

Lectures and Seminars in English

Winter Semester 2009/10

Dear Students,

In the following you can find our lectures offered in English language at the Faculty of Educational Science in winter semester 2009/10. 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 2009/10 of the Faculty of Education Sciences is provided in our Database LSF:

<http://lsf.uni-due.de/lsf/rds?state=wtree&search=1&trex=step&root120092=50788|52165&P.vx=kurz>

The Faculty of Education Sciences will move at the beginning of October 2009 into the “Weststadttürme” at Berliner Platz. This building is a 10 minutes walk away 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 this building at the beginning of October by asking the colleagues, which are mentioned as the enrolment-contacts in the commentaries below.

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

Regina Egetenmeyer

ERASMUS-Coordination
Faculty of Educational Science

regina.egetenmeyer@uni-due.de

Phone.: ++49 (0) 201 183-4529

International Course of Lectures Learning Cultures (in Combination with Lecture Essentials in Adult and Continuing Education) (2 ECTS)

Time/Place: On Campus Lecture; two-weekly on Tuesday 14:00 - 16:00: 03.11.09, 17.11., 01.12., 15.12.09, 12.01.10, 26.01.10/ Campus Essen, Room: Library Hall, Bibliothekssaal

Internal Allocation: MA-EAE 2a

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

Learning cultures are based on individual and collective images of learning. Those images are holistic and refer to the whole context of learning.

In this international course of lectures, several European experts will give an insight in the learning culture of their countries. Their definitions of learning cultures, concerning traditions, values, social and institutional frameworks will be presented with a particular focus on adult education.

Six European experts will inform about the developments of new learning cultures: what kind of new learning cultures can be observed? What are the new learning cultures especially in adult education? How does public policy promote new learning cultures? And which learning cultures are being promoted?

This International Course of Lecture and the seminar will be completed by an International Workshop. The workshop will take place at the Haus am Turm in Essen and will be attended by students and lecturers from the EMAE partner universities.

Further information will be provided at the beginning of October on <http://www.uni-due.de/eb-wb/icl.shtml>

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

**Prof. Dr. Ekkehard Nuisl von Rein, Dipl.-Päd. Katrin Heyl, Kirsten Mülheims, M.A.
Essentials in Adult and Continuing Education (2 ECTS)**

Time/Place: On Campus Lecture; two-weekly on Tuesday 14:00 - 16:00: 10.11.2009, 24.11.2009, 08.12.2009, 22.12.2009, 19.01.2010 plus Intensive Course: 5.-7. February 2009/Weststadttürme at Berliner Platz

Internal Allocation: MA: EAE 2a; E3

Learning cultures are based on individual and collective images of learning. Those images are holistic and refer to the whole context of learning.

This seminar completes the International Course of Lectures and will review and discuss the lectures of the experts. A focus will be put on what international perspectives can mean for the own work as an adult educator and for the professionalisation of adult education.

In the international course of lectures, several European experts will give an insight in the learning culture of their countries. Their definitions of learning cultures concerning traditions, values, social and institutional frameworks will be presented with a particular focus on adult education.

They will inform about the developments of new learning cultures: what kind of new learning cultures can be observed? What are the new learning cultures especially in adult education? How does public policy promote new learning cultures? And which learning cultures are being promoted?

This seminar and the International Course of Lecture will be completed by an International Workshop. The workshop will take place at the Haus am Turm in Essen and will be attended by students and lectures from the EMAE partner universities.

Enrolment: To visit the seminar it is necessary to visit the International Course of Lectures (see above)

Prof. Dr. Alan Tuckett

Human Capital, Social Capital and Identity Capital: Learning, work and worklessness (4 ECTS)

Time/Place: Thursday 16:00 - 18:00 starting from 15.10.2009/Weststadttürme, Berliner Platz

Internal Allocation: MA:EAE 6c, 7; Dipl.-Päd. H2; Ergänzungsbereich

Aims and objectives of the course

The overall aim of the course is to examine how alternative analyses of the role of education and training in securing economic prosperity, well-being and social cohesion affect policy and practice, and in particular:

- to understand the different approaches to lifelong learning promoted by the Organisation for Economic Co-operation and Development, the European Union and UNESCO
- to explore the relationship between human capital theory and human resource development practices at the level of enterprises,
- the influence of human capital theory on national skills policies,
- the emergence of alternate accounts of effective workplace learning
- and to consider how changing ideas about the balance between prosperity, community wellbeing and social inclusion influence policies both in workforce development and in programmes for unemployed adults.

Competences

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

- to define precisely the central terms
- to understand and evaluate different accounts of the role adult learning plays in fostering the development of human capital, social capital and identity capital
- to describe how an effective community of practice fosters learning
- to analyse the relationship between human capital theory, human resource development practices and public policy in different contexts
- to review effective strategies for combining economic prosperity and social inclusion in lifelong learning policies.

Content

1. Human capital. What are the principal characteristics of human capital theory? What is the place of human capital in business success in different types of organisation? How far have these changed over time? What forms of adult learning lead to an increase in human capital? Who owns increases in human capital?
2. National and transnational policy formation. What influence does human capital theory have on national and transnational policy formation? What are the principal characteristics of social and identity capital, and how far do national and transnational policies seek to strengthen them? What is the relative priority given to human, social and identity capital in different contexts.
3. What are communities of practice? How do they foster learning cultures? What are expansive and restrictive workplaces? How can tacit knowledge be shared more effectively with new entrants and with unemployed job seekers?

4. “Current thinking on development issues is going through a major intellectual and policy shift. Central to this change of mindset is the realization that reducing poverty in a sustainable way cannot be achieved by simply having high and sustained growth”.(ILO 2008) What is the relationship between increased prosperity, health and well-being? What policies best secure a narrowing of inequality and economic security and success in a rapidly changing external climate? And what implications do these policies have for the roles of professional teachers and trainers, and for their own formation?

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 3 of the core competences to be covered in the course, prepare a contribution to a debate on the themes of the course, and submit one sustained written paper.

Literature

- Baron, S, J Field and T Schuller (eds). Social capital: critical perspectives (2000)
- Becker, G. Human capital: A theoretical and empirical analysis, with special reference to education, U Chicago Press (1993)
- Bourdieu, P. The forms of capital <http://www.knowledgepolicy.com/2005/08/bourdieu-forms-of-capital.html> (1983)
- European Commission Making a European area of lifelong learning a reality http://ec.europa.eu/education/policies/lll/life/communication/com_en.pdf(2001)
- European Commission Action plan on adult learning: It's never too late to learn http://ec.europa.eu/education/policies/adult/com558_en.pdf (2006)
- European Commission Action plan on adult learning: It is always a good time to learn <http://eurlex.europa.eu/LexUriServ.do?uri=com2007:0558:FIN:EN:PDF> (2007)
- Felstead, A, Fuller,A, Jewson, N &Unwin,L Improving Working as Learning (Improving Learning) Routledge (2008)
- Field, J. Social capital and lifelong learning, Policy press (2005)
- E. Keep, K. Mayhew, J. Payne and C. Stasz (eds.), 2008. Education, Skills and The Economy: The Politics of Vocational Education and Training, Cheltenham: Edward Elgar.
- ILO Conclusions on skills for improved productivity, employment growth and development, International Labour Conference 2008 http://www.ilo.org/skills/what/pubs/lang--eng/docName-WCMS_103457/index.htm
- Lave, J., & Wenger, E. Communities of Practice: Learning, Meaning, and Identity Cambridge University Press.(1998)
- Leitch, Lord S, Prosperity for all: World class skills in a global economy, HM Treasury (2006)
- Marsick, V and K Watkins. Informal and incidental learning in the workplace Routledge (1990)
- OECD The well-being of nations: the role of human and social capital OECD (2001)
- OECD. Human capital: an insight, OECD (2007)
- Putnam, R. Bowling alone, Simon and Schuster (2000)
- Rubenson, K Lifelong learning: between humanism and global capitalism in Jarvis, P (ed)The Routledge international handbook of lifelong learning, Routledge(2009)
- Schuller,T, J Preston, C Hammond, A Brassett-Grundy, & J Bynner, The benefits of learning, Routledge Farmer (2004)

UNDP Human Development Indices A statistical update 2008
http://hdr.undp.org/en/media/HDI_2008_EN_Complete.pdf
Unwin, L Expanding workplace learning NIACE (2003)
Watkins, K.E and V Marsick. Trends in lifelong learning in the US workplace in Jarvis, P (ed) The Routledge international handbook of lifelong learning, Routledge (2009)
Wenger, E Communities of practice: an introduction <http://www.ewenger.com/theory/>
Wilkinson, R and Pickett, K. The spirit level, Penguin (2008)

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

Prof. Dr. Alan Tuckett
Needs, wants, demand and supply: Engaging adults in learning
(2 ECTS)

Time/Place: Tuesday 16:00 - 18:00, starting from 13.10.2009/Weststadttürme at Berliner Platz

Internal Allocation: MA:EAE 6c, 7; Dipl.-Päd. H2; Ergänzungsbereich

Aims and objectives of the course

The overall aim of the course is to examine how alternative analyses of the role of education and training in securing economic prosperity, well-being and social cohesion affect policy and practice, and in particular:

- to understand the different approaches to lifelong learning promoted by the Organisation for Economic Co-operation and Development, the European Union and UNESCO
- to explore the relationship between human capital theory and human resource development practices at the level of enterprises,
- the influence of human capital theory on national skills policies,
- the emergence of alternate accounts of effective workplace learning
- and to consider how changing ideas about the balance between prosperity, community wellbeing and social inclusion influence policies both in workforce development and in programmes for unemployed adults.

Competences

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

- to define precisely the central terms
- to understand and evaluate different accounts of the role adult learning plays in fostering the development of human capital, social capital and identity capital
- to describe how an effective community of practice fosters learning
- to analyse the relationship between human capital theory, human resource development practices and public policy in different contexts
- to review effective strategies for combining economic prosperity and social inclusion in lifelong learning policies.

Content

1. Human capital. What are the principal characteristics of human capital theory? What is the place of human capital in business success in different types of organisation? How far have these

- changed over time? What forms of adult learning lead to an increase in human capital? Who owns increases in human capital?
2. National and transnational policy formation. What influence does human capital theory have on national and transnational policy formation? What are the principal characteristics of social and identity capital, and how far do national and transnational policies seek to strengthen them? What is the relative priority given to human, social and identity capital in different contexts.
 3. What are communities of practice? How do they foster learning cultures? What are expansive and restrictive workplaces? How can tacit knowledge be shared more effectively with new entrants and with unemployed job seekers?
 4. "Current thinking on development issues is going through a major intellectual and policy shift. Central to this change of mindset is the realization that reducing poverty in a sustainable way cannot be achieved by simply having high and sustained growth".(ILO 2008) What is the relationship between increased prosperity, health and well-being? What policies best secure a narrowing of inequality and economic security and success in a rapidly changing external climate? And what implications do these policies have for the roles of professional teachers and trainers, and for their own formation?

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 3 of the core competences to be covered in the course, prepare a contribution to a debate on the themes of the course, and submit one sustained written paper.

Literature

- Baron, S, J Field and T Schuller (eds). Social capital: critical perspectives (2000)
- Becker, G. Human capital: A theoretical and empirical analysis, with special reference to education, U Chicago Press (1993)
- Bourdieu, P. The forms of capital <http://www.knowledgepolicy.com/2005/08/bourdieu-forms-of-capital.html> (1983)
- European Commission Making a European area of lifelong learning a reality http://ec.europa.eu/education/policies/lll/life/communication/com_en.pdf(2001)
- European Commission Action plan on adult learning: It's never too late to learn http://ec.europa.eu/education/policies/adult/com558_en.pdf (2006)
- European Commission Action plan on adult learning: It is always a good time to learn <http://eurlex.europa.eu/LexUriServ.do?uri=com2007:0558:FIN:EN:PDF> (2007)
- Felstead, A, Fuller,A, Jewson, N &Unwin,L Improving Working as Learning (Improving Learning) Routledge (2008)
- Field, J. Social capital and lifelong learning, Policy press (2005)
- E. Keep, K. Mayhew, J. Payne and C. Stasz (eds.), 2008. Education, Skills and The Economy: The Politics of Vocational Education and Training, Cheltenham: Edward Elgar.
- ILO Conclusions on skills for improved productivity, employment growth and development, International Labour Conference 2008 http://www.ilo.org/skills/what/pubs/lang--eng/docName-WCMS_103457/index.htm
- Lave, J., & Wenger, E. Communities of Practice: Learning, Meaning, and Identity Cambridge University Press.(1998)
- Leitch, Lord S, Prosperity for all: World class skills in a global economy, HM Treasury (2006)
- Marsick, V and K Watkins. Informal and incidental learning in the workplace Routledge (1990)

OECD The well-being of nations: the role of human and social capital OECD (2001)
OECD. Human capital: an insight, OECD (2007)
Putnam, R. Bowling alone, Simon and Schuster (2000)
Rubenson, K Lifelong learning: between humanism and global capitalism in Jarvis, P (ed)The Routledge international handbook of lifelong learning, Routledge(2009)
Schuller,T, J Preston, C Hammond, A Brassett-Grundy, & J Bynner, The benefits of learning, Routledge Farmer (2004)
UNDP Human Development Indices A statistical update 2008
http://hdr.undp.org/en/media/HDI_2008_EN_Complete.pdf
Unwin,L Expanding workplace learning NIACE (2003)
Watkins, K.E and V Marsick. Trends in lifelong learning in the US workplace in Jarvis, P (ed)The Routledge international handbook of lifelong learning, Routledge(2009)
Wenger, E Communities of practice: an introduction <http://www.ewenger.com/theory/>
Wilkinson, R and Pickett,K. The spirit level,Penguin (2008)

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

Prof. Dr. Alan Tuckett
Reading the world: Adult Learning, advocacy and social change
(3 ECTS)

Time/Place: Thursday 10.00-12.00, Beginning: 15.10.2009/Weststadttürme at Berliner Platz

Internal Allocation: MA:EAE 5d, 7; Dipl.-Päd. H14; Ergänzungsbereich

Aims and objectives of the course

The overall aim of the course is to examine how adults make use of learning to promote and secure social change; it will examine the relationship between popular and social movements and structured adult learning; the role of non-government organisations and advocacy bodies, and their impact on public policy formation; and will review the comparative strengths of different approaches in overcoming inequality of outcomes and social exclusion.

Competences

After completing the course students should be able:

- to describe the key differences and similarities between popular education movements and structured adult education
- to analyse how social movements have used adult learning to secure social change
- to appraise the role of advocacy agencies in promoting the role adult learning can play in reducing inequality
- to consider the role of professional teachers and trainers in reducing inequality
- to describe the impact of different advocacy initiatives on public policy in different contexts and to judge their comparative strength

Content

The Welsh European adult educator Raymond Williams argued that adults turned to education at a time of social change to understand change, to be able to adapt to it, and to shape change. This course will explore how adults have combined to work through that process.

1. It will begin by reviewing the ideas of Freire and Boal, their impact on popular education initiatives in Latin America, and how they have influenced practice in Europe.
2. It will consider the relationship between adult education and the civil rights movement in the USA; the role of adult learning in the women's movement in Europe; in the gay rights movement, in securing workers' rights, and will consider the role of adult learning in the emergence and development of the World Social Forum
3. It will consider the role of advocacy bodies in contributing to the UN sequence of policy conferences from Rio and Beijing to CONFINTEA and Dakar; the role of national advocacy agencies in promoting the role of adult education as a tool for social change;
4. It will review the effectiveness of different advocacy strategies in building public support, and securing an impact on public policy, and the role teachers and trainers can play in helping adults, understand, adapt to, and shape change.
5. Finally, course participants will design an adult learning campaign, and the measures needed to secure support for it, to address a specific inequality.

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 through planning an adult learning campaign to mobilise learners and others to secure change, and submit one sustained written paper.

Literature

Archer, D and Costello, P Literacy and power Earthscan (1990)

Boal, A Theatre of the oppressed Pluto, (1984)

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

Freire, P Pedagogy of the oppressed Penguin (1970)

Freire, P Cultural action for freedom Penguin (1972)

Hall, B 'To change the world: adult learning and social movements' in Jarvis, P (ed) The Routledge international handbook of lifelong learning, Routledge(2009)

Hill, R. J. 'Activism as practice: Some Queer considerations'. In R. St. Clair & J. A. Sandlin (Eds.), Promoting critical practice in adult education Jossey-Bass.(2004)

Horton, M The long haul Teachers' College Press (1997)

Lovett, T Adult education, community development and the working class Ward Lock Educational, (1975)

McIlroy, J and Westwood,S. Border country: Raymond Williams in adult education NIACE (2003)

Newman, M Defining the enemy: Social action in adult education Stuart Victor publishing(1994 and 2007) – now downloadable at http://www.michaelnewman.info/docs/defining_the_enemy.pdf

Newman, M Teaching defiance Jossey Bass 2006

Tanvir M. M. 'Beyond rhetoric: A recipe for civil society action on literacy Convergence vol XL Nos 3-4 (2007)

Thompson, J Learning liberation: women's responses to men's education Taylor and Francis (1983)

Tuckett, A 'Advocacy: making the case for adult learners' Convergence vol XXXV no 1 (2002)
Tuckett, A Making it different University of Leeds (2003)
Tuckett, A 'They march you up to the top of the hill, and they march you down again: Trends in adult learning in England' in Report 'Zeitschrift fur Weiterbildungsforschung 31 DVV (July 2008)
Tuckett, A 'Making the case for adult learning: the role of non-governmental organisations and networks' in Jarvis, P (ed) The Routledge international handbook of lifelong learning, Routledge (2009)
UNESCO CONFINTEA Hamburg declaration Paris (1997)

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

Prof. Dr. Eero Pantzar

Adult Education and Lifelong Learning in Finland (4 ECTS)

Time/Place: Thursday, 14.1.-4.2. 10-12, Intensive Phase: 18.2.2010, 9-17 h; 2.3.2010, 9-17 h, beginning: 14.1.2010/Weststadttürme at Berliner Platz

Internal Allocation: MA:EAE 5d, 7; Dipl.-Päd. H14; Ergänzungsbereich

Description of the Lecture

The aim of this course is to give a wide general view on Adult Education and Lifelong Learning in Finland. The essential content of this course deals with:

- European and Scandinavian roots of AE in Finland
- History of Adult Education in Finland
- Present day AE
- Ideology of Lifelong learning : Lifelong Education of 1960ies, Recurrent education of 1970ies and 1980ies, Modern Lifelong learning ideology and politics
- Future perspectives of AE and Lifelong Learning in Finland
- Roles and significance of different learning environments (formal, non-formal and informal) in learning of adults
- Horizontal and vertical integration of different learning environments

The single sessions of the course consists of the introductory lecture of the teacher and group discussions based on the text materials delivered to the students in advance.

After this course students should be able:

- To understand the development of AE in Finland
- To recognize the structure of system of AE in Finland
- To understand the nature and significance of different learning environments within lifelong learning,
- likewise understand the place and role of AE within horizontal and vertical integration of lifelong learning

Literature

Tuijnman, A. 1996: Lifelong learning for all: Meeting of the Education Committee at Ministerial level, 16-17 January 1996. Organisation for Economic Co-operation. OECD Publishing, 1996. ISBN9264148159

Dohmen, G. 1996. Lifelong learning – guidelines for a modern education policy. Federal Ministry of Education, Science and Technology, Bonn

Toiviainen T. (ed.) 1998. Responding to the Challenges of a Changing World: An Overview of Liberal Adult Education in Finland. ...

Peter Alheit et al. 2000 Lifelong learning inside and outside schools : contributions to the second European Conference on Lifelong Learning Bremen, 25-27 February 1999. Roskilde University, 2000

Jarvis, P. 2008: Democracy, lifelong learning and the learning society : active citizenship in a late modern age. London: Routledge

Ahonen, S & Rantala, J. 2001: Nordic lights : education for nation and civic society in the Nordic countries, 1850-2000 Helsinki : Finnish Literature Society

Morrissey, M. & Rousi, H. 1995 Issues of adult and occupational education in Ireland and Finland Helsinki : National Board of Education

Pantzar. E. et al. 2001 In search for a human-centred information society. Tampere University Press

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

Prof. Dr. Eero Pantzar
Global Perspectives on Adult Education and Learning (2 ECTS)

Time/Place: Tuesday, 12.1.-2.2.2010, 16-18 h, Intensive phase: 1. and 3.3.2010, 9-17 h, beginning: 13.1.2010/Weststadttürme at Berliner Platz

Internal Allocation: EAE 5c, Dipl. 3, Dipl. 8, Ergänzungsbereich

Description of the Lecture

This course deals with adult education and learning (AEL) in different countries. This theme will be approached from two perspectives. First it will offered general descriptions on AEL in various countries, in Europe and other continents. Secondly, within this course theories of comparative education research and global comparisons have an essential role. As basic material for descriptions and comparisons will be used the national and regional reports of AEL prepared for the Sixth International Conference on Adult Education (CONFINTEA VI)

Content

Main trends of comparative education theory and research
 AEL in industrialised and in develeoping countries
 Significance of cultural background in essence of adult education
 Global comparison of AEL: comparison between states; between supranational regions; between cultures:
 Educational Policy
 Quality of Education: institutional framework, particapation in AE (e.g. by gender, age, educational background, by ethnical background), status and training of adult education professionals,
 Research on AEL,
 Basic education and literacy

Structure of the course

I part (4 x 2 hours) Introductory lectures to main themes, by the professor , with group discussion (English; deutsch). For preparing discussion it will be delivered texts (English; Deutsch), in advance.

II part (intensive session, 8 hours) An international workshop with guest lectures and group discussions (English; Deutsch)
III part (intensive session, 8 hours) Evaluation of the parts I-II: open questions, learning results; challenges to AEL globally.

Literature

Elis, K. (Hg.) 2004 Bildungsreise - Reisebildung Wien : LIT-Verl., 2004.
Pantzar, E. (ed.) 2002 Perspectives on the age of the Information Society, Tampere University Press
E-learning: The Partnership Challenge, Paris 2001 OECD
Finger, M. & Asún, J. 2001 Adult Education at the Crossroads. London: Zed Books
Arnové, R. & Torres, C. (ed.) 1999 Comparative education: the dialectic of the global and the local. Lanham: Rowman & Littlefield
Pantzar, E. 1985 Comparative Adult Education. The Position of Adult Education Research. Recent Planning Work of Adult Education and Research in Finland. The Contents of Adult Education Research in Five Countries. In: Adult Education in Finland, vol. 22 no 3, pp. 2-36

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

Prof. Dr. Esther Oliver

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

Time/Place: Intensive Course: 26.-30.10.2009: 5 Session of 3-4 hours/ Time and Location will be published later. Further information can be asked at katrin.heyl@uni-due.de

Internal Allocation: MA-EAE 3a

This course Fields and Trends in Adult Education is addressed to provide to the students and specialist audiences knowledge and material for discussion and further exploration of the reality of researching in the field of AE from an international perspective. It will provide to the students a general overview of main research guidelines in the field of AE obtained from EU bodies, as well as a picture of the existing research in different fields of AE. Other interesting elements for students are the identification of fields and areas of research which required further developments, as well as the understanding of the relationship between the definition of educational policies, mainly at the European level, and the development of research projects and actions.

1. EU policy in Education and AE: links with Research opportunities on the field.
2. Main areas of Research in AE at the International level.
 - Research on Migration.
 - Research on Inclusion, Access and Participation.
 - Research on Professionals, Assessment and Counselling.
 - Research on Learning in the Workplace.
3. Trends in organisations related to AE from an international perspective.
 - International organisations in the field of AE.
 - Some main international topics today in the field of AE

Literature

Freire, P. (1970). Pedagogy of the Oppressed. London: Penguin Books.

Jarvis, P. (Ed.) (2009). The Routledge International Handbook of Lifelong Learning. London, New York: Routledge.
Merrill, B & West, L. (2009). Using Biographical Methos in Social Research. London: Sage.
Nuissl, E., Lattke, S. (Ed.). (2008). Qualifyng adult learning professionals in Europe. Bielefeld: W. Bertelsmann Verlag

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

Prof. Dr. Paolo Federighi

European Teaching Theories (3 ECTS)

Time/Place: First Meeting: 19.1.2009, 16-18 Uhr; 26.1.2009, 16-18 Uhr; 2.2.2009, 16-18 Uhr; 16.-17.2.2009, 9-18 Uhr/ Campus Essen, Room:

Internal Allocation: Dipl.-Päd.: H 12; MNE: C; MA: MA-EAE: 4a

The 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.

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

Dr. Anne Strauch

Competence and Competence Development (2 ECTS)

Time/Place: Online-Course from 9th Nov. 2009 until 5th Feb. 2009, On Campus Session on 29th January 2010, 9:00-16:00/Weststadttürme at Berliner Platz

Internal Allocation: MA-EAE 4b

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

Enrolment: The online-Seminar runs from 9th Nov. 2009 until 5th Feb. 2009 including one final on-campus session at 29th January 2010 (9.00 a.m. until 6.00 p.m.). If you want to participate please contact strauch@die-bonn.de until 1st Oct 2009.

Prof. Dr. Licinio Lima

European Strategies for Lifelong Learning – with Field Visit in Brussels (2ECTS)

Time/Place: Intensive Course with Field Visit 22.1.2009 & 22.2.-27.2.2009/Weststadttürme at Berliner Platz

Internal Allocation: MA:EAE 2b

22.02.2010- Essen: lecture 1 (9h-12h)

Introduction to the course

Basic concepts: politics, policies, strategies in education and LLL

Different levels of analysis: mega, macro, meso, micro

Basic texts: bibliography and policy papers

The globalisation process and the role of the international organisations in education: a “globally structured agenda” (R. Dale) and the case of the EU; the europeification of the national education policies

22.02.2010-Essen: lecture 2 (14h-17h)

From lifelong education to lifelong learning

Social policy models: social democratic, neo-liberal, critical (C. Griffin)

Social policy analysis: discourses and practices

Regulation and de-regulation processes of education: trans-national regulation, state regulation, meta-regulation/supervision, micro-regulation, regulation by the market

23.02.2010-Essen: lecture 3 (9h-12h)

A conceptual framework for the field visits to Brussels

International policy papers on LLL and its role (a global agenda?)

National, regional/local and organization policies and strategies: goals, concepts, legitimacies, target groups, pedagogic methods...)

The complex relations among the state, the market and the third sector

How to make questions

Preparation of the field visit to Brussels

23.02.2010-Travel to Brussels (afternoon)

24.02.2010-Brussels: guided tour (morning)

24.02.2010-Brussels: field visit I (14h-16h 30m)

-Free time

25.02.2010-Brussels: field visit II (morning)

25.02.2010-Brussels: field visit III (afternoon)

-lecture 4 (18h-19h 30m) field notes, key words and concepts, policy discourses; group analysis and discussion; preparation of the next day

26.02.2010-Brussels: field visit IV (morning)

26.02.2010-Travel back to Essen (afternoon)

27.02.2010-Essen: lecture 5 (9h-12h)

Brainstorming based on the field visits

Role-playing (3 groups)

“On the right hand of lifelong education”: presentation by the teacher

Evaluation of the course

Literature

Alheit, P. (1999). On a contradictory way to the “Learning Society”: a critical approach. *Studies in the Education of Adults*, 31 (1), 66-82.

Alheit, P. & Dausien, B. (2002). The “double face” of lifelong learning: two analytical perspectives on a “silent revolution”. *Studies in the Education of Adults*, 34 (1), 3-22.

Ball, S. J. (2007). *Education plc. Understanding private sector participation in public sector education*. London: Routledge

Beck, U. (1992). *Risk society: towards a new modernity*. London: Sage.

Boshier, R. (1998). Edgar Faure after 25 years: down but not out. In J. Holford, P. Jarvis & C. Griffin (Eds.). *International perspectives on lifelong learning*. Londres: Kogan Page, pp. 3-20.

Delors, J. (1996). *Learning: the treasure within*. Paris: UNESCO.

Faure, E. (1972). *Learning to be*. Paris. UNESCO.

- Griffin, C. (1999a). Lifelong learning and social democracy. *International Journal of Lifelong Education*, Vol. 18, n.º 5, pp. 329-342.
- Griffin, C. (1999b). Lifelong learning and welfare reform. *International Journal of Lifelong Education*, Vol. 18, n.º 6, pp. 431-452.
- Hake, B. J. (1998). Lifelong learning and the European Union: a critique from a “risk society” perspective. In J. Holford, P. Jarvis & C. Griffin (Eds.). *International perspectives on lifelong learning*. Londres: Kogan Page, pp. 32-43.
- Hake, B. J. (2006). Late modernity and learning society: problematic articulations between social arenas, organizations and individuals. In R.V.Castro, A.V.Sancho & P.Guimarães (Eds). *Adult education. New routes in a new landscape*. Braga: Unit for Adult Education of the University of Minho, 31-56.
- Holford, J., Jarvis, P. & Griffin, C. (Eds.) (1998). *International perspectives on lifelong learning*. London: Kogan Page.
- Jarvis, P. (2006). Globalisation, knowledge and lifelong learning. In R.V.Castro, A.V.Sancho & P.Guimarães (Eds). *Adult education. New routes in a new landscape*. Braga: Unit for Adult Education of the University of Minho, 15-30.
- Lima, L. C. (2003). Adult education as social policy: reforming and post-reforming strategies in Portugal. In S. Schmidt-Lauff (Ed.). *Adult education and lifelong learning*. Hamburg: Verlag Dr. Kovac, 133-144.
- Lima, L. C. (2006). Popular education: democratic theories, citizenship and the competitive market. In R.V.Castro, A.V.Sancho & P.Guimarães (Eds). *Adult education. New routes in a new landscape*. Braga: Unit for Adult Education of the University of Minho, 113-133.
- Lima, L. C. & Guimarães, P. (2004). *Perspectives on adult education in Portugal*. Braga: Unit for Adult Education of the University of Minho.
- O’Brien, M. & Penna, S. (1998). *Theorising welfare. Enlightenment and modern society*. London: Sage.
- Ritzer, G. (1993). *The McDonaldization of society*. Thousand Oaks: Pine Forge Press.
- Schmidt-Lauff, S. (Ed.) (2003). *Adult education and lifelong learning*. Hamburg: Verlag Dr. Kovac.
- Sennett, R. (1998). *The corrosion of character. The personal consequences of work in the new capitalism*. New York: Norton.
- Torres, C. A. & Teodoro, A. (Eds.) (2007). *Critique and utopia. New developments in the sociology of education in the twenty-first century*. Lanham, Maryland: Rowman & Littlefield.
- Whitty, G. (2002). *Making sense of education policy*. London: Paul Chapman.

Policy Papers and Studies

1. White Paper on Education and Training (EU/1995)
2. Learning: The treasure within (UNESCO/1996)
3. The Hamburg Declaration and the Agenda for the Future (UNESCO/1997)
4. A Memorandum on Lifelong Learning (EU/2000)
5. Making a European Area of Lifelong Learning a Reality (EU/2001)
6. Action Programme in the Field of Lifelong Learning (EP/2006)
7. Key Competences for Lifelong Learning (EP/2006)
8. Adult Learning: It is never too late to learn (EU/2006)
9. Adult Education Trends and Issues in Europe (EAEA/2006)
10. National Reports presented to CONFINTEA VI

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

Remarks: Before starting the Course students must read the two mentioned papers written by C.Griffin (1999a, 1999b) and the Report Adult Education Trends and Issues in Europe (EAEA, 2006). An introductory working session will be organised for the participants before the formal opening of the course by Kirsten Mülheims.

Dr. Frank Mertesdorf, Anthony Alport

The Language of Psychology (Motivation and Stress in School and at Work) (3 ECTS)

Time/Place: Wednesday 16:00 - 18:00/ Campus Essen, Room: R09 S05 B08

Internal Allocation: ESL: Modul 3.3,B2, UP: B2, MA EAE: Modul 7, BA:SA: Modul 15

Providing Incentives and Self - Actualisation
Achievement Motivation, Self Efficacy and Learning
Activation, Stimulation, Anxiety and Performance
Stress, Emotions, Performance and Health
Fatigue and Recuperation
Changes of Life Style against Stress

Students can obtain certificates (Leistungsnachweise) by presenting a seminar paper or delivering a written report on one topic.

Literature

Slavin, Robert E.: Educational Psychology (8. Edition). Allyn and Bacon (Boston, London) 2005
Taylor, Shelley: Health Psychology (6. Edition). McGraw-Hil (London) 2005
Weiten, Wayne: Psychology: Themes and Variations (6. Edition). Wadsworth Publishing 2003
Woolfolk, Anita: Educational Psychology (10. Edition). Allyn and Bacon (Boston, London) 2006

Enrolment: Over the online-enrolment system LSF: <http://lsf.uni-due.de/lsf/rds?state=verpublish&status=init&vmfile=no&publishid=121695&moduleCall=webInfo&publishConfFile=webInfo&publishSubDir=veranstaltung>, Enrolment Times: 19.9.2009, 8:00 till 27.9.2009, 22:00, later registration (in case there are free places): 2.10.2009, 8:00-9.10.2009, 22:00

Dipl.-Rel.päd. Julia Brodersen, Dr. Regina Egetenmeyer

History in Adult Education: national and international perspectives (2,5-5 ECTS)

Time/Place: Blended Learning Course, on campus meetings: 21.11.2009, 9-14 h; 5.12.2009, 9-14 h, 6.3.2010, 9-14 h/Weststadttürme at Berliner Platz

Internal Allocation: MA EW/WB: 15.2; MA EAE: 2c; Dipl.-Päd.: H 7; MNE: E

In the Blended-Learning Course will be discussed the new history of professionalization in adult education in Germany (since 50s). After a short inside into the older history in adult education, we will have a view on specific topics of the professionalization in adult education in Germany. Topics will be e.g. "Introduction-Courses for Adult Educators", "Job Descriptions for Adult Educators" or "Networking". We will work in the seminar with (translated) sources. To have an international perspective, there will be integrated videos with international colleagues.

The course will include three meetings (21.11.2009, 05.12.2009 und 06.03.2010). Between these meetings we will have an online-course on the Moodle-Plattform of the University of Duisburg-Essen. You will get an introduction to the Moodle-Plattform by the end of the first meeting. In the course we will primarily speak German, but most of the sources are translated into English.

Enrolment: Please enrol by writing an email until 26th October 2009 to sandra.rueffin@uni-due.de