

Instruction for comparison at home



Adult Educators: Professionalisation, Professional Roles, Identities and Communities

1. Comparative Research Question

To research the professional profiles of adult educators in an international context, you can choose from one of two suggested research questions:



1) Which competences are included in university-level programmes in adult education or in further professional training programmes at adult education institutions in the countries analysed?

2) Which competences can be identified in international policies on the professionalisation of adult educators and adult education study programmes in the countries analysed?

2. Context of Comparison

If you choose the first research question, the contexts of comparison should include:

1.1. the adult education study programmes provided by higher education institutions (see, for example, the master's programme in andragogy at the University of Belgrade:
https://www.f.bg.ac.rs/en2/andragogy/study_prog)

or

1.2. the professional training programmes for adult educators provided by adult education institutions or associations. For an example, see the professional training programmes provided by the Slovene Institute for Adult Education:
<https://izobrazevanje.acs.si/programmes/general/>

If you choose the second research question, the contexts of comparison should include:

2.1 international policies on the professionalisation of adult educators, such as "Curriculum GlobALE": https://www.dvv-international.de/fileadmin/files/Inhalte_Bilder_und_Dokumente/Materialien/Curriculum_globALE/Curriculum_globALE_2nd_Edition_English.pdf

or

"Key competences for adult learning professionals":
<https://docplayer.net/30496777-Key-competences-for-adult-learning-professionals.html>)

2.2 an adult education study programme

3. Categories of Comparison

If you choose the first research question, the categories of comparison to be considered are the following:

1.3 aims or objectives of university programmes in adult education:

What are the aims or objectives of adult education degrees in the countries analysed?

1.4 Competences in university programmes in adult education: What are the competences included in the adult education programmes in the countries analysed?

For an example, see the aims of the master study programme in andragogy provided by University of Ljubljana: http://pedagogika-andragogika.ff.uni-lj.si/sites/pedagogika-andragogika.ff.uni-lj.si/files/Dokumenti/English/andragogy_teacher_education_masters.pdf

or

1.5 aims or objectives of adult education training programmes: What are the aims or objectives of adult education training programmes in the countries analysed?

1.6 competences in professional training programmes: What are the competences included in adult education training programmes in the countries analysed?

If you choose the second research question, the categories of comparison to be considered are the following:

2.3 international policies on professionalisation: What are the competences included in “Curriculum GlobALE” or “Key competences for adult learning professionals” policies?

For Curriculum GlobALE see: https://www.dvv-international.de/fileadmin/files/Inhalte_Bilder_und_Dokumente/Materialien/Curriculum_globALE/Curriculum_globALE_2nd_Edition_English.pdf

For Key competences for adult learning professionals, see: <https://docplayer.net/30496777-Key-competences-for-adult-learning-professionals.html>

2.4 Competences in university programmes: What are the competences included in adult education programmes in the countries analysed?

4. Comparison and Interpretation

In the first step of the comparison, you should identify similarities and differences in the selected categories. In the second step, you should interpret the similarities and differences you have identified. In your interpretation, think about the tasks adult educators can perform based on the competencies analysed (i.e. teaching, guiding, mentoring, counselling etc.). As a result, you gain a better understanding of the professional profiles of adult educators in an international context.