

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/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

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 Federighi European Strategies of Lifelong Learning (2 ECTS) (online seminar)

Time/Place:

Online Seminar 10.10.2011-30.01.2012

Face-to-face meeting: 14.01.2012, 10.00-16.00, Weststadttuerme, Room WST C.02.11

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

Petr Novotny

Research Methods (3 ECTS) (online)

Time/Place:

Online Seminar, 10.10.2011—30.01.2012

Face-to-face meeting: 16.01.2012, Weststadttuerme, Room: WST B. 02.02

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:

21.10.2011, 10.00-12.00, Weststadttuerme, Room WST. B02.02
13.01.2012: 10.00-16.00, Weststadttuerme, Room WST. B.02.02
20.01.2012, 10.00-16.00, Weststadttuerme, Room, WST. B02.02
27.01.2012, 10.00-16.00, Weststadttuerme, Room, WST. B02.02
03.02.2012, 10.00-16.00, Weststadttuerme, Room WST. B02.02

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...

Prof. Dr. Aleksandra Pejatrovic **Competence and Competence Development (2 ECTS)**

Time/Place:

14.11.2011, 12.00-14.00, Weststadttuerme, Room WST C.02.12

15.11.2012, 10.00-14.00, Weststadttuerme, Room

16.11.2011, 12.00-14.00, Weststadttuerme, Room

17.11.2011, 10.00-14.00, Weststadttuerme, Room: WST C02.12

18.11.2011, 10.00-18.00, Weststadttuerme, Room WST B 02.02

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

Aims and objectives of the course

The Course is consisting of three parts. **The first one** is: "Introduction" – Different concepts of competencies; Definitions of competencies (Personal approach; Technical-vocational approach; Educational approach; Generic approach); Different types of competencies (key competencies, generic competences, specific competences). The title of **second part** is "Competence development". It includes: Concept of Competency Based Education; How to teach competency – Didactical reduction and didactical reconstruction; Job description (Job Analysis, DACUM and Functional Analysis) as a base of the teaching process, EQF, The structure of outcomes orientated education and trainings... **The third part** is related to "The Competencies of Adult Educators – Different approaches and projects" – Professionalization of Adult Education; EMEA; Chair for Andragogy – Bamberg; ALPINE; The Swiss

model; Training of Trainers in Adult Education in Croatia; AGADE Project; TEACH; Flexi-Path Toolkit; etc.

The course will be a combination of lectures, presentations, discussions and workshops. Through these forms of work the students will be guided from theoretical analysis, over practical work on job descriptions and identification of competencies, to analysis of competencies on individual level as professional in the area of adult education.

Literature

B.J. Buiskool, S.D. Broek, J.A. van Lakerveld, G.K. Zarifis, M. Osborne; (2010); **Key competences for adult learning professionals**, Contribution to the development of a reference framework of key competences for adult learning professionals, Final report; Research voor Beleid, Zoetermeer; pp. 33 - 99

Despotović, M, (2010), **Razvoj kurikuluma u stručnom obrazovanju (Curriculum Development in Vocational Education)**, Univerzitet u Beogradu, Filozofski fakultet, Beograd, (translated parts)

Flexi-Path Toolkit, A Guide to Creating a Professional Portfolio to Demonstrate the High Level Competencies of Adult Educators, (2011), A Collaborative Project led by DiE Germany, Bonn

Reischmann, J, (2000), **Kako podučavati kompetenciju (How to Teach Competence)**, in: U. Gartenschlaeger, H. Hinzen (ed), *Perspektive i trendovi obrazovanja odraslih u Evropi*, Hrvatska zajednica pučkih otvorenih učilišta, Zagreb, (translated parts)

Key Competencies for Lifelong Learning, European Reference Framework, (2007), Office for Official Publications of the European Communities, Luxembourg

Medić, S, Ebner, R, Popović, K, (ed), (2010), **Adult Education: The Response to Global Crisis Strengths and Challenges of the Profession**, Department of Pedagogy and Andragogy, Faculty of Philosophy, University of Belgrade; Institute for Pedagogy and Andragogy, Faculty of Philosophy, University of Belgrade; European Association for Education of Adults, Brussels; Adult Education Society, Belgrade; Belgrade, pp. 73-80, 81-90, 127-149, 295-300, 323-335, 337-345, 347-359.

Remarks

Some of the listed chapters and articles will be used as the basic literature about competencies and some will be used as material for practical work during the course.

Dipl. Päd. Simone Müller

Adult Learning and Consumption of Educational Goods (2ECTS)

Time/Place:

12.10.2011-01.02.2012, Monday: 16.00-20.00 (fortnightly), Weststadttuerme, WST A.02.04

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

Time/Place:

18.10.2011, 10.00-13.00

22.11.2011, 10.00-13.00

13.12.2011, 10.00-13.00

Internal Allocation: MA: EAE Modul 5 c

Enrolment

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

Prof. Dr. Gisela Redondo
Policy of Demand (3ECTS) online seminar

Time/Place:

Online seminar

Face-to-face meeting: 12.01.2012, 10.00-14.00, 16.00-18.00, Weststadttuerme, Room WST C 02.11

Internal Allocation: MA EAE 5d

Enrolment:

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

N.N.

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.

Prof. Dr. Balázs Németh

Fields and Trends in Research Adult Education (2 ECTS) online

Time/Place:

Face-to-face meeting: Wednesday, 07.12.2011, 12.00 -18.00, the room will be announced soon

Internal Allocation: MA: EAE 3a

Dr. Zsuzsa Koltai

Methods in Adult Education (3,5 ECTS)

Time/Place:

07.11.2011,12.00-14.00, 16.00-18.00, Weststadttuerme, Room WST. A02.04

08.11.2011, 10.00-14.00, Room

09.11.2011, 12.00-18.00 Room

10.11.2011, 10.00-14.00,Weststadttuerme, WST C. 02.11

11.11.2011, 10.00-14.00, Weststadttuerme, WST B. 02.02

Internal Allocation: MA: EAE 4d

Aims and objectives of the course

The course focuses on the methods, tools and techniques employed in facilitating adult learning. Beyond providing a general introduction to the methodology of adult education the course will acquaint the students with the diverse adult education methods through the concrete example of museum learning.

Content outline and schedule:

07.11.2011., 12:00-14:00

Introduction

Understanding Adult Learners:

Adult versus child learners

Adult learning principles. Characteristics of adult learning and adult learners.

Learning styles of adult learners.

07.11.2011. 16:00-18:00

Motivation:

Learning and motivation. Motives of adult learners.

Models and techniques of motivation. Motivational strategies. Stimulation.

Competence-development:

The definition of competency. The core competencies. Competencies of the adult trainers/educators.

Methods of competence-development in the field of adult education

08.11.2011., 10:00-14:00

Characteristics of Adult Educators

Roles of adult educators

Competencies of adult educators

Train the trainer

Professional development

University trainings in adult education.

Curriculum and adult education:

The competency- based curriculum. Curriculum models.

Teaching /Learning strategies in the field of adult education I.:

Teacher-centered strategies (lecture, questioning techniques, etc.)

09.11.2011., 12:00-18:00

Teaching /Learning strategies in the field of adult education II.:

Cooperative Strategies (interactive techniques, discussion groups, group work, case study method, role-play, programmed fieldwork, cooperative learning, etc.)

Individual Learning Strategies (self-directed learning, self-development, coaching, mentoring, etc.)

Innovative learning methods in adult education

E-learning:

The use of e-tools in teaching and learning. Innovations in e-learning. Connections between e-living, e-communities and e-learning. The influence of the global technological developments on adult education. The methodological background of e-learning and virtual communication.

Evaluation:

Evaluation of learning outcomes

Evaluating the teaching style

10.11.2011., 10:00-14:00

Examining a special field of adult education: Adult education and museums

Museums and the post-modern/ learning society. Cultural and social roles of the museum nowadays.

Different theories on learning styles of adult learners (eg.: Kolb, Mumford) and theories of museum learning (eg: Falk & Dierking). The Constructivist Museum Education (Hein).

Attitudes and motivations of adult learners in the museum.

Targeting the diverse adult audiences of the museum: higher education students, families, divorced parents, active elderly, tourists, professionals, etc.

Methods and the practice of informal learning in museums. The interpretation. The variety of mediating techniques. Arguments on the interpretative role of the exhibitions. Labels, pathways and interactive museum education devices. The role of e-tools and e-education in museums.

11.11.2011., 10:00-14:00

Methods and the practice of nonformal learning in museums. Programs and program-series for adults.

Methods and the practice of formal learning in museums. Museum and internship. Museums as places for professional development. Further trainings for teachers and museum professionals offered by the museum.

Museums as places for intercultural dialogue. Cultural mediation in museums. Best practices from Europe.

Promoting active citizenship in museums.

Docent-pro

grams. Methodological background of the docent-training program.

European and American degree-programs and trainings in museum education.

Requirements:

Class attendance, active participation in class discussions, essay #1 (10-11 pages); group work

Method of evaluation:

Assignment 1.- Essay # 1: 50%

Assignment 2.- Group work: 40%

Participation, Discussion, Attendance: 10%

Assignment 1: Essay #1

Essay #1 presents the adult education methods and programs in a chosen museum. The overview has to contain the following:

Concerning informal learning:- interpretation techniques of the exhibition, analysis of the exhibition from educational perspectives: labels, panels, interactivity, pathways, dioramas, multimedia facilities.

Concerning nonformal learning: adult programming of the museum. Targeting diverse audiences. Methods and learning outcomes.

Concerning formal learning: docent-training program of the museum, internship opportunities if available, further training programs, connections with higher education institutions, the opportunities of professional development

Assignment 2: Group work

For Assignment 2 students will work in groups during the week of the seminar. Tasks for group work will be assigned in class.

Literature:

Hein, G. E. (1998): *Learning in the Museum*. New York: Routledge.

Jarvis, P.- Griffin, C. (2003): *Adult and Continuing Education. Major Themes in Education*. Volume IV. London-New York: Routledge.

Knoll, J. (1993): *Kurs- und Seminarmethoden: Ein Trainingsbuch zur Gestaltung von Kursen und Seminaren, Arbeits- und Gesprächskreisen*. Basel: Beltz Verlag.