



SIEC-ISBE: 82th INTERNATIONAL CONFERENCE 2010  
Albury Wodonga, Australia, 18 – 23 July, 2010

**PEDAGOGICAL PROGRAM**

**P02 - Presentation**

Title **How to Match Input and Output Perspective on Learning - Experiences from a Pilot Project in Austrian Colleges of Business Administration**

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Presenter's expertise or experiences that relate to proposal topic **Teaching and Research Associate at the Institute of Business Education at the WU Vienna University of Economics and Business Administration; the presentation topic is part of a two-year doctoral thesis project in cooperation with Austrian colleges of business administration**



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Description of Session Content	<p>Not least because of PISA and TIMSS the question of output control of school systems has gained high priority in international educational policy discourse. While countries like Australia, the USA as well as several European countries, e.g. Finland or Sweden, have a long tradition of central testing, Germany and Austria are historically coined by input regulations. Nowadays these countries experience a sharp shift of perspective: In Austria national educational standards and central upper secondary school leaving exams have recently been enacted.</p> <p>Although the authors welcome this movement, they worry, at the same time, that such an extreme swing of the pendulum could imply negligence of input. To counteract this, they developed an innovative comprehensive concept KLEE for Austrian VET colleges (especially colleges of business administration) which links both perspectives. In concrete this concept contains input instruments with the aim of improving teaching and schools, namely a core curriculum, a collection of case studies and an in-service teacher training, as well as a comparative assessment at the end of the school year as output instrument with the aim of external evaluation.</p> <p>To put the concept into practice, it firstly has been worked out exemplarily for a second year business administration subject involving theory as well as experts' knowledge. Secondly in the school year 2009/10 it is implemented and evaluated in 13 Viennese colleges of business administration. Therefore a quasi-experimental design with four groups is used, whereas the whole implementation process is observed by employing quantitative and qualitative methods.</p>
Objectives of session	<p>The aim of this session is to present the theoretical framework of the above described concept as well as first experiences from the pilot project finished in July 2010. The authors are convinced that their approach not only has the potential to be integrated in the Austrian school system in the long run but can also give guidance for other developments in this context. Drawing a comparison of what the authors learned from the project in Austrian schools with corresponding experiences from other countries could lead to very interesting and fruitful discussions.</p>
Session attendees should be able to	---
Audience	All school related persons (school inspection, headmasters, teachers...), researchers in the field of Business Education

Handouts (to be distributed at session by presenter)

Yes, will be prepared