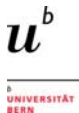


**Cultures of Program Planning
in Adult Education / Hannover 2015**

**University Continuing Education and its
Context: a Model for Program Planning**

Dr Andreas Fischer, University of Bern

Cultures of Program Planning




**University Continuing Education and its
Context: a Model for Program Planning**

1. Introduction
2. Program Planning: Collecting and Evaluating Relevant Information
3. The Specific Context of University Continuing Education – a Model
4. Application of the Model
5. Conclusion and Discussion

«Doing adult education research means to understand the actions of practitioners like in program planning»

(W. Gieseke: 2014, p. 171)

(c) Andreas Fischer 2015  2

1. Introduction

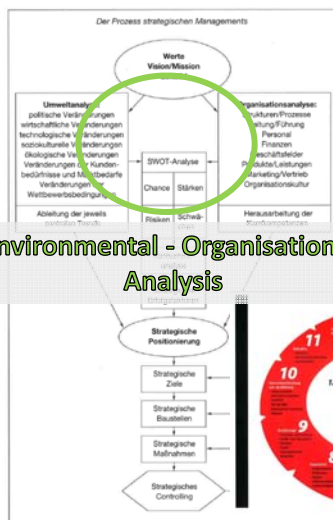


Environment

Context



2. Program Planning: Collecting and Evaluating Relevant Information



Environmental - Organisational Analysis



Market - Product Analysis

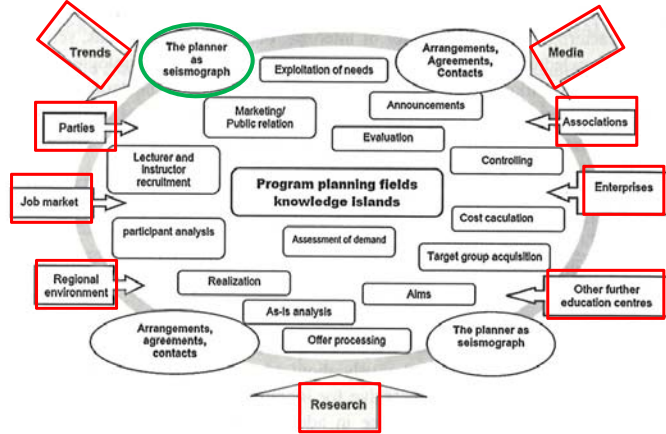


1 Organisational & Context A.
2 Market Analysis
3 Analysis of the Competitors

Sources:
• Zech (2010) / left
• Kühn/Pfäffli (2012) / right
• Hansen (2010) / bottom

Non-linear Linkage of Knowledge Islands

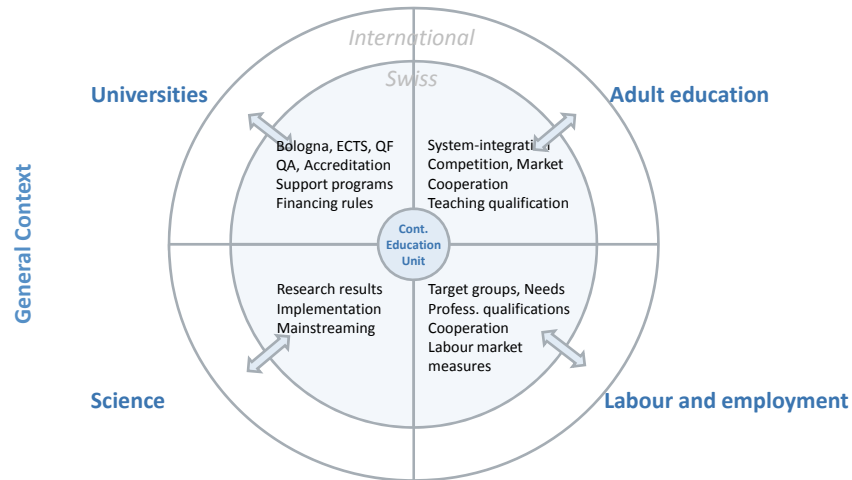
Fig. 11: Linkage of knowledge islands in program planning



Gieseke Wiltrud (2014):
Adult and Continuing Education:
Results in the Context of
Research on Programs and
Professionality, p. 170

Source: Gieseke 2000, p. 330, revised. 2006

3. The Specific Context of University Continuing Education – a Model



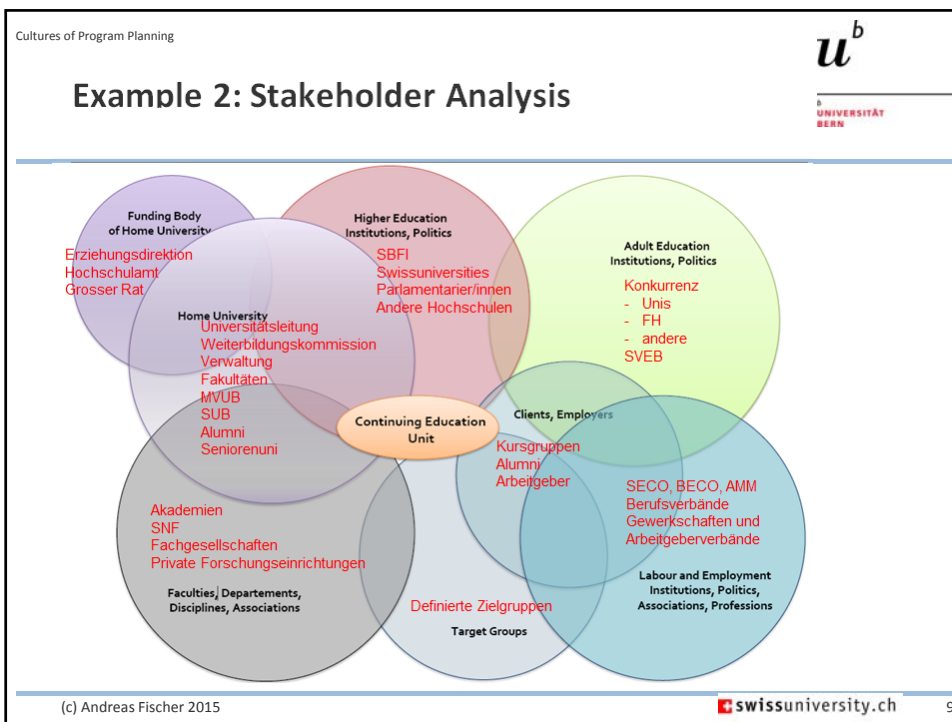
4. Application

Level	Task	CE Leadership and Management	Teaching	Research
System				Survey on Future Trends in University Continuing Education in Switzerland 1
Organisation			Instruction on «Stakeholder Analysis» 2	
Program		Evaluation of the Collected Information (Checklist) 3		

Example 1: Survey on Future Trends in University Continuing Education in CH

- > 80 directors of continuing education units of the Swiss higher education organisations have been asked to assess 23 theses
- > These theses are structured according to the model
- > Example of theses on trends in the context «Adult Education»:

Nr.	Thesis
4.1	In the university continuing education credit transfer of ECTS points from other programs will be increasingly practiced.
4.2	Achievements from the university continuing education are increasingly taken into account at the graduate university degree.
4.3	To promote transparency of the training opportunities in Switzerland the pressure towards <i>independent</i> assessment of programs of university continuing education is rising.



Cultures of Program Planning

u^b
UNIVERSITÄT
BERN

Example 3: Program Planning – Checklist for the Evaluation of the Collected Information

Universities	Science	Adult education	Labour & employment
<ul style="list-style-type: none"> • Bologna, ECTS, Qualification framework • QA, accreditation • Support programs • Financing rules • ... 	<ul style="list-style-type: none"> • Research results in the given field • Top topics • Experts • Implementation • ... 	<ul style="list-style-type: none"> • System integration • Competition, market • Cooperation • Teaching qualifications • ... 	<ul style="list-style-type: none"> • Target groups, needs • Prof. qualifications • Cooperation • Labour market measures • ...

↓ ↓ ↓ ↓

- > How is the situation?
- > What are expected trends?
- > How may situation and trends influence our program?
- > What are the main chances and threats for our program?

	Uni	Sc	AE	L&E
Situat.				
Trends				
Influe.				
Ch&Th				

(c) Andreas Fischer 2015 swissuniversity.ch 10

6. Sources

- > Fischer, Andreas (2014): Hochschulweiterbildung in einem heterogenen Feld. Bericht zu Handen der Geschäftsstelle des Schweizerischen Wissenschafts- und Innovationsrats. Arbeitsdokument Geschäftsstelle SWIR 3/2014, Bern
- > Gieseke, Wiltrud (2014): Adult and Continuing Education: Results in the Context of Research on Programs and Professionality. In: Käpplinger, Bernd/ Robak, Steffi (eds.): Changing Configurations in Adult Education in Transitional Times. Peter Lang Frankfurt a. M.
- > Hansen, Hanja (2010): Weiterbildungsmanagement. Zwölf Schritte zu einem Studiengang. Hep Verlag Bern
- > Jütte, Wolfgang; Weber, Karl (2005): Kontexte wissenschaftlicher Weiterbildung. Entstehung und Dynamik von Weiterbildung im universitären Raum. Waxmann Verlag Münster
- > Kühn, Richard; Pfäffli, Patrick (2012): Marketing. Analyse und Strategie. Werd Verlag Zürich
- > Zech, Rainer (2010): Handbuch Management in der Weiterbildung. Beltz Verlag Weinheim