

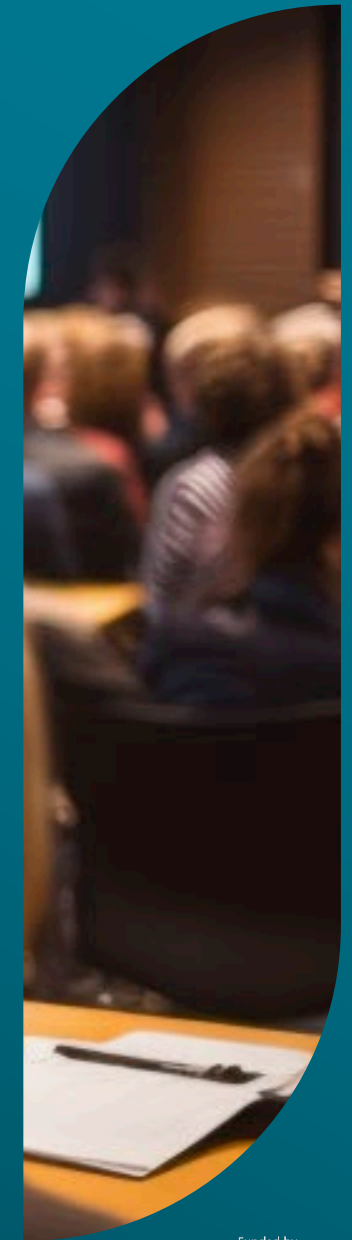
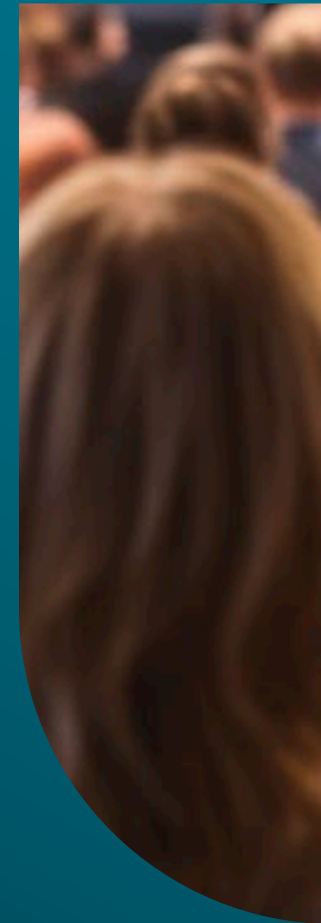


AWW
Akademie für
Wissenschaftliche
Weiterbildung

**Pädagogische Hochschule
Weingarten
University of Education**

Advances in Qualitative Research in the Context of Lifelong Learning

XX Workshop of Qualitative Research in Psychology
26–28 September 2024, Weingarten



Day 1: Thursday 26 September 2024, Arrival Day, Anniversary AWW, Opening CQP Workshop (room Festsaal)

Time		Speaker
17:00	Opening (conference and anniversary) / <i>Eröffnung</i>	Rector Prof. Dr. Schweizer
17:20	AWW: 10 years – retrospective and outlook / <i>AWW: 10 Jahre – Rückblick und Ausblick</i>	
	Passing the torch – Leitungswechsel in IGEL <i>(Integration und Gleichstellung internationaler Lehrkräfte)</i>	Dr. Bravo Granström
17:45	Music	
17:50	Empowering Lifelong Learning: the Weingartner Approach to fostering and researching key skills / <i>der Weingartner Ansatz zur Förderung und Forschung von Schlüsselfertigkeiten</i>	Dr. Bravo Granström
18:25	Music	
18:30	Education Buffet	

Day 2: Friday 27 September 2024, Main Day (room Festsaal)

Time

09:30	Welcome – Rector PHW Prof. Dr. Schweizer & Managing Director AWW Dr. Bravo Granström
09:45	Organisation
10:00	Keynote "Lifelong Learning: Foundations – Challenges – Benefits. An Institutional Perspective on LLL managing the Stretch between Quality Assurance, Supply and Demand, and Motivational Aspects" (Prof. Dr. Eva Frick, University of Education Vorarlberg, Austria)
11:00	Coffee break
11:30	Contribution 1: Skills and employability: a view from the perspective of vulnerable groups (Carolina González-Melgar; Emilio Álvarez-Arregui; Covadonga Rodríguez-Fernández, Oviedo University, Spain)
12:15	Contribution 2: Understanding the meaning of lifelong learning in the context of higher education using an international approach and focus groups (Julietta Adorno, Hildesheim University, Germany)
13:00	Lunch break
14:00	Contribution 3: Relevance of Social Context in the processes of Listening and Asking in the Extended Listening Guide (Masakuni Tagaki, Osaka Metropolitan University, Japan; Mechthild Kiegelmann, University of Education, Karlsruhe, Germany)
14:45	Break
15:00	Contribution 4: Farmers professionalization through micro-credentials and drone technology (Antonio Medina, National Distance Education University in Spain (UNED))
15:45	Contribution 5: Workshop Graduate School Weingarten
17:15	Closing Words First Day
19:00	Optional: Conference dinner

Day 3: Saturday 28 September 2024, Final Day (room S1.19)

Time

- 09:00 Opening of the final day
- 09:15 **Contribution 6:**
Qualitative content analysis in educational research: from traditional to advanced techniques
(Oswaldo Lorenzo Quiles, University of Granada, Spain)
- 10:00 **Contribution 7:**
Enhancing Lifelong Learning through Mixed Methods: Investigating Multimedia Support, Method Combinations, and Participatory Research to Address Ambivalence within Research Design among Adults with Low Literacy
(Sandra Langer, University of Education Weingarten, Germany)
- 10:45 Break + poster session
- 11:15 **Contribution 8:**
Monte Vivo: Intergenerational Educational Project as Ecology of Learning
(Gabriela Míguez Salina, Santiago de Compostela University, Spain)
- 12:00 **Contribution 9:**
Climate in its ecological and institutional dimensions: mixed methodologies.
(Emilio Álvarez-Arregui, University of Oviedo, Spain)
- 12:45 **Contribution 10:**
Tübingen Initiative, the company as a language learning centre – a new standard in Integration?.
(Roswitha Klepser, Monica Bravo Granström, both University of Education Weingarten, Germany; Andrea Bernert-Bürkle, Volkshochschulverband Baden-Württemberg, Germany)
- 13:30 Farewell
- 13:45 End
- 14:00 Optional: Lunch and following city tour Weingarten

Key note

Lifelong Learning: Foundations – Challenges – Benefits. An Institutional Perspective on Managing the Stretch between Quality Assurance, Supply and Demand, and Motivational Aspects,
Prof. Dr. Eva Frick, Vice-Rector for Educational Research and Development, University of Education Vorarlberg (Austria)

Foundations of Lifelong Learning

LLL has become a central concept in modern education systems and workforce development. It represents the continuous process of acquiring skills, knowledge, and competencies, extending beyond formal education. In the context of globalization (Brown et al., 2020; OECD, 2019), technological transformations (Richter et al., 2024; Redecker, 2017), new competences (Ainscow, 2020) and the blurring of work-life boundaries (Landherr & Bürger, 2019), LLL must address the dynamic needs of diverse learners. Institutions play a critical role in shaping LLL frameworks (Jütte, 2023).

Challenges in Managing LLL

While the concept of LLL offers potential for both individuals and institutions, several key challenges need to be addressed. Institutions must master the stretch between ensuring high quality of LLL programs and keeping up with a rapidly changing demand of required skillsets, while respecting motivational aspects of lifelong learners (Ryan & Deci, 2000), their support systems (Tight, 2000) and potential recognitions. Consequently, institutions are required to align their own interests in offering LLL with the broad range of interests stemming from both the global/political sphere and the individuals (Dörner et al., 2020).

Research

To gain insights and crystallize essential aspects for successful professional development offerings at higher education institutions, a study was conducted at a university of education in Austria. A total of 188 teachers, who completed a professional development program in the academic year 2023/24, participated in the online survey. The focus was on current offerings, motivational reasons for participation, the willingness to use digital elements, and the importance of intertwining theory and practice.

Conclusion

LLL is essential for navigating the challenges of a rapidly changing world, and institutions have a pivotal role in managing this complex process. Therefore, global, institutional and individual levels must be considered. The quantitative survey provides deeper insights into teachers' attitudes towards training offers.

Contributions abstracts

Contribution 1: Skills and employability: a view from the perspective of vulnerable groups.

Carolina González-Melgar; Emilio Álvarez-Arregui, Covadonga Rodríguez-Fernández, University of Oviedo, Spain

Background: Precarious employment and unemployment is a structural problem in our society that is associated with increased vulnerability. Poverty and social exclusion rates in Europe are high and constant, placing Spain in fourth place among European Union countries with the highest number of people in poverty or social exclusion (Eurostat, 2022). In line with the Sustainable Development Goals, the fight against unemployment is key to promoting inclusion. It is necessary to promote a universal citizenship capable of facing instability and constant changes (UNESCO,2021) through lifelong learning as a way to regulate these inequalities and with an impact on improving employability. In order to achieve the levels of participation in people in vulnerable situations, it is necessary to listen to people's opinions and to go deeper into the difficulties in their job search process.

Method: The objectives have been approached from an empirical study that incorporates in its design a mixed methodology through a questionnaire with open-ended questions, semi-structured interviews and life histories. The sample consisted of 525 unemployed people considered vulnerable groups by the European Social Fund. Vulnerable situation such as the long-term unemployed, immigrants, people with recognized disabilities, women victims of gender violence, etc. The proportional stratified random sampling ensured a balanced number of unemployed persons as representatives of the different groups mentioned above. Results: people value competency development training as an opportunity to get closer to the labor market and for its impact on a personal and social level. Shortcomings and difficulties in the job search process are identified, which reveals the need to be more aware of the emotional aspects with more holistic approaches where technical, transversal and systemic competences are combined, emphasizing basic wellbeing issues, since from this approach, isolation and frustration could be faced from a greater resilience that favors their adaptability capacity.

Contributions abstracts

Contribution 2: Understanding the meaning of lifelong learning in the context of higher education using an international approach and focus groups.

Julietta Adorno, University of Hildesheim, Germany

The paper aims to present an innovative qualitative research approach to understand the meaning of lifelong learning in the context of higher education based on group discussions as well as an international comparative perspective. Against the background of intensive political efforts to integrate higher education institutions in Europe into the system of lifelong learning, the aim of the presented study (Adorno, 2023) was to gain reflective insights into the views on lifelong learning in the higher education system and, thus, to contribute to the conceptual clarification of the concept. As a suitable object of research, constructions of the meaning of lifelong learning by university lecturers were selected. The investigation of the object of research in two different countries – Spain and Germany – represented a central part of the research strategy guiding the findings. However, it did not serve the purpose of a systematic country comparison *ex ante*. This methodological approach (Charmaz 2006; Clarke 2012) was used to examine the object of research in different academic contexts, sensitizing the researcher to conditions inherent in the structures and providing additional insights.

The constructions of lifelong learning were made accessible for analysis using a qualitative research approach in the form of observing interactive negotiation processes in the context of problem-centered group discussions (Liamputtong 2011; Kühn/Koschel 2018). Reconstructing issue-centered arenas (Strauss 1993) allowed to analyze relationships between the university lecturers' constructions of the meaning of lifelong learning, the organizational structures which are significant in this context, as well as the negotiation processes regarding their professional identity and, thus, their concrete professional actions. By bringing together the arena structure of lifelong learning for higher education (Adorno 2023), it was possible to reconstruct central issues and their conditions with regard to the implementation of lifelong learning at universities and to map their complexity.

Contributions abstracts

Contribution 3: Relevance of Social Context in the processes of Listening and Asking in the Extended Listening Guide

Masakuni Tagaki, Osaka Metropolitan University, Japan; Mechthild Kiegelmann, University of Education, Karlsruhe, Germany

The presentation aims to examine the distinctiveness of qualitative data on the experiences of social minorities in Japanese and German contexts. Japan and Germany have many social commonalities despite their geographic differences. For example, they prefer social order and, respect social rules and punctuality, and have accomplished high industrial development after the end of World War 2. Because of its linguistic characteristics, first-person subjects like "I" and "we" can often be omitted in Japanese. The order of words in a sentence in both languages is very flexible because Japanese particles explicitly represent a case of each phrase, and German also has markers for cases in the morphology. Furthermore, the Japanese often use indirect and euphemistic expressions as part of its culture. However, some researchers remark that Japanese and German have similarities, such as SOV structure or the extensive use of prefixes and suffixes. The first author's target data are narrative or descriptive of people with disabilities in Japan. The second author analyzed qualitative data on LGBTQI+ and/or migration in Germany. Each author analyzed the data using the KJ (a qualitative analysis method developed in Japan) or the extended Listening Guide (used by the second author). English is used as our common working language. Based on the cultural and linguistic perspectives, the authors discuss issues of social context, e.g., how social minorities adore being included or excluded from mainstream society. The current presentation gives researchers and educational practitioners a basic understanding of their social positions.

Contributions abstracts

Contribution 4: Qualitative Methodology (Didactic–hermeneutic), Farmers professionalization through micro–credentials and drone technology.
Antonio Medina, UNED, Spain

Long life professional learning farmers is the purpose of this educative innovation and the base on the qualitative research that we present here. The vision of a new and consolidated model for developing an innovative farmer activity and with full service to Humanity is based on the vision of the “Long life Learning” (Medina et al, 2023). This vision is completed with a new sense of updating, orientated from the micro–credentials, which is understood as an integration of new learnings and contents, needed with the instant society and the adaptation to intelligent processes.

Practical learning, supported by reflexive and intelligence models that influence a new understanding style of farmer´s activities. These activities are boosted by drone technology (drones and satellites), that help to understand different ways to develop farmer techniques, which influences a permanent line of research innovation in the unique care of the olive tree. The new approach of the olive crop brings transformative styles of the olive culture.

Objectives

– General Objective of the research (Didactic–hermeneutic):

o To Discover the influence of the practical learning in the mastering of olive oil micro–credentials, thanks to the knowledge of the digital–dron competency, collaboration and Olive oil agriculture.

– Specific Objectives of the research (Didactic–hermeneutic):

o To Identify how the practice of the practical learning influences the development of micro–credentials: culture and technology of the olive tree, to confirm the improvements for the agriculture, and sustainable ecology, when digital–dron technology is used.

o To consolidate the identity of Olive farmers through the development of drone culture and methodology.

Didactic–hermeneutic Methodology

Study Case and selected practical cases, problems about the project, in relation with a qualitative learning research approach (Medina et al 2014, 2015), ((Yin, 2015, Hamilton y Corbett – Whittier, 2012, Gürtler and Huber, 2023, Medina y Huber, 2023))((Goodson, 2018).

– (Delphi Method), meetings and collaborations among experts at drons, IA, Olive oil, among other fields. Who creates an open conversation about Big Data, sustainable ecology, and renewable energies.

– Collaboration among experts of the Olive oil production, Directors of local and regional institutions.

Contributions abstracts

Contribution 5: Workshop Graduate School Weingarten

More information will follow on site.

Contribution 6: Qualitative content analysis in educational research: from traditional to advanced techniques.

Oswaldo Lorenzo Quiles, University of Granada, Spain

The common way of obtaining data and results in educational research is content analysis. The complexity of this technique requires a mixed approach by combining traditional strategies, use of computer software, expertise in the use of these resources, and application of the appropriate contextual theories. The aim of this presentation is for participants to understand the theoretical background of qualitative content analysis and to know how to apply advanced techniques to improve it. We will analyze examples of good educational and social research based on this technique and carry out practical exercises during the session.

Contributions abstracts

Contribution 7: Enhancing Lifelong Learning through Mixed Methods: Investigating Multimedia Support, Method Combinations, and Participatory Research to Address Ambivalence within Research Design among Adults with Low Literacy, Sandra Langer, University of Education Weingarten, Germany

In Germany, approximately 6.2 million individuals are classified as low-literate (Grotlüschen et al., 2020), thereby facing potential exclusion from society due to inadequate digital skills (Buddeberg & Grotlüschen, 2020; Koppel & Langer, 2020). Recent research in lifelong learning and literacy in Germany underscores the significant impact of low literacy on the utilization of work-related technologies. Individuals with low literacy exhibit reduced engagement in computer usage and email composition compared to the general population. Nevertheless, they demonstrate similar levels of smartphone and tablet usage, alongside short message sending. Remarkably, they display heightened involvement in voice messaging, video calling, and social networking relative to the general population (Grotlüschen et al., 2019, p. 31). In recent years, the landscape of research projects and methodologies in the realm of literacy and basic education has expanded significantly. Nonetheless, research on adults with low literacy confronts various challenges attributable to the target group's characteristics.

The GediG research project (2019–2023), supported by the German Federal Ministry of Education and Research (BMBF), identified success factors for integrating digital media into basic education. Employing a Convergent Mixed Methods Design (Creswell, 2022). Data were gathered through online questionnaire surveys (Lindel & Langer, in progress) and focus groups (Langer, in progress) involving adults with low literacy skills. The Mixed Methods approach revealed ambivalences encountered in research with the targeted group (Koppel & Langer, 2023), which will be further explored in this presentation. Subsequently, it will explore how multimedia support, method combinations, and participatory research can mitigate ambivalence. This emphasizes the significance of mixed methods approaches in comprehensively addressing complexities in adult literacy and lifelong learning, thereby contributing to the advancement of this growing field.

Contributions abstracts

Contribution 8: Monte Vivo: Intergenerational Educational Project as Ecology of Learning, Gabriela Míguez Salina, University of Santiago de Compostela, Spain

Monte Vivo is a project developed in collaboration between a secondary school and various groups of its context related to the primary sector, with an emphasis on working with the environment. It is based on two ecologies:

First, the natural ecology, as it focuses on the relationship between man and territory from a sustainability perspective, organizing educational practices that deal both with reflection on this relationship and others that involve the student body in the care of the territory and/or the generation of ideas for more sustainable forms of production and living.

Second, the ecology of learning, since it establishes a relationship between formal learning processes and the benefit for the territory and the community. The same participation in the care of the territory and the community favors the interaction between students and members of the collectives, activating intergenerational and reciprocal learning processes. This joint action is based on methodologies such as service-learning and anthropological approaches, such as the community fund of knowledge and identity. Both pedagogical approaches involve contact with third parties and dialogue with non-academic knowledge.

All this can give rise to a transformative educational process that provides us with valuable information about the relationship between education and environmental protection, as well as the possibility of setting common goals among social actors. We are interested in this process of transformation from a phenomenological point of view, paying particular attention to the voices of the protagonists, and from a procedural logic based on: a) multiple interviews and discussion groups with teachers and members of groups involved in the management of the territory; b) participatory sessions of evaluation of the project with students; c) field notes collected by the researchers through participant observation in educational activities. The analysis option is based on the Atlas.ti software to articulate the results on the evolution of the project as a consistent socio-educational phenomenon.

Contributions abstracts

**Contribution 9: Climate in its ecological and institutional dimensions: mixed methodologies.,,
Emilio Álvarez-Arregui, University of Oviedo, Spain**

The purpose of this research is to detect the evolution of institutional and ecological climates in agricultural organizations and communities. The research generated in these institutions, especially affected by the crises and challenges that have affected them in the last five years, has affected their organizational nature, given that their management and relationship systems have been maintained through balances based on transformational leadership and consolidated relationship systems.

This research has used a mixed methodology, quantitative and qualitative, so it has used different tools to obtain data. The questionnaire has been empirically validated through a system of judges and was applied to several institutes and agricultural cooperatives in the Jaén area. The quantitative data provided was complemented in a second phase with in-depth interviews and focus groups.

The quantitative database was managed with SPSS version 25 for descriptive, inferential and correlational analyses. The qualitative database was generated with the Windows version of the Aquad 8 program using the following procedure: keyword search, identification of segments of meanings, grouping them into catalogs, dimensions and meta-codes, establishment of relative and grouped frequencies, and the establishment of a set of frequencies.

Contributions abstracts

Contribution 10: The Tübingen Initiative, the company as a language learning centre – a new standard in integration?

Roswitha Klepser, Monica Bravo Granström, both University of Education Weingarten, Germany; Andrea Bernert-Bürkle, Volkshochschulverband Baden-Württemberg, Germany

Since 2018, the Adult Education Association BW, the University of Education Weingarten and the AWW (Academy for Continuing Education) have been endeavouring to further develop the basic FIER model (Fast Track Integration in European Regions, <https://www.earlall.eu/project/fier/>). Departing from the FIER research findings (2020) & initial orientation courses (EOK, 2021), the Tübingen initiative was launched in cooperation with the Tübingen Job Centre in September 2023. The aim of the project coordinator vhs-Verband Baden-Württemberg, the non-profit organisation Debüt e. V. the Tübingen Job Centre and the participating companies was to improve German learning in the workplace.

Central to the essence of the "Tübingen Initiative" is its dual character, encompassing both initial orientation in Germany, including initial language acquisition (12 weeks EOK), and practical work experience in companies. During the internship phase (10 weeks), language learning is promoted in the workplace and repeated in greater depth in workshops (5 teaching units per internship week). Employees from the companies were trained as language mentors to facilitate the language learning process within the workplace. Participants were supported through video and audio-supported learning in a simple language (Leisen, 2004). Language mentors produced typical workplace scenarios on communication and vocabulary work. Action- and learner-orientation are didactic principles of language support. Moreover, in the Tübinger initiative, the implementation of "learning networks" between mentors and educators were implemented for the first time, thus ensuring a holistic approach to language learning. This contribution sheds light on the transformative experiences of company employees turned language mentors, underscoring the vital role of businesses in fostering integration. By actively participating in language support initiatives, companies not only contribute to the linguistic empowerment of their employees but also foster inclusive work environments conducive to growth and collaboration.