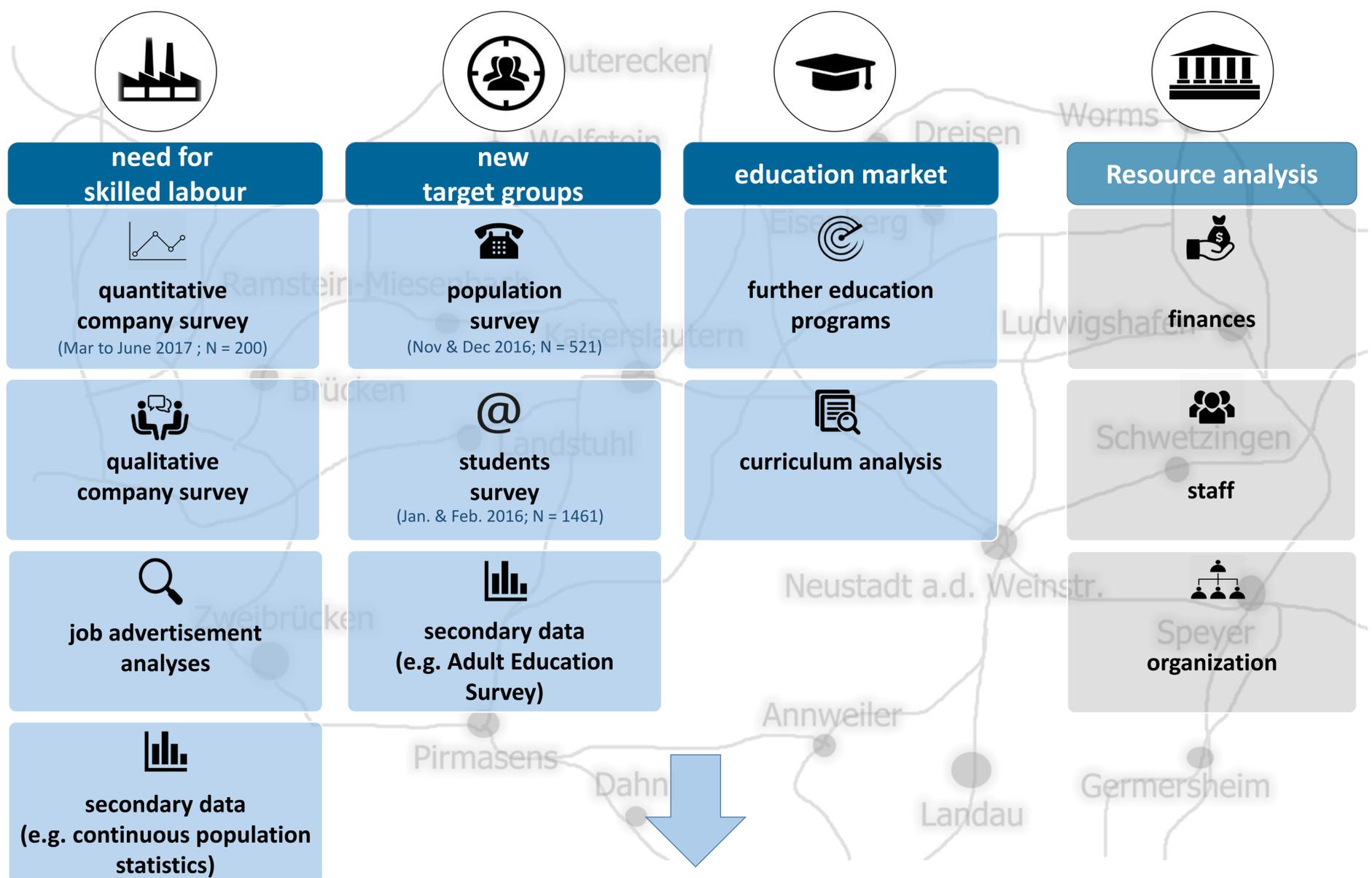


A MODEL OF EVIDENCED-BASED COURSE DESIGN FOR ACADEMIC FURTHER EDUCATION

The project „Development through Education“ (E^B) addresses the question how to develop study programs for academic further education based on empirical data. Therefore the project focuses on the needs for skilled labour in the greater region of western palatine („Westpfalz“), the requirements of new student groups and existing education market. Three aspects become subjects of this research: the development of academic further education programs, analysis of the requirements of new target groups, and the interaction of universities and regional development.



Evidenced-based development of study courses

In educational theory there is a distinction between an offer-oriented and a demand-oriented development of study courses (Faulstich & Zeuner 1999, Schlutz 2010). Today (still) the orientation on offers is dominant. With demand orientation, a paradigm shift leads to more quality optimization of education systems, but also to a stronger "marketization and commodification" (Fejes, Olesen 2016). The Project E^B distinguishes furthermore between demands (concrete and active) and needs (passive state descriptions): 1. latent demand (not conscious, not explicitly articulated), 2. manifest requirements (consciously, clearly articulated), 3. demands (referring to a specific offer), 4. participation.

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