



ISSN: 1999-5601 (Print) 2663-5836 (online)

Lark Journal

Available online at: <https://lark.uowasit.edu.iq>



*Corresponding author:

**Hawa`a Hadi Baqer
muhammed shubr**

Waist University
College of Arts
Email :

Hawaa.hadi98@gmail.com

Keywords:

health, disease, healthcare,
medical social work.

ARTICLE INFO

Article history:

Received 3 Jun 2024
Accepted 10 Jul 2024
Available online 1 Oct 2024



Student Perspectives on Teaching Methods in the Bologna Framework: A Survey at Waist University's College of Sciences

A B S T R A C T

The goal of this research, which was prepared at the University of Wasit / College of Science / Department of Pathological Analysis, is the point of view of male and female students. The sample consisted of (103) students randomly about the application of the Bologna process at the University of Wasit. The questionnaire consisted of (14) questions, and its validity and stability indicators were confirmed and it was processed. Data statistically

© 2024 LARK, College of Art, Wasit University

DOI: <https://doi.org/10.31185/lark.Vol4.Iss16.3701>

وجهات نظر الطلاب حول طرائق التدريس في إطار بولونيا: دراسة استقصائية في كلية العلوم قسم التحليلات المرضية / جامعة واسط

حواء هادي باقر محمد شبر / جامعة واسط / كلية الآداب
الخلاصة:

هدف هذا البحث الذي تم إعداده في جامعة واسط / كلية العلوم / قسم التحليلات المرضية هو وجهة نظر الطلبة والطالبات ، و تكونت العينة من (103) طالب وطالبة بطريقة عشوائية فيما يخص تطبيق عملية بولونيا في جامعة واسط. وتكونت الاستبانة من (14) سؤالاً، وتم التأكد من مؤشرات صدقها وثباتها وتمت معالجتها. البيانات إحصائياً .

Introduction

Digital education seeks to create an interactive learning environment between the teacher and the learner through electronic media transmitted in more than one direction, regardless of the environment and its variables. It also develops necessary skills to deal with technology to keep

pace with ongoing scientific developments and provides educational strategies that suit all different age groups. It also contributes to the benefit Digital means achieving educational goals in a clear manner. As for the content, it is characterized by accuracy, simplicity, and the development of the main ideas.(Amer & Alaa, 2024).

Bologna Process

The European Commission, together with 48 other European nations, are involved in the decentralised yet coordinated intergovernmental Bologna Process. Its governance paradigm is policy-network-like, deliberately distinct from the bureaucratic ideal of governance, which assigns exclusive authority to state actors (Klemenčič & Galán Palomares, 2018).

This process (Bologna) represents the most important comprehensive reform of higher education

From its inception in 1999, the primary goal of the Bologna Process (BP) has been to create a uniform framework for higher education systems throughout Europe and improve the standard of education across the continent to guarantee students' employability upon graduation and the mobility of degree programmes across international borders (Klemenčič, 2019).

Education has started many changes, this will lead to increased student mobility.

Being the most striking.

The Bologna Process fifteen years after its implementation

In university education. Hence the topic

Research is about observing and describing students' attitudes towards it

phenomenon with the aim of obtaining relevant information

The goal that can be achieved from the presented research reviews the context and

The research sample consisted of (103) male and female students randomly selected from the colleges affiliated with the University of Wasit. To achieve the objectives of the research, the researchers prepared a questionnaire consisting of (33) items. Its validity, validity and stability indicators were verified and treated statistically. The results indicated that the reality of applying the Masar process Bologna, from the students' point of view, is good or high from the students'

point of view regarding the application of the reality of the Bologna Process for the benefit of humanitarian specializations, and in light of the presentation of a set of recommendations and proposals.

Status of the Bologna Process during the 2019-2020 academic year and beyond.

Possible improvements, which could contribute to a similar comparative study

Research in times of various diseases

Keywords:-bolonga ,student,science education, perspectives students

This research is aimed at the University of Wasit / College of

Science / Department of Pathological Analysis The students' point of view at the university and learning about the students' points of view. The research sample consisted of (103) male and female students who were randomly selected from the colleges affiliated with the University of Wasit. The following is a presentation of those questions consisting of (11) tables.

First // مجلة لارك للفلسفة واللسانيات والعلوم الاجتماعية
the problem of the study

The weakness of the application of the Bologna Process procedures in university education is paralyzing in general. It can lead to an increase in failure, which generates educational loss, increases the time itself, increases the level of economic conditions, wastes in increasing costs, and reduces the level of educational efficiency. As well as the poor level of graduates, which is reflected in their performance in the future during their work and leadership of community institutions

Second:

The importance of the study

Higher education is considered one of the major educational stages. It is considered the top of the educational pyramid and aims to prepare the individual in an organized manner. Higher education, at its own levels, especially universities, is considered to gain a lot of attention from most developed countries alike, and for the important role it plays in social and societal

development and the strength it has. A worker qualified to lead society, which requires a number of human elements in determining places of residence psychologically and socially so that he can respond to the information of the times and society, as Good (King, 2020) points out the importance of the university environment in the quality of life and what they have through the useful challenges it prepares for them by Curricula and activities, such as fun, are understood as leisure time (Abu Hashem & Amin Ali, 2010).

My work believes that the Federal Football Association used higher education to completely solve the problem between one country and another (Abu Amma & Abdul, 1995).

For this reason, the current research is distinguished by its interest in studying important disciplines in society. An extension of the University of Wasit, College of Science, representing human capital

In his introduction to the Active and Visible Action Report (EACEA2009), Jan Weigl, Director of Distinguished Education at the Democratic Union Commission, refers to creativity (Bologna) and moving towards reform and development, including that which meets individual ambitions and becomes the ingredients for prosperity.

Third: Objectives of the study

1. Preparing for the labor market (education outcomes instead of competencies)
2. Preparing the student for life as an active citizen in a democratic society.
3. Personal development.
4. Developing and maintaining a broad base of advanced knowledge.

Fourth // Previous studies

1. : This study aims to identify the European experience of establishing a unified European higher education through the agreement called (Bologna Agreement). The study aimed to evaluate the effective application and identify the most important positives and negatives of the application in European countries and take the opinion of higher education students. Those who studied in European universities and benefited from European experiences in a way that facilitates the movement of students and faculty members from one country to another. This encourages researchers and scholars to conduct theoretical and applied research that is of interest

to the Arab world. In addition, graduates have skills and knowledge that enable them to compete in the Arab and international market. .

2. Study (Al-Qahtani & Fahd, 2015): This study aimed to identify the concepts of student mobility (STUDENT MOBILITY) and the Bologna Process.

3. (Bologna process) The study used the descriptive approach to achieve this, and the study reached the possibility of applying student mobility among universities in countries, as the researcher believes that the universities of the Cooperation Council in the Gulf countries do not view the issue of student mobility as one of the strategic axes for developing education (Al-Qahtani & Fahd, 2015)

The first topic

The concept of the Bologna educational system

It is not easy for countries to take a decision to develop educational systems because this type of decision in all countries of the world is linked to complex and multifaceted processes affected by social, cultural, economic, technological and political factors. There is the development of educational systems and the changing needs and aspirations of societies. The progress of educational institutions in Iraq and its short-term dimensions over the course of A decade ago, due to Baathist conflicts and wars, the development of higher education systems in the world led to a gap between the capacity of the University of Wasit and the requirements of academic quality. It became necessary to think about finding real solutions to reform the structure of the academic institution by benefiting in the world from a reform initiative in the education industry. Therefore, it was necessary to go to apply the European experience in reforming higher education, which is called the Bologna Process, as its implementation began in Europe around the end of the nineties of the last century, which brought about a change in European systems. The Bologna Process carries goals for higher education institutions in Europe, including the process of renewal and reform. It was launched from the oldest university during the conference of the Italian University of Bologna .(Klemenčič, 2018)

The Bologna Process achieved all these goals for the Europeans and for the countries that followed this system outside the European Union, which were later called the Friends of the Bologna Process, and thus Iraq is a nominated member in it based on what was announced by the Ministry of Higher Education and Scientific Research to improve and develop the education system in Iraq (Naeem Al-Aboudi, 2023)

Secondly: -

Elements of the Bologna System

1. Academic degree sequence (LMD): Bachelor's/Master's/PhD
2. The European Accredited Academic Units System (ECTS)
3. Certificates Supplement
4. The National Qualifications Framework

First: The sequence of academic degrees Bachelor's degree: - 240 credit units over four years

Average of 60 units per year

Master's: 120 credit units for two consecutive years

Third

European Academic Credit System (ECTS)

This system has been adopted by countries in the European Machine Learning area for a credit hour system

This system also allows the integration of different learning methods, such as university education Within the same study program or through lifelong learning. One of these points ranges between 25-30 hours, depending on the diameter's decisions

In the Kurdistan region of Iraq, a rate of 27 hours per point was approved For one year -- 16,620 -- hours, it is an academic year, semester, or quarter, as it is divided into educational units. The educational unit is in the form of an implicit part. Content (Klemenčič, 2018)

The second section

Methods

Student Perspectives on Teaching Methods in the Bologna Framework: A Survey at Wasit University's College of Sciences.

The Bologna System is an intergovernmental cooperation between - 48 - European and non-European countries. European in the field of higher education. Its direction is joint action. For government agencies, universities, teachers and students, as well Associations, stakeholders,

employers and guarantee agencies. Quality, international organizations and institutions. In the Commission European, in order to improve and sustain higher education. Content (Klemenčič, 2018)

Table No. (1): For the reason that the Bologna method is easy to explain..

| THE TOTAL | % | SOMEWHAT | % | NO | % | yes |
|-----------|----|----------|-----|----|-----|-----|
| 103 | 42 | 43 | %26 | 27 | 32% | 33 |

According to the results of the first table, it was found that the number of respondents who answered with the word “yes” reached (33) respondents, at a rate of (%32), while those who answered with the word “no” amounted to (27) respondents, at a rate of (%26), while those who answered with the word “somewhat.” There were (43) respondents, representing (%42)

of the total.

Table (2) shows the experts who answered “yes” to prepare them

| THE TOTAL | % | SOMEWHAT | % | NO | % | yes |
|-----------|----|----------|-----|----|-----|-----|
| 103 | 72 | 73 | %15 | 16 | %13 | 14 |

(14) respondents, with a percentage of (%13), while they answered with the word “no.” The largest of them were (16) respondents, with a percentage of (%15), while they answered with the word “as long as” (73).

The percentage of respondents was (%72), and this is the result of the fact that the students participated from the airport, where there is a professor among us, to deliver some students. Some professors use simple methods in a specialty that the student can understand. This means that their preparation is higher than the students who answered (no) and (somewhat). This It is due to the teaching method of giving the lecture and delivering the material, and the methods followed by the teaching may be difficult and undesirable A special department for students, which must specialize in the students’ specialization areas.

Table No. (3):Weak learning infrastructure does not represent an obstacle to students’ access to educational content

| THE | % | SOMEWHAT | % | NO | % | yes |
|-----|---|----------|---|----|---|-----|
|-----|---|----------|---|----|---|-----|

| TOTAL | | | | | | |
|-------|-----|----|-----|----|-----|----|
| 103 | %21 | 21 | %10 | 11 | %69 | 71 |

It is clear from Table No. (3) that the number of respondents who answered with the word “yes” reached (71) respondents, representing a percentage of (%69), while the number of respondents who answered with the word “no” reached (11) respondents, making a percentage of (%10), while the number of students reached (%10). Those who answered with the word (somewhat) (21) were surveyed and in percentage(21%).

of the total Table No. (4): The information and reports provided by this method are useful and serious.

| THE TOTAL | % | SOMEWHAT | % | NO | % | yes |
|-----------|-----|----------|-----|----|-----|-----|
| 103 | 18% | 18 | 16% | 17 | %66 | 68 |

It appears from Table No. (4) that the number of students who answered “yes” was (68), with a percentage of (%66), and the number of students who answered with “no” was (17), and the percentage was (%16), and those who answered with the word (Somewhat) amounted to (18) respondents, representing (%18) of the total.

Table No. (5): She believes that the Bologna Pathway method is the ideal and appropriate system for modern teaching methods

| THE TOTAL | % | SOMEWHAT | % | NO | % | yes |
|-----------|-----|----------|-----|----|-----|-----|
| 103 | %29 | 30 | %20 | 21 | %51 | 52 |

They succeeded in preparing Table No. (5). Those who answered “yes” were prepared by (52) respondents, with a percentage of (%51), and those who answered with the word “no,” who answered with the word (21) respondents, with a percentage of (%20), and those who answered a long period after their preparation (30 respondents (%29) of colleges.

Table No. (6): Think of the Bologna route in order to need information

| THE TOTAL | % | SOMEWHAT | % | NO | % | yes |
|-----------|-----|----------|-----|----|-----|-----|
| 103 | 25% | 25 | 18% | 19 | 57% | 59 |

Table No. (6) shows that the number of students who answered with the word “yes” reached (59) respondents, at a rate of (57%), and the number of students who answered with the word “no”

reached (19), at a rate of (18%), and the number of students who answered was (18%). In a word, somewhat: 25 respondents, representing 25% of the total.

table No. (7): She believes that the Bologna Process method is useful in modern teaching methods

| THE TOTAL | % | SOMEWHAT | % | NO | % | yes |
|-----------|-----|----------|-----|----|-----|-----|
| 103 | %18 | 18 | %16 | 17 | %66 | 68 |

From Table No. (7), the number of students who answered with the word “yes” was fully reached (68), with a percentage of (66%), and the number of students who answered with the word (17), with a percentage of (16%).

The number of students who answered with the word “for as long as” was (18%) of the total groups

Table No. (8): Relying on the Bologna Way education platform does not lead to students neglecting traditional education.

| THE TOTAL | % | SOMEWHAT | % | NO | % | yes |
|-----------|----|----------|-----|----|-----|-----|
| 103 | 21 | 22 | %14 | 14 | %65 | 67 |

They are from Table No. (8) that the number of students who answered “yes” was recorded by (67) respondents, at a rate of (%65), while those who answered with the word “no” were numbered (14).

Respondents, at a rate of (%14), while the number of those who answered with the word “somewhat” remained (22) respondents, at a rate of (%21) from the total groups.

Table No. (9): We believe it is better to combine the two methods (the Bologna process method) (and the traditional method).

| THE TOTAL | % | SOMEWHAT | % | NO | % | yes |
|-----------|-----|----------|-----|----|-----|-----|
| 103 | %22 | 23 | 30% | 31 | 48% | 49 |

They are from Table No. (9) that the number of students who answered with the word “yes” was (49) respondents, with a percentage of (%48), while the number of students who answered with

the word “no” was (31), with a percentage of (30%), while Kamel prepared Those who answered with the word (somewhat) were (23) and (22%) of the total groups.

Table No. (10): You believe using this method enhances the relationship between the teacher and the student

| THE TOTAL | % | SOMEWHAT | % | NO | % | yes |
|-----------|----|----------|-----|----|-----|-----|
| 103 | 24 | 25 | 17% | 18 | 59% | 60 |

It came from Table No. (10) that the number of students who answered with the word “yes” succeeded in preparing (60) subjects, at a rate of (59%), and the number of students who answered with the word “no” was (18), at a rate of (17%), while preparing Preparedness: The number of students who answered with the word “somewhat” was definitely (25) respondents, with a percentage of (24) among the total groups.

Table No. (11): You can use this method alongside traditional education without intersecting

| THE TOTAL | % | SOMEWHAT | % | NO | % | yes |
|-----------|-----|----------|-----|----|-----|-----|
| 103 | %34 | 35 | %30 | 31 | %36 | 37 |

Table No. (11) showed that the number of students who answered “yes” was (37) respondents, at a rate of (36%), while the number of students who answered “no” was (31), at a rate of (30%).), while the number of students who answered “to some extent” was (to some extent). (35) participants (34%).

Results

The purpose of this research was to measure student opinions on the Bologna Process's implementation using survey data collected from Wasit University's College of Sciences. Details of the data analysis, including tabular presentations of the average, standard deviation, and chi-square tests, are available here.

Summary of Survey Results with Statistical Measures

| No. | Question | Yes (%) | No (%) | Somewhat (%) | Mean | Standard Deviation | Chi-Square | p-value |
|-----|----------|---------|--------|--------------|------|--------------------|------------|---------|
|-----|----------|---------|--------|--------------|------|--------------------|------------|---------|

| No. | Question | Yes (%) | No (%) | Somewhat (%) | Mean | Standard Deviation | Chi-Square | p-value |
|-----|--------------------------------------|---------|--------|--------------|-------|--------------------|------------|----------|
| 1. | Understanding of Bologna Process | 32% | 26% | 42% | 33.33 | 8.08 | 3.81 | 0.15 |
| 2. | Preparation of Students | 13% | 15% | 72% | 33.33 | 33.50 | 65.38 | 6.36e-15 |
| 3. | Infrastructure and Access to Content | 69% | 10% | 21% | 33.33 | 32.15 | 60.19 | 8.49e-14 |
| 4. | Usefulness of Information Provided | 66% | 16% | 18% | 33.33 | 29.16 | 49.53 | 1.75e-11 |
| 5. | Effectiveness of the Bologna Process | 51% | 20% | 29% | 33.33 | 15.95 | 14.82 | 0.0006 |
| 6. | Need for Information | 57% | 18% | 25% | 33.33 | 21.57 | 27.11 | 1.30e-06 |
| 7. | Modern Teaching Methods | 66% | 16% | 18% | 33.33 | 29.16 | 49.53 | 1.75e-11 |
| 8. | Combination with Traditional Methods | 48% | 30% | 22% | 33.33 | 13.32 | 10.33 | 0.0057 |
| 9. | Teacher-Student Relationship | 59% | 17% | 24% | 33.33 | 22.50 | 29.50 | 3.94e-07 |
| 10. | Coexistence with Traditional | 36% | 30% | 34% | 33.33 | 3.06 | 0.54 | 0.76 |

| No. | Question | Yes (%) | No (%) | Somewhat (%) | Mean | Standard Deviation | Chi-Square | p-value |
|-----|-----------|---------|--------|--------------|------|--------------------|------------|---------|
| | Education | | | | | | | |

Detailed Interpretation of Results

Significant Effects:

1. Preparation of Students:

- **Chi-Square:** 65.38
- **p-value:** 6.36e-15

It appears that the Bologna Process has a notable effect on students' levels of preparedness, since the extremely low p-value suggests a substantial difference between the actual and predicted answers. There is clearly room for improvement in the current state of preparation, since the majority of students (72%) only feel fairly prepared. This is in line with the findings of Bruschi & Erlich (2008), who discovered that Italian students had more leeway in designing their own courses of study, but that they encountered difficulties adjusting to the new system.

2. Infrastructure and Access to Content:

- **Chi-Square:** 60.19
- **p-value:** 8.49e-14

Students are significantly impacted by the Bologna Process's infrastructure and content accessibility, as seen by the very low p-value and significant chi-square value. A significant majority of respondents (69%) think the infrastructure is appropriate, but a small percentage (10%) disagree, highlighting the need to rectify inequities.

3. Usefulness of Information Provided:

- **Chi-Square:** 49.53
- **p-value:** 1.75e-11

The Bologna Process information is tremendously helpful to students; a very low p-value indicates a big influence. This indicates that the knowledge has been effectively disseminated, but in order to keep this trend going, constant improvement is key.

4. Effectiveness of the Bologna Process:

- **Chi-Square:** 14.82
- **p-value:** 0.0006

From the looks of things, students think the Bologna Process is good for their education, as the chi-square value is substantial and the p-value is low. Considering that 51% of students find the strategy beneficial is evidence of that. González & Wagenaar (2008): While their research showed that the Bologna Process helped bring educational systems and curricula into harmony, it also revealed how difficult it is to get various schools to provide the same results for students. The outcomes of this study, which emphasize the importance of better student preparation and knowledge, are in line with these difficulties.

5. Need for Information:

- **Chi-Square:** 27.11
- **p-value:** 1.30e-06

The high level of statistical significance suggests that students have a clear need for further information on the Bologna Process. The fact that 57% of students want more knowledge shows that there is a need for the institution to provide additional resources for its students.

6. Modern Teaching Methods:

- **Chi-Square:** 49.53
- **p-value:** 1.75e-11

Since the p-value is small, we may conclude that students think highly of the novel pedagogical approaches taken by the Bologna Process. More innovative approaches to teaching are becoming popular, and pupils seem to be enjoying them (66%). When it comes to Kehm & Teichler (2007) Just as this study's participants had favorable impressions of contemporary pedagogical

practices, their research highlighted the Bologna Process's beneficial effects on globalization and student mobility.

7. Teacher-Student Relationship:

- **Chi-Square:** 29.50
- **p-value:** 3.94e-07

A very small p-value confirms that the Bologna Process has a substantial effect on the dynamic between educators and their pupils. Improving the quality of instruction is possible via fortifying these bonds.

Less Significant Effects:

1. Understanding of Bologna Process:

- **Chi-Square:** 3.81
- **p-value:** 0.15

There is less of an effect, as the p-value suggests that students' knowledge of the Bologna Process is not drastically different from expectations. There has to be a greater emphasis on education to bring this to people's attention.

2. Combination with Traditional Methods:

- **Chi-Square:** 10.33
- **p-value:** 0.0057

There is a statistically significant correlation between the Bologna Process and traditional methods, but other variables are far more important. The tension between traditional and new methods of instruction is palpable. Witte (2006) The dissertation compared several European higher education systems and found that they had different degrees of adaption. Because of these differences, the present study's findings on integrating Bologna with conventional methodologies are contradictory.

3. Coexistence with Traditional Education:

- **Chi-Square:** 0.54
- **p-value:** 0.76

The high p-value suggests that students do not perceive any difference when traditional teaching methods and the Bologna Process coexist. To guarantee a seamless connection of the two systems, more work is necessary, as this demonstrates. Based on the work of Sursock & Smidt (2010) There have been major shifts in European higher education over the past decade, as highlighted in the EUA study, with a focus on strengthened institutional cooperation and quality assurance. The results of this study corroborate these perceptions on the Bologna Process's efficacy and the necessity of further data.

Conclusions:-

1. The majority of respondents (73%) think the Bologna Process's pedagogical approaches are excellent, whereas a minority (14%), hold the opposite opinion.
2. Although some regard the infrastructure as lacking, 69% of people who took the survey do not think it is a big obstacle.
3. Nearly half of those who took the survey think the Bologna Process is a good fit for today's schools.
4. Nearly half of the students(48%) had a preference for a hybrid approach that included both traditional and Bologna Process methodologies.
5. Teachers and students have a better rapport as a result of the process, and educational objectives are further advanced.
6. The statistical measurements provide light on the answers' importance and variability to a greater extent. For example, the results are supported by high chi-square values and low p-values for multiple questions, which show that there are substantial differences between the predicted and actual frequencies.

Suggestions and Recommendations

1. **Bring More Attention to the Matter and Clarify It:**

- With just 32% of students finding it simple to grasp, it is crucial to raise awareness and give thorough information on the Bologna Process. This gap may be filled with the aid of seminars, workshops, and comprehensive manuals.

2. Elevate the Level of Student Readiness:

- Students can benefit from specialized initiatives like mentoring programs, hands-on training sessions, and preparation courses to better comprehend and adapt to the Bologna Process, since just 13% feel prepared.

3. Strengthen the Foundation:

- Improving infrastructure can further improve access to resources and promote the effective implementation of the Bologna Process, even though 69% do not consider insufficient infrastructure as a serious hindrance. It is advised to put money into study aids, learning management systems, and technology.

4. Provide Detailed and Useful Information:

- It is crucial to keep providing information that is precise, easy to understand, and practical, as 66% of people find it valuable. To top it all off, the material can stay useful and current with frequent updates and feedback sessions.

5. Promote Modern Teaching Methods:

- For contemporary pedagogical practices, 66% of people think the Bologna Process is a good thing. To maintain this favorable impression, it is important to promote creative pedagogy, incorporate technology into lessons, and provide ongoing professional development opportunities for teachers.

6. Integrate Bologna and Conventional Approaches:

- A hybrid strategy might be advantageous, since 48% of respondents are in favor of combining conventional and Bologna approaches. To accommodate different learning styles, it is necessary to combine conventional teaching methods with the adaptability and modularity of the Bologna Process.

7. Improve the Bond Between Instructors and Their Students:

○ Since 59% of respondents think the Bologna Process improves connections between teachers and students, it stands to reason that encouraging candid discussion, group projects, and individual comments would only serve to fortify these bonds.

8. Find a Way to Work Together with Conventional Schooling:

○ Given the diverse range of viewpoints on the coexistence of the Bologna Process and conventional education (36% Yes, 30% No, 34% Somewhat), it is crucial to devise a methodical plan for students to profit from as they move between the two approaches.

○ By putting these ideas into action, the College of Sciences at Wasit University can better deal with student issues, make the most of the Bologna Process, and improve education generally.

Interpretation of results

The Bologna method is one of the modern educational methods that many European countries rely on because it is a successful method for delivering information and study materials. Therefore, there is a desire in the Iraqi state to circulate it to all Iraqi universities and work with it, but this idea faces some objections and confrontations in its use. Through this study, it was found that those who encourage and want to use this educational method (32%) of the total study sample, which is a low percentage compared to the rest of the countries that encourage the use of modern educational methods, and that this constitutes an obstacle to scientific progress. Although it can add excellent skills and experience to technical and teaching staff within universities.

The study noted that the reason for the reluctance to use these educational methods is the weakness and decline of the educational structures, which are represented by university buildings, laboratories, and materials used in study, as well as the rest of the other study supplies and needs.

It is better to combine the traditional method with the Bologna method in order for it to be easier and more flexible for students to understand. It is also useful in improving the educational level in most Iraqi universities. Combining the two methods helps reduce the difficulties in using the Bologna method, and we will reap results thereby. Value, in addition to increasing the efficiency of the teaching staff and raising the educational level of students.

References

- Abu Amma, & Abdul, R. (1995). *Applied Statistics* (2nd ed., Vol. 1). King Saud University, College of Science.
- Abu Hashem, & Amin Ali. (2010). *Organic Chemicals*. University, College of Science, Department of Chemistry, Association of Arab Universities.
- Al-Qahtani, & Fahd, G. H. (2015). *The reality of internal administrative control in sports clubs in the southern region of the Kingdom of Saudi Arabia*. Umm Al-Qura University.
- Amer, K. hadal, & Alaa, S. M. (2024). The Impact of Utilizing Digital Tools (Technology) for Achieving Educational Excellence . *Lark Journal*, 16(2), 286–302.
- Bruschi, B., & Erlich, R. (2008). The Impact of the Bologna Process on Italian University Students: Increased Flexibility and Challenges. *European Journal of Education*, 43(ue 3), 399–416.
- González, J., & Wagenaar, R. (2008). *Tuning Educational Structures in Europe: Universities' Contribution to the Bologna Process*. contribution to the Bologna Process.
- Kehm, B. M., & Teichler, U. (2007). Research on Internationalisation in Higher Education. *Journal of Studies in International Education*, 11(ue 3-4), 260–273.
- King, C. (2020). Internationalisation of higher education in a Canadian context: responses to the Bologna Process from Canadian universities. In *The Bologna Process and its Global Strategy* (pp. 57–71). Routledge.
- Klemenčič, M. (2018). European higher education in 2018. In *European Journal of Higher Education* (Vol. 8, Issue 4, pp. 375–377). Taylor & Francis.
- Klemenčič, M. (2019). 20 Years of the Bologna Process in a Global Setting: The external dimension of the Bologna Process revisited. In *European Journal of Higher Education* (Vol. 9, Issue 1, pp. 2–6). Taylor & Francis.
- Klemenčič, M., & Galán Palomares, F. M. (2018). Transnational student associations in the European multi-level governance of higher education policies. *European Educational Research Journal*, 17(3), 365–384. <https://doi.org/10.1177/1474904117736428>

Naeem Al-Aboudi. (2023). The Bologna Process and the development of the higher education system in Iraq. *Alsabaah*.

Sursock, A., & Smidt, H. (2010). *Trends 2010: A Decade of Change in European Higher Education*. European University Association (EUA).

Witte, J. (2006). *Change of Degrees and Degrees of Change: Comparing Adaptations of European Higher Education Systems in the Context of the Bologna Process*.

مجلة لارك للفلسفة واللسانيات والعلوم الاجتماعية