

Call for Papers

**Zeitschrift für Weiterbildungsforschung ZfW**

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## **New Approaches to Organisational und Professional Research in Adult and Continuing Education**

*Edited by Josef Schrader*

Organisational research and research on professional development are among the established and at the same time dynamically developing fields of research in adult and continuing education. The topics addressed here are firmly anchored in the curriculum of undergraduate and postgraduate courses. In terms of the history of science, research on professional development can point to a history that in Germany begins at the latest with the establishment of adult education at teacher training colleges and universities. In contrast, organisational research has only received greater attention since the late 1980s. In recent years, both fields have seen not only further developments of established research approaches, but also efforts to interweave organisational and professional research questions more closely. While the expectation of the establishment of quality management systems in adult and continuing education institutions, which is also motivated by education policy, has stimulated such interconnections externally, as it were, mutual references now result more frequently from advances in research itself. In organisational research, for example, it is no longer only internal actions, processes and structures that are investigated, for example with regard to leadership and management as well as the development of courses being offered, but also the learning capacity of organisations themselves. Also, it is no longer only phenomena of coordination of actions on the macro and micro level of organisations that are examined "for themselves", but also those between these levels. This happens, for example, when the positioning of continuing education institutions in regional continuing education landscapes is examined. In addition, the organisation of cooperation between institutions of continuing education and their employees, who are often only employed on a temporary basis, is now also increasingly coming into focus. In more recent research, connections have now been made to the modelling as well as the testing of competences of pedagogical staff at different levels. This has created the prerequisites for examining the significance of pedagogical competences for the quality of teaching-learning processes. Partly implicitly, partly explicitly, similarities and differences to teacher education research are established, both with regard to the constructs, the empirical methods and the results of research. In addition, connections to international research are increasingly found in both fields of research.

The ZfW invites contributions on organisational research as well as research on professional development that focus on recent developments outlined in these fields. Contributions making visible connections to international discourses are particularly welcome.

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## Submission Details

Please send an abstract of your proposed article (max. 250 words) by April 30, 2023 to the editor [schrader@die-bonn.de](mailto:schrader@die-bonn.de) and to the editorial office [redaktion-zfw@die-bonn.de](mailto:redaktion-zfw@die-bonn.de)

Contributions may also be submitted using the publisher's system [www.springer.com/journal/40955](http://www.springer.com/journal/40955)

**Deadline for manuscripts: June 15, 2023**

**Publication date: December 1, 2023**

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Manuscript length: max. 50,000 characters (incl. spaces and reference list). Further information on the journal and the submission of manuscripts is available on the website <https://www.springer.com/journal/40955/>

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