

Digitalisation in Adult and Continuing Education in Germany

Background

Adult and Continuing Education

Heterogeneous field with various European categorisations (Sava, Nuißl & Lustrea 2016)
Interplay of formal, non-formal learning and informal lifelong learning opportunities (European Commission 2000)



Digitalisation and Mediatisation

Digital media can support qualification, individualisation, democratisation (von Hippel 2011)
Digital media as an opportunity for formal, non-formal and informal adult learning (Selwyn & Furlong 2016)

Goals

Analysing conditions for success in digitalisation of adult and continuing education

Development of a classification of objectives, measures and experiences concerning digitalisation in institutions and organizations of adult and continuing education

Design and evaluation of concepts for the advancement of digitalisation in and together with the organizations and institutions, based on theory and empiricism

Identification of conditions for success and their interdependence on the following levels: society, institution, organization, offers, staff, and learners

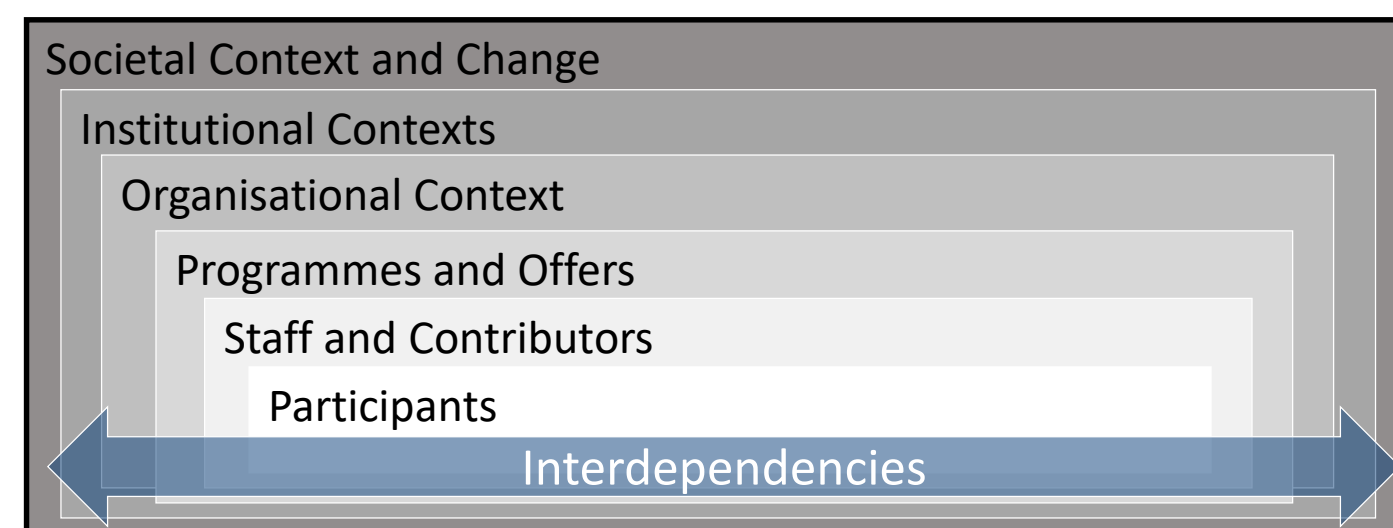
Research questions

1. Which digitalisation measures can be identified at the institutions and organisations? Which objectives are linked to the measures? What did the institutions experience with these measures?
2. Which interdependencies between the different levels can be identified with regards to facilitating and impeding factors for developments in the field of digitalisation in adult education/ continuing education?
3. Which need for developments in the advancement of digitalisation in adult/ continuing education can be identified, and on which levels? Which concepts for the advancement of digitalisation in and together with the institutions of adult/ continuing education are to be designed jointly on this basis, building on theory and empiricism? Which transformative processes can be stimulated by these measures?

Theoretical and methodological framework

Adult and Continuing Education

- Professionalisation in adult and continuing education (Egetenmeyer, Breitschwerdt & Lechner 2019)
- Multilevel analysis (Egetenmeyer & Schüßler 2014)
- Critical communicative method (Gómez, Puigvert & Flecha 2011)



Digitalisation and Mediatisation

- Mediatized worlds (Hepp & Krotz 2014)
- Teaching and learning with and about digital media (Tulodziecki, Herzig & Grafe 2019)
- Design-oriented approach of media educational research (Tulodziecki, Herzig & Grafe 2014)

Research design and timeline

- Sample: 3 German umbrella organisations with 6 organisations in adult and continuing education
- Data collection: mixed methods (Cresswell & Clark 2003)

First data collection phase
- 9 kick-off discussions
- approx. 60 interviews
- questionnaires
2019

Development phase
- data interpretation workshops
- webinars
2020

Second data collection phase
- approx. 60 (phone) interviews
- questionnaires
2021

Results
- presentation and dissemination
- public event
2021

Results of Literature Review: Multilevel model of digitalisation in adult and continuing education

Societal Context and Change

1.1 state 1.2 market 1.3 civil society

Institutional Context

2.1 institutional mandate 2.3 digital infrastructure 2.5 financial conditions
2.2 institutional offers 2.4 cooperation structure

Organisational Context

3.1 mandate/educational concept 3.3 workplace culture 3.5 public relations and marketing 3.7 digital infrastructure
3.2 organisational structure 3.4 financial conditions 3.6 organisational & personnel development 3.8 cooperation and networking

Programmes and Offers

4.1 target groups 4.3 content of digital programmes and offers 4.5 eExams
4.2 technology-enhanced educational offers 4.4 technology-enhanced offers

Staff and Contributors

5.1 sociodemographic characteristics 5.3 attitudes & beliefs
5.2 professionalisation and qualification/continuing training 5.4 role in the digital teaching and learning processes

Participants

6.1 sociodemographic characteristics 6.3 experiences with digital media 6.5 learning effects/competence development
6.2 expectations 6.4 beliefs

Interdependencies

Limitations

- national sample
- case study

Discussion

- challenges for interdisciplinary research
- representative studies versus ecological validity

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References