

EUCEN 2023: University Continuing Education with Impact: The power of connection!

A testing ground laboratory proposal

How to design continuing education in co-creation with the sector?

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In a university environment, teachers are in general not used to designing education together with their initial target group, (i.e., your bachelor and/or master students). For continuing education, it has an added value to design education together with the sector. It enables you to align your teaching with the specific needs of a concrete group of participants, in form, content and organisation while using the unique strengths of a university. It creates a strong alignment between both partners. Furthermore, it provides room for processes of reciprocity and customisation which are important characteristics of didactics of continuing education (Ten Berge & Lam, 2022).

In this testing ground laboratory, we will first **present** two successful examples of co-creation with the professionals in the work field in continuing education:

1. A Data Science program within the Dutch Ministry of Internal Affairs (by Matthieu Brinkhuis): we will present how co-creation between a knowledge institute and a government institute started and what the added value is for both parties of working together in continuing education. In addition, we will share challenges and opportunities.
2. A management development trajectory for primary school leaders (by Ineke Lam & Gerolf Pikker): this case shows how co-creation between a knowledge institute and a large association of schools leads to a valued programme for the participants and creates impact in the region.

Next, we will divide into two or three **subgroups** to discuss the following questions:

- To what extent do you have similar experiences in organizing cooperation between universities and a region/sector/company?
- What factors contribute to successfully organizing an effective cooperation between universities and a region/sector/company?
- What should we not forget in this cocreation process? And what are the 'red flags' that may lead to withdrawal of one of the parties in the cooperation?
- Wrap-up: 'must haves' and 'nice-to-haves'.

After the subgroup discussions we will **plenary** share insights and compare them with literature around this topic.

Schedule

<i>Time</i>	<i>Activity</i>
'5	Welcome and explanation of the session
'10	Plenary presentation of two good practices:
'10	1. Data Science within the Dutch Ministry of Internal Affairs
'10	2. Management development for primary school leaders
'5	Time for questions about the good practices

'30	Discussion in subgroups
'20	Plenary: exchange the output of the subgroups + input from literature
'10	Evaluation and reflection: what is your main take-home message?

References

- Merriam, S.B. (2017). Adult learning theory: evolution and future directions. *PAACE Journal of Lifelong Learning*, Vol. 26, 2017, 21-37.
- Ten Berge, J.H. & Lam, J.I. (2022). Wederkerigheid en maatwerk in didactiek voor onderwijs voor professionals. *Tijdschrift voor Hoger Onderwijs*. Geaccepteerd.
- Zuiker, I., Lam, J.I., Adriaanse, P.J.G., Bakker, W.E., Kluijtmans, M. & van Tartwijk, J.W.F. (2018). Levenslang Leren - Uitgangspunten voor postacademisch onderwijs. *TH&MA: Tijdschrift voor Hoger Onderwijs & Management*, 25 (1), 36-40.