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)
1. Introduction

Context

Environment

2. Program Planning: Collecting and Evaluating Relevant Information

Sources:
- Zech (2010) / left
- Kühn/Pfaffli (2012) / right
- Hansen (2010) / bottom
Non-linear Linkage of Knowledge Islands

Fig. 11: Linkage of knowledge islands in program planning

Source: Gieseke 2009, p. 330, revised 2006

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

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

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### 4. Application

<table>
<thead>
<tr>
<th>Task</th>
<th>CE Leadership and Management</th>
<th>Teaching</th>
<th>Research</th>
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<td>Level</td>
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<td>System</td>
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<td>Survey on Future Trends in University Continuing Education in Switzerland</td>
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<td>Organisation</td>
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<td>Program</td>
<td>Evaluation of the Collected Information (Checklist)</td>
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### 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»:

<table>
<thead>
<tr>
<th>Nr.</th>
<th>Thesis</th>
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</thead>
<tbody>
<tr>
<td>4.1</td>
<td>In the university continuing education credit transfer of ECTS points from other programs will be increasingly practiced.</td>
</tr>
<tr>
<td>4.2</td>
<td>Achievements from the university continuing education are increasingly taken into account at the graduate university degree.</td>
</tr>
<tr>
<td>4.3</td>
<td>To promote transparency of the training opportunities in Switzerland the pressure towards independent assessment of programs of university continuing education is rising.</td>
</tr>
</tbody>
</table>
Example 2: Stakeholder Analysis

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

- 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?
5. Conclusions and Discussion

The model is an instrument for the “planner as seismograph”\(^1\)

— the ability to observe,
— the ability to make connections,
— to have time for it, and
— to process knowledge segment-referred

«The idea is therefore to have time from the professional point of view to reflect again and again actively and reflectively\(^1\) ...»

> Four main specific contexts of university continuing education
> Medium level of abstraction
> Extendible, customisable
> Multiple use

\(^1\) cf. Gieseke W., 2014, p. 169

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Thank you for your attention!

> Your remarks and questions?
6. Sources


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