

# **Lectures and Seminars in English**

**Summer Semester 2011**

# Dear Students,

In the following you can find our lectures offered in English language at the Faculty of Educational Science in summer semester 2011. 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 2011 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&root120111=76893|75764|79251|77579|78790&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 from Campus Essen. Several lectures in the Master-Courses are provided in this building. You will get further information on the concrete lecture rooms in the commentaries below.

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

Melanie Leung

ERASMUS-Coordinator  
Faculty of Educational Science  
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Phone: 0201-183 4529

## **Arne Carlsen**

### **International policies of adult education (2 ECTS)**

#### **Time/Place:**

02.05.2011, 16.00-18.00, Campus Essen, Room: WST A 02.04  
04.05.2011, 12.00-16.00, Campus Essen, Room: WST C 02.11  
16.05.2011, 16.00-18.00, Campus Essen, Room: WST. A 02.04  
18.05.2011, 12.00-16.00, Campus Essen, Room: WST. C 02.11'  
23.05.2011, 16.00-18.00, Campus Essen, Room: WST. A.02.04  
30.05.2011, 16.00-18.00, Campus Essen, Room: WST. A 02.04  
31.05.2011, 14.00-16.00, Campus Essen, Room: WST, B 02.02

**Internal Allocation:** MA: EAE Modul 2b,8

#### **Aims and objectives of the course**

- 2. May 16-18: Comparative studies in adult education policies
- 4. May 12-14 and 16-18: Development of adult education policies in the five Nordic countries
- 16. May 16-18: Development of adult education policy in OECD
- 18. May 12-14 and 16-18: Development of adult education policies in UNESCO
- 23. May 16-18: Development of adult education policies in the World Bank
- 30. May 16-18: OECD and World Bank perspectives
- 31. May 14-18: Development of adult education policies in Asia and in ASEM

This course will analyse the development of adult education policies in international organisations and in their interaction with the development at national level. This will be done in a comparative perspective.

After completing the course students should be able

- to understand the historical and ideological context of adult education
- to identify concepts of adult education in relation to international policies
- to analyse frameworks for education and social policy in relation to adults

#### **Literature:**

Egetenmeyer, R. and Nuissl Ekkehard (eds.), 2010. Teachers and Trainers in Adult and Lifelong Learning: Asian and European Perspectives. Frankfurt: Peter Lang. (223 pages)

Jarl Bengtsson (2010), National Strategies for Implementing Lifelong Learning. In Min and Qvortrup (eds.), Frameworks for Supporting Lifelong Learning. Beijing: Tong xin publisher.

**Enrolment:** Please enrol by writing an email to [guestchair@uni-due.de](mailto:guestchair@uni-due.de).

**Prof. Dr. Maria Slowey**

## **Theory of Adult Education (3 ECTS)**

### **Time/Place:**

21.06.2011, 16.00-19.00, Campus Essen, Room: WST B02.02  
23.06.2011, 12.00-14.00, Campus Essen, Room: WST: A 02.04  
06.07.2011, 12.00-16.00, Campus Essen, Room: WST C02.11  
16.00-18.00, Campus Essen, Room: WST A 02.04  
  
13.07.2011, 12.00-16.00, Campus Essen, Room: WST C 02.11  
16.00-18.00, Campus Essen, Room: WST A 02.04  
20.07.2011, 12.00-18.00, Campus Essen, Room: WST C 02.12

**Internal Allocation:** MA: EAE Modul 2d

### **Content:**

This course introduces participants to the principal theoretical concepts underpinning adult education. In doing so, attention will be drawn to adult education as a contested field- both theoretically and empirically. To what extent can it be defined as a discipline? To what extent is it a social movement? Or, to what extent, is it primarily a field of practice? Do the distinctive claims associated with the adult education tradition retain validity in the light of contemporary developments associated with the 'networked society' the 'knowledge society': and the promulgation-through national and international policy discourse- of concepts such as continuing education and lifelong learning?

This course will explore these debates through an examination of the main analytic perspectives that constitute the foundations of the field of adult education.

The course adopts a comparative and socio-historical perspective: commencing with 18th century links to intellectual strands of thought -and action- associated with diverse social movements: political, feminist, agricultural, industrial, religious, educational and national.

### **Content outline**

Part I: Historical context

I.1 Exploration of 18th, 19th and early 20th century connections with enlightenment and reform movements: intellectual, political, feminist, religious, agricultural and industrial (including: the folkhighschool movement, workers' education, reading societies, mechanics institutes).

I.2 Bringing university study to the wider community: the origins of extra-mural work of Cambridge and Oxford in Britain, and university extension in the USA.

Part II: Theoretical perspectives

11.1 Emancipatory adult education Including: links to liberation movements; the women's movement; the labour movement; emergence of cultural studies; and community education.

II.2 Sociological Including: socio-demographic studies of adult learners; patterns of participation; issues of power, gender, status and knowledge; and biographical analysis. Also, the social organisation of learning and providers: including formal and non-formal; vocational education and work-based learning.

II.3 Experiential and psychological Including: experiential learning; andragogy; and, the notion of 'learning communities'. Brookfield's Critical Incident Questionnaire will be used in the class as an illustration of reflective practice emerging from adult education- in practice!

Part III: From 'adult education' to 'the education of adults'?

III.1 Critical policy analysis Including: national policy debates; governmental divisions of labour; and, the role of international and intergovernmental agencies such as UNESCO, OECD and the EU.

II.4 Contemporary developments Including: changing notions of public and private; connections with civil society and the public sphere; discourse analysis; the role of technology, the 'creative commons' and the 'networked society'.

III.4 The course will conclude with an exploration of current debates around contested notions of adult education.

### **Structure**

This course will mainly be delivered in two-hour sessions, including two on-line interactive sessions.

### **Student tasks and assessment**

Engagement:

Core reading list and reference materials are provided for this course. In addition to interpretations and critiques, students are encouraged to return to original sources. Students should become familiar with key concepts and are required to engage actively in both face-to-face sessions, and on-line.

Assignment A

Students are required to select for investigation either (a) a particular theoretical perspective, or (b) a particular historical period. In either case, they may choose to focus on their home country or internationally. This investigation will form the basis for an oral (and visual) presentation to the group.

Assignment b

Students are required to write an analytic essay drawing on relevant theoretical literature. (Maximum 4,000 words)

## **Literature:**

### **Selected reading**

Introductory text (available through Moodle): M. Slowey (2009) 'University adult continuing education- the extra-mural tradition revisited' in International Encyclopaedia of Education, 3rd edn, Oxford: Elsvier.

Guidance to the literature will be provided, along with reference to e-sources. Participants are encouraged to search original material.

### **Part I: Historical perspective**

Cunningham, P., Oosthuizen, S., and Taylor, R. (eds) (2010) *Beyond the Lecture Hall: universities and community engagement from the middle ages to the present day*, Cambridge: University of Cambridge Faculty of Education

Fieldhouse, R. (1996) *A History of Modern British Adult Education*, Leicester: National Institute of Adult Continuing Education.

Goldman, L. (1995) *Dons and Workers: Oxford Adult Education since 1850*, Oxford: Oxford University Press

Jarvis, P. (ed) (2001) *Twentieth Century Thinkers in Adult Education*, (2nd ed). London: Kogan Page

Jarvis, P. (2003) *Adult and continuing education: theory and practice* (3rd ed) London: Routledge

Poeggeler, F. (ed.) *The State and Adult Education*. Frankfurt: Verlag Peter Lang

Steele, T. (2007) *Knowledge is power! The rise and fall of European popular education movements:1848-1939*, Oxford: Peter Lang.

Tawney, R.H. (1964) *The Radical Tradition: Twelve Essays on Politics, Education and Literature*, Harmondsworth: Penguin,

### **Part II: Social science perspectives**

Aldridge, F. and Tuckett, A. (2009) *Narrowing Participation*, Leicester: National Institute of Adult Continuing Education.

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

Bourdieu, P. with Passeron, J-C. (1990) *Reproduction in Education, Society and Culture* (Theory, Culture and Society Series) London: Sage (Translated from French 1970)

Bourgeois, E., Duke, C., Guyot, J.L., and Merrill, B (1999) *The Adult University*, Buckingham: SRHE and Open University Press

- Brookfield, S. (1995) *Becoming a Critically Reflective Teacher*, San Francisco: Jossey-Bass
- Brookfield, S. (2010) *Radicalizing Learning: Adult Education for a Just World*, San Francisco: Jossey Bass
- Edwards, R., Nicoll, K., Solomon, N. and Usher, R. (2004). *Rhetoric and Educational Discourse: Persuasive Texts?* London: Routledge
- Edwards, R., Biesta, G. and Thorpe, M. (2009) (eds) *Rethinking Contexts for Learning and Teaching*, London: Routledge.
- Fenwick, T., & Edwards, R. (2010). *Actor-network Theory in Education*. London: Routledge
- Freire, P. (1970) *Pedagogy of the Oppressed*, Harmondsworth: Penguin
- Freire, P. (1972) *Cultural Action for Freedom*, Harmondsworth: Penguin
- Habermas, J. (1962) *Strukturwandel der Offenlichkeit*, Hermann Luchterhand Verlag, Darmstadt and Neuwied. English paperback translation,
- Habermas, J. (1992) *The Structural Transformation of the Public Sphere*, Cambridge: Polity Press
- Jarvis, P. (2004) *Adult Education and Lifelong Learning: Theory and Practice*, London: RoutledgeFalmer
- Jarvis, P. (ed) (2006) *From Adult Education to the Learning Society: 21 Years from the 'International Journal of Lifelong Education*, London: Routledge
- Jarvis, P. (ed) (2009) *The Routledge International Handbook of Lifelong Learning*, London: Routledge. (In particular chapters by K. Rubenson and A. Tuckett)
- Lave, J., and Wenger, E. (1983) *Communities of practice: learning, meaning and identity*, Cambridge: Cambridge University Press. Nesbit, T. (ed) *Class Concerns: Adult Education and Social Class*. *New Directions in Adult and Continuing Education*, No. 106, San Francisco: Jossey Bass.
- Rogers, A. (2002) *Teaching Adults* (3rd ed) Maidenhead: Open University Press.
- St.Clair, R. and Sandlin, J.A. (2004) *Promoting critical practice in adult education*, San Francisco: Jossey-Bass
- Sutherland, P. and Crowther, J. (eds) *Lifelong Learning: Concepts and Contexts*. London: RoutledgeFalmer.
- Taylor, R. (2000) 'Concepts of self-directed learning in higher education: re-establishing the demographic tradition', in J.Thompson, (ed) *Stretching the academy*, Leicester: NIACE.
- Taylor, R., Barr, J, and Steele, T. (2002) *For a radical higher education: after post-modernism*, Buckingham: SRHE/Open University Press. 68-79
- Thompson, J. (1983) *Learning Liberation: Women's Responses to Men's Education*, London: Taylor and Francis.

Watson, D. and Slowey, M. (eds) (2003) Higher Education and the Lifecourse, Maidenhead: SRHE and Open University Press.

### **Part III: Critical policy analysis**

Ball, S.J. (1994) Education reform: A critical and post-structural approach, Buckingham: Open University Press.

Desjardins, R., Rubenson, K., Milana, M. (2006) Unequal chances to participate in adult learning: international perspectives. Paris 2006 UNESCO: International Institute for Educational Planning <http://unesdoc.unesco.org/images/0014/001488/148815e.pdf>

European Commission (2001) Making a European area of lifelong learning a reality

EC (2006) Action Plan on Adult Learning: it's never too late to learn, Brussels: EC

Field, J. (2005) Social capital and lifelong learning, Bristol: Policy Press.

Field, J. (2006) Lifelong Learning and the New Educational Order, 2nd edition, Stoke on Trent: Trehtham.

OECD (1987) Adults in Higher Education, Paris: OECD

OECD (1996) Lifelong Learning for All, Paris: OECD.

UNESCO (1996) Learning: the treasure within (the "Delors Report") Paris: UNESCO

Rubenson, K. (ed) (2011) Adult Learning and Education, Academic Press.

Schuetze, H.G. and Slowey, M. (eds) (2000) Higher Education and Lifelong Learning: International Perspectives, London: Routledge.



**Prof. Dr. Alan Tuckett**

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

**Time/Place:**

28.06.2011, 12.00-14.00, Campus Essen, Room: WST A 02.04

14.00-16.00, Campus Essen, Room: WST B 02.02

29.06.2011, 12.00-18.00, Campus Essen, Room: WST C 02.11

01.07.2011, 10.00-14.00, Campus Essen, Room: WST C 02.11

14.00-16.00, Campus Essen, Room: WST A 02.04

**Internal Allocation:** MA: EAE Modul 5a

**Content**

The course will introduce students to the concepts underpinning the economics of adult education, and the tension between economic and social purposes in supporting adult education. Students will explore the extent to which conventional approaches to human capital formation are challenged by conceptions of social and identity capital. Students will explore the different role of individuals, enterprises and the state in shaping the provision of adult learning opportunities; they will compare different strategies employed in different European states, and examine the role of trans-national bodies in shaping provision. They will also consider the effectiveness of measures taken to overcome market failure – and to target under-represented groups.

**Literature:**

Becker GS Human Capital (1964); OECD Promoting Adult Learning(2005); Schuller T,and Watson D, Learning through Life (2009); Schuller,Bynner and Preston The Benefits of Learning (2004); Bellfield,C Economic Principles for Education (2000); Delors J Learning: The Treasure Within (1996); UNESCO, Global Report on Adult Learning and Education (2009); OECD Economics and finance of lifelong learning (2001); OECD Where are the resouces for lifelong learning? (2000); Country reports to CONFINTEA;

**Enrolment:**

Please enrol by writing an email to [katrin.hey@uni-due.de](mailto:katrin.hey@uni-due.de)

**Prof. Dr. Dr. h.c Ekkehard Nuissl von Rein**  
**Management in Adult Education**  
**(3 ECTS)**

**Time/Place:**

11.04.2011, 10.00-12.00, Campus Essen, Room: WST C 02.12

13.04.-13.07.2011, 10.00-12.00 (weekly), Campus Essen, Room, WST.C 02.12

**Internal Allocation:** MA:EAE 6a

**Aims and objectives of the course**

The seminar provides an overview of the scope of duties in the field of management in an institution for adult and continuing education. The needed qualifications, the problems of the connection of economy and pedagogy and the principles of leadership will be expounded.

**Literature**

FRIEDRICH, K., MEISEL, K., SCHULDT, H.-J.: Wirtschaftlichkeit in Weiterbildungseinrichtungen. Studentexte für Erwachsenenbildung, 3. Auflage, Bielefeld 2005

NUISSL, E.: Leitung von Weiterbildungseinrichtungen, Studentexte für Erwachsenenbildung, Frankfurt/M. 1998

SCHÖLL, I.: Weiterbildungsmarketing. Studentexte für Erwachsenenbildung, 2. Aufl., Frankfurt/M. 1997

**Dr. Simona Sava**

**Needs Analysis/Programme Planning (online+ one day on campus)  
(2 ECTS)**

**Time/Place:**

Online Phase starts on 4<sup>th</sup> April, 2011

Day on campus: **20.06.2011**, 10.00-12.00, Campus Essen, Room: WST C 02.11,  
**20.06.2011**, 12.00-18.00, Campus Essen, Room: WST A 02.04

**Internal Allocation: EW:EB/ EAE M.A., Modul 6b**

**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. 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

**Comment:**

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.

**Enrolment:**

Please enrol by writing an email to [katrin.heyhl@uni-due.de](mailto:katrin.heyhl@uni-due.de)

**Prof. Dr. Maria Slowey**  
**Equity and access for adult learners – sociological perspectives**  
**(5 ECTS)**

**Time/Place:**

18.07.2011, 10.00-16.00, Campus Essen, Room: WST C 02.12  
 27.07.2011, 10.00-14.00, Campus Essen, Room: WST C 02.12  
 18.08.2011, 10.00-16.00, Campus Essen, Room: WST C 02.11  
 19.08.2011, 10.00-16.00, Campus Essen, Room: WST C02.12

**Internal Allocation:** MA: EAE Modul 8

**Content:**

This research-based course explores the theoretical, policy and empirical issues relating to research on access and equity for adult learners in the context of globalisation. The course adopts a comparative perspective and focuses, in particular, on issues of access and equity in relation to higher education. In doing so, it brings together two somewhat disparate fields of research: adult education and higher education.

Despite the significant expansion of higher education across Europe and internationally, patterns of participation in post-school education continue to reflect deep socio-economic and other inequalities. In particular, opportunities for adult learners and part-time students remain marginal in many, if not most, systems.

Writing almost four decades ago, Burton Clark (1973) one of the foremost scholars in the field of higher education, warned against the dangers of two tendencies he discerned in research: one was towards what he termed the extremes of the 'intensive' approach, and the other towards the 'wandering' approach. In relation to the former, he expressed concern that that research on crucial issues- in particular, inequality, was in '... danger of an inbred tradition of work, with increasing tunnel vision riveted on the trivial'. In relation to the latter, his concern was that qualitative case studies might degenerate into 'a game of vignettes'- where it is more fun for the 'wandering analytical gypsy'

to find another interesting case study to explore, with a ‘...maximum of zig and zag, a minimum of accumulation, and even a reduction of scholarly discipline to journalistic play’.

Writing some three and a half decades later (2007), Clark’s critique had grown, if anything, stronger: he argued there was an acute disconnect between researchers and practitioners in higher education with researchers writing mainly for each other. ‘Early in their careers, they test hypotheses generated by a review of the literature. As they grow older, they aim to generate “theory” ensuring turgid prose’. (319) This critique, of course, carries echoes of the charge levied against much sociological research by C.Wright Mills (1959) between ‘useless universalism’ on the one hand, and ‘idiotic ideography’ on the other.

Using Clark’s dichotomy as a starting point, this course will examine the current conceptual and empirical state in relation research on issues of access and equity for adult learners. To what extent does this notion of disconnect resonate? Is some tension between research excellence and the pragmatic needs of policy and practice inevitable in an applied area such as adult education? What kinds of research might help bridge research, policy and practice divides to enhance equity?

Participants will proceed to develop a fully worked out research project proposal aimed at addressing a conceptual weakness or filling a major empirical gap.

### **Structure**

This course will be delivered through on-line collaborative learning using TOOL (Task Orientated On-line Learning) and an intensive Research Symposium.

### **Assessment**

Participants will complete two pieces of work for this course. Assignment A: an analytic literature review of a particular dimension of equity and access. (30%) Assignment B: a collaborative project the outcome of which will be presented in the form of a research proposal- elaborated with a full rationale, methodology, costings, outcomes and potential impact. (40% for teamwork, on-line engagement and presentation at a Research Symposium: 30% for individual written contribution).

The following guidelines for the on-line collaborative exercise are drawn from Oscaleil- Distance Education @ Dublin City University (Bachelor of Science Module- Cultures of Technology)

In your postings, you can agree or disagree with the statements in a debate topic (or statements made by another participant) but in each case you must support your arguments. Remember there is rarely a complete ‘right’ or ‘wrong’ answer in these types of topic area – rather the objective is to explore the topic in depth. Personal experience is valid (and welcome) but you should try to analyse your personal experience and, if appropriate, link it with the ideas from relevant literature.

While some of your contributions should be new contributions, most of your contributions should be replies to issues/questions raised by your fellow participants. In other words, the online discussion/debate should take on the format of a discussion (not a series of individuals making separate points).

Experience has shown that the participants who got most from engaging in the online discussion/debate are those who set out to learn about the topics under discussion (rather than those who see it an exercise in fulfilling the minimum contributions). In this context, it should be noted that a relevant, targeted question or even a question seeking clarification is often better than making a non-

original contribution that does not add to the discussion. Also, as noted above, personal experience is often a worthwhile contribution and point of departure for further discussion.

When possible, you should provide support for your opinions, for example, by referring to a piece of research in the area and quoting the conclusions/outcomes of the research. You should try not to repeat or paraphrase the contributions of another participant.

When you refer to a source, please give the full reference. The introduction of sources, other than those given in the Contextual Readings below, is strongly encouraged.

Some online debates can become rather complex, involved and even sometimes heated. Especially in these cases, please bear in mind the need for respectful communication with others- especially important when you disagree with their views!

### **Literature:**

Burawoy, M (2008) Open Letter to C. Wright Mills, *Antipode*, 40:3,365-375  
(<http://burawoy.berkeley.edu/PS/Open%20Letter%20to%20Mills.pdf> Accessed 17 April) Clark, B.R. (1973) 'Development of the Sociology of Higher Education', *Sociology of Education*, 46:2, 2-14

Clark, B. R. (2007) 'A Note on Pursuing Things that Work' in P. Gumport (ed) *Sociology of Higher Education: contributions and their contexts*, Baltimore: The Johns Hopkins University Press. 319-324  
Desjardins, R., Rubenson, K., Milana, M. (2006) Unequal chances to participate in adult learning: international perspectives. Paris 2006 UNESCO: International Institute for Educational Planning  
<http://unesdoc.unesco.org/images/0014/001488/148815e.pdf>

Healy, T. and Slowey, M. (2006) 'Social exclusion and adult engagement in lifelong learning – some comparative implications for European states based on Ireland's Celtic Tiger experience' *Compare: The Journal of Comparative Education*, Vol.36, No.3.

James. R. (2007) 'Social equity in a mass, globalised higher education environment: the unresolved issue of widening access to university', Faculty of Education Dean's Lecture Series, 18 September, University of Melbourne.

Marginson, S. (2007) 'The public/private divide in higher education. A global revision' *Higher Education*, 53:307-33

Morgan, M. and Slowey, M. 'Higher education in the broader educational landscape- widening the perspective on equity and access in Ireland' *Journal of Adult and Continuing Education* 15:2, pp204-219.

Schuetze, H. G. and Slowey, M. (eds) (2000) *Higher Education and Lifelong Learning: International Perspectives*, London: Routledge

Schuller, T. and Watson, D. (2010) *The Inquiry into the Future for Lifelong Learning*, Leicester: National Institute for Adult Continuing Education.

Thomas, L. (2001) *Widening Participation in Post-compulsory Education*, London: Continuum. Teaching and Learning Research Programme (TLRP) [tlrp.org](http://tlrp.org)

**Dr. Laura Malita**

**Methods and problems of online teaching  
(5 ECTS)**

**Time/Place:**

Thursday (weekly), 10.00-16.00, Campus Essen, Room: WST A 08.17

**Internal Allocation:** MA EAE Modul 8

**Aims and objectives of the course**

The seminar on Methods and problems of online teaching deals with practical approaches on teaching and learning using social media environments, especially free and developed as learning management systems, personal learning networks, personal & professional development planning or free social teaching and learning networks.

The possibilities for using social media tools both for learning and teaching purposes are vast. But by knowing the most suitable tools (which means keeping and benefit by continuously updated personal learning networks) teachers can really guide and engage students in creative ways, encouraging collaboration and inspiring discussion among students, even in an online environment. This seminar/workshop is aimed to provide some fresh introspection into the variety of social teaching and learning Web 2.0 tools in order to underline their benefits and capabilities for different educational purposes. Thus, by presenting new and trendy teaching and learning tools, applications and services like Facebook & Twitter (with a strong accent only on the educational features), but even Quora, Edmodo, Storify (which are a connection with the above two) or Edu20.org, Sophia, Collaborize or Udemy the teachers and learners could enhance their knowledge and skills about using social media for educational purposes.

Therefore, at the end of this seminar, both teachers and learners will be able to:

- distinguish different approaches in the teaching or learning process, according with different features of the presented applications,
- chose a specific method for teaching and learning according with different features of the presented applications,
- distinguish between both positive and negative aspects/characteristics of the presented applications
- Identify the proper tool in order to fit their purpose (engaging conversation and collaboration, establish group works, facilitate transparent assignments etc.)
- Plan their learning or professional development ePortfolio
- Benefit by an updated digital literacy culture in order to enhance those knowledge for future personal learning networks and purposes or professional development networks

Furthermore, they will be aware about the consequences of an improperly usage of social media tools for learning and teaching purposes and will be aware that teaching and learning are more than a proper skill, which requires permanent reflexion and a real lifelong update.

### **Literature:**

Faculty Focus. (2009). Twitter in Higher Education: Usage Habits and Trends of Today's College Faculty. Madge, C., Meek, J., Wellens, J., & Hooley, T. (2009). "Facebook," Social Integration and Informal Learning at University: "It is More for Socialising and Talking to Friends about Work than for Actually Doing Work". Learning, Media and Technology , 34 (2), 141-155. Malita L, Boffo, V. (2010). Digital storytelling for employability, Firenze University Press Malita L., Egetenmeyer R. (2010). Students' ePortfolio for entering into the labor market, Peter Lang Press, Frankfurt. Retrieved April 2011, from Faculty Focus: <http://www.scribd.com/doc/19253028> Peluchette, J., & Karl, K. (2010). Examining Students' Intended Image on Facebook: "What Were They Selwyn, N. (2009). Faceworking: Exploring Students' Education-Related Use of "Facebook". Learning, Media and Technology , 34 (2), 157-174 Thinking?". Journal of Education for Business , 85 (1), 30-37. Wankel, C. (2009). Management education using social media. Organization Management Journal , 6 (4), 251-262 West, A., Lewis, J., & Currie, P. (2009). Students' Facebook "Friends": Public and Private Spheres. Journal of Youth Studies , 12 (6), 615-627

### **Comment:**

The seminar/workshop will be available also online for future access. During the seminar/workshop, an online flow will be available for a direct and many-to-many communication, by using a special hashtag in Twitter. Therefore, during the seminar/workshop, the students and the teachers are strongly recommended to actively participate in all of the discussion tasks, sharing their findings and experiences.

### **Enrolment:**

Please enroll by writing an email to [katrin.heyl@uni-due.de](mailto:katrin.heyl@uni-due.de)