



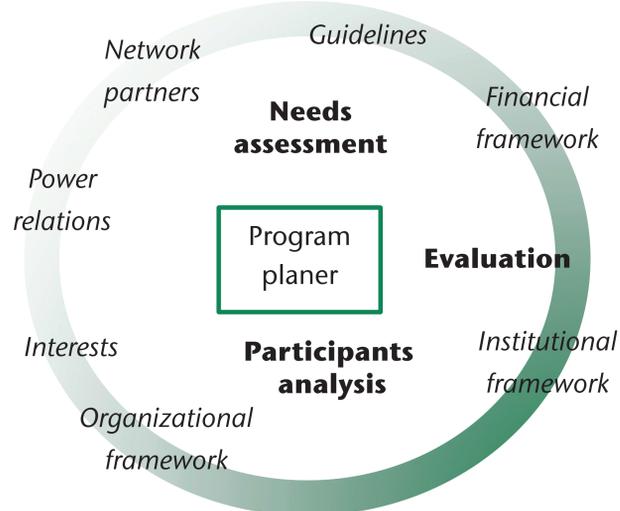
Program Planning at Centers for Teaching & Learning in Higher Education

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Research Questions

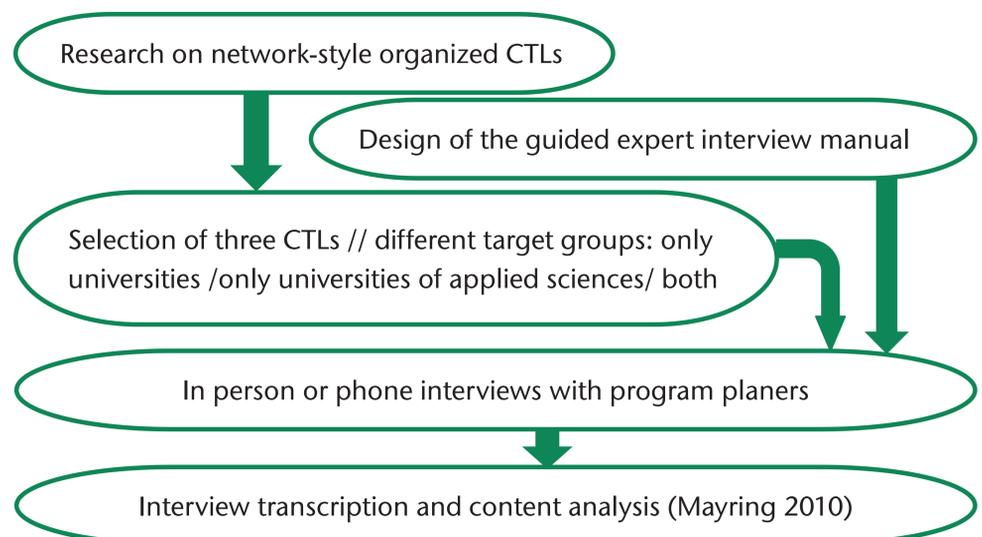
- ❖ How does program planning at network-style organized centers for teaching and learning in higher education (CTL) work?
- ❖ Can adult education program planning models serve as a framework to describe and explain program planning at network-style organized CTLs?

Theoretical Background - Program Planning



„information islands“ in the context of adaptive actions

Research Method and Sampling



Theoretical Background - Training Teachers in Higher Education

- ❖ towards the end of the 1990s many CTLs are established due to the shift from teaching to learning in the context of the Bologna reform program
- ❖ a competence-oriented standard curriculum for the training of university teachers developed by the German Association for Academic Development (dghd) allows to compare different training programs
- ❖ mainly research assistants and Ph.D-students participate in teaching trainings

Main Findings

Supply and demand oriented program planning

- ❖ supply-oriented: open training programs
- ❖ demand-oriented: consulting, coaching, faculty development

Needs assessment

- ❖ evaluations, surveys, market monitoring
- ❖ informal discussions
- ❖ good access to target group

Network character

- ❖ program planning in very branched networks needs more adaptation and coordination

Frameworks and guidelines

- ❖ networks act independently within given organizational, institutional, and financial frameworks and guidelines

Adult education program planning models serve as framework to describe & explain program planning at network-style organized CTLs

Conclusion

Exploring program planning at CTLs from an adult education point of view:

- ❖ enables program planers to reflect on their actions and thus drives professionalization of program planning at CTLs
- ❖ illustrates advantages and challenges of program planning within networks

Literature (selection)

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