

Lectures and Seminars in English

Summer Semester 2012

Dear Students,

In the following you can find our lectures offered in English language at the Faculty of Educational Science in summer semester 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 summer semester 2012 of the Faculty of Education Sciences is provided in our Database LSF:

<https://lsf.uni-due.de/lsf/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

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Faculty of Educational Science
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Dr. Simona Sava

Needs Analysis/Programme Planning (2 ECTS) online seminar

Time/Place:

10.04.2012-19.07.2012

Face-to-face meeting: 15.06.2012, 10.00-18.00, Weststadttuerme, Room WST.A.14.10

Internal Allocation: MA: EAE Modul 6b

Content:

The seminar on Need Analysis and Program Planning deals with the relevance of identifying the right educational need for a tailored program planning.

This seminar is aimed at giving the background of the discussions about what it is an individual learning need and its difference with organizational qualification needs. It presents methods of need analysis in adult education. Furthermore the interpretation of data and into planning information will be discussed. Starting from the identified needs, will be presented the further steps in planning an educational program for the respective target group. After the seminar, students will be able: to assess the relevance of needs analysis within program planning in AE to distinguish between the different levels of identifying needs (eg. will know the difference between organizational qualification needs and individual learning needs and its implication on marketing strategies), and follow the steps of the process of evaluating the learning needs apply different methods and instruments to evaluate the needs, competences and performances of the targeted group of adults.

know about the advantages and disadvantages, problems and possibilities of methods for need analysis know how to transform systematically acquired data into relevant information for market orientated strategic program planning applying the interactive model of program planning, following the necessary steps. • Furthermore, the students will plan a program that will fulfill the learning needs of the group of adults chosen.

Literature:

Altschuld, J. W., Witkin, B.R. (2000): From Needs Assessment to Action: Transforming Needs into Solution Strategies. Thousand Oaks, CA.

Caffarella, R. (2002): Planning programs for adult learners, 2nd ed. Jossey-Bass New-York;

Phillips, J., Holton E. (eds), (1995): Conducting needs assessment, American Society for Training and Development. Alexandria, Virginia Sava S. (2003), Preparation of the structure of the course, în H. Danihelkova (coord.), Management and Evaluation of the Course, Ed. Repronis, Ostrava, pp.60-79.

Witkin, B.R./Altschuld, J.W. (1995): Planning and Conducting Needs Assessments: A Practical Guide. Thousand Oaks, CA.

Enrolment: Please enrol by writing an email to katrin.kaczmarek@uni-due.de or daniel.kober@uni-due.de

Prof. Dr. Katarina Popovic

Theories of Adult Education (3 ECTS) (online seminar)

Time/Place:

Online Seminar 10.04.2012-19.07.2012

Face-to-face meeting: 13.07.-15.07.2012, Weststadttuerme, Room WST A.14.10

Internal Allocation: MA: EAE Modul 2d

Content

The seminar deals with different theoretical approaches on adult teaching and learning – historical and contemporary ones, gives an overview of existing approaches and of various tendencies to conceptualize a new adult education theory.

- The seminar will first explore the European roots of adult teaching and philosophical approaches to it through several most influential thinkers, philosophers and pedagogues. Except historical - philosophical, anthropological and psychological approaches basis of adult education theories will be highlighted. The combination of biographical approach (ideas of influential personalities) and epochal approach will be used (analyse of main characteristics of adult teaching and education in different historical contexts). The modern history of organized adult education will be in focus and its origins explored, as the background for different movements aiming theoretical conceptualisation of adult education theories (religious thoughts and Christian-inspired and motivated education; Working-class movement, industrialization and education with social goals; Enlightenment philosophy, culture, humanism and intellectualism; Vocational education of craftsmen and peasant, training in guilds). Further on, the seminar will explore some of general philosophical streams and applies them on the field of adult education, using the most known and used classification of that kind - the one from Elias & Merriam: liberal, behaviourist, progressive, humanistic, radical and constructivist philosophy and/or five orientations to learning.

Three main learning theories and their influence to theoretical conceptualisation of adult education will be examined: behaviourism, cognitivism and constructivism.

The seminar will also use comparative approach to examine similarities and differences between ideas and theories, using various criteria for comparison – educational aims, areas of education, content, methods, type of provision, target groups etc. Some other typologies of adult education will be analysed, such as Bryson's, Siebert's. Further on the concept of andragogy will be examined (and the historical concept of andragology) – as different from pedagogy of adults, as approach of independent theory of adult education. In that context the contemporary authors whose ideas are shaping the modern approach to adult education theories will be analysed (such as Kolb, Mezirow, Brookfield). The modern approaches and authors will be the basis for the reflection on implications of theories on several practical aspects of adult education.

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

- understand the historical roots of different approaches to adult education theories
- explain different terms related to adult education and teaching theories, distinguish different approaches and streams in adult education and teaching theories,
- describe the main philosophical and psychological approaches to adult education, learning and teaching of adults,
- reflect their own theoretical approach and implicit theory of adult teaching, learning and education,

- understand and analyze adult education situations from a point of view of different theoretical backgrounds.

Enrolment:

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Dipl. Päd. Daniel Kober

State and Market in Lifelong Learning in European Context (3 ECTS)

Time/Place:

10.04.-19.07.2012, 10.00-12.00, Weststadttuerme, Room: WST B. 02.12

Internal Allocation: MA: EAE Modul 5a

Content

will be published soon

Enrolment:

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