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PARTICIPANTS GUIDE

& Transnational Essay Guide

GUIDE FOR PARTICIPANTS

of the joint module

“Comparative Studies in Adult Education and Lifelong Learning”

Version 3: September 2018

Authors

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

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

Regina Egetenmeyer, Julius-Maximilian-University Würzburg



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

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1. INTRODUCTION

The following guidelines serve to clarify to master's and doctoral students enrolled in adult education study courses (in Europe and beyond) the annual Würzburg winter school "Comparative Studies in Adult and Lifelong Learning" and the COMPALL project.

This document aims to summarize the course aims and supports the preparation of students in the months before the winter school starts by providing specific learning tools.

This guide indeed attempts to answer the most commonly asked questions on the winter school and the COMPALL project.

Chapter 5 and the following are about the process of writing the transnational essay and the ways of ensuring its quality for the use envisioned for the second part of the winter school. They unfold as follows: first, it will present some basic aspects of academic writing; it will continue with defining what a transnational essay is and then focus on the abilities you have to show in writing a transnational essay based on evidence. Drawing on some suggestions from previous editions of winter school, it will then discuss two main points:

- How can you structure a transnational essay?
- How can you write it to enable your colleagues to appreciate your contribution?

Practical information will be provided about each of the sections you have to include in your transnational essay, as well as the stages of the writing process.

2. ABOUT COMPALL

The winter school course on Comparative Studies in Adult Education and Lifelong Learning has been implemented as an annual joint module of the "Comparative Studies on Adult and Lifelong Learning – COMPALL" project funded under the Strategic Partnership programme of ERASMUS+ run by the European Commission.

Partners of the COMPALL project are:

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

The COMPALL project addresses the need for a higher level of internationalisation in European Universities, and for a greater number of graduates or doctorates in the field of adult education, as identified in the Agenda for the Modernisation of Europe's Higher Education System (2011).

Indeed, it targets master's degree students and early doctoral students who represent the prospective professionals in adult education in the European context. The aim is to create a bridge between the training needs of prospective European adult educators, the academic training on offer, and the European work context represented by all the firms, lobbyists, and European organizations that will be invited to meet the COMPALL students within structured field visits integrated into the COMPALL project's activities.

In this context, the strategic partnership has achieved a joint blended-learning module that is developed and implemented in each partner university, and thus integrated at the master's and doctoral level in disciplines that explore the adult and lifelong learning field. Moreover, it can be used – in full or in part – outside the COMPALL partnership within interested universities.

The concept that lies behind the COMPALL project is that a curriculum with a didactic approach can help in the training of future practitioners as self-reflective professionals in the field of adult education. The didactic structure is organized as follows:

1. Joint online sessions to introduce master's and PhD students to the analytical model (online tutorial)
2. Supplementary tutorials at all partner universities (face-to-face tutorial)
3. Online supervision for understanding comparative methodology and thus preparing individual transnational essays.
4. Joint intensive phase at the Würzburg campus (intensive programmes i.e., the winter school of 2016, 2017, and 2018)
5. Preparation of a comparative research paper (supervised by editors) on topics in comparative adult and lifelong learning and from the viewpoint of the participants' home countries that represent the curricular content of the COMPALL project (comparative analysis).
6. LinkedIn professional networks to support the long-term international network among participants (master's and doctoral students, professors, international experts) and enable them to COMMUNICATE BEYOND THE INTENSIVE PHASE (PROFESSIONAL NETWORK).



In order to increase the employability of participants and ensure the implementation of the joint-module in external universities, COMPALL partners organize multiplier events i.e., thematic meetings with European experts (from academia and European institutions) on the topics of adult learning and education. These meetings can help the consortium to gain new input regarding the comparative perspective.

3. WHAT IS THE WINTER SCHOOL “COMPARATIVE STUDIES IN ADULT EDUCATION AND LIFELONG LEARNING”?

The winter school offering the Comparative Studies in Adult Education and Lifelong Learning study programme represents two weeks of activities developed each year at the end of the winter term at the University of Würzburg (Germany). As indicated in its title, the winter school is dedicated to comparative studies on adult and lifelong learning.

Who can apply for the winter school course Comparative Studies in Adult Education and Lifelong Learning? The winter school is aimed at master’s and doctoral students from Europe and beyond, especially those enrolled in courses with a focus on adult education and lifelong learning, and those with a special interest in interdisciplinary-comparative studies.

What is the aim of the winter school course Comparative Studies in Adult Education and Lifelong Learning? The winter school aims to analyse international and European strategies for adult and lifelong learning.

A. Content

The winter school involves students in the study of theories and approaches to the analysis of European and global lifelong learning strategies and social policies. Starting with the study of three main social policy models, a range of European countries and German political organizations are compared. The discussion involves all students and professors and leads to a critical reflection on international policies and strategies, and on the differences between theories and real policies.

After that, students are organized in comparative work groups to study some subtopics of lifelong learning, according to their sensitivity-interests and on the basis of the data collected by them during the preparatory phase (writing of the transnational essay).

B. Impact

The winter school aims to:

- increase the employability of students participating by focusing on a didactical approach that fosters communication, global networking and teambuilding, entrepreneurship, critical thinking, responsibility, etc.;
- raising the PhD rate among participants of the winter school following intensive contact between master's and doctoral students. Close contact and knowledge of the doctoral programmes could help master's students to decide to enroll on a PhD course after the degree;
- fostering the development of analytical and comparative competencies following a comparison of adult education frameworks in Europe and beyond with participants from different countries.

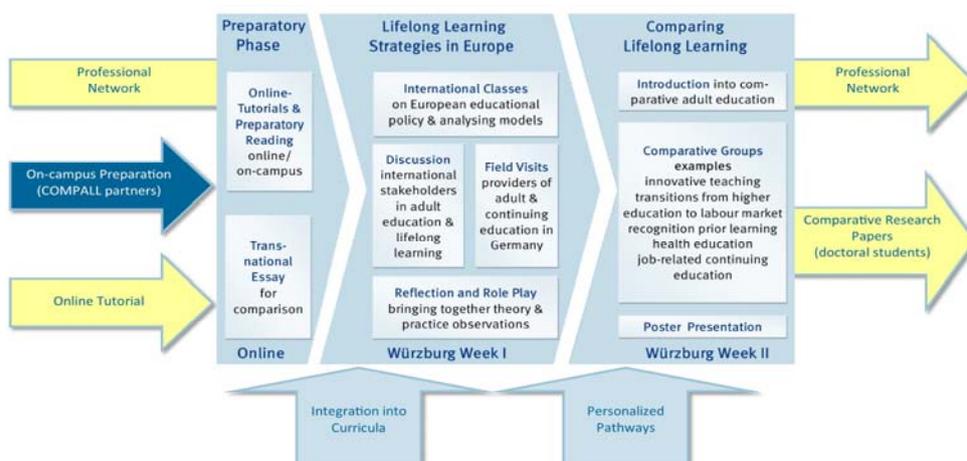
C. Indirect learning

The winter school will help the acquisition of:

- analytical-critical competencies
- proficiency in comparative studies from participation in group work;
- mastery of scientific language of pedagogy, including professional use;
- communication skills;
- active listening;
- teambuilding;
- networking skills.

How is the winter school course Comparative Studies in Adult Education and Lifelong Learning organized? The winter school is organized in three distinct sections:

Figure 1: Working programme Comparative Studies in Adult Education and Lifelong Learning¹



¹Source: winter school - Comparative Studies in Adult Education and Lifelong Learning official website: <https://www.hw.uni-wuerzburg.de/compall/startseite/>

In the preparatory phase that takes place via an online platform², all participants will study a range of core literature concerning social policy and pedagogical models in order to achieve common background understanding. Moreover, they have to prepare a transnational essay, (i.e., a paper tailored to national characteristics) that should be presented during the second phase.

In the first phase, which takes place in Würzburg, the didactical approach aims to tutor the master's and doctoral students in the theoretical analysis model related to adult education and adopted by the winter school course. Indeed, in this phase of the winter school, students have the opportunity to take part in lessons where international speakers explain and test ideas in conjunction with the class (maximum 30-40 per class), and experiment with the social policy and comparative analysis models that can be adopted in the educational context. Moreover, they meet and discuss with European stakeholders (such as EAEA, CEDEFOP etc.) and providers/lobbyists in the field of adult education (Frankenwarte, Chamber of Commerce and Industry etc.).

In the second phase that takes place in Würzburg, students are organized into thematic groups and, under the guidance of one facilitator per group, they are asked to communicate with peers in order to develop a comparative evaluation of the subtopics in adult and lifelong learning. Each comparative group consists of a maximum of 10-15 persons who are invited to provide insights on their own country perspective. This will allow a European and international comparison on the basis of the individual transnational essays. In other words, they are asked to act autonomously as representatives of their own country and present data. The results of the comparison are shown during the final day of the Winter School on Comparative studies in adult education and lifelong learning according to the etiquettes/labels/keywords identified as analysis tools. The success of the presentation is considered an indicator of the proficiency level reached by the group in comparative analysis methodology.

4. REGISTRATION PROCESS

If you are interested in joining the winter school, please have a look on the detailed look on the newest announcement and outline of the respected edition.

1.) *The timetable and programme for the winter school course Comparative Studies in Adult Education and Lifelong Learning i.e., a first introductory part focusing on European strategies in adult and lifelong learning; and a second comparative part, entitled Comparing Lifelong Learning, within which work groups are organized;*

INTERNATIONAL WINTER SCHOOL: COMPARATIVE STUDIES IN ADULT EDUCATION AND LIFELONG LEARNING

PROGRAMME

Preparatory Phase (Online)

- Preparatory Reading online and/or on-campus
- Trans-national Essay for comparison

Würzburg Part I: Lifelong Learning Strategies in Europe

- International Classes on European educational policy & analytical models
- Discussion: International stakeholders in adult education & lifelong learning
- Field Visits: providers of adult & continuing education in Germany
- Reflection and Role Play: bringing together theory & practice observations

Würzburg Part II: Comparing Lifelong Learning

- Introduction into comparative adult education
- Comparative Groups
 - examples:
 - transnational policies in lifelong education and local implementations
 - time in adult learning and education
 - employability and transitions from higher education into the labour market
 - professionalisation in adult education
 - innovative teaching methods
- Poster Presentation

Preparatory phase

For preparation you are asked to: (A) do some reading and (B) write a transnational Essay (8-10 pages) on the topic of your Comparative Group Work. Please register at WueCampus (moodle platform) of the JMU Würzburg.

Würzburg part I: European strategies in adult education and lifelong learning

For the analysis of European and international strategies in Lifelong Learning there will be an introduction into a theoretical analysis model. Therefore, we will work with the study guide 'European Strategies in Lifelong Learning: A Critical Introduction'. The authors of the study guide, Professor Licínio Lima and Professor Paula Guimarães, will moderate the discussion of two different groups. This introduction will be followed by discussions with European Stakeholders in adult and Lifelong Learning as well as by the visit of adult education providers in Würzburg. The finale of the first part of the Winter School will be a reflection and a placing of Lifelong Learning practices into the analytical model.

Würzburg part 2: Comparing lifelong learning

For the comparison of selected subtopics of Lifelong Learning students will choose one subtopic, which will be guided by an international expert. Each group (with around 10 students) will consist of participants from different countries. Each participant will act as representative of his/her home country. Within the group work a comparison will be done. The comparative group work will end with a poster presentation showing the results of the comparison. On registration, each participant will choose one group - in which they will represent their country during the comparison. Every participant will prepare a short country description before the winter school. By this, each student will provide an insight into his/her home country to the group fellows. After registration, all participants will make contact with the moderators of the groups to get some hints concerning the preparation of the country description. The comparison will be done in groups (students can select one).

<http://www.lifelonglearning.uni-wuerzburg.de/programme/>



2.) *The topics for the comparative groups, such as: time in adult learning and education, OECD policies, PIAAC and national adult education policies, comparing the impact of cultural institutions and organizations on adult and lifelong learning. The topics are presented in a multifaceted way. Starting with a general overview, the platform suggests some complementary literature that could be useful for the acquisition of specific academic language and rationale in the transnational essay;*

Comparative Group 2: Innovative teaching methods for adult and lifelong learning

teaching methods -teaching innovation - traditional and western methods

Teaching methods differ across civilizations. It is predicted on the culture and knowledge tools available in each community with which people are taught and nurtured for the betterment of the people and society. Some of these indigenous teaching methods have similarities and differences across civilizations and culture. Adult learners are learners with special needs and consideration; their experience has significant influence on what they prefer to learn, the purpose for which they learn, how and when they learn. Since indigenous methods are evident in traditional learning mode, natural and context-determining which form major parts of adult upbringing, this informal and learner-centered teaching method may be effective for adult learners. For comparative work in adult and lifelong learning, participants will explore various indigenous methods in their various cultures. They will compare, from various continents, the principles, practices and policies (if any) underpinning adoption of indigenous methods in teaching. They will work on how these methods may be adapted into the framework of andragogy and map out possible best and innovative practices adult and lifelong learning.

Comparative research question:

What teaching methods in adult education are discussed as traditional and which as innovative?

Context of comparison:

Teaching methods that are used in your course of studies in adult education in your universities. Teaching methods in adult education that are discussed in your language.

Categories of comparison:

Participants in the group will compare categories in teaching methods using the following as guide:

- Traditional teaching methods: Which teaching methods/ways of teaching are declared as traditional or conventional in adult education?
- Innovative teaching methods: Which teaching methods/ways of teaching are known to be innovative in the context of your studies in adult education? What is the argumentation for its innovative character?
- Other teaching methods: Which other teaching methods/ways of teaching are you studying in your studies in adult education?
- Transnational teaching methods: Which area can be named a “joint international” innovatively in adult teaching method?

References:

Amali, H. I (2014) The function of folktales as a process of educating children in the 21st century: a case study of Idoma Folktales. Proceedings of the International Conference on 21st Century Education at Dubai Knowledge Village, 2 (1), pp.88-97. Retrieved on 31-01-2016 from <http://www.21caf.org/uploads/1/3/5/2/13527682/amali.pdf>; Blumberg, P. (2008). Developing learner-centered teachers: A practical guide for faculty. San Francisco: Jossey-Bass; Gugliemino, L. M. (1986). The affective edge: Using songs and music in ESL instruction. Adult Literacy and Basic Education, 10, pp.19-26.



Dr. Bolanle Simeon-Fayomi,
Obafemi Awolowo University Ile-Ife, Osun State, Nigeria

Simeon-Fayomi Bolanle Clara is a senior lecturer in the Department of Adult Education & lifelong learning, Obafemi Awolowo University, Ile-Ife, Nigeria, where she also serves as the postgraduate studies coordinator. She has her PhD in adult education analyzing the various types of curriculum and policies used in the delivery of entrepreneurship education for university graduates across the world in comparison to Nigeria.



<http://www.lifelonglearning.uni-wuerzburg.de>

3.) The application form: how to apply for the winter school course *Comparative Studies in Adult Education and Lifelong Learning*, which documents are needed, which scholarships are available, what are the selection criteria etc.;

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PARTNERS APPLICATION REGISTRATION PROGRAMME ARCHIVE VENUE IMPRINT

INTERNATIONAL WINTER SCHOOL: COMPARATIVE STUDIES IN ADULT EDUCATION AND LIFELONG LEARNING

/ INTERNATIONAL WINTER SCHOOL: COMPARATIVE STUDIES IN ADULT EDUCATION AND LIFELONG LEARNING / APPLICATION

Partners

Application

Criteria for the award of scholarships

Step 1: Online application

Step 2: Submission of documents

Registration

Programme >

Archive >

Venue

Imprint

Application & scholarships

Requirements for application

For participating in the Winter School, a Bachelor's degree (or equivalent) in a subject with relation to lifelong learning (e.g. a Bachelor degree in education) forms the minimum requirement.

Application Deadline: **September 30, 2017**

For students from COMPALL-Partner-Universities: **October 30, 2017**

- > Step 1: Online application
- > Step 2: Submission of documents

[http://www.lifelonglearning.uni-wuerzburg.de/
application_scholarships/](http://www.lifelonglearning.uni-wuerzburg.de/application_scholarships/)

5. ONLINE PREPARATION

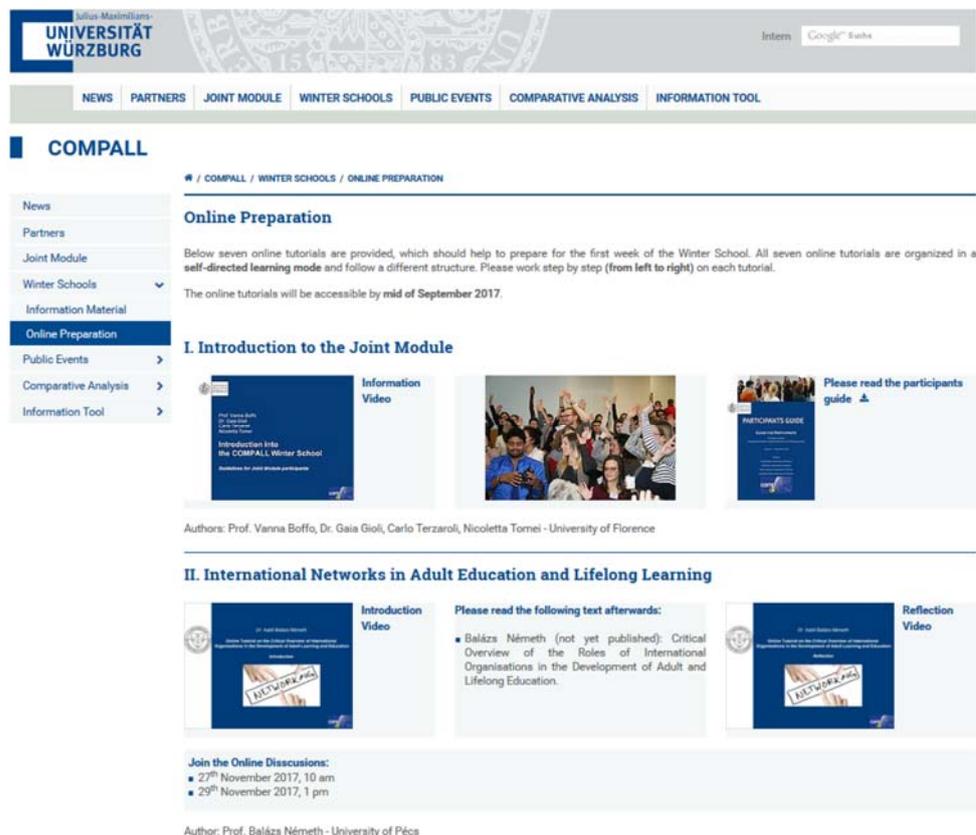
The online preparation is based (1) on the online tutorial and (2) on the preparation of a transnational essay.

5.1 ONLINE TUTORIAL

The online tutorial provided via the Moodle Platform of the University of Würzburg <https://wuecampus2.uni-wuerzburg.de/moodle/> and as open access resource under <https://www.hw.uni-wuerzburg.de/compall/winter-schools/participant-information/online-tutorial/>

aims preparing participants to the winter school course *Comparative Studies in Adult Education and Lifelong Learning*. Through the online tutorial, participants receive assistance and support in the preparation for the winter school regarding the following:

1.) *Preparation for the central topics of the winter school is in seven modules. Accepted participants will have access to the Moodle platform of the University of Würzburg,*



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Online Preparation

Below seven online tutorials are provided, which should help to prepare for the first week of the Winter School. All seven online tutorials are organized in a self-directed learning mode and follow a different structure. Please work step by step (from left to right) on each tutorial.
The online tutorials will be accessible by mid of September 2017.

I. Introduction to the Joint Module

Information Video
Please read the participants guide

Authors: Prof. Vanna Boffo, Dr. Gaia Gioli, Carlo Terzaroli, Nicoletta Tomei - University of Florence

II. International Networks in Adult Education and Lifelong Learning

Introduction Video
Please read the following text afterwards:
Reflection Video

Join the Online Discussions:

- 27th November 2017, 10 am
- 29th November 2017, 1 pm

Author: Prof. Balázs Németh - University of Pécs

https://www.hw.uni-wuerzburg.de/compall/winter_schools/online_preparation/

where all videos can be downloaded.

Overview of contents of the Online Tutorial

I: Introduction to the COMPALL Winter School

Video: 12:10 min

The first online tutorial part 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.

II: Introduction to strategies and educational policy analysis, reflection & online discussion

Part 1:

Video 1: 14:34 min - Introduction to strategies and educational policy analysis (Licínio Lima);

Text 1: Anthology on concepts and analytical tools (12 pages)

(<https://www.hw.uni-wuerzburg.de/compall/winter-schools/participant-information/online-tutorial/>)

Optional Text 1: Licínio C. & Guimarães, P. (2011). *European Strategies of Lifelong Learning: A Critical Introduction*. Opladen & Farmington Hills: Budrich. (167 pages)

(<http://www.pedocs.de/volltexte/2013/8283/pdf/>

Lima_Guimaraes_2011_European_Strategies_in_Lifelong_Learning.pdf)

Part 2:

Video 2: 9:12 min - Introduction to multilevel analysis (Paula Guimarães);

Task: Work on National Policy or Law on Adult Education

(https://www.hw.uni-wuerzburg.de/compall/information_tool/)

Video 3: 5:25 min - Introduction to multilevel analysis of education and lifelong learning policies - Reflection Video (Catarina Doutor);

Part 3:

Video 4: 4:43 min - Introduction to three theoretical models Part 1 (Paula Guimarães and Catarina Doutor);

Text 2: Anthology on Comparative Analysis

Optional Text 2: Lima, Licínio C.; 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. (58 pages)

(<https://www.peterlang.com/downloadpdf/9783653059731/9783653059731.00005.xml>)



Video 5: 3:30 min - Introduction to three theoretical models Part 2 (Paula Guimarães and Catarina Doutor).

This 5-video part was produced by Prof Licínio Lima from the University of Minho and Prof Paula Guimarães and Catarina Doutor 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 start with Video 1. Then you are asked to read the anthology document and to work on a few tasks on an individual basis. Continue with the other videos. For deeper insights you can also work on the optional texts (recommended for PhD students). Afterwards, you are welcome to join the online discussions with Prof Paula Guimarães and other students (see Moodle/WueCampus for dates).

III: Introduction to European policies in adult and lifelong learning

Video 1: 11:07 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) (Anthology, 12 pages)

(https://www.hsu-hh.de/wb/wp-content/uploads/sites/647/2017/10/Anthology-Memorandum_on_Lifelong_Learning-EU-2000.pdf)

Text 2: EU Council (2011). Council resolution on a renewed European agenda for adult learning. Brussels, 20.12.2011 (C 372/1-6) (Anthology, 5 pages)

(<https://www.hsu-hh.de/wb/wp-content/uploads/sites/647/2017/10/Anthology-Councils-Resolution-on-a-Renewed-european-Agenda-for-AL.pdf>)

Video 2: 5:11 min - Reflection

This online tutorial part was developed by Prof Sabine Schmidt-Lauff and Jan Schiller at Helmut-Schmidt-University in Hamburg. The first video introduces you to key educational policy documents of the European Union. 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. 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.

IV: Critical overview of international organisations in the development of adult learning and education, reflection and online discussion

Video 1: 8:37 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)

V: Introduction to comparative adult education & reflection**Videos 1:** 10:39 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:** 3:26 min - Reflection

This online tutorial part 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.

VI: Two examples of comparative studies in adult education and lifelong learning**Video 1:** 17:07 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:** 8:19 min - Reflection

This online tutorial part 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.

VII: How to write a transnational essay**Video:** 7:15 min - Introduction**Text:** page 17-31 of this participant guide

This online tutorial part was 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.



Additional contents (only on WueCampus):

Selected Country Insights into Adult Education and Lifelong Learning

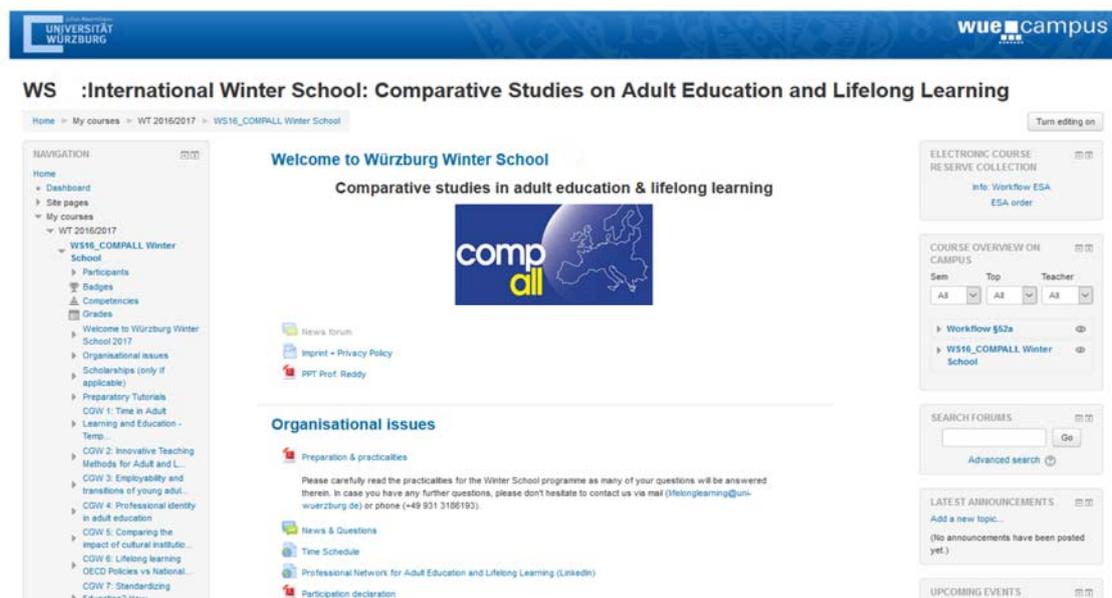
For students without on-campus preparation

The following timetable can be used as an agenda for self-directed preparation. It starts after you have received your comparative group assignment. Please get in touch with your supervisor first if any on-campus preparation is scheduled for you.

Phase	Introduction		Content preparation					
Activity								
Self-directed	I + II	III	IV	V	VI	Winter break	VII	Optional contents
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)

Figure 2: Proposed timetable for self-directed preparation (students without on-campus preparation)

2.) Participants will also receive all relevant information regarding the organization of the winter school (e.g., travel, accommodation) via the Moodle platform under <https://wuecampus2.uni-wuerzburg.de/moodle>



The screenshot shows a Moodle course page for 'International Winter School: Comparative Studies on Adult Education and Lifelong Learning' at Würzburg University. The page features a navigation menu on the left, a central welcome message with the 'compall' logo, and several resource blocks on the right including 'Electronic Course Reserve Collection', 'Course Overview on Campus', 'Search Forums', 'Latest Announcements', and 'Upcoming Events'. The course title is 'WS :International Winter School: Comparative Studies on Adult Education and Lifelong Learning'.

5.2 TRANSNATIONAL ESSAY

All participants are required to prepare a transnational essay in advance of the winter school (by 20th January of the respective winter-school year). The transnational essay focuses on the topic pursued by the comparative group in which participants are studying during the second week of the winter school. You are supported in your writing in several ways.

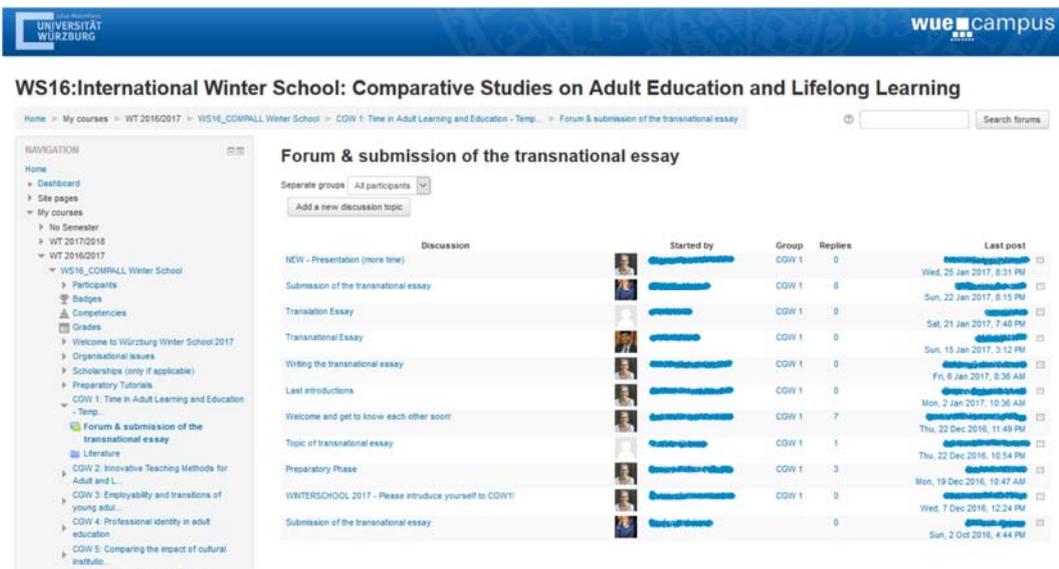
1.) The COMPALL website information tool provides you with a wide range of information on international studies in adult education.

The screenshot shows the COMPALL website interface. At the top, there is a header for 'UNIVERSITÄT WÜRZBURG' with a search bar. Below the header is a navigation bar with links for NEWS, PARTNERS, JOINT MODULE, WINTER SCHOOLS, PUBLIC EVENTS, COMPARATIVE ANALYSIS, and INFORMATION TOOL. The main content area is titled 'COMPALL' and 'Information Tool on Internationalisation in Adult Education'. A sidebar on the left lists various resources under the 'Information Tool' category. The main content area features a map of Europe with several red and green markers, and a caption below it: 'Foto: Regina Egetenmeyer, Würzburg'. Below the map are five buttons: 'Country Reports in Adult Education', 'Dataset: Comparative Research in ALE', 'International Study Offers in ALE', 'Online Networking Opportunities', and 'Preparation Material for Winter School'.

<https://www.hw.uni-wuerzburg.de/compall/winter-schools/online-tutorial/>



2) Please contact the moderator of your comparative group to prepare your research question and determine the focus of your transnational essay. A discussion forum is provided for each comparative group. The moderators ask some key questions regarding the topic of the comparative group work in order to provide clear insights into the approach to the topic in their home country. The transnational essays will be used afterwards in the comparative group work. During the preparation, students are introduced and matched online with moderators of the respective group that ask them to prepare a transnational essay. You are also asked to use your group's forum to upload your transnational essay by 20th January.



The screenshot shows a forum interface for 'WS16:International Winter School: Comparative Studies on Adult Education and Lifelong Learning'. The forum is titled 'Forum & submission of the transnational essay'. It features a navigation menu on the left and a main content area with a table of discussion topics. The table includes columns for 'Discussion', 'Started by', 'Group', 'Replies', and 'Last post'. The topics listed include 'NEW - Presentation (more time)', 'Submission of the transnational essay', 'Translation Essay', 'Transnational Essay', 'Writing the transnational essay', 'Last introductions', 'Welcome and get to know each other soon!', 'Topic of transnational essay', 'Preparatory Phase', 'WINTERSCHOOL 2017 - Please introduce yourself to CGW!', and 'Submission of the transnational essay'.

3.) The transnational essay tips for the writing of the transnational essay that is a national paper on a subtopic of adult and lifelong learning chosen from the thematic opportunities offered by comparative groups. You will find the tips in the following chapter.

6. HOW TO WRITE THE TRANSNATIONAL ESSAY

6.1 ACADEMIC WRITING — GENERAL CRITERIA

Students who want to participate to the winter school course *Comparative Studies in Adult and Lifelong Learning* will be engaged in an intensive didactical experience that will offer them the opportunity to play the role of a researcher. Researchers in almost any field need to communicate effectively with their peers in order to ensure a deeper understanding of the topics discussed.

For that reason, writing is a very important part of participation in the winter school. Even if it takes the specific form of an essay, it must respect some general criteria for scientific writing in order to contribute to the pool of knowledge generated during the intensive programme through comparative methodology.

Good scientific writing is:

- clear - it avoids unnecessary detail;
- simple - it uses direct language, avoiding vague or complicated sentences;
- impartial - it avoids making assumptions;
- structured logically - it expresses ideas and processes in a logical order;
- accurate - it presents how and where data were collected;
- objective - it supports statements and ideas using appropriate evidence that demonstrate how conclusions have been drawn as well as acknowledging the work of others.
- objective - it supports statements and ideas using appropriate evidence that demonstrate how conclusions have been drawn as well as acknowledging the work of others.

To reflect the characteristics of good scientific writing in your own work, you should consider several issues. To make your writing clear and simple you should think carefully about the words you use and the ways in which you use them. In most scientific writing you will need to use some scientific or technical terms in order to be effective. Abbreviations can be very useful, but they can also be confusing and might not be understood by everyone. Use standard abbreviations where these exist and clarify the meaning of the scientific and technical terms you use, as well as the meaning of acronyms. The language should be uniform in spelling (UK English) throughout the text.



Use objective rather than subjective language, in order to be impartial, and choose a “voice”. In general, the active voice is clearer, more direct and easier to read, but the passive voice can be more appropriate in particular circumstances. The same considerations can be made for personal or impersonal styles and the uses of tenses. What is most important is for you to be aware of how you are writing, and how your choices affect the tone and the meaning of your words. Use a sentence length that allows your thoughts to flow clearly, considering that sentences that are too long and rambling are difficult to follow and are likely to be confusing. You may be able to reduce your sentence length by cutting out unnecessary words or dividing complex sentences into separate phrases or sentences. This can help you to logically structure your thoughts.

6.2 ADVICE FOR THE PREPARATION

The specific form that your writing has to take is the form of an essay. Generally speaking, an essay is written for a clear purpose and to suit a particular audience. In your case, as a participant of the winter school, the audience is the members of the group in which group work activities will be developed in the second phase of the intensive programme.

Consequently, the purpose will be to represent your home countries and compare national approaches in adult and lifelong learning. In an transnational essay, specific information and evidence are presented, analysed and applied to a particular problem or issue. For the winter school, specific issues are identified by the selected subtopics to which group work is devoted.

Each transnational essay is linked to one comparative group of the winter school, which has formulated one overall questions, defined contexts and categories of comparison on which your transnational essay should follow on. Depending on your placement to the respected comparative group, please develop a sub-question which contributes to the overall question of your comparative group. In answering the question please identify a context on which your focus on your transnational essay Within the chapter of your essay, please focus on the categories for comparison of your comparative group.

Comparative Group 1: Time in adult learning and education – temporal phenomenon as resource and boundary

time for learning (hours, years) - participation/non-participation - paid educational leave

Learning always involves making and taking time. To understand the influence of time it encompasses more than just the single chronological time-related attributes (hours, minutes, time tables, schedules etc.). There is a great diversity of temporal elements as they exist in pedagogy e.g. time sequences during the (lifelong) learning process, temporal dislimitations in adulthood (work, family, recreation etc.), the didactical approach to synchronize learning processes etc. For instances, an inclusive educational model would promote lifelong learning within a temporal sensitivity for modern times. By questioning the effective 'real times' for learning (OECD; AES) one can find that time constraints are the main obstacles preventing adults from learning - no difference in which country you live. But beside, there are differences inbetween the legal national regulations concerning time (e.g. paid education leave).

Comparative research question:

How are the macro level (legislation/laws) and the micro level (participation/non-participation) time-perspectives in adult education interrelated to each other?

Context of comparison:

The contexts of comparison of the macro-level are laws and legal regulations: Especially the international 'paid educational leave' regulation relates to national ratifications (educational leaves) and to regional laws too (often with concrete instruments; in Germany for example 'learning vouchers'). The contexts of comparison at the micro-level can be the interdependency of participation in vocational training within working-learning-accounts in companies. Or the relation between a.) learning hours in non-vocational versus vocational training or b.) formal and non-formal learning. The context will be interdependent to the available data on this issue, e.g. national context in the OECD-data.

Categories of comparison:

- Legislative background: What legislative background concerning time for adult education exists in your country? (Describe)
- Ratification of ILO Paid Educational Leave Convention: Has your country given their ratification by convention to the ILO Paid Educational Leave Convention, 1974 (No. 140)?
- Time for participation in adult education: Find some data about your country and report: How much time (e.g. hours per year) do adults spend in educational activities? Is there a difference between formal and non-formal education? Is there a difference in learning time inbetween vocational training and general education?
- Temporal barriers of participation in adult education: What is in the OECD 'Education at a Glance' (2014) reported about the lack of time resp. temporal barriers to participation in adult learning activities (between work and family; inconvenient time offer; lack of support and unexpected things)?

A well-written transnational essay will demonstrate your ability to:

- understand the purpose of the transnational essay and adhere to its specifications;
- gather, evaluate and analyse relevant information;
- structure material in a logical and coherent order;
- present your arguments in a consistent manner;
- draw appropriate conclusions that are supported by the evidence and analysis; make thoughtful and practical considerations to enhance comparative activities among the group members.

6.3 HOW TO STRUCTURE A TRANSNATIONAL ESSAY

As we have already said, all transnational essays must be simple, concise and well structured. The information should be presented in a clearly structured format, making use of sections and headings. Its graphics should attract attention, being clean and tidy, so the information that embodies your reflection on the scientific theme, will be easy to locate and follow.



There are no mandatory requirements regarding the length of the transnational essay, but it is expected that the author writes a short paper of about 10-15 pages. We nevertheless strongly recommend that each author contact their local contact partner, i.e. the COMPALL representative at the partner university.

Inspired by the organization of a research paper, we propose the following structure:

- A. Cover page
- B. Summary
- C. Table of contents
- D. Introduction
- E. Chapters
- F. Conclusions
- G. References and Appendix

Since the format of the transnational essay should respect some conventions, more comments will be added on each section.

A. Cover page

The cover page of your transnational essay should present the author (name, surname), the title, the institutional affiliation (name of the home university and logo), the study programme you are enrolled on, and the winter school edition (e.g., Winter School 2017). You can use a thesis cover, the frontispiece or the title page on the letterhead of your home university. The title, which represents the first presentation of your work, should be clear and impressive, in order to interest the reader and identify the focus of the paper briefly but clearly.

B. Summary

The summary should clearly describe the aims, structure and content of the transnational essay, outlining its main points. It should cover a maximum of half a page in length and avoid detail or discussion, providing the reader with a helpful overview of the perspective through which you analyse what follows. At the end of this section, you could include between 3 to 5 key words which best identify your work. Even if they are usually not required for a transnational essay, they can help the reader to screen the content of the transnational essay.

C. Table of contents

The contents page should list the different sections of the transnational essay, pointing out the headings along with the page numbers. It should enable the reader to scan the rationale and locate particular information in specific sections. Subheadings can be added if necessary. Section headings and subheadings can be numbered. In this case be sure that the numbering is consistent throughout.

D. Introduction

The introduction should set the scene for the central part of the transnational essay. Information on the theoretical framework should be given, as well as background information on the contribution. What has already been done in the specific field of research at the national and international level can be presented in order to define the limitations to the scope of the transnational essay and where it is placed theoretically. The problem and research question should be presented to help the reader to understand why you want to focus your transnational essay on a specific theme. Aims and objectives should be detailed. A description of the research methods used must be provided according to the hypothesis you are trying to investigate. The introduction should be brief. This avoids the risk of it having too strong an influence on subsequent parts of the essay. For this reason, we recommend that participants write an introduction that corresponds to a maximum of 10% of the total number of pages in the paper.

E. Chapters

The Transnational Essay should be organized in at least three chapters. Each chapter has a specific role. First of all, you should place the work in the broader context of adult education and lifelong learning and link your theme to the European context (Chapter 1). Then you should present the theme from a national perspective along with the methodology you are going to use (Chapter 2). Afterwards, the national or local best practice is described and interpreted (Chapter 3).

To present your national or local best practice, you have to be able to provide information on specific study cases, describing the practice and the methodology used to develop/analyse it, and using graphs and charts to visualize the research process. The identification of its meaning and relevance is a very important issue.

Evidence collected from the best practice analysis should help you to summarize the data, and emphasize important trends identified in comparison with the international or European perspective. You could use the evidence to propose or generalize a model.

The discussion of the evidence constitutes the main body of the transnational essay. It should be used to interpret the evidence with specific reference to the research question and the problem. You should highlight relationships between theories, data, best practice and theoretical framework.



If your discussion section is lengthy, You might divide it with section headings, arranging the main points in an order that is logical and easy to follow. All sources used to elaborate the chapters should be acknowledged. References to the research and theoretical findings of others are an integral component of the transnational essay. The usual practice is to summarize the findings or other information in your own words and then cite the source. Any ideas or other information that are not your own must be substantiated by a reference that is cited in the text. Plagiarism such as the representation of words, ideas and images of others as being your work can be easily avoided by adequately referencing any and all the information you use from other sources. Since you will refer to different concepts or ideas from different sources in each page, indirect in-text citations should refer to the surname of the author(s), the year of publication and the page(s).

The term *competence* is defined as: part of skills, part of knowledge, and part of responsibility. It is possible to divide competences into a lot of categories, for instance, generic and specific (Buiscool et al., 2010, p. 11). For example, it is possible to divide competence into personal and professional competence. It depends on the point of view of research. For a teacher or for a trainer, we can say there are three fields of competences: 1.) relational and communicative competences, 2) didactical competences, and 3) disciplinary competences. In Europe these types of competence are studied and applied in the curricula of university study programmes. The article will observe the situation in three countries: Italy, Germany and Portugal.

Figure 3: Example of in text citation²

If your sources are explicitly mentioned in your text or you want to refer explicitly to their words (direct citation) you can proceed in this way:

According to Charters and Hilton (1989), the interpretation of comparative data can be understood as the main target in comparative research:

A study in comparative international adult education must include one or more aspects of adult education in two or more countries or regions. Comparative study is not the mere placing side by side of data concerning one or more aspects of adult education in two or more countries. Such juxtaposition is only a prerequisite for comparison. At the next stages one attempts to identify similarities or differences between the aspects under study and to assess the degree of similarities or differences. Even at this point the work of comparisons is not complete. The real value of comparative study emerges only from stage three – the attempt to understand why the differences and similarities occur and what their significance is for adult education in the countries under examination and in other countries where the finding of the study may have relevance. (Charters und Hilton, 1989, p. 3)

Figure 4: Examples of direct and indirect citation³

²Source: Boffo, V., Kaleja, K., Sharif-Ali, K., Fernandes J.. (2016). The curriculum of study programmes for adult educators – the study cases of Italy, Germany and Portugal (p.104). In Egetenmeyer, R. (Ed.), *Adult Education and Lifelong Learning in Europe and Beyond*. Frankfurt am Main (DE): Peter Lang Edition.

³Source: Egetenmeyer, R..(2016). Comparing Adult Education and Lifelong Learning in Europe and beyond: An introduction. In Egetenmeyer, R. (Ed.), *Adult Education and Lifelong Learning in Europe and Beyond*. Frankfurt am Main (DE): Peter Lang Edition. (p.17).

F. Conclusions

In the conclusion you should show the overall significance of what has been covered. You may want to remind the reader of the most important points that have been made in the transnational essay. In order to highlight the main findings and your personal considerations on what is the most central issues of your work you can try to consider these questions:

- What are the conclusions we can draw from the discussion of the evidence?
- What is their significance with regards to international research?
- Are there any practical consequences of your conclusions or possible new and future studies?

It is very important to remember that no new material should be introduced in the conclusion.

G. References and appendix

The very last part of the transnational essay contains the references and appendix. Under the second headings you should include all the unpublished supporting information such as glossary of technical terms, tables, graphs, questionnaires, surveys and transcripts. Under the first headings you should list all published sources referred to in your transnational essay. The list of the references can include manuscripts, scientific papers, conference proceedings, databases and any kind of published material you used.

It is important to note that references should be selected according to their relevance and their reliability. The list can contain:

- general and basic literature on adult education;
- documents from international institutions such as the European Commission, OECD, Cedefop or ILO;
- statistical data guaranteed by national or international provider;
- specific and technical literature on the selected theme of research;
- literature on the methodology of the research.

This kind of references should be listed in:

- alphabetical order of authors' surnames.
- chronological order for each author (where more than one work by the same author is cited)
- type of publication (where more than one work by the same author is published)
 - monographs
 - articles/essays
 - editing

If an author has written a paper with co-authors, all names should be cited in the list at the end of the transnational essay. In this case, the list of references from the same author should follow one more principle: publications by a single author should be listed in chronological order first, then publications by the same author and with co-authors in chronological order.

There are different styles for listing references. In order to make life easy for the reader and allow them to locate important information on your sources we propose using the following templates, elaborated in the American Psychology Association (APA) indications.

In order to list the references at the end of the transnational essay use the following template to cite a printed book: Author, A.A. (Year of Publication). *Title of work*. Publisher City, State: Publisher.

Keogh, H.. (2009). *The State and Development of Adult Learning and Education in Europe, North America and Israel. Regional Synthesis Report*. Hamburg, Germany: UNESCO Institute for Lifelong Learning

Figure 5: Example of printed book reference

Use the following template to cite a book from an e-reader: Author, A.A. (Year of Publication). *Title of work* [E-Reader Version]. Retrieved from <http://xxxx> or [doi:xxxx](https://doi.org/xxxx)

Boffo, V., Federighi, P., Torlone, F.. (2015). *Educational Jobs: Youth and Employability in the Social Economy*. Firenze, Italy: Firenze University Press [E-Reader Version]. Retrieved from <http://www.fupress.com/catalogo/educational-jobs-youth-and-employability-in-the-socialeconomy/2938>.

Figure 6: Example of e-book reference

Use the following template to cite a book found in a database: Author, A.A. (Year of Publication). *Title of work*. Retrieved from <http://xxxx> or [doi:xxxx](https://doi.org/10.1111/xxxx)

Hanemann, U.. (2015). *The Evolution and Impact of Literacy Campaigns and Programmes, 2000-2014*. *UIL Research Series: No.1*. Retrieved from https://eric.ed.gov/?q=adult+education&ft=on&ff1=dySince_2015&ff2=pubBooks&id=ED564035

Figure 7: Example of on-line book reference

Use the following template to cite a journal article in print: Author, A.A. (Publication Year). Article title. *Periodical Title, Volume(Issue)*, pp.-pp.

In print article
Griffin, C.. (1999). Lifelong Learning and Welfare Reform. *International Journal of Lifelong Education, 18, 6*, pp. 431-452.

Figure 8: Example of printed article reference

Use the following template to cite a journal article found online: Author, A.A. (Publication Year). Article title. *Periodical Title, Volume(Issue)*, pp.-pp. [doi:XX.XXXXX](https://doi.org/10.1111/xxxx) or Retrieved from journal URL

Article from an online journal
Fleming, T.. (2016). Reclaiming the emancipatory potential of adult education: Honneth's critical theory and the struggle for recognition. *European Journal for Research on the Education and Learning of Adults, 7, 1*, pp.13-24. Retrieved from <http://www.rela.ep.liu.se/conents.asp?doi=10.3384/rela.2000-7426.20671>

Figure 9: Example of on-line article reference

Use the following template to cite an essay in an edited book: Author, A.A. (Publication Year). Article title. In Author, A.A. (Ed.), *Book title* (pp.). Publisher City, State: Publisher.

Booffo, V., Kaleja, K., Sharif-Ali, K., Fernandes J.. (2016). The curriculum of study programmes for adult educators—the study cases of Italy, Germany and Portugal . In Egetenmeyer, R. (Ed.), *Adult Education and Lifelong Learning in Europe and Beyond* (pp. 103-120).Frankfurt am Main (DE): Peter Lang Edition.

Figure 10: Example of reference of essay published in a printed edited book

Use the following template to cite an edited book in print: Editor, E.E. (Ed.). (Year of Publication). *Title of work*. Publisher City, State: Publisher.

In print edited book

Egetenmeyer, R. (Ed.). (2016). *Adult Education and Lifelong Learning in Europe and Beyond*. Frankfurt am Main (DE): Peter Lang Edition.

Figure 11: Example of printed edited book reference

Use the following template to cite an edited book from an e-reader: Editor, E.E. (Ed.). (Year of Publication). *Title of work* [E-Reader Version]. Retrieved from <http://xxxx> or doi:xxxx

Edited book from an e-reader

Curaj, A., Georghiou, L., Harper, J.C., Ergon-Polak, E. (Eds.). (2015). *Mergers and Alliances in Higher Education. International Practice and Emerging Opportunities* [E-Reader Version]. Retrieved from <http://links.springer.com/book/10.1007%2F78-3-319-13135>

Figure 12: Example of reference of edited e-book

Use the following template to cite an edited book found in a database: Editor, E.E. (Ed.). (Year of Publication). *Title of work*. Retrieved from <http://xxxx> or doi:xxxx

Edited book from a database

Yang, J., Schneller, C., Roche, S. (Eds.). (2015). *The Role of Higher Education in Promoting Lifelong Learning. UIL Publication Series on Lifelong Learning Policies and Strategies: No. 3*. Retrieved from https://eric.ed.gov/?q=adult+education&ff1=dtysince_2015&ff2=pubBooks&id=ED564050

Figure 13- Example of reference of on-line edited book

As you can see, APA style does not require inclusion of the date of access for online sources; however, it could be indicated. DOI and state indication can be omitted. You can find more information about APA style at the website <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

6.4 HOW TO WRITE A TRANSNATIONAL ESSAY

The process of writing an effective transnational essay can be divided into several stages. A key point to manage the task of writing without stress is to allocate time for planning each stage. The writing process will be much easier if consideration of how long each stage is likely to take is made carefully. For this reason, careful preparation necessitates dividing the time before the deadline between the different stages. Be sure to leave time for final proof reading and checking.

A. Understanding the transnational essay brief

The first stage of the process is understanding the transnational essay brief. In order to be confident that you understand the purpose of your transnational essay, read carefully the guidelines for participation in the winter school and the transnational essay brief on the online platform. Consider who the transnational essay is for and why it is being written. Check your understanding of all the instructions or requirements by contacting the group facilitator and the rest of your colleagues if anything is unclear.

B. Gathering and selecting information

Once you are clear about the purpose of your transnational essay, you need to begin collecting relevant information. As indicated above, you can use a variety of sources. Starting by reading relevant literature could be useful to enable the exploration of the topic and find connections with themes in adult education and lifelong learning. Once you've broadened your understanding of the topic or issue, you can go on to look at other forms of information such as statistical data and specific and technical literature on selected subtopics. Questionnaires, surveys and other empirical materials can also be consulted at this stage. As you read and gather information, you need to assess its relevance to your transnational essay and select accordingly. Keep in mind that your transnational essay brief can help you decide what is relevant for your purpose.

C. Organising your material

Once you have all the information, you must decide in what sequence it should be presented. Choose an order for your material that is logical and easy to follow. Begin by grouping together points that are related and be prepared to cut any information that is not directly relevant to the transnational essay.

D. Analysing your material

Before starting to write your first draft of the transnational essay, take time to consider the facts and evidence you have collected. Take notes and summarize the main points and conclusions that can be drawn from the material. Outline the limitations of the evidence and check if they are consistent, convergent or in conflict with one another. This can help you to relate the information you have gathered to the problem or issue described in the transnational essay brief.



E. Writing the transnational essay

Having organised your material into appropriate groups, these may be transformed into sections or chapters, sections and headings, and you can start to write the first draft. Chapters, sections and even individual paragraphs should be clearly structured. You should introduce the main idea, expand it, define any key terms and present relevant evidence to support your point(s). Comment on each piece of evidence showing how it relates to your points and conclude by showing its significance to the transnational essay as a whole or to the next chapter/section/paragraph. At the end when you know exactly what will be included in the transnational essay, you may modify the structure of the contents page and write the summary in accordance with the indications provided above.

F. Reviewing and redrafting

When the first draft is ready, trying to read the draft from the perspective of the reader can help you to rearrange or rewrite sections in order to make the rationale clearer. Remember that your transnational essay will be used comparatively to represent an example of how your home country approaches a specific field of adult and lifelong learning. If you have enough time, try to get some feedback from your tutor or from other experienced advisors.

G. Editing and presentation

Once you are satisfied with the content and structure of your redrafted transnational essay, you can turn your attention to the editing. To finalise your work the text should be justified and written in Times New Roman, font size 12 and page margins should be three centimetres each. Check for consistency in the numbering of chapters, sections and appendices. Make sure that all your sources are acknowledged and correctly referenced. At this stage, proof reading and a linguistic check is very important, as well as beginning to think how to effectively present your work. Create a set of key points to consider for your presentation and provide visual tools for improving your colleagues' understanding of the argumentation.



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Please also have a look into the
online-tutorial:
How to write a transnational essay?

*Prof. Vanna Boffo
Dr. Gaia Gioli
Carlo Terzaroli
Nicoletta Tomei*

How to write a Transnational Essay

Guidelines for the online preparatory phase



[https://www.hw.uni-wuerzburg.de/compall/
winter_schools/online_preparation/](https://www.hw.uni-wuerzburg.de/compall/winter_schools/online_preparation/)



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

