

## Türk Üniversitelerinde Bologna Süreci Uygulamaları ve Geleceğe Bakış

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Basım Yılı: Şubat 2020

Sayfa Sayısı: 238

ISBN: 978-625-7932-01-1



The book “Bologna Process Implementations in Turkish Universities and Implications for the Future” prepared by Ünvan is an important source and guide for all universities in Bologna process studies in general.

In the book, which aims to evaluate the progress of 15 years since the beginning of Bologna Process implementations in Turkish universities and various dimensions of the process, the editor mentions the following results in the evaluation part of the book by taking the views of the national Bologna Experts, who are the main stakeholders of the Bologna Process, and the Bologna Coordination Commission Presidents/Institutional Bologna Coordinators of higher education institutions:

- ECTS credit is used in all universities, mainly with the local credit system.
- Although the use of ECTS is widespread, both Bologna Experts and Bologna Coordination Commission Presidents/Institutional Bologna Coordinators have reservations about whether it is used appropriately or not. There are concerns that the subject still needs to be fully internalized and that the practices are formal.
- While Bologna Coordination Commission Presidents/Institutional Bologna Coordinators are more optimistic about associating ECTS credits with learning outcomes, some Bologna Experts believe that the practices are insufficient.
- Both Bologna Experts and Bologna Coordination Commission Presidents/Institutional Bologna Coordinators draw attention to the importance of higher education administrations’ attitudes and the Higher Education Council’s policy determination and consistency on this issue on the future sustainability of ECTS, qualifications framework, quality assurance, employability and internationalization and mobility practices.
- While Bologna Coordination Commission Presidents/Institutional Bologna Coordinators have a more optimistic view on defining program qualifications, the National Qualifications Framework for Higher Education in Türkiye (NQF-HETR) and program qualifications, and linking course learning outcomes with program qualifications, Bologna Experts’ opinions regarding the inadequacy of practices are more common.
- Special emphasis is placed on the determination and will of all relevant institutions to adopt, implement, and internalize the qualifications framework with all its dimensions (NQF-HETR, program qualifications etc.).
- There is a strong tendency to establish a link between the qualification framework and the Higher Education Quality Board.
- Both Bologna Experts and Bologna Coordination Commission Presidents/Institutional Bologna Coordinators have a positive approach towards establishing and implementing quality assurance systems at both institutional and national level. The establishment of the Higher Education Quality Board is promising. In particular, as accreditation institutions and accreditation studies become widespread, there is hope that quality assurance studies will become more systematic and become more established.
- It is widely believed that the links between accreditation studies and ECTS, program credentials, and learning outcomes are the driving forces for each other.
- The importance of working with international quality assurance institutions such as ENQA and EQAR is emphasized in terms of the sustainability of accreditation studies.

- The employability dimension is one of the most critical processes of the Bologna Process. In the implementation phase, the establishment of a career center, the organization of career days, the development of university-industry partnerships, internship programs, etc. are the areas where relatively little progress has been made despite multiple efforts. It is clear that the effective implementation of ECTS, qualifications frameworks, quality assurance, internationalization and mobility practices, which are among the dimensions of the Bologna Process, will directly affect employability. The employment of graduates is on the agenda of universities, but it is not enough to have this issue on the agenda. Producing employable graduates requires a strong focus on all components of this reform process.
- Internationalization and mobility practices are older than the Bologna Process. In this context, it draws attention as an area where higher education institutions are the most dynamic and attach the most importance.
- Although it has many positive reflections on the Turkish higher education system, there are also some criticisms towards the Bologna Process: its central imposition, lack of continuity in studies perceived as an interference with university autonomy; unnecessary reporting, excessive workload, documentation, etc. leads to excessive bureaucratic processes in matters; disbelief in the process of administrative and academic structures; repetition of a work several times due to the inadequacy of academics and managers who have a good command of the subject.

The book reveals both the progress and weaknesses and the adaptation to the European Higher Education Area (EHEA) in the higher education reform movement in Türkiye. It is thought that the extent to which the process and tools are internalized, the measures to be taken and the work to be done contribute to all university administrations, especially the Council of Higher Education, and also to all other relevant stakeholders of higher education.

It is thought that reading the book “Bologna Process Implementations in Turkish Universities and Implications for the Future” and “ECTS Users’ Guide 2015” prepared by the European Commission in 2015 would be especially beneficial.

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