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# GUIDE

## for participants of the INTALL Adult Education Academy

within the ERASMUS+ Strategic Partnership INTALL

Version 5: September 2020

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## STRATEGIC PARTNERSHIP

### INTERNATIONAL & COMPARATIVE STUDIES FOR STUDENTS & PRACTITIONERS IN ADULT EDUCATION & LIFELONG LEARNING

The Strategic Partnership INTALL is developing a joint module in „International & Comparative Studies for Students and Practitioners in Adult Education and Lifelong Learning“, which will be offered in study programmes related to adult education and lifelong learning, it is the follow-up project of COMPALL.

The joint module includes a **preparatory phase**, a **two-week intensive phase** at Campus Würzburg, Germany and a publication possibility for doctoral students and practitioners from the field of adult and continuing education. Furthermore, INTALL is developing an **online network for young graduates and researchers** in adult and lifelong learning. INTALL is offering **annual public events**. International experts in adult and lifelong learning are invited to discuss with us the use of INTALL-results along with further development.

[go.uniwiue.de/intall](http://go.uniwiue.de/intall)

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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) and to practitioners from the field of adult and continuing education the annual Würzburg Adult Education Academy "International & Comparative Studies for Students and Practitioners in Adult and Life-long Learning" and the INTALL project.

This document aims to summarize the aims of the Adult Education Academy and supports the preparation of students in the months before the Adult Education Academy starts by providing specific learning tools.

This guide indeed attempts to answer the most commonly asked questions on the Adult Education Academy and the INTALL 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 Adult Education Academy. 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 Adult Education Academy, it will then discuss how to structure a transnational essay and how to 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 INTALL

The Adult Education Academy has been implemented within the ERASMUS+ Strategic Partnership INTALL (International & Comparative Studies for Students and Practitioners on Adult and Lifelong Learning).

Partners of the INTALL project are:

- Julius-Maximilian University 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 Ljubljana, Slovenia
- Dublin City University, Ireland
- DVV International
- European Association for the Education of Adults (EAEA)

INTALL is a partnership of eight European universities and two major European practice institutions in the field of adult education and lifelong learning. INTALL is run under the ERASMUS+ programme. It builds up a bridge between academic learning and practice in adult and continuing education.

Master's students, doctoral students and practitioners in adult education and lifelong learning are invited to join a two-week Adult Education Academy in Würzburg. In the first week, students learn about international and European policies in adult education and lifelong learning, deepening their knowledge about international theories or theoretical thinkers in adult education. In the second week, practitioners join the programme. Together, students and practitioners work on their science-related employability skills and conduct their own international comparative study.

INTALL develops a **blended-learning module** that is implemented in each partner university at master's and doctoral level in adult education and lifelong learning.





### 3. WHAT IS THE ADULT EDUCATION ACADEMY?

The Adult Education Academy offering the International & 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). The Adult Education Academy is dedicated to comparative studies on adult and lifelong learning.

**Who can apply?** The Adult Education Academy is aimed at master's, doctoral students and practitioners 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?** The Adult Education Academy aims to analyse international and European strategies for adult and lifelong learning.

#### 3.1 CONTENT

The Adult Education Academy involves students and practitioners 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 organisations are compared. The discussion involves all students, practitioners 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 and practitioners 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).

#### 3.2 IMPACT

The Adult Education Academy 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 Adult Education Academy 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 enrol 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

### 3.3 INDIRECT LEARNING

The Adult Education Academy 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.

The Adult Education Academy is organised in sections:

Preparation <i>online</i>	Week I <i>in Würzburg</i>		Week II <i>in Würzburg</i>	Follow-up <i>online</i>
<p><b>Online preparatory phase</b></p> <p>online tutorial</p> <p>preparatory readings</p> <p>transnational <b>essay</b></p>	<p><b>International strategies in adult education</b></p> <p>classes on European educational policies, adult education in Germany, analysis of models</p>	<p><b>Pedagogical theories: Paulo Freire</b></p> <p>discussion on Conscientization of oppression</p>	<p><b>Employability in adult education</b></p> <p>theoretical framework, self-reflection</p> <p>stories from adult education practice</p> <p><b>Comparing lifelong learning</b></p> <p>introduction to comparative adult education</p> <p>comparative group work e.g. on active citizenship, time in adult education etc.</p> <p>open space presentations</p>	<p><b>Possibility for publication</b></p> <p>joint comparative research papers together with comparative group moderators</p>
<p>all master's students</p> <p>all PhD students</p>	<p>all master's students</p> <p>PhD students chose between option 1 „international strategies“ or option 2 „pedagogical theories“</p>		<p>all master's students</p> <p>all PhD students</p>	<p>not for master's students</p> <p>optional for PhD students</p>

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In the **preparatory phase** that takes place via an online platform<sup>2</sup>, 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 and practitioners from the field of adult and continuing education in the theoretical analysis model related to adult education and adopted by the Adult Education Academy. Indeed, in this phase of the Adult Education Academy, 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 and practitioners 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 8 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 Adult Education Academy 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.

<sup>2</sup>It may be possible to organize on-campus preparation with the help of one of the professors that work at the participants' home university and specialize in adult education. The Adult Education Academy administration team will provide the professors with useful materials for this on-campus preparation.

## 4. REGISTRATION

If you are interested in joining the Adult Education Academy, please have a look on the newest announcement. This comprises:

1. **The timetable and programme for the Adult Education Academy**

The first week focuses theories and strategies in adult education and lifelong learning. In the second week comparative work in groups is the focus

<https://go.uniwue.de/programme>

2. **The topics for the comparative groups**

Those are for instance, 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 7: The use of international organisations surveys' results in national adult education policies

adult education policies · intergovernmental bodies · testing

Comparison is a relevant issue and procedure in adult learning education policy planning and decision. Several organisations, such as the Organisation for Economic Co-operation and Development (OECD) have had a significant policy salience through comparative testing, namely with the programme for the Programme for the International Assessment of Adult Competencies (PIAAC); the European Union with the Adult Education Surveys has released regularly information that might be used by national governments for the development of adult learning and education strategies. PIAAC rounds have progressively included more and more countries. Based on an understanding of adult learning and education that stresses literacy, numeracy and problem-solving in technology rich environments, results emphasise the link of these skills with the labour market and existing jobs. When it comes to the Adult Education Surveys, the data gathered allows the comparison among European Union countries referring to the participation in lifelong learning activities. However, some authors have raised concerns related to the data collection instruments and the stress given to adults' knowledge and skills relevant for the labour market (Rubenson, 2015). These surveys have been considered a 'governing technology': it is a relevant tool for the re-definition of the understanding of adult education, owing to the stress on (lifelong) learning; and it is a significant tool for the governance in education as it became a mechanism through which education and training systems are measured and made accountable (Grek, 2013). Several authors have argued that there is an interaction of an international organisations' (such as OECD and the European Union) activity and national education and training systems when policy definition, implementation and assessment are considered. However, if the PIAAC or the Adult Education Survey results are often mentioned in policy discourses, the introduction of national reforms stressing (lifelong) learning and skills can significantly differ and show quite different expressions (Jakobi, 2012) as in some adult learning and education is still used, while in many others lifelong learning is preferred as well as lifewide qualifications or permanent education and training. Even if we can argue that these expressions refer globally to learning and education developed in formal, non-formal and informal settings, these differences may also be involve different meanings assigned to adult learning and education.

### Role of Practitioners

Practitioners will be involved as regular participants and enrich the comparative group work with their expertise.

Description of one comparative group in the programme of the Adult Education Academy 2021

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### 3. The application form

How to apply for the Adult Education Academy, which documents are needed, which scholarships are available, what are the selection criteria etc.. Information to the application are given on the website.

#### Application

The application for the Adult Education Academy 2021 will start in July 2020.

The application deadline is 21. September 2020, 23:59 CET

You will be asked to apply in two steps

**Step 1:** Fill in the application form and submit it online (available soon)

**Step 2:** Hand in the required documents (available soon)

We recommend you to take approx. 20 minutes for filling in the application form in Step 1. You will be asked to hand in the documents from Step 2 separately from the submission of the application form.

Please note that only complete applications (Step 1 and Step 2 completed) can be considered.

#### Information on the application at the website of the Adult Education Academy

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[go.uniwue.de/lifelonglearning](https://go.uniwue.de/lifelonglearning)



## 5. ONLINE PREPARATION

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

### 5.1 ONLINE TUTORIAL

You can watch the online tutorial at Moodle of Uni Würzburg (OpenWueCampus) and online (<https://go.uniwue.de/tutorial>). The tutorial aims to prepare participants to the Adult Education Academy. Through the online tutorial, participants receive assistance and support in the preparation for the Adult Education Academy regarding the following:

Preparation for the central topics of the Adult Education Academy is in seven modules. Accepted participants will have access to Moodle of Uni Würzburg (OpenWueCampus), where all videos can be downloaded.

#### I. Introduction to the Winter School



➤ Information Video

You can find the video at the bottom of the page!



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

Online tutorial at the Intall website

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[go.uniwue.de/intall](https://go.uniwue.de/intall)

## Overview of contents

This section gives you an overview of the contents and workload of each tutorial.

### Online tutorial I: Introduction to the INTALL Adult Education Academy

**Video:** 13:21 min

The first online tutorial was produced by the colleagues from the University of Florence in Italy: Prof. Vanna Boffo, Dr. Gaia Gioli, Carlo Terzaroli, and Nicoletta Tomei. It gives you an insight into the structure of the Adult Education Academy 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 Adult Education Academy 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, Dr. Gaia Gioli, 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 Adult Education Academy 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)  
[http://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 Adult Education Academy 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 [go.uni-wue.de/preparation](http://go.uni-wue.de/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 CONFITEA VI. In R. Egetenmeyer (Ed.), *Adult education and lifelong learning in Europe and beyond: Comparative perspectives from the 2015 Würzburg Adult Education Academy* (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 Adult Education Academy. 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 Adult Education Academy 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, Dr. Concetta Tino, and Dr. Daniela Frison, 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 Adult Education Academy participants in the forum.

#### Optional tutorial: Country insights

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



### For students and practitioners 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.

Online tutorial I + II	Online tutorial III	Online tutorial IV	Online tutorial V	Online tutorial VI	Winter break	Online tutorial VII	Optional tutorial
Week 1 NOV	Week 2 NOV	Week 3 DEC	Week 4 DEC	Week 5 DEC	Week 6 DEC/JAN	Week 7 JAN	Week 8 JAN

### Proposed timetable for self-directed preparation (students and practitioners without on-campus preparation)

Participants will receive all relevant information regarding the organisation of the Adult Education Academy (e.g., travel, accommodation) via Moodle.

## INTALL Winter School 2020

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INTALL Winter School 2020

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### General

## INTALL Winter School 2020

*International and comparative studies in adult education and lifelong learning*  
3.-14.2.2020 in Würzburg, Germany

-  [General announcements: All news on the Winter School](#)
-  [Introduction to the Winter School: Please watch this video until 3.11.19](#)
-  [Group during week I for practitioners and PhD students: Please select your group](#)
-  [Interest in getting a grade: please click until 15 December 2019](#)
-  [Participant Guide: Find out more about the Winter School in this guide](#)
-  [Travel information: Find out more about your travel to Würzburg](#)
- Hidden from students
-  [List of accommodation possibilities: please book your accomodation very early](#)
-  [Winter School programme](#)

### Adult Education Academy on Moodle (OpenWueCampus)

## 5.2 TRANSNATIONAL ESSAY

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

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

The screenshot shows the website for the University of Würzburg's INTALL project. The header includes the university logo and navigation links for NEWS, INTALL, ADULT EDUCATION ACADEMIES, INTALL@HOME, and WORKING IN ADULT EDUCATION. The main content area is titled 'Information tool' and features a grid of resource cards: 'Country reports in adult education', 'Dataset: Comparative research in adult education', 'INTALL@home material', 'International study offers in adult education', 'Online networking opportunities', and 'Preparation material for the Adult Education Academy'. A sidebar on the left lists various categories like 'News', 'Programme and dates', and 'Information tool'. At the bottom of the main content, there is a photograph of three people collaborating at a table.

Information tool at the Intall website

<https://go.uniwiue.de/informationtool>



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 and practitioners 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 20 January.
3. In case you use examples from adult education practice, we advise you to contact the organization via phone or email to receive further information.
4. The transnational essay is analyzing one subtopic of adult education and lifelong learning chosen from the thematic opportunities, offered by comparative groups. Therefore you are asked to focus on one context (e.g. nation, region, institution) with which you are familiar.

openwuecampus  My Courses ▾ This Course ▾  

### General announcements: All news on the Winter School

Here you can find all news on the Winter School

[Add a new topic](#)

	Discussion	Started by	Replies	Last post
☆	<a href="#">Grades are now online!</a>	 Lifelong Learning Würzburg	0	 Lifelong Learning Würzburg Mon, 20 Apr 2020, 1:11 PM
☆	<a href="#">Submission of Transnational Essays for getting a grade</a>	 Lifelong Learning Würzburg	0	 Lifelong Learning Würzburg Wed, 11 Mar 2020, 1:22 PM
☆	<a href="#">Pictures Winter School 2020</a>	 Professur für Erwachsenenbildung/Weiterbildung	0	 Professur für Erwachsenenbildung/Weiterbildung Mon, 2 Mar 2020, 11:53 AM
☆	<a href="#">Thank you</a>	 Regina Egetenmeyer-Neher	0	 Regina Egetenmeyer-Neher Mon, 17 Feb 2020, 3:58 PM
☆	<a href="#">Lecture Today</a>	 Regina Egetenmeyer-Neher	0	 Regina Egetenmeyer-Neher Mon, 10 Feb 2020, 7:39 AM
☆	<a href="#">Storm Sabine</a>	 Regina Egetenmeyer-Neher	0	 Regina Egetenmeyer-Neher Sat, 8 Feb 2020, 4:30 PM

**Forum of the Moodle of the University of Würzburg (OpenWueCampus)**

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### 5.3 PREPARATION OF GOOD PRACTICES (COLLEAGUES FROM ADULT EDUCATION PRACTICE)

The INTALL Adult Education Academy views the building of bridges between research and adult education practice as key issue for successful studies in adult education. This is why colleagues from the field of adult education are invited to join. Due to the colleagues' time commitment, only they are allowed to join the INTALL Adult Education Academy for one week only. Whereas master's and doctoral students come from similar study programmes related to adult education and lifelong learning, colleagues from the field of adult education represent the broad variety of adult education at different places. Please be aware that not all colleagues from the field of adult education understand themselves as "practitioners", e.g. the colleagues doing advocacy work in the field.

Diversity also marks the different professional activities carried out in the field of adult education (e.g. teaching, programme development, project management, recognition of prior learning, guidance, advocacy work). It also includes local, regional, country-specific, and international influences of adult education, which create the respective local-specific field of adult education.

Diversity is also found in regard to the the colleagues' disciplinary background. They graduated in a wide range of subjects, which may not be related to education. And the colleagues have reached quite different stages in their careers: Whereas some may be very experienced country directors in adult education, others may be very young assistants in adult education projects.

To be able to use this diversity in a beneficial way for all participants, it is very important to use the virtual meeting to figure out the colleagues' expectations. Please be aware that it is a didactical task for each comparative group to find proper ways of including the individual colleagues.

The perspectives of the colleagues are not included in the narrow juxtaposition of contexts (e.g. countries) in the way it is done for students. Moreover, we recommend using the broad experience of the colleagues to frame the comparisons and to develop the relevance of the comparative group work in the field of adult education.



Please be aware that the colleagues will only join the comparative groups during the first two days—and that the final comparison will be done by students only.

We ask each colleague to present one or more good practice example(s) during the IN-TALL Adult Education Academy. This good practice should be related to the comparative group and be relevant to the topic in the field of adult education. The good practices do not have to be developed by the colleagues themselves, but they should be relevant to the work they do. Examples include teaching models, provider models, laws, or projects.

Plan around 30 minutes plus 10 minutes questions for the presentation of good practices. The colleagues are asked to visualise their presentations by using PowerPoint slides, videos, and the like. The colleagues can decide whether to present one or more good practices in the given time frame.

### Structure of the Good Practice(s)

*(Proposal by Aleksandra Kozyra, European Association for the Education of Adults)*

#### 1. Setting the scene

- Information about the context (e.g. country, region, institution) and why the good practice was needed
- Information about the relation of the practitioners to the good practice (e.g. project developer)
- Main goals of the good practice

#### 2. Implementation

- What were the key activities?
- Who were the target groups and how were they reached?
- Who were the main partners (if any) and how were they involved?
- What challenges were encountered during the implementation? How were they solved?

#### 3. Outcomes

- Results/observed effects of the best practice and how they were tracked
- What was the impact?
- What made the good practice to a good practice?

## 6. HOW TO WRITE THE TRANSNATIONAL ESSAY

### 6.1 ACADEMIC WRITING — GENERAL CRITERIA

Students who want to participate to the Adult Education Academy 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 Adult Education Academy. 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 details;
- **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.

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 for you is 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 Adult Education Academy, 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 a transnational essay, specific information and evidence are presented, analysed and applied to a particular problem or issue. For the Adult Education Academy, 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 Adult Education Academy, which has formulated one overall question, 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 is. Within the chapter of your essay, please focus on the categories for comparison of your comparative group.

**Comparative research question**

How have international organisations surveys' results influenced adult education and lifelong learning national policy discourses?

**Context of comparison**

The context of comparison privileged in this Group Work will be the national/country level, namely adult education policy discourses (laws/regulations) in what refers to the influence of the international organisations surveys results concerning the represented countries.

**Categories of comparison**

Categories of comparison:

- International organisations surveys' results in literacy, numeracy and problem-solving in Information and Communication Technology (ICT) environments or in lifelong learning participation in the represented countries
- The impact of international organisations surveys' results in national policy discourses (laws, regulations)
- The influence of the OECD or the European Union (namely in the understanding of adult learning and education) in national policy contexts

### Description of a comparative group with guiding questions for the transnational essay and the good practices

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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 INTALL 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 in, and the Adult Education Academy edition (e.g., Adult Education Academy 2020). 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 organised 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 (Buiskool 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 2: Example of in text citation<sup>2</sup>**

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)*

<sup>2</sup>Source: 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.

<sup>3</sup>Source: 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. In case you have contacted an organisation and asked for information please cite this information as follows:

Name of the organisation (date of information): E-Mail/Phone call with name of the person.

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

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

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-scoialeconomy/> 2938.

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

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=dtySince\\_2015&ff2=pubBooks&id=ED564035](https://eric.ed.gov/?q=adult+education&ft=on&ff1=dtySince_2015&ff2=pubBooks&id=ED564035)

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.

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 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>

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.

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 . In Egetenmeyer, R. (Ed.), *Adult Education and Lifelong Learning in Europe and Beyond* (pp. 103-120).Frankfurt am Main (DE): Peter Lang Edition.





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.

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>

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=dySince\\_2015&ff2=pubBooks&id=ED564050](https://eric.ed.gov/?q=adult+education&ff1=dySince_2015&ff2=pubBooks&id=ED564050)

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 Adult Education Academy 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'

Watch the online tutorial: How to write a transnational essay?  
[go.uniwue.de/intall](http://go.uniwue.de/intall)

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