

| A Critical Mapping of the European Higher Architectural
Education Area

|

Bologna 10 Years After

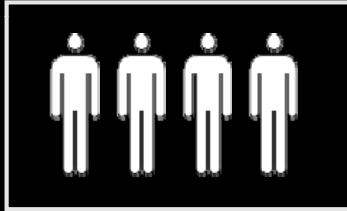
12th Meeting of Heads of European Schools of Architecture

| A Critical Mapping of the European Higher Architectural
Education Area

|

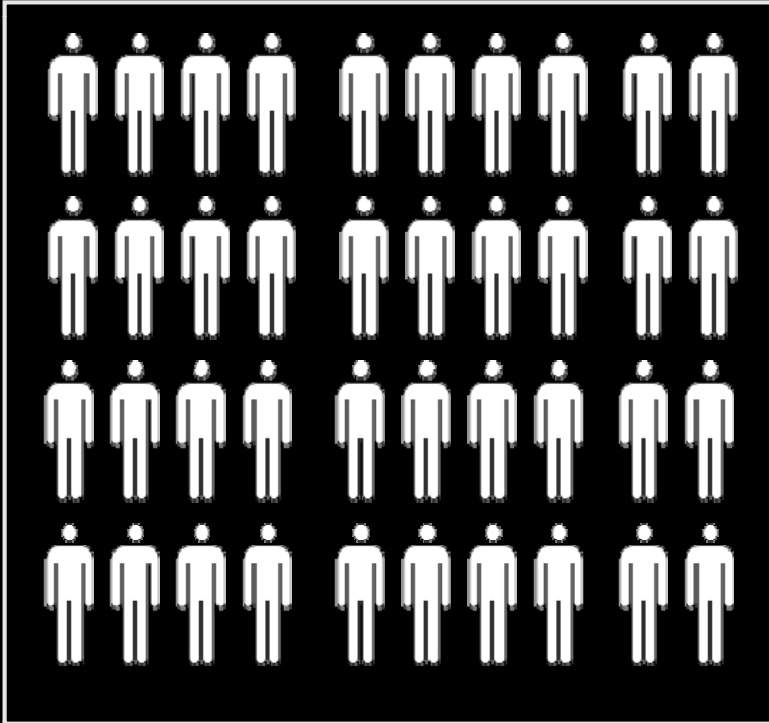
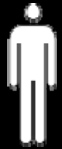
Student/Teacher Ratio

|

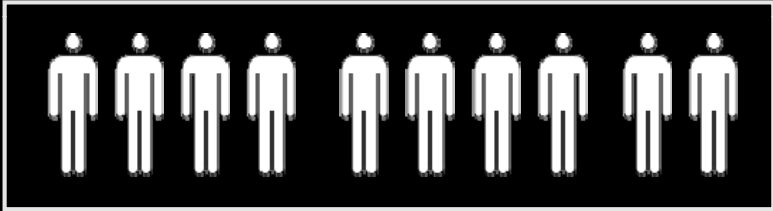
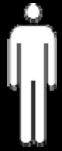


Student/Teacher Ratio

1



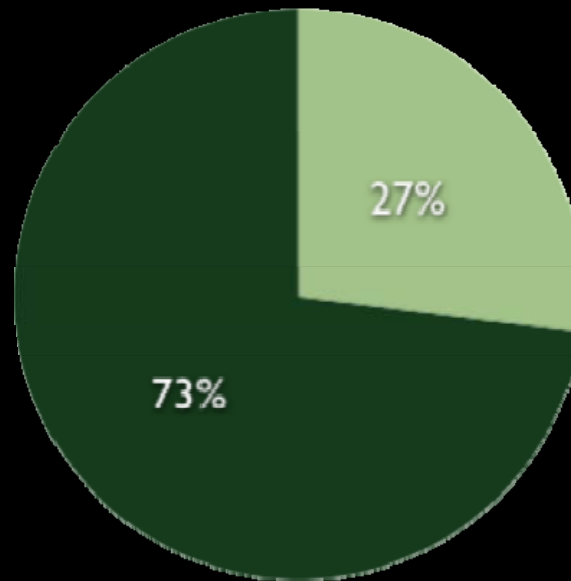
|



|

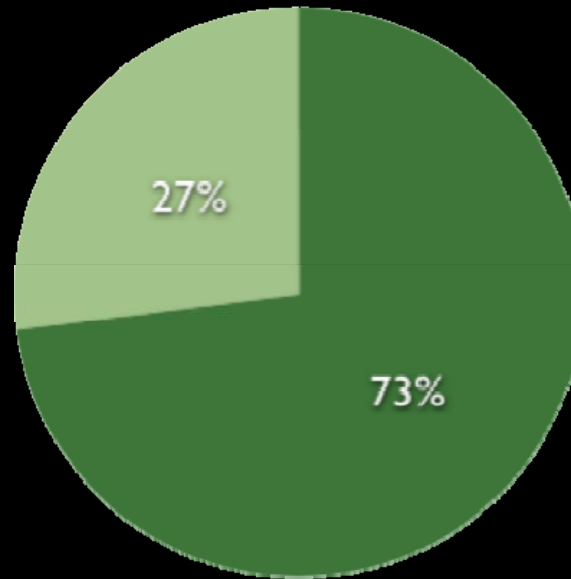
School Profiles

School Profiles



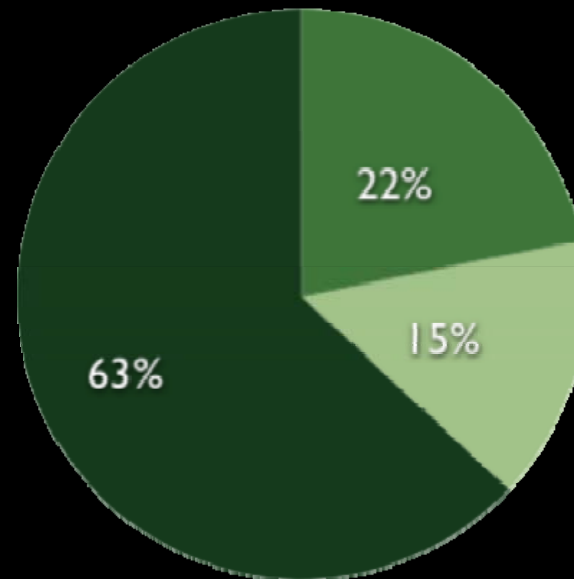
- **Research Based**
- **Teaching Oriented**
- **Teaching Oriented and Research Based**

School Profiles



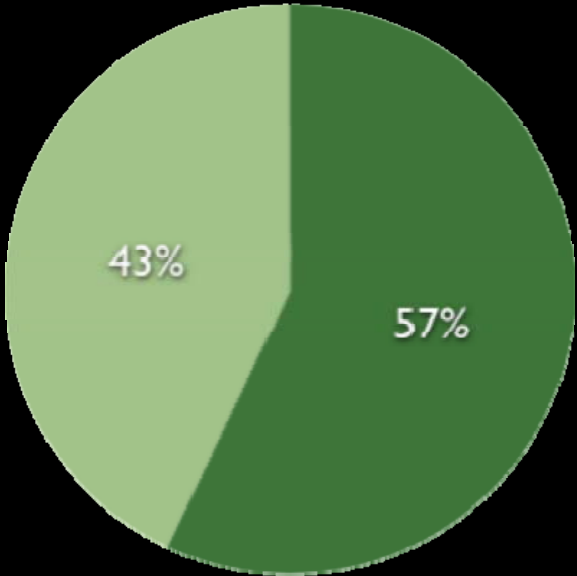
- More Academic
- More Vocational

School Profiles



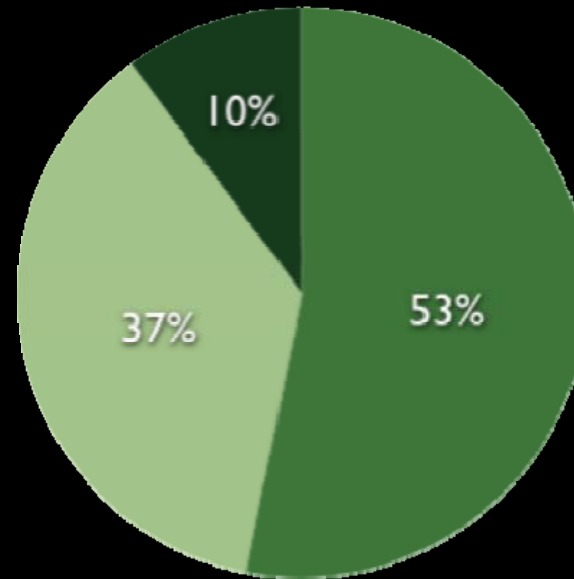
- Offering General Education
- Offering Specialized Education
- Offering Both

School Profiles



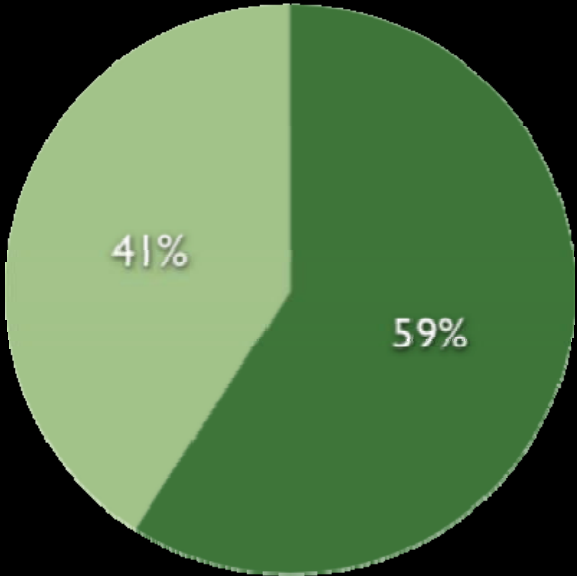
- More Technical
- More Artistic

School Profiles



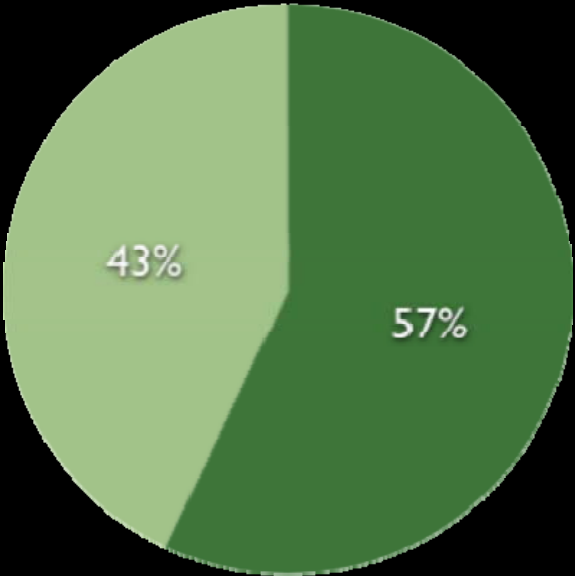
- More International
- More Local
- Both

School Profiles



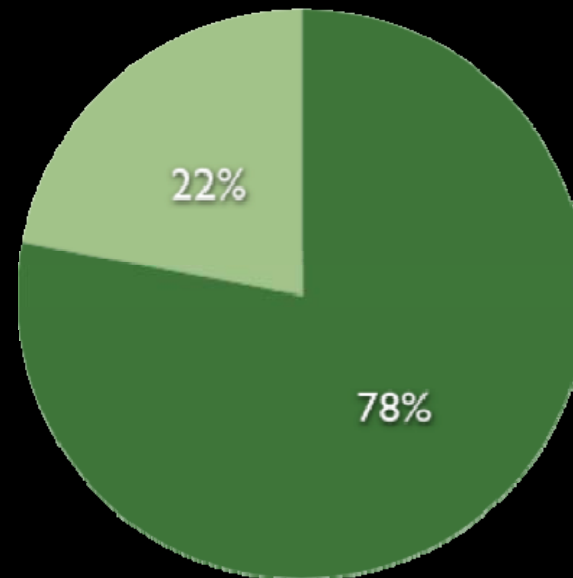
- More Experimentation Driven
- More Oriented to Established Ideas and Practices

School Profiles



- Plans to Change
- No Plans to Change

School Profiles



- Bologna Process has had a significant Impact on the profile
- Bologna Process has not had a significant Impact on the profile

Impact / School Profiles

Implementation of 3+2 Structure

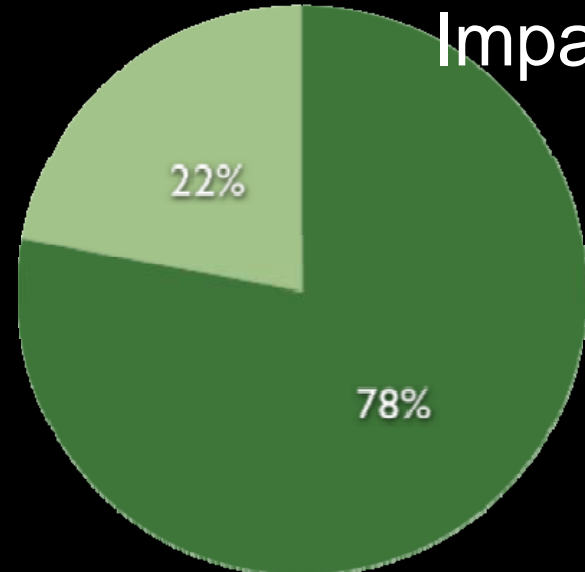
Implementation of 2-Term Academic Year

Increasing Internationalization and Exchange

Definition of a common core for all paths

Increasing work-load for teachers

Impact / School Profiles



- Academic Community has a **POSITIVE** view on the consequences of Bologna
- Academic Community has a **NEGATIVE** view on the consequences of Bologna

Positive Aspects / Impact / School Profiles

Reduction of the Length of Studies (Graduating is Easier?)

ECTS / Transparency / Comparison

Clarity of Degree Structures facilitates Mobility and Internationalization

Development of Research

Flexibility in the Curriculum - Opportunities for Specialized Paths

Negative Aspects / Impact / School Profiles

Reduction of the Length of Studies (Graduating is Easier?)

Disconnection from the Local

Fragmentation of Knowledge

Loss of the “Generalist” Profile

Structures vs. Content

Increased Workload for Teachers

Growing Administration

Other Schools / Positive Aspects / Impact / School Profiles

ECTS

More Options for Students

Openness of Mind increases among Students

More Communication Among Students

English-Taught Masters

Increased Mobility

Other Schools / Negative Aspects / Impact / School Profiles

Still Many Differences and Variations

Increased Bureaucracy

Less Flexibility

Different Calendars

Some Schools copy Contents and Objectives of Others



一、**總論**

（一）**目的**

本計畫之目的，在於探討我國目前之法律體系，並分析其與國際法之關係。茲將本計畫之內容，分述如下：

（二）**範圍**

本計畫之範圍，將包括我國目前之法律體系，以及國際法之基本原則。茲將本計畫之內容，分述如下：

（三）**方法**

本計畫之方法，將採用比較法之方法，以分析我國目前之法律體系，並與國際法之基本原則進行比較。茲將本計畫之內容，分述如下：

（四）**結論**

本計畫之結論，將指出我國目前之法律體系，與國際法之基本原則，存在著一定之差距。茲將本計畫之內容，分述如下：

