

European Master in Adult Education

Draft Curriculum (December 2004)

- I General Aims**
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European Master in Adult Education

I General Aims

The students

- are able to act in an intercultural context
- acquire knowledge and skills in specific areas of professional practice
- are aware of Europe as a potential labour market for adult educators and are able to use it as such

II Modules

Module 1 Theoretical Basis		
<i>Study Units</i>		<i>ECTS</i>
Essentials of Adult and Continuing Education in Europe		6
Theories of Adult Education		6
The Relationship Between Theory and Practice		6
		18

Module 2 Didactics and Methodology		
<i>Study Units</i>		<i>ECTS</i>
Didactics Approaches		6
Methods and Media		6
Assessment of Learning Processes		6
		18

Module 3 Learning of Adults		
<i>Study Units</i>		<i>ECTS</i>
Learning Theories		6
Learning Styles and Learning Difficulties		6
Learning Across the Lifespan		6
		18

Module 4 Research Methodology		
<i>Study Units</i>		<i>ECTS</i>
Research Methods		6
Exercise „Planning a Research Design for an Empirical Study		6

Module 5 Management / Marketing		
<i>Study Units</i>		
Management of AE Organisation, Quality, Organisational and Human Resource Development		6
Needs Analysis and Marketing		6
Planning Course Offers and Programmes		6
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Module 6 Europe-Modul		
<i>Study Units</i>		<i>ECTS</i>
Comparison of the Systems of AE in Europe		6
Educational Politics of the EU		6
Transnational Competence: Project Management and Teaching		12
		24

Module 7 Transnational Project Work		
		ECTS
Transnational project on a specific topic in collaboration with fellow students from the other partner universities		12
		12

Module 8 Master-Module		
		ECTS
Master's Thesis in the field of „AE in Europe“		20
		20

III Study Units

Module 1: Theoretical Basis

Study Unit: Essentials of Adult and Continuing Education in Europe

Aims: The students

- have an overview of the field of adult and continuing education in Europe
- know the various fields of practice of adult educators in the European partner countries
- know the cultural connotations of seemingly identical terms and the significance of culturally specific terms

Content:

- From the stimulus to the teaching/learning process (stimuli, motivation, information, guidance, participation, attitudes, course offers, learning behaviours);
- Learning and teaching from the teacher's point of view (course planning, didactics, adult education as a profession; professionalism; teaching in organisations; organisational change);
- Country specific educational policy contexts (cooperation; educational needs; qualifications and certificates; educational policy, lifelong learning);
- Significance of terms that are crucial to an understanding of national adult education systems (Basis: Federighi ed. Glossary of Adult Learning in Europe, Hamburg 1999)
 - a) seemingly identical terms with culturally differing connotations ("adult education")
 - b) terms specific to a given culture (e.g. German "Bildung")

Module 1: Theoretical Basis

Study Unit: Theories of Adult Education

Aims: The students

- have an overview of different theoretical approaches to adult education
- know the provenance and scope of these approaches
- are aware of the significance of these approaches for the adult education practice
- know the cultural dependence of theoretical approaches

Content: Various theoretical approaches, e.g. Technological AE, Identity Approach of AE, Integrative Approach of AE, Socio-ecological Approach; Gender Approach; Constructivism (cf.. PTAE, "Theory of AE"), etc.

Module 1: Theoretical Basis

Study Unit: The Relationship between Theory and Practice

Aims: The students

- know the different aims and reference frameworks of theory and practice
- are able to identify different points of fracture between theory and practice
- are aware of the cultural dependence of the relationship between theory and practice

Content:

structural elements of theory and practice, cultural dependence of the relationship between theory and practice, examples of transfer of theories to the practice

Module 2: Didactics and Methodology

Study Unit: Didactic Approaches

Aims: The students

- know various theoretical approaches and findings of empirical research into teaching and learning
- are able to critically reflect these theories and findings and to judge their relevance
- are able to plan and design courses

Content: Theoretical approaches and empirical findings on didactics, relevance of these for the professional practice, subject specific didactics (teaching of foreign languages, mathematics, science and technology, vocational training)

Module 2: Didactics and Methodology

Study Unit: Methods and Media

Aims: The students

- know various methods and how to apply them in adult education
- have a basic knowledge of media didactics
- have a sound knowledge of old and new media
- have the skill to use these media appropriately with various contents and target groups

Content:

Overview on various methods in adult education; (old and new) media and media didactics

Module 2: Didactics and Methodology

Study Unit: Assessment of Learning Processes

Aims: The students

- know various assessment methods and procedures
- have practical experience in using them

Content:

Relevance and significance of assessment in pedagogical contexts; basics of various assessment procedures and methods (e.g. summative/formative, external/internal, formal/informal); practice of assessment methods in small projects

Module 3: Learning of Adults

Study Unit: Learning Theories

Aims: The students

- know the current approaches to learning theories and empirical research findings on the learning of adults
- are able to assess their significance for the learning of adults
- are able to apply this knowledge in the planning and designing of learning/teaching processes in adult education

Content: Different theoretical approaches to learning (behaviorism, cognitivism, constructivism, neurobiological approaches, etc.), empirical research findings on the learning of adults

Module 3: Learning of Adults

Study Unit: Learning Styles and Learning Difficulties

Aims: The students

- know various learning styles of adults
- are aware of different types of learning difficulties in adults
- are able to recognize these learning difficulties and to deal with them in their professional practice

Content: research into learning styles, learning difficulties and problems of adults (e.g. motivational problems, problems of concentration, dyslexia, illiteracy, learning barriers ...), basics of diagnostics, handling of learning difficulties and problems

Module 3: Learning of Adults

Study Unit: Learning Across the Lifespan

Aims: The students

- know the discussion and various concepts of lifelong learning in European countries
- are aware of the relevance and significance of lifelong learning for the field of ACE
- know the country specific debates on self-directed learning

Content: lifelong learning concepts and models in various countries; projects to promote lifelong learning; self-directed learning as a demand for learners (required prerequisites and support structures)

Module 4: Research Methodology

Study Unit: Research Methods

Aims: The students

- are aware of the relevance of research methodology
- know the different scopes of the various approaches and methods
- know the stages of a research project

Content: aim and object of research methodology, overview on quantitative, qualitative and comparative methods, various research designs

Module 4: Research methodology

Study Unit: Exercise „Planning a Research Design for an Empirical Study“

Aims: The students

- are able to plan and design a small research project/study

Content: The students draw up the methodological design for an empirical research. This design may also be used as preparatory work for the Master's Thesis.

Module 5: Management/Marketing

Study Unit: Management of AE Organisations, Quality, Organisational and Human Resource Development

Aims: The students:

- are familiar with the systematics of aims, tasks and processes in AE organisations
- know the principles of leadership and different styles of leadership
- know the relevance of organisational development for AE organisations
- have material and arguments for the further development of organisations

Content:

1. Notion of „organisation“; organisational structures; organisational culture
2. Principles of leadership; management tasks; styles of leadership
3. Outlines of the discussion on quality in AE; quality assurance through evaluation; types of quality management; European discussion about quality
4. Human resource development: recruitment of staff; management and training of the staff; team building
5. Organisational development: conditions; occasions; barriers

Module 5: Management/Marketing

Study Unit: Needs Analysis and Marketing

Aims: The students

- are able to judge the relevance of needs analysis in AE
- know the basic methods for the determination of external needs for training and learning needs of the individual
- are able to design marketing concepts for various course offers
- are able to judge the possibilities and obstacles for the implementation of a marketing strategy

Content:

1. Importance of needs analysis in AE
2. External needs for training and individual needs of the learners
3. Methods for needs analysis: a) statistics about participants; comparison of programmes and offers; etc. b) interview; group discussion; questionnaires; etc.
4. Marketing in AE: marketing instruments (needs analysis; definition of aims; the product, the price; distribution; publicity); marketing concepts

Module 5: Management/Marketing

Study Unit: Planning Course Offers and Programmes

Aims: The students

- know how course offers and programmes are developed and further developed
- know the general steps from the development of a single training offer to the establishment of an entire programme
- know the quality criteria for the programme description

Content:

1. Continuity and innovation in the development of a course programme
2. Framework for planning and Programme Policy
3. Planning of a single training offer
4. Steps to the entire course programme
5. Description of the course programme

Module 6: Europe-Module

Study Unit: Comparison of the Systems of AE in Europe

Aims: The students

- know the differences and similarities of the AE-systems in the partner countries

Content:

Systematic comparison of AE-systems in the partner countries: history; legal foundation; institutions; funding; offers; participation; staff; research and higher education; international contacts; trends

Module 6: Europe-Module

Study Unit: Educational Politics of the EU

Aims: The students

- are able to judge the importance of the educational politics of the EU for the field of AE (in general and with regards to the partner countries)
- know the content of the relevant EU-documents on education
- know European institutions in the field of AE

Content:

1. History
2. Actors and instruments
3. Legal foundations
4. Current guiding principles and policy fields
5. AE research and higher education
6. Trends
7. European institutions

Module 6: Europe-Module

Study Unit: Transnational Competence: Project Management und Teaching

Aims: The students

- know the different actions within the EU-programmes which are relevant for AE, the application procedures, outlines and principles for the formulation of an application
- know how to manage a project
- are able to teach and to negotiate in English
- are aware of the specific conditions and difficulties of intercultural communication

Content:

- Overview of EU-programmes which are relevant for AE and application procedures
- The different steps of a project: needs analysis; formulation of aims, target group, content, result; criteria for the choice of partners; workplan; budget; strategies for evaluation and dissemination
- English for specific purposes: negotiation and classroom teaching
- Aspects of intercultural communication (lingua franca); processes of intercultural learning

Module 7: Transnational Project Work

Study Unit:

Aims: The students

- have practised transnational project work and project management
- are able to reflect on their intercultural experiences, on problems and misunderstandings; are able to analyse the problems and to cope with them

Content:

Transnational project (online) on a specific topic together with two or three other colleagues from the partner universities; reflection on the project

Module 8: Master Modul

Study Unit:

Aim: The students

- are able to raise a question in the field of „AE in Europe“ and to answer it in a given time by using appropriate academic methods

Content:

- Self-study (Handbook): “How to write a Master-Thesis”
- Master colloquium (online) for the exchange with the students and lecturers in the partner universities
- Master’s thesis