

International Conference “Cultures of Program Planning in Adult Education: Policies, Autonomy, and Innovation”

Leibniz Universität Hannover, Germany, September 28th - 29th, 2015

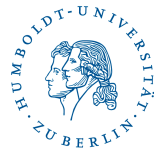
The conference is organized by the expert group on program (planning) research in Germany (<https://www.die-bonn.de/Institut/Dienstleistungen/Servicestellen/Programmforschung/default.aspx>) and takes place prior to the annual conference of the Deutsche Gesellschaft für Erziehungswissenschaft – Sektion Erwachsenenbildung (Division “Adult Education”) (<http://www.dgfe.de/en/sections-commissions/division-9-adult-education.html>) (September 29th – October 1th).

The conference is a cooperative effort by the Leibniz University Hanover, the German Institute for Adult Education, Leibniz Centre for Lifelong Learning, and the Humboldt University, Berlin.

As yet, program planning in adult education has not been well researched on an international level. This is rather surprising, considering that the planning and provision of programs for adults is one of the core activities of the personnel working in adult education. Furthermore, crucial issues of adult education concerning policies, autonomy, or innovation may be focused by taking a closer look at programs and by investigating how they are developed. The professional action of program planning comprises all activities needed for developing programs, individual educational courses, or projects. It is about finding topics, formulating offers and bundling different contents into programs or even profiles of organizations of adult and further education. Program planning secures the curricular structures/supply structures of organizations of adult and further education; – it even and above all legitimizes the organization as such. Programs reveal trends and developments in the diverse content areas (areas of study) of adult and further education (arts and culture, health, languages, professional training, basic education, etc.); they throw light on the specific concept of education and/or competence they reflect at a given time as well as on the addressees they aim at and the manner in which these are addressed. The analyses of programs and of planning actions create links to diverse discourses; these can refer to types of organizations (adult education center, university, company and so forth), to topic or content areas (e.g. art/cultural education), to regions and localities, to educational-political instruments and policies.

The conference has **five objectives**:

1. To stimulate exchange between scholars and establish international networks in the field of program planning and program analysis. Adult education science is increasingly confronted with the challenge of implementing scientific dialogue and networking in transnational and international contexts.
2. To make research on program planning and program analysis more visible on an international level. To analyze and compare different models used to explain program planning. To contextualize program planning within diverse national and international contexts. To shed light on tensions and contradictions between new public management, educational actions and provisions.
3. To find comparative frameworks for international research on program planning. To highlight differences and commonalities with regard to terminologies, categories, theories, and methods. To map the field of research on program planning.
4. To present existing archives that collect programs. To discuss possible ways of access and of meeting new challenges such as the digital shift. What kinds of innovations are made possible by being able to access programs worldwide rather easily via the internet?
5. To make visible study programs in adult education that teach program planning. How are key competences in program planning being taught? Which challenges are being encountered and what kind of innovative solutions are being found in teaching program planning, – a field that is generally not being considered fashionable at present?



Conference Program

September 28th, 2015

11:30	Reception with Lunch Snacks	
12:00	Welcome Address and Introduction (S. Robak, E. Winther, Dean H. Noormann)	
12:15	Inputs <ul style="list-style-type: none"> • Why Researching Programs? (W. Gieseke) • Models of Program Planning in Different Countries (A. von Hippel & B. Käßplinger) 	
13.15	Comment (T. Sork)	
13:40	Plenary Discussion (Chair: B. Käßplinger, S. Robak)	
14:00	Seminar: Comparative Program Research Chair: W. Gieseke & B. Käßplinger W. Gieseke & S. Slovinska & H. Solarczyk-Szwec & H. Stock: Program Analysis of Cultural Education in Germany and Poland B. Käßplinger & T. Sork: Promoting and Provoking Innovation in Program Planning – A Comparison of North American and German Perspectives	Seminar: Programs and Program Planning in Different Adult Education Institutions Chair: A. von Hippel A. von Hippel & T. Röbel: Program Planning in German Enterprises. Three Case Studies on Multiple Stakeholders, Diverging Interests, Conflicting Logics, and their Impact on the Training Programs Planned I. Specht & M. Fleige & V. Zimmer: Analyzing programs for adult learning in museums: new perspectives on the landscape of arts and cultural education for adults and their organizations L. M. Lorenz & C. Pohlmann: A Comparative Inter-Institutional Perspective on Program Planning in Germany
15:30	Coffee Break	

16:00	Program Cultures: Adult Education Collecting Strategies – Archives and Program Research Chair: K. Heuer & A. von Hippel K. Heuer, A. von Hippel, I. Georgieva, M. Stimm, A. Seiverth, W. Weinstock		
16:30	Seminar: Objectives and Images in Adult Education Programs Chair: A. Ioannidou R. St. Clair: Tackling the Endpoint Enigma B. Käpplinger: Visuals in Adult Education in Programs in Canada and Germany K. Heuer, F. Semrau & I. Specht: Program Research with a Digital Archive: Experiences and Challenges	Seminar: Program Planners and Autonomy Chair: S. Robak S. Robak & E. Asche & L. M. Lorenz: Program Planning in Transnational Contexts T. Seddon: Program Planning in Transition: Spaces of Orientation, Empirical-Normative Borders and Orders, and Questions about Outcomes F. Trede: Program Planning in Hybrid Spaces: Enhancing workplace learning through mobile technology	Seminar: Programs in Higher Education Chair: M. Fleige A. Fischer: University Continuing Education and its Context: a Model for Program Planning M. Kondratjuk: Program Planning in German Continuing Higher Education C. Goffart & M. Schemmann: Demand-driven Program Planning in the context of Higher Education. A Case Study of the University of Cologne
18.00	Prosecco Reception and Visiting the Exhibition of Program Archives; Pictures and Programs: Use and Research Questions (P. Herre & I. Specht) & The Poster Exhibition		
18.30	End of Day 1		
19.00	Dinner (paid individually)		

September 29th, 2015

9:00	Input <ul style="list-style-type: none"> • Programs and Providers in Adult Education (S. Robak & M. Fleige) 		
9:30	Comment (H. Salling Olesen) Plenary Discussion (S. Robak & M. Fleige)		
10:00	Coffee Break with Poster Session : V. H. Petersen & H. Olesen: Vocational Education in Denmark M. R. Patrício: ICT in Adult Education: What Program? K. Seifert: Program Planning at Centers for Teaching and Learning		
10.30	Seminar: Policies and Politics of Programs Chair: A. v. Hippel & M. Fleige T. Mukhlaeva: Non-formal Adult Education Programs for Creative Citizenship R. Flowers: Program planning strategies to foster a 'deliberate' culture of learning in environmental social movements	Seminar: New Perspectives on Programs and Program Planning Chair: S. Robak G. Strohschen: From Blended Shore Education to Metagogy - A New Look at Program Planning and Delivery A. Rose: Understanding and Assessing Need in Program Planning within the Context of Career Based Basic Education: Insights from the USA R. Lee & K. Noh: Analysis of the Context and Characteristics of North Korean Defectors as Adult Learners: Implications for "Responsible Planning"	Seminar: Needs, Programs and Institutions Chair: B. Käßplinger A. Knox: Improving Planning Processes through Ongoing Evaluation Feedback T. Sork: Shibboleths in Planning Theory: How Outmoded Beliefs and Practices Constrain Autonomy and Radical Innovation in Adult Education T. Lemke & S. Schmidt-Lauff: Program Planning in Public Adult Education in the Context of Social Variation, Professional Action and External Regulations - Program Planning in Adult Education Using the Example of the VHS Chemnitz
12:30	Final Plenary Discussion (Chair: M. Fleige, B. Käßplinger, S. Robak)		
13:00	Lunch Snacks		
13.30	Networking and International Research Platform (Optional) Joint Research: Digital Archives, Planned Archives, Conference Proceedings, International Studies		