

United States of Europe

Erwartete Schülerleistungen

Leistungsfach- und Grundfachanforderungen:

1. Describe the main achievement of the Bologna Process and outline the risks for those countries who will not take part in the process?

The Bologna Process wants to motivate students to be more flexible as far as their mobility is concerned. They should be willing to travel around the European education institutions. These institutions are encouraged to compete with each other in many different ways.

In Europe there will be a two class system of universities, and those universities that are not participating Bologna Process will have problems in recruiting students on the long run.

2. Explain why business education is due to be mainly affected by the process?

The reasons why business studies will be more affected by the process are on the one hand that students of economics are generally older than students in other faculties and on the other hand they are more likely to travel around even if their course does not require that they spend time abroad.

3. Analyse and justify the statement that "it is safe to say that many programmes will not survive."

It is clear that the statement "it is safe to say that many programmes will not survive" is true because as the competition among the universities will increase the universities and colleges cannot generally count on a certain and guaranteed number of students. The best of them will gain most of the students, the weaker ones will have cutbacks in lessons or programmes.

4. Analyse the "knock-on effect" for the MBA caused by the increase in the number of MSc in Management programmes.

There will be more MSc programmes and probably more students will pass these programmes. Many of these students will have sufficient academic qualifications, so that there will be less need for them to pass the special MBA programmes. And as there will be more executive MBA programmes, those who will pass these programmes will wait longer. When working it will probably depend on the good will of the employers to allow their employees to pass the programmes.

Nur Grundfachanforderungen:

5. *Justify why a quality faculty alone does not guarantee a successful university at times when the number of students is rising.*

Until now universities needed to have an excellent infrastructure as well as a faculty of high quality. That is no longer enough. The quality faculty is more interested in its own studies and research than in teaching. But this will not be sufficient to attract students as they are looking more and more for good and qualified teachers.

6. *In the near future, old and traditional universities will have to compete with each other. This will be totally new to them. Comment on why this will be a big change for them and say why this educational system is so totally different to the American one. State your own opinion.*

In the past universities were chosen by students because of their good reputation which was more or less based on tradition and a good educational standard. Now in times of mobile and interested students universities must find different promotion aspects. They need to build up an attractive image. It will be a big change for European universities. Compared to the American educational system which is mainly based on competition, the European system has concentrated on tradition.

(schülerabhängig)

Nur Leistungsfachanforderungen:

5. *Analyse the statement why a well-qualified and superior faculty may be more of a burden than a help for several universities. What do you think about that statement?*

A well-qualified faculty that is more concentrated on research than on fundamental teaching lessons and educational aspects may be more of a "burden" than a "help" for the universities because they will not be open to changes and will therefore not be willing to step back from relying on tradition and make a step forward towards competition.

(schülerabhängig)

6. *Discuss the American educational system relating to the advantages and disadvantages from the European point of view. What are the consequences of such a competing system for the economy of a country? Give economic facts for your arguments.*

(schülerabhängig)

Bei den Antworten mit dem Vermerk (schülerabhängig) sind die eigene Meinung und das eigene Argumentationsvermögen des Schülers gefragt. Dies erfordert eine schlüssige und sachkundige Argumentation belegt mit Fakten aus dem bisherigen Lernstoff.

Die Akzeptanz der Antwort wird vor allem durch eine sachlogische und Faktenrichtige Bearbeitung geleitet.