

Lectures and Seminars in English

Winter Semester 2012/2013

Dear Students,

In the following you can find our lectures offered in English language at the Faculty of Educational Science in winter semester 2012/2013.

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 2012/2013 of the Faculty of Education Sciences is provided in our Database LSF:

<http://lsf.uni-due.de/lrf/rds;jsessionid=8318C05106C0F1C0FF475889AEE24827.srv35app2?state=wtree&search=1&trex=step&root120122=91685|95629|91978|95718&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
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Petr Novotny

Research Methods (3 ECTS) (online)

Time/Place:

Online Seminar, 15.10.2012-08.02.2013

Face-to-face meeting: 23.01.2012, 10.00-14.00, Westadttuerme, Room WST. A.12.04

24.01.2013, 10.00-14.00, Westadttuerme, Room:WST B.02.02.

Internal Allocation: MA: EAE Modul 3d

Content

In this course, students will achieve knowledge and skills which allow them to participate in academically oriented research as well as to apply research methods in development in the field of adult education. This course enables the students to understand the process of empirical scholarly attitude to reality. It examines the difference between the qualitative and quantitative research and provides students with basic insight into the pros and cons of various methodological procedures, their validity and reliability. At the end of the course students should be able: to critically evaluate adequacy of the research design; to evaluate methodological relevance of the research; and to apply the achieved knowledge into their own research activities.

The course consists of two main topics: 1. general research methodology and research designs and 2. specific methodological questions of research in adult education.

Structure

I. General research methodology

1. The practice of Social research: model of research, data, data analysis. Process of empirical research. Theoretical methods.
2. Purposes of research – stadium conducted researches.
3. Research problems. Main research designs: survey, experimental research, action research, testing etc.
4. Research questions. Hypothesis, verification and falsification of hypotheses.
5. Methods, participants.
6. Operationalization. Instruments and procedures.
7. Data collecting. Measurement, validity and reliability.
8. Data analysis. Statistical testing.
9. Research report.

II. Specific methodological questions of research in adult education

1. Operationalization of key concepts in adult education.

2. Contemporary trends in research on adult education and main areas of research in adult education.
3. National and international structures for support of research in adult education.

Literature:

Cohen, L., L.Manion, K.Morrison. (2000). Research Methods in Education. 5th ed. London, New York: Routledge Falmer.

Creswell, J.W. (1994). Research Design – Qualitative and Quantitative Approaches. Thousand Oaks: Sage.

Enrolment:

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

Dr. Prasad Reddy
Adult Learning and Consumption of Educational Goods (2ECTS)
(online)

Time/Place:

08.02.2013, 10.00-14.00, Weststadtuerme, Room WST. C.02.12

Content

Aims and objectives of the course

The overall aim of the course is to examine local and national, business and community-based strategies used to engage adults in learning, and how they shape demand and supply; it will look at groups under-represented in adult learning, the barriers to their participation, and how these can be overcome.

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. Approach to adult education as “capability enhancing (Amartya Sen)” vs “competence development” will be discussed. Further on, the focus will be on the different strategies used to engage adults in learning. It will look at groups under-represented in adult learning (esp. Migrants), the barriers to their participation, and how these can be overcome. As part of the course the students will reflect and develop strategies to implement strategies of Inclusive Adult education on the basis of a Matrix of Indicators of Inclusion.

Certain international issues around adult learning and consumption of educational goods will be discussed, in the context of UNESCO and activities of other international “players.” 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 aspects of the regional differences in the role and status of adult learning will be analysed, especially in the “global” southern countries (esp. India).

Competences

After completing the course of study, students should be able:

- 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

Student tasks

- Students will be expected to undertake reading, research and identify practical examples to explore the themes raised in the discussions
- Students will be asked to prepare a learning log, to reflect on their reading, research and seminar discussions
- Participants will work in teams to prepare introductions to seminar sessions
- Students will submit evidence of their own choosing (including distillations of learning log reflections) to demonstrate competence in the core competences to be covered in the course;
- and participate actively in group work

Literature

Bhola, H.S. (1997.). ‘Transnational forces and national realities of adult basic education and training’ *Convergence*, vol. XXX, no.2/3, pp. 41-50

Clark, D(2010). *The Capability Approach: Its development, Critiques and Recent Advancements*. <http://www.gprg.org/pubs/workingpapers/pdfs/gprg-wps-032.pdf>

Delors, J (Chair) (1996). *The treasure within UNESCO*

European Association of Education for Adults (2006). *Adult*

Internal Allocation: MA: EAE Modul 5 c

Enrolment

Please enrol by writing an E-mail to Dr. Prasad Reddy: E-mail: reddy@online.de

Dipl. Päd. Daniel Kober

Policy of Demand (3ECTS)

Time/Place:

25.01.-27.01.2013, 10.00-18.00, Weststadttuerme, Room WST C 02.11

Content

This course Policy of Demand is addressed to provide to the students and specialist audiences knowledge and material for discussion and further exploration of the reality of the policy of demand in adult education from an international perspective. The main topics to be addressed are focused on policy aspects to be considered in adult education, including different approaches to adult education policy, different methods and tools of intervention and the evaluation and analysis of their impact. Other interesting elements for students are the identification of areas which required further development as well as the understanding between the definition of educational policies, mainly at the European level, and its development.

According to the Study Unit defined in the “Core Curriculum” of the European Master in Adult Education (Author: Paolo Federighi), the content includes the following sections:

1. Market and policy measures
2. Measures for expressing the educational demand: places and time
3. Redistribution of financial resources for learning
4. Individual freedom of choice

Literature

Articles retrieved from the Journal Citation Report

European Commission, DG Education and Culture, Lifelong Learning Policy, Adult Learning:
http://ec.europa.eu/education/lifelong-learning-policy/doc58_en.htm

Jarvis, P. (Ed.) (2009). The Routledge International Handbook of Lifelong Learning. London, New York: Routledge.

Internal Allocation: MA EAE 5d

Enrolment:

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