



UNIVERSITÀ  
DEGLI STUDI  
FIRENZE

U  
LISBOA  
UNIVERSIDADE  
DE LISBOA

ie  
Instituto de  
Educação



HELMUT SCHMIDT  
UNIVERSITÄT

Universität der Bundeswehr Hamburg

# University Guide for On-Campus preparation

within the joint module

“Comparative Studies in Adult Education and Lifelong Learning”

Version 2: October 2017

*Authors*

Vanna Boffo, Gaia Gioli, Carlo Terzaroli & Nicoletta Tomei, University of Florence

Paula Guimarães, University of Lisbon

Licínio Lima, University of Minho

Sabine Schmidt-Lauff & Jan Schiller, Helmut-Schmidt-University Hamburg

Regina Egetenmeyer, Julius-Maximilian-University Würzburg

comp  
all





## Strategic Partnership

### Comparative Studies in Adult and Lifelong Learning

The Strategic Partnership COMPALL is developing a **joint module in „Comparative Studies in Adult Education and Lifelong Learning“**, which will be offered in study programmes related to adult education and lifelong learning.

The joint module includes a **preparatory phase**, a **two-week intensive phase** at Campus Würzburg, Germany and a publication possibility for doctoral students and colleagues. Furthermore, COMPALL is developing an **online network for young graduates and researchers** in adult and lifelong learning.

COMPALL is offering **annual public events**. International experts in adult and lifelong learning are invited to discuss with us the use of COMPALL-results along with further development.

URL: <http://www.hw.uni-wuerzburg.de/compall>

### Partner Universities



### Support

This project is funded with support from the European Commission (project number: 2015-1-DE01-KA203-002203). This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



## Index

1.	Introduction .....	4
2.	An COMPALL overview .....	5
3.	The joint intensive phase: the winter school course on Comparative Studies in Adult Education and Lifelong Learning at the University of Würzburg.....	7
4.	Preparation for the first week: Introduction into strategies and policy analysis .....	9
	4.1 Aims of the first week of the Winter School.....	9
	4.2 Pedagogical and didactical pathway .....	9
5.	Guidelines for the further preparation .....	11
	5.1 Introduction to adult education and lifelong learning.....	13
	5.2 Strategies in adult education and lifelong learning .....	14
	5.2 Introduction to comparative research in adult education.....	17
6.	Introduction to the online-platform as resource for blended learning .....	20
7.	Didactic integration of online-tutorials into your on-campus preparation .....	22
	7.1 Which online tutorial provides what content for the preparation of the students?.....	23
	7.2 Integration Concept: Maximum resources – Minimum resources.....	27

## 1. Introduction

The winter school course on Comparative Studies in Adult Education and Lifelong Learning focuses on questions about adult education and lifelong learning that refer to the learning processes of adults and to their integration into multiple (educational) contexts. In international contexts – especially within international organisations – the term “lifelong learning” is frequently associated with “adult learning”. As a consequence, the winter school has been developed with an orientation towards the questions and discourse of lifelong learning from the perspective of adult education.

This document represents the complementary university guide to online and face-to-face tutoring and is intended to support the literature, the analysis of texts included in the reference list (and others) and individual research.

As a matter of fact, this guide is intended to help academic staff (teachers and fellows) in supporting master’s and doctoral students in their preparation for the winter school in Würzburg.

The structure of these guidelines follows the framework of the COMPALL project, as part of which the winter school course on Comparative Studies in Adult Education and Lifelong Learning has been developed. Indeed, it explains how the joint intensive phase at the University of Würzburg is organized, and the goals it should achieve. Then, the following paragraphs illustrate the content of the on-Campus preparation stage to be carried out at the home university, and the online preparation on the Moodle platform is presented. Both constitute aspects of the blended-learning process serving as an introduction to adult education and lifelong learning, and for preparing the country report (or transnational essay) to access to the winter school course on Comparative Studies in Adult Education and Lifelong Learning.

The following section aims to provide concrete and useful suggestions for academic staff to organize face-to-face tutorials at their home university, and to bolster students’ learning during the months before the joint module of winter school. With this in mind, the section refers to different types of academic staff as shown in Figure 1.

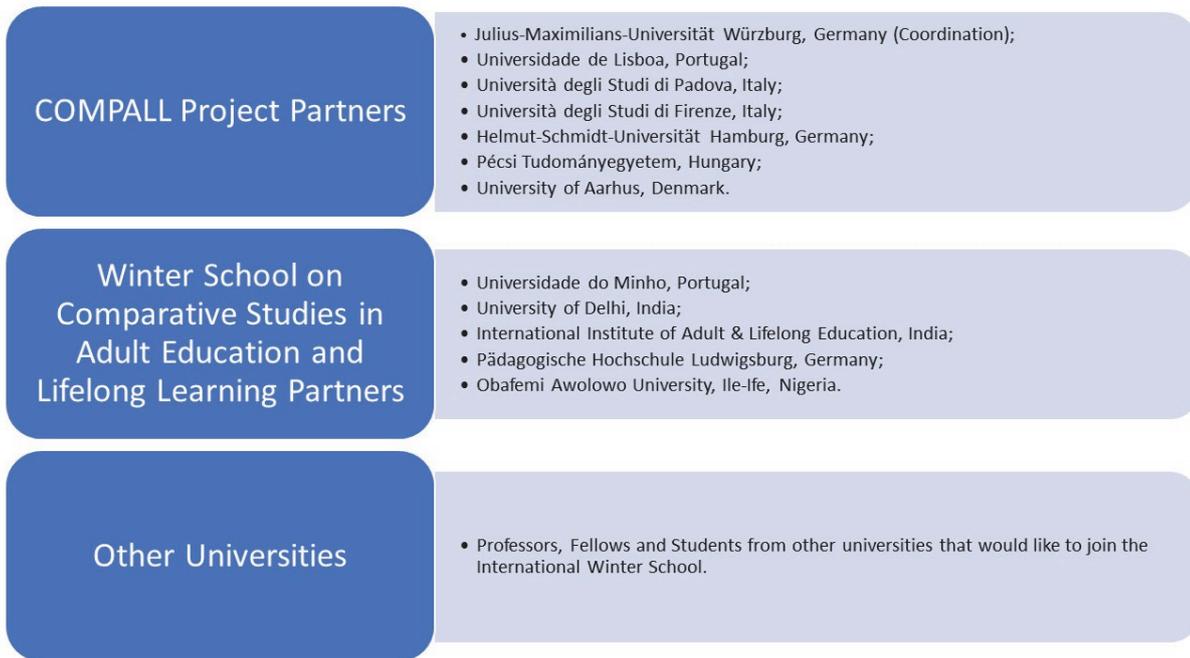


Figure 1 - Types of universities involved in the winter school course on Comparative Studies in Adult Education and Lifelong Learning

## 2. An COMPALL overview

The strategic partnership of the COMPALL project is designed to develop a joint module on comparative studies in adult and lifelong learning. The project is promoted in cooperation with partners from seven European Universities:

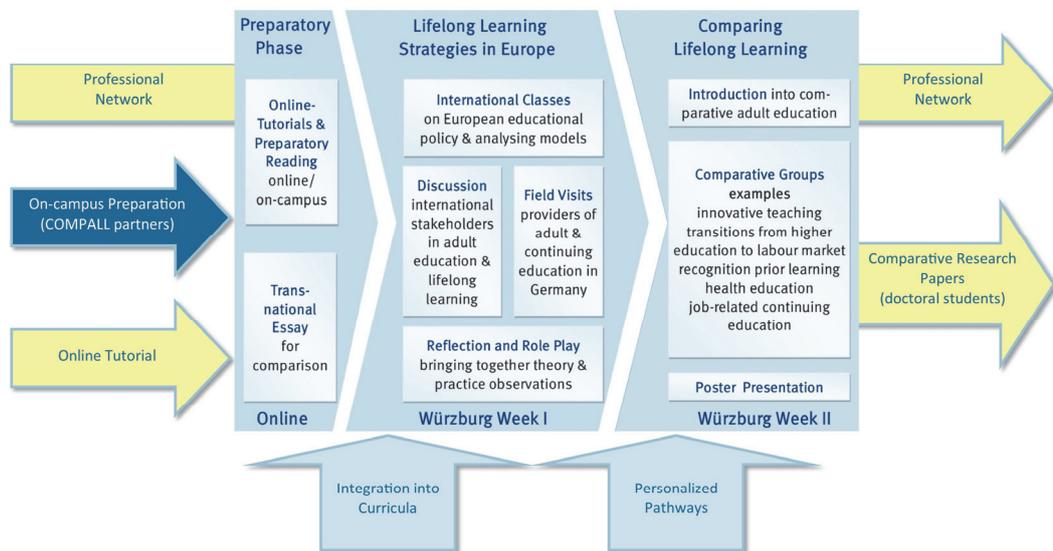
- Julius-Maximilians-Universität Würzburg, Germany (Coordination);
- Universidade de Lisboa, Portugal;
- Università di Padova, Italy;
- Università degli Studi di Firenze, Italy;
- Pécsi Tudományegyetem, Hungary;
- University of Aarhus, Denmark.
- Helmut-Schmidt-Universität Hamburg

The main aim of the project is to develop and implement a didactic concept (i.e., a curriculum with didactic approaches) for a joint blended-learning module for master's and doctoral students in disciplines attached to adult education and lifelong learning. With regard to the curricular content of comparative adult and lifelong learning, the joint module will focus on participants' home countries. In terms of academic competencies, it will focus on the development of analytical and comparative skills. And in the realm of transferrable skills, it will focus on professional language use and the development of professional networking skills.

The project intends to analyse international policies and lifelong learning critically using a comparative methodology based on different learning and didactical methods:

- Online sessions for introduction;
- Supplementary tutorials at partner universities;
- Online supervision of country reports (or transnational essays);
- Joint intensive phase at the University of Würzburg (Winter School);
- Supervised preparation of a comparative research paper.

Figure 2 - Overview of the COMPALL project



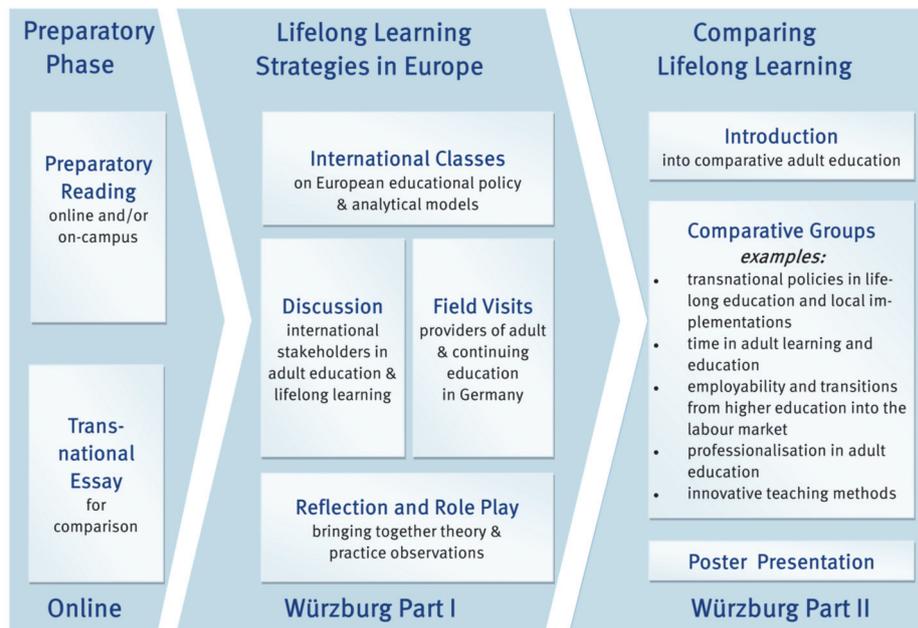
In line with this structure, this document intends to suggest practical guidelines to support master's and doctoral students preparing themselves for the joint intensive phase at the winter school course on Comparative Studies in Adult Education and Lifelong Learning in Würzburg and producing a country report (or transnational essay) on national aspects of adult education and lifelong learning.

### **3. The joint intensive phase: the winter school course on Comparative Studies in Adult Education and Lifelong Learning at the Uni- versity of Würzburg**

The winter school course on 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, UNESCO, and other European stakeholders in lifelong learning, including selected European countries, will be subjected to critical analysis. Furthermore, selected subtopics in lifelong learning will be considered for in-depth comparison and analysis within the context of various European countries.

The winter school course on Comparative Studies in Adult Education and Lifelong Learning is targeted at master's and doctoral students who will discuss theories and approaches for analysing international and European lifelong learning strategies. The first joint intensive phase leads to a critical analysis and to a comparison of lifelong learning policies through theory-practice reflection based on lectures and field visits to education institutions in Würzburg. The second phase of the programme features small international working groups (from six to eight students and one professor) in which students will represent their home countries and compare national approaches in adult and lifelong learning. This is why the prior preparation of a country report (or transnational essay) on adult education and lifelong learning represents a strategic issue. Finally, the results of the working groups are displayed during the final session of the winter school using posters.

After the joint intensive phase at the University of Würzburg, students will proceed to work together on writing and preparing comparative papers for the international publication of the winter school course on Comparative Studies in Adult Education and Lifelong Learning edited by the professors that attended working groups as well.



**Figure 3 -Working programme for the winter school course on Comparative Studies in Adult Education and Lifelong Learning 2016**

In this sense, Figure 3 provides a general overview of the three phases from the preparation stage to the two joint intensive phases in Würzburg.

After the first phase, students should know the basic elements about history, and the institutional, legal and financial structure of adult education at the international and European level. This provides the framework to support the comparative working groups that focus on specific topics.

The next paragraph will concentrate on the preparatory phase. The aim here is to introduce students to adult education and lifelong learning at the international and European level. On the other hand, it suggests some ideas to support them in exploring the topics, focusing on national aspects for the elaboration of the country report (or transnational essay).

## 4. Preparation for the first week: Introduction to strategies and educational policy analysis

### 4.1 Aims of the first week of the Winter School

The first week of the Winter School is intended to approach a theoretical framework concerning adult education and lifelong learning policies in the European Union and other countries. It also aims to raise awareness of adult education and lifelong learning policies and developing skills for analysis and interpretation of perspectives, programmes and activities in adult education and lifelong learning in Europe (through field visits and talks by representatives of different adult education providers) and outside Europe .

### 4.2 Pedagogical and didactical pathway

Several concepts such as adult education, lifelong learning, public policies and strategies will be discussed in the first week of the Winter School. Some analytical tools such as the multi-level analysis of policies will be emphasised too. Additionally, a specific theoretical framework will be debated. Alongside a theoretical discussion, field visits to German adult education organisations will be organised, and meetings with representatives of these institutions referring to activities devoted to adults will be held. Guest lectures will also be given by representatives of transnational adult education and lifelong learning organisations. These field visits and guest lectures should be considered as opportunities to gather data on the adult education and lifelong learning policies to be discussed and interpreted later in classes employing the theoretical framework previously presented at the School.

After this first week, students will be asked to debate the following questions:

- What are the adult education and lifelong learning policies in the European Union and in your own country?
- What is the role of transnational institutions, the state, the market and civil society, and the individual learner in these policies?
- What are the aims of such adult education and lifelong learning policies?
- What is the link between European Union guidelines concerning adult education and lifelong learning and national policies?
- What are the national promoters of adult education and lifelong learning?
- How is access characterised and who are the preferred target groups in adult education and lifelong learning policies in your own country?
- What are the main sources of funding?
- How are adult education and lifelong learning state programmes conceived, implemented and evaluated in your own country?

During this first week, students will attend lectures given by several professors. In these lectures, scientific approaches suggested by lecturers and specific content and competences will be analysed. A theoretical framework including relevant concepts will be debated. Apart from oral exposition, students will be asked to perform tasks and exercises related to the content considered. The aim of such methodology is to help students improve their capacity to analyse adult education and lifelong learning policies.

Additionally, students will have the chance to meet, listen to and discuss perspectives on and programmes for adult education and lifelong learning with several representatives from different organisations. Students will also have the chance to visit organisations implementing adult education programmes and meet their representatives in the course of several field visits.

Therefore, for preparation for the Winter School, students are invited to read the following in which the theoretical framework approached in the first week of the Winter School is used:

- Lima, L.C., Guimarães, P.. (2011). *European Strategies of Lifelong Learning: A Critical Introduction*. Opladen & Farmington Hills: Barbara Budrich Publishers [E-Reader Version]. Retrieved from [http://www.pedocs.de/volltexte/2013/8283/pdf/Lima\\_Guimaraes\\_2011\\_European\\_Strategies\\_in\\_Lifelong\\_Learning.pdf](http://www.pedocs.de/volltexte/2013/8283/pdf/Lima_Guimaraes_2011_European_Strategies_in_Lifelong_Learning.pdf)
- Lima, L.C., Guimarães, P., Thouma, N.. (2016). Adult learning and education policies in Germany, Portugal and Sweden: an analysis of national reports to CONFINTEA VI. In Egetenmeyer, R. (Ed.), *Adult Education and Lifelong Learning in Europe and Beyond. Comparative Perspectives from the 2015 Würzburg Winter School* (pp. 29-66). Frankfurt am Main: Peter Lang Edition.

The following optional articles include analysis based on the referred theoretical framework. In the first article students can observe how the mentioned theoretical framework can be used for discussing adult education and lifelong learning policies; in the second and third articles, concepts that are essential for the conceptual framework referred are discussed:

- Lima, L.C., Guimarães, P.. (2015). Portugal: policy and adult education. In Corner , T. (Ed.), *Education in the European Union Pre-2003 Member States* (pp. 246-263). Londres: Bloomsbury.
- Griffin, C.. (1999a). Lifelong learning and social democracy. *International Journal of Lifelong Education*, vol. 18, n.º 5, pp. 329-324.
- Griffin, C.. (1999b). Lifelong learning and welfare reform. *International Journal of Lifelong Education*, vol. 18, n.º 6, pp. 431-452.

## 5. Guidelines for the further Preparation

The on-campus preparation is a face-to-face tutorial to ensure master's and doctoral students have basic preparation in the topics of the winter school. The tutorial further prepares students for reading and understanding the texts that introduce them to the general themes of the intensive phase in Würzburg. It also guides the students with the use of the online platform and the preparation of their country reports (or transnational essays). In this sense, the guide aims to:

- provide students with a methodology for personalised reading, analysis and investigation of perspectives and programmes on adult education and lifelong learning policies in Europe and beyond;
- support students' reflection on issues concerning perspectives and programmes in adult education and lifelong learning policies, in Europe and beyond, included in texts (books, book chapters and articles, online information links) recommended for reading before the winter begins;
- developing the reading, analytical and interpretative skills of students through debate on topics linked with adult education and lifelong learning policies;
- supporting students in the writing of the transnational essay on adult education and lifelong learning policies to be illustrated and debated at the winter school.

The on-campus preparation phase, guided and conducted by teachers and fellows from home universities, could be divided into three main areas as displayed in Figure 4.

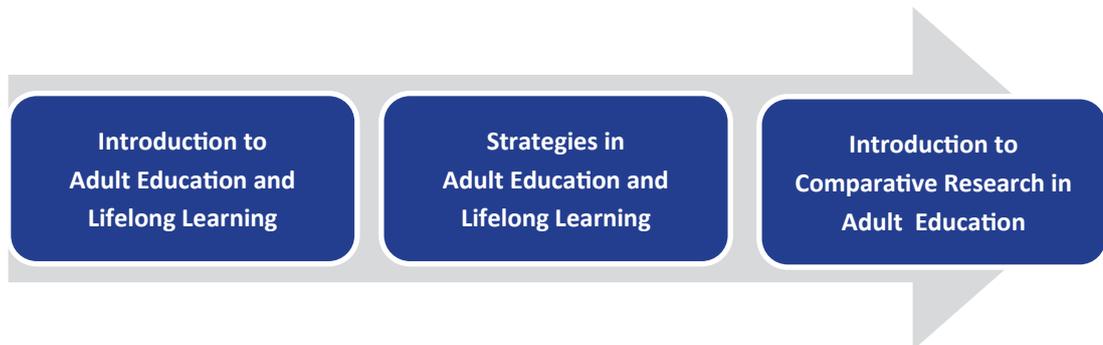


Figure 4 – Didactical elements of the on-campus preparation

The on-campus preparation phase could be implemented with face-to-face tutorials, which can be organized as on-campus meetings at the home university. These face-to-face meetings could be planned both weekly from October to January or all at once, depending on the teaching options at each university. As stated above, university staff (teachers or fellows) could guide the meeting themselves or, alternatively, they could be supported or substituted by former participants of the international winter school.

Alongside this, students should deepen the study of adult education in Europe and go beyond and the analysis of the specific topics in their comparative study groups. In order to do that, students should:

- choose the texts to be read, analysed and interpreted included in the recommended reference list;
- scan the text chosen: read the reference, the index and title, summary, the introduction, conclusions and identify the structure of the text; take notes concerning the main ideas identified;
- skim the chosen text: read the text carefully and take notes concerning the most important words (keywords) and ideas (e.g., as thesis); trace the main argument(s); identify the theoretical framework, main concepts, research questions, main issues discussed and conclusions;
- take note of questions, doubts that emerged when reading the text; what is missing / not said in the text?
- make a summary of the text and substantiate with quotations, paraphrases etc.

The following paragraphs will introduce briefly the didactical parts of the on-campus preparation. Each of these is structured into some expected outcomes, a general overview of the topic, some didactical suggestions to bolster the study and complete research on it, and some reading proposals to deepen knowledge.

## 5.1 Introduction to adult education and lifelong learning

### *Expected outcomes*

Students should know the basics of the history, legal structures, institutional structure and financing structure of adult education in their home countries.

### *General overview*

After the middle of the 20th century, education that had up until then mainly been a national and/or regional issue in each country became an international concern. This situation was the result of the acceptance by political and educational forces that, in contemporary societies, education is a central pillar and fundamental for the development of other areas such as economic, social, cultural, political and civic activity. The role of international organisations in viewing education as an international issue (breaking down the frontiers of the nation-state intervention in formal/non-formal education and vocational training) was significant. When considering lifelong learning, international organisations such as the OECD and UNESCO must be emphasised. More recently, the impact of the European Union in the education (and training) systems of each of the member states has been significant. All of these international organisations have been responsible for spreading the idea that education can be a lifelong pursuit. Although reflecting common sense, (we all learn throughout our lives), these international organisations have provided detail and enrichment to this idea, giving it different designations (and meanings). UNESCO preferred lifelong education/*éducation permanente* in the 1970s; OECD worked on the idea of recurrent education. More recently, since the beginning of the 1990s, lifelong learning has been an idea sponsored by these and other international organisations, and this idea has been attached to policy discourse with mainstream ideas referring to neoliberal guidelines and the reinforcement of post-Fordism capitalism.

### *Didactical suggestions*

Students should be able to answer the following questions:

- What is the historical background of adult education and lifelong learning?
- Which institutions for adult education are available at the international level?
- Which tools for financing adult education are available at the international level?

### Reading suggestions

- UNESCO Institute for Lifelong Learning (2010). *CONFINTEA VI Sixth International Conference on Adult Education. Final Report*. Hamburg: UNESCO Institute for Lifelong Learning.
- Egetenmeyer, R. (Ed.). (2016). *Adult Education and Lifelong Learning in Europe and Beyond. Comparative Perspectives from the 2015 Würzburg Winter School*. Frankfurt am Main: Peter Lang GmbH.
- Egetenmeyer, R., Schmidt-Lauff, S., Boffo, V. (Eds.). (2017). *Adult Learning and Education in International Contexts. Future Challenges for its Professionalisation*. Frankfurt am Main: Peter Lang GmbH
- European Union (2011). *Council Resolution on a renewed European agenda for adult learning*. Brussels: Publications Office of the European Union.
- Federighi, P.. (2013). *Adult and continuing education in Europe: Using public policy to secure a growth in skills*, Brussels: Publications Office of the European Union [E-Reader Version]. Retrieved from URL: [https://ec.europa.eu/research/social-sciences/pdf/policy\\_reviews/kina25943enc.pdf](https://ec.europa.eu/research/social-sciences/pdf/policy_reviews/kina25943enc.pdf)
- Griffin, C.. (2009). 'Policy and Lifelong Learning'. In Jarvis, P. (Ed.), *The Routledge International Handbook of Lifelong Learning* (pp. 261-271). Abingdon: Routledge.
- Lima, L., Guimaraes, P.. (2011). *European Strategies in Lifelong Learning. A Critical Introduction*. Opladen & Farmington Hills: Barbara Budrich [E-Reader Version]. Retrieved from URL: [http://www.budrich-verlag.de/index\\_en.php?SID=655a83ffdcbaf4eb9pf7781ee9ff1d1](http://www.budrich-verlag.de/index_en.php?SID=655a83ffdcbaf4eb9pf7781ee9ff1d1)

## 5.2 Strategies in adult education and lifelong learning

### Expected outcomes

Students should be able:

- to reflect on the system of provisions and its related and hopefully demonstrable and quantifiable outcomes (policies analysis);
- to reflect on the processes through which political actors negotiate their interests in designing this system (politics analysis);
- to identify the processes and the measures by which the policy is adopted (strategies analysis).

## *General overview*

In an interdependent society such as ours, assuming the perspective of political strategies in adult education and lifelong learning implies:

1. identifying laws, rules and norms that regulate conditions for accessing adult education and lifelong learning activities;
2. describing structures, procedures and processes involved in financing, implementing, controlling and assessment of adult education and lifelong learning activities;
3. highlighting the tensions arising from interventions in policies elaborated by different institutions;
4. indicating the levels on which they act: the mega, macro, meso and micro level (Lima, Guimarães, 2011).

## *Didactical suggestions*

- What is the background of adult education policy at the international level?
- What are the institutions in charge to define a strategy for that policy?
- What are the main laws, rules and norms that establish conditions for access to adult education?
- Who are the main actors (public and private) implementing adult education and lifelong learning strategy?
- What are the measures (financial, time etc.) that foster adults' participation in education and learning activities?
- What is the impact of measures on adults' participation in adult education and lifelong learning?

### Reading suggestions

- Bélanger, P., Federighi, P.. (2000). *Unlocking People's Creative Forces. A Transnational Study of Adult Learning Policies*. Hamburg: UNESCO Institute for Lifelong Learning [E-Reader Version]. Retrieved from URL: <http://www.unesco.org/education/uie/pdf/PaulEng.pdf>
- Bray, M., Adamson, B., Mason, M. (Eds.). (2014). *Comparative Education Research. Approaches and Methods*. Hong Kong: Comparative Education Research Centre, University of Hong Kong and Dordrecht: Springer
- Howlett, M., Ramesh, M., Perl, A.. (2009). *Studying Public Policy. Policy Cycles and Policy Subsystems*. Toronto: OUP Canada.
- Federighi, P.. (2013). *Adult and continuing education in Europe: using public policy to secure a growth in skills*. Luxembourg: Publications Office of European Union [E-Reader Version]. Retrieved from URL: [https://ec.europa.eu/research/social-sciences/pdf/policy\\_reviews/kina25943\\_enc.pdf](https://ec.europa.eu/research/social-sciences/pdf/policy_reviews/kina25943_enc.pdf)
- Lima, L., Guimarães P.. (2011). *European Strategies in Lifelong Learning*. Leverkusen: Barbara Budrich Publisher [E-Reader Version]. Retrieved from URL: <https://repositorium.sdum.uminho.pt/bitstream/1822/34948/1/L.C.LE-Book%20European%20Strategies%20in%20Lifelong%20Learning.pdf>
- Milana, M., Holford, J.. (2014). *Adult education policy and the European Union: theoretical and methodological perspectives*. Rotterdam: Sense Publisher [E-Reader Version]. Retrieved from URL: <https://www.sensepublishers.com/media/1971-adult-education-policy-and-the-european-union.pdf>
- Phillips, D., Schweisfurth, M.. (2014). *Comparative and International Education: An Introduction to Theory, Method and Practice*. New York: Bloomsbury Academic.
- Slowey, M. (Ed.). (2015). *Manual of the Comparative Research in Adult Education*, Opladen, Berlin and Toronto: Barbara Budrich Publishers.
- UNESCO Institute for Lifelong Learning (2014). *Collection of Lifelong Learning Policies and Strategies* [E-Reader Version]. Retrieved from URL: <http://www.uil.unesco.org/lifelong-learning/lifelong-learning-policy-analysis/collection-lifelong-learning-policies-and>

## 5.3 Introduction to comparative research in adult education

### *Expected outcomes*

- To identify and develop research questions, problems and/or issues for comparative research in adult and continuing education
- To be able to develop contextual designs for comparative studies in adult education and lifelong learning
- To reflect critically on the interrelationships of research contexts in their vertical, horizontal and hierarchical dimensions
- To reflect on and critically assess the targets, possibilities and limitations of comparative studies in adult education and lifelong learning

### *General overview*

Comparative research in adult education was long characterized by its patchy and only selected existence and results (c.f., Reischmann/Bron 2008). It is still frequently done in small research projects by single researchers. In parallel with this situation, interdisciplinary research contexts are currently under development. These focus on issues that are related to adult education. This research is frequently driven by international (political) organisations such as the EU, UNESCO or OECD and is linked to the availability of international datasets (e.g., AES, CVTS, PIAAC).

In her analysis of comparative education, Manson (2011) identified it as a field with specific methods and objectives. Comparative adult education is far away from this status. Comparison is a rather smaller activity in adult education than in school education. Furthermore, the linkage with comparative (school) education is rather small, and mainly in terms of borrowing methodological aspects for further development of comparative adult education.

Looking to the definitions of comparative adult education, there are frequent references to Charters/Hilton (1989, p. 3) who focus on the comparison of countries. "A study in comparative international adult education ... must include one or more aspects of adult education in two or more countries or regions..." This definition has remained relevant since it was written in 1989. Especially in the following sentences, the definition stresses the importance of interpretation of comparative data which seems nowadays still to be of high importance



“Comparative study is not the mere placing side by side of data ... such juxtaposition is only the prerequisite for comparison. At the next stage one attempts to identify the similarities and differences between the aspects under study ... The real value of comparative study emerges only from ... the attempt to understand why the differences and similarities occur and what their significance is for adult education in the countries under examination ...”

With regard to methodological discourse in comparative education, the country perspective should be transferred into a new context, as globalization has created new “educational spaces which belong exclusively to neither nations nor systems.” (Green 2003, p. 93) Furthermore, differentiating between comparative (school) education the system-perspective does not work for adult education, as adult education systems are scarce in most contexts. There should, therefore, be a focus on issues in adult education that will be compared in different contexts. Using this approach, comparative adult education can be understood as a perspective within research issues in the field of adult education (rather than a method or a distinct research field) stressing interrelationships and contexts for comparison:

“The comparative study of education is not a discipline: it is a context. It allows for their interaction of perspectives arising out of a number of social science disciplines and from a wide range of national backgrounds. It allows for a greater understanding of the interrelationship of educational variables through the analysis of similar and different educational outcomes of (...) case studies.” (Broadfoot 1977, p. 133)

This context perspective is, for adult education, even more important, as the integration of adult education (and continuing education) into the societal, cultural, labour-market and international context seems to be even more diverse than in other fields of education.

### *Didactical suggestions*

- Students should be able to answer the following questions:
- What characterizes research questions, problems and issues in comparative research in adult education and lifelong learning?
- Which contexts can be used for the comparison of which research questions?
- Please choose some contexts that should be compared: which interrelationships must be considered in what way for the comparison of these contexts?
- Which possibilities and limitations does comparative ?

### Reading suggestions

- Bray, M., Adamson, B., Mason, M.. (2014). Introduction. In Bray, M., Adamson, B., Mason, M. (Eds.), *Comparative Education Research. Approaches and Methods*(pp.1-11). Hong Kong 2nd Edition.
- Brock, C., Alexiadou, N.. (2013). *Education around the world. A Comparative Introduction*. London, New York: Bloomsbury.
- Doyle, L., Egetenmeyer, R., Singai, C., Devi, U.. (2016). Professionalisation as development and as regulation: Adult Education in Germany, the United Kingdom and India. In *International Review of Education. Journal of Lifelong Learning. Vol. 62. No 3.* pp. 317-341. Retrieved from URL: [http://link.springer.com/article/10.1007/s11159-016-9560-y?wt\\_mc=alerts.TOCjournals](http://link.springer.com/article/10.1007/s11159-016-9560-y?wt_mc=alerts.TOCjournals)
- Egetenmeyer, R.. (2015). International comparative research in adult and continuing education: Between governance and disciplinary configuration. In Gartenschlaeger, U., Hirsch, E. (Eds), *Adult education in an interconnected world. Cooperation in lifelong learning for sustainable development. Festschrift in honour of Heribert Hinzen* (pp.155-167). Bonn [E-Reader Version]. Retrieved from URL: [http://www.dvv-international.de/files/ipe\\_71\\_web.pdf](http://www.dvv-international.de/files/ipe_71_web.pdf)
- Holford, J., Riddel, S., Weedon, E., Litjens, J., Hannan, G.. (2008). *Patterns of Lifelong Learning. Policy & Practice in an Expanding Europe*. Wien: LITVerlag.
- Manzon, M.. (2011). *Comparative Education: The Construction of a Field*. Hong Kong: Springer.
- Reischmann, J., Bron, M. (Eds). *Comparative Adult Education 2008. Experiences and Examples*. Frankfurt: Peter Lang Verlag.
- Saar, U., Ure, O.B., Holford, J. (Eds.). (2013). *Lifelong Learning in Europe. National Patterns and Challenges*, Cheltenham: 46-81.
- Schriewer, J.. (2000). Comparative Education Methodology in Transition: Towards a Science of Complexity? In Schriewer, J. (Ed.), *Discourse Formation in Comparative Education* (pp.3-52). Frankfurt: Peter Lang Verlag.
- Slowey, M. (Eds.). (forthcoming). *Comparative Adult and Continuing Education. ESRALÉ -Manual*. Florence.

## 6. Introduction to the online platform as a source of blended learning

### *Expected outcomes*

Students should understand how to upload documents and certificates to correctly register for the Winter School, how to participate in the forum, and how to upload the transnational essay. Moreover, students should familiarise themselves with the Winter School's Moodle platform to access suggested reading, to get to know the teachers and students of the comparative working group, and to read and follow the instructions for preparing the transnational essay.

### *General overview*

The final part of the on-campus preparation focuses on the introduction to the Moodle platform of the University of Würzburg <https://wuecampus2.uni-wuerzburg.de/moodle/>.

The on-campus preparation should deepen students' understanding of the functions of the platform and the area that could support their preparation. In fact, the international Winter School course on the Moodle platform is a very important part of the joint programme in Würzburg. It is a structural element of blended learning, which combines on-campus preparation and self-directed learning on the online platform.

In this sense, online preparation is an opportunity to share knowledge and methodology in a global discussion on the themes of adult education and lifelong learning. Through the platform, students can develop a common scientific language as well as an understanding of the topics and the framework of the international Winter School.

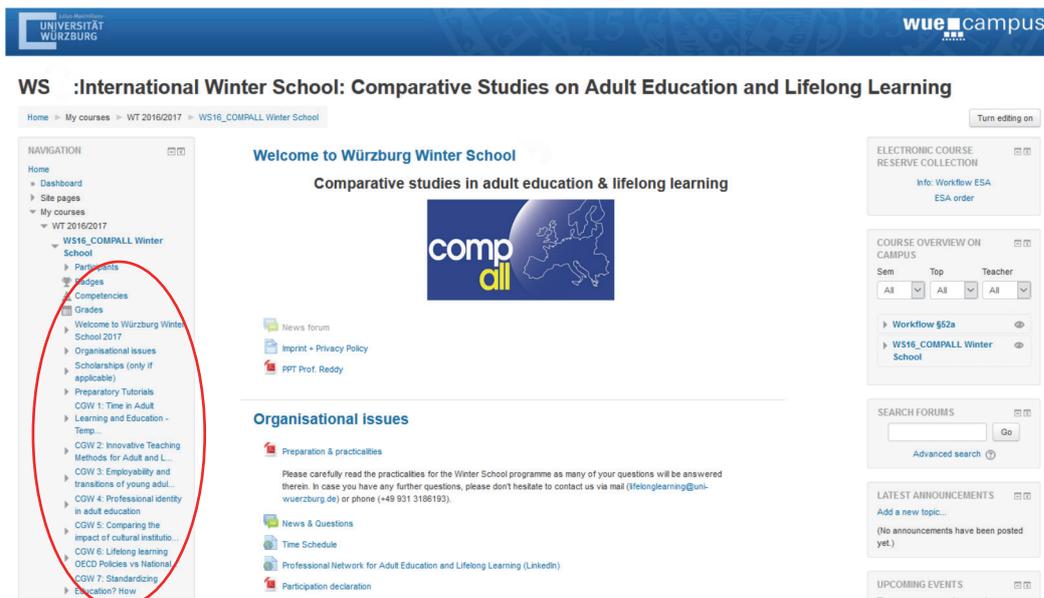
Didactical suggestions

The on-campus preparation should introduce students to the Moodle platform and explain the main functions related to students' preparation. The presentation could follow some simple steps:

1. Overview of the Moodle platform homepage



2. Presentation of the main menu and sections of the international Winter School course (participants, reading, guidelines for transnational essay, pre-workshop, European strategies in adult and lifelong learning – 1st phase, working groups – 2nd phase)



## 7. Didactic integration of online tutorials into your on-campus preparation

The didactic integration of online tutorials into the on-campus and blended-learning scenario is meant to:

- support the on-campus preparation of the COMPALL project and the concept of comparative adult education research
- enhance the academic staff at participants' home universities by including professors and academic staff from the COMPALL partner universities and even guest professors (video appearances)
- supplement the theoretical framework
- train participants to listen to and adapt presentations in English (supported by PPT slides and subtitles)
- prepare students for writing their transnational essay based on the online and on-campus support.

This section will show you some options for integrating the stand-alone online tutorials in your on-campus preparation. It can help you structure the preparation phase in a blended learning arrangement that includes self-directed learning phases for your students. In this case, the following elements would be combined:

- self-directed work on the online tutorials
- self-directed related reading and tasks
- synchronised on-campus preparation and online guidance, teaching, and tutoring (by universities)
- asynchronous online tutoring via email or forum discussions on the transnational essay (by comparative group moderators)

To ensure maximum readiness of the students during the intensive phase (Winter School), the following concepts include all seven online tutorials, preparatory readings, and related tasks. The amount of guidance and tutoring are adjustable up to a certain point. Two versions of the integration concept will be presented here, one with generous personnel input, one with minimal resources (see 7.2).

The online tutorials (I – VII, see 7.1) are a combination of video, reading, and tasks. As stand-alone units, they offer maximum flexibility in terms of time and place in a typical and proven mode of assisted distance learning. All tutorials consist of a longer introductory video at the beginning, mostly followed by readings and tasks and closed by a conclusion video or interactive element. The videos are available for online streaming or download for offline use in common file formats (mp4), allowing students to stop, start, forward, and rewind as needed.

The videos are subtitled to assist students with fewer language skills and to make the different ways of speaking English in the videos more understandable. The presented slides are also available online as PDF files. All texts and sources needed in the tutorials are available for download and offline use.

#### *(Estimated) Time schedule*

The time schedule presented here starts with the expected finishing of the registration and comparative group assignment. Different study schedules at the partner universities make it practically impossible to totally synchronise the preparation phase. Nonetheless, online sessions (e.g. Skype, Adobe Connect etc.) might be scheduled for some online tutorials (see Moodle platform for dates).

#### *Different focus groups (PhD; master's students)*

When choosing elements for the on-campus preparation phase, the heterogeneity of the student group (in terms of learning experiences, academic performance, prior knowledge, etc.) is a crucial factor. Whereas master's students will most likely be instructed in seminar-type classes, PhD students can be expected to engage in more self-directed work - especially when employed with the university. The workload of instruction therefore depends directly not only on university resources or the online tutorials but also on the focus group advised! The following concepts are structured accordingly – full resources for a master's student group of five or more students, minimal resources for a smaller group of doctoral or promising master's students.

## **7.1 Which online tutorial provides which content for the preparation of students?**

The online tutorials cover most topics needed for the Winter School. They are quite similar in style and structure. It is recommended to work from online tutorial I to online tutorial VII. This will guarantee a clear structure of information and an increase in students' knowledge. All online tutorials are self-contained (and therefore flexible to use).

### ***Online tutorial I: Introduction to the COMPALL Winter School***

**Video:** 13:21 min

The first online tutorial was produced by the colleagues from the University of Florence in Italy: Prof Vanna Boffo, Gaia Gioli, PhD, Carlo Terzaroli, and Nicoletta Tomei. It gives you an insight into the structure of the Winter School and your preparatory tasks. Start the tutorial by watching the provided video and deepen your understanding by reading the participants' guide afterwards. Feel free to discuss your questions in the forum, where Winter School participants can interact with each other independently.

### ***Online tutorial II: How to write a transnational essay***

**Video:** 7:25 min (introduction)

**Text:** page 17-31 of this participant guide

The second online tutorial is produced by Prof Vanna Boffo, Gaia Gioli, PhD, Carlo Terzaroli, and Nicoletta Tomei from the University of Florence, Italy. It gives you important information on how to write your transnational essay. After watching the information video, you are welcome to read the guide on writing the transnational essay to deepen your knowledge. Feel free to discuss any open questions and requests with the other Winter School participants in the forum.

### ***Online tutorial III: Critical overview of international organisations in the development of adult learning and education***

**Video 1:** 8:56 min (introduction)

**Text:** Németh, B. (2017). Critical overview of the roles of international organisations in the development of adult learning and education. In M. Slowey (Ed.), *Comparative adult education: Authors and texts* (pp. 117-159). Florence: Florence University Press. (19 pages)

**Video 2:** 9:00 min (Reflection)

This online tutorial was prepared by Prof Balázs Németh at the University of Pécs. It provides a critical overview of international organisations involved in the development of adult learning and education. Please watch both videos and read the provided document carefully. Afterwards, you are welcome to join the online discussion.

### ***Online tutorial IV: Introduction to European policies in adult and lifelong learning***

**Video 1:** 10:45 min (introduction)

**Text 1:** Commission of the European Communities (2000). A memorandum on lifelong learning: Commission staff working paper. Brussels, 30.10.2000 (SEC2000 1832) [arhiv.acs.si/dokumenti/Memorandum\\_on\\_Lifelong\\_Learning.pdf](http://arhiv.acs.si/dokumenti/Memorandum_on_Lifelong_Learning.pdf) (12 pages)

**Text 2:** EU Council (2011). Council resolution on a renewed European agenda for adult learning. Brussels, 20.12.2011 (C 372/1-6) [http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32011G1220\(01\)&from=EN](http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32011G1220(01)&from=EN) (5 pages)

**Video 2:** 5:23 min (reflection)

This online tutorial was developed by Prof Sabine Schmidt-Lauff and Jan Schiller at Helmut-Schmidt-University in Hamburg. It will give you first insights into key educational policy documents of the European Union. The first video introduces you to educational policy documents. It also provides you with an instruction on how to work with two selected policy documents. Then you are asked to study two documents based on the instructions in the video. Links to both documents are available here. After working on the tasks individually, you are welcome to watch the second video, which allows you to reflect on your results. Feel free to discuss your results in the forum, where Winter School participants can interact with each other independently.

### ***Online tutorial V: Introduction to strategies and educational policy analysis***

**Video 1:** 15:47 min (introduction)

**Text:** Anthology on concepts and analytical tools (see [https://www.hw.uni-wuerzburg.de/compall/winter\\_schools/online\\_preparation/](https://www.hw.uni-wuerzburg.de/compall/winter_schools/online_preparation/))

**Optional Text 1:** Lima, L., & Guimarães, P. (2011). European strategies of lifelong learning: A critical introduction. Opladen & Farmington Hills: Budrich. [http://www.pedocs.de/volltexte/2013/8283/pdf/Lima\\_Guimaraes\\_2011\\_European\\_Strategies\\_in\\_Lifelong\\_Learning.pdf](http://www.pedocs.de/volltexte/2013/8283/pdf/Lima_Guimaraes_2011_European_Strategies_in_Lifelong_Learning.pdf) (167 pages)

**Optional Text 2:** Lima, L., Guimarães, P., & Touma, N. (2016). Adult learning and education policies in Germany, Portugal and Sweden: An analysis of national reports to CONFINTEA VI. In R. Egetenmeyer (Ed.), *Adult education and lifelong learning in Europe and beyond: Comparative perspectives from the 2015 Würzburg Winter School* (pp. 29-66). Frankfurt am Main: Peter Lang. <https://www.peterlang.com/downloadpdf/9783653059731/9783653059731.00005.xml> (58 pages)

This online tutorial was produced by Prof Paula Guimarães at the University of Lisbon, Portugal. It provides an introduction to policy analysis, which you will pursue in greater depth during the Winter School. Please first watch the following video. Then you are asked to read the documents and to work on a few tasks on an individual basis. Afterwards, you are welcome to join the online discussions with Prof Paula Guimarães and other students.

### ***Online tutorial VI: Introduction to comparative adult education***

**Videos 1:** 10:42 min (introduction)

**Text:** Egetenmeyer, R. (2016). What to compare? Comparative issues in adult education. In M. Slowey, (Ed.), *Comparative adult education and learning* (pp. 79-95). Florence, Florence University Press. (16 pages)

**Video 2:** 3:35 min (reflection)

This online tutorial was produced by Prof Regina Egetenmeyer, Jenny Fehrenbacher, and Monika Staab at the University of Würzburg. It gives you an introduction to comparative adult education. Please follow the structure outlined below by first watching the video, then working on the tasks, reading the provided document, and reflecting on your results with the second video. Feel free to discuss your results and any open questions in the forum, where Winter School participants can interact with each other independently.

### ***Online tutorial VII:***

#### ***Two examples of comparative studies in adult education and lifelong learning***

**Video 1:** 15:57 min (introduction)

**Text:** Clover, D. E., & Bell, L. (2013). Contemporary adult education philosophies and practices in art galleries and museums in Canada and the UK. *Adult Learner: The Irish Journal of Adult and Community Education*, 1 (1), 29-43. (14 pages)

**Video 2:** 6:54 min (reflection)

This online tutorial was produced by Prof Monica Fedeli, Concetta Tino, PhD, and Daniela Frison, PhD, at the University of Padua, Italy. The tutorial helps you to get a better understanding of comparative research in adult education and lifelong learning by providing you with two samples of comparative studies. Please watch the first video carefully, follow up with the provided text, and watch the second video to reflect on your findings. If you still have questions or concerns, you are welcome to discuss them with other Winter School participants in the forum.

#### ***Optional tutorials: Country insights***

As additional sources of information about individual countries, further video material is available on the Moodle platform / WueCampus, provided by visiting professors at Julius Maximilian University Würzburg.

## 7.2 Integration concept: Maximum resources – minimum resources

As described above, multiple factors influence the eventual structure of the preparation phase: How many resources (time, staff) are available to me/my university for on-campus assistance? Is the maximal concept (full resources) or the minimal concept (fewer resources) best for me and my students? Two possible solutions are given here as examples of how you could structure your on-campus preparation. Both concepts distinguish between self-directed, assisted, and taught activities. Self-directed activities take place without interactions between students and teaching staff. The online tutorials (OT) provide support here. Assisted activities mean that tutoring support is provided, such as assistance in writing the transnational essay and discussions via Skype / Adobe Connect. Taught activities are additional lectures given as on-campus preparation events during the preparation phase.

### *Integration concept 1: 'Maximum' (full resources)*

The full-resource concept puts the emphasis on on-campus teaching and mentoring to meet the needs and expectations of most master's students. Depending on how the joint module is implemented in your study programme, you can adjust the amount of taught activities and additional tasks you give to your students. To ensure a uniform progression of the student group through the curricula, the teaching staff should define timeframes for working on the online tutorials, resembling traditional 'homework'. With the help of the self-directed online tutorials, different timeslots could be defined for on-campus preparation meetings / seminars in compliance with the online tutorials.

As a full resources concept, a weekly schedule would be the prime solution. The number of dates can be adjusted to individual needs, but curricular consistency in self-directed and assisted activity timeframes must be preserved. The table only shows the central topics, relating to the main preparation phases described above in this guide. Additional topics can be covered, such as country insights, publications from former Winter Schools, or foundations of comparative research. By operating on a weekly schedule, the on-campus preparation becomes more comparable to regular seminars / lectures, which might help some universities to implement the Joint Module.

Phase	Kick-off	Introductory phase	Content phase before winter break	Content phase after winter break
Activity				
Self-directed		Online tutorials I-III, readings, and tasks	Online tutorials IV-VI	Online tutorials VII and optional tutorials
Assisted		For example: Preparation of topics for writing the transnational essays	Writing the transnational essays	Revision and finalisation of transnational essays
Taught	Overview: comparative adult education, COMPALL project, agenda of preparation	introduction to national contexts, transnational essay, comparative groups of the winter school	Lectures on: Lima & Guimarães (2011): Policies, politics, welfare states and adult education	Lectures on: Lima, Guimarães, & Touma (2016): model comparison, methodological framework of winter school week one
Timeframe		Starts with assignment to comparative group: around 15 November	End of November and December (incl. winter break)	January, deadline for the transnational essay: 20 January

Figure 5: Integration concept for full resources

*Integration concept 2: 'Minimum' (Minimal resources)*

A minimal resources concept mainly replaces institutional teaching resources with individual learning activities. It relies strongly on the ability of the learner to become acquainted with new topics and theoretical approaches. Therefore, the concept targets small groups of either high-performing master's students or PhD students. The minimal resources concept features the same learning types, but with an emphasis on self-directed learning. In this case, the online tutorials, COMPALL guides, and the COMPALL platform are the main sources of information during the preparation phase. This concept also starts with a kick-off seminar (first appointment), and a timetable should be provided to structure students' preparation. This may prevent workload peaks due to misinterpreted workload amounts. A timetable could look like this:

**Figure 6: Timetable for minimal resources**

Phase	Intro- duction	Content preparation						
Activity								
Self-directed	Online tutorial I + II	Online tutorial III	Online tutorial IV	Online tutorial V	Online tutorial VI	Winter break	Online tutorial VII	Optional tutorials
Date	Week 1 (November)	Week 2 (November)	Week 3 (December)	Week 4 (December)	Week 5 (December)	24.12.-03.01.	Week 7 (January)	Week 8 (January)

Students do their preparatory reading independently with the help of the online tutorials, although hints on text sections (what is important?) or additional information about the COMPALL platform (where to find texts, booklets etc.) could help students.

Phase	Kick-off	Introduction phase	Content phase before winter break	Content phase after winter break
Activity				
Self-directed		Online tutorials I-III	Online tutorials IV-VI	Online tutorial VII and optional tutorials
Assisted (by comparative group moderators)		Topics for writing the transnational essays	Writing the transnational essays	Revision and finalisation of transnational essays
Taught	First appointment: overview of comparative adult education, COM-PALL project	Second appointment: presenting transnational essays drafts	Third appointment: Q&A session on online tutorial readings and tasks, progress with transnational essays	Fourth appointment: presentation of transnational essays, Q&A session on winter school
Timeframe		Starts with assignment to comparative group: around 15 Nov	End of November and December (incl. winter break)	January, deadline for the transnational essay: 20 January

**Figure 7: Integration concept for minimal resources**

The *minimal resources* concept includes only four taught activities: two can be held as lectures (first and last one) and two rely on participant input (second and third). The taught activities are meant to complement the self-directed work on the online tutorials and provide open space for questions and reflection, which students will then work on independently again. Writing the transnational essay is fully delegated to the moderator(s) of the comparative groups and their forum groups. As no lecture or introduction is given about the central texts of the Winter School’s theoretical framework, a Q&A session should allow for group discussion to reach a shared understanding. The fourth appointment is used for supervising the transnational essays and for preparing students for their presentations during the second Winter School week.



## Contact

Julius-Maximilian University Würzburg  
Professorship for Adult and Continuing Education  
Prof. Regina Egetenmeyer  
Oswald-Külpe-Weg 82  
97074 Würzburg/Germany  
[compall@uni-wuerzburg.de](mailto:compall@uni-wuerzburg.de)