

Lectures and Seminars in English

Winter Semester 2014/15 at the Professorship
for Adult and Continuing Education

Dear Students,

In the following you can find our lectures offered in English language at the Professorship for Adult and Continuing Education in winter semester 2014/15. Many of the lectures are offered by international guest professors. So you will have the possibility to study in an international environment in Würzburg. Especially during the winter school you are going to have the opportunity to meet many international students from Europe!

As the number of our Incoming Students is still small, you will study in the courses of our guest lecturers 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.

You can apply for a study programme with ERASMUS or a bilateral study programme (please contact your international office on that) or as a FreeMover. As a FreeMover you can study one or two semesters at the University of Würzburg. After your stay you are going to receive a transcript of records, but are not able to earn any degree. Further information on the application process can be found at the [website](#) of our International Office. As many courses are still taught in German only each applicant needs to speak German at B2-level. Application deadline for the winter semester is 15 June, 2014.

Further information on our research and international projects can be found at our [website](#).

We are looking forward to welcoming you in Würzburg!

Prof. Dr. Regina Egetenmeyer, Professorship for Adult and Continuing Education

Contributions from the Learning Sciences to innovate in Adult Education: Dialogic Learning and the Cultural Intelligence of All Adults

Dr. Sandra Racionero-Plaza, Universitat Internacional de Catalunya, Spain

Allocation: Study Programme: Master Studies in Education with Emphasis on Adult and Continuing Education

Lecture 06-BM-2Ü1 | Educational Action in Adult and Continuing Education (2,5 ECTS)

This course will show the changes in the understanding of learning from the perspective of the learning sciences, a new research line that builds upon the contributions of multiple disciplines such as cognitive psychology, developmental science, linguistics, and sociology among others to develop profound scientific understandings of how people learn. Importantly, the course will be dedicated too to the most important implications of those changes in the scientific understanding of how people learn for the design of innovative learning environments in adult education. The course will focus particularly on the most influential conceptualization of learning today, i.e., dialogic learning, the idea that learning is improved when dialogue among learners is fostered. The principles for successful dialogic learning will be analyzed, referring to both the theories and research studies in the ground of each principle as well as we will discuss examples from schools around the world that are transferring this theory into practice successfully.

Regarding to the theoretical basis, the course will introduce the students and deepen into the dialogic turn of the learning sciences, focusing on the theories of learning and development that point to the characteristics of interaction processes that produce deep understandings of content knowledge as well as generate socio-cultural transformation of the context as well as personal transformations in the participants, even changing their developmental trajectories in positive ways.

In addition, the course will deepen into the notion of cultural intelligence of all adults, ending with the “deficit thinking” sometimes applied to adult learners with certain gender, academic, cultural and linguistic backgrounds. The course will share international cases of dialogic learning environments that capitalize upon the cultural intelligence of all adults, including that of the “Other Women” (non academic-women and women in other cultures) and adults from cultural and ethnic minorities, such as the Romà, and achieve excellence for all.

Successful Educational Actions in (Adult) Education: Women and Cultural Minorities

Dr. Sandra Racionero-Plaza, Universitat Internacional de Catalunya, Spain

Study Programme: Bachelor Studies in Education

Allocation: Lecture 06-PAF-LL | Studies in Fields of Pedagogical Work (10 ECTS)

This course presents the concept of Successful Educational Action (SEA), and its difference with “Good Practices” and “Best Practices” in education. The Successful Educational Actions (SEA) are actions which produce two results of the same time: they increase the academic achievement of all learners as well as they improve social cohesion in classrooms, schools and communities. The course will share the list of SEAs which were identified and deeply analyzed in the INCLUD-ED project (2006-2011), from the 6th Framework Programme of Research of the European Union. Concrete examples of those SEAs as they take place in successful schools around the world will be presented. Special attention will be paid to the SEAs related to adult education and those that engage adults in schools in ways that produce better learning outcomes for schools and for the adults themselves. Some of those SEA analyzed in the course will be: Interactive groups, family

education, dialogic literary gatherings, and involvement in schools in educative, decisive and evaluative ways. For every SEA discussed, will be presented its scientific ground and its development in schools in different countries around the world.

In addition, the course will particularly consider the case of adult women and cultural and ethnic minorities (such as the Roma), showing evidence that, far from a deficit thinking perspective, these adults make essential intellectual contributions for the improvement of educational centers.

Schools as Learning Communities will be one of the international successful educational experiences which will be analyzed. These schools, located at the moment in Europe and South America, work with students and community members in democratic ways. Research on Learning Communities indicates that these schools are achieving better achievement for all learners as well as they are transforming the socio-cultural context where the schools are located, this transforming the educational and developmental trajectories of people from vulnerable groups. Schools as Learning Communities have been recommended by the European Commission and the OECD to overcome school failure and innovate in education.

Dialogic Research Methods for the Study of Gender and Culture in Learning Sciences Research

Dr. Sandra Racionero-Plaza, Universitat Internacional de Catalunya, Spain

Allocation: Study Programme: Master Studies in Education with Emphasis on Adult and Continuing Education

Lecture 06-BM-2S3 | Research Fields in Adult and Continuing Education (2,5 ECTS)

This course introduces students into the current international debate about the necessity that SSH research impacts social reality in terms of contributing to solve social problems. Starting from this need, the course will present the Communicative Methodology of research, its postulates and application in research with vulnerable populations, mainly women and ethnic and cultural minorities. It will focus particularly on the idea of egalitarian dialogue between researchers and adults from those vulnerable groups as a crucial means to achieve scientific knowledge that is more able to improve the inequalities experienced by those groups. This premise is reflected into certain communicative data collection techniques and communicative data analysis, which will be also taught in this course.

The course will illustrate the postulates of the communicative methodology and its data collection and analysis methods through success stories of research projects conducted with communicative methodology and which have achieved important scientific, social and political impact. Among those projects is IMPACT-EV, a research from the 7th Framework Programme of Research of the EU which aims at establishing the criteria to ensure and evaluate the impact of SSHH research in Europe and internationally.

Punitive education - Prison paradigm: Understanding Social Problems

Balász Pankász, University of Pécs, Hungary

Workshop in November 2014

This course is designed to introduce students to questions of prison paradigm, and the possibility of punitive education.

Could it be possible to practice a successful personality development in the closed world of prisons? What is the social function and role of prisons? The representation of the loss of liberty

theory of the new European prison model and the process of putting it into practise is indicated to be still a running project in our days. The compulsory educational practise of the closed total institutions is questioned by the paradigm changes, occurred during the last decades. It also queries the effectiveness of the system. The modern approach of Correctional Services tries to push the limits of the traditional prison conception, as it realized its limits and its inefficiency. Instead of the paradigms of punishment, reprisal and deterrence, new ones appeared, such as treatment, education and rehabilitation. According to the theories of the education-centred prisons, the isolation of convicts is not for their own sake but for the realization of the planned learning possibilities in an appropriate place. The principle is to make place for voluntary help and responsibility by the help of consultative and supportive expansions, instead of passivity. Prisons as social institutions try to treat and solve immanent contradictions. Among these, emerging the contradiction of punishment and education, the contrast of compulsion and voluntariness, and the opposition of isolation and openness. Could it be a successful rehabilitation for resistant as well as for the limited or fully cooperative convicts in an institution, where the main characteristics of the assistance are indifference and compulsion. Maybe it is just a utopia to create more socially useful prisons.

Comparative Studies in Adult and Lifelong Learning

Prof. Vanna Boffo, University of Florence/Italy, N.N., University of Padua/Italy, Prof. Licinio Lima, University of Minho/Portugal, Prof. Paula Guimaraes, University of Lisbon/Portugal, Prof. Balász Németh, University of Pécs/Hungary, Dr. Erik Haberzeth, Technical University of Chemnitz/Germany
 Winter School (28nd January – 6th February 2015)

The Intensive Programme ‘Comparative Studies in Adult and Lifelong Learning’ is dedicated to analysing and comparing international and European strategies in lifelong learning. Based on social policy models, the lifelong learning strategies of the European Union, the UNESCO, and other European stakeholders in lifelong learning, including selected European countries, will be subjected to a critical analysis. Furthermore, selected subtopics of lifelong learning will be considered (e.g. recognition of prior learning, transitions into and out of education) for an in-depth comparison and analysis of the situation in various European countries.

The Intensive Programme is geared towards master’s and doctoral students. Students will come from diverse disciplines and specialisations, including education, adult education, human resource management, education and training, teaching adults and young people, social inclusion and change, as well as public policy.

Participants of the Intensive Programme will discuss theories and approaches to be used for analysing European and international lifelong learning strategies. Furthermore, the programme features direct interactions with key European stakeholders in lifelong learning and with lifelong learning practitioners, especially from the local adult and continuing education context of Würzburg. The interaction will lead to a critical analysis and to a comparison of lifelong learning strategies, as well as to a theory-practice reflection on international policies in lifelong learning. A further activity will be the comparison of subtopics of lifelong learning in selected European countries. In small international project groups (four to six students and one professor), students will represent their home countries and compare their national approaches towards realizing lifelong learning.

After completing the Intensive Programme, students will be able to critically assess international policies in lifelong learning, their influence on national policies, and their impact on educational practice. They will be able to compare the impact of international strategies of learning in different

European countries and to interpret the specifics of lifelong learning in their home countries. They will have improved their English language skills, gained experiences in international working groups, and begun to build an international network of fellow students, international lifelong learning experts, international associations, and German practice institutions in adult education.



Impressions of the winter school 2014

„It was a great experience. During the first week, we dealt with some important concepts, as education, learning, training. The most part of lessons and activities were leaded by Mr. Licino Lima and Mrs. Paula Guimaraes, professors of Universities of Portugal. Mr. Lima dealt deeply with three different political models: socio-democratic state, neo-liberal state, radical-critical state. Mrs. Guimaraes dealt with the concepts of micro, mega, macro, meso system. The approach was theoretical and practical, by frontal lectures and work in groups. For me, everything was new and I was interested in that,“

"Today we worked together in our Groups. I was in the "Professionalisation"-Group and it was again really interesting to hear the view from other countries. We heard the presentations from Portugal and Italy, the differences and similarities were really surprising, not only from the content but also from the composition of the presentations.“