Demand-driven program planning in the context of higher education. A case study of the University of Cologne.

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Agenda

- Introduction/Current state of the art of research
- Educational Governance as a theoretical approach
- The Case of the ProfessionalCenter at the University of Cologne
- Methodological Remarks
- Findings
- Conclusion
State-of-the Art of research in program planning

- Remarkable research activities and remarkable body of research since the last 10-15 years
Models and approaches explaining program planning in adult education (Schemmann/Seitter 2014)

<table>
<thead>
<tr>
<th>Schlutz</th>
<th>Gieseke</th>
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<tr>
<td>Target group and utilization orientation (addressees)</td>
<td>Action of matching knowledge islands (professionals)</td>
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<td>Dollhausen</td>
<td>Cervero/Wilson</td>
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<td>Planning Cultures (organisations)</td>
<td>Planning Table (constellation of power)</td>
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State-of-the Art of research in program planning

- However, there is a need for a model or an approach that allows for analyzing the connection between programs and program planning.
Educational Governance as a theoretical approach

- Educational governance opens up the analysis of program planning action and the program
- Concept of governance originated in political and social sciences
- Based on scepticism regarding hierarchical control of complex social systems
- Governance understood as an analytical framework for studying coordination between social actors
- Educational governance was established in 2007 (Altrichter/Brüsemeister/Wissinger 2007), remarkable body of work developed mostly focusing on school education
Educational Governance as a theoretical approach

- Central principles
  - Multitude of Actors
  - Multilevel system
  - Coordination of action (hierarchy, market, community, networks)
  - Identification of Governance regime as ultimate goal (Altrichter 2015)
  - Analysis of governance regime and performance
Educational Governance as a theoretical approach

- Coordination of action
  - Hierarchy: decision power to be found in superior authority
  - Market: anonymous coordination of action, “invisible hand”, anticipation
  - Community: strong ties, shared beliefs, common cause
  - Network: weak ties, free choice of action, voluntary
Educational Governance as a theoretical approach

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Educational Governance as a theoretical approach

- Governance regime:
  ... understood as dominant patterns of coordination of action in a certain field or realm of action. It makes clear how coordination of action is developed, kept up and transformed in a specific social system by relating actors and structures.

  Governance regimes are selective by focusing on particularly important principles of coordination. They are focused on specific situations and cannot be transferred. And they are able to capture empirical changes.
Educational Governance as a theoretical approach

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  - Coordination of action (hierarchy, market, community, networks)
  - Identification of Governance regime as ultimate goal (Altrichter 2015)
  - Analysis of governance regime and performance (Schimank 2007)
The Case of the ProfessionalCenter

• Founded in 2008 as a project, in 2014 established as a central unit of the University
• Mission: courses to develop study skills and competences for the professional life
• Courses are part of the „general studies“ (12 CP in any BA-programme)
• Programme planning follows a demand-driven logic
Methodical remarks

- Case study: “A case study is an empirical inquiry that investigates a contemporary phenomenon (the ‘case’) in depth and within its real-world context, especially when the boundaries between phenomenon and context may not be clearly evident” (Yin 2003, 13).

- Case of ProfessionalCenter: close to adult education; easy access; But: danger of role confusion

- Quantitative program analysis: descriptive statistics (used to identify key actors)
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<tr>
<th>winter term/summer term</th>
<th>competence trainings</th>
<th>learning and study skills</th>
<th>language courses</th>
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Methodical remarks

- Identification of Governance regime

  Qualitative/ethnographic research methods:
  adaptation of Thick Description by Clifford Geertz covering phenomenon and context

  reduction of material and characterisation of mode of coordination
Findings

institutional environment

University of Cologne

external advisory board

internal advisory board

rektorate

hierarchy

external language school
Chamber of Industry & Commerce Cologne
external partners „Power your Life“
external partners „Service Learning“
external training staff/external practitioners

programm planning ProfessionalCenter

career service
career service
career service
career service
career service

career service

career service

career service

career service

faculty of management, economics & social sciences
faculty of law
faculty of medicine
faculty of arts & humanities
faculty of mathematics & natural sciences
faculty of human sciences

hierarchy & community

community & hierarchy

network

hierarchy & community

hierarchy

hierarchy & community

hierarchy & community

community
Conclusion

- Governance regime of ProfessionalCenter can be characterized as “community with elements of hierarchy”
- Educational Governance approach is useful for analysing program planning and programs
- Further steps: carry out more case studies and compare
- Extension to adult education: analyse e.g. programs and governance regime of a private language school and a VHS

- What impact does the governance regime have on the program?