



two or more different countries. However, many institutions are now offering core courses in a common language (often English) and this is helping to overcome this issue. The well-established European Credit Transfer System<sup>2</sup> facilitates the recognition of periods of study abroad and is being developed into an accumulation-type system to be implemented at institutional, regional, national and European level.

To further enable European-wide Higher Education the new Erasmus Mundus<sup>3</sup> EU programme provides funding for Masters courses involving the collaboration of three or more HEIs in different countries to construct international programmes. Students would be expected to study in at least two different institutes, often with English as a common language. Such courses, although not common, do already exist, for instance the European Forestry Masters<sup>4</sup>.

A recent conference entitled 'Capitalising on Innovation in the Curriculum in European Higher Education'<sup>5</sup> provided a forum in which to discuss innovative practice in harmonising European agricultural higher education. The meeting recognised the need to retain European-wide diversity in the disciplines of Agriculture, Forestry, Aquaculture and Environmental Sciences, although many practitioners felt there was a great opportunity for institutions to further develop a European dimension to their teaching and learning environments. This would have great benefits for students in terms of instilling a greater understanding of agriculture and related industry across the EU and potentially enhance student employability in business organisations that increasingly operate at a European rather than a national level. Overall, the impetus provided by the Bologna agreement, the imminent accession of ten new Countries to the EU and the importance of English as a common language suggests there are great opportunities for institutions and individuals in the UK to become more involved in European agricultural higher education.

Lomine (2004)<sup>6</sup>, in a recent briefing for the ILTHE, concludes "it would be a pity for British HEIs to ignore the Bologna process, as it represents wonderful developmental opportunities

...". It should also enable and encourage our students to become better European citizens, aware of the diversity in culture, lifestyles and employment opportunities throughout the EU. The 7th European Congress of Higher Agricultural Education<sup>7</sup> takes place in Copenhagen this August and will provide an opportunity for meeting and liaising with colleagues from across Europe and exploring innovative teaching and learning methods. The theme of the congress is "Rethinking Higher Education in the food chain environment: Profiling graduates of the future".

**Dr Julian Park**  
University of Reading  
j.r.park@reading.ac.uk

- 1 Susanne, C (2003) Biology Before and After Bologna, *Bioscience Education E-Journal* Vol 2: <http://bio.ltsn.ac.uk/journal/vol2/beej-2-7.htm>
- 2 [http://europa.eu.int/comm/education/programmes/socrates/ects\\_en.html](http://europa.eu.int/comm/education/programmes/socrates/ects_en.html)
- 3 [http://europa.eu.int/comm/education/programmes/mundus/index\\_en.html](http://europa.eu.int/comm/education/programmes/mundus/index_en.html)
- 4 <http://gis.joensuu.fi/silva/News/Files/News/sep98.htm#mscef>
- 5 <http://www.clues.abdn.ac.uk:8080/afanet>
- 6 Lomine, L (2004) *The Bologna Process and its implications for British HEI's*, ILTHE Members brief
- 7 <http://www.echae.kvl.dk/>

## IMAGEBANK FREE DIGITIZATION

For a limited time we are offering free digitization for slides and photos submitted to ImageBank. Please contact [imagebank@ltsnbio.leeds.ac.uk](mailto:imagebank@ltsnbio.leeds.ac.uk) for further information if you have a bioscience collection, large or small, which you would like digitized and shared with the wider educational community. All your images will be catalogued and you will receive a CD ROM of your scanned images as well as full acknowledgement with each image every time it is used.  
<http://bio.ltsn.ac.uk/imagebank/>

# BEE-j VOLUME 3

The third volume of *BEE-j* has now been published. The articles are outlined below and available on our website (<http://bio.ltsn.ac.uk/journal/vol3/>). We also invite submissions for Volume 4 of *BEE-j*. See the *BEE-j* website for further information, layout and submission guidelines.

## ARTICLES

*The value of computer based formative assessment in undergraduate biological teaching.*

Sarah J Pitt & Alan Gunn,  
Liverpool John Moores University

*Importance of peer support and tutor involvement in entrepreneurship education for overseas Bioscience students.*

Peter C Mitchell & Arthur E McKeown,  
University of Ulster

*Coping strategies for staff involved in assessment of laboratory write-ups.*

Ian Hughes, University of Leeds

*Problem Based Learning: Exploiting Knowledge of How People Learn to Promote Effective Learning.*

Ed Wood, University of Leeds

*Evaluation: is an open book examination easier?*

Richard Brightwell, Janine-Helen Daniel & Angus Stewart,  
Edith Cowan University, Perth

*Teaching Ethics to Bioscience Students – A Survey of Undergraduate Provision.*

Christopher JR Willmott<sup>1</sup>,  
Andrew N Bond<sup>2</sup>, John A Bryant<sup>3</sup>,  
Stephen J Maw<sup>4</sup>, Heather J Sears<sup>4</sup>  
& Jackie M Wilson<sup>4</sup>

<sup>1</sup>University of Leicester

<sup>2</sup>University of Westminster

<sup>3</sup>University of Exeter

<sup>4</sup>LTSN Centre for Bioscience