

Lectures and Seminars in English

Winter Semester 2011/2012

Dear Students,

In the following you can find our lectures offered in English language at the Faculty of Educational Science in winter semester 2011/2012. Many of the lectures are offered by international Guest Professors. So you will have the possibility to study in an international environment in Essen.

As the number of our Incoming Students is still small, you will study in these courses with German students. So you can get in contact with the other Incoming Students as well as with German students. You are welcome to visit also our courses in German. The overview of all courses in winter semester 2011/2012 of the Faculty of Education Sciences is provided in our Database LSF:

<https://lsf.uni-due.de/lfs/rds?state=wtree&search=1&trex=step&root120112=80936|80147|84511|81958|84623&P.vx=kurz>

The Faculty of Educational Sciences has moved at the beginning of October 2009 into the “Weststadttürme” at Berliner Platz. This building is a 10 minutes walk from Campus Essen. Several lectures in the Master-Courses are provided in this building. You will get further information on the concrete lecture rooms in the commentaries below.

If you have any questions, please do not hesitate to contact me,

Melanie Leung

ERASMUS-Coordinator
Faculty of Educational Science
Email: melanie.leung@uni-due.de
Phone: 0201-183-4529

International Course of Lectures Social Movements and Adult Education (2 ECTS)

Time/Place:

12.10.2011-01.02.2012, Wednesday 10.00-12.00 (weekly), Library Hall, Bibliothekssaal, Campus Essen

Internal Allocation: MA: EAE Modul 2a

Content:

After the great success of the previous International Course of Lectures, this innovative concept of learning will be continued with another important topic: networks in Adult Education.

In this international course of lectures, several experts will give an insight in their networks: What are the tasks, aims and activities of the networks? Who are the members and how can they benefit? Furthermore the general importance of networks and their impacts will be discussed

Enrolment: Please enrol by writing an email to adulthoodeducation@uni-due.de

Prof. Dr. Paolo Frederighi European Strategies of Lifelong Learning (2 ECTS) (online seminar)

Time/Place:

Online Seminar. The commencement of the seminar will be announced soon!

Internal Allocation: MA: EAE Modul 2b

Content

The online seminar on European Teaching Theories deals with theoretical approaches on teaching and its contribution to facilitate learning on adulthood. This seminar is aimed at giving the background of the discussions and understandings regarding the building up of the didactic interaction with adults. It is the starting point and the basis for a professional adult educator that is planning and running a didactic interaction with adults, with the aim of facilitating the adults' learning. At the end of the seminar, the students will be able to:

- explain different terms related to teaching and learning like didactics, teaching culture etc. and know examples about the different use of those terms in different European countries,
- distinguish different approaches and streams in teaching theory,

- describe different theories of teaching and their relationship to concepts of learning
- explain the basic relations between the different theoretical approaches to learning and teaching,
- analyze the relationship between learning and teaching with respect to different learning and teaching theories, - plan and analyze adult education situations from a theoretical point of view.
- identify different approaches to teaching regarding sequence, attitudes towards the learner, context and technical facilities; students will understand how teaching theories and theoretical concepts might affect practical decisions.

Furthermore, the students will be able to explain their didactic approach based on different teaching theories. S/he will be aware that teaching is more than a skill, which requires permanent reflexion and reviewing while managing learning.

The online course will be for about four weeks. During the course, the students are strongly recommended to make extensive use of the online forum. They will have to produce three postings of suitable quality throughout the module, and also to participate in all of the discussion tasks, sharing their findings and experiences.

Literature:

- Hillier, Yvonne: Reflective teaching in further and adult education, Continuum, Londra, 2005;
 Illeris, Knud: The three dimensions of Learning; Roskilde University Press, 2002.
 Jarvis, Peter: Theory and practice of teachig. London: Roulledge 2002, 2006.
 Knowles, Malcolm S.; Holton III, Elwood F.; Swanson, Richard A.: The Adult Learner. San Diego: Elsevier, 2005, pp. 73-114.
 Pratt, Daniel D.; Nesbit, Tom: Discourses and Cultures of Teaching. In: Arthur L. Wilson (ed.): Handbook of Adult And Continuing Education. San Francisco LA: Jossey-Bass 2000, pp. 117-131.
 Reece, Ian and Walker, Stephan: Teaching, Training and Learning. Sunderland: Business Education Publishers 2003, pp. 82-99
 Rogers, AŞ: Teaching adults, Open University Press, Philadelphia, 2002.

Enrolment:

Please enrol by writing an email to Katrin.heyl@uni-due.de

N.N. Research Methods (3 ECTS)

Time/Place:

Online Seminar: The commencement dates will be announced soon!

Internal Allocation: MA: EAE Modul 3d

Content

The course will provide introduction to research methodology and methods, supervision for students' own inquiries (definition of research questions, choice of methods, data collection) and finally data interpretation and discussion of findings.

1. Online introduction to research methodology and the seminar as a whole
2. Block seminar introducing and discussing research methodology and methods, preparing for students' own inquiries
3. Online guidance during your project work – using online conference tools which also allows interaction and discussion
4. Block seminar with interpretation workshops based on students' own inquiries

Working language will be English, but individual supervision can partly take place in German

Literature:

Uwe Flick: An introduction to qualitative research, 3rd ed.2006 (Sage) or

Uwe Flick: Qualitative Forschung. Ein Handbuch. 6. Aufl., Reinbek bei Hamburg 2006

Kirsten Weber/H.S.Olesen: Chasing Potentials for Adult Learning - Lifelong Learning in a Life History Perspective, in Zeitschrift für Qualitative Bildungs-, Beratungs- und Sozialforschung (ZBBS), 2, 2002, Leske+Budrich. Pg 283-300.

Enrolment:

Please enrol by writing an E-Mail to katrin-heyl@uni-due.de

Dr. Monika Kil
European Teaching Theories
(3 ECTS)

Time/Place:

The commencement dates of the seminar will be announced soon.

Internal Allocation: MA:EAE 4a

Aims and objectives of the course

The seminar on European Teaching Theories deals with theoretical approaches on teaching and learning – historical and contemporary ones. This seminar focuses on the European roots of adult teaching and philosophical approaches to it, including adult education theories as the background. The anthropological approaches to the didactic interaction with adults will be examined, as well as the didactical consequences of these approaches. Except historical, philosophical and anthropological basis of teaching theories, psychological approaches will be highlighted as the main starting point to the understanding of the learning process of adults and implications for the teaching. Unlike traditional didactic theories, the seminar will address the post-modern theories and the theoretical background of modern methods of planning and running a didactic interaction with adults, with the aim of facilitating the adults' learning. The practical experiences and situations will be used, analysed and reflected from the theoretical points of view.

At the end of the seminar, the students will be able to:

- understand the historical roots of different approaches to teaching theories
- explain different terms related to teaching and learning of adults
- distinguish different approaches and streams in teaching theory,
- describe the main philosophical and psychological approaches to learning and teaching of adults
- describe different theories of teaching and their relationship to concepts of learning
- understand, plan and analyze adult education situations from a theoretical point of view.

Literature

- Illeris, Knud: The three dimensions of Learning; Roskilde University Press, 2002.
- Jarvis, Peter: Theory and practice of teaching. London: Routledge 2002, 2006.
- Knowles, Malcolm S.; Holton III, Elwood F.; Swanson, Richard A.: The Adult Learner. San Diego: Elsevier, 2005, pp. 73-114.

- Pratt, Daniel D.; Nesbit, Tom: Discourses and Cultures of Teaching. In: Arthur L. Wilson (ed.): Handbook of Adult And Continuing Education. San Francisco LA: Jossey-Bass 2000, pp. 117-131.
- Rogers, AŞ: Teaching adults, Open University Press, Philadelphia, 2002
- Stephen D. Brookfield; The Power of Critical Theory: Liberating Adult Learning and Teaching
- Edited by Sharan B. Merriam The New Update on Adult Learning Theory: New Directions for Adult and Continuing Education, No. 89
- Sharan B Merriam, Rosemary S Caffarella, Raymond J Wlodkowski Adult Learning: Theories, Principles and Applications....
- John L. Elias, Sharan B. Merriam, Philosophical Foundations of Adult Education...

Dr. Katarina Popovic
Competence and Competence Development (2 ECTS) (online seminar)

Time/Place:

online seminar, online dates will be announced

Internal Allocation: EW:EB/ EAE M.A, 4b

Aims and objectives of the course

This seminar belongs to the study unit "Competence and Competence- Development" within the EMAE. Competence has become a key concept in political, scientific and practical education discussions. It is used as a headword in publications, at conferences and congresses: it dominates strategy papers and practical concepts; it is the standard bearer and point of crystallisation for sometimes bitterly fought differences of opinion. Competence and/or developing competence is competing with the old customary concepts like "education", "learning", "qualification" and "human capital" and is sometimes used as a counter-concept or synonym.

What is in the Seminar?

This seminar focuses on both: competence and competence development. It approaches the topic of "competences" from several angles. It firstly provides scientific, secondly training policy and thirdly practical educational access to the theme:

- Education policy development guidelines and approaches
- Conceptual boundaries (qualification, competence, capability, knowledge etc)
- Various types of competence (subject, method, social competence, key competence etc)
- Conditions and forms of acquisition of competence

- Methods of recording competence

Literature

Literature and relevant material will be given during the online-Seminar via moodle-platform

Course requirements:

Active participation; assignment of exercises (guided by working material) and final presentation

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| <p>Dipl. Päd. Simone Müller Adult Learning and Consumption of Educational Goods (2ECTS)</p> |
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Time/Place:

12.12.2011-30.01.2012, Monday: 16.00-20.00 (fortnightly), The place will be announced soon.

Internal Allocation: MA: EAE Modul 5 c

Aims and objectives of the course

The overall aim of the course is to examine the role and status of adult learning in the context of contemporary European society, including European and national educational policies, business based approaches to the adult learning, and the impact of globalisation to it. The seminar will examine adult education as the “good” on a few historical examples and contemporary treatment of education in the policy development and on the free market. The relationship between education as the “good” and “value” will be examined. On the basis of European strategic documents, papers, resolution and communication, the role and “image” of adult learning will be examined, on the broad spectrum from “the highest value that should be available to everyone” till “one of the good that should be left to the free market”. The main issues in this context are “adult education and learning for the free market and employment” and “adult education and learning for the social inclusion”. The impact of globalisation and global crises to this approach will be analysed, especially on the idea of adult education as human right. Some international issue around adult learning and consumption of educational goods will be discussed, in the context of UNESCO and activities of other international “players.” Some aspects of the regional differences in the role and status of adult learning will be analysed, especially in the countries in transition, such as South-Eastern European countries. Further on, the focus will be on the different strategies used to engage adults in learning, and how they shape demand and supply in the modern European societies; it will look at groups under-represented in adult learning, the barriers to their participation, and how these can be overcome.

After the course, students will be able to:

- to define the central terms
- to develop the critical attitude and way of thinking towards different approaches, especially one-sided approaches to adult learning
- to understand and interpret the European policy of adult learning and education
- to recognize the regional differences in valuing adult education and learning

- to identify “good” and “value” approach to education in different contexts
- to identify main issues in the international debate about the value of adult learning
- to review and analyse strategies used to overcome barriers to learning

Literature:

- EC – Memorandum on LLL
- EC – Communication – It is never too late to learn
- EC – Communication – It is always good time to learn
- Lisbon strategy 2010
- Lisbon strategy 2020
- UNESCO Hamburg declaration
- UNESCO Belem Framework for action
- Articles on globalization

Dr. Esther Oliver
Policy of Demand (3ECTS)

Time/Place: The commencement dates will be announced soon.

Internal Allocation: MA EAE 5d

Enrolment:

Please enrol by writing an email to katrin.hey1@uni-due.de

Dipl. Päd. Katrin Heyl
Transnational Project (10ECTS) (online)

Time/Place:

The online dates will be announced soon.

Internal Allocation: MA: EAE Modul 9

Aims and objectives of the course

During the Transnational Project students are meant to collaborate in a multicultural context on the basis of practical work. The Transnational Project can be carried out either in form of a group project of students in the European Master in Adult Education or in the form of an internship in an adult education institution that is working internationally or is situated abroad.

The Transnational Project will be supported online on the moodle platform. There will also be preparation and evaluation meetings on campus.

The moodle course supports the Transnational Project work with:

- provision of information about project management
- provision of information on international communication
- support in the organisation of the project
- support during the project process
- support of the communication between fellow students

Small tasks will be included in the moodle course. Each Transnational Project has to be presented in a final report.

Remarks:

Please register on moodle until the beginning of winter-semester **11.10.2010** at the latest!

Please feel free to use the possibility for individual support within my consultation hour.

First preparatory meeting, Thursday, 8.7.2010, 14-16:00 there we will agree on the following appointments.

Katrin.Heyl@uni-due.de

Course Requirements:

Transnational Project planning and work, Completion of small tasks on moodle, Presentation and reflection of your project in the final report.