

# Contents

<b>1 Higher Education Reform and the Resultant Increased Complexity: An Introduction</b> . . . . .	1
1.1 The Promises of the Bologna Reform . . . . .	2
1.2 The Surprising Consequences of the Bologna Reform . . . . .	3
1.3 The Causes of the Complexity Increase . . . . .	5
1.4 The Bureaucratisation of Complex Relationship Options . . . . .	6
1.5 Beyond the Search for the Usual Suspects . . . . .	7
1.6 The Theory of Unwanted Side-Effects . . . . .	9
<b>2 Small Points, Great Effects: On the Introduction of a New Artificial Currency</b> . . . . .	11
2.1 ECTS Points: The Central Element to Understanding University Reform . . . . .	14
2.1.1 What Can Artificial Currencies be Exchanged For? A Trade-Off for the Degree Certificate . . . . .	15
2.1.2 How is the Artificial Currency Acquired? The Renaissance of the Labour Theory of Value at Universities . . . . .	16
2.1.3 In Which Units are Achievements Acquired and Exchanged? On the Meaning of the Modules . . . . .	18
2.2 On the Management of an Artificial Currency: The Role of Accreditation, Quality Assurance and Evaluation . . . . .	20
2.2.1 The Monetary Watchdogs: The Role of Ministries, Accreditation Agencies and Universities . . . . .	21
2.2.2 The Currency Police: Quality Management for the Prevention of Currency Inflation and Deflation . . . . .	21
2.2.3 IT Systems for the Saving, Accumulation and Exchange of Achievement Points. . . . .	23
2.2.4 What can be Done with an Artificial Currency? ‘Load’ it with Additional Features. . . . .	24

- 3 The Sudoku Effect: On Degree Arithmetic . . . . . 27**

  - 3.1 On Sudoku, Samurai Sudokus and Monster Sudokus . . . . . 28
    - 3.1.1 On Specifications, Conceptions and Solutions  
for a Degree Programme Sudoku Puzzle . . . . . 29
    - 3.1.2 The Combination of Several Degree Programmes  
into a Samurai Sudoku . . . . . 31
    - 3.1.3 Effects of Combining Degree Programmes  
at Several Universities in Monster Sudokus . . . . . 32
  - 3.2 The Evolution of the Sudoku Effect: On the Unusual Effects  
of the Artificial Currency ECTS . . . . . 33
    - 3.2.1 The Effects of Container Creation . . . . . 33
    - 3.2.2 The Effects of Increased Interdependence . . . . . 34
    - 3.2.3 The Effects of the Precision Landing Model . . . . . 35
  - 3.3 The Sudoku Stance: The Main Thing is that it  
Adds Up Somehow . . . . . 36

- 4 Unwilling Recipients of Spoon-Feeding—The Unwanted  
Side Effects of University Reform . . . . . 39**

  - 4.1 Head-on Teaching, Exam Inflation and Reduced Choices:  
On the Dynamic of Spoon-Fed Teaching . . . . . 40
    - 4.1.1 The Renaissance of Head-on Teaching at Universities. . . 41
    - 4.1.2 On the Emergence of Examination Inflation in Bologna  
Degree Programmes . . . . . 43
    - 4.1.3 The Surprising Restrictions on Choices . . . . . 44
  - 4.2 The Impact of an Unintentional Side-Effect . . . . . 45
    - 4.2.1 On the Concept of Unwanted Side-Effects . . . . . 46
    - 4.2.2 Simultaneously Endorsing ECTS Points and Rejecting  
Spoon-Fed Teaching . . . . . 47
  - 4.3 The Futile Attempt at Controlling Unwanted Side-Effects . . . . . 48

- 5 Escape into Control Deviation . . . . . 51**

  - 5.1 Informal Rescue Strategies . . . . . 53
    - 5.1.1 The Trend of Non-attendance . . . . . 53
    - 5.1.2 The Wild Allocation of Credit Points . . . . . 55
    - 5.1.3 Assessment Beyond The Stipulated Methods  
of Examination . . . . . 57
  - 5.2 Under the Radar: Maintaining the Illusion of Comparability. . . . . 58
    - 5.2.1 The Role of Informality in Upholding the Illusion  
of Comparability. . . . . 59
    - 5.2.2 On How the Visibility of the Arbitrary Credit  
Allocation Does a Vanishing Act . . . . . 60
  - 5.3 Conclusion: The Stronger the Desire to Reach the Noble Aims,  
the Greater the Need to Break the Rules . . . . . 61

<b>6</b>	<b>The Bureaucratic Vicious Circle: The Intensification of the Sudoku Effect Through Permanent Reforms . . . . .</b>	<b>63</b>
6.1	The Risk of Noncompliance in Universities . . . . .	64
6.1.1	Between Punishing Perpetrators and Altering the Rules . . . . .	64
6.1.2	Insufficient Autonomy at Universities When Dealing with Deviators . . . . .	65
6.2	Reforming the Reforms: On the Production of New Rules . . . . .	66
6.2.1	On the Appeal of Higher Education Reforms . . . . .	66
6.2.2	If the Reform Euphoria Wears Thin . . . . .	67
6.3	The Vicious Circle of Bureaucratisation . . . . .	67
<b>7</b>	<b>The Fruitless Search for the ‘Guilty’: The Reasons Why Nobody has to Feel Responsible for the Effects of the Bologna Reform. . . . .</b>	<b>69</b>
7.1	‘Blurred’ Responsibility . . . . .	70
7.1.1	The Growing Autonomy of Universities in Setting up Degree Programmes . . . . .	72
7.1.2	The Dwindling Autonomy of Faculties and Departments . . . . .	72
7.1.3	Accreditation Agencies: Approval Authorities Without Legal Authority . . . . .	73
7.1.4	The Limited Significance of European Institutions . . . . .	73
7.1.5	The Retreat of the Education and Science Ministries. . . . .	74
7.1.6	The Scattering of Responsibility . . . . .	74
7.2	Explanations Beyond the Idea of an Education Policy Master Plan . . . . .	75
7.2.1	The Chinese Whisper Effect: How Knowledge About Bologna Spreads . . . . .	76
7.2.2	Universities Race to Find the ‘True’ Interpretation of the Bologna Declaration . . . . .	78
7.2.3	From Theory into Practice . . . . .	79
7.3	The Usefulness of the ‘Blame Game’ for the Bologna Process. . . . .	80
<b>8</b>	<b>What to Do? Dealing with the Side Effects of the Bologna Reform . . . . .</b>	<b>83</b>
8.1	Treating the Ailments of the University System . . . . .	84
8.2	Identifying Further Areas of Application for the Reforms. . . . .	85
8.3	The Possibilities of Taking a ‘Medication’ Off the Market. . . . .	87
	<b>References . . . . .</b>	<b>89</b>



<http://www.springer.com/978-3-319-04086-8>

The Sudoku Effect: Universities in the Vicious Circle of  
Bureaucracy

Kühl, S.

2014, XIII, 92 p., Softcover

ISBN: 978-3-319-04086-8