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**Research Contributions and Limits of the Current National
BMBF Research Program
„University Research as a Contribution to Professionalizing
Higher Education “ - The ILLEV-Project**

Research Team:

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Outline Data for the ILLEV Project

- Partners: University of Mainz, University of Tübingen, University of Berlin, University of Applied Sciences Mainz
- Focus: Modeling and measuring of professional and didactical competence in the domain of economics
- Comparing the development of competence between students of the old (Diploma) and new (Bachelor/Master) degree programs (longitudinal analysis at four times)



Pragmatical Research Decisions/Restrictions

- Focussing on curricular validity (very general definition of possible job fields and requirement profiles)
- Focussing on modeling and assessment of cognitive dimensions of competence (other relevant parameters e.g. intelligence, motivation, interest, epistemological beliefs are controlled)
- Using existing national test instruments (WBT, an adaptation of the American “Test of Economic Literacy” and the BAKT „Business Administration Knowledge Test“)



Our Experience

- Very difficult access to the field (i.e. in comparison to school research), especially in the case of longitudinal analyses (high panel mortality, problems of re-motivating and contact to surveyed students)
- Highly complex and partially very heterogenous, however not nested structures of universities (cf. school sector)
- The existing national/German models and instruments can only be transferred to the higher education sector limitedly



Problems that Can Be Generalized/Challenges to Research

- The complex interaction between domain-specific and generic competencies
- The complexity and multi-dimensionality of academic competencies (also within one domain)
- The tension between curricular validity and needs of the labour market when it comes to modeling competence



Open Questions

- How can international experience/expertise be used and internationally existing models and instruments be adapted and developed effectively?
- How can the problem of multi-dimensionality of the competence construct be handled successfully?
- Can competence models present the domains of the higher education sector nationwide? Does a core curriculum exist in every domain?





Thank you!

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For more information please visit: <http://www.wipaed.uni-mainz.de/illev/>



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