## Tuesday, 11 September – Parallel sessions 4 (14:00 – 15:30)

**Session 4A: Student learning**

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**C. Vogel**

*The Educational Shift – from institutionalized education to Independent Learning Environments in Higher Education*

Practically most of the German higher education institutions are usually still focusing on "traditional students", who are financially secure, A-Level achievers and enroll themselves full time (Leichsenring et al 2010, p. 5). The societal reality, however, demands a considerably differentiated higher educational system which adapts itself program-wise as well as organizationally with respect to non-traditional target groups. Even though the research on higher education stresses these developments as a major challenge for HEIs in Germany, the quota of non-traditional students remains static at less than 1 % in relation to the overall amount of enrolled students (cp. Teichler/ Wolter 2004, p. 69).

For these reasons, innovative strategies are needed in order to design study programs that meet the societal demands regarding lifelong learning and heterogeneous target groups. With this goal in mind, research results and practical experiences suggest three action strategies which need to be implemented, namely (1) a change in the learning culture (from teaching to learning), (2) a shift towards competency orientation (from content based to competency-based curricula) and (3) an involvement in broader network structures (from institutions to educational networks). The aim of this paper presentation is to examine the theoretical background of these action strategies, to illustrate corresponding empirical findings as well as good practices. Therefore the following research questions will be addressed:

1. How and with which methods can competencies be displayed in study program specific competency profiles?
2. Which methods are both practical and sufficient for the recognition of prior learning?
3. What kind of and in which way do forms of hybrid or new blended learning formats support independent, competency-based learning?
4. What are adequate didactic arrangements that take the already developed competencies of the learners into account and incite self-directed competency development?
5. How does the strategic development of regional (education) networks promote the permeability of educational systems?

**J. M. Case**

*A critical realist perspective on student learning in higher education*

> Student learning is conceptualised here using the social realist theory of Margaret Archer located within the broader paradigm of critical realism. The study analyses student narratives as they moved through a chemical engineering undergraduate programme. Curriculum and pedagogy manifest as the structural and cultural constraints for student learning and work both to constrain and enable student learning.

**I. Steinhardt**

*Qualitative Evaluation Research of Teaching and Learning – Responding to Diversity in Higher Education*

> The Bologna-Process has made quality assurance of teaching and learning a new priority in German higher education. At the Goethe-University Frankfurt (Germany) a formative evaluation of study programs using both qualitative instruments (focus groups, expert talks, discussions) and quantitative information (e.g. graduation and attrition rates and general performance figures) was implemented to portray the diversity of the student body in an adequate way. Through the participative nature of the formative evaluation all stakeholders have a strong identification with the process and with the results.

## Session 4B: Research

**S. B. Sousa, A. M. Magalhães**

*The case of the 'European Charter of Researchers' and the 'Code of Conduct for the Recruitment of Researchers': a research career?*

> We will approach, in the first part of the paper, the construction of the European Research Area (ERA) in a knowledge society/economy, focusing on the emergence of the 'European Charter of Researchers' and the 'Code of Conduct for the Recruitment of Researchers. This emergence will be discussed in the light of the debate of Mode-1 and Mode-2 typology (Gibbons, 2000; Gibbons et al., 1994; Nowotny, Scott, & Gibbons, 2004), academic and post-academic science (Ziman, 1994, 2000) and the triple helix concept (Leydesdorff & Etzkowitz, 1998).

> In a second part, we will focus on the Portuguese case. We will do documental analysis, focusing on the mission and strategy of associate laboratories and analyse data from the portal ERA careers (www.eracareers.pt) regarding the recruitment of researchers.

We will conclude about the characteristics of research careers as they are being framed by the Charter and the Code. Our argument is that, although a research career is traditionally linked to academic careers and to the university, we are witnessing European policies intending to impact on the construction of autonomous and sustainable research careers. This has not have been, so far, translated into national recruitment procedures and in the *ethos* of associate laboratories, universities, research centres, industry and polytechnics in Portugal.

**N. Huber, J. Neufeld, A. Wegner**

*What impacts the Publication Performance of "excellent" Postdoctoral Researchers? First Results from the Evaluation of the ERC "Starting Grants" Program*

In our CHER conference presentation we aim to deliver insights into an ongoing evaluation study of the "Starting Grants" program (StG), supported by the European Research Council (ERC). Thereby we will pay most of our attention to the following aspects:

1) Based on studies on similar funding schemes for young scientists we assume that the selectivity of the StG program mainly attracts postdoctoral researchers with a certain level of output and that the selectivity of the program coincides with a high level of self- or "pre-selection" amongst potential StG applicants. Furthermore, due to the ERC's low success rate caused by a capped budget we expect to find numerous young researchers with an outstanding track record even within the group of rejected applicants.

2) Next we will focus on the question which factors impact the (past) publication performance and whether influences of different variables on the past performance can be observed in terms of e.g. gender, age, working conditions, position, reputation of the host institution, family situation and the institutional setting in the period before applying for the StG. Accordingly, we aim to identify variables that are less related to the „ability" of the researchers or hardly influenceable by them, but which may affect the publication performance of these researcher.

**G. Krücken**

*Exploration and Exploitation in Higher Education Research: Some Conceptual Ideas*

In this presentation I will combine two basic conceptual insights from organizational studies and the sociology of science and discuss how these insights can be used to track core themes, existing research gaps and future perspectives in the field of higher education research. I will focus on conceptual and methodological issues and present concrete research propositions, which should allow for a continuous reflexive monitoring of our field.

**P. Zgaga, J. Komljenovič, M. Klemenčič, K. Miklavič**

*Presentation 1: Exploring higher education reforms in Western Balkans*

Author: P. Zgaga, Centre for Educational Policy Studies, University of Ljubljana

The paper seeks to address the higher education reforms in 8 countries of the Western Balkans (Albania, Bosnia and Herzegovina, Croatia, Kosovo, Macedonia, Montenegro, Serbia, including Slovenia) in a perspective of the last two decades. The guiding question is what the main characteristics of higher education reforms in these countries were since 1990s until present and how they relate to the international policy processes and developments.

*Presentation 2: Higher education reforms in Western Balkans – exploring institutional differentiation*

Author: Dr. Manja Klemenčič, Centre for Educational Policy Studies, University of Ljubljana

The overarching aim of the paper is to explore institutional diversity and diversification in the context of higher education reforms in Western Balkans. The guiding questions for the investigation are: a) to understand and compare the key developments in this area across national policies and institutional strategies in 8 countries, and b) to examine their logic within historical perspective, and in the context of international policy processes.

*Presentation 3: Higher education reforms in Western Balkans – exploring roles of universities and their autonomy*

Author: Janja Komljenovič, Centre for Educational Policy Studies, University of Ljubljana

The aim of the paper is to investigate the understandings of roles of universities and their autonomy in the context of higher education reforms in Western Balkans region. The guiding questions for the investigation are: a) to understand and compare the key ideas in this area across national policies in 8 countries, and b) to demonstrate the compatibility or mismatch between the regional ideas and the ones identified in the international policy processes.

*Presentation 4: Higher education reforms in Western Balkans – Discursive meaning of higher education and its position in society*

Author: Klemen Miklavič, Centre for Educational Policy Studies, University of Ljubljana

The paper focuses on the role and meaning of higher education in the selected countries of Western Balkans. Some concepts and discursive topics such as access and equity are highlighted in order to present the discursive meaning attributed to higher education and the prevailing political rationales and imaginaries accompanying it. Particular attention is dedicated to the specifics of the region, characterised by reconstruction of the post-conflict societies.

## Session 4D: Research careers

### V. Meschitti, A. Carassa

*Participation as a form of socialization. How a research team can support PhD students in their academic path*

The education of doctoral students is rarely studied as it unfolds in real settings of everyday academic life. This contribution is based on an ethnography that aims to understand how PhD students' socialization is accomplished in the daily life of a specific academic research team and which practices can be particularly relevant for supporting this process. Situated learning theory (Lave and Wenger 1989) and the concept of PhD students' socialization by Golde (1998) serve as theoretical background. Findings underline the importance of the type of team leadership, of the role of peers, and of full and active participation to the life of the team.

### M. Kaulisch

*Determinants of the time duration of doctoral candidacies in Germany*

A target of a three to four year full-time time duration of doctoral education is a widely accepted policy goal. An analysis of time duration in doctoral education was done with data from doctorate holders that earned their doctorate in the 1980s and 1990s (Bornmann and Enders 2002). In this paper, I will replicate the analysis with data from an ongoing longitudinal panel survey conducted by the Institute for Research Information and Quality Assurance (iFQ) in Germany including a later cohort of doctoral candidates and doctorate holders because in the last decade a system-shifting reform of doctoral education was carried out. In my paper I address the following questions:

- Which effect do reforms of doctoral education in Germany have on its time duration?
- Is interruption of the candidacy still the leading determinant of the time duration?
- How does shifting funding sources relate to candidates' time to earn the doctorate?

**E. Primeri, E. Reale**

*Early careers researchers training: the construction and maintenance of academic prestige in changing environments*

The paper, developed in the frame of the PRESTENCE project , focuses on the concepts of prestige, reputation and excellence of academic institutions and tries to discuss how, whether and to what extent they shape PhDs and early career researchers training and selection practices. Empirical data are based on interviews carried out at La Sapienza University in Departments of two different scientific fields. The case studies highlight that prestige and reputation similarly shape the way PhD and early career researchers' are selected and trained, whereas attention to excellence and rankings produces different results in the two disciplines.