Designing Study Programmes: Contextualisation of Theory-Governed Methodological Approaches

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Abstract

In response to the aims of the Bologna process and designing study programmes and ensuring their quality, it is important to consider theory-governed methodological approaches, which create preconditions for justification, suitability and relevance of study results. This article presents the role of theories and methodological approaches (hermeneutic, constructivist and humanistic) in designing study programmes.

Keywords: higher education, research methodology, designing of study programmes.

Introduction

Research problem, novelty and relevance. The process of designing study programmes today has to respond to constant challenges taking place not only in social and academic, but also in legal regulation context. Recent changes in the legal basis for creating and assessing study programmes were followed by constant discussions that such shift was necessary in order to ensure preparation of quality programmes, their coherence with national and European documents, etc. Designing new study programmes today, it is proposed to respond to the fundamental mission of science and studies of the Republic of Lithuania (further referred to as RL): "to help to ensure prosperity of the country's society, culture and economy, support and promote full-fledged life of every citizen of the Republic of Lithuania, and meet natural thirst for cognition" (Law on Science and Education of RL, 2009). This means that it is obligatory to ensure quality of studies as well as to make sure that studies provide students with the conditions for seeking scientific and creative development, acquisition of competencies and that readiness to work responds to the needs of the society and economy. Here we can envisage a particularly important general methodological conception for preparation of study programmes, which means that programme designing is governed by theories which prove that *the prepared programme will contribute to development of knowledge society and knowledge based economy, respond to the need for the country's sustainable development, social and economic welfare and the country's economic life development, educate creative, responsible, respectable, civic and enterprising personalities, supplementing, developing and creating cultural traditions.*

New challenges for designing the study programmes are also being related to the input into the creation of a unanimous space of higher education (Leuven *Communique*, 2009). Creation of such space in the first place is oriented to the place occupied by competencies in the study programme, their development and assessment. The reform of European higher education correspondingly changes the focuses of study programmes (e.g. subject focused content is being replaced by studies focused on the needs of the society, market or the individual). Such programmes are referred to as the ones grounded on competencies and not on the content of studies. In addition, the impact of labour market on the change of study programmes is actualised (Bergen *Communique*, 2005; London *Communique*, 2007). Employers are being involved in preparation of study programmes, placement organisation and assessment of acquired competencies (e.g. defending final theses). Employers as social stakeholders participate in researches on correspondence of professional field, study programmes to market needs. Such researches enable creators of study programmes to define professional activity areas and competencies necessary for professional activities.

Thus, contemporary holistic methodological approach to constructing study programmes is student-oriented. More elaborate explanation of this approach is to be related to methodological approaches to designing the very study programme, which identify such study programme designing components as general competencies/transferable skills, subject based competences, changes in students' independent work organisation, changes in learning, delivering and assessment, and improvement of quality of the learning process. It should be particularly emphasized that designing, improvement/reconstruction of the study programme have to be grounded on ongoing feedback from participants implementing the study program-

me (students, graduates, social stakeholders) and projected changes in the society and academic life.

In higher education study programme and content of studies expressed through it are the main landmarks of qualification that is sought to be acquired. Every study programme orients to study results differently, responding to requirements set out on study fields. Besides, every country has its own aims of the system of studies. Law on Science and Education of RL (dated April 30, 2009 No. XI-242) states that "cohesive system of science and studies [...] develops a creative, educated, respectable and ethically responsible, civic, independent and enterprising personality [...]". European documents have been focusing on quality of studies already since the last decade of the 20 century. The point of reference for ensuring quality of studies is methodological approaches to designing study programmes. The said approaches are identified as a strategy to define the essence of the conception of quality of studies.

The question is how and in what way study programmes have to be designed so that they respond to challenges arising in the world and that the conception of quality assurance harmonises with methodology of the study programme. Usually there are cases when study programmes are designed on the basis of one type of theories whilst mechanisms of quality assessment/assurance (organisation of assessment process, choice of assessment methods and procedures, scientific substantiation of assessment) are modelled on the basis of other theories. Namely this is confirmed by the key aspects of assessment of non-university study programmes, one of which is didactic conception and philosophy, distinguished by Zibeniene (2004).

Quality issues of higher education studies recently are being exhaustively analysed by Stumbrys (2003), Pukelis, Savickiene (2003), Pukelis, Pileicikiene (2005), Juodaityte (2004), Misiunas, Tutlys (2003), Lepaite (2003). Problems of philosophy and praxeology of study quality assurance systems, assessment and management, level of competency development are being increasingly accentuated. Problems of preparing, assessing and implementing non-university study programmes have been more elaborated by Zibeniene (2002, 2004).

In response to aims of the Bologna process, designing study programmes and ensuring their quality, it is important to consider theory-governed methodological approaches, which create prerequisites for reasoning, suitability and relevance of study results.

Research aim: to disclose contexts of theory-governed methodological approaches – hermeneutic, constructivist and humanistic – to designing study programmes.

Research methods: content analysis, meta-analysis.

Role of Theories, Designing Study Programmes

Theories are the whole of knowledge, with the help of which the experience of perceiving the people's world acquires sense. It enables explanation of relations between facts under exploration. Clancy (cited from Stoner, Freeman et al., 2001) has called such knowledge "invisible powers" to emphasize several essential cases of theory usage, by way of which we understand the world. In order to attain stability for perception of our experience, the theory here serves as a criterion that allows identifying what is important.

Based on Kvale (1996) who describes the postmodern period as distrust of universal idea systems, it can be stated that no stable foundation supporting the idea of universal and objective reality, which was advocated for a long time, remains. Postmodernists replace the conception that "knowledge is the mirror of reality", which existed so far, with another conception stating that social reality is created, advocating a new constructive approach to social reality and knowledge creation (Kardelis, 2002).

According to Kvale (1996), sources of constructed knowledge can be: conversation as a source of knowledge; context (environment); interrelationships. Designing study programmes, it is proposed to consider that under the influence of postmodernism ideas meanings of the world increasingly become the subjects of discourses and negotiations. According to Kardelis (2002), the Socratic dialogue again becomes an important method of searching for the truth. Recently both in postmodern philosophy and outside it the importance of conversation is being widely discussed when truth is being searched through a rational discussion seeking consensus. Discourse on designing study programmes is based on the conversation as a source of knowledge. Ways of designing are not the ones existing outside the limits of reality; they are relevant to participants of the interview as the expression of their real life.

In postmodern philosophy much attention is paid to hermeneutic interpretations. Language makes up reality because every language constructs peculiar reality. Therefore, language structures transferred by a person are equally important as the conveyed reality itself (Kardelis, 2002).

In the real world phenomena manifest themselves in a corresponding context (environment), which often determines the meaning of statements. Therefore, knowledge created in one context cannot be automatically transferred into another environment.

When contexts are so diverse application of knowledge in different contexts becomes relevant (e.g., designing university and non-university study programmes).

In other words, theory connects separate data into a clear conceptual system, which has broad application possibilities. The essence of this system is efforts to give sense to all that we know about the investigated phenomena. Besides, it is the fundamental foundation for further scientific searches and discoveries, a some sort of source of hypotheses, disclosing gaps in our knowing and at the same time enabling to state the existence of phenomena that have not been known before. (Kardelis, 2002).

Kardelis (2002) states that application and creation of useful theories help to solve many practical problems and, quoting Mendeleyev's words, says that "it is possible to mend and even construct bridges, treat and carry out other practical works exactly according to the recipes, but it appears that practical works are best done (i.e., most economically with regard to time, funds and efforts) only after familiarization with abstractions, direct benefit of which cannot be noticed immediately".

Every theory being limited by its areas encompasses various concepts, conceptions, approaches, which are proposed to be mutually harmonised; i.e., it is proposed to use triangulation of theories that accord with each other. However, responding to the research aim, this article will deal with hermeneutic, constructivist and humanistic methodological approaches, designing study programmes.

Methodological Approaches, Designing Study Programmes

Employing **hermeneutic approach** to designing study programmes, it is important to actualise corresponding aspects of this methodology. First, hermeneutics is perceived as *philosophy of interpretation;* i.e., hermeneutics become the method of text interpretation. According to Duobliene (2006), as a result "any understanding became an integral part of interpretation" (p. 132). Eventually it was acknowledged that hermeneutic methodology is important not only as a way of explaining texts but also as *a method of interpreting cultural, social, economic and other social phenomena* (Foucault, 1998; Ricoeur, 2000, 2001; Grondin, 2003). Designing study programmes, the latter aspect of hermeneutic methodology is a way to ground the need for the study programme and specialists trained in it, considering changes in the society, which in the context of hermeneutic philosophy are indentified as phenomena. Hermeneutic analysis of these phenomena creates a possibility to project social changes and relate them not only to changes in

the market but also to changes in the academic life. It should be noted that substantiation of the need for the study programme should not be identified with social phenomena "here and now" but, on the contrary, should "overtake" them. Hence, analysing researches (e.g., local and situational researches on changes in labour market), results of various interviews, other information (e.g., documents grounding general development perspectives of the state and a certain region, development tendencies of the world and European education and economy), which substantiate the need for the study programme and at the same time the need for specialists that are planned to be trained, it is necessary to search for meanings (e.g., the country's long-term strategy focuses on knowledge based economy, science and education as priorities; social cohesion strategy emphasises meanings of the man's and the child's rights, lifelong learning; distance education strategy actualises the service of distance learning courses) and perceive them in order to recognise objective truths, which become one of the most important arguments grounding the need for the study programme and importance for development of the city, region, country and Europe in the future. Here facts turn into objective truths (e.g., recently when large-scale investment projects are being implemented in Lithuania, there will be a lack of particularly high qualification specialists in information technologies and other value added services), who enable creators of study programmes to ground that the prepared programme is relevant, providing the state and the European Union with qualified specialists. Thus, creators of study programmes become interpreters of researches, interviews and other information and the more the latter discover objective truths, the less likely it is that substantiation of the programme and specialists trained in it will be criticised. Certainly, at this point it should also be emphasized that substantiation of the need for the study programme has to clearly correspond to the purpose, aims and objectives of the programme so that one more hermeneutic methodological approach is fulfilled; i.e., convergence of the one who understands and of what is being understood (Duobliene, 2006). This means that creators of the programme, carrying out the role of those who understand, and experts assessing it have to "speak the same language"; i.e., identically perceive meaning and objective truths, grounding the need for the study programme and specialists trained in it.

Another hermeneutic methodological position that is important for construction of study programmes is *movement* of creators of the programme as interpreters "*from the whole to the element and again back to the whole*" (Duobliene, 2006, p. 133). Such movement is also referred to as the *hermeneutic circ-*

le, which means that holistic view of the world is impossible without perception of its separate phenomena and, vice versa, perception of separate phenomena is impossible without perception of holistic view of the world (Foucault, 1998; Ricoeur, 2000, 2001; Grondin, 2003). In the context of constructing study programmes the hermeneutic circle means that *the whole of the study programme is described through elements, whilst elements of the programme are described through the whole.* Such methodological position of preparing study programmes is important in refusing preconceived beliefs and opinions (e.g., one of the preconceptions can be that creators of the study programme doubt scientific-methodical input of pedagogical staff and of such persons' suitability to work in the programme; preparing the study programme, it is important to eliminate such conviction, in the first place model the programme and later assess suitability of scientific-methodical input of pedagogical staff to deliver the subject) related to separate elements of the study programme or the whole programme in general.

Designing study programmes, implementing hermeneutic methodological position of movement from the whole to the element and from the element to the whole, it can be identified that it is particularly important to start from perception of holistic, global need for the study programme and its substantiation. In the process of designing transition to elements of the study programme appeals to the fact that, having analysed the context and having grounded the need for specialists prepared in the programme, it can be proceeded to other structural parts of the study programme; i.e., its aims and objectives, composition of studies, analysis and assessment of scientific-methodical input of pedagogical staff, suitability of material resources for implementing the programme, substantiation, process and assessment of studies and management of the programme. Completing designing of the study programme, final analysis of the prepared programme should be carried out; i.e., the programme should be assessed as a whole. Carrying out such assessment, it is recommended to pay particular attention to internal coherence of the study programme and to conformance of the programme with the projected changes in society and academic life.

Hermeneutic movement from the whole to the element and vice versa is also significant for designing of the study programme in the context of formulation of aims and objectives of the study programme and their coherence. First, forming objectives, activity areas of the future specialist are distinguished, which are identified as the whole of the prospective specialist's professional activity functions (in this case this is the point of movement from the whole). How-

ever, in order to prepare a specialist who is able to carry out foreseen activities it is necessary to elaborate on competences (element 1 of the whole), which will be developed throughout the duration of studies. Competencies are correspondingly grouped into practical, cognitive and transferable (element 2 of the whole). Constituents of every competency are knowledge, abilities and skills, values and personal traits (element 3 of the whole). Based on them, middle aims (of the subject) are formulated (element 4 of the whole), which are divided into areas (cognitive and affective) and levels (element 5 of the whole) (e.g., cognitive: into the ones of knowing, understanding, application, analysis, synthesis and assessment). Being divided, middle aims are concretised as objectives of studies (element 6 of the whole), that is why they are related to the aims of the programme (in this case this is the point of movement from elements to the whole). Such hermeneutic basis for formulation of aims and objectives of the study programme and their coherence discloses that designing of the study programme is to be related to internal hermeneutic circle of programme designing; i.e., movement from activity areas (as the whole) to competencies, their constituents, aims and objectives of the subject (as elements of the whole), and later relating all of it to the aims of the study programme (as the whole of the study programme).

Constructivism is identified as a theory of knowing, which emphasises knowledge creation (Vygotsky, 1999; Butt, 2002; Colliver, 2002). Employing **constructivist approach** to designing of study programmes, it is important to point out that programme designing should be grounded on *experience based knowledge creation.* The process of knowledge creation is attended by various interested parties: students, lecturers, graduates, employers and other social stakeholders. Such constructivist methodological position of designing and implementing study programmes means that the said persons should be obliged not to limit themselves to information conveyance and reception; they have to understand clearly that designing and implementation of study programmes have to promote (both creators of the programme and its implementers and students) to create new knowledge.

Creation of new knowledge in the context of the study programme is actualised by relating the said process to study results. This means that formulating study programme results, it is important to develop such competencies of students that would enable them to reflect on personal experience and perceive the essence of events through it, solve problems (individually and collectively). Thus, based on the constructivist approach, designing of the study pro-

gramme has to be grounded on study results, student-oriented essence of studies, when the student's active role in the study process is actualised. In the context of constructivist approach the role of other social stakeholders in designing of the study programme becomes important. Performance of such role means that all stakeholders of the programme have to clearly agree upon the results and quality of the programme and approve them.

Another aspect of constructivist methodology highlights that designing the study programme and later implementing it, the student should be provided with the conditions to create his/her improvement/development road, choose priority areas and actualise this later in professional activities. To carry out such activities the student must to have a possibility to self-assess his/her attitude towards possessed competencies, create a portfolio for recording attainments (e.g., teacher training programmes have to include final thesis in pedagogical studies which means that during the whole period of studies the student accumulates knowledge, records it, generalises and later defends his/her readiness for professional activities).

In designing study programmes, employment of **humanistic approach** is being increasingly related to conceptions of academic humanism (Babbit, more from Morkuniene, 2002). Provisions of representatives of International Humanist and Ethical Union (http://www.iheu.org) raise education as the main way of creating humane, free and democratic society, developing critical mind of both the individual and the society. Using this approach, designing of study programmes is directed towards the man, constantly raising a question of what is needed for the man to be the man at most. Academic humanism would provide the following answer: "maximum fulfilment of every man's unique potencies in the society" (Philosophy of the Humanistic Society, 1981).

Quoting Prago, Morkuniene (2002) states that a humanist is a person who feels concern about the future of mankind and to whom the most important thing is concern about the man. Therefore, all mechanisms of programme designing are directed to the student, his/her future.

It should be noted that humanistic approach emphasizes "ideally integrated" principles, which are like a way to seek social cohesion and implement provisions of sustainable development. "Ideally integrated" principles enable creation of conditions for every personality to achieve study results and suitably act in the society; i.e., optimize the study process, grounded on students' needs.

Partnership (Bergen Communique, 2005), democratic style, openness are the most important peculiarities (Bitinas, 2000). This means that the study programme is open to the society: to diverse ideologies, content of studies, methods for assessment of studies and study results. Besides, every person is given personal freedom, which encompasses favourable conditions for acquiring education and acting in the professional activity. This way the system of free initiative is integrated, which in the Law on Science and Education of RL (2009) is defined by these study principles: "of academic freedom and autonomy", "of European humanistic and democratic tradition". The same law states that the system of science and studies "creates a creative, educated and respectable [...] personality". Based on this, humanistic approach enables development of critical and creative people's activeness because "one has to have memory in order to have oneself, meet others, get from them without being destroyed yourself [...]" (Ricoeur, qtd. in Morkuniene, 2002).

Conclusions

Theory-governed designing of the study programme in the broad sense proves that the prepared programme will contribute to development of knowledge society and knowledge based economy, respond to the need for the country's sustainable development, social and economic welfare and the country's economic life development, produce creative, responsible, respectable, civic and enterprising personalities supplementing, developing and creating cultural traditions. Research based substantiation of study programme designing is an integral part of researches on the professional field, on correspondence of the study programme to market needs.

Hermeneutic methodology is important as a method for interpretation of cultural, social, economic and other social phenomena, which in the process of programme designing is the way for grounding the need for the programme and specialists trained in it, considering changes in the society. Hermeneutic analysis of these changes creates an opportunity to project social challenges and relate them not only to market changes but also to changes in academic life. Designing of study programmes is also influenced by the hermeneutic circle, which means that the whole of the study programme is described through its elements, whilst elements of the programme are described through the whole. In the process of study programme designing it is particularly important to start with perception of the whole, global need for the programme and its substantiation. Transition to elements of the study programme in the designing process appeals to the fact that only having analysed context and having grounded the need for the study programme and specialists trained in it, it can be proceeded to other structural elements of the study programme.

Employing **constructivist approach** to designing of study programmes, it is important to point out that designing of the study programme should be grounded on experience based knowledge creation. Such a constructivist methodological position on designing and implementing study programmes means that the said persons should be obliged not to limit themselves to information conveyance and reception; they have to understand clearly that designing and implementation of study programmes have to promote creation of new knowledge.

Employing humanistic approach, designing of study programmes enables to seek social cohesion and implement provisions of sustainable development. "Ideally integrated" principles enable every personality to create conditions for achieving study results and appropriate actions in the society; i.e., to optimise the study process grounded on students' needs. Theories representing humanistic approach open up the study programme to the society: to diverse ideologies, content of studies, methods for assessing studies and study results. This way the system of free initiative is integrated, which in the Law on Science and Education of RL (2009) is defined by the following principles of studies: "of academic freedom and autonomy", "of European humanistic and democratic tradition".

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Studijų programų konstravimas: teorijų valdomų metodologinių prieigų kontekstualizavimas

Santrauka

Pastaruoju metu pakitus studijų programų kūrimo ir jų vertinimo teisinei bazei, nuolatos diskutuojama apie tai, jog tokia kaita yra būtina siekiant užtikrinti kokybiškų programų rengimą, jų dermę su šalies ir Europos dokumentais ir kt. Šiandien konstruojant naujas studijų programas siūloma atliepti esminę Lietuvos Respublikos (toliau – LR) mokslo ir studijų misiją – „padėti užtikrinti šalies visuomenės, kultūros ir ūkio klestėjimą, būti kiekvieno Lietuvos Respublikos piliečio visaverčio gyvenimo atrama ir paskata, tenkinti prigimtinį pažinimo troškimą" (LR Mokslo ir studijų įstatymas, 2009). Vadinasi, privalu užtikrinti studijų kokybę, taip pat užtikrinti, kad studijuojant būtų sudarytos sąlygos siekti mokslinio ir kūrybinio tobulėjimo, o įgyjamos kompetencijos ir pasirengimas dirbti atlieptų visuomenės ir ūkio poreikius. Čia gali būti įžvelgiama itin svarbi bendroji studijų programų rengimo metodologinė koncepcija, kuri reiškia, kad programų konstravimas yra valdomas teorijų, kurios įrodo, jog *parengta programa prisidės prie žinių visuomenės bei žiniomis grįstos ekonomikos plėtotės, atlieps darnaus šalies vystymosi, socialinės ir ekonominės gerovės, šalies ūkio gyvenimo plėtotės poreikį, ugdys kūrybingą, atsakingą, orią, pilietišką, savarankišką ir verslią asmenybę, paplikančią, plėtojančią ir kuriančią kultūros tradicijas.*

Taigi šiuolaikinė studijų programų konstravimo visuminė metodologinė pozicija yra orientacija į studentą. Šios pozicijos gilesnis aiškinimas yra sietinas su pačios studijų programos konstravimo metodologinėmis prieigomis, kuriomis yra identifikuojami tokie studijų programų konstravimo komponentai kaip bendrosios kompetencijos / perkeliamieji įgūdžiai, dalykinės kompetencijos, studentų savarankiško darbo organizavimo kaita, mokymosi, dėstymo ir vertinimo kaita bei mokymosi proceso kokybės gerinimas. Itin aktualizuotina tai, jog studijų programos konstravimas, jos tobulinimas / rekonstravimas turi būti grindžiamas nuolatiniu grįžtamojo ryšio iš studijų programos realizavimo dalyvių (studentų, absolventų, socialinių dalininkų) gavimu bei prognozuojamais pokyčiais visuomenėje ir akademiniame gyvenime.

Kyla klausimas: kaip ir kokiu būdu konstruoti studijų programas, kad jos atlieptų pasaulyje kylančius iššūkius ir kokybės užtikrinimo koncepcija atlieptų su studijų programa dermę? Paprastai pasitaiko atvejų, kuomet studijų programos konstruojamos vienų teorijų pagrindu, o studijų kokybės vertinimo / užtikrinimo mechanizmai (vertinimo proceso organizavimas, vertinimo metodų ir procedūrų parinkimas, vertinimo mokslinis pagrindimas) modeliuojami kitų teorijų pagrindu. Tai patvirtina ir G. Žibėnienės (2004) išskirti svarbiausieji aspektai neuniversitetinių studijų programų vertinime, kurių vienas yra didaktinė koncepcija ir filosofija.

Aukštojo mokslo studijų kokybės klausimais pastaraisiais metais išsamiai analizuoja Lepaitė (2003), Stumbrys (2003), Pukelis, Savickienė (2003), Pukelis, Pileičikienė (2005), Juodaitytė (2004), Misiūnas, Tutlys (2003). Vis labiau akcentuojamos studijų kokybės užtikrinimo sistemų, vertinimo, valdymo filosofijos ir prakseologijos, kompetencijų plėtojimo lygio problemos. Neuniversitetinių studijų programų rengimo, vertinimo ir įgyvendinimo problemas plačiau analizavo Žibėnienė (2002, 2004).

Atliepiant Bolonijos proceso tikslus ir konstruojant studijų programas bei užtikrinant jų kokybę, svarbu atsižvelgti į teorijų valdomas metodologines prieigas, kurios sudaro prielaidas studijų rezultatų pagrįstumui, tinkamumui, aktualumui.

Tyrime taikytų ***metodų*** (turinio analizė, metaanalizė) pagrindu formuluojamos šios išvados:
– Studijų programos konstravimas, valdomas teorijų, plačiąja prasme įrodo, kad parengta programa prisidės prie žinių visuomenės bei žiniomis grįstos ekonomikos plėtotės, atlieps darnaus šalies vystymosi, socialinės ir ekonominės gerovės, šalies ūkio gyvenimo plėtotės poreikį, ugdys kūrybingą, atsakingą, orią, pilietišką, savarankišką ir verslią asmenybę, plėtojančią ir kuriančią kultūros tradicijas. Tyriminis studijų programos konstravimo pagrindimas neatsiejamas ir nuo profesinio lauko, studijų programos atitikties rinkos poreikiams tyrimų.
– Hermeneutinė metodologija yra svarbi kaip kultūrinių, socialinių, ekonominių ir kitų visuomeninių reiškinių interpretacijos metodas, kuris yra tinkamas būdas konstruojant studijų programą, grįsti jos ir ja rengiamų specialistų poreikį, atsižvelgiant į visuomenėje vykstančius pokyčius. Tokie pokyčiai hermeneutinės filosofijos kontekste yra identifikuojami kaip reiškiniai. Šių reiškinių hermeneutinė analizė sudaro galimybę prognozuoti visuomeninius pokyčius ir juos sieti ne tik su rinkos pokyčiais, bet ir pokyčiais akademiniame gyvenime. Kita hermeneutinė metodologinė prieiga yra hermeneutinis ratas, kuriuo remiantis studijų programos visuma apibūdinama per dalis, o programos dalys – per visumą. Studijų programos konstravimo procese itin svarbu pradėti nuo visuminio, globalaus studijų pro-

gramos poreikio suvokimo ir jo pagrindimo. Perėjimas prie studijų programos dalių konstravimo procese apeliuoja į tai, jog tik išanalizavus kontekstą ir pagrindus studijų programos bei ja rengiamų specialistų poreikį, galima pereiti prie kitų studijų programos struktūrinių dalių.

– Studijų programų konstravimui pasitelkiant konstruktyvistinę prieigą, svarbu atkreipti dėmesį į tai, kad programos konstravimas turėtų būti grindžiamas patirtimi pagrįstu žinių kūrimu. Tokia studijų programos konstravimo ir realizavimo konstruktyvistinė metodologinė pozicija reiškia, kad minėti asmenys privalėtų neapsiriboti informacijos perdavimu ir informacijos gavimu, tačiau jie turi aiškiai suvokti, jog studijų programos konstravimas ir jos realizavimas turi skatinti kurti naujas žinias.

– Studijų programų konstravimas pasitelkiant humanistinę prieigą įgalina siekti socialinės sanglaudos ir įgyvendinti darnios plėtros nuostatas. „Ideliai integruoti" leidžia kiekvienai asmenybei sudaryti sąlygas pasiekti studijų rezultatų bei tinkamai veikti visuomenėje, t. y. optimizuoti studijų procesą, grindžiamą studentų poreikiais. Humanistinę prieigą atstovaujančios teorijos studijų programą atveria visuomenei: skirtingoms ideologijoms, studijų turiniui, studijų ir studijų rezultatų vertinimo metodams. Tokiu būdu yra integruojama laisvos iniciatyvos sistema, kuri Mokslo ir studijų įstatyme (2009) apibrėžta šiais studijų principais: akademinės laisvės ir autonomijos, Europos humanistinės ir demokratinės tradicijos.