Professor and student’s new role in the European Space of Higher Education
El nuevo rol del profesor y del alumno en el Espacio Europeo de Educación Superior

Starting with the Bologna Declaration and the creation of a European Area of Higher Education in all educational fields, people are now talking about a modern, quality university system, focused on the students’ global training.

Society requires today not only professionals with great knowledge as well as the skills and attitude needed to face the challenges of the times to come. In other words, the goal is to achieve the student’s global training. In this sense, we must redefine many methodological aspects relevant to training and review the role to be played by university professors and students in order to achieve the desired results (1).

As stated in the TUNING Project, the new paradigm of education-learning focused on the student will become increasingly relevant in European universities. This new scenario will bring about a deep change in the role played by professors and it will become increasingly necessary for them to act as guides and tutors (2). University professors will need to change their profile, from expert lecturers to facilitators of students’ learning, no more the bright leading characters in the training process but tutors or expert guides in one scientific subject within the curriculum. Lessons will be more dynamic, promoting team work and a greater interaction between professors and students, as well as a significant reduction in the number of master lessons.

Professors must go beyond the mere teaching of lessons, in other words, they must promote creative learning and help students think for themselves, so that they may become the leading characters in their own training.

All of this will entail a new role by university students, who will become more active, thus designing their own learning process (3). Students will be entitled to decision-making, and at the same time will have to invest their efforts to accomplish the goals set in agreement with the subject’s professor. Students tend to wait for professors to lead in training; under this new learning model, in order to be able to interact and voice an opinion in the classroom, it will be necessary to increase the number of study hours beyond those devoted to compulsory lessons, in order to prepare and analyze information. Finally, students need to devote themselves to their university studies as if these were their job; not only to pass exams and subjects, but also to fulfill the requirements imposed in the future by the labor market.

This new education-learning approach will undoubtedly determine the future guidelines for the university system.

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REFERENCES