

# **Lectures and Seminars in English**

**Winter Semester 2010/2011**

# Dear Students,

In the following you can find our lectures offered in English language at the Faculty of Educational Science in winter semester 2010/2011. 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 winter semester 2010/2011 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&root120102=73855|70301&P.vx=kurz>

The Faculty of Educational Sciences has moved at the beginning of October 2009 into the “Weststadttürme” at Berliner Platz. This building is a 10 minutes walk from Campus Essen. Several lectures in the Master-Courses are provided in this building. You will get further information on the concrete lecture rooms in the commentaries below.

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

**Melanie Leung**

ERASMUS-Coordinator  
Faculty of Educational Science  
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**International Course of Lectures**  
**Networks in Adult Education. Cooperation on a regional, national and international level (2 ECTS)**

**Time/Place:** Wednesday 10.00-12.00, Library Hall, Bibliothekssaal, Campus Essen  
27.10.2010, 10.11.2010, 24.11.2010, 08.12.2010, 12.01.2011, 26.01.2011

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

**Content:**

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

In this international course of lectures, several experts will give an insight in their networks:

What are the tasks, aims and activities of the networks? Who are the members and how can they benefit? Furthermore the general importance of networks and their impacts will be discussed.

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

**Prof. Dr. Henning Salling Olesen**  
**Research Methods (3 ECTS)**

**Time/Place:**

19.10.2010, 12.00-14.00, Campus Essen, Room: WST. B02.02

08.11.2010, 10.00-17.00 Campus Essen, Room: WST. A.02.04

09.11.2010, 12.00-14.00, Campus Essen, Room: WST. B.02.02

25.01.2011, 08.00-10.00 and 12.00-14.00, Campus Essen, Room: WST. B02.02, 25.01.2011, 14.00-18.00, Campus Essen, Room: WST. C02.12

**Internal Allocation:** MA: EAE Modul 3d

**Content**

The course will provide introduction to research methodology and methods, supervision for students' own inquiries (definition of research questions, choice of methods, data collection) and finally data interpretation and discussion of findings.

1. Online introduction to research methodology and the seminar as a whole
2. Block seminar introducing and discussing research methodology and methods, preparing for students' own inquiries (November 11-12, adaptable)
3. Online guidance during your project work – using online conference tools which also allows interaction and discussion
4. Block seminar with interpretation workshops based on students' own inquiries (26.-28. January)

Working language will be English, but individual supervision can partly take place in German

### **Literature:**

- Uwe Flick: An introduction to qualitative research, 3rd ed.2006 (Sage) or
- Uwe Flick: Qualitative Forschung. Ein Handbuch. 6. Aufl., Reinbek bei Hamburg 2006
- Kirsten Weber/H.S.Olesen: Chasing Potentials for Adult Learning - Lifelong Learning in a Life History Perspective, in Zeitschrift für Qualitative Bildungs-, Beratungs- und Sozialforschung (ZBBS), 2, 2002, Leske+Budrich. Pg 283-300.

### **Enrolment:**

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

**Prof. Dr Licinio Lima**  
**European Strategies for Lifelong Learning including Field Excursion to Brussels (2 ECTS)**

### **Time/Place:**

04.02.2011, 10.00-16.00, Campus Essen, Room: WST. A.12.04  
 14.02.2011, 08.00-18.00, Campus Essen, Room: WST C.02.12  
 15.02.2011. 08.00-12.00, Campus Essen, Room: WST: C. 02.12  
**14.02.-19.02.2011 Field Excursion to Brussels**  
 19.02.2011, 10.00-18.00, Campus Essen, Room: WST C 02.12

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

### **Content**

#### **14.02.2011- 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.

#### **14.02.2011-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.

#### **15.02.2011-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.

#### **15.02.2011-Travel to Brussels (afternoon)**

#### **16.02.2011-Brussels: guided tour (morning)**

#### **16.02.2011-Brussels: field visit I (14h-16h 30m)**

-Free time

#### **17.02.2010-Brussels: field visit II (morning)**

#### **17.02.2010-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

#### **18.02.2010-Brussels: field visit IV (morning)**

#### **18.02.2010-Travel back to Essen (afternoon)**

#### **19.02.2010-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

**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. Katarina Popovic**  
**European Teaching Theories**  
**(3 ECTS)**

**Time/Place:**

02.11.2010-01-02.2011, 10.00-12.00 (weekly), Campus Essen, Room: WST. C02.11  
 07.12.2010, 08.30-10.00, Campus Essen, Room: WST. C02.11

**Internal Allocation:** MA:EAE 4a

**Aims and objectives of the course**

The seminar on European Teaching Theories deals with theoretical approaches on teaching and learning – historical and contemporary ones. This seminar focuses on the European roots of adult teaching and philosophical approaches to it, including adult education theories as the background. The anthropological approaches to the didactic interaction with adults will be examined, as well as the didactical consequences of these approaches. Except historical, philosophical and anthropological basis of teaching theories, psychological approaches will be highlighted as the main starting point to the understanding of the learning process of adults and implications for the teaching. Unlike traditional didactic theories, the seminar will address the post-modern theories and the theoretical background of modern methods of planning and running a didactic interaction with adults, with the aim of facilitating the adults' learning. The practical experiences and situations will be used, analysed and reflected from the theoretical points of view.

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

- understand the historical roots of different approaches to teaching theories
- explain different terms related to teaching and learning of adults
- distinguish different approaches and streams in teaching theory,
- describe the main philosophical and psychological approaches to learning and teaching of adults
- describe different theories of teaching and their relationship to concepts of learning

- understand, plan and analyze adult education situations from a theoretical point of view.

### **Literature**

- Illeris, Knud: The three dimensions of Learning; Roskilde University Press, 2002.
- Jarvis, Peter: Theory and practice of teaching. London: Routledge 2002, 2006.
- Knowles, Malcolm S.; Holton III, Elwood F.; Swanson, Richard A.: The Adult Learner. San Diego: Elsevier, 2005, pp. 73-114.
- Pratt, Daniel D.; Nesbit, Tom: Discourses and Cultures of Teaching. In: Arthur L. Wilson (ed.): Handbook of Adult And Continuing Education. San Francisco LA: Jossey-Bass 2000, pp. 117-131.
- Rogers, AŞ: Teaching adults, Open University Press, Philadelphia, 2002
- Stephen D. Brookfield; The Power of Critical Theory: Liberating Adult Learning and Teaching
- Edited by Sharan B. Merriam The New Update on Adult Learning Theory: New Directions for Adult and Continuing Education, No. 89
- Sharan B Merriam, Rosemary S Caffarella, Raymond J Wlodkowski Adult Learning: Theories, Principles and Applications....
- John L. Elias, Sharan B. Merriam, Philosophical Foundations of Adult Education

**Ruud Duvekot**

## **Competence and Competence Development (2 ECTS)**

**Time/Place:** online seminar, online dates will be announced

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

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

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

### **Literature**

Literature and relevant material will be given during the online-Seminar via moodle-platform

### **Course requirements:**

Active participation; assignment of exercises (guided by working material) and final presentation

**Dr. Katarina Popovic**

## **Adult Learning and Consumption of Educational Goods (2ECTS)**

### **Time/Place:**

3.11.2010-02.02.2011, 12.00-14.00 (weekly), Campus Essen, Room: WST C 02.12

1.12.2010, 14.00-16.00, Campus Essen, Room: WST B 02.02

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

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

The overall aim of the course is to examine the role and status of adult learning in the context of contemporary European society, including European and national educational policies, business based approaches to the adult learning, and the impact of globalisation to it. The seminar will examine adult education as the "good" on a few historical examples and contemporary treatment of education in the policy development and on the free market. The relationship between education as the "good" and "value" will be examined. On the basis of European strategic documents, papers, resolution and communication, the role and "image" of adult learning will be examined, on the broad spectrum from "the highest value that should be available to everyone" till "one of the good that should be left to the free market". The main issues in this context are "adult education and learning for the free market and employment" and "adult education and learning for the social inclusion". The impact of globalisation and global crises to this approach will be analysed, especially on the idea of adult education as human right. Some international issue around adult learning and consumption of educational goods will be discussed, in the context of UNESCO and activities of other international "players." Some aspects of the regional differences in the role and status of adult learning will be analysed, especially in the countries in transition, such as South-Eastern European countries. Further on, the focus will be on the

different strategies used to engage adults in learning, and how they shape demand and supply in the modern European societies; it will look at groups under-represented in adult learning, the barriers to their participation, and how these can be overcome.

After the course, students will be able to:

- to define the central terms
- to develop the critical attitude and way of thinking towards different approaches, especially one-sided approaches to adult learning
- to understand and interpret the European policy of adult learning and education
- to recognize the regional differences in valuing adult education and learning
- to identify “good” and “value” approach to education in different contexts
- to identify main issues in the international debate about the value of adult learning
- to review and analyse strategies used to overcome barriers to learning

**Literature:**

- EC – Memorandum on LLL
- EC – Communication – It is never too late to learn
- EC – Communication – It is always good time to learn
- Lisbon strategy 2010
- Lisbon strategy 2020
- UNESCO Hamburg declaration
- UNESCO Belem Framework for action
- Articles on globalization

**Dr. Prasad Reddy**  
**Policy of Demand (online) (3ECTS)**

**Time/Place:** 05.11.2010, 11.00-13.00, Campus Essen, Room: WST A02.04

**Internal Allocation:** MA EAE 5d

**Enrolment:**

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

**Dr. Katarina Popovic**

## **Adult Education in the Artistic Presentation (5ECTS)**

**Time/Place:**

03.11.2010-02.02.2011, 16.00-18.00 (weekly), Campus Essen, Room: WST B.02.02

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

**Aims and objectives of the course**

The seminar focus on a specific resource of information about various issues related to adult education, adult learning and teaching. Art is treated as the special way to express the attitude towards adult learning, to present the philosophical, anthropological and psychological approach adult learning and teaching. Certain movies, books/novels and paintings (historical and contemporary) will be taken as examples and analysed from various points of view:

- what they say about adult education in certain historical of geographical context
- how they understand the goal, purpose, meaning of adult education and learning - what is the value or danger in adult learning
- what is the content of adult learning (preferred, recommended, forbidden...) depicted in the single artistic presentation
- how the relationship between teacher and learner is presented
- how are the target groups (wanted or unwanted)

After the course, students will:

- be sensitised for the phenomena of adult learning, especially of non-formal and informal adult learning
- have sharpened "view" for adult education forms in the non-traditional settings
- be able to see and analyse single elements and issues related to adult education outside the educational context
- use art as the resource for the researches on adult education
- have deeper understanding of educational messages of artistic presentations
- apply adult education and adult teaching and learning theories to single situations, especially in nonformal and informal learning, and to non-traditional depictions, descriptions and interpretations

Students will be asked to pick up some movies, books/novels and paintings, to present and to interpret them with the group. They will be free to choose the epoch, genre, author... The focus to the view of education in the certain epoch, or through the certain genre or the depiction by the certain artistic mean is possible, therewith the group work/presentations also.