

German Institute for Adult Education
Leibniz Centre for Lifelong Learning

ANNUAL REPORT

2025

compact





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Cover photo: Sandra Seifen/DIE

Foreword



Prof. Dr. Josef Schrader, Scientific Director

Dear readers,

When I wrote the foreword to the 2024 Annual Report, I was hopeful that a decision on the leadership succession would soon be made. Now, a year later, the fog has lifted. Professor Hannes Schröter has been leading the DIE as Scientific Director and a member of the Executive Board since 1st April 2024. I am delighted about this and wish him all the very best and every success for the years ahead.

He can rely on the staff as much as I did. Work has continued successfully and been systematically developed in all departments. A few key areas are highlighted below by way of example.

In the 'Knowledge Transfer' department, for example, the dialogue formats have been refined in more detail. Participation in the newly established Leibniz Research Network 'Evidence-Based Science Communication' will provide additional impetus for the DIE to continue developing these formats. Furthermore, the TrainSpot2 project won the Grundtvig Award 2025 (see p. 17).

The 'Research Infrastructures' department has increased its importance in educational reporting and research. One result of its involvement in two Leibniz Labs is the Leibniz Lab Science Communication Catalogue, which provides examples of audio-visual science communication. (see p. 19).

The 'System and Policy' department, which deals with various issues, including international comparisons, successfully completed the CLEAR project (see p. 11). Furthermore, collaboration on the federal government's 10th Ageing Report expanded the portfolio of education reporting.

The 'Organisation and Programme Planning' department has continued to focus on two areas: the meta-project on developing and testing basic education pathways and the newly acquired Zufin project, which builds on DIE's financial literacy experience (see pp. 12–13).

The 'Teaching and Learning' department has continued its work on evidence-based programmes for the professional development of teaching staff in continuing education and multipliers in the school sector. Encouragingly, two projects funded under the 'Research on the Development of Competencies for a Digitally Shaped World (Digitalisation III)' guideline have commenced their work. These projects aim to promote media literacy among continuing education teachers and digital participation in later life.

The DIE also made significant progress in 2025 in internationalising its research and knowledge transfer activities. This progress is evident in its participation in major collaborative projects, such as the aforementioned CLEAR project, as well as in its cooperation initiatives with partners such as the University of British Columbia (see pp. 20–21). This growing international visibility also increases the Institute's appeal for visiting stays by renowned researchers.

However, these positive developments cannot hide the fact that the consequences of the funding policy restrictions are also being felt at the DIE. A key challenge will, therefore, continue to be the strategic development of the Institute in the face of changing conditions.

After more than 13 years, I am now leaving the Institute. It has been an honour to work at and for the DIE. I would like to thank everyone who has supported and accompanied me on this journey. I wish the Institute and its new leadership every success in the years to come. Dear readers, I ask you to continue to support the Institute's development as constructively and positively as I have been fortunate enough to experience.

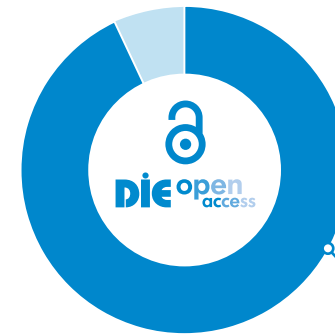
Yours,

Josef Schrader

> 2025 in Numbers



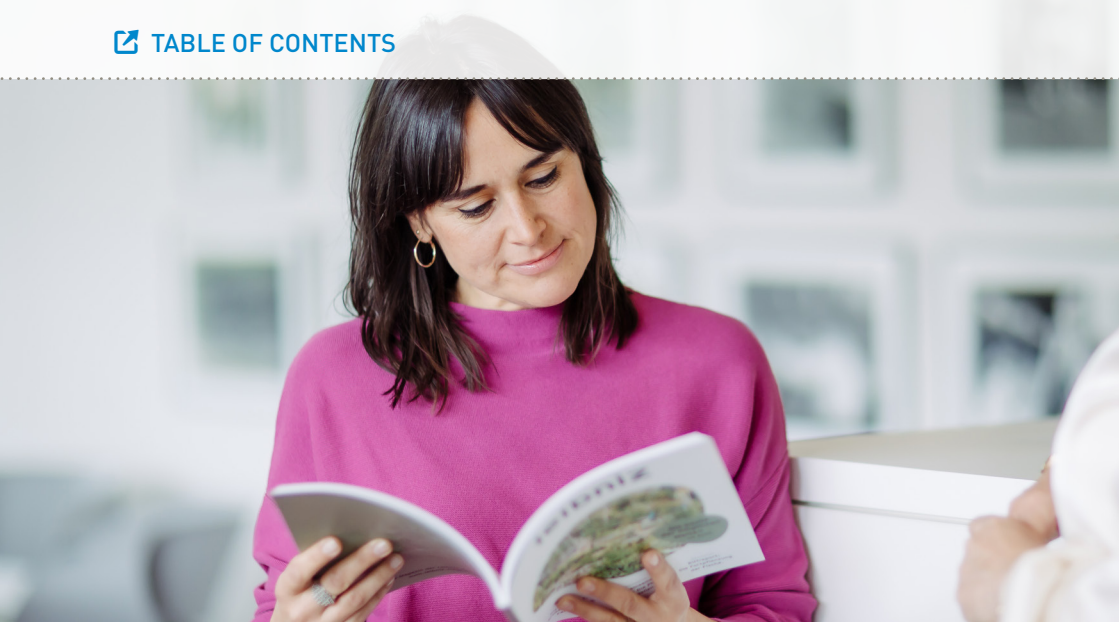
participants at the DIE
Continuing Education Forum



93 %
of all DIE publications
available via open access

83
online learning
pathways





Expertise in Adult Education

THE DIE STRENGTHENS ADULT EDUCATION through research, knowledge transfer and sustainable infrastructures. It makes scientific findings accessible to practitioners, policymakers and educational institutions; supports lifelong learning; promotes innovation processes and develops tools for evidence-based continuing education.

The DIE is the central institution for research, practice and policy in adult and continuing education in Germany. Its aim is to improve the quality of continuing education, increase participation and design learning opportunities across a lifespan that are tailored to individuals' needs. To this end, the DIE combines fundamental scientific research with practical development, providing infrastructures that support both research and practice.

The DIE's work addresses socially relevant challenges such as digitalisation, migration, growing social and cultural diversity, demographic change and ensuring basic skills for adults. The focus is on how continuing education systems and institutions can be organised, managed and designed to create effective, needs-based programmes. Teachers, learners and education policy stakeholders are given equal consideration, with a particular emphasis on strengthening the continuing education workforce. Furthermore, the potential of artificial intelligence (AI) for research and practice is increasingly being explored.

The DIE's research strategy combines problem-oriented approaches with scientific rigour and practical relevance. The process begins with identifying relevant research questions, followed by analysing institutional, organisational and personnel factors. Building on that work, concepts, programmes and advisory services are developed to facilitate practical improvements. Knowledge transfer is understood as a reciprocal process aimed at sustainably embedding scientific innovations in practice.

The DIE comprises a research division and an infrastructure division. The Research Division comprises three departments that examine key aspects of lifelong learning such as the organisation of institutions and the development of pedagogical concepts and teacher and learner competencies. The Infrastructure Division comprises the 'Knowledge Transfer' and 'Research Infrastructures' departments. It provides datasets, digital platforms, publications and portals to facilitate research and the practical application of findings.

Key infrastructure services include statistics on adult education centres, the Digital Programme Archive and advisory and knowledge transfer services for educational institutions. The 'DIALOG Practice Network for Knowledge Transfer and Innovation' closely links research, practice and implementation processes, promoting the exchange of ideas on current challenges and systematically integrating feedback from practice into research.

Interdisciplinarity enables the DIE to analyse adult teaching and learning from various perspectives. Research, infrastructure and transfer are systematically linked: new data sources and digital platforms strengthen academic work and knowledge transfer while practice-oriented developments inform research questions. Based on that work, the DIE develops tools and services that enhance teacher professionalism and increase programme effectiveness.

Supporting early-career researchers is a central concern of the Institute. The 'Graduate Programme in Empirical Educational Research' is institutionally embedded and continuously expanding, with an evolving course portfolio. By 2025, three junior research groups were active at the DIE.

The DIE is continuously building networks both nationally and internationally. Researchers represent the Institute on expert committees, organise workshops and visiting scholar programmes and publish findings that attract attention beyond Germany's borders.

The combination of academic excellence and social responsibility makes the DIE a valuable member of the Leibniz Association. It is involved in the 'Educational Potential' and 'Evidence-Based Science Communication' research networks and in the Open Science Strategy Forum. Its objectives include creating an effective education system, promoting lifelong learning, facilitating the exchange of scientific expertise, encouraging international networking, transferring knowledge and developing open research.



DEPARTMENT

> System and Policies

THE DEPARTMENT INVESTIGATES how continuing education systems are structured, how they are changing and the factors influencing these developments. The central question is, how can these structures and changes be explained and what opportunities arise for policy intervention?

Researchers analyse the influence of societal changes, legislation, institutional frameworks and the actions of politicians, public administration and civil society on continuing education. Their studies examine the structures of providers and programmes and participation and outcomes, from learning achievements to societal impact.

A key area of work is education reporting, the formats of which are continuously refined in terms of content and methodology. A key data source is the 'wbmonitor', an annual survey of continuing education providers conducted in collaboration with the Federal Institute for Vocational Education and Training (BIBB). The 2024 survey focused on the DIE priority area of 'recruiting participants', with analysis taking place in 2025. The BIBB developed the focus of the 2025 survey 'Skills Shortages in Continuing Education'. The panel study on teaching staff in continuing education (TAEPS) also strengthens the empirical basis, with its findings being incorporated into the National Education Report and other publications.

The education reporting portfolio is now being expanded through collaboration on the Federal Government's 10th Ageing Report. The report examines how education enables older people to take on new social roles and age actively.

In the 'Municipal Education Monitoring' project, the department supports municipalities and districts in establishing data-based education management. In 2025, the focus was on cultural education.

The department also researches the structures and outcomes of continuing education. It examines how institutional frameworks, policy measures and the actions of various stakeholders influence these outcomes while also considering long-term developments such as digitalisation and deindustrialisation.

The aim is to provide scientifically sound findings to inform policy decisions. At the same time, the department is contributing to international empirical research and producing findings tailored to the needs of policymakers, administrators and practitioners.

> SPECIAL FOCUS

LEARNING OPPORTUNITIES FOR YOUNG ADULTS IN A EUROPEAN COMPARISON: THE HORIZON PROJECT CLEAR

In collaboration with universities from eight European countries, the DIE investigated the factors influencing the learning outcomes of young adults across sixteen European regions. This EU-funded, internationally comparative project demonstrated how life trajectories and intersectional and spatial conditions shape learning processes and opportunities, particularly for vulnerable young adults. It also derived recommendations for policy and practice from these findings.

These findings were discussed at the final conference in Lisbon at the end of September with representatives from academia, politics and professional practice. The anthology 'Constructing Learning Outcomes' provides initial insights and critically examines key concepts in the European discourse on learning outcomes, offering impetus for the debate on educational quality and inclusion in Europe.

<https://clear-horizon.eu/>





DEPARTMENT

› Organisation and Programme Planning

THE DEPARTMENT INVESTIGATES how continuing education organisations plan, manage and develop their programmes. The focus is on participation opportunities, quality and effectiveness and how to reach different target groups.

The research focuses on the meso-level of continuing education, targeting organisations, programmes and provision. Key questions include, how do continuing education organisations position themselves in the context of digitalisation and demographic change? How is provision developing and how can target groups be reached effectively? The aim is to analyse structures, management processes and quality characteristics to improve participation opportunities and promote effective continuing education.

As part of the meta-project on developing and testing basic education pathways, the department is supporting the implementation of the pathways and the development of regional support networks alongside LRNK and BVAG. In 2025, the focus was on network analyses and the formative evaluation of the competence centre's professional development programmes. Self-study and reflection programmes were monitored and examined scientifically in terms of their relevance, comprehensibility and ability to

facilitate learning. Additionally, surveys of participants and recipients of basic education were conducted, and the participation of selected target groups in continuing professional development was reconstructed through secondary analysis.

In the collaborative project 'CoCo – Connect & Collect', the DIE is investigating the transfer of knowledge between research and practice within regional AI-work-research networks. Exchange formats and the development and implementation of a media product contribute to the sustainability of project results. Another key focus is the reproducibility of scientific knowledge, which is a prerequisite for successful knowledge transfer. This issue is being successfully addressed in the project 'The Role of Theory in Understanding and Resolving the Reliability Crisis', led by Nate Breznau; the project, which is funded by the German Research Foundation, will continue into 2026.

Recruiting participants, particularly from vulnerable groups, is also a central consideration. The junior research group led by Ewelina Mania is investigating this issue as a cross-organisational coordination task. In 2025, the wbmonitor survey was conducted in collaboration with the System and Policies (SaP) department and the BIBB. The results, which will provide the first nationwide overview of participant recruitment, are expected to be published in 2026. Academic exchange is a key priority for the DIE. In cooperation with the BIBB, Department Heads Sylvia Rahn (SaP) and Kerstin Hoening (Finance and Human Resources (RIN)) organised the 2025 forum of the 'Zeitschrift für Erziehungswissenschaft' on issues of career guidance and transitions throughout working life.

› SPECIAL FOCUS

ACCESS TO FINANCIAL LITERACY FOR VULNERABLE TARGET GROUPS

The 'Zufin' project, launched in 2025, is investigating the conditions necessary for vulnerable groups to access financial literacy successfully. The project aims to break down barriers to education and develop sustainable provision and qualification structures. These structures include strategies for attracting participants, model provision concepts and qualification programmes for planners and teachers. The project partners are the Institute for Financial Services (iff) and the Consumer Advice Centre NRW.

 die-bonn.de/id/42242/about/html





DEPARTMENT

➤ Teaching and Learning

HOW DO ADULTS LEARN SUCCESSFULLY – and how can teachers in adult and continuing education be supported professionally?

The ‘Teaching and Learning’ department investigates the key conditions for successful teaching and learning processes, developing evidence-based approaches to professional development, digitalisation and language education.

Its first research focus area is the ‘Professionalisation of Teachers’, which is addressing, in various project contexts, questions regarding the promotion, assessment and recognition of professional competencies. As part of the panel study ‘Teachers in Adult Education’, the department was responsible for two of three intervention studies in 2025, as well as for developing a test to assess digital competence. As part of the ‘lernen:digital’ competence network, the department has developed evidence-based in-service continued and further education programmes for teachers on digitally supported teaching and has investigated the transfer processes between academia and practice. The work also aimed to build on the competency-oriented approaches developed in GRETA and to explore micro-credentials as a new form of recognising and transferring competencies.

The research focus area ‘Learning Prerequisites and Learning Needs of Adult Learners’ focuses particularly on designing digital media to promote learning. A junior research

group established in 2025 is focusing on video-based adult learning, thereby extending the research focus to include designing learning videos that promote not only learning but also the motivation and satisfaction of adult learners.

‘Basic Language Education’ is the department’s third research focus. The department has strengthened its national and international visibility in this area through research in the meta-project ‘Language Education in an Immigration Society’ and in the low literacy area (DFG project ‘LACILLA’), as well as through international networks (including WERA-IRN). The launch of the ‘Trochee’ project at the end of 2025, which is also funded by the DFG, expanded and supplemented that area of focus with a developmental perspective.

The fourth research focus, ‘Digitalisation and Teaching-Learning Processes’, reflects the increasing significance of digital technologies and AI in education. For example, the AI2T-each collaborative project developed the FeedBook AI-supported tutoring system, which assists teachers when using a dashboard and which is supported by learning analytics. The department investigated how electronic examinations can be designed to accommodate diversity in the NOVA:ea collaborative project.

The ‘Teaching and Learning’ department combines empirical research with evidence-based development and practical application to strengthen professional teaching and learning processes in adult and continuing education in a theory-driven, practical and sustainable manner.

➤ SPECIAL FOCUS

PROMOTING DIGITAL LITERACY

‘Teaching and Learning’ is involved in two projects under the funding scheme ‘Research into the Development of Skills for a Digital World (Digitalisation III)’ of the Federal Ministry for Education, Family Affairs, Senior Citizens, Women and Youth

The MeKoL project (Media Education Competences of Teachers in Continuing Education) is investigating how the media education competencies of teachers in continuing education can be promoted in a targeted and effective manner. In collaboration with partners from the field, an intervention study is being conducted to develop and evaluate a continuing education concept.

The joint project adFort (Adaptive Continuing Education in Media Education for Older Adults) focuses on digital participation in old age. The aim is to strengthen the digital literacy of older people by providing adaptive online continuing education courses for volunteer mentors. The DIE is responsible for an intervention study and for transferring findings into practice and disseminating results.



DEPARTMENT

> Knowledge Transfer

THROUGH THE TRANSFER OF KNOWLEDGE and dialogue with practitioners and policymakers in adult and continuing education on an equal footing, the DIE is contributing to developing the field.

The focus is on the learning and skills development of individuals working in or researching continuing education. The DIE is establishing itself as an intermediary that links research findings with the practical and policy-based perspectives of adult education. This role has also been recognised by the OECD, which presents the DIE as a mediating body that seeks to bridge the gap between research and application in multiple directions in its 2025 publication 'Everybody cares about using education research sometimes'. The 'Knowledge Transfer' department plays a central role in this type of dialogue-based, multidirectional transfer.

This work is based on knowledge resources in formats tailored to specific target groups and made available via open access or as open educational resources. Examples include portals, self-learning materials, podcasts, journals and series. In 2025, these covered topics such as AI, future skills, micro-credentials, the democratic crisis and the conflict in the Middle East.

To encourage practitioners and policymakers to engage with these resources, and to facilitate changes in behaviour and attitudes, the DIE relies on dialogue formats.

For example, the DIE organised an AI-themed week that also featured exchange formats from 'dialog digitalisierung' and the 'weiter bilden' journal. Here, practitioners were able to explore the potential and challenges of AI in a practical and interdisciplinary manner.

As part of a collaboration with stakeholders in media education, the 'Digitalwegweiser NRW' event took place in Dortmund in September 2025. The event aimed to support bridge-building actors active in education, media work or voluntary service who can help adults use digital media. It was co-developed by the DIE and funded by the State Chancellery of North Rhine-Westphalia. Knowledge from the DIE portal, wb-web.de, was also utilised at the bar camp and learning stations, focusing on AI and disinformation.

To improve the assessment of the effects of its dialogical transfer approaches, the DIE joined the Leibniz Research Network 'Evidence-Based Science Communication' in 2025.

> SPECIAL FOCUS

GRUNDTVIG AWARD

The TrainSpot2 project won the 2025 Grundtvig Award in the national category, presented by the European Association for the Education of Adults (EAEA). The theme was 'Flexible Learning Pathways'. Anne Strauch (left in the picture) and Peter Brandt (DIE) accepted the award on behalf of the project consortium (RWTH Aachen University, University of Tübingen, Lübeck University of Applied Sciences, WBS Training) in Leipzig on 3rd June. Funded as part of 'Mein Bildungsraum', the project is establishing an educational ecosystem ('Train-the-Trainer Hotspot') in which continuing education teachers can develop their skills further and have them validated. Known as TrainSpot for short, the web portal integrates learning opportunities from various project partners and is entering a beta phase at the DIE in 2026.





DEPARTMENT

Research Infrastructures

THE DEPARTMENT PROVIDES INFORMATION INFRASTRUCTURES

for adult education and related disciplines. It makes data accessible, identifies new sources, promotes open science and supports research and practice.

For national and international research in adult education and related disciplines, the department operates key information infrastructures, including the Specialised Library for Adult Education and the Adult Education Centre Programme Archive, and provides statistics on publicly funded continuing education. It also offers a wide range of research support services, particularly in the areas of data collection, research data management, open access, web development and research information.

The department is guided by the principles of open and transparent science; it is guided by open science and the FAIR principles (Findable, Accessible, Interoperable and Reusable). It is committed to the transition to open access and participates in relevant consortia. It represents the DIE in the National Research Data Infrastructure (NFDI e.V.) and participated in the follow-up applications of the NFDI consortia Text+ and BERD@NFDI in 2025. Within the NFDI consortium KonsortSWD – NFDI4Society, the department has been involved in the ‘Enhancing Competences’ tasks of the ‘Stamp

and FAIR-RDM’ sub-project since 2025, with the aim of continuing the development of standardised data management plans for the social and economic sciences.

In-house projects on the use of open science and collaborative survey work with the ‘Teaching and Learning’ (TaL) and ‘Organisation and Programme Planning’ (OPP) departments have helped to integrate infrastructure work and research more closely.

Services were continuously maintained and expanded in the three teams – Library, Statistics and Web Development. For instance, the Product Database for Literacy and Basic Education (PAG) was expanded to comprise 1,500 items by the end of the year, and an agreement was reached with the German Adult Education Association (DVH) to introduce a dashboard for their statistics. In this way, the department has improved the conditions for research, practice and policy to draw on reliable data and efficient infrastructure.

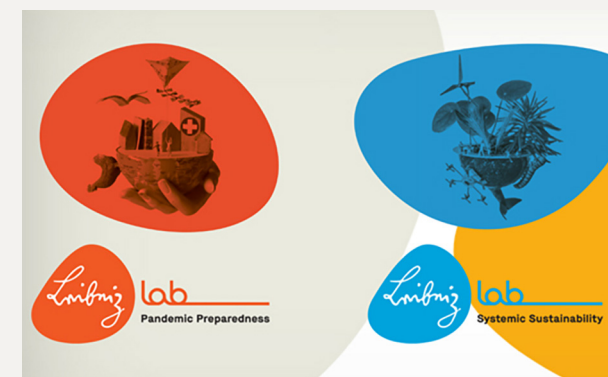
SPECIAL FOCUS

LEIBNIZ LABS: PANDEMIC PREPAREDNESS AND SYSTEMIC SUSTAINABILITY

The department is involved in the Leibniz Labs ‘Pandemic Preparedness’ and ‘Systemic Sustainability’, in which 41 institutes address key societal challenges. The aim is to pool research on preparedness, prevention and response to future pandemics and to provide evidence-based recommendations for policy and practice.

In 2025, the Leibniz Lab Science Communication Catalogue, developed by RIN, was launched. It offers centralised access to audio-visual science communication; researchers can find examples of good practice, archive their own content and use materials for studies.

scicomm-catalogue.de





UNIT

➤ Internationalisation

INTERNATIONAL MOBILITY plays a central role in developing research careers and strengthening global scientific collaboration. Studies show that cross-border research not only increases individual scientific productivity but also promotes the international circulation of knowledge and the innovative capacity of the research system. Furthermore, international mobility strengthens social and intellectual capital in both home and host institutions. In 2025, the DIE served as a host institution for researchers at various qualification levels and deepened its international research collaborations.

Prototypical cases of cross-border research at the DIE include the Horizon Europe project CLEAR (see p. 11) and the ALE-in-ISI project, funded by the Canadian Social Sciences and Humanities Research Council (SSHRC).

The cooperation project with University of British Columbia, ALE-in-ISI, which specifically addresses the integration of immigrants and refugees through continuing education, expanded its network in Canada and Germany, initiated an [international lecture series \(Talk Series\)](#) and organised national and transnational meetings.

The DIE's international visibility was further strengthened: staff organised symposia with international participation at the largest European education conferences (ECER and ESREA). In addition, the DIE was involved in awarding the Rita Süßmuth Prize of The International Adult Education Centre 2025 and itself received the Grundtvig Award for the TrainSpot2 project.

International research networks such as ESREA, the ASEM LLL Hub RN3 'Professionalisation of Adult Educators' and the WERA IRN 'Basic and Language Education for Adults with Lower Literacy Skills' were also coordinated by DIE staff in 2025.

➤ SPECIAL FOCUS

INTERNATIONAL MOBILITY DRIVES RESEARCH

In 2025, the DIE welcomed numerous international guests, including the newly elected President of the European Association for the Education of Adults (EAEA), Lauri Tuomi; Prof. Alexandra Pozniak from Belarus; Freyja Dixon from the Community Education Hub in Melbourne; colleagues from Kosovo and Sweden; and visiting PhD student Enrico Vignando from the University of Udine.

Multi-day visits by cooperation partners from the USA and Canada enriched the Institute's work and fostered exchange on comparative continuing education research. Prof. Richard Desjardins from the University of California provided valuable insights and paved the way for future collaborations. The visit by our partners from UBC – Prof. Tom Sork, Prof. Hongxia Shan and Jiin Yoo – provided in-depth insights into UBC's internationalisation strategy and the Canadian integration pathway, which is based on a holistic approach involving government and society.

At the same time, researchers from the DIE were also active internationally, including Nate Breznau, who undertook visiting stays at Japanese universities.



Visit from the EAEA: former President Uwe Gartenschläger (left) and current President Lauri Tuomi (right) visiting the DIE with Alexandra Ioannidou.



DIE-Forum on Continuing Education 2025

AI for lifelong learning – opportunities, challenges and competencies

On 1st und 2nd December, the Deutsche Museum Bonn became a meeting place for academia, practitioners and policymakers in adult and continuing education. The focus was on opportunities, challenges and competency requirements relating to AI. In keynotes, workshops and practical sessions, participants explored strategic issues in



organisational development, new didactic formats, concrete application scenarios and hands-on testing of various AI tools. Four thematic forums provided a valuable exchange on how humans and machines can work together effectively in adult and continuing education. Topics included personalised learning pathways, automated feedback, skills assessment and much more.

It became clear that AI is more than just technology. It affects professionalism, responsibility and culture within educational organisations. The forum provided inspiration, networking opportunities and a space for forward-thinking.

Innovation Award 2025

AI for inclusive continuing education

The DIE 'Prize for Innovation in Adult Education' recognises projects that use AI responsibly and with a forward-looking approach. Three initiatives of equal standing were honoured; they demonstrate how AI enables participation, accessibility and new ways of learning.



The DIE Innovation Prize is supported by the 'Dr. Norbert F. B. Greger Foundation', represented by Angelika (centre) and Guido (left) Wiedefeld, pictured here with DIE Director Josef Schrader (right).

Presentation of the DIE's 'Prize for Innovation in Adult Education 2025': the delighted winners, Dr Carsten Weiß, Dr Marco Fileccia, Dr Ronny Röwert, Stefan Lemke and Johannes Kemnitz (from left to right).

The awards went to the 'Digital Learning Campus' (Kiel Science Park), which creates new learning spaces as an open, AI-supported educational ecosystem; the project 'KI-Seepferdchen' (AI-Seahorse - VHS Oberhausen et al.), which teaches AI skills in an accessible and intergenerational manner and 'Unter Verdacht' (Under Suspicion) by Arbeit und Leben Thüringen (Work and Life Thuringia), an interactive AI-based audio drama on political education and dealing with disinformation. The three projects impressively demonstrate how diversely and responsibly the education sector is shaping AI – for greater access, greater participation and greater sustainability.

Our offers for professionals

WE BRIDGE RESEARCH AND PRACTICE in adult and continuing education through digital offers that make knowledge accessible and applicable. Based on our academic work, we develop web portals, materials and tools that support teachers and institutions in their daily practice – from the design of teaching and learning processes and the promotion of basic skills to the professionalisation and visibility of teaching competencies.



wb-web



The portal provides adult education knowledge and self-learning opportunities for trainers: practical, research-based, up-to-date and, not least, available as Open Educational Resources (OER).

wb-web.de wb-web.de/lernen.html

dialog

Praxisnetzwerk
für Wissenstransfer
und Innovation

The DIALOG Practice Network promotes exchange between research and practice in adult education.

[die-bonn.de/institut/dienstleistungen/
dialog-praxisnetzwerk](https://die-bonn.de/institut/dienstleistungen/dialog-praxisnetzwerk)



Diagnostik und
Lernberatung



Bildungsplanung und -
management

The database is a repository of knowledge and tools from a wide range of literacy and basic education projects.

alpha-material.de

TrainSpot



A web service that helps to professionalise teachers in continuing professional development, including through learning opportunities, skills assessments, badges and a dynamic skills profile.

[trainspot.besserweiterbilden.
de/fur-lehrende](https://trainspot.besserweiterbilden.de/fur-lehrende)



Shaping digitalisation together through exchange and co-construction between research and practice.

die-bonn.de/dialog-digitalisierung

**Knowledge
resources**



Making research findings accessible to the scientific community and providing practice-relevant knowledge for adult education.

[die-bonn.de/institut/
dienstleistungen/publikationen](https://die-bonn.de/institut/dienstleistungen/publikationen)

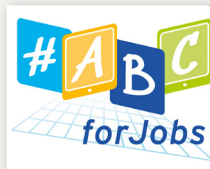
Our Projects

THIRD PARTY FUNDED PROJECTS ARE central to the DIE's work in addressing current and long-term issues in lifelong learning from a scientific perspective. They complement institutionally funded research, open up new areas of study and enable a flexible response to developments in policy, educational practice and society.

#ABCforJobs

#ABCforJobs targeted low-literacy workers and the unemployed, using gamification and virtual reality to teach literacy and digital skills. The DIE was responsible for scientific monitoring and evaluation.

TaL 09.2023–10.2025 gffb.de/abcforjobs



AdFort

The research project aims to strengthen the digital sovereignty of older people and prevent digital exclusion. The DIE is a partner and is responsible for the intervention study, the transfer of findings in practice and the dissemination of results. The project is led by the University of Applied Sciences Emden/Leer. Together, the partners are developing adaptive continuing education concepts for adult education for older people.

TaL 03.2025–02.2029 digi-ebf.de/adfort



AI2Teach

The project aims to enable teachers to make targeted use of digitalisation and learning analytics so that they can easily integrate differentiated support into conventional lessons. To this end, comprehensive continuing education programmes for English teachers are being designed and provided.

TaL 06.2020–05.2026 die-bonn.de/id/39516/about/html



ALE-in-ISI

The project is examining integration and further education programmes for immigrants and refugees in Germany and Canada. It analyses the framework conditions, the participation and the impact of these programmes and their implementation in practice. It systematically incorporates the participants' perspectives. Further objectives include establishing a research partnership and a transnational network linking practice, academia and policy.

SaP 04.2024–03.2028 ale-in-isi.ubc.ca/



BlockEd

The Erasmus project promotes the digital transformation of adult education through the use of micro-credentials that make short learning experiences visible and support flexible, individual learning pathways. A European consortium is supporting adult education institutions in the continued development of digital educational programmes and develops approaches to quality assurance, validation and recognition..

TaL 10.2024–09.2026 blocked-project.eu/de/



CLEAR

Together with universities from eight European countries, the DIE investigated factors influencing the learning outcomes of young adults in 16 European regions. The project demonstrated how life trajectories and social and spatial factors shape the learning processes and opportunities of vulnerable young adults and derived recommendations for policy and practice (see p. 11).

SaP 10.2022–09.2025 clear-horizon.eu/



CoCo

CoCo promotes innovation in the world of work by supporting research consortia comprising academia, businesses, transfer partners and social partners in jointly developing and implementing AI solutions in line with workplace practice.

OPP 03.2021–04.2026 coco-projekt.de



CONDE

The researchers investigated the social processes and consequences of deindustrialisation since the 1970s. The project was conducted by the Leibniz Institute for Contemporary History (IfZ), the Luxembourg Centre for Contemporary and Digital History (C2DH) and the DIE in several sub-projects, and the results were presented at the final conference in September.

SaP 04.2022–03.2025

 ifz-muenchen.de/forschung/ea/forschung/confronting-decline-conde

Deutscher Weiterbildungsatlas III (German Continuing Education Atlas III)

Are the provision of and participation in continuing education distributed evenly across regions? Does access to continuing education vary by region? The continuing Education Atlas III systematically examined structural differences in continuing education provision and participation at the municipal level.

SaP 07.2017–01.2026  www.die-bonn.de/id/32306

DigiEBF II

As part of the meta-project 'Digitalisation in Education', the DIE is supporting the funding programme 'Competencies in the Age of Digitalisation'. The focus is on the continuing development of 'dialog digitalisation', which promotes exchange and co-construction between research and practice and contributes to the conditions for the success of digital education.

KTR 01.2024–12.2026  digi-ebf.de/



EmpowerHer

The Erasmus+ project EmpowerHer supports migrant women in entering the labour market with a hybrid training system that includes a web app and the 'ProfilPASS for Migrant Women', published in 2025. In addition, awareness-raising campaigns and an onboarding tool promote social inclusion and participation in companies.

KTR 11.2024–10.2026  empowermigrantwomen.eu/de



FaBiS

As part of the 'Education Municipalities' programme, FaBiS advises Regional Development Agencies (REABs) on municipal education management. The focus is on securing a skilled workforce, education in the context of structural change and participation in continuing education for various target groups. Training courses and expert input support REAB staff and the specialist network.

SaP 02.2024–01.2028  die-bonn.de/id/41973/about/html



FAIR Research Data on Science Communication for Systemic Sustainability

The Leibniz Lab Systemic Sustainability brings together research on biodiversity, climate, agriculture and food and identifies innovation potential. In the FAIR-SCSS sub-project, the DIE established a database of audio-visual media for science communication, featuring best-practice examples and options for archiving and using them in studies.

RIN 03.2025–12.2025  scicomm-catalogue.de/



Impact von Open Science (IvOS)

IvOS analyses the implementation of the Open Science mission statement at the Leibniz Association institutes within the framework of the Leibniz Strategy Forum 'Open Science'. In 2025, the partners systematically recorded and evaluated the guidelines and policies of all institutes and conducted focus groups.

RIN 03.2025–08.2026

 dipf.de/de/forschung/projekte/impact-von-open-science-ivos?set_language=de



KI KEBF

The project 'Applying and Teaching Artificial Intelligence Competently' is developing a series of further education courses to qualify AI guides. It is an initiative of the 'Catholic Adult and Family Education (kefb)'. The DIE is providing academic support for the project by assessing needs, designing continuing education modules and integrating current research in adult education.

TaL 11.2025–12.2026  die-bonn.de/id/42374/about/html

Kommunales Bildungsmanagement: Bildungskommunen (Municipal Education Management: Education Municipalities)

As part of this project consortium, the DIE is supporting the continuing development of data-based education monitoring. A survey tool focusing on cultural education has been developed and tested; it will be made available in 2026 together with accompanying material (usage, evaluation and technical data).



SaP 02.2023–01.2027 transferinitiative.de/konsortium_bildungsmonitoring.php

Kompetenzzentrum GrundbildungsPFADE Service – Forschung – Transfer (Competence Centre for Basic Education Pathways: Service – Research – Transfer)

The meta-project supports ten regional networks through research, services and knowledge transfer. It pools knowledge on networks, advisory services and learning pathways and makes it transferable. The aim is to improve the linking between the offers, strengthen transitions and reduce drop-out rates. Partners are LRNK e. V. and BVAG.



OPP 08.2024–07.2028 grundbildungspfade.de

KonsortSWD – NFDI4Society

The DIE library is working within the KonsortSWD sub-project Stamp and FAIR-RDM to continue the development of the Standardised Data Management Plan (Stamp) both substantively and technically. Konsort SWD is the specialist consortium for the social, behavioural, educational and economic sciences within the DFG-funded National Research Data Infrastructure (NFDI). The aim of the NFDI is to systematically catalogue research data, network it and make it sustainably accessible.



RIN 10.2025 – 12.2028 die-bonn.de/id/42367/about/html

LACILLA

The DFG-funded LACILLA project is investigating the written and oral language skills of young adults with reading comprehension difficulties. It is also examining how a read-aloud function (text-to-speech) affects text comprehension and acceptance among learners. The aim is to improve understanding of the linguistic characteristics of this target group and test support tools.

TaL 04.2024–09.2026 die-bonn.de/id/42055/about/html

lernen:digital – KuMuS-ProNeD

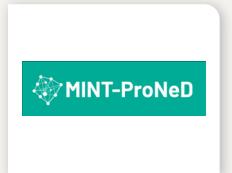
This collaborative project has developed an overarching concept for teacher training in art, music and sport. In 2025, a guide on designing professional development courses was published, and providers were advised on developing innovative Open Educational Resources material and continuing education offers. Evaluation measures ensured that the continuing education offers were continually adapted and improved..



TaL 07.2023–02.2026 kumus-proned.de/

lernen:digital – MINT-ProNeD

This project included developing innovative continuing education courses, OER materials and professional learning communities that equip teachers to use digital technologies in adaptive STEM teaching. The project laid the foundations for long-term collaboration between universities, state institutes and schools.



TaL 04.2023–09.2025 mint-proned.de

lernen:digital – Transferstelle

The Transfer Centre is aiming to make the results of the lernen:digital competence network visible to teachers. At the DIE, transfer events are evaluated in order to continue the development of successful formats. In 2025, online self-study courses on 'Designing Effective Teacher Training' and 'Classroom Management in Digitally Supported Teaching' were developed for multipliers.



TaL 02.2023–06.2026 lernen.digital/transferstelle

MeKoL

How can teachers' media education competencies be effectively developed in continuing professional development? The MeKoL project is dedicated to addressing this question. In collaboration with practice partners and the University of Munich, an evidence-based continuing professional development programme is being developed and tested to enhance the media education skills of teachers in adult and continuing education.



TaL 03.2025–02.2029 die-bonn.de/id/42222/about/html

Metavorhaben: Sprachliche Bildung in der Einwanderungsgesellschaft (Meta-project: Language Education in an Immigration Society)

The meta-project focuses on what makes for successful transfer processes in the 21 sub-projects of the BMBFSJF-funded funding line of the same name and on what challenges exist. In 2025, these factors were examined qualitatively in interviews and subsequently verified quantitatively in the vignette experiment of the 'wbmonitor' survey.

TaL 07.2022-09.2028 sprachebildet.uni-koeln.de/ueber-uns



Nationaler Bildungsbericht – Bildung in Deutschland (National Education Report – Education in Germany)

'Education in Germany' is an indicator-based report providing an overview of the German education system as a whole, ranging from early childhood education to continuing education in adulthood. The DIE is responsible for the chapter on continuing education.

SaP 10.2018-09.2032 bildungsbericht.de



Nationales Bildungspanel NEPS (Säule 2) (National Education Panel NEPS (Pillar 2))

The DIE is a consortium partner: the Scientific Director acts as one of the leaders of the pillar 'Educational processes in life-course-specific learning environments' and contributes to the survey 'Continuing education and lifelong learning in adulthood'. In 2025, the 'ZfE-Edition' was prepared to assess the quality of learning environments across the various stages of education.

SaP 01.2023-12.2027 neps-data.de/Projekt%C3%BCbersicht/Struktur/Bildungsprozesse-in-lebenslaufspezifischen-Lernumwelten



NOVA:ea

The project investigated how e-assessments can be designed to accommodate diversity in order to support acceptance among learners and enable fair, competencies-oriented examinations. At the end of the project, a guide was published summarising key project finding for teachers.

TaL 08.2021-12.2025 pedocs.de/volltexte/2025/34493/pdf/Wehrhahn_et_al_2025_E-Pruefungen_Assessment_Analytics_im.pdf



PAG II

The Product Database for Literacy and Basic Education provides free resources for literacy and basic education work. Visibility and usability have been improved. Consultations, evaluations and the recruitment of new resource providers, particularly from the AlphaDecade, ensure database sustainability.

RIN 11.2019-09.2026 alpha-material.de



PanPrepAP7

The Leibniz Lab 'Pandemic Preparedness' aimed to improve preparedness for future pandemics. Together with the Leibniz-Institut für Wissensmedien, the DIE is coordinated Work Package 7 on science communication and established a database of audio-visual media for science communication, featuring best-practice examples and options for archiving them and using them in studies.

RIN 01.2025-12.2025 scicomm-catalogue.de



Rep-Theorie – Der Beitrag von Theorie zur (Lösung der) Reliabilitätskrise (The Contribution of Theory to (Resolving) the Reliability Crisis)

The project is investigating the theoretical causes of the reproducibility crisis in the social sciences. The focus is on how ambiguities in theoretical assumptions influence the reliability of empirical research. A computer-assisted method for comparing causal models is being developed in order to improve the contextualising scientific findings.

OPP 09.2022-10.2026 osf.io/preprints/socarxiv/4dbau_v1

TAEPS – TEACHERS IN ADULT EDUCATION – A PANEL STUDY

The TAEPS study aims to establish a sustainable database on teacher qualifications, employment conditions and skills in adult education. In 2025, the TAEPS team presented the data from the first panel wave and made the Scientific Use File available at Leibniz Institute for Educational Trajectories. In addition, a total of three intervention studies were conducted to examine the short- and medium-term effects of online training on teachers' competencies (dealing with disruptions, adaptive teaching skills, use of AI).

TaL 08.2020-12.2026 die-bonn.de/taeps



TrainSpot 2

TrainSpot is a web service funded by BMFTR and aimed at professionalising continuing education teachers. The platform brings together learning opportunities, enables competency assessments and documents learning progress via badges and a dynamic competency profile. Following a design and development phase running until 2025, TrainSpot has now expanded to a beta phase with additional providers.



KTR 10.2022–12.2025 trainspot.besserweiterbilden.de/uber-den-trainspot

TROCHEE

This DFG project is investigating how readers perceive and process typical intonation patterns, such as trochees. A longitudinal and cross-sectional study is analysing reading processes, word prosody and relevant factors in children in order to expand models of reading development.

TaL 12.2025–11.2029 die-bonn.de/id/42377/about/html

Zufin

The project 'Zufin – Zugänge zu finanzieller Bildung für vulnerable Zielgruppen' (Zufin – access to financial education for vulnerable target groups) is investigating the conditions necessary for successful access to financial education. The aim is to break down educational barriers and develop sustainable provision and qualification structures. Project partners are the Institute for Financial Services (iff) and the Consumer Advisory Centre NRW.



OPP 04.2025–03.2028 die-bonn.de/id/42242/about/html



Doctorates und Habilitations

THE AIM OF THE DIE'S SUPPORT FOR YOUNG RESEARCHERS is to provide targeted support to doctoral candidates in their academic development, to provide ongoing guidance for their research work and to prepare them for a career in academia or in the field of adult and continuing education. Support for young researchers is centralised within the Graduate Programme in Empirical Educational Research, which essentially pursues two objectives: furthering qualifications in general methodological abilities at a level above the Master degree and individual support for doctoral studies.

DOCTORATES

Althen, Isabel

How can we support teachers in noticing and managing different types of disruptions in adult education courses? (PhD supervisors: Dr. Martin Merkt, Dr. Jessica Fischer, Prof. Dr. Hannes Schröter)

Appel, Philipp

Can AI use and AI training help teachers? (PhD supervisors: Dr. Lukas Fervers; Prof. Dr. Hannes Schröter; Prof. Dr. Marita Jacob)

Boese, Lena

Self-disclosure as a social cue in video-based adult learning (PhD supervisors: Dr. Christina Sondermann, Prof. Dr. Hannes Schröter)

Butscheidt, Moritz

Interventions and programs for adults with low literacy skills: Intervention types, learner training routines, and intervention outcomes (PhD supervisor: Dr. Irit Bar-Kochva)

Fey, Jonas

Deindustrialisation and adult education: Structure and functions in sectoral change (PhD supervisor: Prof. Dr. Andreas Martin)

Gerkens, Laura

Diagnostics of written language skills for people with low literacy (PhD supervisor: Dr. Irit Bar-Kochva)

Hemmerich, Julian

Decoupling processes in continuing education organisations in the course of digitalisation (PhD supervisors: Prof. Dr. Stefan Kirchner, Prof. Dr. Andreas Martin)

Loreit, Franziska

Impartation and appropriation processes in museum tours with adults (PhD supervisor: Prof. Dr. Josef Schrader)

Lubamvu, Mona

Recruiting participants in adult financial education: Outreach and access barriers among vulnerable target groups (working title, PhD supervisor: Dr. Ewelina Mania)

Martin, Kim-Maureen

Promoting Media Pedagogical Competences of Trainers in Adult Education (working title, PhD supervisor: PD Dr. Caroline Bonnes)

Neumann-Opitz, Sarah

Professionalization of continuing educational guidance for low-literate and low qualified individuals (working title)

Plechatsch, Julia

Recruiting participants in adult and continuing education – inter- and intraorganizational coordination processes in literacy and basic education (PhD supervisors: Dr. in Ewelina Mania, Prof. Dr. Matthias Alke)

Ostendorf, Lucie Anna

The Inclusion of Suspense in Instructional Videos and its Link to Learning Outcomes, Cognitive Load and Interest (working title, PhD supervisors: Dr. Christina Sondermann, Prof. Dr. Hannes Schröter)

Spielmann, Nora

Educational decisions and transitions among (newly) immigrated adults with basic educational needs (working title)

Werner, Karoline

On the Professional Development of Teachers in Adult and Continuing Education: A Multi-Perspective Analysis (PhD supervisor: Prof. Dr. Andreas Martin)

Winkler, Renan

The steering potential of regional authorities to reduce unequal opportunities for continuing education – the importance of the regional context (PhD supervisor: Prof. Dr. Andreas Martin)

Zaloha, Ann-Christin

The comprehensive language program and the social integration of individuals with refugee experience (PhD supervisor: Prof. Dr. Marita Jacob)

EXTERNAL DOCTORATES

Alberti, Vanessa

Recruitment of teachers in adult and continuing education: The importance of pedagogical competencies and proof of competence in recruiting teachers (PhD supervisor: Prof. Dr. Josef Schrader)

Ebert, Selina

Evaluation of in-company training programmes in companies (PhD supervisors: Prof. Dr. Sabine Hochholdinger, PD Dr. Caroline Bonnes)

Wilfert (née Hahnraht), Eva

Professional learning communities as a training concept for the professionalisation of course teachers – adaptability and implementation conditions in organisations from the perspective of managers and course teachers (PhD supervisors: Prof. Dr. Josef Schrader, Prof. Dr. Dörthe Herbrechter)

HABILITATIONS

Dr. Bonnes (née Wahl), Johannes

Professional and organisational conditions of the digital transformation in adult and continuing education (Mentor: Prof. Dr. Josef Schrader)

Dr. Mania, Ewelina

Recruiting participants in adult and continuing education as a coordination task of different players in a multi-level system (working title, Mentor: Prof. Dr. Nicole Hoffmann)

Dr. Merkt, Martin

Prerequisites for the effective use of videos in teaching-learning processes (working title, Mentor: Prof. Dr. Stephan Schwan)

Dr. Rüter, Fabian

The importance of implementation contexts for the effectiveness of educational policy interventions in the multi-level system of continuing education (Mentor: Prof. Dr. Andreas Martin)

Dr. Sondermann, Christina

Video-based learning of adults: Innovative video design to optimize attention, motivation, and learning outcomes (working title, Mentor: Prof. Dr. Hannes Schröter)

EXTERNAL HABILITATIONS

Prof. Dr. Stanik, Tim

Target-group-orientated action in adult education (working title, Mentor: Prof. Dr. Josef Schrader)

COMPLETED DOCTORATES

Baust, Christina

Analysing and promoting career-related convictions of teachers in dealing with heterogeneity (PhD supervisors: Prof. Dr. Anita Pachner, Prof. Dr. Josef Schrader)

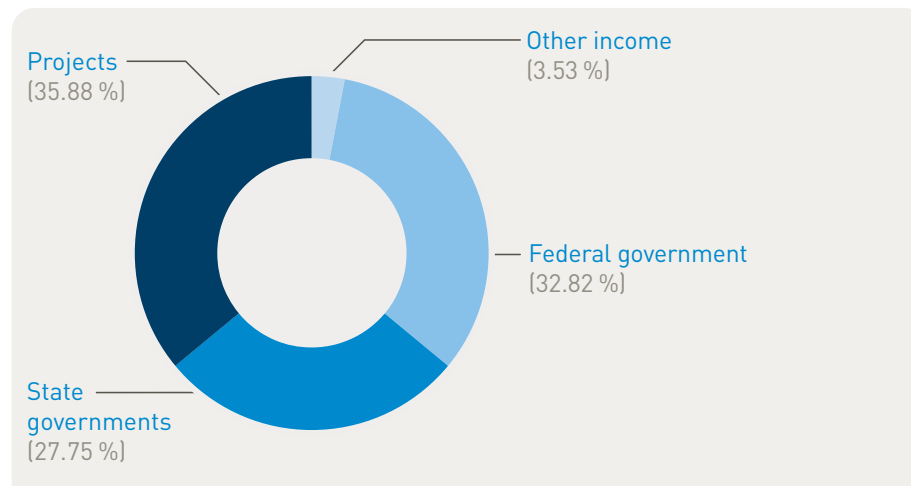
Decker, Daniela

Orientation in virtual reality learning environments (VR learning environments)(PhD supervisors: Prof. Dr. Markus Huff, Prof. Dr. Hannes Schröter, Dr. Martin Merkt)

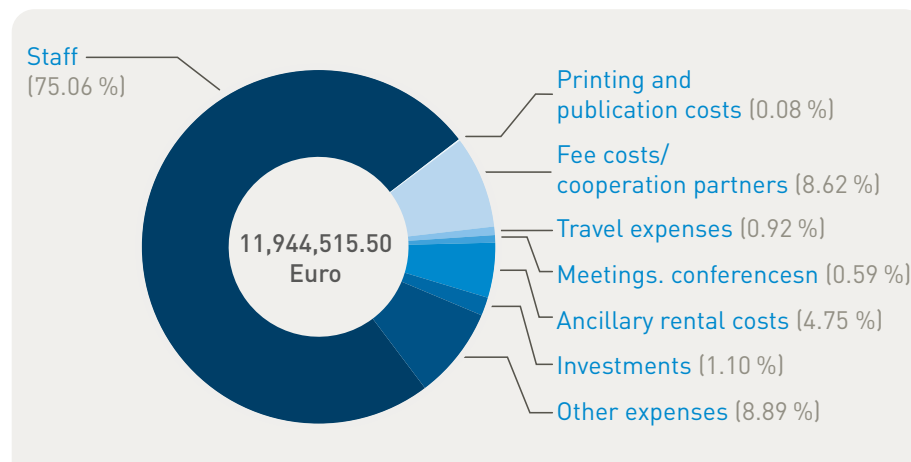


Finance and Human Resources

REVENUE

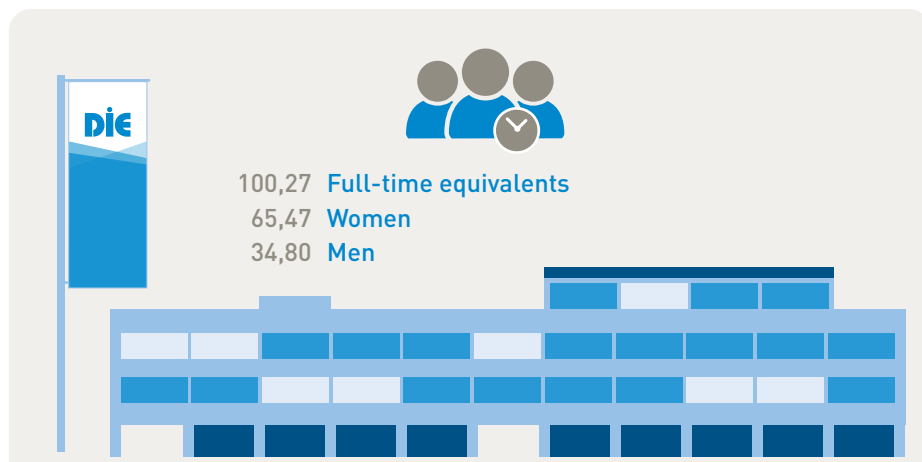
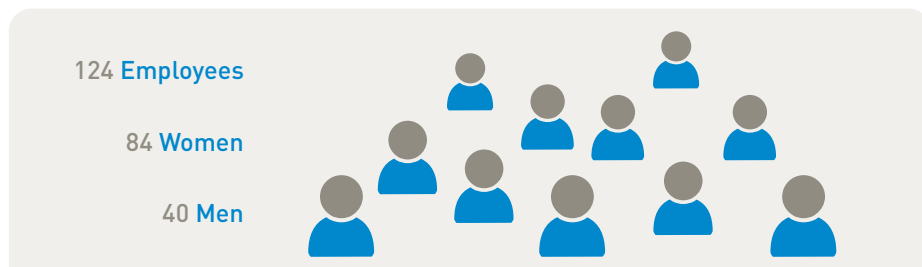


OUTPUTS





KEY PERSONNEL FIGURES



Publications

The following list details the publications of DIE staff provided that the works fall into the categories listed below. Not included are short academic articles published on portals, in journals or in anthologies or self-study materials designed specifically to facilitate the transfer of knowledge to the field of adult and continuing education. Research datasets, software and code are also excluded.

SYSTEM AND POLICIES

Individual contributions in anthologies

Ioannidou, A. & Kohl, J. (2025). The adult learning system in Germany: Stakeholder coordination, institutional change and path-dependent development. In R. Desjardins & J. Kalenda (Hrsg.), *A modern guide to adult learning systems* (S. 123–145). Edward Elgar Publishing. <https://doi.org/10.4337/9781035359523.00020>

Ioannidou, A. & Zarifis, G. K. (2025). The adult learning system in Greece: Critical junctures, imposed reforms and transformative changes. In R. Desjardins & J. Kalenda (Hrsg.), *A modern guide to adult learning systems* (S. 361–380). Edward Elgar Publishing. <https://doi.org/10.4337/9781035359523>

Martin, A. (2025). Dynamiken der Digitalisierung von Angeboten der wissenschaftlichen und beruflichen Weiterbildung: Zur Digitalisierung von Weiterbildung im Kontext von Wettbewerb und Marktkoordination. In M. Hägerbäumer, U. Thelen & A. Renz (Hrsg.), *Future Skills in Human Resource Management und Corporate Learning: Neue Perspektiven durch Analytics, EdTech und KI* (S. 253–276). Springer Gabler. https://doi.org/10.1007/978-3-658-46481-3_11

Articles in peer-reviewed journals and anthologies

Cefalo, R., Scandurra, R. & Ioannidou, A. (2025). A European assessment of territorial divides in underachievement. In J. Tikkanen, M. Parreira do Amaral, T. Järvinen & N. Alves (Hrsg.), *Constructing learning outcomes: problematizing (under)achievement in Europe* (S. 79–101). Bloomsbury Academic. <https://doi.org/10.5040/9781350446717.ch-3>

Chen, R. S., Rizvi, T., Berthelsen, A. L., Pajmans, A. J., Maune, A. L., Caspers, B. A., Sepers, B., Damas-Moreira, I., Schnülle, I., Könker, J., Hoffman, J. I., de Lima, J., Tebbe, J., Gladow, K.-P., de Vries, L., Gilles, M., Schubert, N., Chakarov, N., Korsten, P., . . . Maraci, Ö. (2025). *How can we make scientific events more inclusive? Insights from Q&A sessions and surveys from an international conference. Ecology and Evolution*, 15(7), Artikel e71588. <https://doi.org/10.1002/ece3.71588>

Fey, J. (2025). It's the routine, stupid! (Or is it?): The relationship between routine tasks and participation in vocational training in the context of deindustrialization. *Zeitschrift für Weiterbildungsforschung*, 48(2), 151–174. <https://doi.org/10.1007/s40955-025-00324-1>

- Heidemann, R., de Vries, L., Zindel, Z. & Lottmann, R. (2025). LGBT* people in later life: The state of research and opportunities for empirical quantitative analysis with secondary data in Germany. *Kölner Zeitschrift für Soziologie und Sozialpsychologie*, 77(4), 911–935. <https://doi.org/10.1007/s11577-025-01031-y>
- Karmann, A. & de Vries, L. (2025). Global paths to LGB+ legal equality? The introduction of LGB+ rights in a longitudinal perspective using sequence analysis. *Genus*, 81, Artikel 30. <https://doi.org/10.1186/s41118-025-00259-y>
- Muders, S., Spoden, C., Jäkel, H. R., Delbrouck, Ronja, Freiling, Thomas, Saidi, A., Egetenmeyer, R. & Breitschwerdt, L. (2025). Forschungs-Praxis-Dialog und -Transfer bei digitalen Lern- und Bildungsmedien: Beispiele für Good-Practice. *MedienPädagogik*, 97–119. <https://doi.org/10.21240/mpaed/00/2025.07.16.X>
- Rüter, F. & Reuter, M. (2025). Does the implementation of quality management systems increase participation in adult learning and education? A study with a staggered treatment. *International Journal of Lifelong Education*. Vorab-Onlinepublikation. <https://doi.org/10.1080/02601370.2025.2571540>
- Tobler, L., Christoph, B., Fervers, L. & Jacob, M. (2025). When the burden lifts: The effect of school and day care reopenings on parents' life satisfaction. *Journal of Happiness Studies*, 26, Artikel 4. <https://doi.org/10.1007/s10902-024-00819-7>

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- Bach, M. & Kohl, J. (2025). Weiterentwicklung der Erfassung der Weiterbildung im Mikrozensus: Split-Ballot-Test und flächendeckende Implementierung. *WISTA – Wirtschaft und Statistik*, 77(3), 23–32. <https://hdl.handle.net/10419/320358>

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- Büchler, T., Herbrechter, D., Fervers, L. & Fischer, J. (2025, 21. Oktober). *Teachers in Adult Education – a Panel Study (TAEPS): Dokumentation der Erhebungsinstrumente (Haupterhebung, Welle 1)*. FDZ-LifBi. https://www.lifbi.de/Portals/2/FDZ/TAEPS/Dokumentation/TAEPS_ScalesManual_Teachers_w1_de.pdf
- de Vries, L. & Zindel, Z. (2025). *Lebenssituation, Gesundheit und soziale Teilhabe älterer LSBTQI*-Menschen in Deutschland: Expertise zum Neunten Altersbericht der Bundesregierung, 2025*. Deutsches Zentrum für Altersfragen. https://www.neunter-altersbericht.de/fileadmin/Redaktion/Expertisen_zum_Neunten_AB/Expertise_de_Vries_Zindel_Lebenssituation_aelterer_LSBTI_Personen_barrierefrei.pdf
- Rouvroye, L., Fischer, M., Rampazzo, F., van der Vleuten, M., Fortes De Lena, F., Pao, C., de Vries, L. & Jin, Y. (2025, 21. Januar). *Generations and gender survey (round II) wave 2 questionnaire: User module 'sexual orientation'*. Zenodo. <https://doi.org/10.5281/zenodo.14044062>

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- Alke, M., Bonnes, J. & Leben, N. (2025). Plattformen in der Weiterbildung: Überblick und Systematisierung. In S. Hofhues & J. Schütz (Hrsg.), *Plattformen für Bildung* (S. 283–300). transcript. <https://doi.org/10.14361/9783839475164>
- Bonnes, J. (2025). Organisationaler Mythos digitale Transformation: Gesellschaftliche Erwartungen und Paradoxien. In S. Hofhues & J. Schütz (Hrsg.), *Plattformen für Bildung* (S. 195–210). transcript. <https://doi.org/10.14361/9783839475164>
- Bonnes, J., Gädeke, E., Goerke, P., Hofhues, S., Klusemann, S. & Schütz, J. (2025). Not that simple: Einblicke in das theoretische Sampling und dessen forschungspraktische Konsequenzen. In S. Hofhues & J. Schütz (Hrsg.), *Plattformen für Bildung* (S. 49–54). transcript. <https://doi.org/10.14361/9783839475164>
- Breznau, N. (2026). The PIAAC variable finder: An interactive shiny app for cleaning, interpreting and analyzing PIAAC data. In D. B. Maehler & A. Zabal (Hrsg.), *Analysis scripts in large-scale assessments in education 2026* (2. Aufl., S. 31–40). GESIS. <https://doi.org/10.21241/ssaoar.107189>
- Dollhausen, K., Braun, M. & Milewski, B. (2025). Wissenstransfer in der Arbeitsforschung partizipativ und kooperativ – Angebote und Nutzenaspekte der CoCo-Plattform. In Gesellschaft für Arbeitswissenschaft e.V. (Hrsg.), *Arbeit 5.0: Menschenzentrierte Innovationen für die Zukunft der Arbeit: 71. Kongress der Gesellschaft für Arbeitswissenschaft e.V.* (S. 844–849). GfA-Press. https://www.gesellschaft-fuer-arbeitswissenschaft.de/publikationen_gfa-press-tagungsband.htm
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- Gädeke, E., Klusemann, S., Goerke, P., Bonnes, J., Hofhues, S. & Schütz, J. (2025). Wer gestaltet das Netz? Plattformen durch Gruppendiskussionen und dokumentarische Methode erforschen. In S. Hofhues & J. Schütz (Hrsg.), *Plattformen für Bildung* (S. 55–68). transcript. <https://doi.org/10.14361/9783839475164>
- Mania, E. & Peters, S. (2025). Finanzielle Grundbildung in der Schuldnerberatung. In *Enzyklopädie Soziale Arbeit Online. Fachgebiet Soziale Beratung in prekären Lebenslagen*. Beltz Juventa. https://www.beltz.de/fachmedien/sozialpaedagogik_soziale_arbeit/enzyklopaedie_soziale_arbeit_online_esozao/artikel/58067-finanzielle-grundbildung-in-der-schuldnerberatung.html
- Rahn, S., Seifried, J. & Ziegler, B. (2025). Lehrpersonen an berufsbildenden Schulen im Spiegel empirischer Forschung [Editorial]. In S. Rahn, J. Seifried & B. Ziegler (Hrsg.), *Lehrpersonen an berufsbildenden Schulen im Spiegel empirischer Forschung* (S. 7–16). Franz Steiner Verlag.
- Saltelli, A., Lachi, A., Puy, A. & Breznau, N. (2025). Global sensitivity analysis unveils the hidden universe of uncertainty in multiverse studies. In E. Di Bella, V. Gioia, C. Lagazio & S. Zaccarin (Hrsg.), *Statistics for Innovation IV: SIS 2025, short papers, contributed sessions 3* (S. 299–304). Springer. https://doi.org/10.1007/978-3-031-96033-8_49

Schrader, J. (2025). Ethische Reflexionen zur Erwachsenenbildung und ihre Grenzen. In A. von Hippel, M. Fleige & S. Robak (Hrsg.), *Beiträge der Erwachsenenbildung für gesellschaftliche und individuelle Entwicklungen* (S. 165–177). Peter Lang. <https://doi.org/10.3726/b22681>

Widany, S., Wolter, A. & Dollhausen, K. (2025). Monitoring wissenschaftlicher Weiterbildung: Status quo und Perspektiven. In W. Jütte & M. Rohs (Hrsg.), *Handbuch wissenschaftliche Weiterbildung*. Springer VS. https://doi.org/10.1007/978-3-658-17674-7_35-2

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Borjas, G. J. & Breznau, N. (2026). Ideological bias in the production of research findings. *Science Advances*, 12(1), Artikel ead7173. <https://doi.org/10.1126/sciadv.adz7173>

Breznau, N. (2025). Measuring and harmonising coverage, generosity and history of work-injury policies globally. *Social Policy & Administration*, 59(7), 1275–1292. <https://doi.org/10.1111/spol.13129>

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CREDITS

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