

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

Carina M. Goffart  
Michael Schemmann  
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 Professional Center 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
- Approaches and models presented by Gieseke (2003), Schlutz (2001), Dollhausen (2009), Cervero/Wilson (2006)



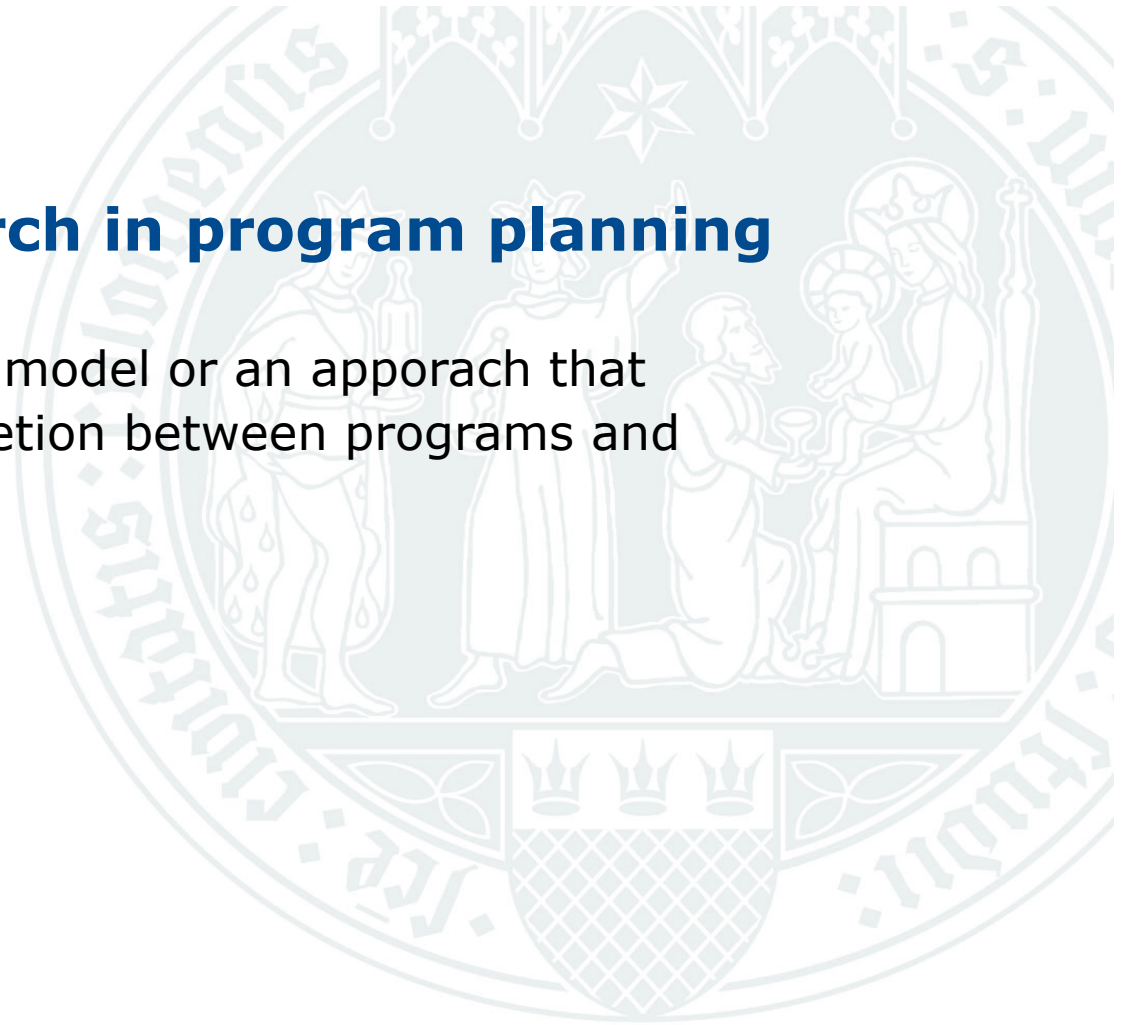
## Models and approaches explaining programm planning in adult education (Schemmann/Seitter 2014)

<u>Schlutz</u> Target group and utilization orientation (addressees)	<u>Gieseke</u> Action of matching knowledge islands (professionals)
<u>Dollhausen</u> Planning Cultures (organisations)	<u>Cervero/Wilson</u> Planning Table (constellation of power)



## 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





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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 can not be transferred. And they are able to capture empirical changes.



# Educational Governance as a theoretical approach

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  - 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)



### number of courses at ProfessionalCenter

winter term/ summer term	cometence trainings	lerarning and study skills	language courses	universitas	sum
<b>wt 2008/2009</b>	undocumented	undocumented	undocumented	undocumented	undocumented
<b>st 2009</b>	25	6	20	8	<b>59</b>
<b>wt 2009/2010</b>	23	7	18	8	<b>56</b>
<b>st 2010</b>	24	5	19	11	<b>59</b>
<b>wt 2010/2011</b>	29	7	20	8	<b>64</b>
<b>st 2011</b>	33	6	19	11	<b>69</b>
<b>wt 2011/2012</b>	25	6	19	9	<b>59</b>
<b>st 2012</b>	23	4	18	8	<b>53</b>
<b>wt 2012/2013</b>	23	6	18	6	<b>53</b>
<b>st 2013</b>	13	3	10	3	<b>29</b>
<b>wt 2013/2014</b>	22	7	10	8	<b>47</b>
<b>st 2014</b>	27	9	10	6	<b>52</b>
<b>wt 2014/2015</b>	32	12	15	10	<b>69</b>
<b>st 2015</b>	30	12	14	9	<b>65</b>
<b>wt 2015/2016</b>	34	12	being planned	12	<b>58</b>
<b>sum</b>	<b>363</b>	<b>102</b>	<b>210</b>	<b>117</b>	<b>792</b>



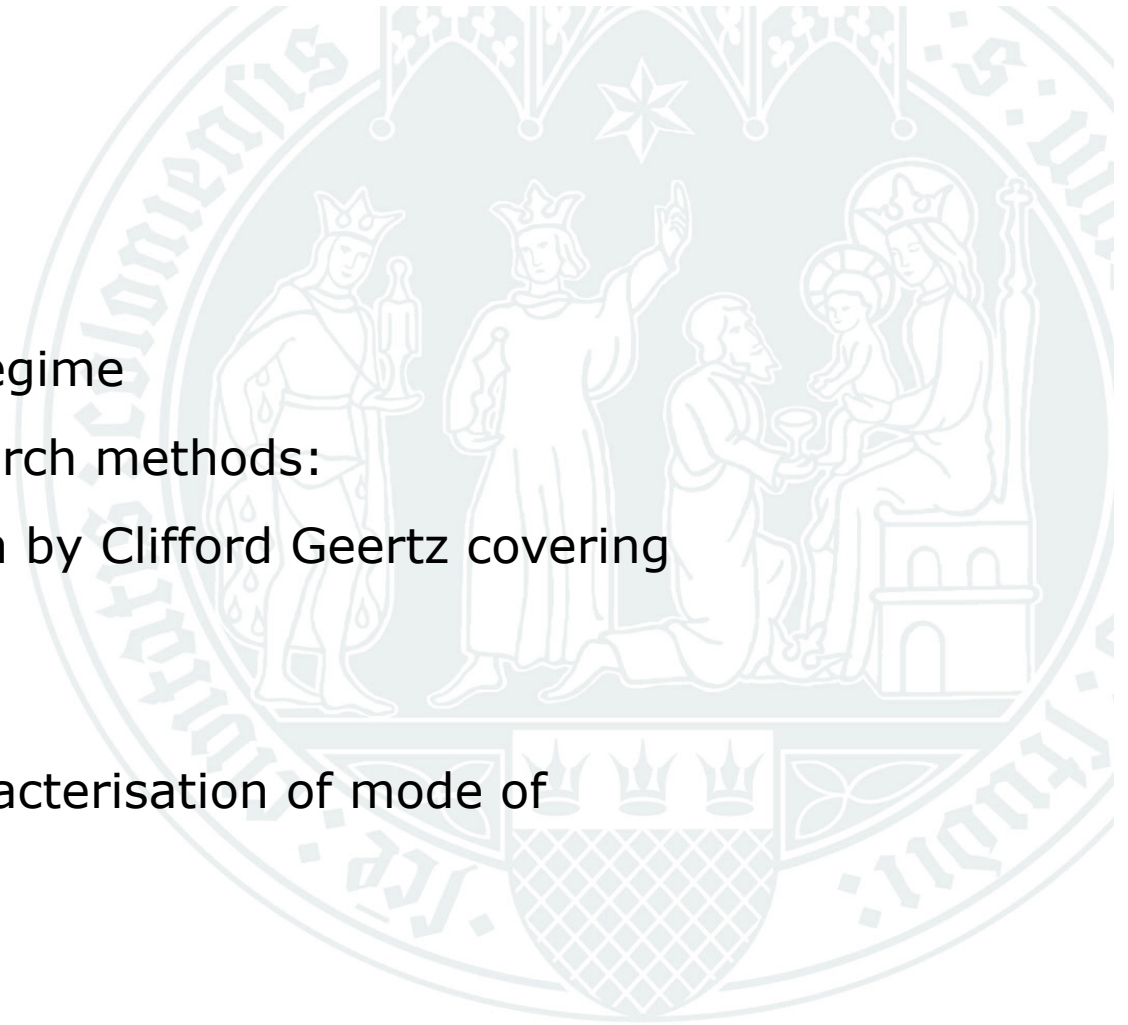
## Methodical remarks

- Identification of Governance regime

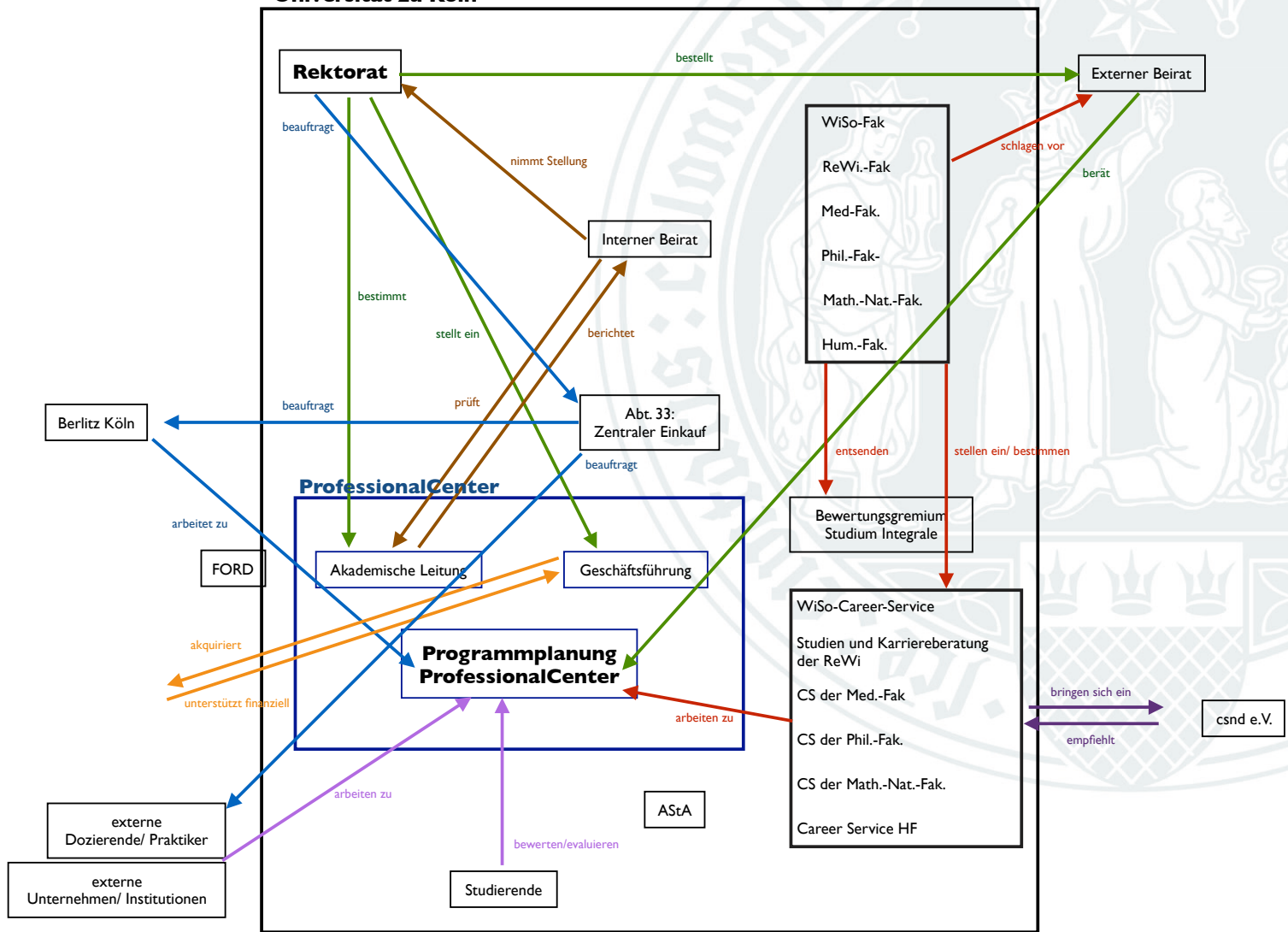
Qualitative/ethnographic research methods:

adaptation of Thick Description by Clifford Geertz covering  
phenomenon and context

reduction of material and characterisation of mode of  
coordination

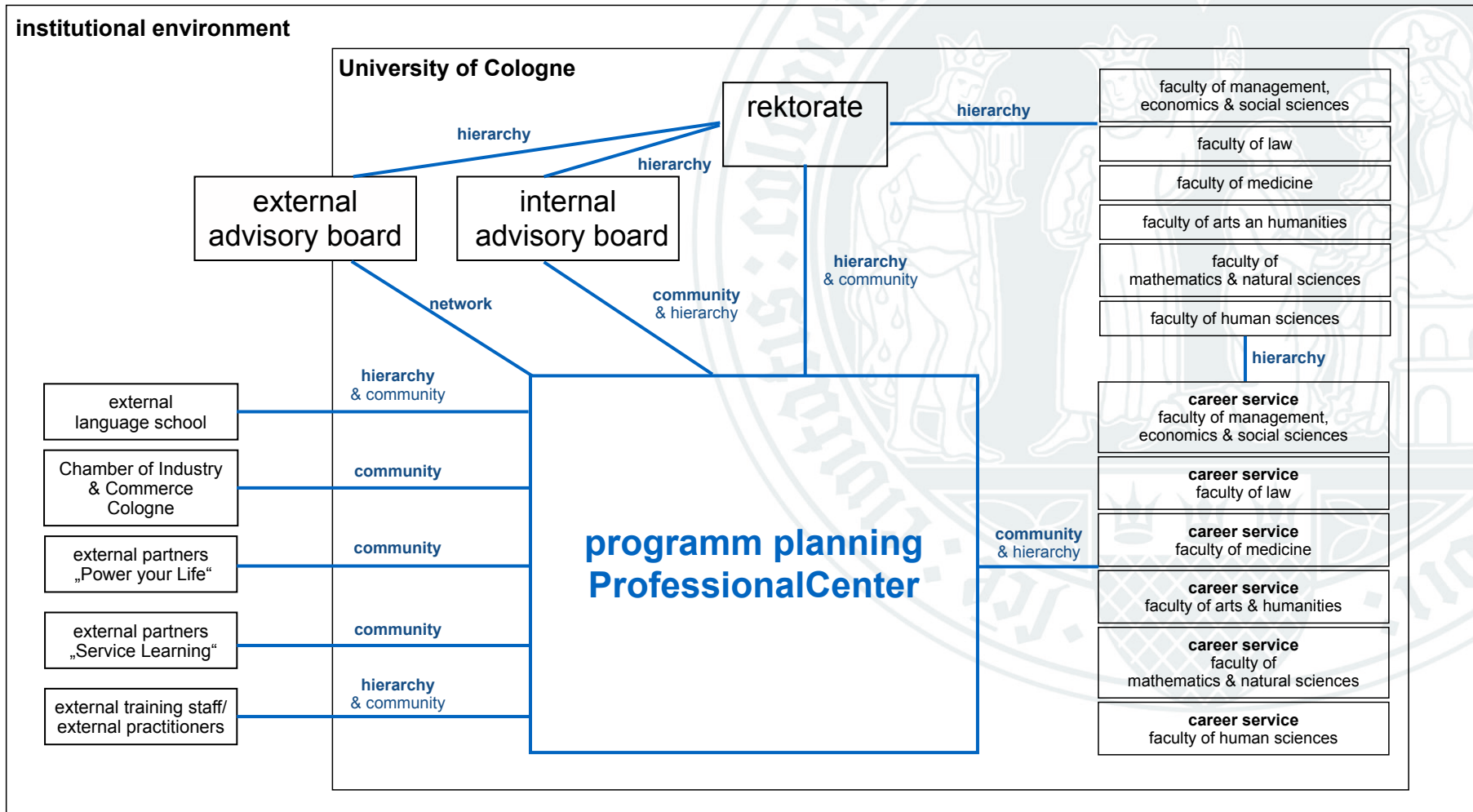


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# Findings



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

