



QUALITY

PARTICIPANTS

- Wim Van Petegem Leuven FR
- Alfredo Soeiro Porto PT
- Ali Yildirim Middle East Tec U TR
- Katarina Kosmrlj Koper SI
- Maria Rostasova Zilina SK
- George Zarifis Thessaloniki GR
- Bianca Rutherford Versailles FR
- Josephine Finn Maynooth IE, ROI

METHODOLOGY

- Collected data - Case studies, SWOT analysis and mapping exercise, national reports.
- Starting points for dialogue
- Open sharing, dialogical model, based in the educational practices of Adult Education
- The model promoted reflection and offered participants time to form critical questions about research and practice within the group.

QUALITY ASSURANCE

Has practitioner based research and/or collaborations between researchers and practitioners influenced quality assurance policy in your institution, community, region or country on lifelong learning, adult teaching, learning and/or guidance?

CASE STUDIES

- Continuing Education Quality Management in LL (PT)
- How to assess third level delivery including LL (PT)
- QA Indicators for ULL activities: METU Continuing Education Centre (TR)
- Implementation of a texting instrument of the validation of psycho-pedagogical competencies of adult educators (Validpack) (GR)
- Establishing an external institutional evaluation module in higher education (SL)
- Quality Assurance for higher Education Institutions Continuing Education programmes (BL)
- Quality of Training (FR)
- Project Quality Plan (FR)
- The quality approach in a university department of LL (FR)
- Quality of LL in the Slovak Republic (SK)
- QA issues in lifelong learning research focusing on researcher/practitioner relationships (IE)

Lifelong Learning research – barriers and opportunities

- Resources
- Recession
- Remit
- Research conventions
- Research methods
- Research data
- Research practitioner

RECOMMENDATIONS

- Purpose of research with LL context?
- Use of Adult Education Pedagogies and methods
- Challenges posed by research practices for professional researchers
- Validation of methods