

Political and theoretical background

- Weinert (2001) defines competence as a system of abilities, proficiencies, and skills that are sufficient to reach a specific goal. This definition includes problem-solving as well as social and personal skills.
- Going along with this definition, we developed the Berlin Evaluation instrument of self-rated competences (BEvaKomp, Braun, 2008).
- Trigwell and Prosser (2006) describe two different approaches to teaching:
 - Lecturers of the student-focused approach promote students' competences of problem solving and of social skills besides the acquirement of knowledge.
 - The teacher-focused approach is looking for the best way of knowledge transmission. Knowledge has to be didactically prepared in order to let students profit of teachers' advantages.

To comply with the aims of the Bologna process, teachers' should show a higher extent of student focused orientation, and students should report higher gains in generic and specific competences within new study programs (Bachelor/ Master) in comparison to former study programs (Diplom/ Magister).

Research design

- Comparison of lecturers' approach to teaching as well as students' self-reported gains in competences in old (Diplom/ Magister) and new (Bachelor/ Master) study programs.
- Sample:
 - 4.445 students of old study programs and 7.822 Bachelor or Master students
 - 121 teachers of Bachelor or Master courses and 108 teachers of Diplom or Magister courses.

BEvaKomp (Berlin Evaluation instrument of self-rated competences)

Core areas of competence

Knowledge Processing (6 items, $\alpha=.927$)

- "As a result of this course, I can remember most of the important terms and facts of this course."

Systematic Competence (3 items, $\alpha=.889$)

- "This course has helped me to acquire information more efficiently."

Personal Competence (5 items, $\alpha=.899$)

- "The course has encouraged me to continue my studies."

Optional areas of competence

Presentational Competence (3 items, $\alpha=.923$)

Team Competence (5 items, $\alpha=.904$)

Communication Competence (5 items, $\alpha=.933$)

Practical Competence (4 items, $\alpha=.904$)

Diversity Competence (4 items, $\alpha=.942$)

ATI (Approaches to Teaching Inventory)

Student-focused approach to teaching

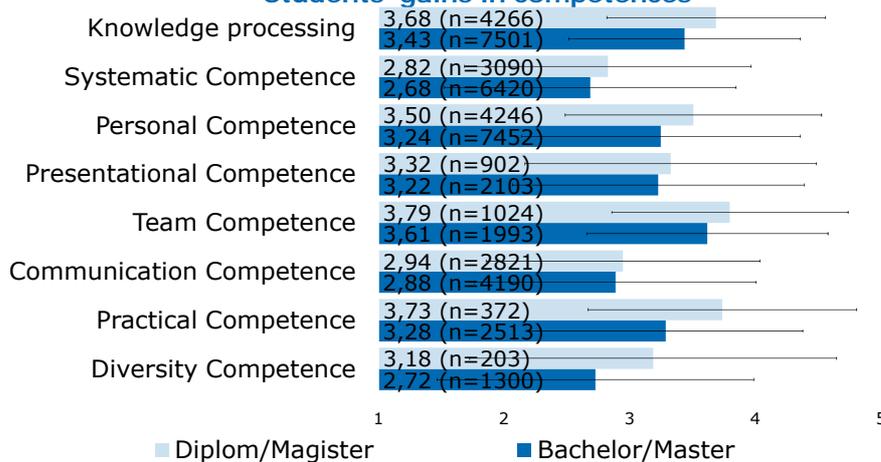
- "In my interactions with the students in this subject I try to develop a conversation with them about the topics we are studying."

Teacher-focused approach to teaching

- "In this subject, I concentrate on covering the information that might be available in a good textbook."

Results

Students' gains in competences



Lecturers' approach to teaching

Approach to teaching	t	df	p	Mean difference	d
Student-focused	-.09	52.93	.933	-.02	-
Teacher-focused	1.95	227	.052	.24	-0.26

t=student t- statistic, df=degrees of freedom, p=significance level, d=effect size

Discussion

- BEvaKomp is the first German questionnaire which examines students' generic and specific gain in competences.
- It measures students' gain in competences and not the competence level.
- It is reliable and valid in the sense of classical test theory.

The results show that the accomplishment of the objectives formulated in the context of the Bologna process can not be verified with the presented survey. It must however been taken into account that the implementation of the Bologna objectives is an ongoing process.

Literature

- Braun, E., Gusy, B., Leidner, B. & Hannover, B. (2008). Kompetenzorientierte Lehrevaluation - Das Berliner Evaluationsinstrument für selbsteingeschätzte studentische Kompetenzen (BEvaKomp). *Diagnostica*, 54 (1), 30-42.
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