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Author

AUSTIN, Ian

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Abstract

This article discusses the governance architectures that facilitate and/or arise from extra information in learning outcomes. It is based on an analysis of literature and makes the connections between governance, policy, accountability, learning outcomes and information derived from learning outcomes data. The article discusses learning outcomes as an instrument of policy, a tool of governance and a source of information. The aim is to gain greater insights into higher education governance architecture associated with increased information from learning outcomes implementation. To achieve the article's aim, I draw on a theoretical perspective of governance agency theory (Jensen and Meckling in J Financ Econ 3(4):305-360, 1976). The article concludes that the learning outcomes are a source of information for assessing institutional performance and are at the intersection of governance, policy and pedagogy in higher education. However, learning outcomes must be carefully specified and appropriately assessed for the information to be useful and policy goals to be realized. The article ends with a call for additional

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comparative studies to capture learning outcomes implementation differences. (HRK / Abstract
übernommen)