

DZHW

Deutsches Zentrum für
Hochschul- und Wissenschaftsforschung ■

Lifelong Learning and Higher Education in the German Context

Organisational Change in Higher Education Institutions?

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Outline

1. Funding competition:
 - Structure
 - Activities of funded R&D projects/ target groups
2. Evaluation:
 - Evaluation design
 - Objectives
3. Potential organisational change in HEIs
 - Seven interrelated aspects
4. Conclusion and further questions

1. Funding competition

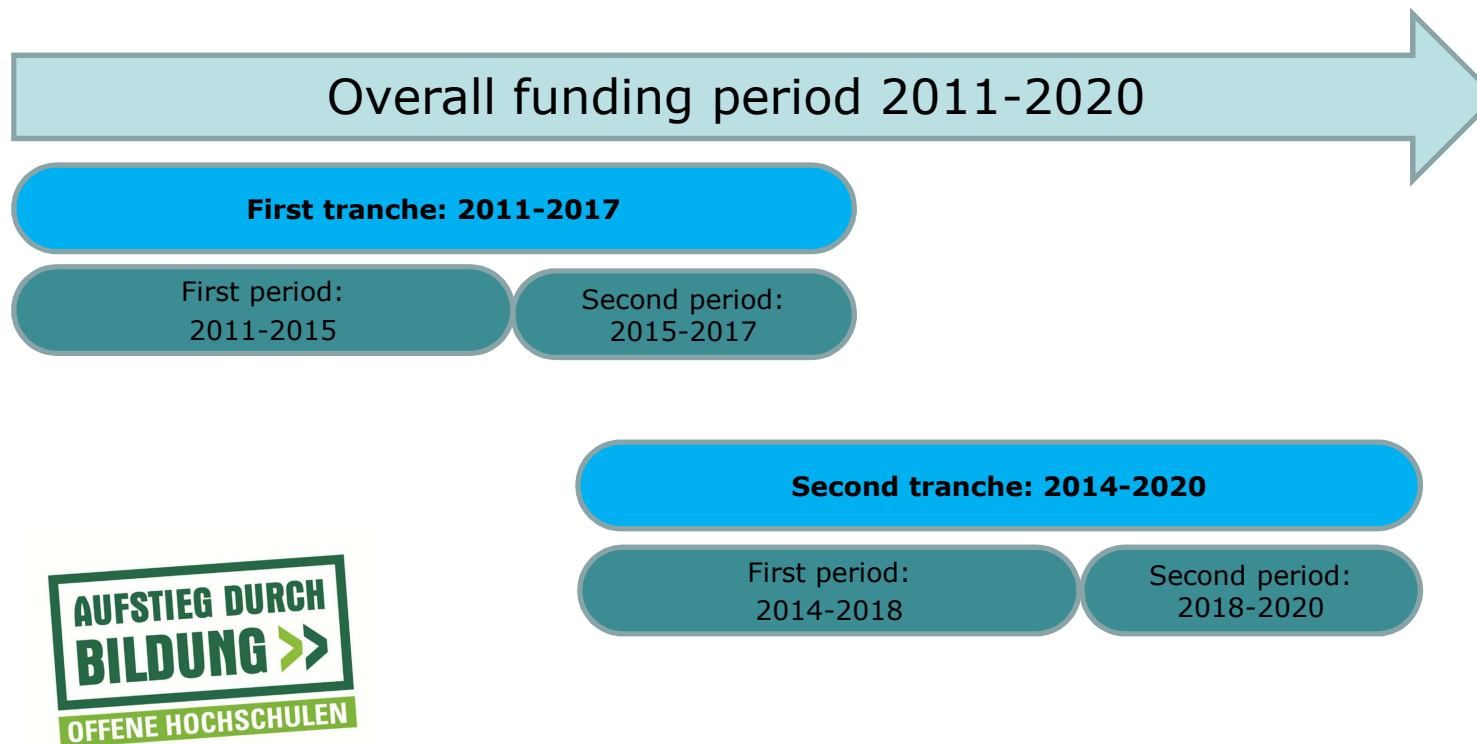


‚Aufstieg durch Bildung: offene Hochschulen‘

‚Advancement through education: open universities‘

- Launched 2011 by the German Federal Ministry of Education and Research (BMBF) in cooperation with the 16 federal states
- Funding of selected HEI amounts to around 250 million Euro for the period between 2011 and 2020

Structure of funding competition



Structure of funding competition



Field of research (first tranche):

- 16 single projects
- 10 joint projects
- ⇒ 56 participating universities



Field of research (second tranche):

- 37 single projects
- 10 joint projects
- ⇒ 75 participating universities



Objectives of funding competition



- Developing flexible study programmes for lifelong learning on Bachelor and Master level
- Making higher education better accessible for non-traditional adult students
- Fostering permeability between Germany's significant technical and vocational education and training system (TVET) and higher education
- Permanent supply of qualified personnel
- Improved knowledge transfer between HE and professional practice
- Fostering international competitiveness of higher education system in Germany by Lifelong Learning activities

Target groups of funding competition

- Employed persons
- Job-returners
- Persons with family responsibilities
- University dropouts
- Unemployed academics
- People with vocational qualifications with/without higher education entrance qualification



Activities of funded R&D projects



- Development of flexible study programmes for lifelong learning on Bachelor and Master level, e.g.:
 - Extra occupational degree programmes
 - Extra occupational classes completed with a certificate
 - Modularized courses
 - Dual study programmes
- Making higher education better accessible for non-traditional adult students, e.g.:
 - Recognition of prior learning
 - Preparatory classes for adult learners entering HE
 - Information and consultancy for target groups

Activities of funded R&D projects



- Development of new didactics and learning formats, e.g.:
 - E-learning/blended-learning classes
 - MOOCs
 - Didactics suitable for adult learners and extra-occupational learners
- Allowing for special needs of the target groups, e.g.:
 - Study-work-life balance
 - Appropriate facilities for adult learners
 - Supporting structures regarding special needs, e.g. child care

2. Design of programme-evaluation

- Evaluation of the competition
- Evaluation of the R&D projects

Mixed-methods approach:

Qualitative and quantitative evaluation design

Design of programme-evaluation

Evaluation of the competition – focus of inquiry:

- Actors involved in the competition (jury, ministry, scientific board)
- Analysis of policy-field and discourse in lifelong learning
- Interviews with experts (national and international focus)
- Interviews with university (vice-)presidents

Design of programme-evaluation

Evaluation of the R&D projects – focus of inquiry:

- Expert interviews with heads of funded R&D projects
- Quantitative survey of staff of R&D projects
- Quantitative survey of cooperative practitioners
- Survey and interviews with non-traditional students

Objectives of the evaluation

- Development of the competition in terms of being a „learning programme“
- Mid-term evaluation of R&D projects and recommendations for second project period
- Analysis of central questions regarding implementation of continuing adult education and lifelong learning in HEI, e.g. do the new study programmes apply to the target groups/NTS?

Objectives of the evaluation

- Interrelated questions concerning the implementation of lifelong learning programmes in HE in Germany
- Including questions of how the funding competition potentially affects organisational change in HEI
- We identified 7 interrelated aspects of potential change

3. Potential organisational change in HEIs



Potential organisational change in HEIs

- **Permeability TVET/HEI:**
 - Recognition of former qualifications and competences
 - Access to HE for non-trationals
 - Support of transition process
- **Heterogeneity of student population:**
 - Regarding target groups of the competition/non-traditional students
- **Differentiation of study programmes:**
 - Extra occupational degree programmes
 - Blended-learning classes etc.

Potential organisational change in HEIs

- **Governance** structures that include lifelong learning and continuing education:
 - E.g. mission statements, agreements on objectives
- **Organisational structures** that include lifelong learning and continuing education:
 - E.g. centres for continuing education, special administration units
- **Regarding a culture of lifelong learning:**
 - E.g. open minded faculty
- **Knowledge transfer and practice relations:**
 - Enhanced communication between universities and practice, easier application of knowledge

Potential organisational change in HEIs



4. Conclusion and further questions

- Can we observe organisational change in above mentioned aspects?
- What impact can we expect from the funding competition?
- Differences and similarities between GB and Germany: open up the discussion

References

- *Freitag, Walburga* (2014): Offene Hochschulen im Fokus. In: *duz SPECIAL: DZHW - Deutsches Zentrum für Hochschul- und Wissenschaftsforschung. Erhebungen, Forschung, Service* (1): 30-31.
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Thank you for your attention!

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