

FIRST TREND REPORT

# TRANSIT

## Think Tank for Adult Learning

### Focus Topics and Scenarios for the Future of Adult Learning

IRENA SGIER  
RONALD SCHENKEL  
STEFANIE DERNBACH-STOLZ



# Inhaltsverzeichnis

Management Summary .....	4
<b>1 Introduction .....</b>	<b>5</b>
1.1 Working Methods .....	6
1.2 TRANSIT Team and TRANSIT Universe .....	8
1.3 Milestones: Events and Platforms .....	8
<b>2 First Experts Meeting in September 2017 .....</b>	<b>9</b>
2.1 Discussion Topics .....	9
2.2 Interim Results .....	10
<b>3 Second Experts Meeting in August 2018 .....</b>	<b>11</b>
<b>4 Time Window, 16 January 2019 .....</b>	<b>13</b>
4.1 Focus topic 1: Creativity .....	13
4.2 Focus topic 2: Learning and Experience Spaces .....	17
4.3 Focus topic 3: Knowledge Sources .....	22
<b>5 Outlook: Perspectives for Adult Education .....</b>	<b>29</b>
<b>6 Other Topics .....</b>	<b>30</b>
<b>7 Miscellaneous .....</b>	<b>32</b>
7.1 The TRANSIT Website as a digital resonance space .....	32
7.2 Education Permanente on the topic «The Future of Adult Learning» .....	33
Bibliography .....	34
Imprint .....	36

# Management Summary

TRANSIT is a new, interdisciplinary Think Tank for adult learning. Founded by the Swiss Federation for Adult Learning (Schweizerischer Verband für Weiterbildung, SVEB), the aim of TRANSIT is to capture and analyse current developments while also drawing up forecasts for adult education. This trend report provides an insight into the working method and the first results of the Think Tank.

What distinguishes TRANSIT from other Think Tanks is its collaborative approach. Although TRANSIT relies on expert knowledge and scientific analysis, the topics, scenarios and perspectives are not developed by selected experts, but rather in participatory formats which are open to all interested parties. One of the results of this approach is that a wide variety of perspectives and diverse practical knowledge flow into the trend analyses. This method is very time consuming and requires a willingness to constantly reflect on processes and content, adapting them if necessary. It also requires open platforms, where topics and experiences can be discussed, and ideas on future education tested.

TRANSIT was founded in 2017. Three events and ten interdisciplinary expert interviews took place during the first phase. In addition, a "manifesto" was also drafted and a website created. During this process, a number of issues became clear, confirmed by scientists and professionals alike as being of significant relevance for the future of (adult) education. Three of these topics were discussed in depth: the changes in and increasing delimitation of learning and experience spaces, which bring with them new configurations of physical, social and virtual spaces; the increasing importance of creativity as a resource in learning and work processes; the pluralisation of knowledge resources and their consequences for the acquisition of knowledge as well as the role played by educational organisations within them. The "dispositive of power" was identified as the fourth focus topic, but is yet to be explored in depth; this concerns shifts and new mechanisms in the management of education, which, inter alia, are manifested in the democratisation of knowledge, with a simultaneous increase of control.

This trend report provides an insight into the development phase of the Think Tank, the work on the focus topics and the scenarios drafted so far. During the next phase, the scenarios will be further developed into future perspectives and at the same time projects will be concretised and put into practice.

# 1 Introduction

Megatrends such as digitisation, globalisation and urbanisation are sources of profound change at all levels in our society. They also change traditional beliefs and structures of learning, and influence the reasons why people continue to educate themselves. Due to the pace of change in both technical conditions and social paradigms, it can be assumed that the importance of adult education will increase in comparison to basic. It is becoming an indispensable tool for keeping pace with change. At least in Switzerland, however, adult education still plays a subordinate role at the level of educational policy. In view of limited personnel and financial resources, research barely focuses on topics concerning adult education.

This is the reason behind SVEB launching a Think Tank for adult learning. It does not compete with specific academic research, nor is its objective to exert direct political influence. It sees itself much more as a thinking platform and driving force. The results of the work conducted by the Think Tank are available to all interested parties and are intended to contribute to the further development of (adult) education in Switzerland.

The Think Tank is a politically independent body funded by contributions from the State Secretariat for Education, Research and Innovation (SERI). It has an interdisciplinary approach and is based on a broad, network-based community. On the one hand, this consists of a circle of invited personalities, whom we call the circle of experts and on the other, it is open to all interested parties who wish to actively participate in the community. The Think Tank is managed by a branch office located at the SVEB.

The Think Tank officially started its operations in September 2017. The first meeting of leading figures from different disciplines that took place in September 2017 can be taken as the official launch. This initially served to define the thematic fields that would be relevant for the work of the Think Tank.

At a second expert meeting held in August 2018, individual topics were outlined more clearly. These topics were then studied in more detail in workshops at a public event in January 2019.

The website of the Think Tank, [www.thinktank-transit.ch](http://www.thinktank-transit.ch), was launched to coincide with the second expert meeting. In addition to the events, the website serves as a virtual space for reflection. It contains in-depth interviews with experts on the topics discussed at the events. The website also serves as the Think Tank archive.

The naming of the Think Tank also occurred at the second expert meeting. TRANSIT symbolises the idea behind the Think Tank: on the one hand, adult education is in a phase of change, on the other, we live in a time of increasingly shifting or dissolving boundaries, be it

the boundaries between the private and the professional, national boundaries or the boundaries between work, learning and leisure, to name just a few.

This report describes the way in which TRANSIT works and essentially focuses on the results of the thematic workshops. These results in turn form the basis for the next steps of the 2019 Think Tank and beyond.

## 1.1 WORKING METHOD

The Think Tank basically follows two principles in its work. Firstly, it is interdisciplinary. Secondly, it develops its topics and their deepening within the framework of the community and as collaboratively as possible. The group of experts who support the Think Tank is primarily interdisciplinary. Naturally, these experts include people from adult education research and educational theory, but the group also includes persons from scientific fields such as literary studies, philosophy and architecture. It also includes experts from technical disciplines such as machine learning and artificial intelligence, as well as from the arts and the start-up scene.

The interdisciplinary approach is based on the premise that the development of continuing education is driven by a range of different impulses that cannot be grasped from a purely andragogical perspective. In addition to this, adult education courses are already being developed today based on approaches that originate from fields that cannot be attributed to the traditional adult education landscape. Finally, established adult education also uses methods and technologies that are being developed and distributed around it. For a holistic view of the future of adult learning, having the widest possible group of experts is indispensable.

The community approach, on the other hand, is based on the premise that the development of realistic future scenarios is only possible on the basis of existing practical knowledge. Furthermore, the Think Tank not only benefits from the knowledge of many, it also acts a bridge for people dealing with the same topic.

Collaborative work and the attempt to collaboratively develop continuing education content is, after all, an emerging trend. Not only in the start-up scene is the independent, developing team regarded as a powerful and productive unit. Methods such as Scrum or Design Thinking have also promoted this approach in the practice of established companies. The Think Tank is therefore in itself a laboratory that tests the functioning and effectiveness of such an approach in the field of adult education.

TRANSIT is thus adopting a decidedly different approach than conventional Think Tanks that rely almost entirely on expert reports and provide more or less complete reports. TRANSIT works on its topics according to the double diamond principle (see Fig. 1). An

explorative phase, which deals with the understanding of the factors influencing the future of continuing education and their fields of action, is followed by the delimitation of certain topics for discussion, on the basis of which more concrete scenarios are developed.

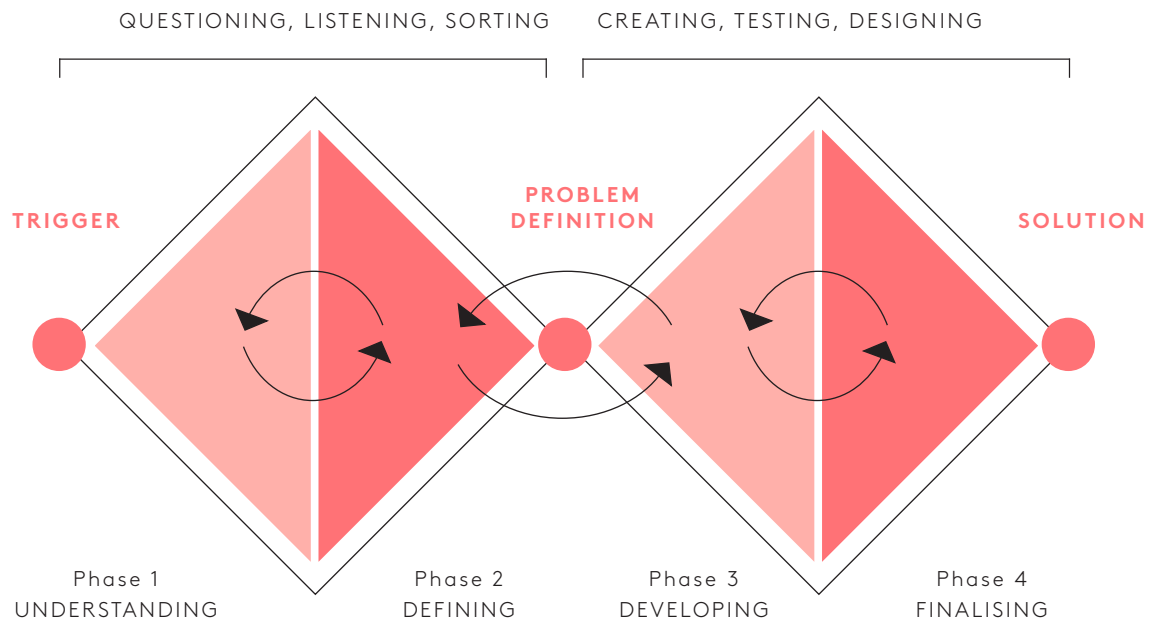


Fig. 1 Double diamond (Eissa 2017)

The topics and scenarios developed in this way are further elaborated and deepened by the TRANSIT team with the involvement of experts and specialist literature, and partly supplemented by its own studies. In this way, trend reports are produced, which are intended to point out perspectives for the future of adult learning and provide impulses for the practice. The work of the Think Tank does not, however, solely involve trend reports. The reports themselves serve as a basis for the further examination of the perspectives in the field of adult education and for their concretisation in practice. This completes Phase 2 for the time being.

Based on the trend reports and supplementary materials, the next step (Phase 3), which is still to be implemented, will reopen the field in order to develop project ideas, which will in turn be condensed into a number of concrete projects (Phase 4). With this, TRANSIT completes a first thematic cycle.

This process is accompanied and, to a certain extent, steered by interviews with experts. These interviews provide in-depth insights into aspects that are relevant in connection with the development of future scenarios. These interviews will be published on the TRANSIT's website [www.thinktank-transit.ch](http://www.thinktank-transit.ch) and cover aspects such as digitisation and digitality, creativity or virtual reality. They, therefore, represent an additional working tool for the Think Tank community, which also means that the website is much more than just a documentation platform for TRANSIT's activities.

## **1.2 TRANSIT TEAM AND TRANSIT UNIVERSE**

At the strategic level, TRANSIT is supported by the SVEB management. Within the framework of two strategy workshops, the management developed the basic orientation and objectives of the Think Tank.

The management team of the Think Tank consists of:

Irena Sgier, Deputy Director of SVEB, Head of Development & Innovation

Ronald Schenkel, Member of the Executive Board of SVEB, Head of Communications, Marketing and Services of SVEB.

They share the co-management and are responsible for the administration, planning and securing of the developed contents. They are assisted by other SVEB employees from the Development and Innovation division. For the organization of events, TRANSIT relies on the services and administration of the SVEB.

In the initial phase of the Think Tank (2017 until the end of 2018), TRANSIT also received external support from Björn Müller and Niels Rot from STRIDE Learning. Niels Rot supported TRANSIT with strategic consulting and community building. Björn Müller, co-founder of STRIDE Learning, lecturer, coach and moderator, also accompanied the think tank operatively as a process facilitator and assisted the management team in the development and organization of the events.

## **1.3 MILESTONES: EVENTS AND PLATFORMS**

During the development phase in the first two years, three events took place – two interdisciplinary expert meetings and a major public event aimed primarily at adult education professionals. These events formed the basis for identifying topics and starting points for future perspectives.



## 2 First experts meeting in September 2017

On September 6, 2017, a small interdisciplinary group met for the first time as part of the Think Tank to exchange ideas. The experts were invited to discuss the following: how will knowledge evolve in the future and what does this mean for education? The thematic framework was deliberately broadened and kept open. The purpose of the meeting was to identify initial starting points for an interdisciplinary discussion on the future of continuing education and to capture initial thoughts on emerging trends. It can be viewed as an actual kick-off event for the Think Tank.

Participants:

- Philipp Theisohn, Professor of Modern German Literature at the University of Zurich; researches, inter alia, literary future knowledge
- Niels Rot, co-founder of Stride Learning, a start-up that offers training in collaborative leadership and social innovation
- René Pfitzner, until 2018 specialist in Machine Learning and Artificial Intelligence at the NZZ, currently working as an independent entrepreneur in the tech industry
- Christina Colberg, chemist and lecturer at the Thurgau University of Teacher Education, expert in education for sustainable development
- Bernhard Grämiger, Director SVEB
- Irena Sgier, Deputy Director SVEB, Head of Development & Innovation and Co-Head of TRANSIT
- Ronald Schenkel, Head of Communications, Marketing, Services SVEB and Co-Head of TRANSIT
- Philipp Schüepp, research associate SVEB

### 2.1 DISCUSSION TOPICS

The discussion topics were partly based on the positioning of the individual participants. However, it became clear that individual topics or fields of subject areas covered all of the represented disciplines. Strong arguments were put forward for a new role for adult education in the context of change in the labour market, particularly by representatives of higher education, while the expert on machine learning lowered expectations of the future role of artificial intelligence.

#### RELATIONSHIP BETWEEN MAN AND MACHINE

In the context of digitisation, the relationship between humans and computers was discussed. The growing influence of technology and artificial intelligence questions the role of people in their work environment.

In the future, education will have to focus more on competences that cannot be replaced by artificial intelligence. The group of experts proposed a radical thesis: Education is only relevant if it also includes personality development, i.e. if it helps one to progress as a human being in the humanistic sense. One of the relevant competencies is creativity. Creativity as a human asset not only plays a role in a narrower artistic sense, but also in the generation and use of knowledge and in the ability to cope with complexity. It is, so to speak, a core element of education, the significance of which, according to the discussion group, will continue to increase.

## **THE FUTURE OF WORK**

Based on the effects of digitisation and globalisation, participants were convinced that work and profession must be reconsidered in the future. The conclusion was that learning and education must be understood as values independent of work, liberating them from the discourse of employability. This, however, also creates opportunities for educational goals independent of profession and work solely for personality development. In a more radical scenario, which assumes the loss of many jobs through digitisation, education could also be thought of as a substitute for work.

## **FUTURE ROLE OF EDUCATION**

From the above considerations, a different role of education also emerges as a possible scenario. It could no longer be aimed primarily at economic subjects, but at the mental and physical health of the individual and his or her ability to participate in society. If critical thinking or critical awareness becomes the primary objective of education, new forms of learning will also be required and here accompanied learning comes to the fore. Teachers are increasingly becoming learning companions; traditional learning formats are falling apart. Self-directed learning will also become more relevant due to the growing availability of knowledge, which would have an impact on the personal resources of providers. These are trends already apparent in the education system, but will play an even more central role in education.

## **2.2 INTERIM RESULTS**

The tendency to shift or even abandon traditional role concepts in continuing education as well as the increasing importance of "open learning and experience spaces" is often referred to as a vision that has already been partially realised. It is also beneficial in a business context in which the interests of companies, employees and adult education providers intersect.

The fact that a so-called skill shift is taking place or has already taken place is also a finding that the participants of the first expert

meeting confirmed. It became apparent that, in contrast to artificial intelligence as we are experiencing it today, the creative potential of humans is our very strength. Creativity as a core competence of the future (or even the present) and thus also as a central element of education emerges as a constant in all discussions.

### 3 Second experts meeting in August 2018

In August 2018, another interdisciplinary meeting took place at the Migros Museum of Contemporary Art. The invitation was addressed to representatives of various fields and scientific disciplines; including educational research. The event was organised in cooperation with Stride Learning, which opened up the possibility of attracting participants from the field of alternative learning movements in particular (e.g. Openki as a platform for self-organised learning) and from the start-up scene (Impact Hub Zürich). Approximately 25 people participated in the event. What they had in common, of course, was their interest in the future of (adult) education and, in particular, the question of how knowledge is generated and used today. The event was called "Futures Playground". The name reflected its program: Using a partly playful approach, the participants developed different visions of the future based on two input presentations.

After the special role of creativity had already become apparent in the first event, TRANSIT's management decided to focus on this. In particular, the question of how artists acquire knowledge and create new knowledge using creative approaches was of particular interest. For this purpose, Sibylle Omlin was invited as a speaker.

The second input was to focus on the issue of diminishing roles in adult education as well as alternative learning and experience spaces. Outi Kuittinen of the Finnish Think Thank Demos Helsinki was invited. Demos Helsinki works closely with collaboration formats in a social context. Amongst other things, this work is also understood as educational work.

#### **INPUT 1: SIBYLLE OMLIN: "PERFORMANCE OF FUTURE KNOWLEDGE: SEARCH, UNDERSTAND, CURIOSITY!"**

In her input, the author and curator Sibylle Omlin describes artists as pioneers who try to connect seemingly incompatible worlds in new ways and with new means. They redefine the language of traditional media, materials, and technologies by creating works of art, developing concepts, writing essays, researching archives, and choreographing bodies in space. Artists are fascinated by the endless task of experiencing and representing what we call reality in a new way.

They thus implement a performative concept of learning, exploring, and comparing that could become a general learning strategy in a world of destabilized values and obligations.<sup>1</sup>

**INPUT 2: OUTI KUITTINEN: «RADICAL LEARNING EXPERIENCES - SHAPING SENSE OF MY AND OUR CAPABILITIES THROUGH COLLECTIVE EXPERIMENTS»**

In a rapidly changing world, according to Outi Kuittinen of the Think Tank Demos Helsinki, the individual is faced with a number of fundamental questions: "May I?" "What am I capable of?" "Am I capable of that?" Kuittinen refers to the historian Yuval Harari (2018). He describes the question "Who am I?" as the most important, but also the most difficult one to answer.

Kuittinen suggests getting involved in things that one has never done before. Her recipe is to strive for something together and even to fight for something – but within the safe sphere of experimentation. As an illustrative example, she names the annual Burning Man Festival in the Nevada desert. It provides an opportunity to implement projects in randomly assembled groups that confront the individual participants with tasks that require them to learn completely new skills. This learning happens collectively and outside of an institutional framework. Kuittinen emphasises the "horizontal force" of peer-to-peer learning. What is intended here is the empowering, relationship-building or community-building function if, when everyone is basically attributed the ability to teach or share knowledge.<sup>2</sup>

**FOCUS TOPICS**

On the basis of the two inputs, the participants outlined theses, scenes and scenarios for the future of (adult) education in self-organised groups. The TRANSIT team then distilled them into thematic fields, selecting four topics for further work:

- Creativity
- Learning and experience spaces
- Multiple sources of knowledge
- Dispositives of power

By identifying the four themes, the work of TRANSIT also enters a new phase; following the understanding and defining phases, the development phase begins. With this parameter, the Think Tank launched its next event: "Time window", on January 16, 2019.

---

1 The speech by Sibylle Omlin can be viewed as a video on [www.think-tank-transit.ch](https://www.think-tank-transit.ch/die-begegnung-bleibt-zentral/http://www.think-tank-transit.ch/): <https://www.think-tank-transit.ch/die-begegnung-bleibt-zentral/http://www.think-tank-transit.ch/>

2 Outi Kuittinen's speech can be found on the following website [www.think-tank-transit.ch](https://www.think-tank-transit.ch/what-we-can-learn-from-burning-man/) abrufbar: <https://www.think-tank-transit.ch/what-we-can-learn-from-burning-man/>

## 4 Time window, Januar 16, 2019

The first public TRANSIT event, named "Time window", took place at EWZ Kraftwerk in Zurich. The event was primarily aimed at professionals interested in the development of adult education. The event was attended by over 90 people.

Three of the four focus topics identified at the experts' meeting in August 2018 were open for discussion: creativity, learning and experience spaces, knowledge resources. The topic "Dispositives of Power" remains on the Think Tank's radar as an important topic for the future of adult education and will be added at a later date.

Once again, the event was explicitly aimed at formulating future perspectives in the form of scenarios, this time in the circle of participants from the field of adult education: teachers, personnel from the management of adult education institutions, training managers in companies and from public offices. The list is not exhaustive.

A relatively close time window of five to ten years was deliberately determined for the development of the scenarios. Starting with a brief introduction to the topics by the workshop leaders, the three topic groups worked largely in a self-organised manner. However, they had a specific assignment: they had to develop three to five future scenarios.

The results of the workshops were then discussed in plenary, with the main focus on identifying common approaches and linking the scenarios. A map was provided for the future of adult education i.e. lifelong learning.

### **Workshop results**

The workshops were accompanied by minute takers who documented the discussion and the results. This documentation served as a basis for the workshop results report.

#### **4.1 FOCUS TOPIC 1: CREATIVITY**

Workshop moderation and input: Irena Sgier, Deputy Director SVEB

##### **RELEVANCE OF THE TOPIC FOR ADULT EDUCATION**

Creativity is a genuinely human asset that has always been a factor in adult education. On the one hand, creativity is conveyed as an explicit educational goal, for example in creative and artistic activities, and on the other hand it is regarded as a transversal competen-

ce that contributes to generating ideas and innovations or solving problems in an unconventional way.

Different pedagogical approaches examine creativity explicitly as part of learning processes, including theories on expansive, self-determined learning (Holzkamp 1993), or on transformative learning (Mezirow 1997). Approaches from the critical adult education often discuss the potential of creativity with regard to societal change.

In the context of current social change, which is largely characterised by digitisation and increasing complexity, creativity appears to be gaining further importance as a transversal competence or key competence. Amongst other things, this increase in importance is due to the rapid change in the working environment or forecasts, according to which knowledge and skills are becoming increasingly obsolete, professions are disappearing, being replaced by new ones, or algorithms are relieving humans of all standardised tasks. In this view, creativity – in addition to various key competences such as social skills or empathy – appears to be one of the last bastions of humanity that the computer cannot take over. Another central factor is the industry's demand for people to be ever more flexible, agile, adaptable, and at the same time demonstrate more personal responsibility, think critically and solve complex problems in an unconventional manner, something which can only be achieved with the help of creative skills. Statements of this kind can be heard, for example, from the World Economic Forum (WEF), where creativity, together with critical thinking and problem-solving competence, are at the top of the list of the most important soft skills of the future (Charlton 2019); even though these rankings are often mere empty phrases, experts in the field confirm that the role of creativity is being increasingly discussed. In addition to creativity as a problem-solving competence in the sense of unconventional lateral thinking and thinking-out-of-the-box, there is also the question of to what extent artistic ways of thinking and working could be made useful for the education of non-artists. The role of creative action in the context of work is the subject of current research in adult education, wherein the influence of digitisation is also examined (see, for example, Haberzeth/Sgier 2019, Umbach/Böving/Haberzeth 2018, Böhle 2019).

## **INPUT**

Initially, the input included three theses:

- Social change: Society is becoming more complex, more confusing, more unpredictable. To survive this change, creativity is necessary.
- Changes in the working environment: In the future, creativity will play a more important role in the working environment.
- Education needs innovation: The digital transformation will fundamentally transform (adult) education. It needs new

forms of education, new forms of organisation and business models.

Following these theses, the relevance of creativity was briefly outlined, distinguishing between creativity as an educational goal and as transversal competence.

The focal point of the input was the comparison between different ideas of creativity. Inspired by authors from the fields of cultural studies and art (Bianchi 2017), three rough, historically located approaches were outlined, which coexist in parallel:

- Creativity as inspiration, madness, intoxication
- Creativity as imagination, fantasy, vision
- Creativity as a figure of thought, metaphor, translation

While in the first approach creativity comes from the outside or from above (gods, spirits, muses) and is neither plannable nor learnable, the second approach - imagination, fantasy - locates the creativity inside (ideas, inspirations, dreams, unconsciousness) and assumes that it can at least partly be practiced and promoted. Finally, in the third approach, creativity is understood as a cognitive process that can be taught and learned. The workshop leader chose this approach as the basis for discussion in the workshop.

### **Think out of the Box**

Creativity as a figure of thought refers to thought and reflection processes, changes of perspective and breaking free of habitual patterns of thought, often referred to as "other thinking", whereby thinking is understood in a holistic sense and not just as a cognitive process. This perspective usually implies that creativity is not understood as a pursuit for the new, never-before-seen, but as a new combination of what already exists. Numerous, mostly easy-to-learn creativity techniques are available in order to promote creativity in this sense.

### **WORKSHOP QUESTIONS**

Following the input, the workshop facilitator suggested two issues as a guide to the development of scenarios:

1. How can creativity be promoted as an educational goal? Here, the level of participants in adult education was the focal point. This did not concern creative and artistic activities, but rather creativity as a transversal competence.
2. How can adult education organisations become more creative? Here, the level of educational organisations was the focal point. The idea was to look at the conditions that enable teaching staff within educational organisations to develop and promote creativity.

The issues were discussed in three self-organised groups (a total of 25 participants). One group chose the first, two groups the second issue. All groups however also took part in the discussion on the issue discussed by the other groups.

## **WORKSHOP RESULTS / SCENARIOS**

Each group was given 45 minutes and each developed a scenario within that time:

### **NEW FORMS OF CREATIVE COLLABORATION (COLLABORATIVE PROGRAM DEVELOPMENT)**

In this scenario, the idea was developed that one should distance oneself from the premise that organisations provide services and participants make use of those services. A radically thought-out collaborative model would replace this conventional division of roles: teaching staff and participants develop the teaching / learning formats together and as equal partners, thereby removing the boundary between teaching and learning and enabling participants to take on both roles. This scenario would require a fundamental rethinking of the roles and structures to date and, according to the workshop group's assessment, would lead to a comprehensive transformation of the continuing education organisations and their educational programs. The scenario would be an experimental, inevitably open-ended system. On the one hand, it would promote creativity by questioning and shifting the previous premises, i.e. by lateral thinking. On the other hand, it would dismantle rigid structures and create space for experiments, paradoxes and changes in perspectives.

### **LABEL FOR SLOW LEARNING**

This scenario was based on current tendencies of perceiving education as a consumer good to be offered in the smallest possible, fastest consumable way, tailored to a specific need. Key words included fast food, micro-learning, nano-degrees and an instrumental, efficiency-oriented understanding of education. The workshop group countered these tendencies with a scenario based on releasing education from efficiency pressure, predefined learning objectives and assessment systems or certificates. Similar to the slow food movement, a label for slow learning would be developed. It would represent high-quality learning formats that provide time and space for learning processes and developments that meet the needs of the participants and not the demands of the labour market.



## **CREATING SPACES FOR POSSIBILITIES**

This scenario focuses on promoting creativity as an educational goal. This workshop group did not discuss structures or formats, but rather focused on the micro level and corresponding didactic interventions. There was a consensus that instruments for promoting creativity existed, but that institutions lacked spaces in which new ideas could be tried out and experimented with. A lack of exchange between the lecturers was also perceived as a hindrance to creativity. Accordingly, the group outlined a scenario that provides for the creation of spaces for possibilities within continuing education organisations. The aim here would not be to abolish structures, but to establish niches: physical and social, possibly also virtual spaces in which nothing is predefined. These spaces would be as empty as possible, i.e. without fixed furniture, and would be freely available to both lecturers and learners without any objectives. As an important part of this scenario, it was noted that the institutions themselves needed a culture in which experiments could be dared and failure would be permissible.

### **4.2 FOKUS TOPIC 2: LEARNING AND EXPERIENCE SPACES**

Workshop facilitator: Erik Haberzeth, Professor of Adult Education and Higher Vocational Education and Training at the University of Zurich, and Ronald Schenkel, Co-Director TRANSIT

Input: Erik Haberzeth

### **RELEVANCE OF THE TOPIC FOR ADULT EDUCATION**

Historically, adult education has always been defined by places. These always play a central role as frameworks for teaching/learning processes, but also as learning impulses and topics themselves, whereby a diversity of learning locations and educational contexts was already assumed in the beginnings of adult education (see Faulstich 2009). Today, the discussion on locations and spaces of learning in connection with lifelong learning, new learning cultures or digital transformation continues to gain relevance. Here, spaces are no longer understood solely in their architectural and geographic dimensions, but also in their social and symbolic dimensions. In the course of this development, there is an increasing perception of the tendency towards "the spatial, temporal and local delimitation of learning" (Gruber / Schmid 2019, p. 2).

Learning and experience spaces are composed of various interrelated components. Starting from the physical existence of the space, then, for example, the architectural design and the equipment of the premises are relevant. The form of the rooms ranges from classic classrooms to libraries, workplaces, memorials, junkyards, etc., up to virtual learning places. A concept of space appropriate for adult learning and adult education must necessarily include this material side of spaces. Learning spaces unfold in concrete places – or are restricted by them. Accordingly, learning and experience spaces also have a social dimension in which communication, interaction and social exchange can develop.

At least two developments result in the delimitation of learning and experience spaces. Firstly, the acquisition and production of knowledge as a result of lifelong learning and the increase in informal learning takes place almost everywhere, even though these phenomena are not entirely new; what is new is the high level of attention they receive in current debates (Hof 2005). Secondly, digitization and the associated learning opportunities are increasingly expending real learning places through virtual, location-independent learning and experience spaces.

In the case of adult education these "infinite widths" pose the following question: Where and how will learning take place in the future under these altered conditions, and how should these learning and experience spaces be shaped? As a consequence of this increase in possibilities, the very construction of learning places is of decisive importance for learning success, given that the content of what has been learned is inseparably linked to the place where knowledge is acquired ("Ortsgedächtnis des Lernenden," Roth 2003).

## **INPUT**

In his introductory presentation, Erik Haberzeth takes up the discussion on the delimitation of learning and experience spaces and also refers to digitisation in his considerations. He referred to studies that demonstrate that the learning places are ultimately created by the learners themselves. No matter how cleverly designed a learning place, it cannot force learning. On the contrary: a strong didactisation can, in fact, restrict the legitimate autonomy claims of learners and lead to learning resistance. It is only when the arrangement has a sense of meaning for the learners that it becomes a learning place.

This does not, as emphasized by Haberzeth, by any means imply leaving everything to arbitrariness. Learning always takes place in concrete places (even if sitting in front of the computer). In their concrete state, they trigger experiences and expand – or limit – our potential of understanding the world. They either open up or shut out spheres of perception, action and learning (Faulstich / Haberzeth 2010). From a pedagogical point of view, it has less to do with a limitless expansion of possible "places of learning", but rather about identifying and adapting "learning-friendly places".

In his introduction, Haberzeth presents a general overview, exploring the characteristics of different learning venues, with regard to learning and learning support. He thereby arrives at a typology of learning- and/or social spaces.

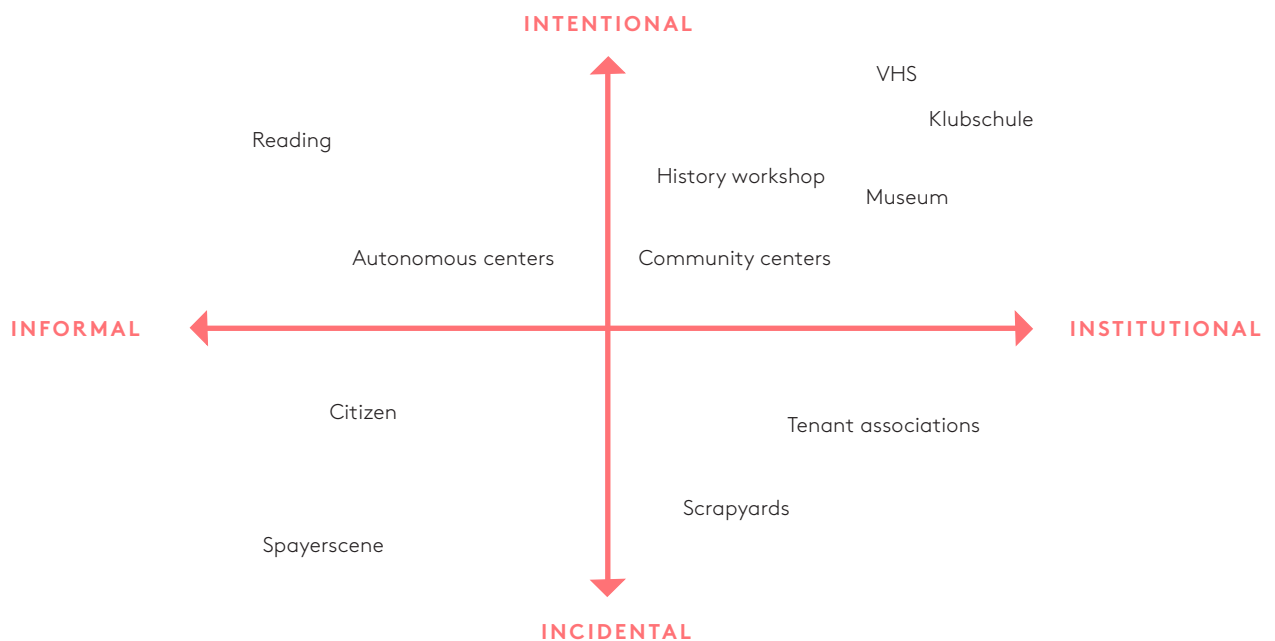


Fig 2: Typification of learning places (based on Faulstich/Haberzeth 2010, P. 76)

Accordingly, places can be examined with regard to their promotion of learning and thereby assessed as potential learning places with their specific quality. A helpful question to consider is the extent of its institutionalisation and the level of learning support it intends to offer. In this way, it enables a neighbourhood to be examined, for example. Learning resources at different locations close by, each with its own qualitative characteristics, can thus be made visible and usable. In the process, it is possible to focus on places as possible alternative learning spaces, which, on the one hand, can be very relevant for shaping the living conditions in the neighbourhood and, on the other, can be the place where people who often tend to avoid traditional education are active.

## **WORKSHOP QUESTIONS**

Haberzeth formulated a number of different questions for the workshops:

1. Virtual spaces as experience and learning spaces are becoming increasingly important. These include, for example, augmented reality and wearables, virtual classrooms, MOOCs, social networks, explanatory films and videos, and blended learning / online units. How does this change the quality of learning? How do virtual and physical learning spaces mix? How can this mixture be shaped? What challenges do the internet and virtualisation herald for continuing education providers?
2. Adult education in the sense of intentional learning continues to dissolve boundaries. What significance do adult education institutions continue to have and how important are their different learning contexts?
3. Places and their materiality remain essential for learning. Through our bodies and therefore our sensuality, we are, as humans, always both spatially and socially constrained. How can concrete places promote productive spaces for action and experience, as well as learning spaces? How to build, furnish and design in an educational manner?
4. Onsite learning is and remains extremely important. What can adult education contribute to the establishment of a regional education area?
5. The diversity of learning places poses a challenge to adult education. How can it increase its focus and make use of this diversity in education planning? What roles could cooperation with learning places play in rather casual education?

## **WORKSHOP RESULTS / SCENARIOS**

Four working groups were formed following the input. Each group had 45 minutes in which to consider the issues. Each individual group developed a scenario.

## **INFORMAL SPACE / LAB**

In the workshop groups focusing on learning and experience spaces, a strong tendency towards the dissolution of existing structures and hierarchies could be observed. Considerations such as an "informal space" should even be used to overcome established structures. Informal space refers to a place whose function is not predefined by

any structure and can be shaped by the people who occupy and use it. There was no consensus as to whether this space should be thought of as analogue or virtual, although it was agreed that analogue space still remained necessary.

In some cases, such spaces already exist in companies as well as in the world of start-ups as so-called co-working spaces. Such spaces can also be found in the context of voluntary projects or service learning.

Again, in the context of this spatial concept, the role of the adult educator was rethought as a person less in the function of a teacher and more in that of a "learning navigator". At the same time, it was pointed out that such concepts must be critically observed in terms of possible social selectivity.

### **IN-COMPANY CONTINUING EDUCATION CYCLE**

For its employees, the company of the future should establish an ever-recurring process of learning, testing and experimenting as well as working. The aim is to provide comprehensive access to virtual educational opportunities. At the same time, it is necessary to improve the description and certification of competences within the company. However, the cycle should also address the individual skills and needs of employees with the aim of improving their working capacity.

A triangular relationship between learners of all ages, educational institutions and companies has been outlined as a promising and efficient architecture of learning, within which self-organised learning plays an important role. Where possible, learners should set their own learning goals and also identify and take the necessary measures. A coach supports them in this. Companies take responsibility insofar as they support self-determined learning and provide the appropriate coaches. Learners, companies and educational institutions meet each other as participants with different interests, all of which can, however, be realised through one objective – the intensification of continuing education.

### **UN-SCHOOLING ROOM**

Un-Schooling consciously assumes a rejection of established structures and set hierarchies, whereby this rejection is based on a limited conception of adult education. A crisis in representative spaces such as high schools or museums and traditional understanding of roles through digitisation is implied. The concept of knowledge that cannot be googled is contrasted with the supposed availability of knowledge thanks to Wikipedia and Co. Un-schooling originated in the field of formal education and has meanwhile also been reflected

in adult education in Switzerland. Schools such as Kaospiloten or Stride Learning, for example, are based on this principle. It again places new demands on course instructors; in particular, their skills as assistants or coaches are more particularly put to the test.

## **BLENDED LEARNING**

Although not a new concept, the premise of blended learning has been put forward as an effective, human-oriented concept. It deliberately uses technology for education without renouncing an analogue learning environment and social space. Given that technological possibilities will develop ever more rapidly, the mix of virtual and analogue learning will retain a strong foundation and function as a flexible model.

### **4.3 FOCUS TOPIC 3: KNOWLEDGE SOURCES**

Workshop moderation and input: Stefanie Dernbach-Stolz, research associate SVEB

## **RELEVANCE OF THE TOPICS FOR ADULT EDUCATION**

In the process of digitisation of all areas of society, the availability and access to knowledge are changing. In addition to established institutions such as educational organisations or the media, which still play an important role in the preparation and dissemination of knowledge, there are now numerous other parties and channels involved in the dissemination of knowledge and information. Fundamental changes are taking place, which, in addition to dissemination and mediation, also affect the understanding of what is considered knowledge in the first place. As a consequence, knowledge sources are becoming pluralized. There is an increasing amount of knowledge and information available on each topic, whose source, legitimacy and truthfulness are sometimes difficult to assess.

In this respect, individuals today have a large number of possibilities for acquiring knowledge at their disposal, most of which are independent of place and time and therefore do not have to take place under the auspices of adult education organisations. This poses major challenges for adult learning institutions, as their mission and basis of existence is to impart knowledge and support learning. Today they have to do so under profoundly different conditions, especially since they are increasingly losing their traditional gate-keeper role.

The workshop aimed to pursue the question of how adult education organisations can fulfil their educational mandate under the altered conditions.

## INPUT

At the beginning of the input, various pictorial associations demonstrate how concepts of knowledge, learning and exchange have changed.

Through the various ways of acquiring knowledge, the concept has lost its clarity in its present form. In that sense, THE knowledge that needs to be acquired no longer exists. The knowledge society is based on a more open and fluid understanding of knowledge and learning.

In the following, three short impulses will show the relevance of the changed significance of knowledge for adult education.

1. Open online learning: given the fact that learning for individuals is increasingly possible anytime, anywhere, partly free-of-charge and self-determined, institutionalised adult education has to address the issue of how it responds to the new flexible forms of knowledge acquisition. For example, with the development of content-centred course guidance to coaches / learning facilitators, or even the recognition of informal competences, approaches that respond to these changes are visible. Looking ahead, the hypothesis that digital anonymity creates a sort of counter-movement that generates a need for personal exchange and "secured" knowledge is also formulated.
2. Facts and fake news: it is becoming increasingly difficult for individuals to distinguish between facts and fake news. The quantity alone complicates any distinctions, which leads to the fact that "a constant deluge of information erodes very central standards such as objectivity and truth" (Kaeser 2016). Aside from this, studies also show that fake news spreads faster than truthful information on social media channels such as Twitter. This can have a lasting effect on people's thinking and actions. Accordingly, the contextualisation of knowledge and information is of high relevance.
3. Knowledge is power – ignorance is a blessing (Bacon) – dealing with non-knowledge in a knowledge society: in the field of education and in the working environment, knowledge and non-knowledge are polarised, in the sense that knowledge is regarded positively whilst non-knowledge is characterised as a shortcoming, that must be overcome as quickly as possible. The accelerated generation and multiplication of knowledge simultaneously creates new fields of non-knowledge. The unmanageable amount of knowledge and the multiple possibilities of interpretation lead to excessive demands on the processing of knowledge. The individual in the knowledge society is thus given a high degree of responsibility. Non-knowledge is both self-protection and risk, because everyone has to decide for themselves what is

"worth knowing" and what is not. Adult education, therefore, has to deal with how it handles the need for non-knowledge and the associated uncertainties for individuals.

## **WORKSHOP QUESTIONS**

In order to develop the scenarios, a central question was formulated, which the participants worked on in two small groups.

Question: what contribution can institutional adult education make in the light of the fact that

- knowledge is available online and free of charge,
- the verification of the truthfulness of the information presupposes a high level of media competence,
- that we are also exposed to a growing flood of information.

In order to prepare for the elaboration of the scenarios, the participants were asked to individually reflect on

- the importance of knowledge and non-knowledge in their own professional life,
- how does the omnipresent availability of knowledge influence my professional life, and
- how to deal with the altered forms of knowledge transfer / knowledge acquisition?

## **WORKSHOP RESULTS / SCENARIOS**

The issues were addressed in two small groups, in each of which three scenarios were developed.

## **BLOCKCHAIN AND KNOWLEDGE**

Blockchain provides for collective verification within a system. This could also work for knowledge. Knowledge that is stored in the blockchain must look identical in the different blocks. In this way, secure knowledge gains in forcefulness in a world increasingly permeated by alternative truths and fake news. This would also go hand in hand with a democratisation of science, since a gatekeeper function would be omitted. The brand of a publishing house would also fail to guarantee reliability. The question remains for the time being whether practical knowledge could also be created and certified in the blockchain.



## **CONSULTING BY ARTIFICIAL INTELLIGENCE**

Chatbots are used on numerous platforms including those for the selection of adult education offers. They are likely to increase both qualitatively and quantitatively in the course of the development of artificial intelligence. Not least, these chatbots will shake up the consulting industry. However, the question remains as to what extent chatbots can assess competencies such as creativity or ability to work in a team.

## **TRANSPARENCY OF COMPETENCES**

Due to technical components as well as collaborative structures in the workplace, individual skills, such as soft skills, are becoming increasingly more evident than in the past. This exposes employees to new competition which may boost the intrinsic motivation for learning. The employee, however, is also much more exposed and at the mercy of categorisation by HR.

## **DIGITAL TOOLS / DIGITAL TEST**

It is reasonable to assume that digital tools play an increasingly important role in the learning environment. For example, exams should be carried out on digital platforms to a greater extent than before. This, on the one hand, presupposes that teachers and exam designers have the appropriate skills and, on the other, leads to the promotion of a very specific style of assessment, as is clearly the case in higher education. This will lead to major challenges and system changes for certain adult education courses, especially those with a strong practical orientation.

## **KNOWLEDGE REFLECTION COURSES**

A conceivable development for institutionalised adult education is that the acquisition of knowledge takes place individually and is self-determined in advance. The courses then take over the function of discussion and reflection on the acquired knowledge.

## **RESEARCH-BASED LEARNING**

Research-based learning is not a new concept, but offers great potential for continuing education in the light of the developments outlined above. Learning is no longer understood as a mere accumulation of knowledge, but as an open-ended, dynamic and interdisciplinary process characterised by asking questions, including one's own experiences, experimenting and reflecting.

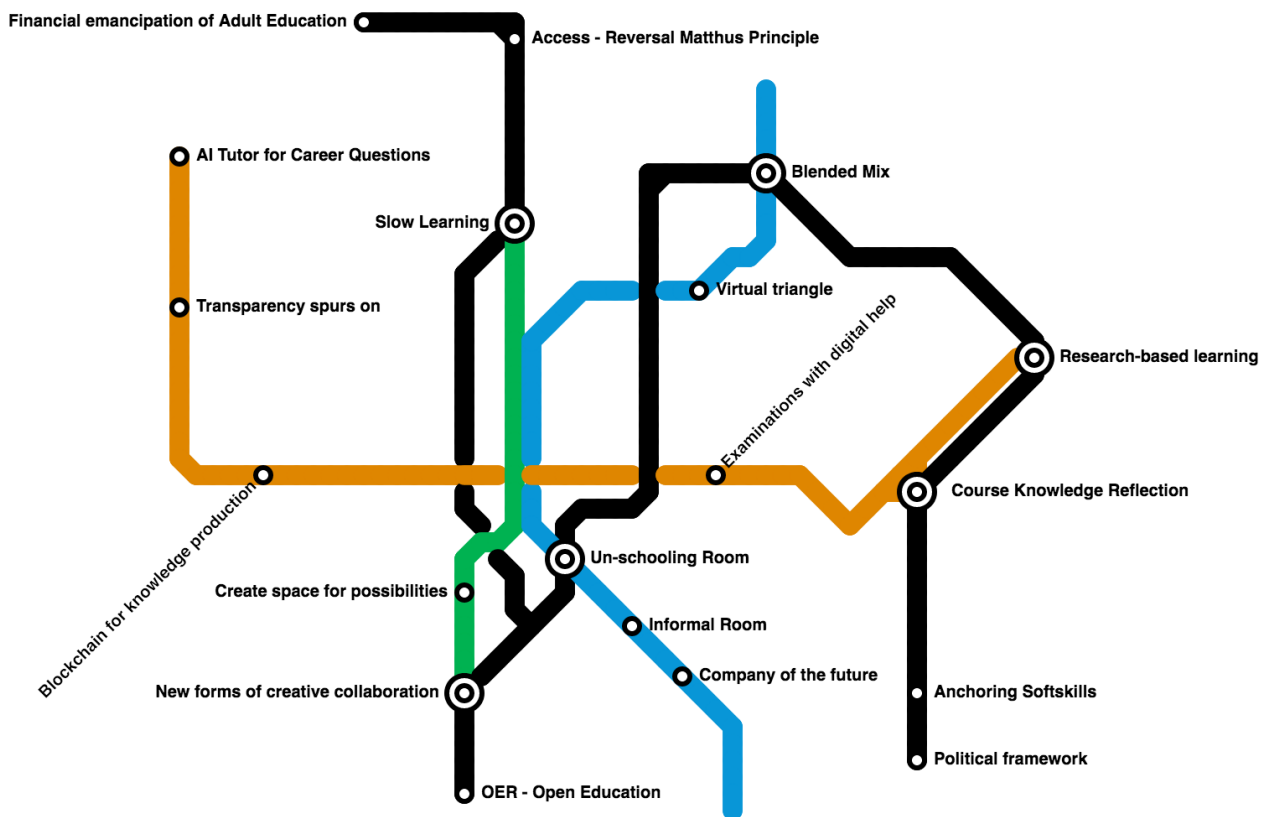
#### 4.4 THE TUBE MAP OF ADULT LEARNING

The scenarios developed in the workshops were thereafter presented in the plenary session and, in some cases, reworded. Individual aspects were spontaneously added in the plenary:

- the reversal of the Matthew principle (to those who have, more will be given), according to which the persons who are most active in adult education are most strongly supported. Reversal is intended in this sense: people who have received less support so far could be given better opportunities
- OER (open educational resources), free access to educational resources
- financial emancipation of further education, release of state funding

The idea behind the Think Tank as a whole, that of change and shifting or dissolving boundaries (see introduction), should become effective in dealing with the scenarios. The aim of the discussion was also to establish links between the scenarios in order to be able to identify possible routes into the future of adult education.

A network of lines, as it is known in subway systems, was used to illustrate this. This tube map of adult learning was drawn up in the plenary debate. It has four strands, some of which overlap, as discussions in the workshops have sometimes led to the same results.



The green line is the result of the "Creativity" workshop, while the blue one reflects the results of the "Learning and Experience Spaces" workshop, the orange line, in turn, is the result of the "Knowledge Sources" workshop.

The tube map of adult learning is not yet completed and will be discussed and revised again in the upcoming events. It does, however, represent a map legitimised by the work process and by the broad Think Tank community, in which starting points for future perspectives are defined. It still remains unclear as to what extent the emerging perspectives are considered probable, desirable, or even problematic. The greater dissemination of OER is already evident, and AI tutors already exist, but both are still relatively rare and, as the discussions in the workshops demonstrated, also riddled with ambivalences.

Following the visualisation of the scenarios as a tube map, the participants had the opportunity to select the scenario most interes-

ting to them in the form of an electronic vote. The scenarios with the most votes are visualised in the black TRANSIT line and therefore form the main node of the tube map. These stations – New Forms of Creative Collaboration, Un-Schooling, Blended Mix, Research-based Learning and Slow Learning – designate scenarios that, from the point of view of the approximately 90 participants, offer promising starting points for future perspectives. In a next step, working together with experts, the TRANSIT team will develop appropriate perspectives and put them up for discussion again.

## 5 5 Outlook: Perspectives for Adult Learning

Topics relevant to the future of adult education were identified in three events; these topics were explored in more detail with expert interviews and supplemented with the Education Permanente special issue. The tube map visualizes the results of the previous content-related work and already provides guidelines on how scenarios can be linked and further developed into future perspectives.

To this end, the scenarios must be linked even more closely to the reality of current developments and, at the same time, be conceived as a blueprint for the future. They must therefore be expanded in two directions and become more detailed.

This work will be carried out by TRANSIT's management in collaboration with experts and will be included in the second trend report at the end of 2019.

In addition to the goal of developing future perspectives, TRANSIT also has the task of providing impetus for adult education practice. We meet this requirement by making all the developed materials available to the community and supporting it in developing concrete concepts and projects. To this end, we are creating a suitable format; we will also embark on a collaborative, experimental process that is new territory both for TRANSIT and for the field of adult education, and underscores the innovative nature of the Think Tank.

## 6 Other Topics

### Focus topic 4: Dispositifs of Power

In addition to the three focus topics previously described, a fourth topic was identified in the TRANSIT events that is relevant for the future of education from the point of view of both the interdisciplinary experts and the experts from adult education practice. This topic is provisionally referred to as the "Dispositifs of Power" (Michel Foucault). In brief, it outlines the following ideas:

Under the conditions of a "culture of digitality" (Felix Stalder), not only the handling of knowledge changes, but also the balance of power between the participants and the relationship between knowledge and power. This also affects the understanding of education and the question of how educational goals should be defined and pursued in the future.

Moreover, tendencies towards the economisation of education point to a shift in power relations. In addition to the market orientation of educational offers, this includes, for example, an education policy aimed at governance, which refrains from defining overarching educational goals.

In the process, contradictory tendencies become visible. For example, the tendency towards the democratisation of knowledge contrasts with an increase in control over personal data and usage habits. Or, the possibilities of expressing oneself freely and publicly disseminating individual knowledge or opinions are increasing, but, at the same time, the spaces in which these utterances circulate are shaped by opaque algorithms. A further paradox is that there seems to be an increasingly narrow understanding of education focused on employability, while at the same time – from the business side too – more 'general', transversal skills such as creativity, agility, and flexibility, empathy and reflectivity are required.

Such tendencies have an effect on education as a whole. The following questions are, for example, relevant for adult education:

- Who will control education in the future and define educational goals? What roles do the state, educational institutions, digital networks, technology companies, individuals play in this?
- Under what circumstances does the free availability of knowledge from various sources actually lead to more self-determination and the democratisation of education?
- Does the democratisation of knowledge automatically bring more equal opportunities in education?
- How do the boundaries between the different educational fields, particularly between vocational education, higher education and adult education, shift when knowledge beco-

mes freely available and informal learning becomes more important?

This topic will be explored in greater depth at a later date in the TRANSIT context.

## 7 Miscellaneous

### 7.1. THE TRANSIT WEBSITE AS A DIGITAL RESONANCE SPACE

Expert interviews were and are regularly being published on the website [www.think-tank-transit.ch](http://www.think-tank-transit.ch), which was launched in August 2018, with the purpose of further developing of the subject area. The interviews explore issues and topics that are identified at the events as relevant starting points for future perspectives.

They also demonstrate in what a complex and fundamentally altered world we have to discuss knowledge and education. Felix Stalder, the expert who shaped the term digitality, has spoken on this theme. It refers to the condition of living and working, orienting oneself under the premise that digital media are implemented across the board.

"What we are experiencing today is a fundamental shift in the way knowledge is generated and presented. Digitality – understood as a condition shaped by digital technologies, of how we learn about the world, and how we are connected to the world – allows us to establish other relationships, seek new patterns of representation, and mistrust previous patterns. Things often come to us in a much more directly and less or differently filtered than before" (Stalder 2018).

Digital technologies are often associated with the idea of completely new forms of mediation. The Star Trek science fiction series introduced us to the Holodeck, a lifelike virtual environment in which people meet and interact with virtual characters. The development of virtual reality is heading in just such a direction, even if the Holodeck will not become a reality in the near future. But what is actually changing due to digital instruments? On the one hand, the belief seems unshaken that personal encounters remain of central importance even in the age of digitality (see Sibylle Omlin 2018). On the other hand, as Isabella Pasqualini points out in her interview, certain rules of the game do not change in the digital world either; based on her research in the laboratory, she came to the conclusion that the ethical rules of conduct in the virtual world remain the same as in the analogue world (Pasqualini 2018). A thesis that is quite controversial (e.g. Spiekermann 2019). Unrestricted freedom will not exist in the virtual world either.

A search for authenticity also seems to be associated with digitality. This results in movements such as Burning Man, which manifest themselves as places of collaborative action and learning (see Kuttinen 2018).



Collaborative action is also an issue in connection with creativity, as Sonja Schenkel points out in her interview (see Schenkel 2018). In her research balanced between art and science, she concludes that change is always a creative, but also an exhausting and often unpleasant process. And, "It would be an illusion to think that a collaborative process should be democratic".

These different concepts of continuing education, often perceived as new, turn out to be not so new after all. In the history of adult education, concepts of experience-oriented joint learning have been tested time and again. Nevertheless, phenomena such as Burning Man or experiments with self-organised and collaboration-based learning settings cannot simply be dismissed with the argument: This has existed before. The decisive factor here is rather the motivation for such experiments. This often arises from a current state of mind, which is triggered by the megatrends mentioned above. In addition, a look back at the existing concepts can be helpful insofar as the experiences gained can be used to adapt or reconfigure these concepts.

The website also serves as a community-building tool. It enables comments to be made on individual contributions. Participants can also sign up to a mailing list to stay up to date on the Think Tank activities. By the time the report was completed, 121 people have registered.

## **7.2. EDUCATION PERMANENTE ON THE SUBJECT "THE FUTURE OF ADULT LEARNING"**

Issue 2/2019 of the journal *Education Permanente* is dedicated to the working methods of the Think Tank, and again further explores individual topics, including focus topics from previous work.

This issue of the journal follows the logic of the Think Tank in the way it works and consists essentially of a series of expert interviews. In addition, the role of science in the future of adult education is addressed and existing experimental forms of adult education are examined. The journal was published in June 2019<sup>1</sup>

---

<sup>1</sup> <https://alice.ch/de/informiert-bleiben/fachzeitschrift-ep/>

# Bibliography

- Bianchi, Paolo (2017): KUNSTFORUM International – Ressource Kreativität - 150 Anstiftungen zum Querdenken. Band 250.
- Böhle, Fritz/Huchler, Norbert & Neumer, Judith (2019): Wozu noch menschliche Arbeit – Grenzen der Digitalisierung als neue Herausforderung für die Weiterbildung. In: Haberzeth/Sgier 2019, S. 21-43
- Charlton, Emma (2019): These are the 10 most in-demand skills of 2019, according to LinkedIn. <https://www.weforum.org/agenda/2019/01/the-hard-and-soft-skills-to-futureproof-your-career-according-to-linkedin/> [06.05.2019].
- Education Permanente 2019/2, Themenheft Zukunft der Weiterbildung. Zürich: SVEB
- Eissa, Carole (2017): Wie du mit dem Double Diamond Prozess lernst, nutzerzentriert zu arbeiten. <https://www.testingtime.com/blog/double-diamond-design-prozess/>. [06.05.2019].
- Faulstich, P. (2009): Lernorte – Flucht aus der Anstalt. In: Faulstich, P./Bayer, M. (Hg.): Lernorte. Vielfalt von Weiterbildungs- und Lernmöglichkeiten. Hamburg, S. 7-28.
- Faulstich, Peter & Haberzeth, Erik (2010): Aneignung und Vermittlung an lernförderlichen Orten. Theoretische Begründung und exemplarische Analysen von Lernorten. In: Hamburger Hefte der Erwachsenenbildung. H.13, S. 58-79.
- Foucault, Michel (1978): Dispositive der Macht. Berlin: Merve
- Gruber, Elke & Schmid, Kurt (2019): Editorial. In: Magazin erwachsenenbildung.at. Ausgabe 35-36 (Lern- und Bildungsräume), S. 1-7. <https://erwachsenenbildung.at/magazin/19-35u36/meb19-35u36.pdf> [07.05.2019].
- Haberzeth, Erik & Sgier, Irena (Hrsg.) (2019): Digitalisierung und Lernen – Gestaltungsperspektiven für das professionelle Handeln in der Erwachsenenbildung und Weiterbildung. Bern: hep.
- Harari, Yuval Noah (2018): Yuval Noah Harari on what the year 2050 has in store for humankind. <https://www.wired.co.uk/article/yuval-noah-harari-extract-21-lessons-for-the-21st-century> [06.05.2019].
- Hof, C. (2005): Entgrenzung ist nicht neu. In: DIE Zeitschrift für Erwachsenenbildung. H. 1, S. 46.
- Holzkamp, Klaus (1993): Lernen. Subjektwissenschaftliche Grundlegung. Frankfurt am Main: Campus.
- Mersch, Dieter (2017): Kreativität und Paradoxie - Fünf Thesen. In: KUNSTFORUM International – Ressource Kreativität - 150 Anstiftungen zum Querdenken. Band 250.
- Hüther, Gerald (2017): Kommunale Intelligenz - Potenzialentfaltung in Städten und Gemeinden. Edition Körber. Hamburg.
- Kaeser, Eduard (2016): Das postfaktische Zeitalter. In: NZZ. <https://www.nzz.ch/meinung/kommentare/googeln-statt-wissen-das-postfaktische-zeitalter-ld.111900> [05.01.2019].
- Kuittinen, Outi (2018): What we can learn from Burning Man. <https://www.think-tank-transit.ch/?p=72> [07.05.2019].
- Mezirow, Jack (1997): Transformative Erwachsenenbildung. Baltmannsweiler: Schneider-Verl. Hohengehren.
- Omlin, Sibylle (2018): Personal encounter remains central. <https://www.think-tank-transit.ch/die-begegnung-bleibt-zentral/> [07.05.2019]

- Reckwitz, Andreas (2012): Die Erfindung der Kreativität - Zum Prozess gesellschaftlicher Ästhetisierung. Frankfurt a.M.: Suhrkamp.
- Pasqualini, Isabella (2018): It is all real to our brain. <https://www.thinktank-transit.ch/it-is-all-real-to-our-brain/> [07.06.2019].
- Roth, G (2003): Warum sind Lehren und Lernen so schwierig? In: REPORT (3), S. 20-28.
- Ulmann, Gisela (2016): Innovation und Kreativität in der Erwachsenenbildung. In: Education Permanente (2), S. 3-5.
- Schenkel, Sonja (2018): Change is always a creative process. <https://www.think-tank-transit.ch/change-is-always-a-creative-process/> [07.05.2019]
- Spiekermann, Sarah (2019): Digitale Ethik – Ein Wertesystem für das 21. Jahrhundert. München: Droemer.
- Stalder, Felix (2016): Kultur der Digitalität. Berlin: Suhrkamp
- Stalder, Felix (2018): There's no way back. <https://www.thinktank-transit.ch/theres-no-way-back/> [07.05.2019]. More detailed version (in German) in: Haberzeth/Sgier 2019, p. 44-60
- Umbach, Susanne/Böving, Hanna & Haberzeth, Erik (2018): Kompetenzverschiebungen und menschliche Handlungsqualitäten im Digitalisierungsprozess. Ergebnisse aus Betriebsfallstudien in Einzelhandel und Logistik und Konsequenzen für die berufliche Weiterbildung. In: BWP Berufsbildung in Wissenschaft und Praxis. 47. Jg., H.1, S. 16-19.

#### **Imprint**

##### **Authors**

Irena Sgier, Deputy director SVEB, Co-Leader-TRANSIT

Ronald Schenkel, Head of Communication, Marketing and Services SVEB, Co-Leader TRANSIT

Stefanie Dernbach-Stolz, Research Associate SVEB and TRANSIT

##### **Contact**

TRANSIT

c/o Schweizerischer Verband für Weiterbildung SVEB

Oerlikonerstrasse 38

8057 Zürich

[www.thinktank-transit.ch](http://www.thinktank-transit.ch)

*Email: [ronald.schenkel@alice.ch](mailto:ronald.schenkel@alice.ch), [irena.sgier@alice.ch](mailto:irena.sgier@alice.ch)*

*Phone 044 319 71 71*

##### **Layout**

Ursina Völlm, Martina Walthert

Konzept + Design

##### **Copyright**

TRANSIT/SVEB 2019