Stefania Baroncelli
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# Teaching and Learning the European Union

## Traditional and Innovative Methods

Springer

Teaching and Learning the European Union

# Innovation and Change in Professional Education

## VOLUME 9

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# Foreword

The speed and depth with which the European Communities/European Union have evolved is breathtaking and has radically shaped the life of the continent. Ever since the beginning of this ambitious economic and political project, scholars around the world have tried to explain the underlying logic behind it and the mechanisms of its functioning. Thus, a plethora of studies developed alongside the evolution of the EU.

SENT (Network of European Studies) is an innovative and ambitious project which brought together about 100 partners from the EU member states, candidate and associated countries, and other parts of the world. It was a far-reaching project aimed to overcome disciplinary and geographical-linguistic boundaries in order to assess the state of EU studies today, as well as the idea of Europe as transmitted by schools, national politicians, the media, etc.

SENT's main goal was to *map European Studies*, in order to get a *comprehensive picture of the evolution of European Studies over the last decades in different disciplines and countries. This approach permitted to achieve a better understanding of the direction these studies are now taking. Five disciplines were identified* where European Studies have particularly evolved: *law*, *politics*, *economics*, *history*, *and social and cultural studies*. The mapping of European Studies thus includes a review of the *most studied issues in European Studies* today, the *main academic schools*, and the *most influential journals* and *books* published, but it also shows how local realities and national identities affect the study and teaching of Europe around the world. In addition, an important work was done in mapping and discussing teaching methodologies in relation to European studies with the aim of introducing and diffusing the most up-to-date techniques.

The project was structured in various working groups, corresponding to their respective disciplines. These networks worked closely together to ensure a discussion across geographic boundaries. At the same time, the SENT network brought together scholars around the world in a direct and multidisciplinary dialogue in a General Assembly held in Rome in July 2010 to reflect on the state of the EU disciplines and their future.

We are very proud to present the results of this ambitious project in a series of volumes. The following are being published with Il Mulino:

1. *European Integration Process Between History and New Challenges*, edited by Ariane Landuyt
2. *Analyzing European Union Politics*, edited by Federiga Bindi and Kjell A. Eliassen
3. *Integration Through Legal Education*? *The Role of EU Legal Studies in Shaping the EU*, edited by Valentino Cattelan
4. *Questioning the European Identity/ies*: *Deconstructing Old Stereotypes and Envisioning New Models of Representation*, edited by Vita Fortunati
5. *Ideas of Europe in National Political Discourse*, edited by Cláudia T. Ramos
6. *Communication*, *Mediation and Culture in the Making of Europe*, edited by Juliet Lodge, Stergios Mavrikis, Francisco Seoane Perez, and Katharine Sarikakis

The other two volumes that are part of the SENT series are published elsewhere: *Mapping European Economic Integration*, edited by Amy Verdun and Alfred Tovias with Palgrave, and *Teaching and Learning European Studies*: *Traditional and Innovative Methods*, edited by Stefania Baroncelli, Roberto Farneti, Ioan Horga, and Sophie Vanhoonacker with Springer.

This extensive project was coordinated by Prof. Federiga Bindi, director of the Jean Monnet European Centre of Excellence of the University of Rome "Tor Vergata," and her valuable team. The project benefited from the generous support of the European Commission.

The scientific organization was assured by a core coordinating committee formed by Federiga Bindi, Ariane Landuyt, Kjell A. Eliassen, Vita Fortunati, Stefania Baroncelli, Ioan Horga, Sophie Vanhoonacker, Cláudia Toriz Ramos, Juliet E. Lodge, Amy Verdun, and Alfred Tovias. It is fair to say that these volumes show how the EU has uniquely affected not only the daily life on the "old continent" but also its scholarly work. We hope that this project opens the path for further extended debates about these transformations providing food for thought and research tools for young researchers, practitioners, and scholars of European affairs alike.

SENT Coordinator                                                    Federiga Bindi
Rome, Italy

# Contents

# Chapter 1
# Introduction – Teaching European Studies: Educational Challenges

**Stefania Baroncelli, Roberto Farneti, and Sophie Vanhoonacker**

The increasing importance of the European Union as a central player in both domestic and international politics since the late 1980s has given a strong boost to an academic research agenda moving beyond nation-oriented approaches (Keeler 2005). This development found promptly its way into university curricula, be it in economics, law, history, political science, cultural studies, IR and other programmes. These traditional disciplines saw the rise of new courses, specialised tracks and even entire master's programmes focusing on the impact of the EU on their respective discipline. In addition, the multifaceted character of the European integration process also led to the creation of new multi- and interdisciplinary bachelor's, master's and even PhD programmes specifically focusing on the EU. These programmes were mostly labelled European Studies or European Union Studies. While the term European Studies could be considered to be broader in scope and reflecting an interest in the European continent in more general terms, in practice both terms are being used interchangeably. In the framework of this study, we have chosen for the most commonly used term of European Studies. If the author however specifically wanted to emphasise that a programme was exclusively focusing on the EU, we have allowed for the term EU Studies.

The development of 'European Studies programmes', either within or beyond strict disciplinary boundaries, did not take place in a vacuum. It was heavily influenced by the rapidly changing European educational environment. The Bologna process (1999) fostering increasing harmonisation of European educational

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systems and quality standards, the Lisbon agenda (2000) with its emphasis on the development of a knowledge-based economy and the boom in information technology all stimulated universities to critically reflect on the set-up of their curricula, not only in terms of content but also pedagogy. Although both dimensions are closely interconnected, the main emphasis of this volume will be on the pedagogical dimension. Inspired by educational scholars urging to move beyond traditional knowledge-based learning (knowing *that*) and advocating a 'learning to learn paradigm' with emphasis on a more pragmatic problem-solving and problem-based learning (knowing *how*) (Bleiklie and Henkel 2005), the various contributions on this volume try to bring a better understanding of the educational challenges and needs in the field of European Studies, map the state of the art of the teaching methodologies currently used and share experiences about innovative teaching methods. It not only examines inter- and multidisciplinary programmes but has also looked at curricula where the EU is taught as a horizontal topic in more conventional programmes such as law and economics.

The educational challenges facing European Studies[1] are far from unique, and many of the questions discussed in this volume are also relevant for other programmes of higher education. As an emerging field, it is, however, particularly appealing as an interesting area of investigation and scholarly concern. There is a lively debate about the knowledge, competencies and skills it should foster (Wessels et al. 2001; Smith 2003; Calhoun 2003; Cini 2006; Cini and Bourne 2006; Rosamond 2007; Holland et al. 2008), and in the absence of a long-standing tradition, it has been an attractive laboratory for trying out novel and uncharted pedagogical tools (Korosteleva 2010). Being a new area, it has shown particular concern as to how to best prepare its graduates for the rapidly changing European-wide job market. Dealing with a subject that goes beyond national borders, it has further been open to exchange of students and teaching staff, stimulating an international exchange of views and teaching in a second language (mainly English). The exclusive focus on educational experiences in European Studies allows the rather diverse chapters to 'speak to each other', and it allows to bring together experiences of colleagues operating in relatively similar contexts.

Given the rather wide scope of questions, the volume is organised in three parts. The first part deals with the broader contexts of teaching and learning within the EU and explores some of the challenges involved, paying special attention to the issue of professional education. The second part presents the results of a mapping exercise of teaching methods in EU Studies based on an extensive survey conducted by the University of Bozen-Bolzano. In the third part, academics teaching on European Studies programmes share some of their experiences with the use of innovative teaching tools and provide a platform for the exchange of best practices. Most of the chapters were originally presented and discussed in three workshops[2] organised in

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[1] In this volume both the terms European Union Studies and European Studies (ES) will be used.

[2] The workshops took place in Forli (16–18 March 2008), Oradea (28–29 May 2009), and Rome (2 July 2010).

the framework of the SENT network, a European-wide network of 66 universities involved in teaching European Studies (see also the preface to this publication).[3]

The first part of the volume is undoubtedly the most diverse, dealing with questions ranging from the professional requirements for graduates in European Studies to issues of civic education and multilingual teaching. The opening chapter, by *Wim Gijselaers et al.,* looks at European Studies from the perspective of professional education. The authors examine the literature on professional education and examine how insights from established professions such as medicine can be of use to new professions such as EU specialists. They not only plead to engage the learner more actively in the learning process but also advocate more educational research and more attention on guiding learners so that they can deal with the continuous changes in practice. *David Bearfield*, the Director of the European Personnel Selection Office (EPSO), elaborates on the recently reformed HR selection strategy for staff at EU institutions. He shows how the new EPSO Development Programme has contributed to modernising the EU institutions' selection methods so that human capital and management potential can be more effectively detected, which ultimately provides new cohorts of motivated and talented staff. *Gretchen Van Dyke* focuses on active learning as a critical resource for both educational and civic purposes. She stresses the value of active and experiential learning in engaging students as citizens of Europe. Building upon her experience with civic education in the USA, she examines what is needed at the classroom level to help European Studies students to connect academic learning with the practical realities of EU citizenship. *Rita Franceschini and Daniela Veronesi* address the sensitive topic of multilingual universities. They use the notion of 'functional multilingualism' to examine the role of linguistic diversity in shaping the EU public sphere. They analyse communicative practices in multilingual universities and present a case study on the trilingual Free University of Bozen-Bolzano in northern Italy, where multilingualism is used as a key instrument to prepare future professionals to successfully operate in a multilingual and multicultural Europe. The chapter by *Eduard Lavalle and Alexander Berlin* illustrates an EU Study Tour and Internship programme for Canadian students and elaborates on the social and cultural implications of circulating human capital within the Union. The programme has provided innovative opportunities for students to strengthen their knowledge of the EU, with practical immersion, hands-on experience and 'face-to-face' contact with professionals actively involved in the day-to-day work of EU institutions. It is a means of socialisation, but it is also a way to initiate students with a non-EU background into the 'new' EU professions.

Part II presents an empirical analysis of the use of teaching methods and tools in EU studies across a number of disciplines (Economics, Law, History, Political Science, and Cultural studies). Secondly it also tests the influence of multilingualism on European Studies courses. The three chapters are all based on the results of a survey conducted on more than 2,000 EU courses in 30 European countries and

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[3] For more info, see: http://www.sent-net.uniroma2.it/

7 different disciplines via the abovementioned SENT European Studies network and the Jean Monnet Programme network. The chapter by *Baroncelli, Fonti and Stevancevic* maps the use of innovative learning methodologies such as teamwork, the role of experts, field work, simulations, project-based approach, long-distance learning, peer tutoring, internships, exchange programmes and e-learning. They explore the link between the use of new methodologies and demographic and personal characteristics of the lecturers involved. Their overview shows that there is still a long way to go with regard to the use of innovative teaching tools, especially in terms of diversification. The chapter by *Fonti and Stevancevic* builds on the previous one by looking more into detail into the innovative methods of internships, distance learning and exchange programmes. Using statistical techniques, they investigate how factors such as group size, experience and position of teaching staff, size of class and presence of teaching evaluations correlate with the increased use of these methods. The third chapter, by *Stefania Baroncelli*, deals with the promotion of multilingualism in European Studies. She argues that, despite its obvious commitment to linguistic pluralism, the EU promotes multilingualism mainly at the level of EU legislation and political institutions. The EU lacks a more ambitious policy on linguistic pluralism, a *politics* of multilingualism that may affect the very relationship between EU citizens and EU institutions and impact on the identity of the EU. Based on the survey's findings, the author discusses the role of the EU in promoting teaching and learning in English and other EU languages other than English and advocates a more active role of the EU in promoting language pluralism in the classroom.

Part III elaborates on the use of innovative teaching methods in EU studies and presents a number of case studies on the use of simulation games, distance learning, problem-based learning, blended learning, the use of social media and internships. The contributors share their experiences with the use of these tools and reflect on both the strengths and possible pitfalls. *Rebecca Jones* and *Peter Bursens* deal with the use of simulations as a way to increase a type of learning that the authors call 'affective', involving the emotional sphere of the participants in the learning process. Their chapter presents a case study on EuroSim, a yearly organised simulation game taking place in the framework of the Trans-Atlantic Consortium for European Union Studies and Simulations (TACEUSS). By conducting pre- and postsimulation surveys, they empirically test the learning effect of this teaching tool. *Natalia Timus* explores the use of distance learning (DL) by surveying its most popular techniques. Based on the analysis of the advantages and limitations of DL, and with a special focus on the case study of a graduate course on 'EU-Turkey relations' at Maastricht University, she argues that DL provides an important space for innovation in learning and makes the learning process more accessible. She also shows how DL provides a framework for interuniversity cooperation and a platform for exchanging the best teaching and learning practices. *Heidi Maurer* and *Christine Neuhold* focus on the strengths and challenges of using problem-based learning (PBL) in the field of European Studies. PBL is based on the idea of small group collaborative learning with students being actively responsible for their own learning process. Drawing on their experience in the Bachelor ES at Maastricht University,

they look at the possible pitfalls of the method with a particular focus on the role of tutors and the design of assignments. *Alexandra Mihai* presents a case of 'blended learning' (BL) as applied by the Institute for European Studies (IES) in Brussels and combining the e-learning tool of E-modules with face-to-face training sessions and webinars (i.e. web seminars). An important strength of BL is that it is a flexible tool that can be adapted to the target group, be it regular students or professionals. Each medium can be used for the functions it is best designed for so that the various pieces of the 'pedagogical puzzle' fit together. The chapter by *Roberto Farneti et al.* makes a case for the use of social networks in the classroom. The chapter draws on a pilot project using an electronic forum in a political science class. Students were challenged to respond to a 'prompt' from the instructor on topical issues in EU politics and to engage in informed discussion in class. The forum prescribes a method of discussion and critique and presents itself as a miniature of the democratic 'public sphere'. This article is linked to *Gretchen van Dyke*'s chapter on civic education in this volume and connects current issues and challenges in higher education with the ever more relevant problem of the 'democratic deficit' of the EU.

The names of those who helped us to complete this book by way of discussion and criticism are too numerous to record. Our primary debt is to the scholars who contributed to the volume and patiently bore with us by integrating our comments into their chapters. We also would like to thank the anonymous referees of Springer. They gave us direction and provided us with valuable comments both at a very preliminary stage and at the end of the process. This volume would not have been possible without Federiga Bindi, who as coordinator of the SENT network brought us together with great enthusiasm and sense of purpose and encouraged us in editing this volume. Only a few weeks before completing the volume, Stéphane Vanderveken of the European Personnel Selection Office came to Bozen-Bolzano to give a keynote to a small conference on teaching the European Union. He made us aware once again of the practical significance and implications of our endeavours. We wish to thank him for his insights and collaborative efforts. Jemma Prior has helped us to streamline the English of each chapter; Irene Bianchi and Gordana Stevancevic collected and formatted the single chapters into one document. We also wish to thank Giuliana Laschi and Fabio Casini of the Punto Europa in Forlì: the wonderful conference they organized in Forlì in 2008 allowed many contributors to this volume to meet and to exchange ideas in a way that would not have been possible in purely virtual situations.

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# Part I
# European Studies: Contexts and Challenges

# Chapter 2
# Shaping the New Professional
# for the New Professions

**Wim H. Gijselaers, Amber Dailey-Hebert, and Alexandra C. Niculescu**

> I woke up this morning to find that the world had changed. Almost without my realizing it, we had moved from the industrial age into the information age. The dominant technology had changed from the machine to the computer; the strategic resource from capital to knowledge. … But students are no longer limited to interaction with local faculty. They listen to the most inspirational lecturers at a time most useful to their learning. Their learning community is truly a global community, accessed through electronic technology.
>
> Milter and Stinson (1995)

## 2.1 Introduction

Our world and society have become increasingly more complex in recent years, characterized by globalization, hypercomplexity, and hyperconnectivity (IBM 2010a; Friedman 2007; Pink 2008). We are experiencing the dynamics of such change through globalization and, as a consequence, scientists and educational researchers are investigating responses to (and proactive strategies for) success in this fluid environment and ways to prepare professionals for the evolving workplace.

However, we have been aware of these significant shifts for quite some time now. More than 15 years ago, Milter and Stinson (1995), among others, argued that due to exponential changes in our society, we needed to rethink the nature of higher education, both content wise and pedagogy wise. In their view, higher education should pay much more attention to how students could adapt – as learners while in

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college and as continuing learners after college – to changing societal demands. Still, despite a growing number of publications which articulated similar views (e.g., Mintzberg 2004; Bennis and O'Toole 2005; Friedman 2007), and expressed the need to help students in acquiring necessary skills, reform in higher education seemed to focus solely on the acquisition of knowledge (as expressed in choices of textbooks, lectures, seminars, contributions to the disciplines, courses offered, etc.).

More recently, educators in the established professions (management, teaching, medicine) have expressed their concerns, again, that the contemporary context of modern Western Society has changed markedly (Hafler 2011; Kanes 2010). While economic and production systems within the EU showed substantial changes, higher education systems continued to waste human talent (low retention rates, access barriers to enrollment in higher education). But perhaps one of the most profound problems in preparing young people for challenging new jobs in times of exponential change is that higher education barely questions the assumptions on which preparation for practice is based (Kanes 2010). The most recent financial crisis has demonstrated in a dramatic way how our society has changed and the challenges we face when preparing young people for the global marketplace/workforce.

Over the past decade, many new job specializations have emerged with a need to assess the preparation of these new jobs. They question the nature of their education programs and examine continuous development at the workplace: SAP consultants (ICT-systems applications and products in data processing), management consultants, specialists in European Integration, web designers, e-learning designers, global governance experts, sustainability experts, specialized lawyers in intellectual copyrights, financial experts in derivatives, etc. now comprise the "new professions." All the new job specializations have in common the substantial impact of their professional work on welfare and productivity. For example, SAP consultants have become extremely important for organizations which want to achieve better control of organizational processes. Failure of good SAP consultancy and expertise in business management software causes tremendous consequences for organizational performance. Confidence about the competencies of SAP consultants has become a key concern for organizations to maintain and improve competitiveness (Hendricks et al. 2007).

In this context, European Studies (ES) is an evident example of a new job specialization which requires the acquisition of insights from a wide range of disciplines in the social sciences, humanities, arts, and economics. However, the question may be raised whether it is sufficient to define and restrict the requirements for this new job at the level of knowledge and skills. It is obvious that graduates from European Studies programs should demonstrate how issues in EU administration, EU governance, or management of EU institutions can be understood by synthesizing insights from various academic disciplines. It is therefore not surprising that many ES curricula follow a multi- and even interdisciplinary approach. But in our view, narrowing down this question to the level of program design which only addresses EU issues from a content perspective does not pay sufficient merit to the roles and challenges which will become part of the daily work life of those graduates. Both established professions (management, medicine, law, engineering), as

well as new educational programs such as European Studies, are confronted with a dynamic body of knowledge which focuses on the development of core competencies such as continuous learning and development. Established professions are increasingly acknowledging this problem (e.g., Kanes 2010) and demand reform in higher education (e.g., Frenk et al. 2010). The question can be raised as to whether "the new professions" – including ES – can benefit from the experiences from the established professions in terms of curriculum and course design.

The present chapter will discuss how higher education can advance its programs and prepare students for jobs which demand a high level of professionalism. We will focus on how this is being done in programs for established professions and what can be learned from them in programs dedicated to the "new professions" such as ES. Consider our contribution as an attempt to learn from insights developed in established professional education and to apply them to an emerging field such as ES, which puts increasing demands on graduates from these programs. The present chapter will review current literature and landmark works on professional education to examine how insights from those professions can be transferred to the new professions. It will question the assumptions underlying higher education programs and the way they prepare young people for the new professions. Attention will be paid to what both professional practice and society need for further development, over and beyond the knowledge and expertise supplied by professional schools. The final part of our chapter will provide educators in the new professions with guiding principles for course and program design.

## 2.2  Calls for Change in Education for Established Professions

Recent publications on professional education acknowledge the importance of training students in science, but they also seem to agree on the necessity of changing the pedagogy of professional education, suggesting an alternative to the traditional, content-based approach for learning and learning design. For example, Dall'Alba and Sandberg (2006: 404) argue that "Pedagogy that focuses on promoting acquisition of decontextualized knowledge and skills fails to address issues concerning when it is appropriate to use such knowledge and skills, how to use them, and to what purpose. Furthermore, given the breadth and complexity of professional practice, no single pedagogical method can be a panacea." In their view, it is no longer content which should serve as the guiding principle of program design, but understanding the nature of professional practice and its consequences for how to teach. Such an alternative approach would focus on the learner experience, the learning process, and ways to connect experience-based learning to formalized training and learning. Frenk et al. (2010: 1933) arrive at similar conclusions about medical education and state: "The first generation, launched at the beginning of the 20th century, taught a science-based curriculum. Around the mid-century, the second generation introduced problem-based instructional innovations. A third generation

is now needed that should be systems based to improve the performance of health systems by adapting core professional competencies to specific contexts, while drawing on global knowledge." They are in favor of developing learning systems which enhance students with professional skills, allowing students to acquire leadership capabilities to become change agents in their profession: people who are capable of shaping their own profession and professional practice. This can be defined as transformative learning which is the successor of informative learning (focused on content) and formative learning (focused on understanding professional values).

In educational practice, the present authors have often observed that curriculum reform is unfortunately perceived as simply adding or replacing content in programs with new or updated information. Reform is driven by the notion that "Content is king" (Gijselaers and Milter 2010). It is assumed that student learning can be changed through changing curriculum content, and hence, most recent or so-called "innovative" approaches to learning and development for the twenty-first century have continued to center on changes to curricular content, rather than focusing on the learner or learning process. This limited focus keeps issues such as faculty development, improved assessment practices, and careful curriculum planning aside from main-stream teaching.

Preparation for the established professions (law, management, medicine, and engineering) has become increasingly based on multi-professional settings, requiring training and development in a wide range of disciplines that support professional development (e.g., sociology, psychology, management, law). For example, a recent position paper (Frenk et al. 2010) on required changes in professionalization pointed out that redesign of professional health education is necessary "due to acceleration of flows of knowledge, technologies, and financing across borders, and the migration of both professionals and patients" (ibidem: 1923). Management education is increasingly criticized for putting its emphasis on the wrong issues. It has been suggested that graduating students are "ill-equipped to wrangle with complex, unquantifiable issues –in other words, the stuff of management" (Bennis and O'Toole 2005: 1). The recurring themes within professions such as management and health care are that practice has become complex, requiring more multi-professional teamwork together with a stronger focus on connectivity between different stakeholders and increased pressures on accountability.

Above all, the financial crisis has also become a crisis in confidence about the competencies of financial professionals. It has shown in part that there is a discrepancy between the knowledge produced by business schools and the competencies in use while working in the financial world. But perhaps the financial crises have demonstrated as well that current governance structures which regulate financial markets, and governance bodies at the EU level, faced a crisis in how to ensure that we can trust the people working in the financial and economic system. One of the responses from national governments was to increase certification and licensing requirements for people working in the financial industry. However, the question can be raised whether addressing confidence issues in professionals can be limited to improving assessment and certification practices. It seems that modern higher

education systems should rethink how to design the learning systems that prepare young people as the new professionals in the established (engineering, law, health care, management) or new emerging professions (consultants, governance experts, EU experts, specialists in finance or law).

It seems clear that current developments in our society have made a major push forward to demand highly equipped graduates that are capable of working in dynamic and complex environments. The question can be raised how this will impact workers in the fields of the classic professions, and how it will affect our views on graduates from academic programs such as ES which are not yet considered as professionals.

## 2.3  Classic Professions in Transformative Times

A profession is normally defined as an occupation or career "based on systematic, scientific knowledge" (Dall'Alba and Sandberg 2006). Typically students acquire professional skills during formal professional education within higher education and continue their professional training and development in professional practice. Subsequent training and development can take place through postgraduate education combined with prolonged training at the workplace (Eraut 1994). Expertise within a profession is typically controlled by peers. As a consequence, professional experts provide services to clients who are not sufficiently knowledgeable about the quality of the professional services delivered (ibidem). So, it may not come as a surprise that professions put much effort in the development of codes of conduct, ethics, and continuous training and assessment to ensure that clients can trust the services delivered by professionals. The social nature of professional expertise also brings with it the development of strong professional interrelationships, which is necessary to assure high-level performance (e.g., Ericsson et al. 2006; Ericsson 2009; Kozlowski and Salas 2010).

Not that long ago it seemed to be self-evident that academic education prepared young people for future careers and equipped them to become citizens who would contribute to the welfare of society. In particular, those students who decided to sign up for one of the "classic" professions (engineering, management, medicine, law, accounting, clergy) knew that after graduation most of them would end up in jobs with continuing development in that particular profession, with membership in professional associations, with crystallized rules for professional conduct within the profession, and career prospects within the profession until retirement. Both academic and professional education was strongly rooted within the traditions of university education. The traditions of university education served more or less as a guarantee that young graduates were well prepared for future careers in society (Duderstadt 2000).

In the past century, we have seen many examples of how professions (medicine, management, and accounting) entered universities and became very successful in recruiting students and fulfilling societal needs. Enrolment in classic academic

programs faced tremendous growth as well. Professional education departed from classic academic education by putting more emphasis on the importance of practical experience, preparing students for specific jobs in the labor market, and offering specific training that meets the requirements of a license to practice. Moreover, schools for professional education also developed programs for further professional training and development (e.g., specialist training in academic hospitals and post-graduate training of accountants).

One of the most prominent new entrants in higher education consisted of the foundation of business education programs. These programs have demonstrated unprecedented growth since the first bachelors program in 1881 was offered at the University of Pennsylvania. It is said that through the efforts of businessman Joseph Wharton, a program was developed that included courses in accounting, mercantile law, economics, finance, and statistics. Such courses are still considered as corner-stones of any modern business education program. Over the past century, business education has held a unique position with business schools serving as knowledge creation institutions through research and by delivering substantial numbers of bachelor and master graduates. Accounting education went through a similar devel-opment as business education. Students who wanted more practical business train-ing went to commercial schools. These schools frequently evolved into separate schools for business training only. Again it was the Wharton School that led the way by introducing an accounting course in 1883. It can be easily understood that in those days, academics considered the newly developing programs in business and accounting as too practical or too heavily aligned with the needs of business practice (Gijselaers and Milter 2010).

Medical education went through a similar development as business education. Around 100 years ago programs for the medical professions became more and more fuelled by input from scientific disciplines in the biological sciences. Through building strong foundations in science, professional programs realized a major breakthrough in preparing graduates for medical practice, which in turn had major impacts on the improvement of health care (Frenk et al. 2010).

Business and medical education share certain commonalities in the way stu-dents are prepared for professional practice. Both types of professional curricula require substantial input from basic (academic) sciences which are perceived as cornerstones in the training of young professionals. Both programs contribute to increased welfare, health, and further development of society. However, despite the progress made, they encounter new challenges which demand new approaches to program design in higher education. One of the prominent critics on the nature of professional education was Donald Schön. In 1987, he published his famous monograph *Educating the Reflective Practitioner*. His message was simple, but the implications were complex: professional education (business, law, engineer-ing, and medicine) was experiencing a crisis of confidence. He argued that profes-sional schools were lacking a clear perspective on how to teach and what to teach. In his view, graduates from professional schools did not seem to be equipped with the skills and knowledge required for later practice. He seriously questioned whether teaching systematic scientific knowledge would prove to be instrumental

for problem-solving in professional practice. Schön argued that professional problems do not present themselves as well-formed structures, but as "messy indeterminate situations." He concluded that radical changes in the programs of professional schools were needed. More attention should be paid to the question of how curricular content (as expressed in the selection of lectures, activities, courses, textbooks, and contributions to the disciplines) relates to the everyday practice of professionals. Hence, students should be explicitly trained in problem-solving skills and communication skills. Finally, emphasis should be shifted from the acquisition of knowledge toward the use of knowledge.

Schön's comments can be considered as a source of inspiration too for more recent publications on the nature of professional education. While Schön identified the importance of problem-solving and communication skills, recent publications on professional education have built further on this by endorsing the importance of multi-professional teamwork skills (on top of communication skills), the skill to connect with various stakeholders any time, any place, and the ability to adapt to ongoing change. For example, the leading medical journal *The Lancet* commissioned and published a high-impact article on reform in health-care education which put forward the importance of these skills given the increasing complexity and interconnectivity of health-care practice (Frenk et al. 2010). In this position paper about health-care education for the twenty-first century, it is said that:

> Professional education has not kept pace with these challenges, largely because of fragmented, outdated, and static curricula that produce ill-equipped graduates. The problems are systemic: mismatch of competencies to patient and population needs; poor teamwork; persistent gender stratification of professional status; narrow technical focus without broader contextual understanding; episodic encounters rather than continuous care; predominant hospital orientation at the expense of primary care; quantitative and qualitative imbalances in the professional labor market; and weak leadership to improve health-system performance. (Frenk et al. 2010: 1923)

It is interesting to note that various issues as identified in the quote above were also mentioned in a recent review by Kanes (2010) about professionalism in other domains. In his view, professions and professional education are increasingly being challenged because they seem to lose the trust of society and have to deal with competing ends of trust and autonomy, care and profit, authority and accountability. For example, the recent financial crisis has shown that while society has always relied on the authority of accountants and bankers, this could no longer be guaranteed by the profession itself.

In summary, it can be concluded that the nature of professional education – and maybe the nature of academic education as well – needs to be questioned when it comes to preparing graduates for future practice. Recent calls by employers (IBM Report 2010a, b) urge higher education to prepare graduates in dealing with increased complexity by making them more aware of the problems faced by industry. Skill development which focused on creativity, passion, and personal development was considered as cornerstones for continuous further learning. Employers should also pay more attention to training young professionals in further development of team skills, developing a holistic view on problems encountered in practice, etc.

What remains central in all the pleas mentioned above is that attention to content cannot be the only driver for continuous renewal in higher education, nor the objectives and course design in higher education. If this seems to be the case, the obvious questions for the established professions are about how to deal with increased complexity issues, the consequences for training and development, and how to match societal needs with the training of students. It all comes together in questions about how to connect with practice, how to find a balance between basic and applied sciences, and how to equip students with interpersonal skills which are fundamental to work in practice with other professionals (e.g., teamwork skills, decision-making skills).

## 2.4 Shaping the New Professional for the Classic Professions

Gijselaers and Milter (2009) argue that many professional programs deal with short life cycles of knowledge due to ongoing innovations in practice. Next, professional programs encounter strong counterparts in practice through their clients, legislation, professional association, or government regulations and policy making. Dall'Alba and Sandberg (2006) analyzed classic professional education programs and questioned whether these programs are still capable of delivering graduates who can meet the changing demands of society:

> Taken together, socioeconomic changes have led to new and pressing demands on educational institutions and other organizations to become more efficient in promoting skill development across the professions. A central question, then, is what is entailed in professional skill development. (Dall'Alba and Sandberg 2006: 383)

They concluded on the basis of their extensive analysis that (1) professional curricula should focus on understanding practice instead of giving students tools to work in practice, (2) professional programs should develop pedagogies that focus on the learners – instead of curricular contents only – through constant monitoring of the learning process, (3) professional programs should contain assessment practices which mirror professional practice and adequate understanding of professional practice by its learners, and (4) professional programs should be subjected to continuous evaluation by a range of stakeholders.

Ten years earlier, Christine McGuire (1996) arrived at similar conclusions in her excellent review on developments in medical education. She identified three major problem areas in medical education and the medical profession: (1) the changing role of knowledge in medical education, (2) the changing workplace for medical practitioners, and (3) the changing regulations for medical practice. McGuire (1996) pointed out that the body of knowledge in medicine nearly doubles every 8 years. As a consequence it would be impossible for medical schools to cover all necessary knowledge in curricula. Next, she highlighted that the professional workplace of medical practitioners has changed dramatically over the years: bureaucratization of medical practice and diminished autonomy of professionals. The increasing complexity of health-care organizations forces graduates and professionals to adapt to

changing organizational structures and work procedures. Finally, she mentioned the changes in legislation and professional ethics. Graduates are not only expected to know how to deal with sophisticated technologies but also when to apply them. McGuire (1996) indicated that graduates would face the problem of asking what price is acceptable to use certain technology for certain patients. More and more, budget constraints would force professionals to evaluate the cost-effectiveness of medical care. At the same time, medical practitioners would be confronted with demanding patients with higher expectations about the possibilities of medical care. As a consequence, medical professionals would become increasingly involved with lawsuits from patients against physicians for alleged medical malpractice and questions about the use of medical care. These are not only interesting points for the state of medical education, but more importantly they have a direct application in the field of European Studies referring to changes in the role of knowledge, the changing workplace, and the changing EU regulations.

So what else can be said about the shaping of new professionals such as ES for the established professions (e.g., medicine)? If the problem does not primarily seem to lie in the knowing (informative learning), but much more in understanding the importance of values in professional practice (formative learning), and serving as a change agent for the profession (transformative learning), the call for change in professional education is far more complex than merely building new programs around curricular content. Furthermore, as we consider the new professions (such as experts in the European Union), we must consider the continuously changing content and subject matter of such a curriculum which further emphasizes the need to focus on the learner and learning process.

Over the past decade the department of educational research and development at Maastricht University has built a research program which explores the development of professional expertise (Arts et al. 2006a, b), how to improve development through interventions in program design (ibidem), why some students in professional programs become experts and others do not (van der Rijt et al. 2010), how professionals learn and perform in multi-professional teams (Bossche et al. 2006), and how professionals learn from experiences in the workplace (Beausaert et al. 2011b).

For example, our research on expertise development shows how cognitive performance is related to different levels of schooling and experience. It deviates from survey studies that collect data from employers and/or graduates. We investigated stages of progress toward the development of managerial expertise by analyzing cognitive performance and the nature of underlying knowledge. Our research on stages of expertise was based on the contention that learners move through various but characteristic stages of knowledge organization before reaching the proficiency level that "true" experts have. Our main focus was whether and how subjects, with different levels of business schooling and management experience, make progress in cognitive performance while solving realistic problems. We analyzed this progress by examining how differences in cognitive problem-solving could be explained by changes in knowledge structures underlying problem-solving performance. We found that the key to speed up this process lies in the ability to find better ways for incorporating business practice in business education.