an invaluable factor in the interchange of knowledge and the collective construction of this experience. No less important was

their contribution to constant dialogue with the wider society and to transregional and transnational cooperation with universities in Europe and other continents.

Fruitful as it was to discuss the most prominent features of history programmes throughout Latin America, what was of even greater importance was to identify areas of overlap between these. Nonetheless, the results presented here should not be interpreted as a recipe, but rather, as a method offering a certain perspective whose aim is to incorporate different aspects of the diversity of the interacting academic communities.

This process can contribute to the development of qualifications which can be easily compared and understood, principally by offering elements which make it easy to see how history programmes throughout Latin America can be described. One of the aims of the project in this sense is to promote consensus in the region with regard to the *“way of understanding university and professional qualifications in terms of the competences which holders of those qualifications would be capable of attaining”*. For example, among the issues explored by the working party, as presented here, is the identification of points in common in the graduate profiles.

The Tuning project has led to greater understanding of the history programmes of Latin American universities, and aims to extend that understanding so as to bridge the gap with and towards Europe. This reflective framework comes from the first experience of Tuning Europe and is now being followed up in other continents such as Africa and Asia. All of this is carried out in the spirit of promoting the mobility of students and professionals, as well as the internationalisation of universities.

The present text is made up of four parts, starting with *“The 2005-2013 Tuning Latin America project experience”*, which is the work of the delegates from Mexico. They aim to contextualise the origins and the development of the Tuning project up till the present, and place special emphasis on the formulation of generic and specific competences which form the nucleus of the project.

The second part, written by the delegates from Chile and Colombia, outlines the methodology used by the history subject area group in order to formulate the graduate meta-profile for university degrees in

history in Latin America, as seen in the section entitled “Methodology for preparing the competence-based graduate profile”.

The next section deals with the viewpoints of the historians consulted during the project about how changes and new demands in society will affect future professionals in their field. It was developed by the participants from Cuba, Chile and Brazil, who present their findings under the title “Future scenarios, present scenarios”.

Finally, in the section entitled “Teaching, learning and assessment strategies for competences”, the participants from Ecuador and Guatemala present a proposal made which addresses the issue of how these competences might be developed. To this end, they took one generic competence as an example and related it to specific competences, subsequently linking this to learning outcomes and finally formulating strategies for teaching, learning and assessment.

The members of the subject area of History would like to thank the European Commission for supporting us by means of the Alpha programme, through which the historians of Latin America and Europe have been able to enter into dialogue to discuss the possibility of creating convergence and perhaps one day the creation of a joint body for higher education embracing Latin America, the Caribbean and the European Union. We also extend our thanks to those higher educational establishments in Latin America which, through their representatives, provided the necessary time and platform for this project to be brought to fruition.

2

The 2005-2013 Tuning Latin America project experience¹

In the summer of 2000, a group of European universities collectively took up the challenge laid down by the Bologna Declaration of establishing, by 2010, a *European Higher Education Area* which was to be coherent, compatible and competitive. To this end, they set up a pilot project which they called *Tuning Educational Structures in Europe*; they asked the European University Association (EUA) to contribute by widening the group of participants, and they sought support from the European Commission within the framework of the SOCRATES programme. One of the fundamental reasons for the creation of the Tuning Project was, then, the need to implement in universities the proposal of the Bologna Declaration of 1999, making use of the experience accumulated in the ERASMUS and SOCRATES programmes since 1987.

The name *Tuning* was chosen in order to reflect the idea that the universities sought not to homogenise their degree programmes nor to create curricula which were unified, prescriptive and definitive throughout Europe, but rather to find points of reference, convergence and common understanding. In accordance with this aim, the *Tuning* project did not focus on education systems as such but on the *structure and content of the studies*.

¹ This text is based on the systematisation of documents, reports, proposals and debates arising from the meeting of the working parties attached to the *Tuning* project. It also incorporates a summary of the basic documents drawn up by the coordinators of the project: Julia González, Robert Wagenaar and Pablo Beneitone, between 2004 and 2012, references to which are provided in the bibliography.

This is because education systems are mainly the responsibility of governments, whereas educational structure and content is in the hands of the higher educational establishments.

The project was coordinated by Julia González of the University of Deusto, Spain, and Robert Wagenaar of the University of Groningen, Holland, and was from the outset given the backing of the European Union. Today, the *Tuning Higher Education in Europe* and *Tuning Higher Education in the World* projects involve over 60 countries in America, Asia, Australia, Africa and Europe; they are being developed in over 15 languages and involve over 100 academic communities. In Latin America, there are 12 long-established thematic areas: Administration, Architecture, Law, Education, Nursing, Physics, Geology, History, Engineering, Mathematics, Medicine and Chemistry. There are also three other areas which have recently been incorporated: Agronomy, Computer Science and Psychology.

For the first phase of the project (2000-2002) two groups or circles of thematic areas were established. An Inner Circle was made up of the groups from the five subject areas which formed the initial nucleus of the project: History, Business Administration, Education, Geology and Mathematics, with a total participation of 76 higher educational establishments. Apart from this, two thematic networks were created in Physics and Chemistry, who worked closely together and with the project as a sixth and seventh group, bringing the total number of institutions to around 100. In addition to the seven area groups already mentioned were others known as *synergy groups* which formed part of the *Managing Committee*. These were Foreign Languages, Humanitarian Development, Law, Medicine, Engineering and Veterinary Sciences.

Also on the *Managing Committee* were the general coordinators of the project, the coordinators of the subject areas, experts in higher education, commissioners from the European University Association, representatives of lifelong learning and of national agencies, and three delegates from the candidate countries. The project was managed by the general project coordinators and their assistants in close collaboration with the other members of the Committee - the experts in higher education and the coordinators of the thematic areas. One expert and one coordinator were responsible for each of the seven subject area groups.

The Outer Circle of *Tuning* was made up of institutions which had shown an interest in the project, but which had been unable to play an active part. *Tuning* kept this group informed about all the important developments in the project.

2.1. Tuning Latin America and the Subject Area of History

Up until the end of 2004, *Tuning* had been an exclusively European phenomenon, with over 175 European universities participating. The extension of the project with the incorporation of the Latin American universities signified an immense broadening of its scope. At first, 76 universities took part from 18 Latin American countries in 5 areas. Subsequently the number rose to 120 universities in 8 areas, eventually reaching a total of 190 universities in 19 countries in 12 areas.

After the successful completion of the first phase (2000-2003), the second (2003-2004), and the third (2004-2006), in which Latin America participated, the project ended in 2013 with the stage known as *Tuning Latin America: Educational and Social Innovation*. Two clearly-defined challenges facing the university as a global entity were taken up: on the one hand, the desire to modernise and reformulate study programmes, making them more flexible in response to new trends, the needs of society and the realities of a rapidly changing world; and on the other hand – closely linked to the former – the importance of not confining learning to the classroom and offering programmes which would be recognised beyond institutional, local, national or regional boundaries.

On examining the first of these challenges within the current context of constant change in the labour market, it must be accepted that knowledge becomes obsolete very quickly. It is therefore essential that students incorporate into their learning those competences which furnish them with the capacity to keep adapting to change, but which at the same time shape them as responsible members of society.

As for the second of the challenges, this project emphasises the growing demand for the compatibility of programmes from different universities, both within countries and in the world outside. This increases mobility and the interchange of students and teachers, both at under-graduate and post-graduate level. This is a line of development seen ever more clearly in the agenda of the Ministries of Education and

of higher educational establishments. The complexity and dynamism of these processes means that the universities take responsibility for the constant updating of the content of their academic programmes and for promoting their homogenisation. It follows from this that by means of flexible study programmes, the desired aim is to provide students with novel learning opportunities which enable them to reach their objectives by paths other than the traditional route.

In international higher education circles there are cases of universities sharing degree programmes, study programmes and curricula with other universities and offering joint certification. Moreover, they have mobility programmes for teachers and students, and joint research projects. It is therefore not unnatural to suppose that globalisation can lead to the transformation of universities, of what they offer academically, their research programmes and, above all, their parameters for assessment and accreditation.

It can be affirmed, then, that major steps are being taken towards the internationalisation of higher education. Within this context, the great challenge for higher education is that of reaching a high degree of convergence, nurturing the creation of common spaces allowing and facilitating the mobility of students and professionals and the recognition of study programmes.

To this end, one of the objectives of *Tuning Latin America: Educational and Social Innovation* was to formulate superordinate graduate profiles, also known as meta-profiles, for the various subject areas, based on the competences identified in the previous stages of the project. It was proposed that future scenarios should be formulated so as to offer a perspective for new professions. As part of the proposed agenda for the project it was also agreed to work on the following:

Design a system of academic credits, both for transfer and accumulation, which can easily be recognised as being from Latin America as a region and which can be articulated with systems from other regions.

As a result, one of the results of *Tuning* was the Latin American Reference Credit (Crédito Latino-Americano de Referencia or CLAR) which involves both the measuring of student workload in terms of

academic credits, and the feasibility of academic exchanges within the region, with a view to quality training in a globalised world.

Lastly, among the objectives of this stage of the project, strategies were proposed for teaching-learning and assessment which would make it possible to envisage the development of a competence-based curriculum.

To this end, *Tuning Latin America* designed a methodology for the understanding of the curriculum and for rendering it comparable. As part of this methodology, the concepts of *learning outcomes* and *competences* were used. These were described for each of the subject areas and described as points of reference to be complied with. *Tuning* takes these to be the most significant elements in the design, construction and assessment of qualifications.

By learning outcomes what is meant is the overall combination of competences including knowledge, understanding and skills in which the student is expected to develop, understand and display on completion of a short or long process of learning. They can be identified and related both to complete study programmes (from the first or second stage) and to individual learning modules or courses.

Competences can be divided into two types: generic competences, which are in principle applicable to all areas of study; and specific competences, which are particular to each subject area. The competences are usually acquired through various modules of study, and it is therefore very important to establish in which modules the various competences are taught in order to ensure effective assessment and appropriate quality. This means that the competences and learning outcomes should correspond to the final qualifications in a programme. The competences and learning outcomes allow flexibility and autonomy in the creation of a programme, whilst at the same time providing a basis for the formulation of indicators of level which can be understood internationally.

The project involved six lines of development: 1) generic competences, 2) specific competences in each subject area, 3) the Latin American Reference Credit (CLAR) as a system for the transfer and accumulation of credits, 4) meta-profiles/graduate profiles, 5) future scenarios, and 6) strategies for teaching-learning and assessment.

Tuning believes that the introduction of a competence based system means changing from a teacher-centred approach to a student-centred one. It is the student who must be prepared as well as possible to meet the demands of whatever future role they will play in society. With regard to the generic and specific competences, therefore, *Tuning* Latin America organised a process of consultation in which employers, graduates and academic personnel took part. The objective was to assess which competences were the most important to develop in a programme leading to qualification. As a result of this consultation, various points of reference were established, and generic and specific competences were identified for each discipline.

Another thing to bear in mind when using an approach based on competences and learning outcomes is that these may mean changing the teaching, learning and assessment methods employed in any given programme. The *Tuning* project identified approaches and examples of good practice which would be useful in helping students develop certain generic and specific competences.

The competences also play an important part in one of the central objectives of the *Tuning* project already mentioned – that of contributing to the development of qualifications which can be easily understood and compared both “from within” and with respect to Europe. This is, of course, laid down in the descriptions of each of the stages in the Bologna Declaration.

In the search for perspectives which might facilitate the mobility of those holding university and professional qualifications in Europe, the project sought to reach broad consensus at a European level as to the way in which the qualifications would be understood, from the point of view of the activities which holders of such qualifications *would be capable of carrying out*. Two ways of going about this were established at the outset of the project: to look for common points of reference, and to focus on competences and skills (always knowledge-based).

The decision to use common points of reference rather than definitions of qualifications shows a clear intention to work along certain lines which complement each other: if professionals are to establish themselves and seek work in other countries of the European Union, then their training must meet certain standards of acceptability with respect to *jointly agreed* points of reference which are recognised within each of the areas of the disciplines in question. Moreover, the

use of points of reference allows room for *diversity, freedom and autonomy*.

These conditions can be maintained and guaranteed by means of the selection of core elements and their permutations, there also being scope for complementary or alternative options. Diversity, freedom and autonomy are characteristic of European identity and can never be left out of any truly European undertaking. Lastly, the use of points of reference also favours *dynamism*. These agreements are not written in stone but are understood to be in a continual process of evolution in an ever-changing society whose needs and values they are called upon to satisfy.

The distinctive hallmark of *Tuning* was its commitment to the undertaking of seeing qualifications in terms of learning outcomes, and particularly in terms of generic (instrumental, interpersonal and systemic) competences and specific competences with regard to each subject area. Starting with these two elements, points of reference which defined the first and second stage were described in a dynamic and consensus-seeking manner. The appeal of comparable competences and learning outcomes is that they allow flexibility and autonomy in the creation of the curriculum. At the same time they serve as a basis for the formulation of indicators of level which can be jointly understood and drawn up.

In this respect, the specific competences are related to each subject area and are therefore essential for each qualification, as they refer to the particular specialisation of that field. The generic competences, on the other hand, identify elements which are common to all areas, and which may therefore be common to all qualifications. Among these are for example the ability to learn, to take decisions, to design projects, administrative skills, and so forth, which are common to all or most of the qualifications. In a society in which there tends to be a constant reformulation of demands, these generic competences and skills are of great importance. Furthermore, most of them can be developed, nurtured or destroyed through particular approaches to teaching, learning and materials which may or not be appropriate.

In parallel with the initiatives and trends on an international scale, most of the Latin American countries were either starting out on, or were in the process of, reform in higher education. There, the two core themes of this proposal were clearly set out as goals to reach. There is

an extensive list of examples of national curriculum reform proceeding along the two core themes outlined and the answers suggested by Tuning Latin America.

As happened in Europe, in Latin America the Area of History was part of the pioneer group in the *Tuning* project and played an active part in it till it drew to a close in 2013. The *Tuning Latin America* project went through the same stages, work and discussions in the field of history as in its European counterpart. Furthermore, it incorporated new aspects into the methodology of the project in order to render it more appropriate for the regional context.

With regard to the formulation of the competences, there was therefore extensive consultation allowing the active participation of the sectors involved. A summary of this process would be as follows: three groups were selected to carry out a consultation regarding the specific competences in the subject area of history. Of these, 30% were academics, 26% graduates and 44% students in their final year. This consultation was carried out in the participating universities in ten Latin American countries. The representatives of these institutions in turn applied the questionnaires in other universities in each country.

The questionnaire was drawn up in keeping with the characteristics of the *Tuning* methodology - that is to say, each sector consulted (academics, graduates and students) was asked to rate the importance of each of the competencies as either 1. None 2. Little 3. Some and 4. High.

In total, a group of 27 specific competences were considered fundamental in the training of historians, coinciding with the number of generic competences. The order in which these were presented in the questionnaire was as follows:

2.2. Specific competences in the Area of History

1. Awareness of the social function of the historian.
2. Awareness that historical debate and research are constantly under construction.
3. Ability to use the specific techniques necessary to study documents from given periods, such as palaeography and epigraphy.

4. Knowledge of national history.
5. Ability to design, organise and develop projects of historical research.
6. Critical knowledge of the relationship between current and past events and processes.
7. Ability to use information and communication technology to compile historical data or facts related to history (for example, statistical and cartographical methods, databases etc.).
8. Ability to read historiographical texts and documents in other languages.
9. Knowledge of the methods and problems posed by the different branches of historical research: economic, social, political, gender studies, etc.
10. Knowledge of local and regional history.
11. Ability to take part in interdisciplinary research work.
12. Ability to know about, contribute to and participate in socio-cultural activities in the community.
13. Ability to use tools for information storage such as bibliographic catalogues, archival inventories and electronic references.
14. Awareness of and respect for points of view derived from diverse cultural, national and other records.
15. Critical knowledge of the general diachronic framework of the past.
16. Knowledge of indigenous languages, where relevant.
17. Knowledge of and ability to use the theories, methods and techniques of other social sciences and humanities.
18. Critical knowledge of differing historiographical perspectives in different periods and contexts, including those currently under debate.

19. Knowledge of universal or world history.
20. Ability to communicate and present an argument in both oral and written form in one's own language, in accordance with the standard terminology and techniques of the profession.
21. Ability to apply the techniques and methods of the teaching of history.
22. Ability to transcribe, summarise and classify information as appropriate.
23. Ability to identify and make appropriate use of sources of information - bibliographies, documentation, oral testimonials, etc. - for the purposes of historical research.
24. Ability to define topics for research which can contribute to historiographical knowledge and debate.
25. Knowledge of the history of America.
26. Ability to organise complex historical information in a coherent way.
27. Ability to comment upon, annotate and correctly edit texts and documents in accordance with the critical standards of the discipline.

In the subject of history the answers obtained from the three sectors in the universities of Latin America displayed more similarities than differences, thus confirming the relevance of the inclusion of these items in the questionnaire. From the standpoint of importance, it became clear that the particular competences of the discipline generally focus on national history, and that great importance is attached to competences related to the development of theoretical and instrumental skills, while not forgetting those related to scientific and social values.

This bears out the fact that the combination of attributes seen as making up the professional competences indeed encompasses the spheres of both knowledge and its practical application, on a par

with the circumstances and attitudes in the training process and, in a fundamental sense, in society and the workplace.

2.3. Generic Competences in the Area of History

1. Capacity for abstraction, analysis and synthesis.
2. Ability to apply knowledge in practice.
3. Ability to organise and plan time.
4. Knowledge about the area of study and profession.
5. Social responsibility and citizenship.
6. Capacity for oral and written communication.
7. Ability to communicate in a second language.
8. Skills in the use of information and communications technologies.
9. Research capacity.
10. Ability to learn and keep constantly up-to-date.
11. Skills required to search for, process and analyse information from different sources.
12. Critical and self-critical capacity.
13. Ability to act in new situations.
14. Creative capacity.
15. Ability to identify, consider and deal with problems.
16. Capacity for decision-making.
17. Capacity for teamwork.
18. Interpersonal skills.

19. Ability to motivate and steer towards common objectives.
20. Commitment to conservation of the environment.
21. Commitment to the socio-cultural milieu.
22. Appreciation and respect for diversity and multiculturalism.
23. Ability to work within international contexts.
24. Ability to work independently.
25. Ability to formulate and administer projects.
26. Ethical commitment.
27. Commitment to quality.

In accordance with the objectives of *Tuning Latin America: Educational and Social Innovation*, a survey was carried out among historians in each of the participating countries, with a view to finding out their expectations and forecasts for future scenarios. This was in turn related to the formulation of academic professional profiles for qualification based on competences and learning outcomes for the area of history. A proposal of common strategies for the teaching, learning and assessment of the competences for the area of history was also drawn up.

3

Methodology for preparing the competence-based graduate profile

In the General Meeting which took place in Bogota on 18th-20th May 2011, a number of issues of importance for the future development of the Tuning Project were discussed. Among these, one of the points most commented on by the members of the History group was that concerning the establishment of a competence-based academic-professional profile.

One of the first subjects to be dealt with in the interventions of the members of the Committee was specifically to do with the methodology to be used in establishing a graduate profile for History at a Latin American level. In this formulation, the profile would not only have to meet the requirements of all the degree programmes represented by the Committee, but at the same time serve as a framework for all the universities and degree programmes that would follow the recommendations of the Alpha Project - Tuning Latin America: Educational and Social Innovation.

Starting out with this overall brief, the following working methodology was decided upon so as to draw up a graduate profile for qualification in History for each of the universities represented in this first meeting.

1. Identify, through comparison, the similarities between competences in order to select the convergence parameters. This was done on

the basis of the presentations and surveys carried out during the first stage of the Tuning Latin America Project in 2007.

2. On the basis of the above, establish a general framework of reference for convergence in order to carry out a survey of the academics in the universities of the countries represented in the area of History.
3. Analyse the results of the survey at the next meeting of the area of history, which was to take place in Guatemala, 16th-18th November 2011.
4. Draft a graduate profile to be submitted at the final meeting of the Alpha Project - Tuning Latin America: Educational and Social Innovation, which was to take place in Brussels, 19th-22nd November 2012.

3.1. Graduate profile in the Area of History

Firstly, each participant outlined the curriculum for the degree programme they were representing, so that the members of the Committee would be able to remember the context. The graduate profile was also then outlined.

From these presentations it could be inferred that although all of the degree programmes had their graduate profiles defined in terms of the future demands of a working career, surprisingly few of the profiles were demonstrably based on competences.

As a result of the ensuing debate it was agreed that a profile would have to be devised in such a way as to jointly represent the interests of the different degree programmes, taking as a basis the specific competences accepted by the Tuning Latin America Project, 2007.

3.2. Identification of common competences in order to define the Latin American profile

Following the agreed methodology, the specific competences were placed into four categories: knowledge and critical understanding, communication and transfer, awareness and understanding of the social function of the historian, and instrumental mastery.

Within each category a system of specific competences was organised, so that they might eventually represent what was called a *Common Graduate Meta-Profile* for history graduates throughout Latin America.

In this way, the system of specific competences in each category was established with the following elements:

- a) Knowledge and critical understanding of...
 - History and its many contexts in time and space.
 - History as a discipline permanently under construction through different historiographical perspectives and their associated methodologies.
 - History in its relationship with other disciplines for the enrichment of historical research.
- b) Communication and transfer of...
 - Historical knowledge and perspectives through different media according to the audience.
- c) Awareness and understanding of the social function of the historian in...
 - The building of a society which respects diversity of cultural perception and expression.
 - The framework of ethical and social commitment to the discipline, the socio-cultural milieu and the environment.
 - The virtue of commitment to the generation of innovative proposals within changing contexts.
- d) Instrumental mastery of...
 - Methods, techniques and technology in order to play a full part in meeting the demands of the various scenarios to be dealt with in professional practice.

- The languages necessary for professional practice, to an appropriate level.

3.3. Reference framework for the survey

Once agreement had been reached regarding the specific competences, the Committee proposed a general concept which would identify the profile and comply with the parameters selected as the most important for a graduate of this area anywhere in Latin America. The following formulation was agreed:

“The profile seeks to determine the university education of a specialist in history who has the knowledge and understanding which are crucial to the discipline in a range of temporal and spatial contexts. History is deemed to be a discipline which is permanently under construction, with various historiographical and methodological perspectives related to other disciplines among the social sciences and humanities. Furthermore, graduates must be able to adequately communicate and transfer knowledge to a range of audiences, and must be aware of their social role in contributing to the shaping of citizens who respect values and cultural diversity. They must also be adept at using appropriate methodologies and techniques in order to properly meet the demands of their profession.”

With regard to the survey, the Committee agreed that it should involve asking two basic questions to lecturers of degree courses in History, directors who were also lecturers, and former students.

These questions were to be as follows, bearing in mind the general concept of the profile as outlined above:

1. How appropriate would the implementation of the profile be, given the educational needs of the social and national context within which your institution operates?
2. What areas are missing, underdeveloped, or not properly represented, given the educational needs of the social and national context within which your institution operates?

3.4. Analysis of results of the survey

With the survey having been thus carried out in selected universities in each country, the results were then analysed at the meeting of the History group in Guatemala in November 2011.

A first conclusion was reached after hearing the presentations given by each of the members of the group. In general terms, the desirability of a graduate profile was reaffirmed, given that it received the approval of the interviewees. There were of course a number of comments made, and other competences were suggested for inclusion, although there was no formal rejection of the concept under proposal.

One noteworthy aspect of the survey was the significant number of comments showing the keenness of the academics to broaden the scope of the profile. One comment referred to the profile as "homogenous" because of its markedly discipline-specific nature, leading to the comment that the profile should lean more towards interdisciplinarity and relationship with all the sciences, and should also include heritage rescue, cultural management, world history, the conservation of memory, and the teaching and learning of history.

Elsewhere, the comments stressed that greater emphasis should be placed on the development of the capacity for independent learning and for the creation of knowledge by means of research and meta-research. This would enable the graduate to identify problems and issues of current relevance for the discipline, and would make it easier for them to be able to offer solutions for the present. They also indicated that the graduate should have good communicative skills, both through writing about history and through spoken communication in a variety of scenarios, thus extending the outreach of the discipline into society.

As a result of the contributions and observations mentioned graduate profile was revised as follows:

The History graduate is a specialist in the knowledge and critical understanding of humanity's past, who understands history as a science which is permanently under construction, in dialogue with other sciences. They are familiar with the major historiographical trends and theories, and able to use methods

and techniques to produce knowledge, and communicate and transfer it in an independent and responsible way to a range of audiences. They understand and fulfil their professional role, contributing to the construction of a society based on citizenship values which is respectful of cultural diversity.

As this new version of the profile took into account the scope and parameters of the competences previously agreed,, there was therefore no need for it to be further modified.

3.5. By way of summary

The subject area of History presented the graduate profile agreed at the final meeting of the Alpha Project - Tuning Latin America: Educational and Social Innovation (2011-2013), which took place in Brussels in November 2012. It was also presented to the Tuning representative for History in the USA, with a view to informing and supporting the similar initiatives that the North American group were undertaking at the time.

In summary, it can be concluded that the final text of the graduate profile for history throughout Latin America was a collective effort resulting from the wise and invaluable contributions of academics from various degree programmes in History from the universities of Latin America. Also worthy of note was the participation of students and former students of degree programmes in the region, whose contributions were related to their experience of the demands of the workplace.

Lastly, the collective creation of the graduate profile for Latin American History courses proceeded more along paths of convergence than of difference.

4

Future scenarios, present scenarios

The 20th century was murderous - the worst since the 16th century and the European conquest of America - yet it saw the greatest net rise in population. It produced the worst genocidal racism in history, yet left as its legacy the knowledge that humanity exists in a common and finite world (Göran Therborn, 2011, p. 13).

On asking ourselves the question “Why are we as we are?” we look to the past for answers. History helps us to understand the scenarios we are confronted with, and has at the same time enabled us to comprehend the steps which society must take if it is to safeguard and guarantee its own development.

Future scenarios are designed from the perspective of the present. They arise when humans extrapolate from experiences of the past in an attempt to understand the tangled web of actions and antagonisms arising from breakdowns and contradictions at a social, cultural, economic and political level.

The 21st century started out with the understanding that the world was much more heterogeneous than had previously been thought, and that a wide range of civilisations who had constructed their own history were living in the same dynamic space which other histories, cultures and countries also occupied. Looking back at what has been done enables us to understand the contradictions of a collective life whose origins can be found in the distant or recent past. “Present-day

courses in human life are based on the geology of history, propelled - or impeded - by the dynamics of the contemporary world scenario" (Therborn, 2012, p. 16).

The 20th century was a century of wars and revolutions. It saw armed conflict in many countries of Europe, Asia and Africa, and wars on almost every continent - conflict which led to new forms of colonisation. The revolutions which changed the course of recent history were of many different kinds – among them changing paradigms in science, world war, and technological and digital revolutions. This new knowledge enabled human beings to enjoy an increase in life expectancy while forcing them to confront the problems arising precisely as a result of such progress.

On revisiting history and analysing human development over the course of time, it can be seen how certain spaces were opened up as a result of previous revolutions, and a move from a vision of a globalised world, from direct to virtual communication, towards a vision of a planetary world. Dialectically, there have been steps forwards and backwards in human history in the struggle for social and political guarantees. Not all peoples have been able to achieve what they set out to do; there have been defeats at the hands of long-entrenched authoritarian regimes.

The relative reduction of geographical distance made possible by technological advances in various areas, both of production and of information, had by the end of the 20th century led to a new international division of labour. This unified the markets, while at the same time marginalising other territories plagued with social inequality and steeped in vulnerabilities made manifest in poverty and violence of the worst kind. Encroaching technological innovations once again transformed social dynamics which were intimately bound up with the world economic system.

On asking various Latin American historians² about future world scenarios based on the analysis of the past, they concurred that

² This text was drawn up to present a vision of future scenarios in the area of history of the Alpha Tuning Project. The interviewees were selected by the researchers forming part of that project in Latin America (2009-2012). The Latin American countries involved were: Mexico, Guatemala, Chile, Colombia, Ecuador, Cuba and Brazil. The names of the historians do not appear in the document, in keeping with the norms of the project.

over the last few decades we have seen dramatic changes which have affected the equilibrium of society. Amongst them, "climate change, a crisis of values, and symptoms of the loss of hegemony of the economic-political model. These are crises which affect both the paradigms and the new professions".

According to the historians interviewed, the identification of these crises signals the demise of the current model of production and a need to reappraise the forces that came into play in keeping the dominant system going. Given that the current system reveals a weakening of social relationships, there is an urgent need to use creative means for responding to new demands - and these must be embedded in the new information and communications technologies.

It is very important to maintain optimum access to, and use of, advances in new technologies, especially considering the need for historians to be constantly seeking to hone their capacity for analysis and interpretation, with the preservation and survival of traditional historical written sources becoming increasingly difficult. The interviewees emphasise the vital importance of applying new technologies effectively in present and future research, of an ever-closer connection with other fields of study in society, and of inter-relations with other social sciences, both for individual and collective research work and for teaching at any level.

Associated with the two areas already mentioned is the matter of methodology. This subject was addressed by the interviewees with a clear emphasis on the changes being brought about by globalisation, especially with regard to the relative reduction of geographical distance owing to technological advances in production and communication. Given this situation, and especially as a result of methods specifically being developed for digital history, the interviewees affirmed that it will be necessary to get used to working with new technologies, and predict that different types of skill will be required in order to respond appropriately to the management of mass data and new types of source.

Most of the interviewees pinpointed interdisciplinarity as one of the key characteristics of historiographical work in the future. Their view is that it is essential to "build upon work done in other disciplines in order to provide more complex answers from the standpoint of historiography". Some typical comments were as follows: "History must necessarily

engage in dialogue with other related disciplines ...both at the teaching level and at the research level". "There are therefore a range of related disciplines, such as sociology and anthropology, with which we should have much more dialogue". "The future of the discipline lies in interdisciplinarity". "The development of border areas between the various disciplines, which the university as an institution should strengthen by means of specific programmes".

In explaining the current social crises, the interpretation given by the interviewees does not dwell solely on the economic problem, long regarded as the determining factor, but goes beyond this to observe that the crisis has arisen as an expression of "ways of seeing life and seeing the world". One example is seen in the argument that although the international division of labour and the new geopolitical world order display a widening of horizons beyond the bounds of national territories, this process does not stop there but extends to the discussion of the life of the planet, for example, and presents perspectives which are in conflict with each other because they embody different ways of thinking about the nature of survival and conservation.

There is a much-repeated acknowledgement among the interviewees of various economic phenomena at work in the present crisis: the "huge impact of vulnerability in ecological terms and in public health and security" of some peoples. This corroborates the "combination of the deterioration or concentration of natural resources and the physical and mental health of specific sectors, which can lead to greater social inequality".

The ever-diminishing gap between the local and the global is a redefinition of social spaces brought about by the technological revolutions which took place in the 20th century, also affecting the markets. The globalisation of the last three decades, "rather than fitting in with the modern western pattern of globalisation – globalisation as homogenisation and a movement towards uniformity – as maintained by both Leibniz and Marx in theories of modernisation and of dependent development, seems to combine universalisation and the elimination of national borders on the one hand, and a return to communitarianism on the other" (Santos, 2005, p. 26).

Another issue arising from the survey, on the subject of the crises facing civilisation, was a calling into question of the concept of

culture, especially because of the breakdown of paradigms. Culture was previously understood to be the “combination of aesthetic manifestations associated with the elite and the academic world”. Now, the emergence of new social actors has modified that view, undermining the conceptual basis of the old hegemonic mindset which held sway for many decades. The interviewees comment that this means a re-conceptualisation towards a multicultural approach which sees the world afresh through new ways of understanding itself and the diversity it creates. Interculturalism can be a way of bringing many possibilities into play, such as religious diversity, racial, economic and political conflict, militarisation in some regions, and fights for democracy, against poverty and social inequality or against regional imbalance.

Another issue arising was the matter of the modern colonialism which affected the states of the 19th and 20th centuries, and which has weakened the traditional view of an “autonomous society”. According to Therborn (2012, p. 77), “The nation, by virtue of its link to the state, is today’s most important collective identity”. This author defends the idea that the nation and the nation-state “were European inventions which, along with representative government, spread throughout the world - though the concept has acquired different meanings” (Therborn, 2012, p. 79).

These realities open up future scenarios such as those mentioned by the interviewees as follows: “We will have a more cosmopolitan, more mobile society than ever before, but also one which demands greater historical awareness because of worsening problems such as lack of employment, economic crisis, scarcity of environmental resources, and the rise of social movements. These changes, in contrast to other times, may lead to responses which go beyond the merely local or national because of new means of mass communication. These situations will force a reappraisal of social policies and the citizen-state relationship, and a rethinking of the concept of nationalism”.

Given the future evolution of these contradictions, bound up with the very complexity which modern-day life presents us with, history is called upon “not only to maintain a constant dialogue with other social and humanistic disciplines”, but also to keep abreast of developments in the “hard sciences”, wherever the explanation of modern-day society demands an understanding which goes beyond the traditional paradigm. For the interviewees, such demands imply a need for

a pluralistic training which allows a comprehensive vision of the disciplines rather than a separation yielding only a fragmented one.

This emphasis on dialogue for the discipline of history is also upheld by a number of authors, among them Jörn Rüsen and Antonis Liakos. It is a *sine qua non* for history to transcend its role in society:

[...] instead of the fragmented knowledge which has long prevailed in academic circles, dialogue with other disciplines will be essential. The main challenge is better distribution of natural and economic resources. Faced with the unsustainable demographic growth we now have, we need teamwork and the handling of a range of technology and data in the management of projects that have a social impact, so as to maximise the dissemination of results. It is vital for the historian to intervene in the community as part of their ethical and social commitment.

This approach, which prioritises the need to transcend a discipline which in many cultural and national contexts has displayed an arrogant aloofness, is one of the points upon which there is agreement among those interviewees with the closest ties to teaching and forms of social communication in the discipline.

The concept of a loss of vision of the world as a whole was attributed by one of the interviewees to the legacy of the governments of the Cold War period and the dictatorships of Latin America:

[...] the consequent hollowing out of history studies in Latin America. This policy of the dictatorships we lived through took no interest in historical study, being rather a policy of concealment. During the military dictatorships, there were fewer classes in literature, communications, history, philosophy and sociology. Only recently has there been any attempt to reintroduce sociology classes in the middle level, and even then only with completely inadequate timetables. Therefore one cannot generate critical mass, and today's generation of history students is to a large degree an amorphous generation. Critical thinking is something which has to be taught.

This point shows the difficulty facing the historian in attempting to nurture the basic development of the individual, and the sense of loss of their role as the agent of social change. It also indicates the predominance of economic and political interests over what communities need in order to build societies which are fairer, less unequal and more egalitarian. The loss of the notion of time and space in the basic education of the individuals in a society leads to acceptance of the established model as being beyond question.

According to Harvey (2011, p. 69), the historical geography of capitalism “was marked by an incredible fluidity and flexibility as regards the relationship with nature, along with a range of unexpected consequences”. Among these consequences, mention is made of the absolute limits of the “metabolic relationship with nature” which may be overstepped or ignored by what are known as “environmental crises.”

There can be no doubt that the future looming on the horizon presents problems on a planetary scale which are related to the great contradictions which the system shows in the capital-labour relationship and which extend to human nature itself. According to the interviewees, matters concerning the balance of nature, climate change, technological progress, poverty, social inequality, population growth, the use of biomedicines and genetic engineering will be the main talking points in the near future. To offset these there will be the new professions, new degree courses, a critical and humanistic vision of learning in the natural sciences, knowledge of quantum energy and the theory of relativity, among other things.

The historians consulted blame colonial power for the destruction of cultures and the irreparable damage done to the history of the Andes and Latin America. Some of them also mention the lack of values in the dominant society with regard to questions of diversity, of otherness in relationship to differences. They therefore stress the importance of the teaching of history in overcoming such a vision, and alerting society to the need not to fear being critical, to use whatever method is appropriate, to keep in mind the possibility of self-assessment, and of coming to terms with the inferiority complex with which certain cultures are afflicted.

They also indicate new possibilities for the dissemination of knowledge using various techniques, including cinema, literature, aesthetics,

and the arts in general as ways of demonstrating the patterns of the world. History and the social sciences can help people to understand the discourse of power. In order to combat and reduce the ironic, negligent, non-critical consumption induced by certain social groups with an interest in maintaining the system, interdisciplinary knowledge is essential.

In the various interviews carried out, there is a notable sense of awareness that the competences required of the historian need to be revised. Taking on these new competences in order to meet the demands of the modern age implies a capacity for rethinking historical facts between the local and the global, between the universal and the particular. The movement between the two by means of methodological exercises can open up new critical spaces based on an understanding of the functioning of the economic, political and social system. Some of the interviewees emphasise that professional historians must become more internationalised, with a mastery of several languages, and with a mobility which empowers them to understand the global problems of today (Colombia, 2012). One draws attention to the importance of contact with sources. Sources contribute to the production of new knowledge, and as they do not speak on their own, it is up to the historian to make the journey to where they are and thus “be able to work to make them speak.”

Reflection on the future scenarios allows us to end with the necessary contribution of the historian to society: we will have societies which are ever more cosmopolitan, demanding a greater historical awareness with regard to the problems arising within them, and crises of one kind or another will generate a need to creatively change the prevailing paradigms. The historian will need to be able to engage in more fluid dialogue with other sciences in order to feed upon them and interact, thus enhancing their capacity for critical thought applied to space and time. The challenge lies in summoning up the confidence to fulfil this role.

5

Teaching, learning and assessment strategies for competences

A competence-based learning model starts from the premise that the macro-, meso- and micro-curriculum should form a coherent whole. For this reason, the meta-profile is a synthetic reflection of the breakdown of competences and associated learning outcomes, the latter being key elements of the graduate profile.

As noted above, the History group defined the meta-profile as follows:

The history graduate is a specialist in the knowledge and critical understanding of humanity's past who understands history as a science which is permanently under construction, in dialogue with other sciences. They are familiar with the major historiographical trends and theories, and able to use methods and techniques to produce knowledge, communicate and transfer it in an independent and responsible way to a range of audiences. They understand and fulfil their professional role, contributing to the construction of a society based on citizenship values and respectful of cultural diversity.

One of the transversal competences necessary to fulfil the role proposed in the meta-profile is the capacity for abstraction, analysis and synthesis. This is one of the key competences put forward in the area of history and precisely the one with which the team worked on

in order to draw up this document. We have defined it as *the ability to understand, find evidence for and reconstruct historical processes in all their complexity in order to interpret, explain and compare them in a coherent manner, in accordance with a structural, theoretical and methodological model appropriate to the academic demands of the field of History.*

We associate various specific competences with this generic competence, as follows: *knowledge and critical understanding of History as a discipline which is permanently under construction, through the various historiographical perspectives and the methodologies associated with them.*

It may be that the different academic bodies of universities offering degrees in History do not spell out generic and specific competences like those mentioned above in their curricula. However, regardless of the probable differences in official formulations for under-graduate education in History, the abilities mentioned are fundamental, and are embedded in content and understanding in the profiles and curricular breakdowns of those bodies which are orientated towards a competence-based pedagogic system, which is therefore student-centred.

5.1. Generic competence, specific competence and learning outcomes

After analysing the work of the delegates from the different countries, it could be observed that the generic and specific competences selected are associated with various learning outcomes.

We identified two general trends. The first of these suggested that there is a sequentiality involved in the development of competence, that this is linked to the stage reached on the programme and that it may apply within a single course. In this case, as a student makes progress, there is an increase in the complexity of the learning outcomes associated with the generic competence. The other trend is that there is no sequentiality related to the stage reached on the programme but that a learning outcome with its particular level of attainment is reached in each different course. This would mean that the student is exposed to different emphases within a generic competence in different courses at different stages.

What follows refers to the learning outcomes identified. These are the result of reformulation and organisation after analysing each delegate's analysis of the curriculum in their own context. This is why some of the learning outcomes presented may not feature in certain cases, but are identified in an exercise of transversality for the present work. They have been organised according to initial, medium and high levels of development, and have been reformulated so that they cover everything that appears in the various case studies.

Generic competence: capacity for abstraction, analysis and synthesis

Associated specific competences: knowledge and critical understanding of history as a discipline which is permanently under construction, through the various historiographical perspectives and the methodologies associated with them.

Learning outcome: understand, find evidence for and reconstruct historical processes in all their complexity in order to interpret, explain and compare them in a coherent manner, in accordance with a structural, theoretical and methodological model appropriate to the academic demands of the field of History.

a) Initial level of complexity:

1. Can identify discourse markers.
2. Can identify specific forms of argumentation.
3. Can present a written or spoken argument correctly in various ways.
4. Can identify the structure, hypothesis and key concepts of a piece of academic writing.
5. Can plan the writing of an academic paper.
6. Can produce short, simple texts of an academic nature.
7. Can identify the broad outlines of current thinking in the field of History within a western and local context.

8. Can identify the various types of historical sources.
9. Can search for and keep a record of historical and bibliographical sources in a variety of repositories.
10. Can handle historical sources in an initial research context.

b) Medium level of complexity:

1. Can distinguish between different historiographical schools of thought in the global, regional and local context of production.
2. Can distinguish between the different methodologies implicated in a historiographical trend within the global, regional and local context of production.
3. Can carry out comparative analyses of arguments presented in academic texts.
4. Can carry out comparative analyses of texts with regard to concepts and hypotheses.
5. Can identify the characteristics of the place, practice and writing of historical work.
6. Can apply methodology to historical and bibliographical sources.
7. Can inter-relate the hypotheses and concepts in different academic texts with regard to a common theme in a critical manner.
8. Can produce an explanatory text of an academic nature on the subject of a key issue of research.

c) High level of complexity:

1. Can question the theoretical lines of argument of a historiographical school of thought.
2. Can formulate their own arguments concerning hypotheses and the use of concepts.

3. Can inter-relate bibliographical sources.
4. Can investigate historical, contextual and theoretical sources in relation to a given topic area.
5. Can differentiate between one theoretical argument and another.
6. Can apply concepts for the interpretation of historical processes.
7. Can produce essays and monographs of a complex academic nature in response to a set research question.

5.2. Recommendations

In the various cases presented by the delegates it is clear that there are two distinct trends as regards the development of levels of learning outcome associated with a given competence. The first is a sequentiality whereby the stage reached in the programme corresponds to the level of development attained; the second is the emphasis placed on the learning outcome in any given subject area. The exercise of reformulation and organisation allows us to observe that there are learning outcomes and initial, medium and high levels of development which are common to all the cases presented.

We recommend that in the first levels of a degree programme the initial learning outcomes should be comprehensively covered, so that in the medium levels of the course the students do not encounter gaps in their knowledge of theory, nor practices or approaches which impede a full understanding of the outcomes expected at the next stage of development. Likewise, it is appropriate that in the intermediate levels of the programme, the learning outcomes are thoroughly worked on so that the student reaches the final stage of their undergraduate-graduate education suitably equipped to be able to attain a high degree of complexity in the expected learning outcomes.

In this way we can see the particular makeup of each curriculum and each trend, starting from a common point which respects both sequentiality and emphasis on a learning outcome associated with a given competence.

5.3. Learning outcomes and teaching strategies

For this section, specific examples were taken which cannot fully represent the diversity of the contributions of the various delegates, but which the group thought would reflect a clear link between outcome and strategy.

In order to identify examples of teaching strategies associated with learning outcomes, the mechanism used was that of reformulation and organisation after analysis of what each of the delegates presented in the case of their own study programme.

a) *Associated with learning outcomes at an initial level*

Learning outcome	Teaching and learning strategy
1. Can identify discourse markers.	Recognise and analyse logical connectors in academic and literary texts.
2. Can identify specific forms of argumentation.	Develop classroom exercises in which different styles of argumentation are examined.
3. Can present a written or spoken argument correctly in various ways.	Prepare the overall outline of an argument defending certain ideas in a defined verbal exercise.
4. Can identify the structure, hypothesis and key concepts of a piece of academic writing.	Extract the expository structure, hypothesis and specific concepts of academic articles.
5. Can plan the writing of an academic paper.	Establish, in classroom workshops, topics for research with internal coherence and academic structure.
6. Can produce short, simple texts of an academic nature.	Set written exercises dealing with topic areas given in class.
7. Can identify the broad outlines of current thinking in the field of history in a western and local context.	Read and discuss texts offering an overview of current thinking in the field of history within a western and local context.
8. Can identify the various types of historical sources.	Carry out interpretative exercises with visual, spoken and written historical sources.

Learning outcome	Teaching and learning strategy
9. Can search for and keep a record of historical and bibliographical sources in a variety of repositories.	Empower the student to work independently by searching repositories in a given area of research, with guidelines and help from the teacher.
10. Can handle historical sources within an initial research context.	Carry out a piece of micro-research using spoken sources on a subject established by group consensus, in a time-frame no earlier than 1940.

b) *Associated with learning outcomes at a medium level*

Learning outcome	Teaching and learning strategy
1. Can distinguish between different historiographical schools of thought within the global, regional and local context of production.	Read selected works representing historiographical schools of thought within the global, regional and local context of production.
2. Can distinguish between the different methodologies implicated in a historiographical trend within the global, regional and local context of production.	Bring exercises in the application of methodological treatment to bear upon a subject according to a given historiographical trend.
3. Can carry out comparative analyses of arguments presented in academic texts.	Point out parallels between arguments presented in texts read by the students.
4. Can carry out comparative analyses of texts with regard to concepts and hypotheses.	Analyse in writing the use or development of specific concepts, and of hypotheses presented by different writers reviewed in readings.
5. Can identify the characteristics of the place, practice and writing of historical work.	Read and discuss academic texts which illustrate historiographical features in terms of place, practice and writing.
6. Can apply methodology to historical and bibliographical sources.	Carry out research tasks on a given topic, in which the students base their findings on historical sources.

Learning outcome	Teaching and learning strategy
7. Can inter-relate the hypotheses and concepts in different academic texts with regard to a common theme in a critical manner.	Compare selected texts by different academic authors with regard to given concepts and working hypotheses.
8. Can produce an explanatory text of an academic nature on the subject of a key issue of research.	Set up writing workshops incorporating instruction in how to produce a complex dissertation of an academic nature.

c) *Associated with learning outcomes at a high level*

Learning outcome	Teaching and learning strategy
1. Can question the theoretical lines of argument of a historiographical school of thought.	Propose guided discussion of reading material from different historiographical schools of thought.
2. Can formulate their own arguments concerning hypotheses and the use of concepts.	Exercises of application or propositional analysis of concepts and hypotheses in research tasks.
3. Can inter-relate bibliographical sources.	Propose the reading of works dealing with a given topic and subsequently analyse them together.
4. Can investigate historical, contextual and theoretical sources in relation to a given topic area.	Nurture the student's ability to work independently through tasks requiring the searching of historical sources in different repositories dealing with a given topic.
5. Can differentiate between one theoretical argument and another.	Engage in detailed discussion of two works of history dealing with the same issue.
6. Can apply concepts for the interpretation of historical processes.	Propose the undertaking of an in-depth study in which concepts are applied in research tasks.
7. Can produce essays and monographs of a complex academic nature in response to a set research question.	Offer developmental workshops in investigative and written practice, accompanied by a teacher.

In the teaching and learning strategies associated with the various learning outcomes, the following trends can be outlined, regardless of the level of development of the learning outcome:

- Reading linked to subsequent analysis, presentation or discussion, guided in the classroom.
- Autonomous work by the student with tasks involving searching historical sources in repositories.
- Tasks involving the interrelation and/or comparison between different schools of thought and/or authors studied in texts or other media.
- Tasks involving investigative and written practice, monitored in the classroom.

5.4. Recommendations

In general, it can be seen that the teaching and learning strategies are based on a combination of reading, research and writing, thus reflecting one of the fundamental processes of investigative practice in the field of history. Though this can be seen as a strength, it may also seem that the student is thereby condemned to a kind of isolation bound by the classroom, the repository, and the closed personal working space. Indeed if we were to analyse only the teaching strategies, we would probably erroneously arrive at this conclusion.

For the sake of fairness, however, so-called “extracurricular activities” in which students participate either at the teacher’s request or through personal initiative should be borne in mind: attendance at conferences, seminars, round tables, scheduled museum events, talks or presentations of various kinds, and so forth. Despite the fact that expertise is gained through this type of event, they very rarely feature in teaching strategies. For this reason, they are not regarded as measurable in subsequent assessment strategies, even though they form part of the training of the students.

All of this suggests a need to include this kind of activity in the teaching strategies. We can also see the relevance of considering, as part and parcel of the education of the student, other undertakings

such as video conferences, field trips to particular places in order to spark off fruitful lines of questioning about the relationship between historical issues and the present day, and the in-depth analysis of non-written material.

5.5. Teaching-learning strategies and assessment strategies

As outlined above, the mechanism used was that of reformulation and organisation after analysis of what each delegate presented in the case of their study programme, in order to identify examples of assessment strategies associated with the teaching strategies.

Once again it should be borne in mind that for this section, specific examples were taken which cannot fully represent the diversity of the contributions of the various delegates, but which the group considered to reflect a clear link between the two types of strategy.

a) *Associated with learning outcomes at an initial level*

Teaching and learning strategy	Assessment strategy
Recognise and analyse logical connectors in academic and literary texts.	Multiple-choice exam on the identification of different types of logical connectors in academic texts.
Develop classroom exercises in which different styles of argumentation are examined.	Written assignment using a given type of argumentation in order to refute or support a point of view.
Prepare the overall outline of an argument defending certain ideas in a defined verbal exercise.	Debate between two teams using prepared arguments, taking opposing positions on a given topic.
Extract the expository structure, hypothesis and specific concepts of academic articles.	Showing understanding of academic articles by explaining the structure, hypothesis and main concepts in each.
Establish, in classroom workshops, topics for research with internal coherence and academic structure.	Hand in a thematic breakdown on a topic previously assigned by the teacher.
Set written exercises dealing with topic areas given in class.	Hand in sub-thematic breakdowns and develop them in writing.

Teaching and learning strategy	Assessment strategy
Read and discuss texts offering an overview of current thinking in the field of history within a western and local context.	Exam on an analysis of the historiographical proposals of three different authors.
Carry out interpretative exercises with visual, spoken and written historical sources.	Structured and critical presentation of the type of treatment applied to five historical sources.
Empower the student to work independently by searching repositories in a given area of research, with guidelines and help from the teacher.	Hand in a report on historical sources consulted in two different repositories in the city.
Carry out a piece of micro-research using spoken sources on a subject established by group consensus, in a time-frame no earlier than 1940.	Conducting an interview of two people with transcription and report, along guidelines provided by the teacher.

b) *Associated with learning outcomes at a medium level*

Teaching and learning strategy	Assessment strategy
Read selected works representing historiographical schools of thought within the global, regional and local context of production.	Spoken or written explanation of historiographical trends exemplified in the set works, within their context of production.
Bring exercises in the application of methodological treatment to bear upon a subject according to a given historiographical trend.	Team presentation on the hypothetical application of methodological treatments of a certain subject according to a given historiographical trend.
Point out parallels between arguments presented in texts read by the students.	Give a verbal summary of the similarities and differences between the arguments presented by two different authors writing on the same topic.
Analyse in writing the use or development of specific concepts and hypotheses presented by different writers reviewed in readings.	Present a descriptive essay on specific concepts and hypotheses presented by different writers.

Teaching and learning strategy	Assessment strategy
Read and discuss academic texts which illustrate historiographical features in terms of place, practice and writing.	Exam based on analysis of extracts from works which display a questioning of place, practice and writing in the field of history.
Carry out research tasks on a given topic, in which the students base their findings on historical sources.	Presentation featuring the possible use of five historical sources which serve to explain the given topic.
Compare selected texts by different academic authors with regard to given concepts and working hypotheses.	Expository essay of a complex academic nature.
Set up writing workshops incorporating instruction in how to produce a complex dissertation of an academic nature.	Reports produced stage by stage on the progress of research being undertaken.

c) *Associated with learning outcomes at a high level*

Teaching and learning strategy	Assessment strategy
Propose guided discussion of reading material from different historiographical schools of thought.	Individual verbal presentations on a subject dealt with in the reading material.
Exercises of application or propositional analysis of concepts and hypotheses in research tasks.	Production of essays on set research tasks, applying concepts and hypotheses drawn from the academic texts consulted.
Propose the reading of works dealing with a given topic and subsequently analyse them together.	Presentation of an analytical essay explaining inter-relations between different bibliographical sources studied in class.
Nurture the student's ability to work independently through tasks requiring the searching of historical sources in different repositories dealing with a given topic.	Report on the searching of historical sources in different repositories for material on a given topic.
Engage in detailed discussion of two works of history dealing with the same issue.	Student presentations defending or attacking the theoretical stances adopted by the authors studied.

Teaching and learning strategy	Assessment strategy
Propose the undertaking of an in-depth study in which concepts are applied to research tasks.	Essay justifying the use of a given concept in a given research task.
Offer developmental workshops in investigative and written practice, accompanied by a teacher.	Reports detailing the process followed in workshops leading to the writing of a text of a complex academic nature.

5.6. Recommendations

In general, it can be seen that the assessment strategies place emphasis on the practice of writing and speaking skills of an academic nature. The teacher focuses on assessing the results of the combination previously mentioned: reading, research and writing. We can thus see the necessary coherence between these points.

Communication based on academically structured writing and verbal presentation is undoubtedly one of the cornerstones of education in the field of history. It is therefore easy to understand and appreciate the weight afforded to the generic competence in hand – that is to say, the capacity for abstraction, analysis and synthesis.

However, we must once more draw attention to the fact that students attend conferences, seminars, round tables, museums, talk and exhibitions, and so on - because such things continue to be regarded merely as “extracurricular activities” unless appropriate assessment strategies are brought to bear on them as valid platforms for the construction of expertise. This of course means that they must previously be seen as legitimate opportunities for the incorporation of teaching and learning strategies which bridge the gap between the student and the social space within which their studies take place, between expertise in their field of study and their dialogue with the present.

All of this means insisting that such social spaces should be included in the teaching and learning strategies, linking them to different types of assessment strategy. In this way, due prominence can be afforded to other forms of academic and social communication rooted in the present, to audiences of a different kind, to new scenarios arising from this opening of the road towards the acquisition and practice of the learning outcomes.

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