1. Abstract

Organizational education, organizational learning and organized futures becomes a highly relevant topic in educational research and practice all over the world. Under the given conditions of constant reforms in profit-, nonprofit- and administration-sector, organizational education is an important field of research. Which learning and innovation demands and programatics address organizations in educational fields? What are the notions of change, transformation and innovation in organizations of today? How do organizations react and deal with programatics and semantics given in the political, economical and cultural sphere? What are the impulses which foster and bring about change? Who are the actors of change – and of persistence? How is organizational learning and organizational futures situated and positioned in discourses and institutions – and how can it be analyzed from an organizational education perspective?

The WERA-IRN “Organizational Education – Futures in Organizing” researches the role of spaces and actors of change, of modes of transformation in organizing, of grammars of learning and newness, of organizational change practices and emerging dynamics in the negotiations of learning, future and newness in organizing. Our research initiative is interested in organizational orders of the emergence of learning – and methodological strategies and approaches for the empirical analysis. We are interested in strategies of path creation in organizing and in learning-, innovation- and future creation-practices. Our interest, too, lies in conceptualizing spaces of reflection and creation – and enabling practices in processes of organizing. “Organizational Education - Futures in Organizing” focuses international analysis of global and national trends, debates and analysis on organizational education research in the nexus of organization, self and society. It is interested in organizational learning, in transforming discourses, transgressing boundaries and designing newness in organizing.

2. “Organizational Education – Futures in Organizing”: General Outline

In order to internationalize research, exchange, teaching and the support of young researchers, national and international societies of education research grow and merge together. Globalizing research
structures allow not only the institutionalization and professionalization of organizational education research, but to establish research connections and links for research cooperations.

Organizations being a crucial dimension in society today are in constant reform and processes of change. There has been substantial shifts in administration concepts f. ex. in the field of New Public Management (NPM). There has been new regulations set up by governments in the global context. Not only state based, state funded and state related organizations, but the private sector and organizations of civil society are shifting in their governance modes. Not only within organizations with specific educational goals, but organizations in general as well face the shift towards new concepts of organizing, which often carry the notions of market orientation. In an organizational education perspective, general trends will be analyzed regarding their impact on organizing: what are the effects of bureaucratization or marketization? What is the role of “openness” within organizing? Modes of organizational learning and change are an issue of analysis. What are the rationalities of organizing which can solve organizational design issues or development problems?

What is the contribution of educational perspectives here? Organizational education is grounded on educational values such as democratization, participation, openness and socio-ecological sustainability. It is based on an academic as well as professional reflective and action oriented analysis of the conditions and prerequisites of successful organizing in a wholistic organizational and societal perspective. In a systemic perspective, the need for futurability and innovation does not begin or end at the entrance door of any institution or organization. In our knowledge societies one of the most critical aspects of organizing the future today will be the “in between” of negotiation in governance. Cooperation in institutional networks and in mostly local and regional settings and embeddings needs support in institutional and network based development. Supporting learning processes of organizations and networks is an educational task.

Be it schools, kindergarten, youth institutions, hospitals or industrial enterprises, organizations face many challenges and have to learn, adapt and translate social change taking place in materializations of discourses, in daily life experiences in organizing and in mediatized worlds. The paradigm of “openness” is an important paradigm for organizational logics and modes of organizing today – becoming relevant in virtual simulations or internet platforms. Organizations are challenged to change - to open new possibilities for the interplay of generations, lifestyles (e.g. work-life-balance), intergenerational knowledge transfer. Under the paradigm of innovation and newness especially given in the field of vocational competences, knowledge transforms and reshapes rapidly given organizational knowledge sets and underlying values.
Especially the dynamics of a global knowledge society and economy are driving forces for the educational search for adequate strategies to create future and innovation. An integral notion to organizing is a not only economically driven concept of change. Social, ecological and cultural dimensions of change are to be taken into account. Not only the trends above mentioned require lifelong and life wide learning at the level of individuals, but also at a supraindividual, collective, organizational and network level. Integral learning processes will become crucial for the survival of our societies, they become essential for empowerment, democratization, as well as for design of “desired futures” at the level of society, organization and individual. Not only technological approaches of innovation, but societal and human needs will always imply ethical decisions and ethical strategies.


3. Expected Outcomes of the International Research Network

While the educationalist knowledge about organizational learning, organizational futures and futures in organizing, about barriers and support of organization, education and learning, is growing, it urgently needs more structured exchange at an international level. We expect to strengthen the international cooperation and networking on organizational education and futures in organizing and expect to contribute to conferences and international development of research networks. We expect to stimulate future research in the field of organizational education and organized futures and wish to include young researchers and emerging scholars.

Against the background of social innovation and organizational learning and the programatics in the field, organizational education perspectives inquire into the changeability of organized systems as cultural and symbolic orders. Based on the following perspectives, the IRN “Organizational Education – Futures in Organizing” aims at systematizing this unfolding field of research: The IRN analyzes concepts of organizing in the knowledge society and is interested in analyzing grammars, regimes and organizational orders of learning, of the dealing with and transgressing of boundaries, of the capability and ability to design learning and the new within the process of organizing. It is interested in enabling learning at the level of organizations and societies.

The IRN, too, is interested in the analysis and development of methodologies for research and design research in educational fields. Like this, processes of organizational learning and transformation can be empirically observed and potentially shaped by feedback and co-creation. Especially research strategies in the field of aesthetic transformation will offer new and innovative potentials for the future.
Moreover, the IRN wants to be a platform for creativity in organizing, for future oriented perspectives and discourses, for innovation in organizational learning strategies and for ecologies of future, of newness and innovation in organizing. Like this, not only gradual, but radical innovation approaches in organizing – and in educational organization research - can be analyzed, too. Outcomes of the IRN should be concepts and meta-narratives, underlying assumptions of organizing, the social and cultural practice of organizing organizational learning and the implications and consequences coming along with this. Outcomes of the IRN will be an analysis and international comparison of national and international academic and field discourses on organizational learning, strategies and practices. The IRN, too, is interested in developing methodological perspectives for research and conceptualization of strategies of organizational change. The IRN is interested in proposing alternatives, new impulses and innovative future oriented research topics in the field of organizational education.

Understanding organizations in their historicity – as emergent, ephmermal, transitioning in their existence and vanishing over time – places any organization in the societal and cultural background and offers a complex understanding of the underlying norms and values, world views and concepts of the Self and of organizing as such. This cultural and practice oriented perspective on organizing will be a crucial perspective within the IRN.

The IRN wishes to offer international and global perspectives on organizational education at the level of systematical insights into the global trends and national discourses of organizational education. The future and innovation oriented view on organizing and organizational learning in an educational perspective enables the global debate on organizational education, innovative thinking and future oriented research approaches in an international and global comparison. It will allow to connect the polyphony of languages and to give the multiplicity of language barreers in a global perspective openings and new possibilities to interconnect.

In our organizational education research network, theory and practice on organizing will be merged in an educational perspective. In this interconnected perspective, not only the development of academic discourses and reflection, but links to fields of practice will be made. This perspective of sensemaking and of organizing collective strategies into the future connects to the complex consequences of learning regimes and potentials of educational perspectives within organizing.

4. Themes in the Research Field

The IRN will foster dialogue especially in the global exchange structure, established by the International Research Network of “Organizational Education – Futures in Organizing” of the World Educational Research Association (WERA). This research network intends to create country reports in the field of “organizational education – futures in organizing” and like this get a first global perspective of scholarly productivity in the field of organizational education by focusing on international and national literature surveys – like this, we intend to come to insights in the horizon of global and intercultural comparisons of organizational education knowledge. In this sense, the series will be a contribution to a global knowledge
management regarding academic productivity in organizational education and learning in order to create the future of organizing.

5. Strategic Plans for the next two years

The first task of the submitted WERA-network will be to transform the diverse existing relations into a regularly meeting, matched researching and shared publishing network of educationalists research on organizational education, organized futures and the future of organizing. As far as the core content is concerned, there will be questions on organizational learning, its educational content, the relation of individual, collective and organizational learning, resources, barriers and forms of support of such learning processes as well as the dimension of the future of organizing and the educational processes in this field of organizing the future.

Furthermore, its purpose is to reach a new quality of appropriate scientific and academic discourse and to open new research questions by bundling the respective knowledge. Educational research on organizations – whether quantitatively or qualitatively designed, and whether on schools, youth institutions, adult education institutions, enterprises, urban administrations, hospitals or on other organizations – shall get an own scientific and academic platform by this global network. The network will also provide a place to theoretically identify the relation between organization and education. It is obvious that the network also has to make contributions to the positioning of educational science in the interdisciplinary discourse on organizational theory and research. Finally the network shall give an international platform to young academics all over the world to present their research on this field. In 2014 the network can take up its work and prepare a symposium for the next WERA conference. Symposia shall be interesting combinations of research contributions of established and young academics. Symposia will lead to the publication of an issue “Organizational Education” in an internationally reviewed journal. The link will prepare an international handbook in this field of expertise within the next years. At present, the international research proposal group is planning to organize and participate in a conference which will take place in Thimphu, Bhutan and is co-organized by the link convenor in cooperation with Dr. Dorji Thinley, Thimphu, Bhutan and with colleagues from New Zealand and the Creative University Network (ICUN). The call for paper and workshops is ongoing (see document after CVs). The conference bridges academic and practitioner discourses, addressing academic discourse in “fora” and workshops.

<table>
<thead>
<tr>
<th>Time Line</th>
<th>Activity</th>
<th>Outcome</th>
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<tbody>
<tr>
<td>Dec 2013</td>
<td>Call for papers and proposals for workshops</td>
<td>International networking for members of the IRN</td>
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<tr>
<td>Jan 2014</td>
<td>Selection Process and conference program</td>
<td>Webpage for Conference Bhutan (see cfp attached)</td>
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<tr>
<td>Feb 2014</td>
<td>CONFERENCE GERA „Organization and Theory“ Koblenz, Germany</td>
<td>Institutional Networking; Network Development for Research Network</td>
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<tr>
<td>March 2014</td>
<td>GERA General Conference / International Symposium „University at the Crossroads“, Berlin, Germany</td>
<td>International Publication of the Symposium „University at the Crossroads“</td>
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</table>
April 2014  | Bhutan CONFERENCE „Creative University“, Thimphu, Bhutan | Academic and practical contributions, Media Contributions
May 2014 | International Conference in Uppsala, Sweden „Creative University“ | Academic and practical contributions
Sept 2014 | „Futures of organizing and educational futures“ Symposium at ECER CONFERENCE Porto, Portugal | Institutional Networking; Network Development for Research Network
Oct 2014 | Special issue of conference proceedings / journal issue |
Nov 2014 | Book of Bhutan Conference |
Dec 2014 | Book of Conferences Uppsala, Berlin and Koblenz |
Jan 2015 | Launch of new international book series |
Feb 2015 | International Symposium IRN WERA |
March 2015 | Detailed Planning of International Handbook on Organizational Education and Organizational Futures |
April 2015 | Set up of the Handbook Project |
Sept 2015 | ECER Symposium |
Nov 2015 | WERA Symposium |
Dec 2015 | WERA Symposium |

6. Keywords
Educational Research on Organizations, Organizational Learning, Educational Management, Knowledge Management, Organizational Culture, Learning Culture, Organizational Futures, Future in Organizing

7. Convenors (including address):

7.1 Link Convenor: Univ. Prof. Dr. Susanne Maria Weber, Marburg, Germany
Organizational Education, GERA (German Educational Research Association)
(as Organizer of the Link and Network; and as vice-chair of the German Education Research Association commission Organizational Education)
Research Group Innovation – Organization - Networks
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Page: http://www.uni-marburg.de/fb21/i-on
YOUTUBE-CHANNEL: http://www.youtube.com/channel/UCctbXCXpFUrWhjSeOkb71bA

Co-Convenors in alphabetical order:

7.2 Dr. Anna Brake, Augsburg, Germany
Research Associate
University of Augsburg
Unit of Empirical Social Research
Building D, level 3
Universitystreet 10
D- 86159 Augsburg
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7.3 Prof. Dr. Helen Colley, UK, Huddersfield
Professor of Lifelong Learning and Director of Graduate Education, SEPD, University of Huddersfield
Visiting Professor of Adult Education, OISE, University of Toronto
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7.4 Univ.-Prof. Mag. Dr. Agnieszka Czejkowska, Graz, Austria
Head of the Institute of Educational Professionalization
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Strassoldogasse 10, A-8010 Graz
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7.5 Univ. Prof. Dr. Nesta Devine, Auckland, New Zealand
Associate Professor
School of Education Te Kura Maatauranga
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7.7 Univ. Prof. Dr. Tara Fenwick, Stirling, Scotland
Professor of Professional Education
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http://www.stir.ac.uk/education/staff-directory/academic/tara-fenwick/
7.8 Univ. Prof. Dr. Michael Göhlich, Erlangen, Germany
(as chair of the German Education Research Association commission Organizational Education)

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Germany
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7.9 Univ.-Prof. Dr. Ruyu Hung, Ph.D., Chiayi, Taiwan
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7.10 Prof. Dr. Andreas Schröer, Darmstadt, Germany
(as second vice chair of the German Education Research Association commission Organizational Education)

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7.11 Dr. Dorji Thinley, Thimphu, Bhutan
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7.12 Univ. Professor Philip Woods, PhD FRSA, Hertfordshire, Great Britain
Chair in Educational Policy, Democracy and Leadership
University of Hertfordshire, UK
Chair, British Educational Leadership Management and Administration Society
Co-founder, FreeSpirit Education (new website... www.freespiritedu.org)
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7.13 Univ. Professor Byung Jun Yi, Pusan National University, South Korea
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Email: green957@naver.com ; bjyi62@hotmail.com
Weber, Susanne Maria; Göhlich, Michael; Maurer, Susanne; Schwarz, Jörg (ed.) (2014): Organization and the New. Contributions of the Commission for Organizational Education. Wiesbaden. VS
Weber, Susanne Maria; Göhlich, Michael; Schröer, Andreas; Schwarz, Jörg (ed.) (2014): Organization and the New. Contributions of the Commission for Organizational Education. Wiesbaden. VS
Weber, Susanne Maria; Göhlich, Michael; Fahrenwald, Claudia; Macha, Hildegard (ed.) (2013): Organization and Participation. Contributions of the Commission for Organizational Education. Wiesbaden. VS
Göhlich, Michael; Weber, Susanne Maria; Schiersmann, Christiane; Schröer, Andreas (ed.) (2011): Organisation and Leadership. Contributions of the Commission Organizational Education. Wiesbaden. VS

9. CVs Network link Convenors & Co-Convenors

9.1 Prof. Dr. Susanne Maria Weber, Marburg, Germany:

Main areas of research
Organizational education, futures in organizing, Cross sector innovation, institutional network development, organization and network consultancy, transformational methodologies, research methodologies, esp. Creative methodologies in the nexus of power, knowledge and transformation, the role of higher education for transformational discourses

Academic Education and Professional Activities
- Since 10/2009 Full Professorship of Social, Cultural and Political Contexts of Education in International Comparison, Philipps-University Marburg, Germany
- 10/2004 – 9/2009 Full Professorship of Social Management, Networks and Transformational Strategies (W2), School of Social Studies, University of Applied Sciences Fulda, Germany
- 5/1997 - 10/2004 Assistant Professor at the Department of Education, Philipps-University Marburg
- 10/1991 - 10/1996 Johann Wolfgang Goethe-University Frankfurt/M. Germany, Doctoral Thesis: Organizational Development and Gender Mainstreaming as Strategic Knowledge: An exemplary study of three organizational types in the private sector

Acquisition of third-party funds for research:
- Sept. 2013 – Sept 2016 Grant for research project on “Trajectories in the academic field” – Institutional contexts as conditions for academic success", funded by the national ministry of education and research (BMBF) (297.000 Euro)
- Sept. 2007 – Jul. 2011 Grant for research project on “Familial Transmission of Entrepreneurial competencies and development of a biography oriented consulting approach. German Ministry Fund of Research and Education (BMBF) (280.000 Euro)
- Apr. 2010 – Dec. 2010 Grant for research project „Educational Consulting and social Heterogeneity“. Funded by HKM (Hessian Ministry of Education) and BWHW (Institute of Recurrent Education for Industry and Commerce Hessen) (20.000 Euro)
- Apr. 2009 – Dec. 2009 Grant for research project on „Interface stakeholders of regional networking“. Funded by HKM (Hessian Ministry of Education) und BWHW (Institute of Recurrent Education for Industry and Commerce Hessen) (20.000 Euro)
Jun. 2005 – Dec. 2007 Monitoring evaluation „Systemic evaluation“ in the EU-program regional networks of education (RegNets) for networking Youth Welfare and Schools on behalf of the Hessian Ministry of Education. 20.000 Euro

Overview Publications:
- 6 academic monographs
- 9 academic volumes edited
- 3 editorships in preparation
- 54 German - speaking academic book chapters
- 5 German - speaking academic book chapters in preparation
- 20 German - speaking academic articles in periodicals
- 3 Spanish - speaking articles in renowned professional journals

Overview Presentations:
- 64 academic German - speaking presentations
- 24 English-speaking academic presentation on international conferences and congresses
- 1 Spanish-speaking academic presentation

Editorships, Editorial Boards:
- Associated Editor Journal „Knowledge Cultures“ (Addleton)
- Member Academic Board of the MA-Program “Global Education” at Waikato-University, New Zealand.
- Member of the Editorial Board of the Journal “Policy Futures in Education”. Symposium Journals Ltd UK.
- Member Editorial Board of the “Journal of Research in Gender Studies” of the Institute of Interdisciplinary Studies in Humanities and Social Sciences. Addleton.
- Member of the Editorial Board of the Official Journal of The Contemporary Science Association “Geopolitics, History, and International Relations”. Addleton.

Memberships in Academic Organizations:
- Chairing Member of the commission of Organizational Education (DGfE)
- Member of German Educational Research Association (DGfE) / (GERA) (Section Adult Education)
- Member of the German Higher Education Association
- Member of Philosophical Educational Science Association Australasia (PESA)
- Member of the Section Knowledge Sociology of the German Society of Sociology (DGS)
- Member of the Standing Conference on Organizational Symbolism (SCOS)
- Member of the European Group of Organization Studies (EGOS)
- Member of German Sociological Association (DGS), Section Educational Sociology
- Member of European Evaluation Society (EES)
- Member of German Evaluation Society (DeGEval)

Selected Publications:


Dr. Anna Brake (Augsburg University, Germany)

Main areas of research
- Qualitative and quantitative methods of empirical social research
- Theory and empirical analysis of social praxis
- Education and social inequalities
- Sociology of generations in families and organizations

Academic Education and Professional Activities
- since 2013: Research Associate at the Unit for empirical social research of University of Augsburg, Germany
- 2010–2013: Interim Professorship for empirical social research at the institute for sociology at university of Erlangen-Nürnberg (W3) and University of Augsburg (W2)
- 2009–2010: Assistant Professorship (C1) unit empirical social research at University of Augsburg
- 2003–2007: Assistant Professorship (C1) at unit empirical social research at University of Augsburg
- 2001–2003: Researcher at DFG- Research project „familial educational strategies“ at Philipps University of Marburg

Selected Publications:
Brake, Anna/Bremer, Helmut/Lange-Vester, Andrea (Hrsg.)(2013): Empirisch arbeiten mit Bourdieu. Weinheim: Juventa Verlag
9.3 Prof. Dr. Helen Colley, UK, Huddersfield

Main areas of research
Sociology of education: workplace learning, vocational education and training, career development, professionalism, professional ethics; class and gender, social justice, social theories of time; doctoral education, writing and publishing; Marxist-feminism, Bourdieusian theory

Academic appointments
- 2012- continuing Professor of Lifelong Learning and Director of Graduate Education, School of Education and Professional Development, University of Huddersfield;
- 2011- continuing Visiting Professor of Adult Education, University of Toronto;
- 2005- continuing Fellow of the National Institute of Career Education and Counselling
- 2009-2011 Professor of Lifelong Learning, Manchester Metropolitan University
- 2006-2008 ESRC Teaching and Learning Research Programme Fellow
- 2006-2008 Convenor of the British Educational Research Association Special Interest Group in Postcompulsory Education and Training and Lifelong Learning
- 2004-2009 Senior Research Fellow, Education and Social Research Institute, Manchester Metropolitan University
- 2001-2004 Research Fellow/Senior Research Fellow and Academic Co-ordinator, Lifelong Learning Institute, University of Leeds

Degrees
- 2001 PhD, Manchester Metropolitan University, Education
- 1998 Postgraduate Certificate in Post-Compulsory Education and Training, Manchester Metropolitan University
- 1996 Postgraduate Diploma in Career Guidance, University of Glamorgan
- 1981 BA (Hons) in Philosophy & Modern Languages, Class 2(i), Wadham College, Oxford University

Prizes and Awards
- 2013 Highly Commended Award Winner, Emerald Publishing Literati Network Awards for Excellence
- 1999 John Tunnadine Prize for Research, Institute of Career Guidance

Editorial Board Memberships
- British Journal of Sociology of Education
- Journal of Vocational Education and Training (Editorial Management Committee)
- British Journal of Guidance and Counselling

Funded projects (selected)
- ‘The Impact of Elder Care on Working Women’s Lives and Careers’ (2013-14) £4,500 University of Huddersfield
- ‘The impact of 14-19 reforms on career guidance’ (2008-2010) £82,000 Economic and Social Research Council
- ‘Sustainable Progression Post-16’ (2008) £13,500 Learning and Skills Council
- ‘Evaluation of What Was in Walton Project’ (2006) £20,000 NESTA
- ‘Researching youth mentoring: building theory and evidence’ (seminar series 2006-2008) £14,500 Economic and Social Research Council
- ‘Identity, Agency and Structure in Learning through the Lifecourse’ (TLRP seminar series 2005-2007) £30,000 Economic and Social Research Council
- ‘Career Progression and Employability for UK Resident Full-time Masters Students’ (2002-2004) £214,000 Higher Education Careers Services Unit

Selected publications


9.4 Prof. Dr. Agnieszka Czejkowska, Austria, Graz

Main Areas of Research
critical theory of professionalism, the theme complex of difference and tension fields in institutions of education, informal learning and educational processes in a world of globalisation,

Academic Career
- Since June 2012: Professor and Founding Head of the Institute of Professionalism in Education; University of Graz
- Since May 2012: Appointed Council Member of the University Colleges of Teacher Education Burgenland (Federal Ministry for Education, the Arts and Culture)
- Since September 2011: University Professor of Pedagogy and Teacher Education at the University of Graz, Institute of Education. Lecturer and Supervisor of Master Theses and PHDs at the Academy of Fine Arts in Vienna; Project Director of Facing the Differences, Co-Project between the Academy of Fine Arts Vienna and University of Graz
- October 2008: University Professor of Paedagogy, Arts and Culture with a focus on teacher education at the Institute of Education in the Arts, Academy of Fine Arts Vienna
- March 2006 - September 2008: Assistant professor at the Department of Education at Vienna University
• November 2005: Graduation (Dr. phil.)
• September 2003: Research Assistant at the Department of Education at Vienna University
• October 2002: Lecturer at the Department of Education at Vienna University, Web editor Malmoe
• Since April 2001: Freelance editor of Science.ORF.at
• June-July 1998: Comparative field research on difference, political culture and democratisation processes in East and West with the Council of Europe, commissioned by the Centre français de recherche en sciences sociales in Strasbourg
• August 1995: Independent representative in the Central Committee of the Austrian National Student Union
• August 1994: Manager for women’s issues of the Austrian National Student Union at Vienna University

Academic Prizes and Awards
- 2006 – Leopold-Kunschak-Wissenschaftspreis (Dissertation)
- 2002 – Wissenschaftspreis der Arbeiterkammer Österreich (Diplomarbeit)

Funded Projects
- Evaluation of the project zusammen.lernen (2012-2013), Bundesland Steiermark (federal state Styria/Austria)
- Facing the Differences (2010-2012), Sparkling Science project (research programme of the Federal Ministry of Science and Research/Austria)
- Exploring Diversity - Zur Relevanz von Widersprüchen und Differenzen für pädagogische Professionalität (2011), Hochschuljubiläumstiftung (Vienna/Austria)
- Bildungstopographien? Der Arbeitsmarkt und seine schwer vermittelbaren Jugendlichen (2005), OENB (Vienna/Austria)

Memberships in Academic Organizations
- DGfE (Deutsche Gesellschaft für Erziehungswissenschaft
- International Association for Development of the Information Society (IADIS)
- International Society for Education Through Art’s (InSEA)

Other relevant Activities
- Since 2011 Co-Editor of the journal Medienimpulse, a journal for media pedagogy (http://www.medienimpulse.at/)
- Board member of the journal Art Education Research since 2010 (http://iae-journal.zhdk.ch/)

List of most important Scientific Publications

9.5 Prof. Dr. Nesta Devine, Auckland, New Zealand
- B.A,(Otago), M.A (Hons) (Auck), DipTchg (Epsom STC), Phd (Auck), FPESA.

Educational Credentials
- Teacher’s College Diploma Auckland College of Education. M.A. (History), (Hons) (Auck), 1972; B.A. (English), (Otago), 1969
Positions:
- Since 2008: At Auckland University: Leading the Ed D team; Research coordinator for the School of Education
- Past President Philosophy of Education Society of Australasia (PESA).
- 2011/12: Acting Associate Dean Research and Postgraduate, Faculty of Applied Humanities./Postgraduate Academic Coordinator
- Teacher of History at St Dominic’s School, Henderson (until 1988)

Contract research:
- Peggy Fairbairn-Dunlop, Vaka o Manū Pasifika Success Project.
- Russell Bishop et al, The Experiences of Year 9 and 10 Maori students, Literature review, with Elizabeth McKinley, for Ministry of Education Maori Research Division, scoping contract. 2001.

Publications: (Selection)
- Chisnall, N. Life and Times of Maria Montessori (provisional title) eds N. Devine and S. Arnold In progress.

Book Chapters (Selection)

Journal articles:
Devine N. (Dec 2013, forthcoming). ‘Reflections on Elwyn Richardson commemoration’ Educational Provocations. AUT School of Education.

Reviewer:
- EPAT, (Educational Philosophy and Theory)
- Journal of Sociology
- NZJES (New Zealand Journal of Education Studies)
- Kotuitui: New Zealand Journal of Social Sciences Online.
- Waikato Journal of Education
- AERA (American Education Research Association, papers for Annual Meeting, Foucault SIG)
- TEFANZ Edited collection. 2002, ed Dr Deborah Fraser and Dr. Roger Openshaw.
- NZITW New Zealand Journal of Teachers’ Work.
- MAI Review (Te Pae o Maramatanga)
- AlterNative.

9.6 Prof. Dr. Bente Elkjaer, Denmark, Arhus

BA, MA, Diploma in Education, PhD (1988)

Organisational and workplace learning, lifelong learning, professionals’ learning, theories of learning, American Pragmatism, organisation and management studies, doctoral education, writing and publishing

- 2002 - present Professor, Department of Education, University of Aarhus, Campus Copenhagen
- 2011 - present International Coordinator of European Master of Lifelong Learning: Policy and Management - MA LLL
- 2008 - 2011 Head of Department, Department of Learning, Danish School of Education, University of Aarhus, Campus Copenhagen
- 2005 - 2010 Editor-in-Chief of Management Learning. The journal for managerial and organisational learning. SAGE Publications, UK
- 2004 - 2010 Head of Doctoral School, Doctoral School of Organisational Learning, DOCSOL, The Danish University of Education
- 1999 – 2001 Head of Department, Copenhagen Business School, Department of Informatics
- 1989 - 2002 Assistant Professor and Associate Professor, Copenhagen Business School, Department of Informatics
- 1985 – 1988 Postgraduate fellow, Royal Danish School of Educational Studies, Department of Informatics
- 1984 – 1985 Teacher in Upper Secondary education (Gymnasium)

Publications:

9.7 Prof. Dr. Tara Fenwick, UK; Stirling

Academic Appointments
• 2010- continuing Professor of Education, University of Stirling, Director, Research Postgraduate Programmes, School of Education, Director, ProPEL (international research network for Professional Practice, Education, and Learning), University of Stirling

• 2013- continuing ESRC Council member

• 2013-continuing Assoc Director, Scottish Institute of Policing Research

• 2007-2010 Head of Department and Professor, Educational Studies, University of British Columbia, Vancouver, Canada

Degrees

• 1996 PhD, University of Alberta, Educational Policy Studies

• 1987 MEd, University of Alberta, Educational Administration

• 1979 BA Honours, University of Alberta, English Literature

Editorial Boards

• Management Learning Journal; Vocations and Learning; Canadian Journal of Education

• Canadian Journal for University Continuing Education; Human Resources Development International

• Adult Education Quarterly; Studies in the Education of Adults

Research Interests and Experience

Education and learning in the workplace, professional education and continuing development, gender studies in work and learning, sociology of work and professions. Special interest in emerging research approaches using sociomaterial theory, digital methods and complexity science. Methodological expertise includes qualitative methodology, ethnography, mixed methods research, and knowledge mobilisation. Most recent work focuses on co-production in professional practice (delivery of public services) and older workers.

Relevant Publications


Fenwick, T. (2007) Learning on the line: Voices of garment workers at GWG. Labour/Le Travail, 59,

Relevant Research Awards
Note: Canadian national funders such as SSHRC (Social Sciences and Humanities Research Council) typically do not use full economic costings. Therefore large projects are awarded much lower funds than comparable projects in the UK.

- 2011-2012 ‘New levels of professional responsibility: exploring workplace pedagogies in transitions’, ESRC seminar series, Fenwick Co-I with S, Kilminster, M. Zukas, £15,000
- 2011-2012 ‘Professional education and learning in knowledge societies’, Fenwick Co-I with K. Jensen, M. Nerland, European Science Foundation, 15, 000 euros
- 2009-2012 ‘Knowledge creation practices of older professionals’, SSHRC, Fenwick PI with K. Church, E. Lange, T. Webb, $171,185 CAD

9.8 Prof. Dr. Marlies Fröse, Lucerne, Switzerland

Lucerne University of Applied Science and Arts - Lucerne School of Social Work (HSLU SA)
Werfstrasse 1, CH-6002 Luzern Switzerland Project Manager and Lecturer at the Institute of Social Management, Social Policy and Prevention
CC Member Social Responsibility and Management
Head of the Study Center (Lucerne) Master of Science in Social Work
Supervisorin (DGSv), Organisationsberaterin
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Research Profile:
For many years Marlies Fröse has been working in the field of Transformation of Organisations, Organisation Development, Management and Organisation Theories, Human Resource Management, Leadership, Mixed Leadership, Gender and Diversity Management, Conflict Management and Education. She is interested in the topics of leadership, organization development and conflict management. Her understanding of organizations is a combination of theory of management and organisations, analysis of organisations and personal governance / personal development (published as Darmstaedter Management Model, Froese 2004). She has a PhD in education from the University of Osnabrück (Germany) and is trained as consultant and supervisor.
Current Position:
Since 2010 - Lucerne University of Applied Sciences and Arts - School of Social Work (Switzerland) as a Lecturer and Project Manager at the Institute of Social Management, Social Policy and Prevention. She is a member of the Competence Center “Social Responsibility and Management” and the head of the Master’s Program in Social Work.

Previous Academic Position:
- 2009-2013 faculty member of the Austrian Business School (LIMAK) at the Johannes Kepler University (Linz, Österreich) in the field of Leadership development.
- 2005-2010 she was also partly responsible for the Master’s-Program „Management in Church and Diaconia“ of the University Heidelberg and four other universities of applied sciences.
- 1998 - 2010: professor at the Protestant University of Applied Science in Darmstadt (Germany), Director of the MA-Programme "Management in Social Organisations"

Selected Publications:


She is also Managing Editor among others of the Journal „Perspektive Mediation“, a german/austrian/switzerland Journal.

Memberships in Academic Organizations:
- Member of German Educational Research Association (DGfE) (Adult Education / Organisationspädagogik)
- Member /Board of International Working Group Social Management (INAS)
- Member of German Society of Supervision
- Member of Swiss Society Organisation and Management (SGO)

9.9 Prof. Dr. Michael Göhlich, Erlangen, Germany

Research Profile:
Michael Göhlich (*1954), Full Professor of Education (chair), has long-standing experience in working in an interdisciplinary research environment. His professional interest includes: organizational education, especially learning in and of organizations, supraindividual patterns of practice, and organizational ethnography; learning theory; intercultural education; further education. His research methods are mainly qualitative but also open for quantitative elements.

He is coordinator of the DFG project “Recognition in Organizations of Older People” (2013-2016). Before he was coordinator of the BMBF interdisciplinary research project “Management of Complexity by Humanities-based Expertise. Practice of Translation of Organizations in the Czech-German border region” (2009-2012) which combined educational, linguistic and sociological research on managing complexity, translation and identity in and of cross-border organizations. Before (1999 to 2007) he was member of the project team of project B 5 “The Genesis of the Social in Rituals” in DFG SFB 447 “Cultures of the Performative”, taking part both in the conceptualization of the project and in its realization. Besides (since 2007) he is chairman of the research network on organizational education (Commission Organizational Education) in the German Society of Educational Science (DGfE) and (since 2010) chairman of the Bavarian Conference of Educationalists.

10 most important publications:
Zeitschrift für Pädagogik 5/2013: Cultural Difference and Translation into Organization – An ethnographic study in institutions of cross-border youth work and further education (with N. Engel)
Zeitschrift für Pädagogik 5/2008: Learning-Oriented Organization. The Staff Dialogue as Link between Personal and Organizational Development (with I. Sausele-Bayer)
Die pädagogische Umgebung. Weinheim 1993

9.10 Prof. Ruyu Hung, Ph.D., Chiayi, Taiwan

Academic career
- Professor of Philosophy of Education, Department of Education
- 2013-2014 Visiting Researcher, University of Luxembourg
- 2010- Professor, Department of Education, National Chiayi University
- 2009, Ph.D. University of Bath, UK
- 2005-2010 Associate Professor, Department of Education, National Chiayi University
- 2002-2005 Assistant Professor, Department of Education, National Chiayi University (NCYU)
- 2002, PhD. National Taiwan Normal University, Taiwan
- MA National Taichung University of Education, Taiwan
- BA National Chengchi University, Taiwan

Academic Awards
- 2013/2014 NSC Doctoral Research Scholarship
- 2012/2013 NCYU Outstanding Research Award of the Year.
- 2012-2015 Ministry of Education Distinguished Scholar Award
- 2012 Distinguished Scholar Award of the NCYU funded by NSC
- 2011 Distinguished Scholar Award of the NCYU funded by NSC
- 2011 National Chiayi University Good Teaching Award
- 1993 Ministry of Education Post-Doctoral Research Scholarship

Research Grants
- National Science Council (NSC) Research Project Grant: An Exploration of Human Rights and Citizenship Education from the Perspective of Rorty. 1 August 2008-31 July 2009.

Publications

Articles in Referred Journals (selection of 2009-present)


Journal Editor
- Member of Editorial Board of Educational Philosophy and Theory, 2013-
- Member of Editorial Board of Knowledge Cultures, 2013-
- Guest Editor, Policy Futures in Education, 12(6), 2014.
- Guest Editor, Educational Philosophy and Theory. Special issue

Journal Reviewer
- Cambridge Journal of Education (Routledge)
- The Asia-Pacific Education Researcher (Springer)
- Educational Philosophy and Theory (Blackwell, Routledge 2013-)
- Educational Review (Routledge)
- Environmental Education Research (Routledge)
- Journal of Curriculum Studies. (Routledge)
- New Media & Society (SAGE)
- Emotion, Space and Society (Elsevier)
- Creative Education.

9.11 Prof. Dr. ANDREAS SCHRÖER, Darmstadt, Germany

Education
- Stanford University, School of Education, Stanford, CA: Postdoctoral Fellow, 2004-2005
- Erlangen-Nuremberg University, Germany: Ph.D. in Education (Organizational Education), March 2003
- Thesis: “Change Management in non-profit organizations for higher education”.
- Tübingen University, Germany: M.A. in Philosophy, Education, Dec. 1994 (Cum Laude)

Professional Activities
Most recent publications


9.12 Dr. Dorji Thinley, PhD, Thimphu, Bhutan

Director of Research and External Relations
Royal University of Bhutan (RUB)
PO Box 708, Thimphu: BHUTAN
Phone : 00975 2 336455 (w)
Email : dthinley6789@gmail.com

Education

PhD (with Cum Laude), University of New England, Australia
Advanced Diploma (Counseling & Special Education), University of New Brunswick, Canada
MA (English studies), North-Eastern Hill University, India
BA Honours (English studies), St. Anthony's College, India

Teaching and research Supervision
Currently (2013-2016) Research Supervisor to 1 PhD student, Oulu University, Finland and Supervisor to Master’s students, Paro College of Education, Royal University of Bhutan

Has taught undergraduate and postgraduate courses in the colleges of education, Royal University of Bhutan from 1997 to 2011

Publications (selected)


Institutional Affiliations

- Board Director, Bhutan Centre for Media and Democracy (since June 2013).
- Elected Member of Executive Board, International Society for Teacher Education (October 2012 – October 2015)
- Managing Editor, Bhutan Journal of Research and Development, Royal University of Bhutan (since July 2011)
- Member, Dzongkha Expert Committee, Dzongkha Development Commission (since July 2012)
- Member, Council for Renewable Natural Resources Research of Bhutan (since 2011)
- Member, Research and Innovation Committee, Royal University of Bhutan (Since August 2011)
- Member of Academic Board, Royal University of Bhutan (since 2011)

9.13 Prof. Dr. Philip A Woods, UK, Hertfordshire

Academic Appointments (since 1990)

- 17 May 2010 - current University of Hertfordshire, UK Chair in Educational Policy, Democracy and Leadership
- 2007 – 2010 University of Gloucestershire, UK Chair in Educational Leadership and Policy
- 2006 – 2007 University of Aberdeen, UK Chair in Leadership and Educational Management
- 2004 – 2006 University of the West of England, UK Chair in Applied Research in Education
- 1990 – 2004 Open University, UK Senior Research Fellow

Summary

Professor Philip Woods is an internationally recognised scholar in leadership and policy in education and has wide-ranging experience and expertise in managing and participating in major funded projects, including research and evaluations undertaken for a range of organisations, such as the UK government, National College for School Leadership, Specialist Schools and Academies Trust, Learning and Teaching Scotland, Economic and Social Research Council and British Academy. He brings substantial practical experience in leading teams, conducting research and evaluations, developing recommendations on policy and practice to tight deadlines, and methodological expertise in both quantitative and qualitative research techniques, as well as international networks.

Professional Memberships

These include Chair of BELMAS (British Educational Leadership, Management and Administration Society) and Fellow of the Royal Society for the Arts.

Research and Evaluation Projects (selected)

- Transforming Leadership Capacity, investigating the impact of research into holistic democracy and associated degrees of democracy framework, supported by a grant from the University of Hertfordshire.
- Evaluating the Impact of the Rural Dimension, commissioned by the Specialist Schools and Academies Trust, 2010 - 2011.
- Distributed Leadership without Hierarchy, funded by British Academy, 2005 – 2006.

**Publications (selected)**


### 9.14 Univ. Professor Byung Jun Yi, Pusan National University, South Korea

**Education:**
- Univ. Muenster (Germany) (1998) Ph.D., Adult Education
- Univ. Muenster (Germany) (1993) M.A., Adult Education
- Univ. Sung Kyun Kwan (1988) B.A. Education

**Professional Experience and Appointments:**
- Pusan National University, Pusan, Korea, Professor, 2001.2 – now
- Bielefeld University, Germany, Guest Professor, Invited Friedrich-Ebert- Foundation, 2010 - 2001.6 - 9

**Publication List**


Yi, Byung-Jun “A study on the model of cultural cognition and cultural learning theory : focusing on Christoph Wulf” (Korean journal of culture and arts education studies, 2013, Vol.8, No.1, pp. 1-17)


Yi, Byung-Jun / Park, Ji-Yeon / Yi, Su-Min “Looking museum through the Cultural-Historical Activity Theory” (Korean journal of culture and arts education studies, 2011, Vol.6, No.4, pp. 71-85)

Yi, Byung-Jun / Yi, Chan “Basic Study for Developing Media Competency Model” (Korean journal of culture and arts education studies, 2011, Vol.6, No.3, pp. 21-37)

**Academic activity (present)**
- Editor in chief of International Journal “Culture, Biography/Narrative & Learning” (new)
- President of “The Korean Society for Culture and Arts Education Studies”
- President of “The Korean Society for Adult & Continuing Education Studies”
- Board member of “The Korean Society for Lifelong Education”
- Board member of “The Korean Society for Creative City Studies”
- Board member of the organizing committee for “2013 Yeongwol International Museum Congress”
- Member of ESREA
- Member of Japan Society for Adult Education

**Recent International Special lecture**
- 2010.10 “Korean-Japan-China International Lifelong learning Forum” in Shanghai
- 2010.9. 15th APEC Women Leaders Network Meeting in Japan
- 2010.9. Ochanomizu University (Global COE Program) in Japan
- 2010.8 Bielefeld University in Germany
- 2010.2 Kyoto University in Japan
- 2010.1 Tokushima University in Japan
- 2010.1 Kansai University in Japan

**Research Interests**
- Cultural learning theory
- Adult Education / Lifelong learning / Human Resource Development
- Culture & arts education
- Museum & Community education
- Learning culture & organization culture in company
- Learning city / Creative city / Cultural city consulting etc.
In our dynamic, accelerating societies, innovation and creativity are on the agenda of economical, political and social actors. According to specific rationalities, global, national, institutional and professional discourses on future, innovation and creativity differ greatly. In this polyphonic structure, some voices are heard more than others and some paradigms have become dominant: especially the market and economic growth paradigm even at present seems to be unquestionable. In an obviously more and more challenged world, the global polyphonic scenery now has the potential to open up towards new ideas and visions. The role of public universities being under debate and the public mission of the university being reframed: How will universities interpret the present trends? According to dominant discourses, the university should become an economically shaped institution to advance and promote the production of market knowledge. Will universities react – or respond to this market-pressure? And how will universities contribute to develop our common future?

Nowadays, many academics and intellectuals intend to create and open up old and new spaces for critical reflection, for new ideas, visions for the future and alternative developmental paths. Reflecting on the idea and potential, mission and responsibility of the university helps to open up and foster spaces for a critical and transformative institution that shifts academic self-concepts from (dis-)interested scholarship towards the promotion of global citizenship. So what is the potential of universities, to contribute to a sustainable development and to strategies of happiness and wellbeing?

An alternative development agenda addresses the interconnectedness of economical and social development to academic knowledge creation and as well to higher education. Knowledge for development, “development education” and “education for sustainable development” approaches show that education has become central to development and community development. Democratic participation of all groups (especially women) in the developmental process is understood as foundational. What are the paradigms of development education that suggest new possibilities and spaces for “development” that take advantage of emerging world trends, critical knowledge development paths and the role of education in these processes?

At a local and global level, new communications- and information-technologies open up towards the emerging paradigm of development education. Global knowledge development brings about an open global society as well as the development of trust-relationships within learning societies. “Open knowledge” and “open knowledge production” and related models like “peer production” and “peer governance” provide emerging alternatives to traditional proprietary models of knowledge production. The agenda of non-rivalry, coproduction and collaboration defines new developmental trajectories, where sustainability, happiness and wellbeing become relevant at the level of individuals, communities, institutions and societies.

The 3rd Creative Universities Conference is being held in the Royal University of Bhutan, which has promoted the concept of happiness and wellbeing as an alternative developmental paradigm. Organized jointly by the International Creative Universities Network (ICUN), the Global Studies program of Waikato University, New Zealand.
and the Future Education, Groups and Organization Studies (FUEGOS) Center Initiative at Philipps-University of Marburg, Germany, the conference aims to open up an international “polylogue” on the role and potentials of a Creative University, effectively advancing the notions and potentials of creative development.

The conference offers spaces for different kinds of papers and workshops. In order to connect theoretical reflections with creation, the practices of the conference combine different ways and formats of learning. Traditional (theoretical, methodological, empirical or conceptual) papers will be presented in assigned fora and connected to developmental workshops. Like this, the bridging of different ways of thinking, the emergence of thought out of practice will be supported. In order to explore integrated ways of learning, in workshop sessions, body and artistic interventions will be especially welcome. Combined with traditional academic approaches, the conference will enable the participants to engage in a transformative learning process through dialogue, introspection and self reflection. This leads to a deepening of understanding of how the creative university intersects its functioning with what the new development paradigm should look like. Also, the notion of co-creating and of enabling to prototype change as social practice is a principle to be followed here.

**Forum 1 (1st day): Creativity and the educational mode of development**

Exploring the Agenda of Creative University and Creative Development leads to reflections on the educational mode of development. What are different notions of the educational mode of development? What role can universities play in developing a new agenda of institutional creativity? Which actors and groups of actors (do & can) initiate transitions towards integrated developmental strategies? Which role do diversity, heterogeneity and inequality of actors play and how can this be researched as well as addressed in institutional strategies? What are different notions and concepts in order to foster equality and wellbeing? How is the relationship between creative economy, creative university and creative development shaped in discourses of the presence, how can it be analyzed?

**Workshop 1 (2nd day): Creating Developmental Spaces and supporting Actors of Change**

How do we create developmental spaces in our universities, societies, economies and cross sector innovation strategies? How can actors in creative universities and institutions in society and economy be supported to create happiness and wellbeing? How can students, staff, faculty, leadership, management, community become involved? How can we develop positive relationships and functional structures for our vision of the university and its relationship to society, communities and economy? How can transitory spaces, think spaces and creativity labs arise and be fostered by educational institutions, economical actors, organizations and initiatives in society?

**Forum 2 (1st day): Creative University: Strategies of Creation and Creative Development of the Future**

Which patterns and grammars of awareness are the basis for the practice of organizational change towards an integrated development perspective? How do organizational awareness cultures contribute to the support, negotiation, dilution or prevention of creativity? Which notion of the “idea of university” brings about real change? How can creative development and possibilities for change be supported and how can the interaction and contradictions between bureaucratic, market-oriented and communal organizational cultures be opened by awareness rising and mindfulness? What can other partnering institutions contribute – in an overarching cross sector innovation perspective?

**Workshop 2 (2nd day): Developing and Discovering Mindfulness approaches to teaching, learning and development**

How can spaces of awareness, mindfulness and creative approaches in organizations emerge and be implemented? What are strategies of creation and practices belonging to a true mindfulness approach? How can a network culture of future orientation, of mindfulness and sustainability be created and how can it contribute regularly to positive dynamics of institutional change? Which kinds of ideas of university, of economy and society are brought about by a different practice? How does mindfulness integrate and fit together with other learning intentions? Which kinds of developmental paths can be created here? What are the knowledges and paths to happiness and wellbeing?
Forum 3 (1\textsuperscript{st} day): Methodology and Methods of (action-) research

What is the best way to theoretically and empirically reconstruct organizational, institutional and network rules of creating creative organizing? Which methodological strategies and methods are best suited to empirically analyze the emergence and implementation of open and creative futures in organizations? How are new and established methods combined in exploring the complex and multilevel phenomenon of creativity and future orientation in organisations, economy and society? What is the potential of innovative research designs? What is the benefit of multi-methods and triangulation approaches? How can action-research contribute to address both research and change? What is the implications and possibilities for organizational transformation in society and economy - and academic knowledge creation?

Workshop 3 (2\textsuperscript{nd} day): Using Action-(Research) for the transformation of society

How can we inspire change agents, actors and communities to develop in a mindful way? How can we use a methodology of action research focusing on the notion of action? How to use culturally adequate methods, which inspire articulation and envisioning desired futures? What is methodology and methods of creative action research and organizing in our societies, economy and university? What are new potentials for action research approaches in an interdisciplinary and international perspective? Which knowledges and paths can be created by open developmental strategies of innovation?

Forum 4 (1\textsuperscript{st} day): Creativity, Open Science & Travelling Ideas

Exploring the question of creative economy, creative university and creative development is related to the debates on open science and to making ideas travel. This forum provides space for the discussion of the dimensions of the New, related to open science and the role of “creative university” for a creative economy and creative development. What are different patterns and options of generating creative futures and awareness in organizing? What is the nature of open science and open education – and how can international program development contribute to the creation of a global structure and global flows of “travelling ideas” and “travelling universities”? What are the paths into a sustainable future and the paths of sustainability oriented university programs?

Workshop 4 (2\textsuperscript{nd} day): Ideas and practices of partnerships, co-operations and the development of academic programs

What are ideas and practices, which contribute to a cross sector innovation approach and to an outreach of university to community learning, volunteerism and nation building as well as cosmopolitism? How does the creative university develop relationships outside academia – to community, government and industry? What are risks and possibilities of public private co-operations, partnering and innovating across sectors? What are technological requirements to realize international and global cooperation? How can decentralized and multi-campus settings be made fruitful in a global world? How can peer to peer technologies contribute to develop global education approaches? What can universities contribute to the educational mode of development?

Fora and Workshop Sessions

We’d like to invite you to hand in your abstracts and suggestions for a conference paper for one of the fora or a workshop proposal for one of the workshops (1000-1500 characters). The abstract should demonstrate the paper’s/workshop proposal’s relation to the above mentioned thematic areas as well as the theoretical, methodological, empirical or conceptual background of the paper or workshop. Please let us know in which forum or workshop you would like to present your paper or design-activity. All abstracts and workshop proposals will be peer reviewed and assigned to one of the fora or workshops. After the conference, a peer reviewed book in English with conference proceedings and workshop results will be published.

Submission of abstract/workshop proposal

Please send your abstract and/or proposal for a workshop session until January, 5th, 2014 to

Ms Tshering Choden: tsheringchoden.ovc@rub.edu.bt