Call for the special issue
Development of study programmes

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Main emphasis of the special issue

In recent times a lively discussion about the development of study programmes can be observed. The Bologna process represents a starting point that led to a comprehensive structure reform in Higher Education, which among other things is reflected in an outcome-orientation, the introduction of Bachelor's and Master's programmes and their modularization. Nevertheless, the Bologna process rather represented an educational policy reform concerning the reconstruction of study programmes. Currently, a discourse is taking place which can be described with the term 'after Bologna': The focus of attention is on the coherent design of study programmes and the module development to adequately support the learning processes of students (cf. EULER, 2012; GERHOLZ & SLOANE, 2013). The emphasis is placed on the instructional design and teaching methodology and how this is coherently anchored in study programmes. This also refers to questions concerning main objectives of Higher Education. The objectives in the study process support scientifically based skills. The students will be enabled to identify problems and to apply scientific techniques and methods in order to cope with these problems (cf. EULER, 2005; GERHOLZ & SLOANE, 2011). To implement an educational design with this in mind, instructional clarifications on the individual study programmes must be made and also be realized in the corresponding faculties. The primary goal is to achieve a coherent process of competence development of students accompanied by the professionalization of the responsible lecturers. The implementation of such coherent instructional concepts also leads to organizational changes. The development of study programmes thus is accompanied by organizational and personnel development. While doing so it has to be more precisely analysed which factors of the organizational development of the study programmes shall be considered and how these structures of organization are congruent to the educational intentions in a certain study programme. Consequently, it is also important to look at the theory of the organizational modelling of study programmes.

The outlined observations of the development of study programmes represent the starting point of this special issue. The focus is on the interaction of an instructional and organizational design of study programmes and their modules as the main unities of study programmes. The special issue is about a theory-based structuring of the field of the development of study programmes. Four priorities for the development of study programmes are offered. The respective questions in the main emphasis shall demonstrate possibilities of submissions.

Priority 1: Coherent design of learning processes in study programmes

The precondition of educational profiles of study programmes is to have an effect on the entire study programme. It can be observed that educational profiles of study programmes rather represent objectives without always fulfilling this necessary precondition. Instead, instructional concepts are put into practice on the module level, without having extensive effects on the whole study programme. It has to be focussed on describing which conditions of implementation exist for a coherent design of study programmes. Exemplary questions are: How are modern learning concepts in study programmes organized and how can these be converted to an extensive concept for all modules within a study programme? How do study behaviour of the students and the educational profile of a study programme correspond to each other? Which instructional concepts exist that accompany the study process? How should the modules be sequenced within a study programme according to the process of competence development?

Priority 2: Organizational design of the development of study programmes

The instructional design of study programmes has to be looked upon in connection with the organization of the study programme itself. A coherent design of study programmes also means to establish appropriate organizational mechanisms. Exemplary questions are: Which concepts exist for the organization and the further development of study programmes? How can an educational profile in a study programme be worked out among the university lecturers? How can processes of change be described and designed on the level of study programmes and what could be helpful concepts of reference (e.g. management or sociological models)? Which organizational design options of modules in study programmes do exist? Which persons and structures are to be considered when developing educational processes? How can controlling instruments with instructional indicators be designed and implemented?

Priority 3: Quality management in study programmes

The development of study programmes is accompanied by the issue of quality development and assurance. It involves the description of objectives in a study programme, their specification and implementation at module level and their outgoing effects. Apart from the perspective of the students, the professionalization of the university lecturers also has an influential role. Exemplary questions are: How can the quality of a study programme be identified and clarified? How should evaluation instruments on module and study programme level be designed? Which concepts exist for the professionalization of university lecturers at study programme level? What significance does the number and type of assessments/exams have for the development of quality?

Priority 4: Design of transitions in and from study programmes

Through the introduction of Bachelor- and Master degrees and the support of the mobility of students the question of the design of transitions arises. This is connected to the instructional design of the starting period of study, the periods of specialization in a study programme and also to the final period of study. Exemplary questions are: How can the challenges of the transitions be described? What concepts and experiences are available for the design? How can the introductory and final periods of study programmes be designed? How can the transition of Bachelor to Master be designed?

Authors are invited to submit contributions to the identified priorities. The submissions should be empirical or on a theoretical, conceptual basis. The call for papers is to be understood as cross-disciplinary. We encourage authors from all disciplines to submit conceptual and empirical submissions preferably in English language.

References

Euler, D. (2012). *Hochschulentwicklung – eine (neue) Herausforderung für die Wirtschaftspädagogik?* Keynote at the Sektionstagung Berufs- und Wirtschaftspädagogik / DGfE, 25 September 2012.

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Information for submission

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Scientific contributions: Scientific contributions within and outside the focal topics, should comply with the following criteria: The contribution...

- presents innovative perspectives, arguments, problem analyses, etc. on the focal topic; if the contribution does not pertain to the focal topic, it should cover a core issue of higher education development;
- focuses on intrinsic aspects of the focal topic and/or the self-chosen subject area;
- is theoretically underpinned. i.e. it offers a clear connection to the scientific discourse of the topic under discussion;
- it should, at the very least, partially provide scientific insights with added value;
- clarifies the methodology of the acquisition of knowledge;
- follows the relevant rules of citation consistently (e.g. APA);
- comprises 12 ± 2 pages (up to 2400 characters)

Workshop reports refer to the instructional presentation of practical experience, good practices, design concepts, pilot projects, etc. Workshop reports should comply with the following criteria:

- Innovative perspectives, arguments, problem analyses, etc.;
- Potential to transfer to other practice areas;
- Identification of generalizable aspects and factors in the sense of theory building;
- Systematization and transparency of the representation (e.g. no unintelligible references to specifics and details in a practical field);
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Submission

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http://www.zfhe.at/userupload/ZFHE_9-2_TEMPLATE.docx

Review
Each contribution will be subjected to double blind review by independent reviewers with academic experience in the topic of the contribution. In case of differing reviews, the editors of the issue at stake decide on the acceptance of the paper.

Questions?
For questions regarding the topic of this issue, please contact the guest editor, Karl-Heinz Gerholz (Gerholz@wiwi.upb.de). For technical and organizational questions, please contact Michael Raunig (office@zfhe.at).

Time schedule
- 8 November, 2013 – Deadline for submitting full papers
- 17 January, 2014 – Notification/Review
- 14 February, 2014 – Deadline for revisions
- 21 March, 2014 – Publication

We are looking forward to your contribution!

The editors
Karl-Heinz Gerholz (University of Paderborn), **Dieter Euler** (University of St. Gallen), **Peter F. E. Sloane** (University of Paderborn)