

Lectures and Seminars in English

Summer Semester 2010

Dear Students,

In the following you can find our lectures offered in English language at the Faculty of Educational Science in summer semester 2010. 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 2010 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&root120101=67228|69022&P.vx=kurz>

The Faculty of Education Sciences has moved 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 the commentaries below.

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

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Prof. Dr. Véalerie Cohen- Scali
French system of education and training (4 ECTS)

Time/Place: Weekly on Tuesday 10:00 - 12:00: 20.04.2010- 21.07.2010
Campus Essen, Room: WST- A.02.04

Internal Allocation: MA: EAE Modul 5b

Aims and objectives of the course

The overall aim of the course is to examine how the French system of education and training has evolved for the last 15 years and how it works today taking into account all the current political and social challenges. It will allow students to have a good knowledge of the central French structures in the education, training and counselling domains. This course will help students to have a broad understanding of the French system in order they become able to exchange in the framework of European training projects.

Competences

After completing the course, students should be able:

- To describe the organisation of the French system of education, training and counselling.
- To identify the main actors to work with in this system
- To consider the main skills of the French trainers, teachers and counsellors.
- To exchange with these actors in the framework of European projects

Content

This seminar will first introduce the main evolutions regarding vocational training in France, along the 15 last years. Then a second part of the seminar will deal with the evolution of school and career counselling since this activity is becoming central for all the trainers of adults in France. The third part of the seminar will focus on the training, the skills and the work evolutions of the trainers of adults in France. Even if the course will mainly treat of the French system, the situation related to other European countries will be evoked as well.

Literature:

- Vocational education and training in France. Short description. CEDEFOP 2009
http://www.cephop.europa.eu/en/files/5190_EN.pdf.

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

Prof. Dr. Válerie Cohen- Scali

Identity, transitions and new carrier issues (3 ECTS)

Time/Place: Weekly on Wednesday 14:00 - 16:00: 14.04.2010- 21.07.2010
Campus Essen, Room: WST- B.02.02

Internal Allocation: MA: EAE Modul 7+ 8

Aims and objectives of the course

The aim of the course is to build an overview of the role of school to work and professional transitions, induced by the evolution of the work market on personal, social and professional identities. It is to analyze the effects of main unemployment and professional breaks for individuals regarding identity process. The aim of the course is to explore how training, education and counselling, can support the individual change within these transitions, regarding adolescents, young people, adults and senior workers.

Competences

After the course, students should be able:

- To define precisely the central terms
- To review and analyse identity strategies and their consequences on the career paths
- To take into account the role of the social representations for the individual changes
- To build links between the identity change, individual development and training and counselling needs.

Content

Nowadays, all along their career paths, a growing number of people have to cope with professional unintended breaks due to more precarious work situations. So the persons need to imagine new career possibilities, to look for new professional commitments for their future. These times of work transitions induce different identity change, which means the emergence of new social representations of work and of new self-perceptions. In its first part, the seminar will deal with the current context of employment in which these professional transitions are taking place. Then, different theoretical models of professional transitions will be evoked in order to highlight the identity change processes that will be introduced in the last part of the seminar.

Literature:

- Collin, A. & Young, R.A. (2000). *The Future of Career*. Cambridge : Cambridge University Press
- Savickas, M. & al. (2009). Life designing: a paradigm for career construction in the 21st century. *Journal of vocational behavior*, 75, 239-250.

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

Prof. Dr. Válerie Cohen- Scali

Organisations, groups and training (4 ECTS)

Time/Place: Weekly on Tuesday 16:00 - 18:00: 13.04.2010- 20.07.2010

Campus Essen, Room: WST- A.02.04

Internal Allocation: MA: EAE Modul 7+ 8

Aims and objectives of the course

The overall aim of the course is to examine the role of the social relationships in the organisations and groups and is to demonstrate that these relational dimensions have to be taken into account up-training sessions. It will look at the interactions and conflicts between sub-groups of organisations, and the psychological barriers to collective work. Another aim is to undertake in what conditions the psychosocial process play a role in individual and collective decisions.

Competences

After the course, students should be able:

- To identify the main evolutions of the social representations regarding the “man at work”
- To review the informal dimensions of the organisations and their effects in the daily work
- To take into account the main psychosocial process driving the life groups and relationships in the work context
- To produce adequate behaviours when leading meetings or groups facilitation.

Content

This seminar will deal with psychosocial analysis of two main contexts which must be taken into account in the framework of training of adults' activities: organizations and groups. A first part of the course will focused on organizations, particularly on their structure. Sociological and psychosocial models will be introduced in order to understand the current issues of training of adults in companies. We will introduce the organizational contexts of socialization and their effects on the newcomers and generally, on young adults integration. A second part of the course will concern the groups dynamics highlighted with a psychosocial point of view, as well as on the methods of meeting facilitation. Both parts of the course will help to analyze different dimensions of the organizational contexts in which the training of adults generally takes place.

Literature:

- Morrisson, E.W. (1993). Newcomer information seeking : exploring types , modes, sources and outcomes. *Academy of Management journal*, 3, 557-589.
- Pulakos, E.D, Arad, S., Donovan, M.A and Plamondon, K.E. (2000). Adaptability in the workplace: Development of a taxonomy of adaptative performance. *Journal of Applied Psychology*, 4, 612-624.

Dr. Simona Sava

Online: Needs Analysis/ Programme Planing (2 ECTS)

Internal Allocation: MA:EAE 6b, MA EB 19.3, Dipl.- Päd. H12

Aims and objectives of the course

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.

Competences

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 fulfil 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, in 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.

Conditions:

The course is open to students from different European universities. Transnational collaboration will be fostered and is very much appreciated. The course language is English. The course is offered online for about 6 weeks. The students 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.

Prof. Dr. Balázs Németh

Developing adult learning for active citizenship: A challenging aspect of ULLL (online+ one day on campus)

Time/Place: between 18th and 20th of May 2010 on day at the campus

Internal Allocation: EW:EB/ EAE M.A., Dipl. Päd. H7

Aims and objectives of the course

The roles of higher education change dramatically and should determine the quality development of educational services and actions towards both employability and active citizenship development through partnership building. In this workshop session, we will scrutinize how ULLL will be jointly focusing upon education, training, research within the organization, and, at the same time, reaching out for local and regional extramural co-operations for citizenship and governance empowerment. Local and regional identities are strongly depending on organizations of adult learning such as higher education institutions in new constructions and networking. HEIs, within the European context, should continue their strong role to promote citizenship and identity development in three ways of learning: - spreading knowledge upon citizenship and participation practices; - opening up participation through experimental situations of group- and self-identities; - promoting learning for citizenship. (Johnston, 2005). This lecture will be focusing on ULLL in the context of citizenship development referring to new roles for higher education.

Literature

- European Commission (2006) Adult learning: It is never too late to learn Brussels, 23.10.2006 COM(2006) 614 final
- Johnston, Rennie: A Framework for Developing Adult Learning for Active Citizenship In: Wildemeersch, D. – Stroobants, V. – Bron Jr., M. (eds.) (2005.) Active Citizenship and Multiple Identities. Peter Lang, Frankfurt am Main
- Baert, Herman: Reconstructing Active Citizenship. In: Schmidt-Lauff, S. (ed.) (2003) Adult Education and Lifelong Learning. Verlag Kovac, Berlin.
- Jansen, Theo: Citizenship, Identities and Adult Education. In: Schmidt-Lauff, S. (ed.) (2003) Adult Education and Lifelong Learning. Verlag Kovac, Berlin.
- UNESCO (1998) Mumbai statement on Lifelong Learning, Active Citizenship and the Reform of Higher Education. In: International Journal of Lifelong Education. Vol. 17.No. 6.
- UNESCO (2001.) The Cape Town Statement on Characteristic Elements of a Lifelong Learning Higher Education Institution. UNESCO UIE, Hamburg, 2001.
- Jarvis, Peter (2004) Lifelong Learning and Active Citizenship in a Global Society. JACE, NIACE-Leicester. Vol 10., No1.
- OECD IMHE-CERI (2007) Higher Education and Regions. Globally Competitive, Locally Engaged. OECD, Paris. p.40. upon Goddard and Chatterton (2003)
- Jarvis, Peter (2007) Globalisation, Lifelong Learning and the Learning Society. Routledge Falmer, London. Vol.2.
- Field, John (2007) Lifelong Learning and the New Educational Order. Trentham Books, Stoke on Trent.
- Blackmore, John (2001) Universities in crisis? Knowledge economies, emancipatory pedagogies, and the critical intellectual. Educational Theory, 51(3)

- Crowther, Jim - Martin, Ian – Shaw, Mae: Re-inventing the Civic Tradition: In and Against the State of Higher Education. In: R.V. de Castro, A.V. Sancho, P. Guimaraes (eds.) (2006) Adult Education. New Routes in a New Landscape. University of Minho, Braga.

Prof. Dr. Balázs Németh

The short History of Movements and Institutions of Hungarian Adult Education from 1850 to 1950 (online+ one day on campus)

Time/Place: between 18th and 20th of May 2010 on day at the campus

Internal Allocation: MA: EAE Modul 2c, EW:EB/ EAE M.A., Dipl.- Päd.

Aims and objectives of the course

The main purpose of the Lecture is to give an overview and short analysis of the movements and institutional development of Hungarian adult education from 1850 to 1950. I would like to point out some key factors of economic, political and societal changes which were reflected in the colourful life of adult and popular education. I will demonstrate how the institutional development of adult education was a signal of the emergence of a new/modern era.

Literature:

- Pöggeler, Franz: History of Adult Education. In. Tuijnman, Albert (ed.) (1996) International Encyclopaedia of Adult Education. Pergamon , Paris. Pp. 135-139.
- Steele, Tom (2007) Knowledge is Power. Peter LANG, Frankfurt am Main. 2007. Pp. 1-19, 249-256.
- Krajnc: Europe, Central-Eastern. In. Tuijnman, Albert (ed.) (1996) International Encyclopaedia of Adult Education. Pergamon , Paris. Pp. 777-780.
- Maróti, Andor: Hungary. In. Jarvis, Peter (ed.) (1992) Perspectives on Adult Education and Training in Europe. NIACE, Leicester. Pp. 74-89.
- Koltai, Dénes – Németh, Balázs: Social-based Adult Education. The Development of Workers' Education and Training in Pécs – Hungary at the Turn of the 19th and 20th Century. In. Németh, Balázs – Pöggeler, Franz (eds.) (2002) Ethics, Ideals and Ideologies in the History of Adult Education. Peter Lang, Frankfurt am Main. Pp. 343-347.
- Németh, Balázs: The Development of Adult Education and Its Training Institutions in Hungary since 1989. In. Cooke, Anthony – MacSween, Ann (eds.) (2000) The Rise and Fall of Adult Education Institutions and Movements. Peter Lang, Frankfurt am Main. Pp. 371-380.

Dr. Katarina Popovic

Theories of Adult Education

Time/Place:

- Friday 16.04.2010 9h- 17h – Room: Weststadttürme A.02.04
- Friday 07.05.2010 9h- 17h – Room: Weststadttürme A.02.04
- Saturday 17.04.2010 9h- 15h – Room: Weststadttürme A.02.04
- Saturday 08.05.2010 9h- 15h – Room: Weststadttürme A.02.04

Internal Allocation: MA EAE 6a, MAEB 19.1, Dipl. 15

Aims and objectives of the course

Lectures in April will offer an insight into the history of adult education theories. Topics like conceptions, goals, tasks, contents, individual and social role and importance of adult learning throughout the history will be explored. In the first part, the focus will be on ideas and conception in the deep history, and their reflexion on the practice of adult education.

The second part will deal with the conceptions and theories that are behind the big social movements in adult education (university extension, folk high school movement, Neue Richtung etc.) The students will be able to recognize the historical roots of the basic theoretical approaches of the modern ideas and practice of adult education.

Second part of the Lecture (7.-8.Mai) will focus on contemporary adult education theories, explaining the various phenomena in adult learning from the point of view of different theoretical approaches.

Literature:

- C. Hartley Grattan: In Quest of Knowledge, 1955.
- P. Jarvis, Adult and Continuing Education, 1990.
- F. Pöggeler, History of Adult Education, in: International Encyclopedia of Adult Education and Training, A. C. Tuijnman (Ed.), Pergamon, (Second edition) 1996.
- B. Nemeth, Poggeler, F. (eds.): Ethics, Ideals and Ideologies in the History of Adult Education, 2003.
- J. Olbrich, Geschichte der Erwachsenenbildung in Deutschland, 2001.
- K. Popovic, Some conceptions in the history of adult education, <http://www.eaea.org/index.php?k=11952>