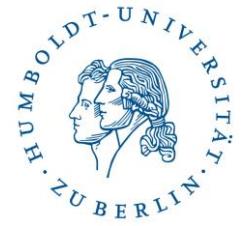


# **Models of Program Planning in Different Countries**

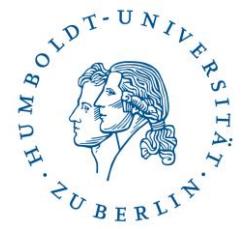
A. von Hippel & B. Käplinger

September 28th, 2015  
Hannover

# Overview



- Models: Relevance and demands
- Richness on programme planning models:  
Grouped into two schools of thought?
- Comparing two models: Caffarella and Gieseke
- Discussion points



# Models: Relevance and demands

## A model should:

1. Enhance the **understanding** of the described and analyzed systems or actions
2. **Reduce complexity** and focus on central issues.  
Connections or even dependencies should become visible
3. **Inform and support actions** (research or practice)  
according the model: a system for future reference and provide a means for further collaboration

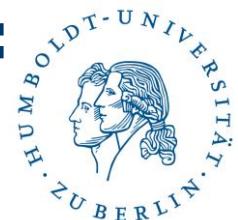
Different Models contain with different shares analytical, descriptive, prescriptive or normative elements

# Models: Relevance and demands

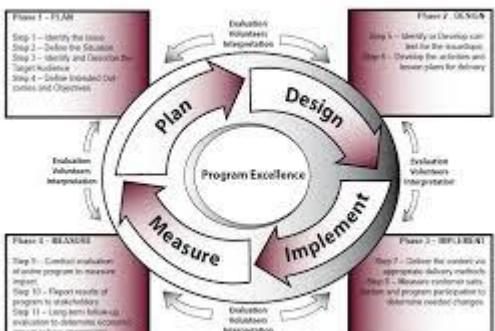
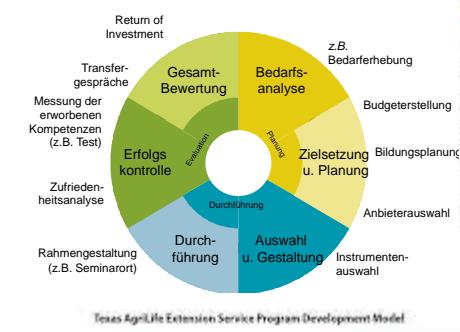


„Cognitive map“ made by a program planner within an enterprise  
describing vocational training within an enterprise  
(Source: Pawlowsky/Bäumer 1996, p. 67)

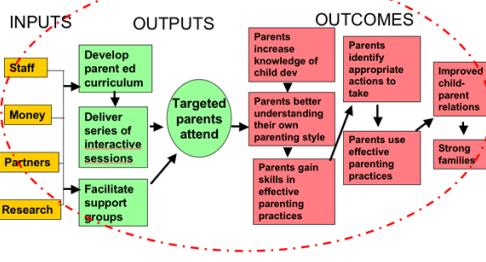
# Richness on programme planning models: Grouped into two schools of thought?



## School of linear or cyclic models

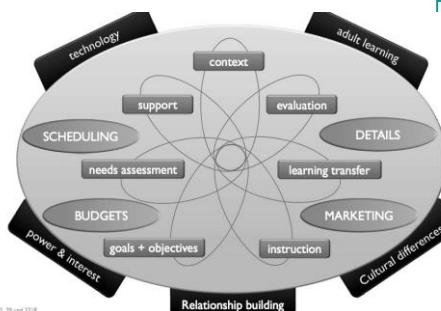


**SITUATION:** During a county needs assessment, majority of parents reported that they were having difficulty parenting and felt stressed as a result.



SOURCE: University of Wisconsin – Extension, Program Development and Evaluation

## School of interactive, relational or adjusting models



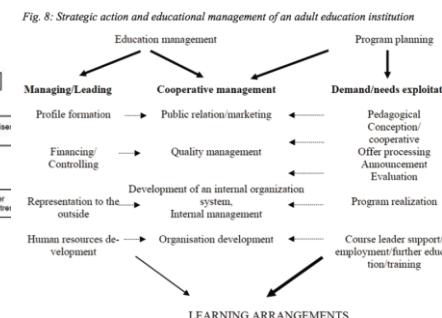
Relations Among legitimate interests	Type of Power Relations	
	Symmetrical	Asymmetrical
consensual	Cell 1 Individual Limits	Cell 2 Social Differentiation
Strategy: Satisfice		
conflictual	Cell 3 Pluralist Conflict	Cell 4 Structural Legitimation
Strategy: Bargain		
	Strategy: Counteract	

Note: This figure has been adapted from two tables in Forester (1989), pp. 34 and 53.

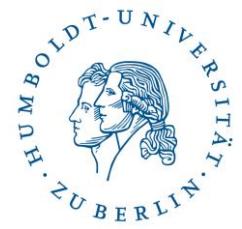
Fig. 11: Linkage of knowledge islands in program planning



Source: Gieseke 2000, p. 330, revised. 2006

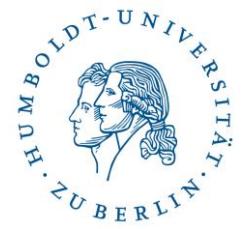


Source: Gieseke 2000, p. 335 and Gieseke 2003, p. 194



# Technical-rational and political models of programme planning as two conceptual frameworks

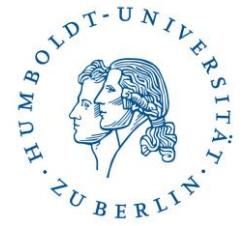
- Models contain often normative prescriptions, few empirically based
- Two conceptual frameworks of interpreting programme planning (vgl. McLean 2000; Sork 2005; Cervero/Wilson 1994)
  - One analyzes how programmes are developed and delivered
  - The other analyzes why the programmes had been developed like this (interactive, critical, political; from adult educational literature)



# **“Conventional” and “technical-rational” tradition**

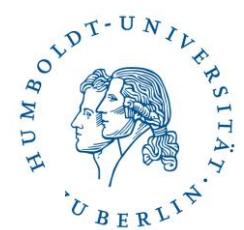
- One analyzes how programmes are developed and delivered
  - linear/cyclic
  - “conventional” oder “technical-rational tradition”
  - Dominant in North America, also in Germany due to the focus on management in adult education instead of planning
  - some also derived from management literature
  - Program planner as „problem solvers applying these principles in practice” (ebd.).
  - Power and politics are seen as disruptions to “good program planning”
  - Analysis of context is seen as one step in program planning

# Interactive and adjusting models

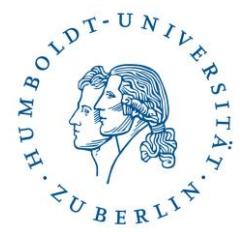


- The other analyzes why the programmes had been developed like this (interactive, critical, political; from adult educational literature)
  - Including critically social and organisational contexts
  - Negotiating power and interests
  - Focus on the „construction“ of programmes and influences on planning
  - „program planers negotiate multiple interests in contexts of differing power relations and enabling and constraining factors.“ (Umble 2001)
  - Program planning happens in a „multi-influence, constantly changing environment.“ (Sandmann 1993, p. 21)

# Educational Controlling ("Bildungscontrolling"): The technical-cyclical approach reloaded?



# Challenging technical rationality: Negotiating power and interests



„adult educators negotiate interests in organizational contexts structured by power relations.“ „competing organizational interests are translated into educational programs.“ (Mills et al. 1995, p. 4)

## *The Political Boundedness of Nurturing a Substantively Democratic Planning Process*

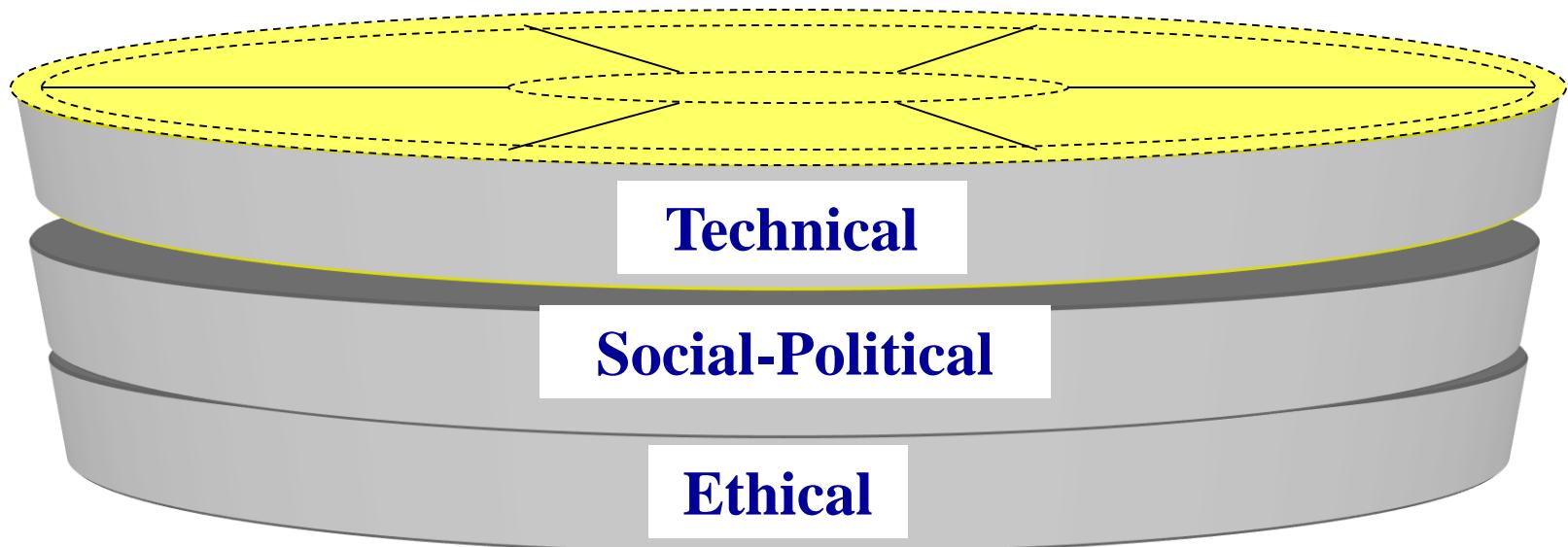
Relations Among Legitimate Interests	Type of Power Relations	
	Symmetrical	Asymmetrical
Consensual	Cell 1 Individual Limits ----- Strategy: Satisfice	Cell 2 Social Differentiation ----- Strategy: Network
Conflictual	Cell 3 Pluralist Conflict ----- Strategy: Bargain	Cell 4 Structural Legitimation ----- Strategy: Counteract

Note: This figure has been adapted from two tables in Forester (1989), pp. 34 and 53.

(Cervero/Wilson 1994, p. 261)

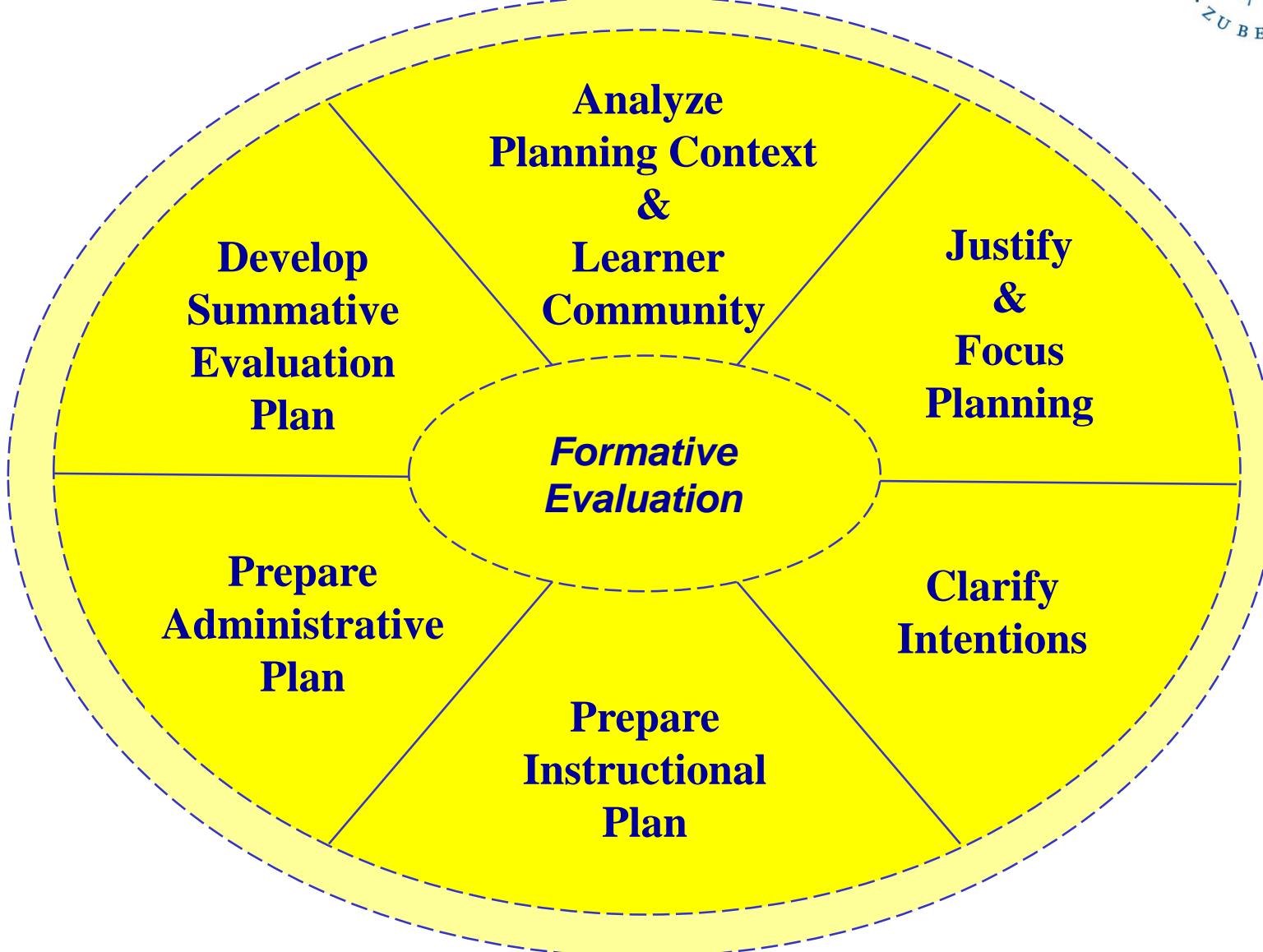
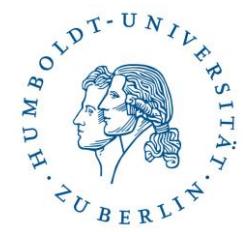
# Three Domains of Program Planning

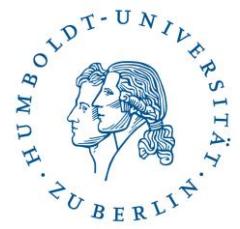
(Source: Sork 2000)



# Basic Elements of Program Planning

(Source: Sork 2000)

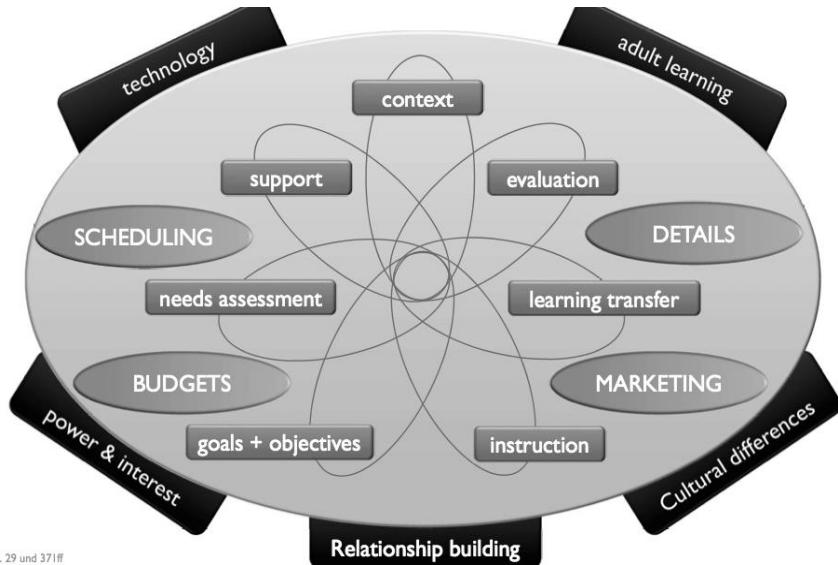




## Learning from each other?

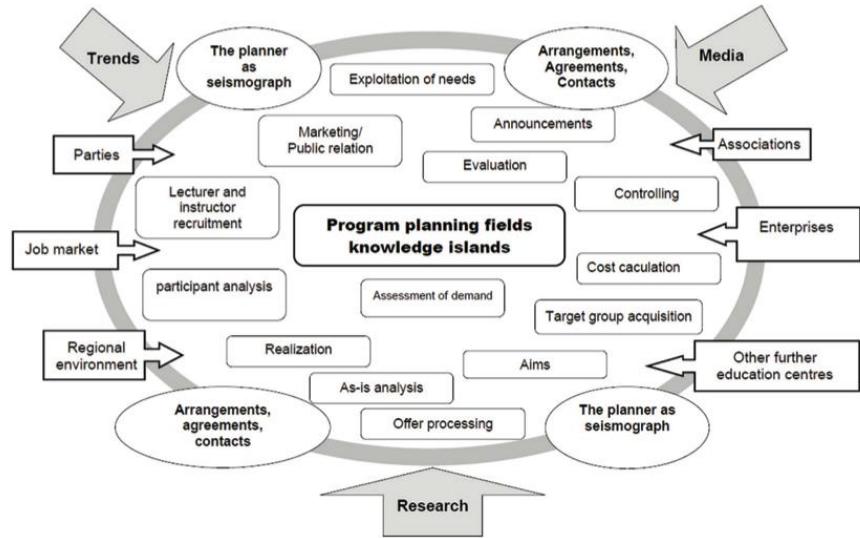
- So far, the international exchange on models for program planning is low to almost non-existing. This was one reasoning behind this conference.
- We think that there are similar but also different ideas. We can learn from each other mutually.

# Comparing two models: Caffarella and Gieseke



Nach Caffarella (2013): S. 29 und 37ff

Fig. 11: Linkage of knowledge islands in program planning



Source: Gieseke 2000, p. 330, revised. 2006

# Interactive Model of Program Planning

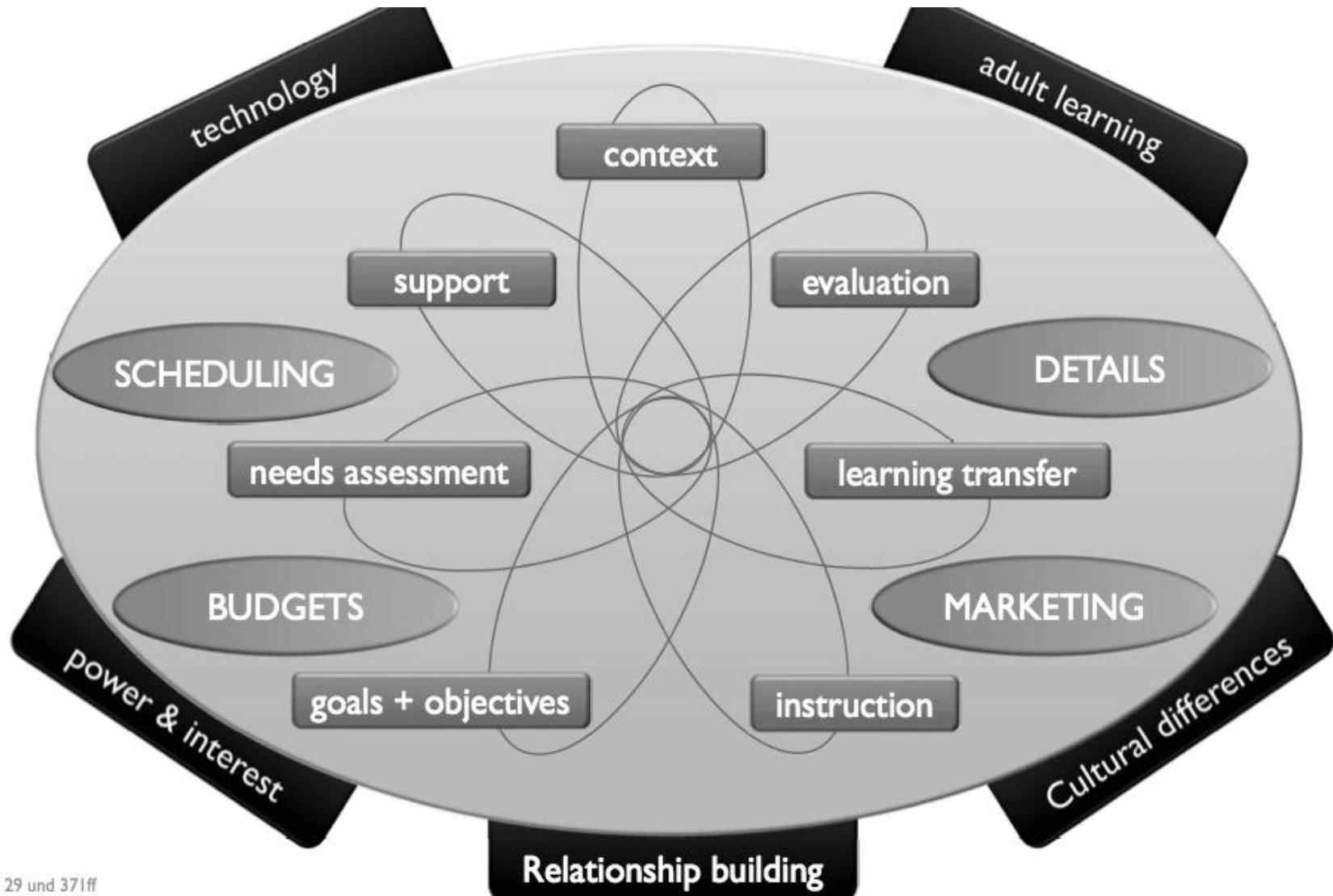
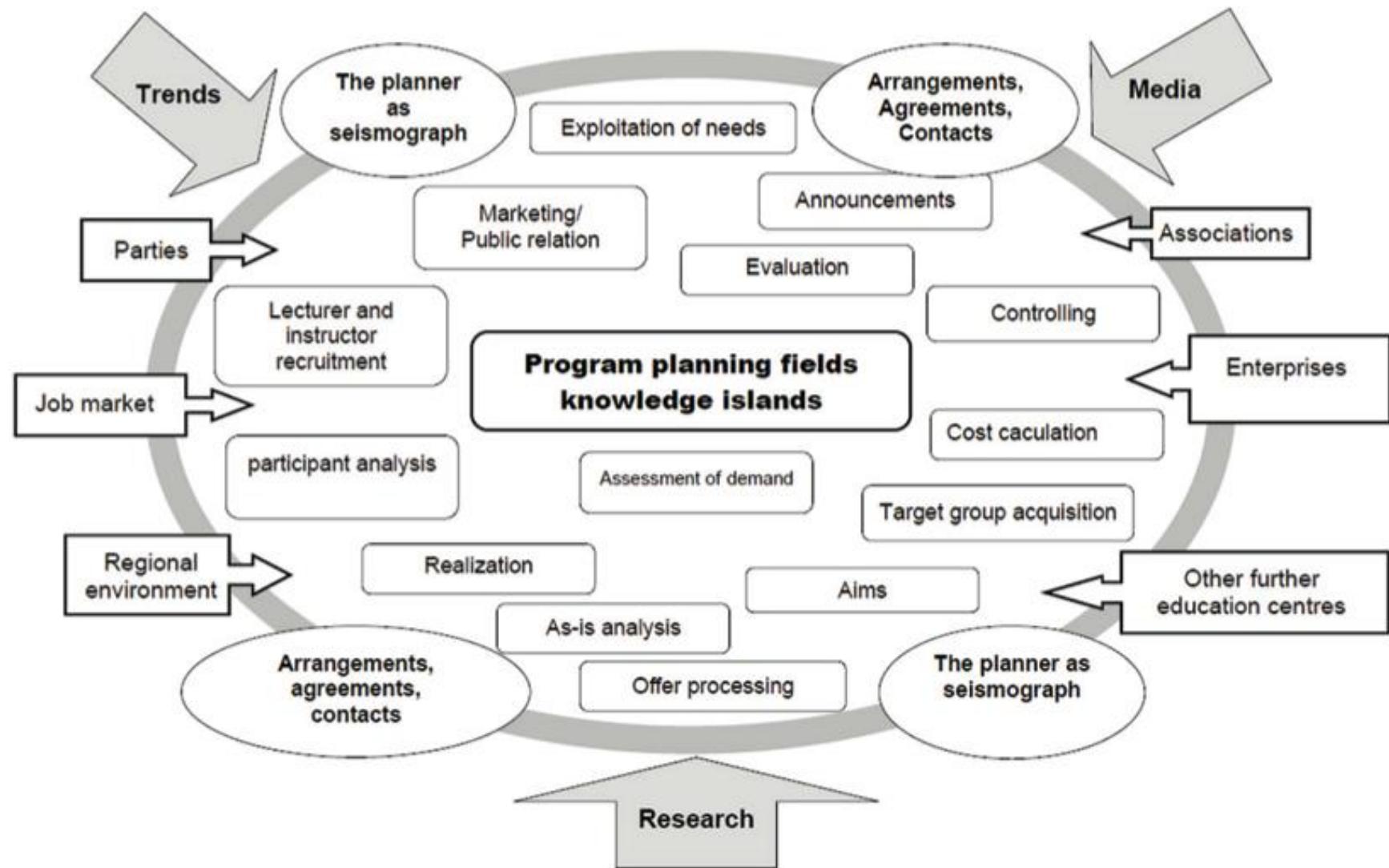


Fig. 11: Linkage of knowledge islands in program planning

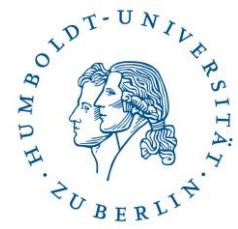


Source: Gieseke 2000, p. 330, revised. 2006

# Similarities

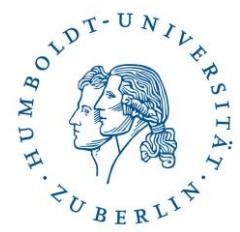
- Developed in the years 2000 without having known the other model
- Not linear
- No hierarchy of tasks
- Developed from research and analysis of practice
- Communicative negotiation (but different focus: Gieseke: adjusting actions (Angleichungshandeln); Caffarella: negotiate power)
- Both models contain similar tasks/points, but different in arrangement/grouped

# Differences



<b>Categories</b>	<b>Model of „Knowledge Islands“</b>	<b>„Interactive Model“</b>
Detail	More detailed	Detailed in subitems and checklists
Terms	Program planning fields knowledge islands	tasks
Focus	... More on the adult educational competencies and knowledge; more on pedagogical decisions	... More on management; detailed checklists; four administrative areas separate
Tasks	Different in arrangement	Different in arrangement; contains also support and learning transfer; Participants and Trainers as subitems
Ellipse	= the planner as seismograph; interface/gateway	= outside/embedded foundational knowledge; model= planner

## For the discussion



### **1. Striving for a synopsis of technical and interactive models?**

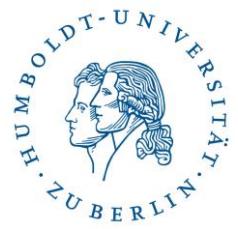
- Contradict the technical-rational models and the interactive-adjusting models each other totally?
  - For example, does a critical adult educator need no technical skills?
  - Is a technically smart planner not aware of the roles of power and interests?
  - Why is power, interacting and adjusting absent from cyclical models?

### **2. Some models have been intensively used and confirmed in empirical research**

- In which way should research on program planning develop? What do we lack and what do we need?

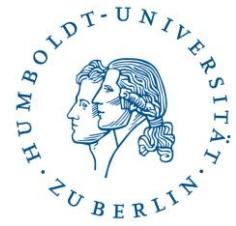
### **3. Broadening the scope, other perspectives**

- What can we learn from each other? This presentation was mainly focused on Germany and Northern America, what can other people and regions contribute?



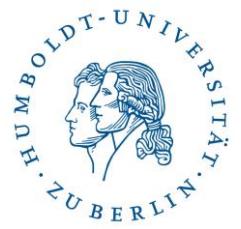
# Thank you for your attention!

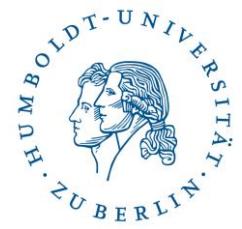
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# Appendix





# Sprachgebrauch

British writers use ...

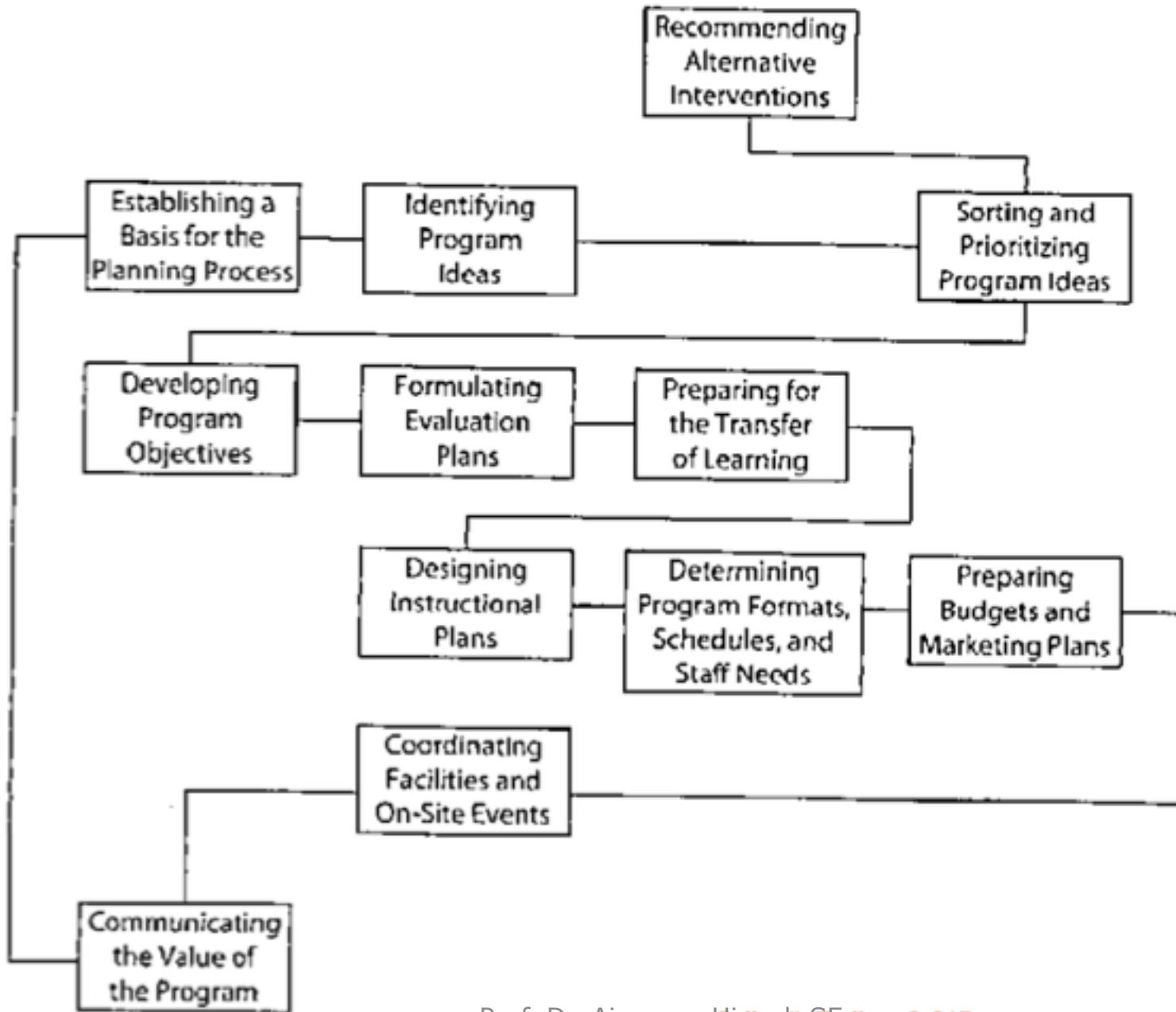
- Curriculum design
- Curriculum theory
- Programme design
- **Programme planning**

American writers use ...

- Instructional design
- Design of learning
- Design of education
- **Program planning**

German writers use ...

- Programmplanung
- Angebotsplanung



## Bildungspolitik auf supranationaler Ebene

## Bildungspolitik auf nationaler Ebene

## Institutionelle Umwelt der Organisationen

## Organisationen der Weiterbildung

### Lehr-Lernprozesse in der Weiterbildung

Unterricht  
(Angebot)



Lernaktivitäten  
(Nutzung)



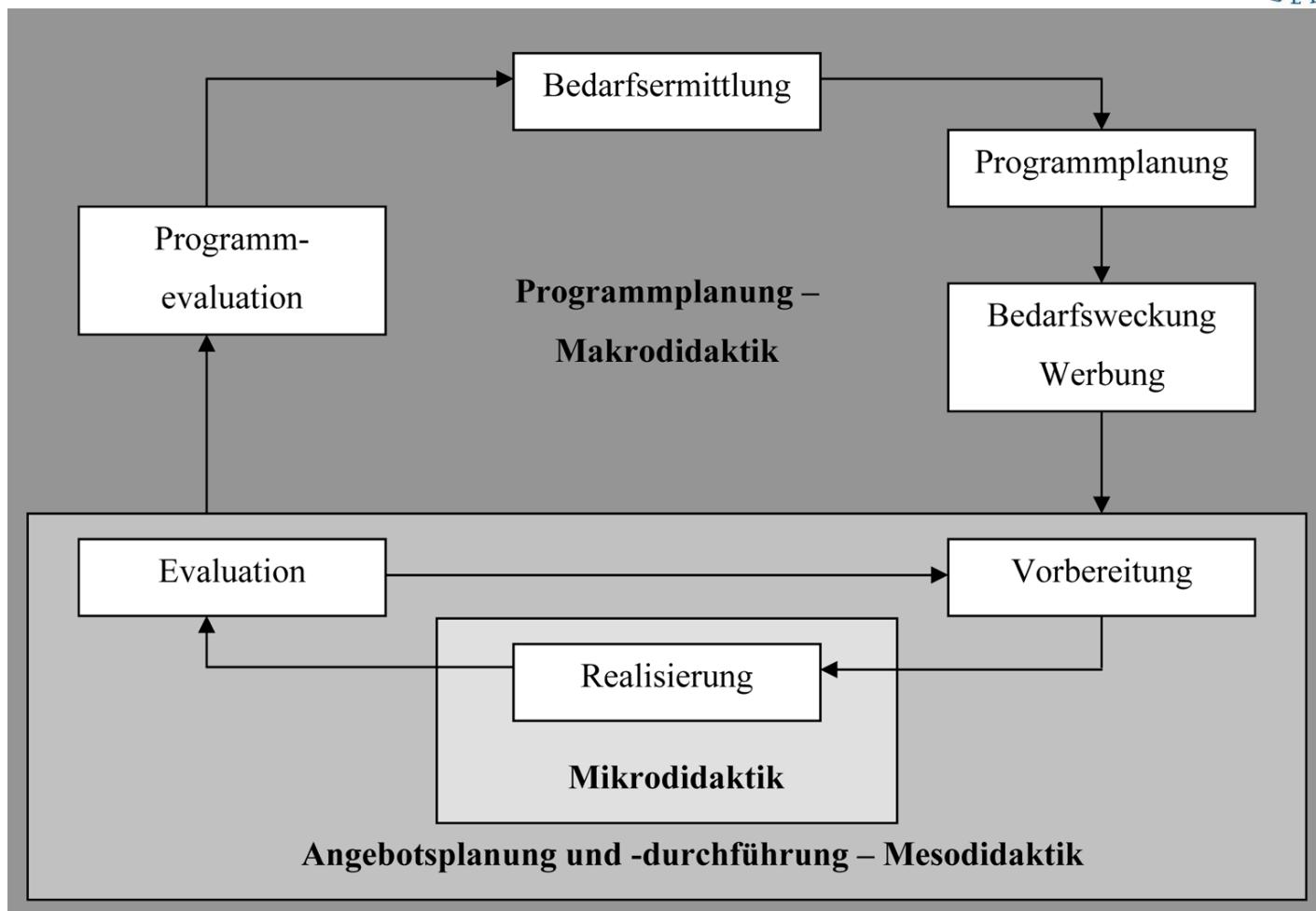
W  
(

Lehrende und Teilnehmende

Hauptberufliches (Planungs-) Personal

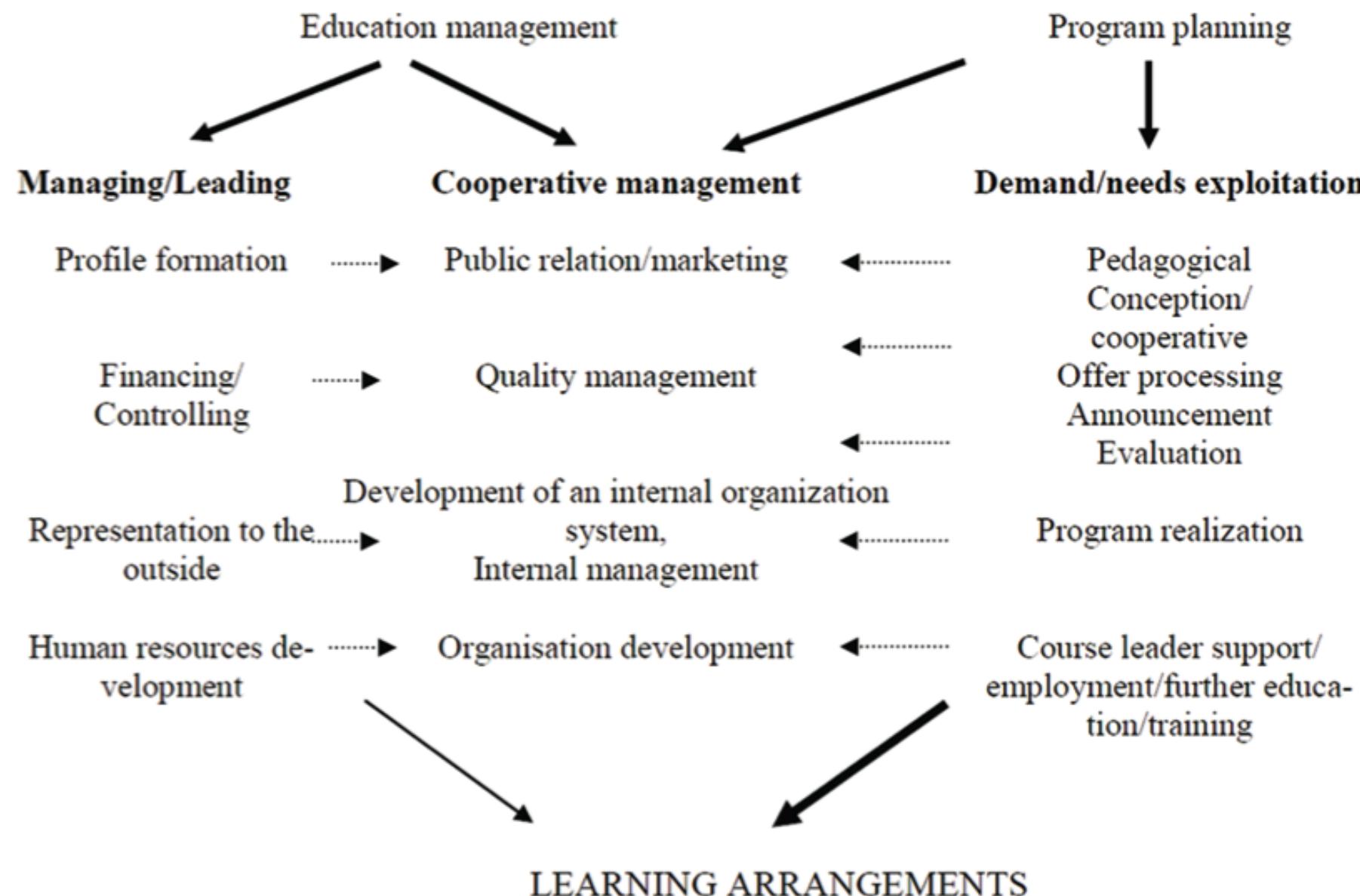
(Schrader, J. (2011), S. 103)

# Programmplanung



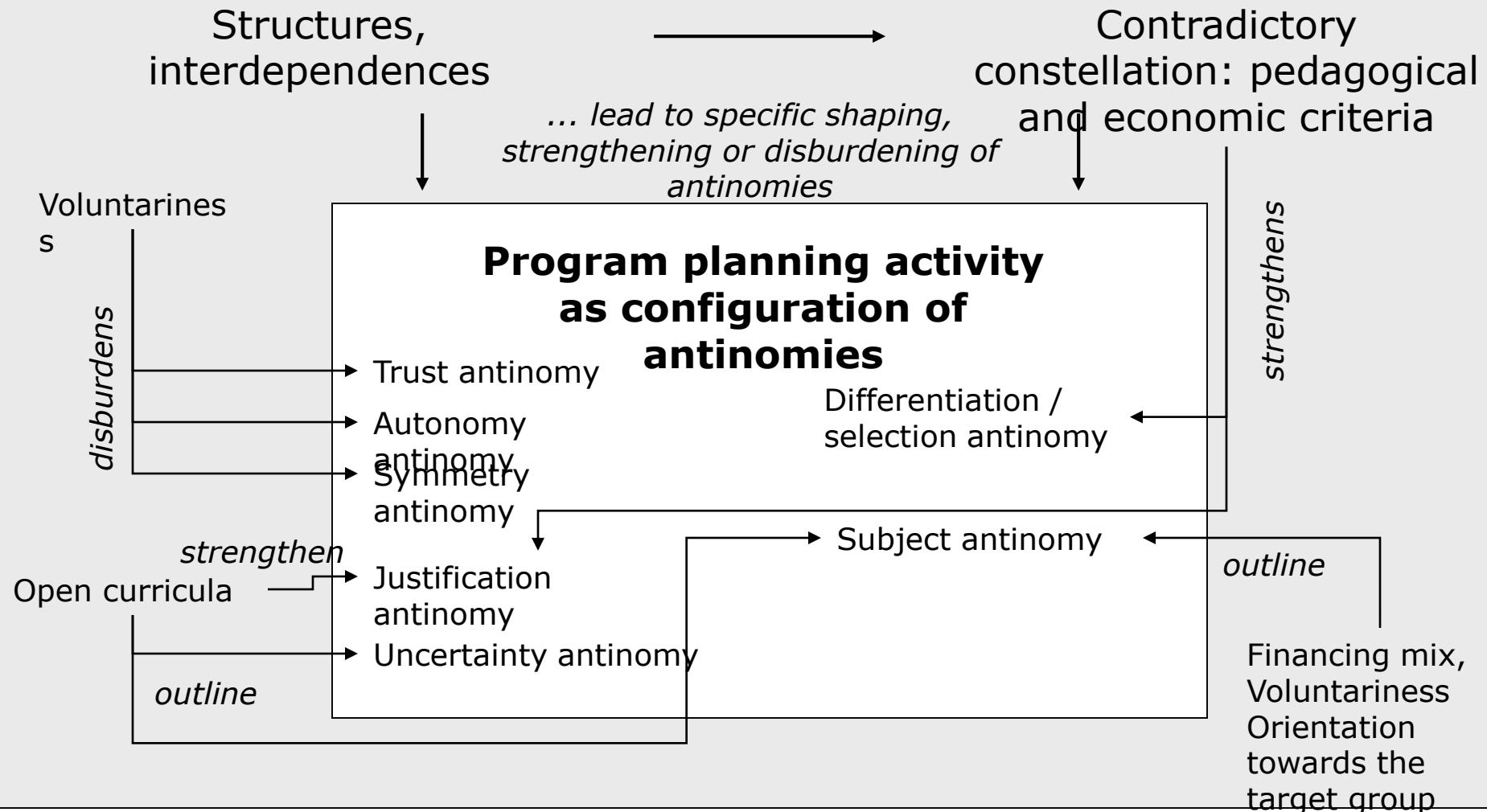
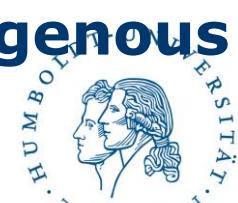
Quelle: Reich-Claassen/von Hippel 2009 (nach Weinberg 2000, S. 94 und eigene Darstellung)

*Fig. 8: Strategic action and educational management of an adult education institution*



Source: Gieseke 2000, p. 335 and Gieseke 2003, p. 194

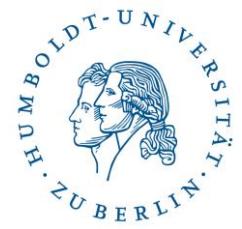
# Program planning in the context of heterogeneous expectations (von Hippel 2011)



## Linear – cyclic models

- Auf der einen Seite stehen damit Theorien, die Programmplanung als Abfolge verschiedener Schritte linear oder zirkulär auffassen, u.a. mit den Schritten Analyse des Kontexts, Bedarfsanalyse (vgl. Sork 2005), Zieldefinierung, Identifizierung der Lernerfahrungen, Formulierung eines instruktionalen und administrativen Plans, Evaluation (zu Curriculumtheorien siehe Jarvis 2006; vgl. Cervero/Wilson 1994, S. 250; McLean 2000, S. 494).
- Sie machen die “conventional” oder “technical-rational tradition” aus, die die Erwachsenenbildung in Nordamerika in den letzten 50 Jahren dominierte (vgl. Sork 2005, S. 422; Sork 2010; Wilson 2005). **In Deutschland Stärkung dieser Perspektive durch Hegemonie des Managementdiskurses in den 1990er Jahren.**
- Diese Theorien sehen Programmplaner als „problem solvers applying these principles in practice“ (ebd.). Macht und Politik werden als Störungen einer guten Programmplanung gesehen und die Analyse des Kontexts ist nur ein Schritt der Programmplanung.

(vgl. von Hippel 2011)



# Interactive and adjusting models

- Auf der anderen Seite stehen Theorien, die auf kritische Art stärker den organisationalen und sozialen Kontext der Programmplanung einbeziehen. Hier sind es insbesondere Cervero und Wilson (1994, 2001), die Programmplanung als Aushandeln von Macht und Interessen („negotiating power and interests“, Cervero/Wilson 1994, S. 260) definieren.
- Aber auch das Modell von Sork (2000) (question-based approach to educational design) analysiert kritisch, wie der Bedarf mittels Bedarfsanalysen (needs assessments) durch den Einfluss unterschiedlicher Interessensträger „konstruiert“ wird (vgl. Sork 2005).
- Zu diesen Modellen gehören u.a. die folgenden: Knowles' andragagogical model of program planning (1990), Houle's decision points (1996), Boone's systems approach to planning, Boyle's participatory planning model, Caffarella's interactive planning model (2002), Green and Kreuter's PRECEDE/PROCEED model, Nadler's critical events model.

(vgl. von Hippel 2011)