



# Study Program Development – Building a Bridge between Tradition and Innovation – An Unusual Approach

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# Breakout Session - Learning Outcomes

At the end of our session you

- will have experienced an interactive format as an element in a study program development process.
- will have experienced a method for building a bridge between traditional and innovative forces.

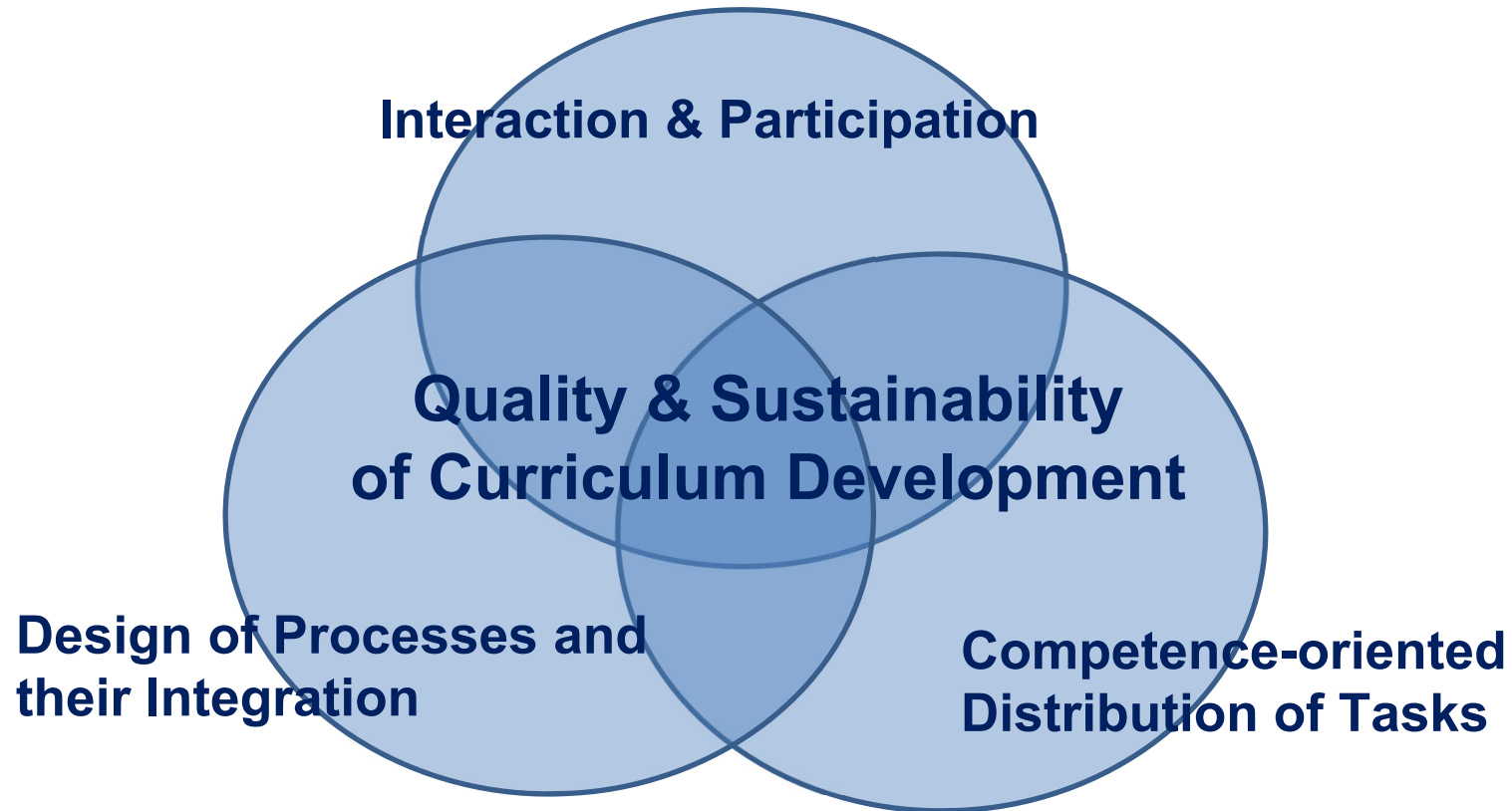


# Breakout Session - Agenda

- Idea and Aim of the „Bridge Building Approach“
- Working Phase I
- Working Phase II
- Closing



# Cooperative Action in Study Program Development



Fritsch, A. & Lippold, S. (2019) :Hochschuldidaktik, Curriculumentwicklung, Studiengangsdesign. Form Follows Function - Ein Werkstattbericht. In *Hochschuldidaktik erforscht Qualität: Profilbildung und Wertefragen*. Berlin, pp. 129

# „Bridge Building“ – Our „Unusal“ Approach

The right time to use

- ✓ at least 2 different concepts from two or more opposing parties
- ✓ Tradition  $\Leftrightarrow$  Innovation
- ✓ Practice  $\Leftrightarrow$  Theory
- ✓ ...



# Bridge Building: Short outline of the process

*Based on the classic model of benefit analysis*

1. Identify the decision-making problem
2. Agreement on communication rules
3. Collect and discuss about 10-20 decision-making criteria
4. Determine the weight of each of the decision-making criteria
5. Define the grading scale for the evaluation of the decision-making criteria
6. “Sell” the study program concept to the other party in the form of a pitch
7. Discuss and evaluate the study program concepts on the basis of the decision-making criteria
8. Calculate the score
9. Decide on the resulting score, which study program concept is to be implemented or whether a mixed model is a suitable option



# Decision-Making Criteria: How to devise

- ✓ Should be agreed upon before discussing the opposing concepts
- ✓ Should be related to the learning objectives/outcomes of the study program
- ✓ Should be measurable, relevant and reproducible
- ✓ Involve your Learning & Teaching Center or the Educational Developers at your university in the discussion
- ✓ Use relevant documents such as „Ten principles of Learning & Teaching“, guidelines of your university/country for learning & teaching etc.



# Conversation Guidelines Workshop Phase I/II

- ✓ Appoint a person in your group who makes sure that all arguments are given and who gives structure to your discussion.
- ✓ Listen carefully to the other side and try to understand their perspective.
- ✓ Ask everything you want to know. Be curious!
- ✓ Make clear that you are interested in a productive result – even if it is just a compromise.
- ✓ Prepare a first draft of your joint concept.





# Decision-Making Criteria: A mere Suggestion for the Simulation

Criteria	Weight (100 %)	Grading Scale (1-6)		Result	
		Concept Traditional	Concept Innovative	Concept T	Concept I
Variety of teaching formats	20				
Variety of assessment methods	20				
Elective options for students	20				
Promotion of Active Learning	30				
Integration of QM information and data into the development	10				
overall result					



**Thank you for your attention!**

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BOCHUM

**RUB**

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## Study program development – Building a bridge between tradition and innovation - An unusual approach

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Study program development or the redesign of already existing programs are one of the most challenging processes at universities since all faculty is involved. Whereas innovative forces want to pick up new trends (e.g. digitalisation or other new teaching concepts) more conservative forces emphasises on values and refer to existing experience with current concepts. Both positions are important and contextually right. The workshops aims to build a bridge between these two forces.

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### Conversation Guidelines for the Breakout Session

- Appoint a person in your group who makes sure that all arguments are given and who gives structure to your discussion.
- Listen carefully to the other side and try to understand their perspective.
- Ask everything you want to know. Be curious!
- Make clear that you are interested in a productive result – even if it is just a compromise.
- Prepare a first draft of your joint concept.

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### Benefit Analysis: A Short General Definition<sup>1</sup>

<b>What:</b>	A tool for complex decisions
<b>How:</b>	Breaking down complex overall problems into sub-problems and evaluating the possible solutions using criteria
<b>Why:</b>	De-emotionalization Criteria-driven decision-making
<b>When:</b>	Aspects are too diverse in nature No clear ranking of aspects possible More/many people with opinions and previous experience Decisions based on experience not possible Decisions should be transparent for decision-making bodies

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<sup>1</sup> cf Kühnapfel, Jörg B.: Nutzwertanalysen in Marketing und Vertrieb, 2nd edition, Springer Gabler 2019

## Benefit analysis in general: Short outline of the process<sup>2</sup>

1. Identify the decision-making problem
2. Collect about 10-20 decision-making criteria
3. Determine the weight of the decision-making criteria
4. Define the evaluation grading scale
5. Evaluate the concepts on the basis of the decision-making criteria
6. Calculate and evaluate the result
7. Decide on this score, which concept is to be implemented

## Benefit analysis: Calculation

Criteria	Grading Scale (1-6)	Weight (100 %)	Result <u>Grading Scale x Weight</u> 100
overall result			

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## Decision-making Criteria: General Remarks

- ✓ Should be agreed upon before discussing the opposing concepts
- ✓ Should be related to the learning objectives/outcomes of the study program
- ✓ Should be measurable, relevant and reproducible
- ✓ Involve your Learning & Teaching Center or the Educational Developers at your university in the discussion
- ✓ Use relevant documents such as „Ten principles of Learning & Teaching“, guidelines of your university/country for learning & teaching etc.

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<sup>2</sup> cf Kühnapfel, Jörg B.: Nutzwertanalysen in Marketing und Vertrieb, 2nd edition, Springer Gabler 2019

Dummy Example for Workshop Phase II

<b>Titel of study program:</b> Master of Higher Education Management					Traditional		
<b>ECTS:</b> 60		<b>Degree:</b> Master of Arts					
<p><b>Overall Learning Objective</b></p> <p>The study program aims to familiarize experienced / aspiring managers with the special features of the complex management tasks in the higher education and science sectors. It enables them to take up a corresponding position in higher service. With a view to these needs, graduates of the program are able to use modern business methods and concepts related to higher education institutions. They are also able to develop new methods and concepts based on the current theoretical state of the art.</p> <p>The program has an interdisciplinary profile through the integration of economical, legal, psychological and social science content.</p>							
<b>Teaching format:</b> <i>[number of formats in study program]</i>	<b>Lectures</b> 6 lectures	<b>Small groups (e.g. seminars, PBL-groups...):</b> 2 seminars Scientific writing, Cases in Higher Ed. Management		<b>Blended Learning</b>	<b>Online learning</b> Web based training on negotiating, MOOC "Knowledge Management"	<b>Student projects</b>	
<b>Examination format</b> <i>[number of all exams]</i>	<b>Written exam</b> 6	<b>Seminar paper</b> 1	<b>Project report</b>	<b>Portfolio</b>	<b>Digital product (e.g. podcast, blog, video clip)</b>	<b>Presentation</b> 2	<b>Case study</b> 1
<b>Ratio: mandatory/elective courses</b>	3:1						
<b>Special features:</b>	none				<b>QM data used for evaluation</b>	yes	

Dummy Example for Workshop Phase II

<b>Titel of study program:</b> Master of Higher Education Management					Innovative		
<b>ECTS:</b> 60		<b>Degree:</b> Master of Arts					
<p><b>Overall Learning Objective</b></p> <p>The study program aims to familiarize experienced / aspiring managers with the special features of the complex management tasks in the higher education and science sectors. It enables them to take up a corresponding position in higher service. With a view to these needs, graduates of the program are able to use modern business methods and concepts related to higher education institutions. They are also able to develop new methods and concepts based on the current theoretical state of the art.</p> <p>The program has an interdisciplinary profile through the integration of economical, legal, psychological and social science content.</p>							
<b>Teaching format:</b> <i>[number of formats in study program]</i>	<b>Lectures</b> 3 lectures	<b>Small groups (e.g. seminars, PBL-groups...):</b> 2-4 sprints / deep dives into theory demanded by student project	<b>Blended Learning</b>	<b>Online learning</b> 1 MOOC “Knowledge Management”	<b>Student projects</b> 1 joint project with HEI		
<b>Examination format</b> <i>[number of all exams]</i>	<b>Written exam</b> 3	<b>Seminar paper</b> 1	<b>Project report</b> 1	<b>Portfolio</b> 1	<b>Digital product (e.g. podcast, blog, video clip)</b> 1	<b>Presentation</b> 2	<b>Case study</b>
<b>Ratio: mandatory/elective courses</b>	3:1						
<b>Special features:</b>	Internship			<b>QM data used for evaluation</b>	yes		