

Joint research project mint.online

An educational alliance approach for further academic education concepts

Bernd Dobmann & Jutta Haubenreich – Fraunhofer Academy Munich

Project coordination:



Project partners:



Project sponsors:



Promoter:



Structure

- 1. Who we are and what we do**
- 2. A market oriented perspective on continuing education – demand orientated view**
- 3. A market oriented perspective on continuing education – supply orientated view**
- 4. Conclusion**
- 5. Workshop**

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1. The Fraunhofer-Gesellschaft

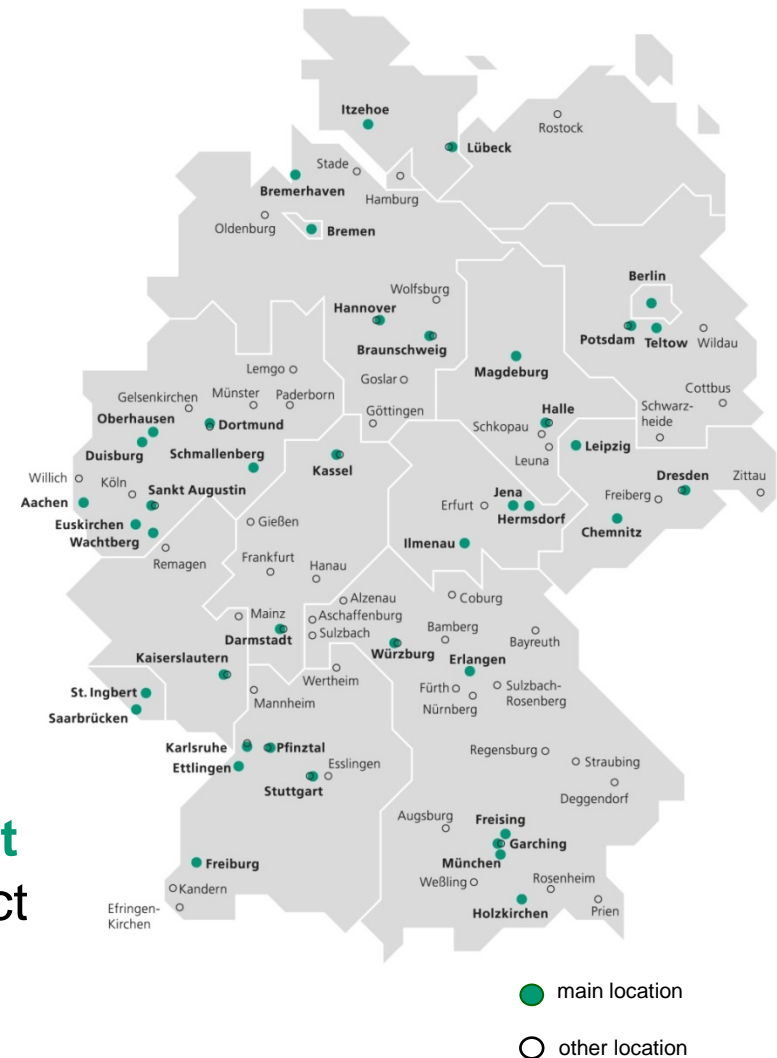
- **largest organization** for applied research in Europe



- **67** institutes and research units



- more than **23,000** staff
- **€2 billion annual research budget** totaling (1.7 billions through contract research)



1. Educational alliance approach @ mint.online

Goals of the project

- The joint project follows the goal of successfully placing the continuing education programs (STEM-focus) of German HEI on the global market of continuing education.
- The concepts of the programs, currently in development, are specifically aimed at non-traditional groups of students (future leaders/highly skilled workers, people with family obligations, job-returnees, etc.)
- Internet-based programs and blended learning designs also aid in attracting foreign students.
- Accreditation of prior learning leads to permeability of the study programs while raising mobility and freedom for students.

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EDUCATION PROGRAMS WITH A FOCUS ON ENERGY,
SUSTAINABILITY AND ENVIRONMENT

TARGET GROUPS: EMPLOYEES WITH FAMILY
RESPONSIBILITIES, JOB RETURNEES AND GRADUATES
WITH BACHELOR'S DEGREES

COURSE CONTENTS ARE BASED ON CURRENT SCIENTIFIC
RESEARCH RESULTS

COMMON QUALITY STANDARDS GUARANTEE HIGH-
QUALITY COURSE PROGRAMS

PROFESSIONAL COMPETENCES CAN BE CREDITED

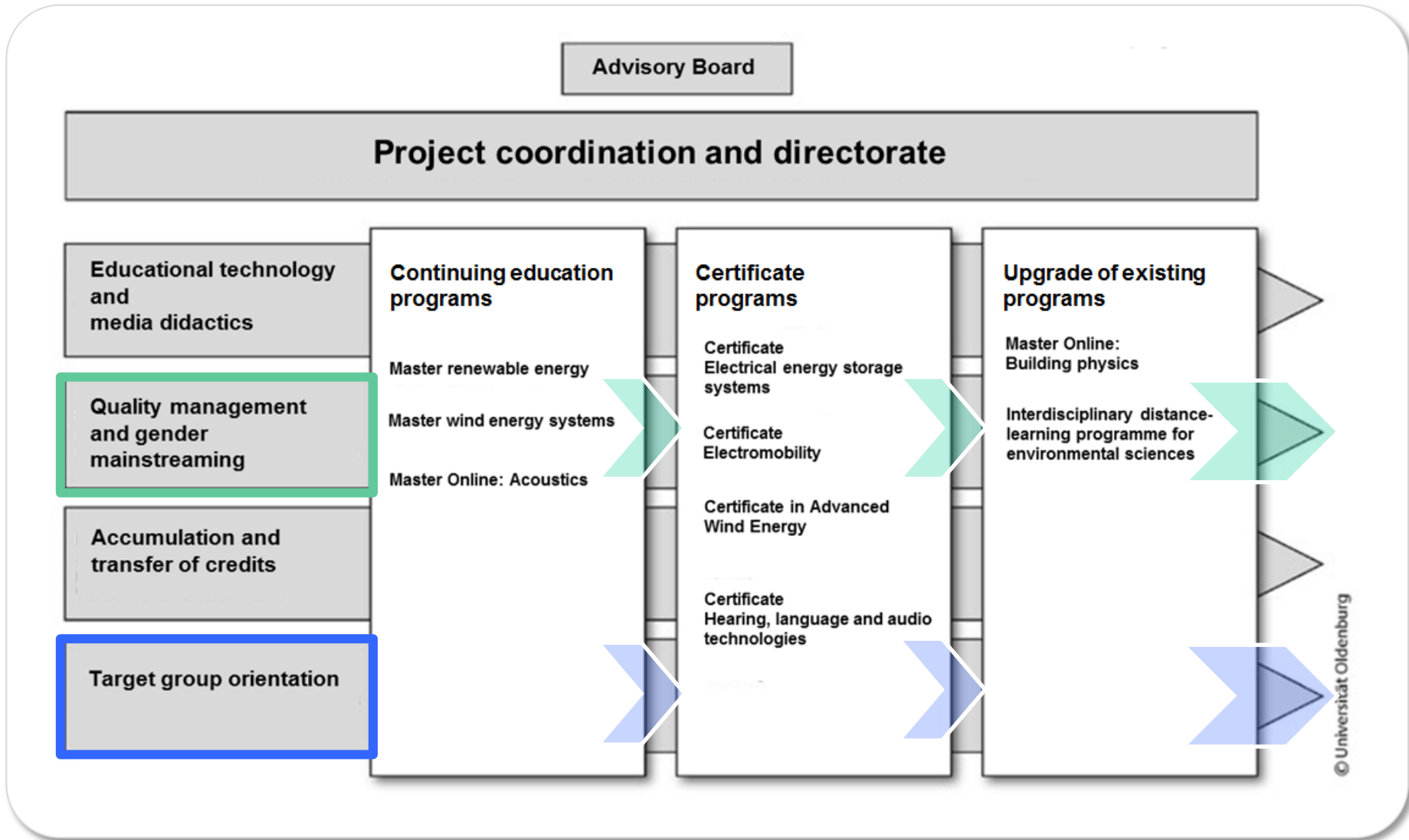
BLENDED LEARNING APPROACHES PROVIDE FLEXIBLE
AND PARTICIPANT-ORIENTED COURSE FORMATS

WEB-BASED COURSES ENABLE INTERNATIONAL STUDENTS
TO PARTICIPATE



Advancement
through Education

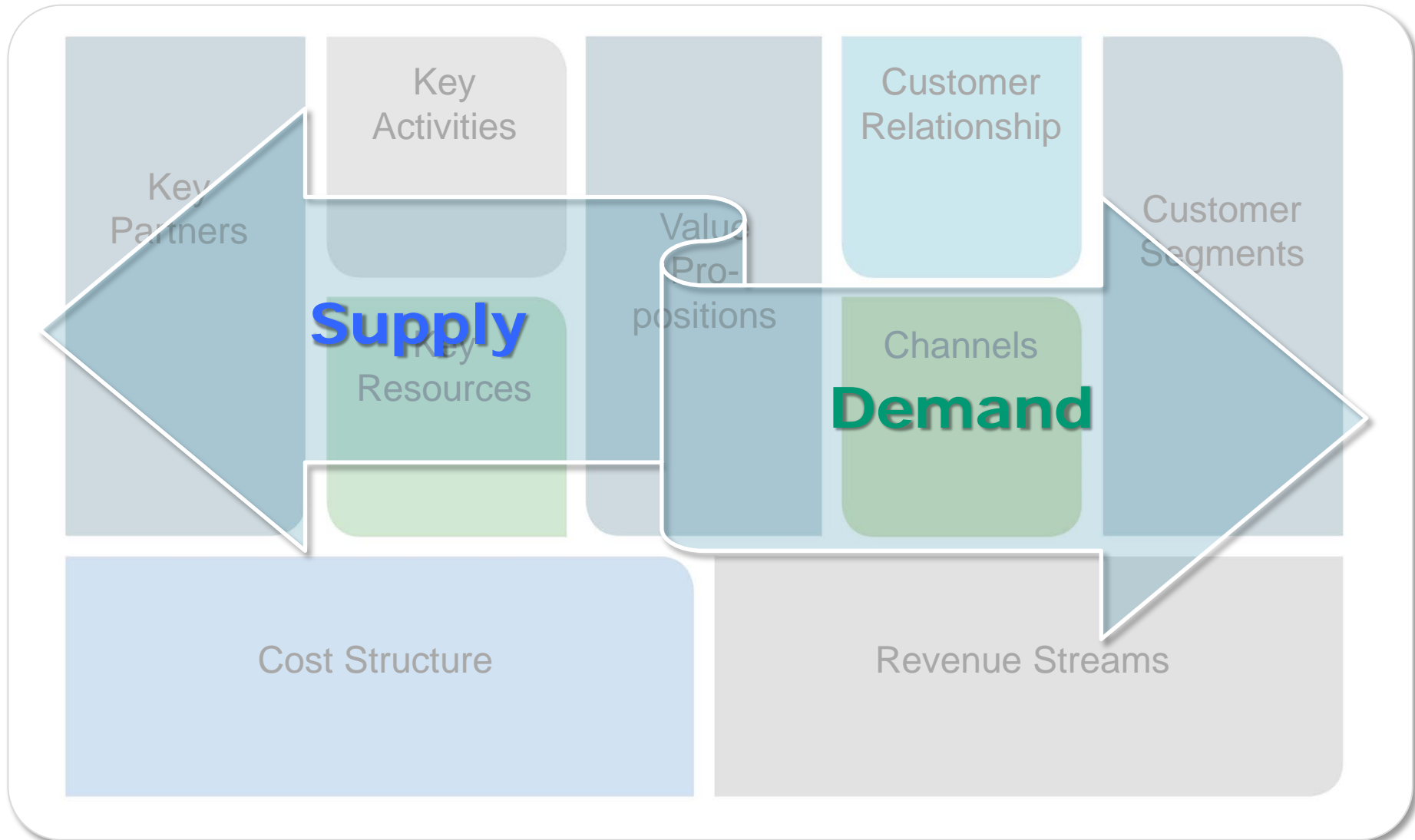
1. Educational alliance approach @ mint.online



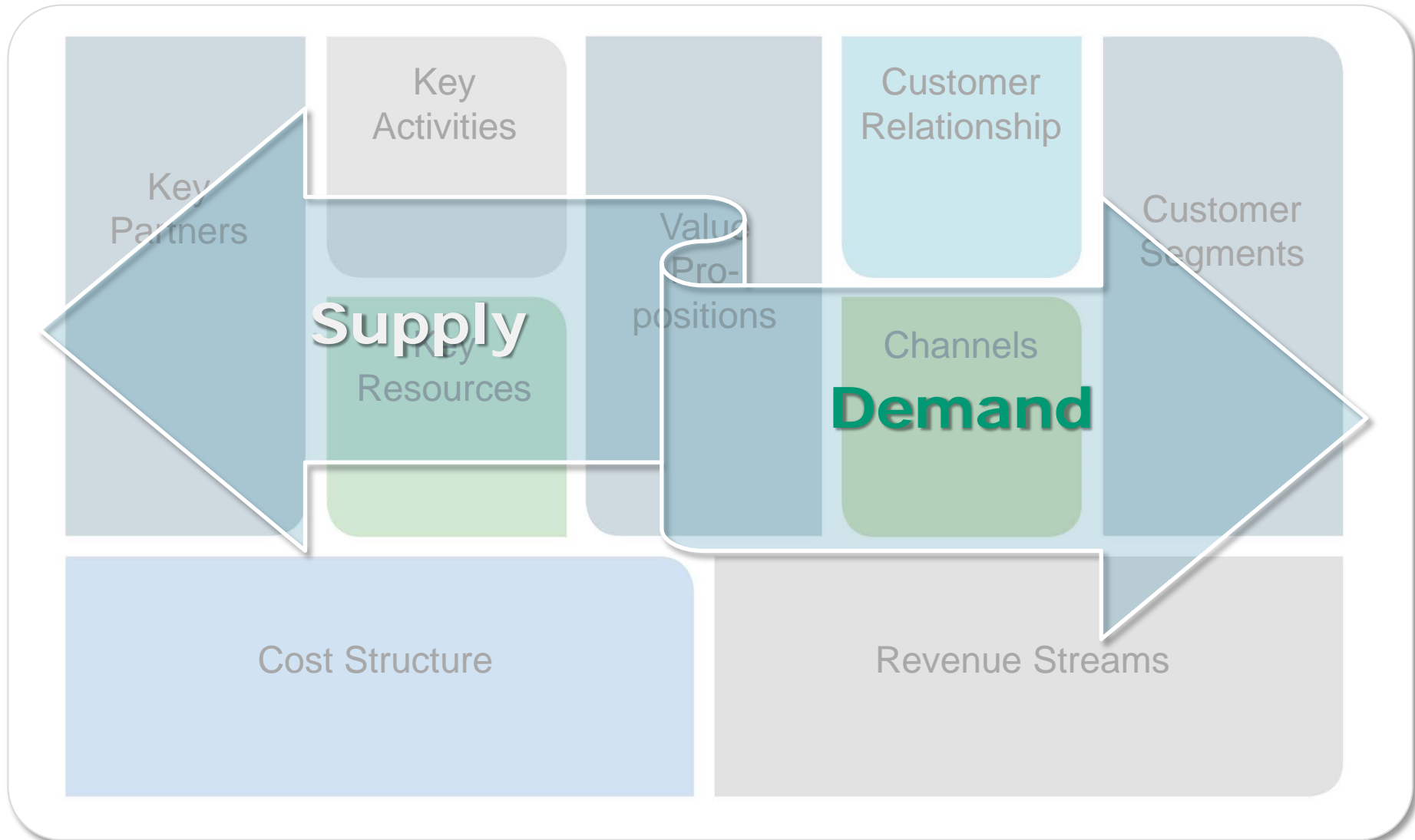
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2. A market oriented perspective on continuing education



2. A market oriented perspective on continuing education

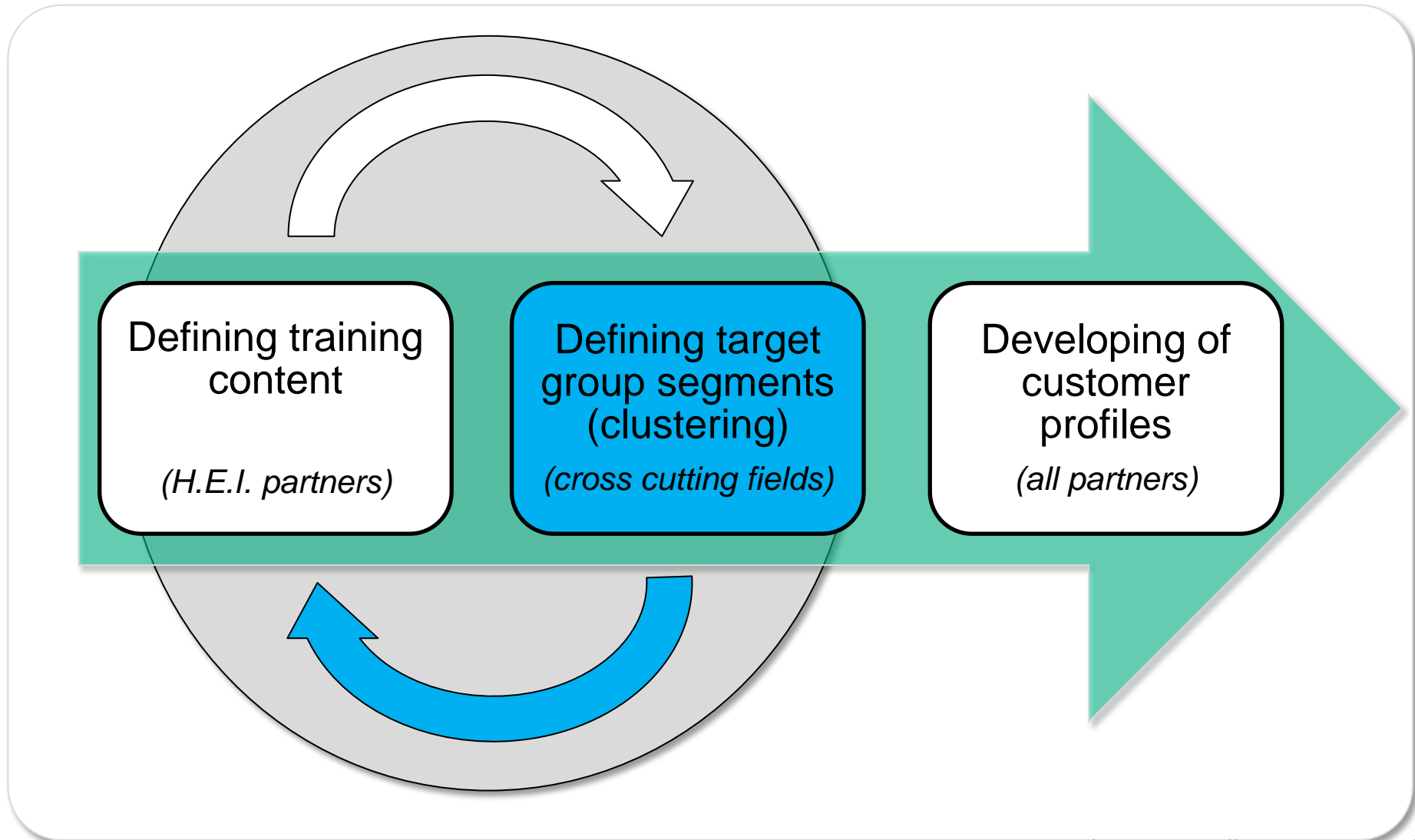


2. Approaching the demand perspective

- **studying processes are no longer just relationships between universities and students**
- **In new continuing education programs also stakeholders like the employers/companies or the families of the students should be taken into consideration**
- **demand orientation** of extra-occupational programs that can be achieved in three ways (Botthof et al., 2008):
 - **by training content**, for example practical orientation,
 - **by forms of training**, for examples learning infrastructure and collaboration and
 - **by the organization of training**, for examples interfaces between training and the everyday working practice

→ **In-depth knowledge of the target groups**

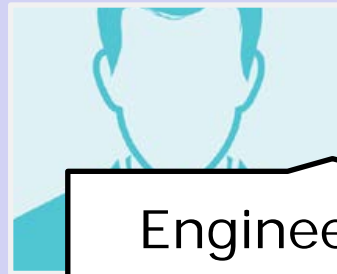
2. Process of target group segmentation



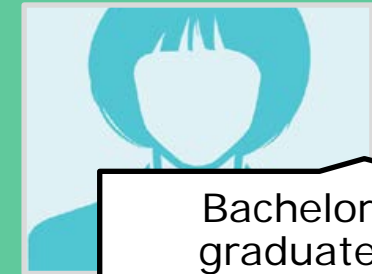
2. Market segmentation tool for continuing education

Segmentation categories	Indicators
Demographic and socioeconomic segmentation criteria	<ul style="list-style-type: none"> ▪ person related attributes: i.e. age, gender, education ▪ company background: i.e. industrial sector, number of employees
Psychographic segmentation criteria	<ul style="list-style-type: none"> ▪ personality traits ▪ attitudes ▪ expectations ▪ motivation
Behaviour oriented segmentation criteria	<ul style="list-style-type: none"> ▪ information behaviour ▪ communication behaviour ▪ buying patterns

2. Main target groups of mint.online



Engineer



Bachelor graduate

Segmentation categories

Indicators

Indicators

Demographic and socioeconomic segmentation criteria

- Mostly male, age 30-35
- Employed in middle management, working experience for at least 5 years
- Income about 4000 Euro
- Children

- Male/female, age 21-25
- Job seeking / first employment, working experience less than 1 year
- Income less than 2000 Euro
- Time to study 15-20 h/week
- No children

Psychographic segmentation criteria

- Getting expertise in new fields
- knowledge update

- Career building
- Making contacts

Behaviour oriented segmentation criteria

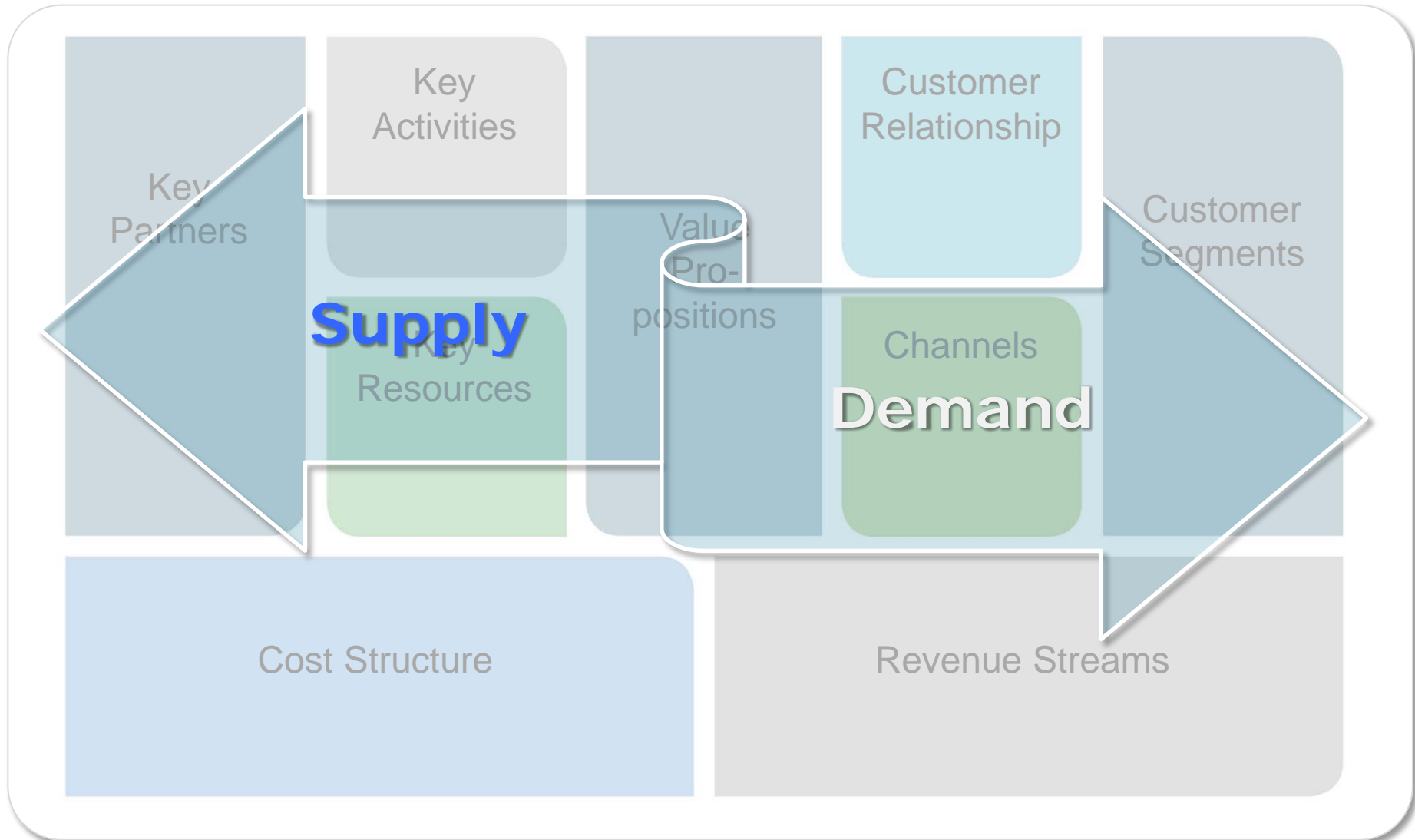
- information e.g. online
- communication via LMS, focused on course related topics

- information e.g. online
- communication via study groups, met also in real life

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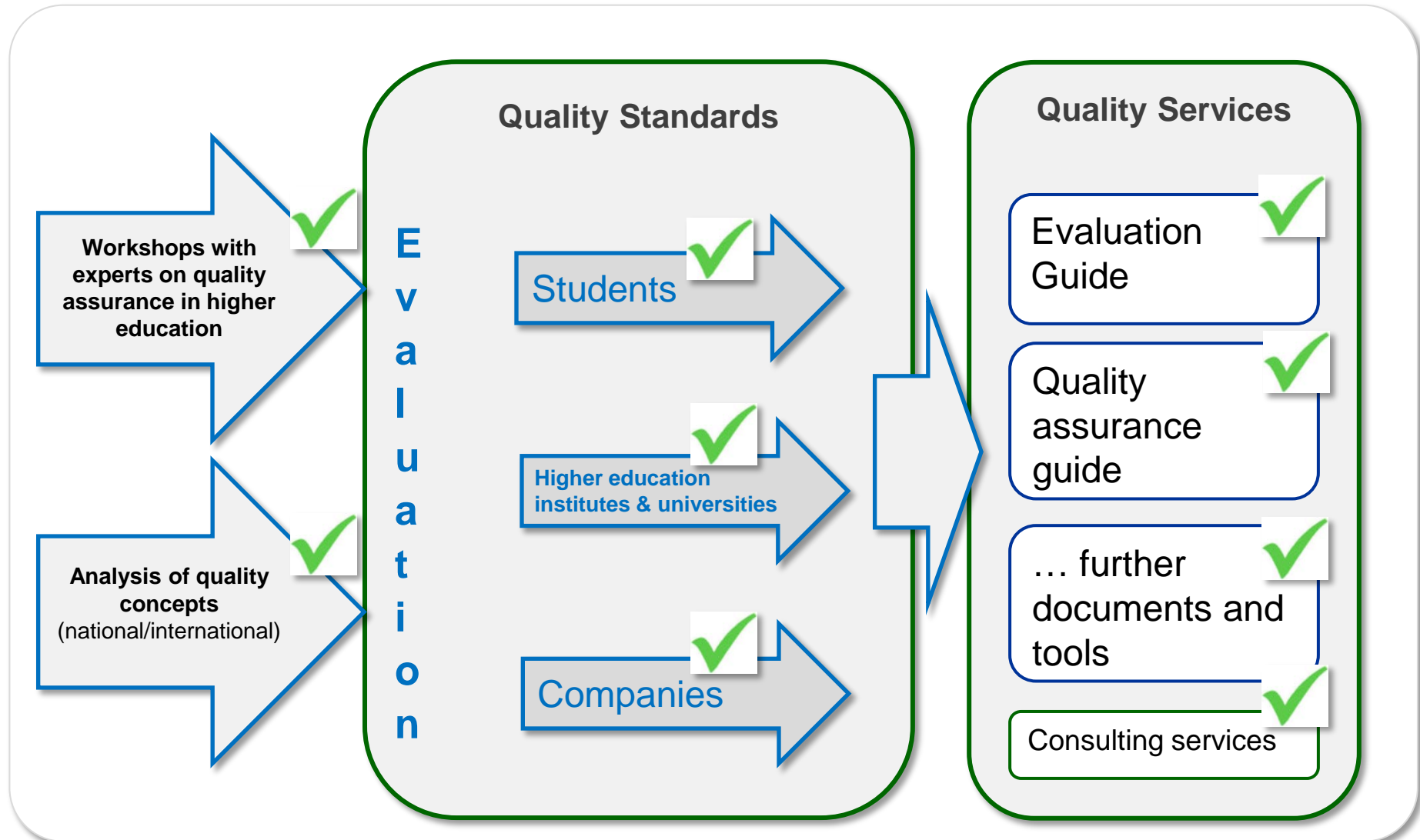
3. A market oriented perspective on continuing education



3. Research methodology – objectives

- Surveys among **universities, companies and students** (continuing education) to find out the **expectations** of these stakeholders referring to the quality of extra-occupational academic education offers in the **STEM-subjects**
- Identification of **quality criteria**, which are relevant for **supply and demand**
- Developing a **basis for a quality assurance system** for high-quality courses of study
- Identification of a framework to carry out a **quantitative student survey** (in progress)
- **Reviews by experts** (international/national) as a basis for a **quality assurance system**

3. Research methodology - structure



3. Quality standards of the ...

... course and program level

Quality standard	Description
Learning outcomes	<ul style="list-style-type: none"> ▪ Formulation of clear objectives ▪ Determination of skills and competencies, which participants in the academic further education should reach
Teaching-learning interaction	<ul style="list-style-type: none"> ▪ Opening of a variety of opportunities for the interaction between participants and lecturers ▪ Support of active learning
Educational technology	<ul style="list-style-type: none"> ▪ User-friendliness ▪ Offer a variety of communication tools for an active learning process
Course material	<ul style="list-style-type: none"> ▪ High-quality teaching material with professional didactic methods and regular review and update loops
Exams and assessment	<ul style="list-style-type: none"> ▪ Regular feedback on the individual learning progress ▪ Development and communication of an assessment-system

3. Quality standards of the...

... organizational level

Quality standard	Description
Management and responsibility structures	<ul style="list-style-type: none"> ▪ Embedding further education into meaningful responsibilities and management structures
Design of admission and transition	<ul style="list-style-type: none"> ▪ Review of further education offers in terms of the transfer and crediting of earlier achievements
Consulting and service	<ul style="list-style-type: none"> ▪ Adaption of consultancy offers and infrastructure on the needs of the heterogeneous target group
Requirements for lecturers	<ul style="list-style-type: none"> ▪ Professional and methodological training of lecturers ▪ Competence of lecturers in dealing with non-traditional students ▪ If necessary: Further qualification
Evaluation and information management	<ul style="list-style-type: none"> ▪ Regular evaluation of the offers ▪ Feedback of the results to all involved persons ▪ If necessary: Introduction of improvement measures

3. Results of the surveys (extract)

Students

(interim results)

Universities/HEI

- Excellent scientific teaching
- Professional qualifications of the students
- Constant evaluation
- Topicality of the content/high level teaching

- No extra innovative teaching methods
- Mention of the requirements to succeed
- Expansion of competences and growth of knowledge
- Work-load

Companies

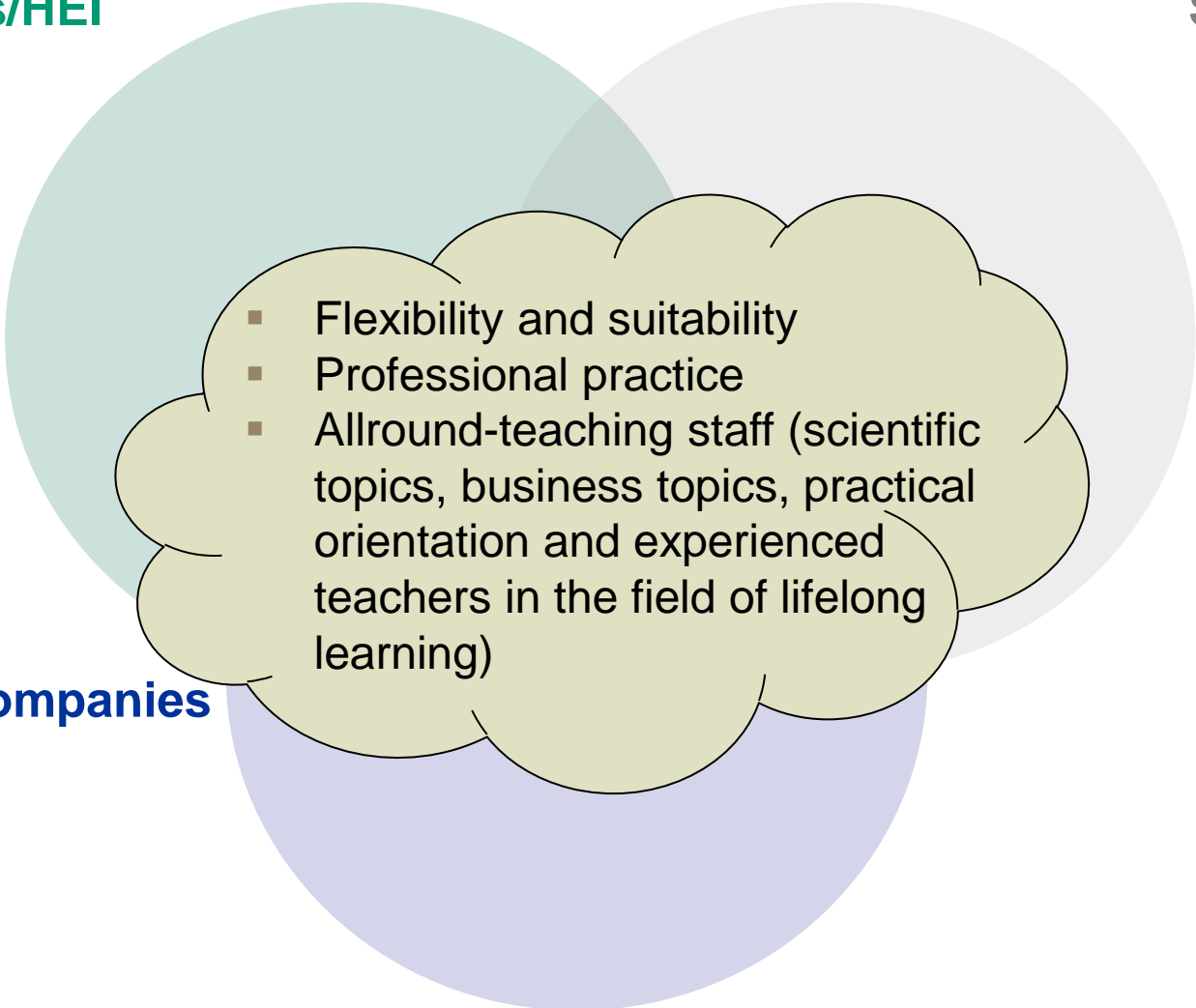
- Transparency in the market
- Practical relevance
- Cost-benefit
- International contents are less important (STEM)
- Quality seals exceeding the accreditation are less important

3. Results of the surveys (extract)

Universities/HEI

Students
(interim results)

Companies

- 
- Flexibility and suitability
 - Professional practice
 - Allround-teaching staff (scientific topics, business topics, practical orientation and experienced teachers in the field of lifelong learning)

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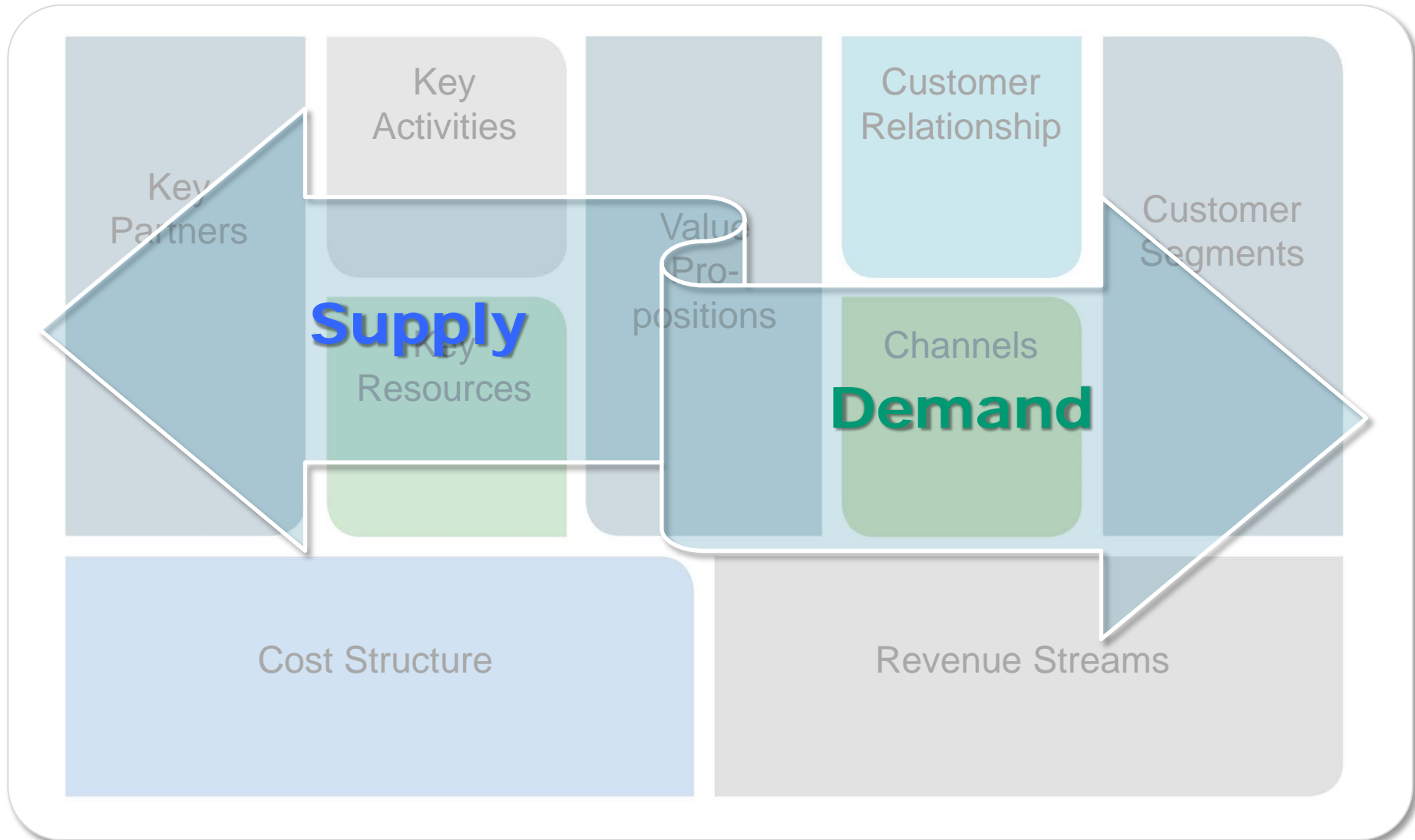


Optimization of the customer orientation based on the expectations of the relevant stakeholders

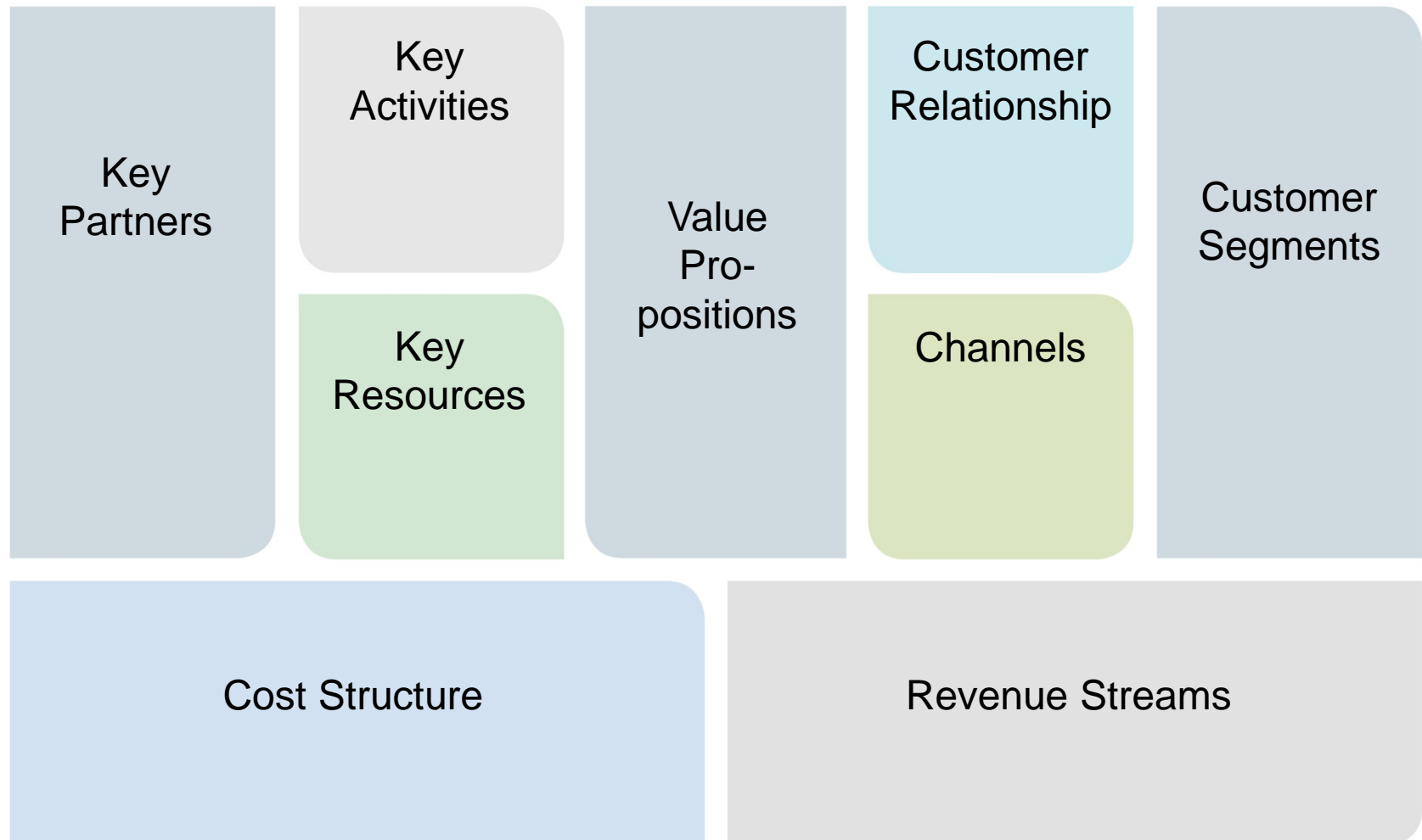
Questions?

4. Workshop

A market oriented perspective on continuing education



Business model for an educational alliance



**Thank you for your attention and your
active participation in the workshop!**

Dr. Bernd Dobmann

Fraunhofer Academy
Hansastr. 27c
80686 Munich, Germany



E-Mail: bernd.dobmann@fraunhofer.de
Telefon: +49(0)89-1205-1519
Internet: www.academy.fraunhofer.de

Jutta Haubenreich

Fraunhofer Academy
Hansastr. 27c
80686 Munich, Germany



E-Mail: jutta.haubenreich@fraunhofer.de
Telefon: +49(0)89-1205-1517
Internet: www.academy.fraunhofer.de

Kathrin Wetzel

Carl von Ossietzky Universität Oldenburg
Fakultät für Bildungs- und Sozialwissenschaften
Arbeitsbereich Weiterbildung und
Bildungsmanagement (we.b)
26111 Oldenburg, Germany



E-Mail: kathrin.wetzel@uni-oldenburg.de
Telefon: +49(0)441-798-4452
Internet: www.web.uni-oldenburg.de

Ingrid Breitenberger

Fraunhofer Academy
Hansastr. 27c
80686 Munich, Germany



E-Mail: ingrid.breitenberger@fraunhofer.de
Telefon: +49(0)89-1205-1516
Internet: www.academy.fraunhofer.de