# Article information:

Full article: Professional educational programmes under pressure. Organizational challenges related to strengthening research  
<https://www.tandfonline.com/doi/abs/10.1080/03075079.2019.1711039>

# Article summary:

1. Professional educational programs face challenges and contradictions in balancing relevance and research capacity.

2. Deans and heads of departments in teacher education, engineering, and health and social care experience these challenges.

3. The Norwegian higher education system has undergone reforms that have transformed the institutional and professional context of professional education programs.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article "Professional educational programmes under pressure. Organizational challenges related to strengthening research" provides an in-depth analysis of the challenges faced by professional educational programs in Norway, particularly those related to strengthening research capacity. The authors argue that these programs are facing contradictions between catering for the relevance of the programs and strengthening their research capacity.

The article is well-researched and provides a comprehensive overview of the institutional and professional context of professional education programs in Norway. However, there are some potential biases and limitations that need to be considered.

Firstly, the study focuses only on three fields: teacher education, engineering, and health and social care. While these are important fields, they may not represent all professional education programs in Norway or other countries. Therefore, the findings may not be generalizable to other contexts.

Secondly, the authors do not provide a clear definition of what they mean by "strengthening research capacity." This could lead to confusion about what specific measures were taken by leaders of these programs to strengthen their research capacity.

Thirdly, while the authors acknowledge that there have been several reforms in the Norwegian higher education system over the past decades, they do not provide a detailed analysis of how these reforms have impacted professional education programs. This limits our understanding of how broader policy changes have influenced these programs' organizational challenges.

Fourthly, while the authors discuss some means used by leaders of these different professional programs to strengthen research capacity, they do not explore counterarguments or alternative approaches that could be taken. This limits our understanding of potential solutions to these challenges.

Finally, while the article provides insights into potential risks associated with academic drifting and vertical integration within higher education institutions, it does not present both sides equally. The authors focus primarily on the benefits of academic drifting without exploring potential drawbacks or negative consequences.

In conclusion, while this article provides valuable insights into organizational challenges faced by professional educational programs in Norway related to strengthening research capacity, it has some potential biases and limitations that need to be considered. Future research should explore these issues in more detail and provide a more comprehensive analysis of the broader policy context in which these programs operate.

# Topics for further research:

* Impact of higher education reforms on professional education programs in Norway
* Alternative approaches to strengthening research capacity in professional education programs
* Challenges faced by professional education programs in other countries
* Definition of strengthening research capacity in the context of professional education programs
* Negative consequences of academic drifting and vertical integration in higher education institutions
* Best practices for balancing relevance and research capacity in professional education programs.

# Report location:

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