

Presentation of the self-assessment tool & reflections on the testing processes

Director Kari Seppälä, University of Turku, Brahea Centre for Training and Development

Dr. Edith Kröber (Director) and Gabriele Schaub (Continuing Education), Stuttgart University

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Our presentation

1. ALLUME self-assessment tool
2. Lifelong learning in the University of Stuttgart
3. How we used the tool in Stuttgart
4. Our reflections on the exercise and the tool
5. Some ideas for the future

Self-assessment tool and the other ALLUME products

- The materials support the progress towards a lifelong learning university.
- They can be useful for various actors in the strategy process.
- For self-study or supported process
- They do not offer one specific route to success, but rather open eyes for various approaches in different contexts.
- Self-assessment tool/ Tool for positioning by benchmarking and self-assessment
 - "Where we are"
(Where to go)
- Exercise for the definition of your institution's strategy processes
 - "How to strategize"
- Transversal analysis of Case studies: Key elements for Guidelines
 - "What do we want"

Self-assessment tool (SAT) offerings

- Introduction to
 - The concept of Lifelong Learning
 - The benefits and costs of LLL
 - The implementation of the EUA Charter Commitments in partner universities
- Possibilities for reflection:
 - the LLL strategy and communication processes
 - the analysis of the LLL performance in relation to the EUA Charter
 - The consideration of internal or external factors influencing LLL development
- Starting points for (re)formulating a LLL strategy for your university

SAT viewpoints (1/3)

The Concept of Lifelong Learning

- Introduction to Lifelong Learning
- Lifelong Learning as a European aspiration
- The Costs and Benefits of Lifelong Learning

The strategic and the other LLL paths

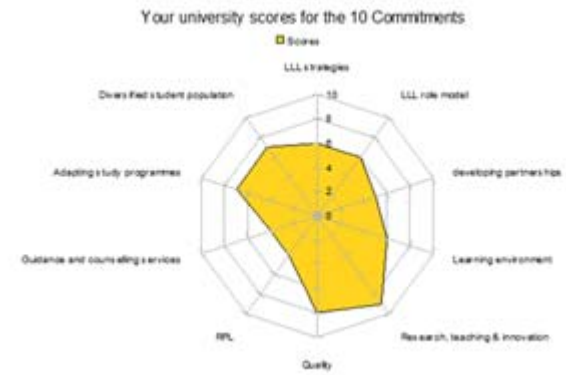
- Curriculum development, enhancing guidance and counselling
- Renewal of the student recruitment strategy, reaching for new audiences
- Construction of a quality system or launching a quality charter
- Going through an institutional, field-specific or thematic evaluation
- Designing the corporate governance of the social interaction of the university
- Planning of the staff development activities, both to foster Lifelong Learning as well as for their own Lifelong Learning

SAT viewpoints (2/3)

10 commitments for the Universities

- Examples of implementation
- Your LLL and strategies in relation to the 10 Commitments.
- The missing commitments?
- Three LLL priorities
- Strategy process in your Institution

- Present and future LLL



SAT viewpoints (3/3)

Problems in implementation

- Strategy
- University Priorities
- Organisational barriers
- Staff Attitudes / internal communication processes
- Finance ...

Benefits

- Staff
- Student profile
- University-Community interface
- University reputation ...

Action Plan

- Actions to be implemented
- Internal and external conditions
- Mobilising key actors
- Resources and funding model

Revisiting your LLL strategy

LLL in the University of Stuttgart (US)

- *Zentrum für Lehre und Weiterbildung ZLW provides a set of services for lifelong learning, e.g. continuous education, basic skills advancement, so-called general courses, educational development and as an example a project of academic development in the simulation technologies.*
- *It was founded as a special unit for the organisation and development of these activities in 2009.*
- *ZLW is a merger of four units: general studies, continuing education, educational development and basic skills advancement.*
- *ZLW has some 6000 students and a staff of 10. The annual budget estimated at the level of 400 000 – 500 000 €.*

US LLL/US self-evaluation

- *ULLL is existent but not labelled as such*
- *Structures can be used to build up on*
- *External and internal networks needed*
- *zlw needs good strategies and patience to bring ULLL about*
- *zlw already shows aspects of a role model for ULLL*
- *University leadership has to show more commitment for ULLL*
- *The structure of zlw is a chance for ULLL at our institution*

The ALLUME exercise in Stuttgart

Two days in March 2011 involving the key colleagues from ZLW + the staff of ZLF + colleagues from the University services

Steps and focus

1. The ZLW reflections on the concept of lifelong learning
2. The networks of ZLW and US
3. Discussing the three LLL priorities (process, value-based, EUA)
4. Stuttgart ranking and analysis of each commitment
5. Decision about the three priorities
6. Discussion about the priorities and their benefits, problems and action plans
7. Preliminary prioritising the activities designed for the three priorities
8. Reflection and the next steps

Commitment 9: Developing partnerships at local, regional, national and international level to provide attractive and relevant programmes.

This is based on the fact that providing relevant educational provision in a lifelong learning context cannot be done by institutions on their own. The need for structural partnerships – with a range of other educational institutions, employers, employees’ organisations (trade unions) as well as with other stakeholders – is essential if provision is to be responsive, flexible and innovative.

Benefit		Problem	
To whom		To whom	
Student	ALLIANCE IMPROVES THE SERVICE + SAVINGS (gegenseitiger Nutzen)	Student	„ME AND THEM“ – US (keine Identifikation mit der Institution)
	BENEFIT FOR CAREERS (z.B.FH-Bachelor, UNi-Master-zwischendrin Ausbildung)		MOTIVATION ONLY FOR RESEARCH
	OPENING THE APPRENTICE-TYPE OF EDUCATION – OPPURTUNITIES FOR STUDENTS (z.B. duale Hochschule)		
	UPDATING (Rückbindung in die Praxis)		
Staff / Profs	LEARNING OPPURTUNITY FOR UNIVERSITY STAFF (Bezogen auf Wirtschaftskontakte, Management skills)	Staff / Profs	„ME AND THEM“ – US (keine Identifikation mit der Institution)
	REFLECTION FOR BETTER RESEARCH		PERSONAL/ INSTITUTIONAL (ich ?)
	RESEARCH OPPURTUNITIES (Auftragsforschung)		NETWORK SKILLS (nicht entwickelt in diesem Bereich)
	DATA (for research available)		OWN ALLIANCE / TAKING PART
Society	UNIVERSITY FLEXIBLTY (sichtbarer auch für neue Zielgruppen)	Society	UNIs / FHs (Konkurrenzsituation)
	RESEARCH OPPURTUNITIES (Auftragsforschung)		OWN ALLIANCE / TAKING PART (companies might not want to deliver DATA)
	UPDATING (Rückbindung zur Praxis)		

- zlw-tasks:
- Doctoral colloquium (bestehende Kolloquien nutzen; Profs ansprechen)
 - STRUCTURING Networks (zlw-Analyse über eigene Netzwerke)
 - Doctoral students resource (Doktoranden-Coaching auch für Personen aus der Wirtschaft)
 - Common purpose (use our own contacts)
 - Group of cooperation with companies (“Uni trifft Wirtschaft” – Prof. Bertsche)

US feedback

The exercise

- *We had intense examinations in the concept of ULLL.*
- *ULLL developed from a slogan to a concrete concept in our perception.*
- *The methods used gave us the opportunity to work strategically on the guidelines.*
- *It was reasonable to prepare for the testing by doing the ranking of our university.*
- *Because of the very different standards in Finland and Germany it was not easy to apply the Finnish example to our university.*

The guidelines

- *It might be quite difficult for new staff to capture the relevance and the dimension of the guidelines.*
- *Sometimes the discriminatory power between the commitments is missing, e.g. commitment 2 and 8.*
- *New partners should prepare for the testing process accurately and involve strategic partners before the testing in order to gather all relevant information.*
- *It should be clear, who will participate in the testing group. It can be helpful to involve “friends” in the testing process.*
- *The length of the ALLUME document is appropriate.*

US learning effects & consequences

Right after the testing

- *We got a good understanding of the commitments*
- *We also got a clear and exhausting definition of ULLL.*
- *We experienced how to derive concrete strategies out of the commitments.*

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- *We embedded ULLL into the visions of zlw*
- *We derived common ULLL strategies for zlw based on the results of the testing consultation*

US comments on the tool and the exercise

- *We were glad, that the testing could be adapted to our stage of development and our needs*
- *We would find it very helpful to involve other units who deal with ULLL (we need to identify them and convince them to take part in a strategic session).*
- *It is extremely helpful to have an expert, who helps to reflect on our ULLL-situation (compared to other european countries and institutions), our -goals and our -strategies.*

Visitor's comments on the tool

- The institutional phase of a LLLU demands a strategic approach. But as the phases of development and the contexts vary essentially, it is important that the LLL practitioners in the university **make a careful decision of how to promote LLL.**
- It should be totally clear to the users of the guidelines that using all the tools is most **time-consuming**. During a long period of time it may be possible, but not necessarily worth the effort.
- The **most appropriate tools** are probably **different for various institutions.**
- It is useful to be **reflective and flexible** during the process – as I see it, we were able to change our plans in a constructive way.
- The **most useful group of participants** can be **different for various institutions.**
- The rankings give **no legitimate support for comparisons.**

The potential next steps in US

- *Designing the LLL strategy for ZLW that can serve as a basis for the enhancement of LLL in the University*
- *Building expertise within ZLW so as to build capacity for the enhancement of LLL*
- *Continuing the development of LLL service in the University*
- *Constructing partnerships with internal and external actors that share similar interests (necessarily not the whole LLL agenda, but e.g. certain EUA Charter commitments)*
- *Connecting ULLL with academic staff development, educational development and basic skills advancement even stronger*