Experiments with New Teaching Models and Methods [1]

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ABSTRACT

The article describes and assesses forms, conditions and advantages of problem-oriented learning and presents several variants of active teaching methods: Panel Discussion, Role Playing, Case Studies, Simulation Games and Project Study. The strengths and weaknesses of these methods are assessed in the light of the objectives of public management teaching. Relations between problem-based learning and successful learning transfer are identified. The article relates experiences with some of these teaching methods in public management courses. Additionally, new experiences with summer schools, multinational lectureships and intercultural learning in the postgraduate Master's in Public Management program at Potsdam University are reported.

INTRODUCTION

Putting New Public Management (NPM) concepts and instruments into practice requires adequate skills, attitudes and behavior on the part of "new public managers." (Reichard, 1998: 180; Farnham et al, 1996; see also Jones, Thompson, Zumeta, 2001) Education and training of NPM-related qualifications is, therefore, an important part of public management reforms, and particularly a central precondition of successful implementation. NPM requires adjusted values, attitudes and behavior of public managers: among other factors requiring adjustment are ethical and political orientations towards citizens and markets, accountability to stakeholders, professional competences and skills including negotiating and contracting (Koch, 1999; Schedler, Reichard, 1998[2]). To achieve the expected targets of managerial training, it is necessary to apply adequate and effective teaching methods. But which methods are adequate? Although the classical "one-way communication" concepts (teacher-centered instruction and lectures, textbook-based self-learning, etc.) are widely used and accepted, there is clear evidence that active and problem-oriented teaching and learning methods are more successful, at least in professional management training. This article presents and analyzes methods and instruments of active problem-oriented teaching in the field of public management. The experiences reported derive from various courses in public management taught in the MPM program at the University of Potsdam.

PROBLEM-ORIENTED LEARNING AS A GENERAL FRAMEWORK

Problem-oriented learning as a kind of discovering, self-determined learning is well known in daily problem-solving and in on-the-job-training, but it is still not widely used in the field of education. Particularly in the public sector where problems always have multidisciplinary dimensions, such learning and training seems to be adequate. Problem-oriented learning is based on the individual experiences and perceptions of the trainees (Lynn, 1999:29-31; Reichard, 1976).[3]

Problem-oriented learning has several advantages compared with the more traditional forms of academic learning: It promotes independent, critical, self-responsible problem-solving attitudes. It facilitates an interdisciplinary perception of problems. It increases the learning motivation of the trainees. Its results will be more sustainable. It promotes the development of effective professional reasoning, the ability to "think like" a skilled practitioner (Lynn, 1999: 29). It enables trainees to follow a systematic, methodical, generalizable way of problem solving. It allows for handling unfamiliar problems by using generalized, tested methods of problem-solving.

Problem-oriented learning is related to the type of learning organization (Jones and Thompson, 1999). It can be realized by applying certain teaching methods (see table 1).

Table 1: Examples of Teaching Methods Related to Type of Organizing the Process of Learning and Perceiving the Object of Learning.

		learning organization	
		teacher-centered	student-centered
perception of learning object	disciplinary	lecture	learning dialogue
	problem-oriented	presentation and solution of problem by teacher	teamwork, case study, project study, simulation game, etc.

The learning process of problem-oriented style of learning is more or less equivalent to the steps of a problem-solving process in "real world" situations: problem analysis → goal setting → data collection → comparison of alternatives → decision. The following diagram shows some factors and conditions influencing a successful process of problem-oriented learning (see table 2). The different steps of problem solving are in the center of this process. The student has to know and apply methods and tools of problem solving, i.e. of analyzing a problem, of formulating and interpreting relevant goals, of collecting and assessing relevant data, of comparing different alternatives and finally of choosing the "optimal" alternative. The success of learning is dependent on several internal and external factors, among them:

- perception and analysis of the relevance of the existing problem
- learning motivation of the student which itself depends on several variables (see diagram and below)
- already existing knowledge, skills and attitudes of the student
- group climate, teacher's behavior
- external learning conditions (time, space etc.)

Furthermore, the success of learning is highly dependent upon the opportunities of transferring the learning results to future situations of learning and/or application (see below for details). Successful learning will usually influence the existing knowledge and skills as well as the learning motivation (positive impact of learning experience).

Table 2: Steps in a Problem-Oriented Learning Process and Factors Influencing Learning (See Appendix A)

CONDITIONS OF SUCCESSFUL PROBLEM-ORIENTED LEARNING

In more general terms, problem-oriented learning is dependent upon several prerequisites and conditions. First, it is necessary to identify and to describe a challenging and relevant problem. In professional training situations this usually is not difficult, as participating trainees are aware of relevant problems. However, it is much more difficult to present challenging problems to undergraduate students, as they do not know much about practical managerial life and existing problems. Another precondition is the existence of intrinsic learning motivation. Trainees should feel an independent curiosity to solve an existing problem, and they should be driven by strong motivation for achievement. Again, this is not generally expected in academic teaching: students often heavily depend on extrinsic incentives like grades, certificates and degrees; their motivation is exam-driven. The kind and degree of learning motivation is also dependent on the opportunities for the transfer of learning results. Whereas practitioners usually can identify a purposeful context for their learning in their own professional environment, this is not necessarily the fact with university students. Unclear or invisible transfer opportunities are a hindering learning factor, particularly in the field of problem-oriented learning.

The roles and styles of behavior among teachers are another factor of success. Problem-oriented learning together with the use of active teaching methods necessitates a non-directive leadership style from the teacher. The teacher's primary role is to be seen in supporting students with necessary data and methods, and to act as a moderator for the problem-solving process. This kind of teaching behavior is usually unproblematic in professional management training. University teachers, however, perceive their primary role as researcher and as transferring academic knowledge ("theories") to the students. They do not focus on certain "real" problems but at the – mostly complicated – logic of a certain discipline. They are used to teaching in a one-way form via lectures and to delivering their knowledge to the students who are seen as passive "receivers of knowledge". This role perception is often coupled with a relative authoritarian style of leadership and teaching which can be explained also with the asymmetric power relationship between teacher and student (Lynn, 1999: 37).

Some other conditions of success are to be found in the external learning environment. Factors to be mentioned are

- a positive learning climate in the learning team (social learning)
- the existence of supportive learning and communication tools (flip charts, pin-up walls, etc.) and of adequate room conditions (space, facilitation of team work)

- sufficient time for the learning process (active teaching methods are perceived to be time-consuming and are therefore not included in the context of many university curricula)

Some of these factors and conditions are not easily established in the environments of academic teaching. Teachers are not familiar with activating teaching methods and they have numerous excuses why such methods could not be used in university education (see the impressive catalogue of prejudices from university lecturers in Lynn, 1999: 19-26). However, the acceptance of problem-based teaching methods in academic teaching also depends on the differing learning cultures in various countries and disciplines. Whereas active teaching methods are relatively widespread in Anglo-Saxon countries, they are less accepted in several classical European countries (e.g. in Germany) or in Asia. And whilst such methods are well-known in law or business schools they are far less known and used in schools of social sciences.

It is unrealistic, however, to introduce the concept of problem-oriented learning in every part of a public management curriculum. Basic theories, foundations of public management, introductions into certain disciplines, and similar parts of academic knowledge are primarily the subject of "classical" teaching, i.e. class-room instructions, text-based self-learning etc. Opportunities for problem-oriented learning are greater, the more advanced application (job)-related and skills-oriented the themes of teaching.

PROBLEM-BASED TEACHING METHODS

Problem-oriented learning can be applied by using adequate teaching methods (for more details see Lynn, 1999; Borins, 1990; Langefeld, 1999: 61ff.). The following catalogue of teaching methods is well known in professional training as well as in management education at university level.

(1) *Panel Discussion:* A small group of students prepares arguments related to a given problem and discusses the arguments in front of a student's audience, sometimes with internal role distribution (see also: role play); the discussion process can be run under guidance of a chairperson/moderator.

(2) *Role Playing:* Some students take the roles of different actors in a certain public sector organization (e.g.: members of local government council, members of an agency board, citizen or union representatives, etc.). Usually they get a certain scenario or story board and they are asked to prepare their arguments and to deliver and to exchange them in a form of group discussion (e.g. in negotiations) under the supervision of the audience and eventually with the use of video recording. The audience provides feedback to the student actors and also can recommend a number of potential and specific types of behavioral changes.

(3) *Case Study:* Students individually or in groups receive a written "story" describing a certain practical situation and an existing problem (see Lynn, 1999 for details). They are requested to analyze the problem, to elaborate on proposals to solve the described problem and to present the whole case analysis together with the elaborated solutions to the class. Case studies particularly allow the application of previously learned methods and instruments. The cases can be taken from case study catalogues (e.g. from Harvard Business School) or can be written individually for

the audience. Teachers usually use teaching notes to structure and guide the teaching process so that the case study experience is optimal for student learning.

(4) *Simulation Games:* Students are split-up into different functional teams - and sometimes also in competing management teams representing different companies or other organizations - to analyse given situations and problems, to make decisions on existing decision variables (e.g. procurement, production, marketing, budget, human resources etc.) and to communicate these decisions to the coordinative body or to the computer system. The computer and/or the coordination team confronts the decisions of the different teams with the existing simulation model and its environmental framework and calculates "responses" to the different participating teams, which in turn evaluate the results and continue the decision-making process in their next simulation period. Such simulation games are widely used in private sector management education and training but not very well known in public management education and training, partly because of the complex politico-administrative problem structures and the relative absence of realistic and clear competitive simulation situations.

(5) *Project Study:* Students participate in a project team or they are split-up in several sub-teams. They analyse over a longer period (several weeks or months) an existing practical problem in the "real world" of private or public management. Students are forced to think in interdisciplinary terms and to undertake field studies outside the usual class room situation. They are expected to prepare realistic analyses of existing problems and to present practicable solutions to these problems. The results of their analysis and the proposed solutions become part of the project report and are presented to the "client", e.g. to the management of the analyzed public sector organization. Project studies are the prototype of problem-oriented learning; they are "research-oriented learning".

The different kinds of problem-oriented teaching methods each have their specific strengths and weaknesses. Their use in teaching public management is complementary, as they can be applied to different situations and topics respectively. *Panel discussions* and *role playing* are particularly useful in the case of highly controversial topics or normative issues. Detailed case stories are not necessarily needed, general role descriptions and problem presentations are sufficient. Role playing is particularly helpful to train social skills, to influence behavior (e.g. leadership behavior) and to show interactions between different actors in typical job situations (e.g. negotiation, conflict resolution, etc.). *Case studies* particularly allow an in-depth analysis of a given problem. Compared with role playing, which also imply social interactions, case studies cover primarily the cognitive aspects of managerial situations. Cases are helpful for students in applying previously-learned theoretical explanations, concepts or instruments to a certain practical problem or situation. They can be used individually as well as in team-work. *Simulation games* are especially designed to shed light on highly complex situations and problems, and the complexity and interdependences of decisions. Additionally, they allow for team work. Although the use of computers is quite familiar, such games require ample teaching capacities; they are staff-intensive. *Project studies* finally are an adequate method for the mid-term analysis and solution of complex,"real", off-class-room problems. They imply the execution of intensive field studies in public sector organizations with the use of sophisticated empirical research

methods. They cannot be compared directly with the other methods mentioned above, as they require sufficient time, at least several weeks or months.

LEARNING TRANSFER

Problem-oriented learning originates from analyzing and solving existing "real world" problems. They are characterized by an identity of the learning context and the practical context. Thus, there is no difficulty of learning transfer, i.e., of matching the solution learned to practical application. In the case of professional management training, the situation is somewhat different. The trainee is dealing at first with a synthetic problem which is presented with a case study or a similar teaching method. The trainee tries to solve the presented problem and to transfer the results of his/her learning to the own professional job context. If the trainee has a clear perception of his/her job problem and if there are sufficient similarities between the learning and the application context, then the chances of transfer and of learning success are positive. In the case of academic education, however, students usually do not have a clear perception of their (future) job challenges and problems. They only have the opportunity to generalize the "lessons learned" and to collect such lessons for possible future application. Because university students normally lack a clear and visible interface between the learning context and their future job context, chances of transfer and of learning success are relatively limited. Within professional management training, several tools and methods of facilitating learning transfer are well known: Action planning, application contracts or transfer partnerships are widely used in (public) management training and are aiming to assist trainees in transferring their learning results into their daily job practice (Jaeckering, 1997). But these tools are not very helpful in academic teaching, because the job context is somewhere far in the future and is not at all clearly visible for the student.

EXPERIMENTS WITH PROBLEM-ORIENTED TEACHING METHODS IN THE PUBLIC MANAGEMENT DEPARTMENT OF POTSDAM UNIVERSITY

The following experiences are based on experiments with new teaching methods in several graduate courses in the field of Public Management offered in the Potsdam MPA and MBA study programs (German language). Some of the following examples are based especially on experiences in the English language graduate Masters of Public Management (MPM) program at Potsdam University.[4]

Project Studies

Students of the Public Management specialization - one of several options to be chosen in the graduate program of MPA and MBA - have the opportunity to participate in a project course. This is a course:

- focusing on the interdisciplinary analysis of an actual and pressing "real world" problem of a certain public sector organization
- placing more emphasis on field studies than on classroom work
- based on explicit team work (about 3-6 students forming a team each with a team coordinator)

- usually lasting one or two semesters with about 2 weekly hours contact hours plus 2-6 weekly hours independent research and group work of each participant
- consisting of about 15-25 participating students, usually split-up into 3-5 smaller teams

The usual learning process in such a project seminar consists of several *phases*: (1) Students in the first preparatory phase try to get some orientation about the topic of the whole seminar and about the existing problems of the respective organization or policy field. The teacher provides an overview about the underlying theoretical framework, giving an introduction into the existing academic and professional literature. Students organize themselves into several teams, distributing the labour, allocating the tasks and responsibilities among themselves, and finally getting familiar with each other. The whole group decides on appropriate methods and instruments of empirical research to be used in the field studies. (2) After these explorative activities the project teams start their empirical analysis. They undertake detailed field visits for interviews and other forms of empirical data collection. (3) In the next phase the project teams compute, analyze and interpret the data. Students then draw conclusions and elaborate on recommendations for problem-solving. (4) A difficult and time-consuming task is the formulation of the project report (usually about 100-150 pages). (5) Finally, the whole project group presents the results of their analyses and findings to their partners or "clients" in practice (e.g., to executives or politicians of the respective organization).

Some *examples* of the topics of actual project studies:

- organizational structures and stakeholders of public and private art museums in the state of Brandenburg
- acceptance of a quality management scheme by employees and supervisors in the city administration of Berlin
- analysis of different public management reforms in the city administration of Potsdam (e.g., introduction of budgeting instruments, contracting-out of child care services to non-profit-organizations, internal restructuring of a department acceptance of NPM reforms by local politicians)

After several years of practice with project studies the following *experiences* are worth mentioning. Students usually show a high involvement and motivation. They spend much more time for their project work than expected. They have the opportunity to undertake autonomous research activities ("research-oriented learning") and several of them use this opportunity quite well. Furthermore, students have an opportunity to gain insight into practical public administration not available in the classroom. When doing their interviews or undertaking their observations, they get a detailed picture of bureaucratic life (which is not always positive for their future job orientation!). Additionally, students have the chance to apply empirical methods to specific practical problems. Different to theoretical learning in the classroom, they learn to use scientific concepts and instruments in a practical context. The student teams usually do not get any material rewards, except for their marks. An interesting example can be observed at the University of St. Gallen, Switzerland. Student teams under the supervision of Professor Kuno Schedler are offering practical "student consultancy" work to public sector agencies (such as police headquarters). They perform empirical analyses and

complete diagnostic reports and recommendations for their public contractors. The student team receives some honorarium for their services which helps in funding a joint excursion to foreign cities and the visiting of foreign public sector organizations.

Project studies are difficult with regard to the assessment of its individual participants. As students mostly collaborate in teams and do their job quite independent from the teacher, it is difficult from outside to assess students' contributions. Although not a frequent occurrence, some students show free-rider attitudes and try to receive good grades without showing much commitment to their team. Another problem can be identified with regard to the relation between the student team and practitioners at the contractor side. Sometimes we have observed tensions between the expectations of the practitioners and the (limited) abilities of students. Practitioners expect high quality results and a bulk of work; they don't realize that students are not professional consultants and that they can only devote a very restricted amount of time per week to the project. Finally, the workload is not only intensive for students but also for teachers, particularly during the end-phase of report-writing.

Simulation Game "NPM Plus"

In January 2001, we introduced a public management-focused simulation game called "NPM.plus" for the first time. About 20 students within the public management program at Potsdam University and two practitioners from the city administration of Potsdam participated in this program. "NPM.plus" was developed and marketed by the Swiss management training company "Conplus" (www.conplus.ch). It was the first experiment with such a simulation game at the university level, although is has been previously used for management training in the Swiss federal government.

The basic idea of "NPM.plus" is the simulation of a federal agency (more precisely: the National Library) which is moving stepwise from "old" to "new" public management. Students form three to five teams. Each team acts as the management team of the library and is divided into different functions (general manager, head of finance department, different heads of professional departments, head of public relations office, etc.). The game is computer-based. Teams play through three to five periods. Within each period the team has to take a series of interrelated decisions based on analyzes and calculations. Subjects of decision-making involve, for example, the product portfolio of the library, outsourcing issues, prices of certain services, organizational restructuring, human resource development/training etc. Team members have to reflect on the budgetary situation and calculate and record their costs and revenues. The results of the different teams are recorded and computed by the computerized simulation model – based on certain pre-defined assumptions regarding general trends and developments of the political-administrative environment – as well as on the decisions made by the other teams.

The whole "NPM.plus" game takes about three full days, including an intensive introduction into the logic, the processes and the regulations of the simulation. The game ends with a detailed evaluation of the decisions of and reactions to the model. Some major learning effects are that:

- students learn the application of NPM elements and instruments to a practical public sector situation (e.g. restructuring of agencies, introduction of cost accounting, deciding on the marketing mix)
- students experience the highly complex interdependencies of decision variables in public sector organizations
- students experience the dependence of their own decisions on decisions and restrictions of previous periods and on decisions of the other actors in the game
- students gain experience with team work and can develop their communication and leadership skills

Some experienced weaknesses of the simulation game: The competitive forces of "NPM.plus" are relatively weak. "NPM.plus" is primarily a game against a certain given political-administrative environment but not – like a business game – a game among different competitors within a market. This weakens the motivation of participants to some extent. Considerable time pressure of the schedule (only short time for preparing decisions in a certain period) allows for only limited negotiation processes between the different teams. The whole simulation is quite time-consuming and requires considerable input from supporting personnel. Lastly, it is costly because of the license fees paid to the copyright-owner.

International Summer School

Several European universities have established a network to provide a yearly "International Summer School in Public Management/Administration" for midcareer-students in MPA or MPM programs. Participating students enjoy a highly intensive one-week program with guest lectures and group work focusing on a broad and common topic of public sector management.

Current Partners of the program include:

- Copenhagen Business School (CBS)
- Bocconi University (Business School), Milano
- Erasmus University Rotterdam, The Netherlands
- Nord-Tröndelag/South-Tröndelag College Trondheim/Norway (in cooperation with CBS)
- ESADE Business School Barcelona (together with other universities in Barcelona)
- South Bank University (Business School) London
- Universität Potsdam (MPM program)
- Fachhochschule für Technik und Wirtschaft Berlin (public management program)
- University of Krakov, Poland

Every summer school deals with a relatively broad topic. The overall topic of the 2001 summer school in Barcelona and Krakov was *"Governance in the new welfare state: Changing relations between State, Market and Citizens."* About 60-80 participants from

several of the partner universities attend the summer courses. The location rotates from year to year.[5] Students receive comprehensive reading material to prepare for the course work.

The program of the summer school follows a fixed schedule. Each day, the morning session offers two lectures and discussions with reputable guest speakers from European universities and with excellent politicians/practitioners. In afternoon sessions, students are split into about ten internationally-mixed groups and do intensive group work on specific themes. In the middle of the week the local organizers offer a special "national day" with an introduction into specific public sector problems of the host country, with an excursion to public sector organizations including social events. Since students are from several countries and from very different public sector organizations (e.g., hospitals, city administrations, ministries, etc.) they have broad-based opportunities for exchanging experiences and opinions. The intercultural climate within the entire program has a positive impact on learning.

Some experiences: The summer school offers a proper mix of academic and practical inputs and group discussions. The broad international mix of students from different nations and public sector organizations guarantees an intensive exchange of views and experiences as well as mutual learning. It also facilitates networking between participants. Furthermore, it can be viewed as a first step towards a joint public administration and management study program in Europe.[6]

MULTINATIONAL LECTURESHIP AND INTERCULTURAL LEARNING IN THE MPM PROGRAM

The MPM program at Potsdam regularly invites respected lecturers from different countries for courses. These courses usually are taught in a condensed mode: one-half day introductory phase plus two intensive teaching sequences of 2-3 full days each with a break of 4-6 weeks between the two sequences. The lecturer is expected to give some introductory inputs, to present country-specific cases and to comment on the presentations of the students. Some lecturers use videos to demonstrate practical public management cases. Some foreign lecturers in the MPM program are:

- Geert Bouckaert, Catholic University Leuven, Belgium (course on Measuring and Controlling Performance in the Public Sector)
- Mathias Finger, IDHEAP Lausanne (course on Strategic Management)
- Jesko Hentschel, World Bank Washington (course on Poverty and Policy in Developing Countries)
- Owen Hughes, Monash University Melbourne (course on Global Public Policy Making)
- Axel Peuker, World Bank Washington (course on Financial Sector Reforms in LDCs and International Financial Architecture)
- Kuno Schedler, IDT of the University St. Gallen (course on Financial Management)

The main benefit of the international extension of lectureships in MPM is that students - who themselves come from different countries of the world - get a broad multinational

understanding of public management. Students are confronted with views on public management from different countries and they learn about reform experiences from abroad. This seems to support comparative analyzes of public management reforms and to promote an understanding of the plurality of public management elements and strategies in various countries around the world. In addition, the multinational mix of lecturers facilitates the academic exchange between participating scholars and institutions and the University of Potsdam.

MPM classes in Potsdam include students from more than 10 different nationalities, mostly from South-East Asia, Africa, Latin America and Europe. In addition, some German graduate students with excellent marks are allowed to participate in selected courses. Thus, students enjoy a broad cultural diversity which offers interesting opportunities for mutual intercultural learning. Teaching in MPM courses includes intercultural reflection of public management problems, contexts and solutions by comparing the perceptions of public management in the participants' countries. In addition to other contributions, students regularly present a "typical" reform problem from their home country to their fellow-students, covering also the politico-administrative framework and additional relevant background information.

MPM students benefit from intercultural learning opportunities in different ways. They are forced to compare their own experiences and cultural values with the cultural patterns of politico-administrative systems of quite diverse countries. They experience the relativity of problem solutions in different cultural settings. They learn that there is no unique master plan of public management reforms that fits into the framework of every state or region. They become familiar with handling cultural diversity in their multinational learning teams.

We sometimes observe that the frequent use of active teaching methods including case studies or role playing can have a positive impact to unlock existing learning cultures for students. Students from South-East Asia and Africa particularly tend to rely on passive learning methods (classroom lecture and learning to memory). If these students have the opportunity to test and get familiar with new styles of learning in these culturally-mixed groups, this seems to facilitate a general change of their learning culture. However, it is likely that some deep-rooted cultural patterns may remain and act as restrictions to adapting to the "new learning" e.g., traditions of courtesy, respect and loyalty in Asian countries or attitudes towards authoritarian behavior in some post-communist countries (Mingst and Mori, 1997).

CONCLUSIONS

Problem-oriented learning can be implemented much more easily in adult education or professional management training than in graduate university courses. The opportunities to implement problem-oriented and active learning concepts in university programs are limited due to several reasons. First, most students do not have sufficient practical or professional background of public administration/management. Thus, they have difficulties identifying realistic problems and assessing the quality of their problem solutions with regard to practical relevance. Secondly, curricula are mostly filled with a broad variety of contents, which are expected to be necessary learning elements. Because active teaching methods usually are relatively time-consuming, it is sometimes

difficult to use them adequately in graduate courses. The huge quantity and variety of contents to be learned facilitates classical teacher-centered teaching methods. Furthermore, at least some graduate students show a disposition to learn in a disciplinary-oriented and highly repetitive way. They are used (influenced by primary and secondary school) to learning definitions, theories and methods for specific exams, but they are not used to applying such theories or methods to practical situations or problems. This is particularly the fact within the academic institutions of most of the classical European countries that rely far more on classical teacher-centered methods as their counterparts in the Anglo-Saxon world.

According to preliminary evaluations, the use of methods for problem-oriented learning in graduate and postgraduate courses at Potsdam University have had positive effects. Students have become enabled to better understand the complexity and the specific features of public sector organizations. They have learned how to apply public management methods and instruments to concrete practical situations. They have gained experience into the cultural diversity of political-administrative settings in different states and regions and have been encouraged to undertake their own and independent learning and research activities in the field of public management. These generally positive results encourage the extension of experiments to implement new teaching methods in public management courses.

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Notes

[1] This paper was originally prepared for the IPMN workshop in Odense, Denmark 18.-20. July 2001.

[2] For discussion of public management education in the German-speaking countries see Schedler and Reichard, 1998.

[3] In this article the author has described (more than 25 years ago) the advantages of problem-oriented learning. The methods of teaching public management, however, have remained almost unchanged since then, at least in Germany.

[4] For more details see: www.pots-puma.de and www.uni-potsdam.de/u/mpm/ (English versions available).

[5] In July 2002 the summer school will be held in Potsdam; the general topic will be "From Public Management to Public Governance." For more details see: www.pots-puma.de

[6] See also the activities toward joint teaching modules of the European Public Administration Network EPAN: www.ul.ie/~govsoc/thematic.html

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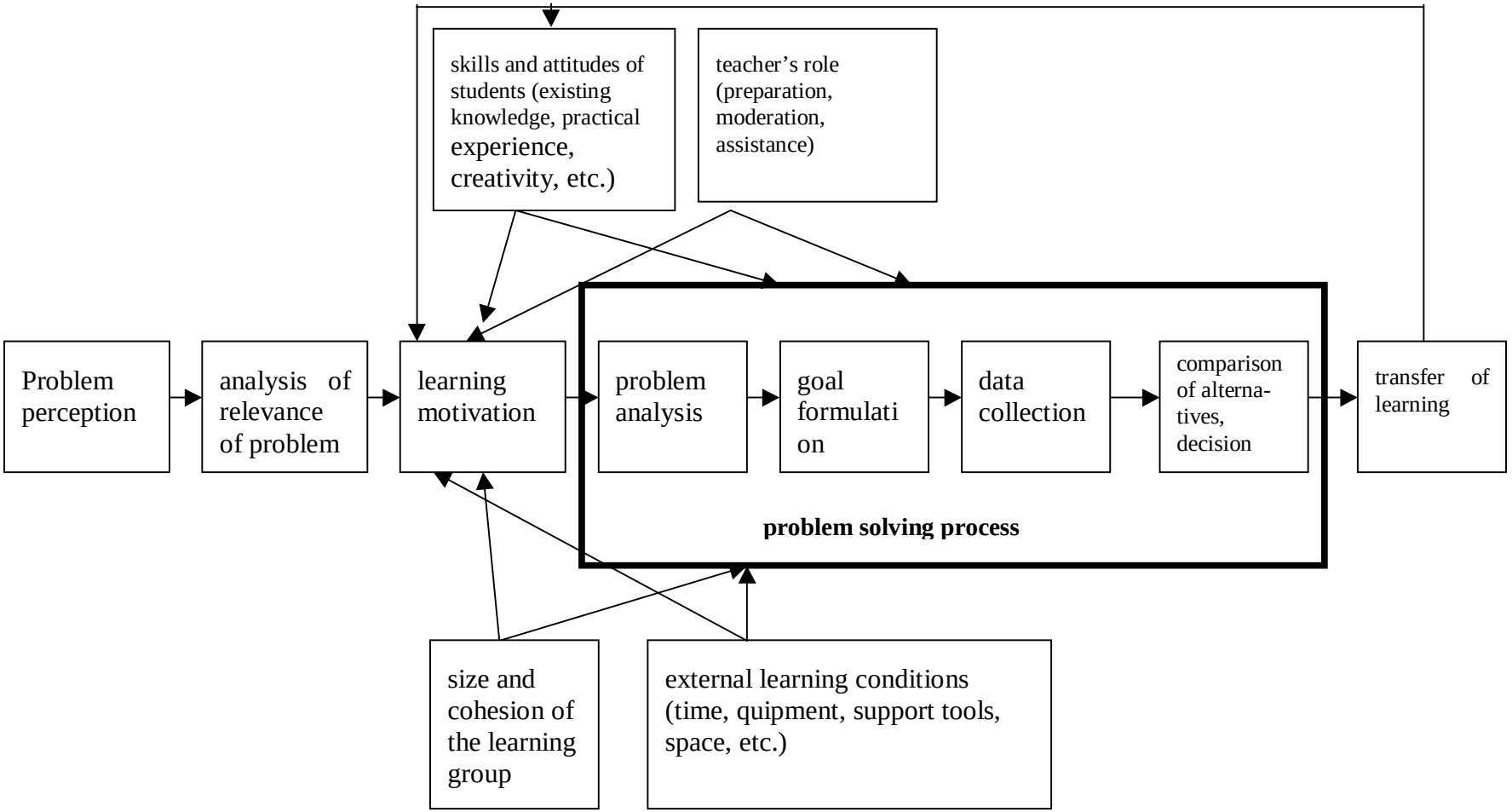
APPENDIX A

Table 2: Steps of a problem-oriented learning process and factors influencing the learning



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