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GUIDE

FOR MODERATORS OF COMPARATIVE GROUPS

International and comparative studies for students and practitioners
in adult education and lifelong learning

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STRATEGIC PARTNERSHIP

INTERNATIONAL AND COMPARATIVE STUDIES FOR STUDENTS & PRACTICIONERS IN ADULT EDUCATION & LIFELONG LEARNING

The Strategic Partnership INTALL is developing a joining 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.

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1. DISCIPLINARY FOCUS OF THE COMPARATIVE GROUPS

Comparisons done during the Adult Education Academy focus on questions of adult education and lifelong learning. Questions in adult education refer to the learning processes of adults and their integration into diverse (educational) contexts (e.g. providers, societies). In international contexts – especially in international organisations – the term *lifelong learning* is commonly used and frequently associated with adult learning. The Adult Education Academy explores questions and discourses surrounding lifelong learning from the perspective of adult education.

The INTALL Adult Education Academy is divided into two weeks. In the *first week*, participants study international policies in adult education and lifelong learning. During the first week, participants develop a shared vocabulary, which is related to the interplay of discourses in lifelong learning and adult education.

The *second week* of the INTALL Adult Education Academy focuses on the comparison of selected aspects of adult education in transnational contexts. Through cross-national comparison, the INTALL Adult Education Academy has developed a broad base of comparison. It also takes cases and contexts into account, which will be compared with other cases and contexts. For example, adult education providers, adult education study programmes at different universities, or adult education regulations in different contexts (e.g. regions, employers, nation states) can be compared. The contexts of comparison will be different in each comparative group. They must be selected by the moderator according to the research question of each comparative group.

In a transnational setting, the contexts compared are understood in a transnational and international way as interrelated with other contexts (e.g. other adult education providers, international policies, regional regulations). One characteristic feature of transnational developments is that the interrelationships of different contexts are arranged in a diffuse way. Comparative relationships need not be (but may be) hierarchically, horizontally, or vertically opposed to each other. They can also be peripheral, overlapping, or irrelevant to each other. This means that the relationship of contexts to other (non-) interrelated contexts must be researched by the comparative group. For example, a comparison of National Qualification Frameworks in different countries may reveal quite different roles of and interrelationships between European policies, nation states, regions, and institutions. For the development of a comparative group, it is essential that the question and subject are related to adult education and learning. Furthermore, the context of research, along with the interrelated contexts, must be developed in advance.

2. ANNOUNCEMENT OF COMPARATIVE GROUPS

2.1 FUNCTION OF ANNOUNCEMENT

Each year in April, the INTALL group invites colleagues for organising a comparative group work session during the INTALL Adult Education Academy. To this end, colleagues are asked to complete a form with information about the comparative groups (see chapter “Subject of Announcement”). The completed forms serve as descriptions of the subject to be explored by the comparative groups. They will be published in the booklet of the INTALL Adult Education Academy announcement in July each year.

The INTALL Adult Education Academy targets master’s students, doctoral students, and colleagues in the field of adult education (providers, institutions, associations). As a consequence, the disciplinary focus of the INTALL Adult Education Academy integrates academic approaches, perspectives from adult education practice and associations, and the interrelation of the aforementioned perspectives.

2.2 TARGET GROUP OF THE ANNOUNCEMENT

As mentioned above, the INTALL Adult Education Academy has three target groups:

1. Master’s students with a relation to adult education and lifelong learning
2. Doctoral students with research concentrations in adult education and lifelong learning
3. Young and experienced colleagues from the field of adult education (e.g. from adult education providers or associations)

During the INTALL Adult Education Academy, all three target groups work together in the comparative groups. As the number of participants in each comparative group depends on applications and enrolment, the exact number of participants in each target group cannot be determined at the time the comparative groups are announced.

It is important to develop the comparative groups in such a way that their outcomes are relevant for all target groups. As outlined below, master’s and doctoral students work on transnational essays for the comparative group, whereas the colleagues from the field of adult education work on good practices. Based on the announcement, interested applicants choose one comparative group. Upon registration, they choose three alternative groups in which they would like to work during the Adult Education Academy. This means that interested applicants should receive a good and exact overview of the focus in each comparative group.





As the time for comparison during the INTALL Adult Education Academy is very limited, it is central to substantially narrow down the focus of each comparative group. It is advisable to adopt the perspective of master's students and young doctoral students. To this end, it is important to reduce the complexity of the comparative research question. In addition, it is very important to develop very concrete comparative categories that students can easily address in their transnational essays.

Besides identifying the comparative research question and the comparative categories for master's and doctoral students, it is necessary to reflect on the possible integration of the adult education colleagues. This means the comparative groups have to be developed in such a way that they become relevant to the field of adult education (providers and/or associations). This relevance forms the basis for the didactical development of comparative groups in a way to address the needs of all target groups.

2.3 SUBJECT OF THE ANNOUNCEMENT

The announcement of the comparative groups is followed by a template that all moderators receive to develop their comparative group. The template is designed to help moderators develop and focus on a selected question in their comparative group. It helps ensure group fellows' effective preparation, allowing them to achieve comparable perspectives. Moderators are asked to observe the following points:

Title: Please formulate a precise title for your comparative group. Please be aware that applicants may only read the title. This is why the title should use words that make the subject of the comparative group easy to understand for students and adult education colleagues. Please also keep in mind that the title may serve as a kind of "promise" regarding the subject the comparative group will work on. It may be helpful to develop a two-part title in which the most important focus of the comparative group is put first.

Keywords: Please formulate 3-5 keywords for your comparative group to work on. These keywords may also be read by potential applicants in their first "ad hoc overview" of the comparative groups.

Relevance of subject and learning outcomes: Please outline the relevance of the subject for comparative research in adult education. It is important here to go beyond mere academic relevance; also think about the topic's overall societal and practical relevance. Please further outline the expected (comparative) learning outcomes of your comparative group. Based on this subject, readers should have a clear idea in mind about its relevance. Please be aware that most readers are not researchers. This is why the outline should be worded in accessible language. For organisational reasons, this part should not be longer than 250 words.

Comparative research question: Please formulate one comparative research question for your group. This question should be very clear and sufficiently narrow. It should ensure that participants are able to work on similar issues in their transnational essays. The comparative research question should lead master's and doctoral students very clearly in writing their transnational essays. At the same time, the comparative research question should provide possible links for adult education colleagues to serve as the basis for a good practice.

Context of comparison: In this part, the moderator should give more information about the research fields to be compared. The question is: which specific contexts will be compared? Will institutions between different countries be compared? Will laws or regulations between countries be compared? Or will nations be compared? Please formulate a specific context that will give participants specific information in regard to what will be compared. In their transnational essays, students will use one of the contexts, to which they have easy access (depending on language, biography). They will work on information for the comparative categories based on one context. In the Adult Education Academy, the different contexts of participants will be compared.

Comparative categories: Please try to develop 2-3 comparative categories relevant for answering the research question. The comparative categories will guide the comparison during the INTALL Adult Education Academy. For the announcement, they should be named and outlined in one sentence. The comparative categories are designed to help students structure their transnational essays. In these essays, each student should provide information about the comparative categories in their context. As the time during the INTALL Adult Education Academy is very short, it is important to provide a clear structure for comparison already at the announcement.

Role of practitioners: In this part, please outline what colleagues from the field of adult education can bring to the comparative group. They are asked to present good practices that are relevant in their working field. As the backgrounds of these practitioners are quite different, their specific role can only be defined after the comparative groups have been formed.

Literature: Please name a maximum of three recommended readings for preparation. Further literature can be provided via Moodle (WueCampus) after the groups have been formed. Please be aware that some students select the comparative groups based on the amount of recommended reading.





Moderator information: Please provide some background information on yourself and your research emphasis. Please be aware that only colleagues with a PhD may be a moderator of the comparative groups.

Please be aware that this announcement forms the basis for participants to prepare for the INTALL Adult Education Academy by producing a transnational essay or a good practice presentation.

3. PARTICIPANT APPLICATION AND COMPOSITION OF THE COMPARATIVE GROUPS

As announced above, the INTALL-Adult Education Academy targets three different groups:

1. Master's students with a relation to adult education and lifelong learning
2. Doctoral students with research concentrations in adult education and lifelong learning
3. Young and experienced colleagues from the field of adult education (e.g. from adult education providers or associations)

Interested participants are asked to register between 1st August and 15th September each year on the registration platform

go.uni-wue.de/lifelonglearning

On this platform, applicants select up to three comparative groups in which they intend to work during the INTALL Adult Education Academy. INTALL partners are asked to select participants and inform the Team of the University of Würzburg about the selected students. Please be aware that the participants will be enrolled at the module "International-comparative research in adult and continuing education" at Julius-Maximilians-University. This means they have to meet the requirements for the master's programme in education. Please be also aware that participants' English proficiency should be at least level B2 and that they should have studied education or be experienced in the field.

After the application, the enrolment requirements are reviewed by the University of Würzburg. After a positive admission decisions, applicants are asked to formally enrol in the module at the University of Würzburg.

Based on the enrolment and the named preferences for the comparative groups, the Würzburg team will form the comparative groups. It is intended that each group works with a maximum of 8-10 participants and maximum of 5 to 6 different contexts (e.g. countries). Please be aware that the good practice perspective of the adult education colleagues will serve more as a framing perspective than as a comparative case. During the INTALL Adult Education Academy, the in-depth comparison can concentrate on the cases of the master's and doctoral students.

4. PREPARATION AT MOODLE (WUECAMPUS)

4.1 ENROLMENT

After the groups have been put together, moderators and participants are invited to register at Moodle (WueCampus), where the comparative groups have their own space for communication. This registration should best be finalised by the end of October.

The Moodle (WueCampus) acts as a preparation platform for the Adult Education Academy. It helps participants prepare for first and second week of the INTALL Adult Education Academy.

Please be aware that students are invited to prepare for the *first week* of the Adult Education Academy in November. The preparation sessions and videos with the comparative groups will only start in December. It is helpful to keep this perspective in mind and to check students' concrete preparation plans.

For the *second week*, each comparative group has its own discussion forum. This forum will be available for discussion solely within each comparative group. Moderators can communicate over this forum with their group, and they can upload texts for the comparative group. Furthermore, all participants are invited to use this forum to upload their transnational essays and their best practice presentations by 20 January.

All moderators are asked to support their group members from the first half of November onwards for preparing the transnational essay and the good practice presentation.

We propose the following support activities to start a good online discussion.





4.2 INTRODUCTION ON MOODLE (WUECAMPUS)

Please use your comparative group's forum to introduce yourself to the group and encourage all your participants to introduce themselves, too. Try to get an overview of who the participants in your comparative groups will be (from which universities, disciplinary background, study phase, etc.). This will help all group members get an overview of the participants and will help them become familiar with the situation.

Detailed information on comparative adult education can be found in the INTALL online tutorial:

V. Introduction to comparative adult education & reflection

VI. Two examples of comparative studies in adult education and lifelong learning

URL: <https://www.hw.uni-wuerzburg.de/intall/adult-education-academies/online-tutorial/>

Example of an introductory post on Moodle (WueCampus)

Dear participants of comparative working group 2 (CWG 2),

I would like first to introduce myself. My name is Borut Mikulec, and I am an assistant professor of adult education at the Department of Educational Sciences, Faculty of Arts, University of Ljubljana.

My main research focus is on comparative adult and continuing education, the role of transnational organisations (EU, OECD, UNESCO) in education policy, (European, national) qualifications frameworks and CVET policy and practice, professional development of adult educators, recognition of non-formal and informal learning, and the policy of lifelong learning.

I encourage all of you to first introduce yourselves (by no later than 5th December) before we start with further work on preparing you transnational essay.

In your introduction, please indicate the university you are from, your disciplinary background (e.g. adult education, educational studies, sociology, psychology, etc.), your current study phase (2nd or 3rd cycle study programme, which semester), and your preferences for working in our group (CGW 2). You might also add other information you find relevant.

Best,

Borut Mikulec

Please be aware that some participants may be in intensive working contexts, in which they will not be able to read and answer Moodle (WueCampus) postings on a daily basis. Didactically, this means developing a good balance of "asking and re-asking" participants and having patience when waiting for their answers.

It may also be helpful to inform students at this early stage about the composition of your group: How many master's students? How many doctoral students? How many colleagues from the field of adult and continuing education? What is a transnational essay and what is a good practice?

Please be aware that all participants in your group will receive all posts in your forum via email. It is also important to consider how many emails participants will be able to read.

4.3 VIRTUAL MEETING WITH COLLEAGUES FROM THE FIELD OF ADULT EDUCATION

Please be aware that the colleagues from the field of adult education have quite diverse backgrounds. We have very young colleagues who serve as project assistants, we have colleagues who teach second language courses, or colleagues who are very experienced country directors in adult education. Some colleagues from the field of adult education work on their doctoral thesis alongside their work. Other colleagues teach at universities. Because of this, the expectations of colleagues from the field of adult education are quite different. To develop a good didactical arrangement during preparation and during the comparative group work, it is advisable to organise beforehand a virtual meeting (e.g. via AdobeConnect, Skype-Business) between the moderators and the practitioners. This virtual meeting should help to get to know the colleagues and to learn about their backgrounds and expectations. Please also keep in mind that colleagues may have read only the headline of your comparative group announcement and may not have studied your announcement text in-depth. It is very important to develop the role of each colleague from the field of practice individually according to his/her expectation. We should respect the high level of trust that the colleagues are showing by participating in the INTALL Adult Education Academy. We know that only very few practitioners do continuing education at universities. This is why the INTALL Adult Edu-

Example of how to structure a virtual meeting

(Proposal by Dr. Thomas Lichtenberg, DVV International)

Brief introduction of all participants.

1. Moderators: Short presentation of the comparative group: Purpose and content. (if you have any additional information, feel free to share it with us)
2. Expectations of the moderators: What could the practitioners contribute to the comparative group? What are your expectations, where do you see the greatest possible benefit for the group?
3. Expectations of the practitioners: Why do you participate? What is your link to the topic? What are your expectations? What do you think you could contribute?
4. All: the way forward: What are the next steps? Who is doing what? When are you going to talk again?

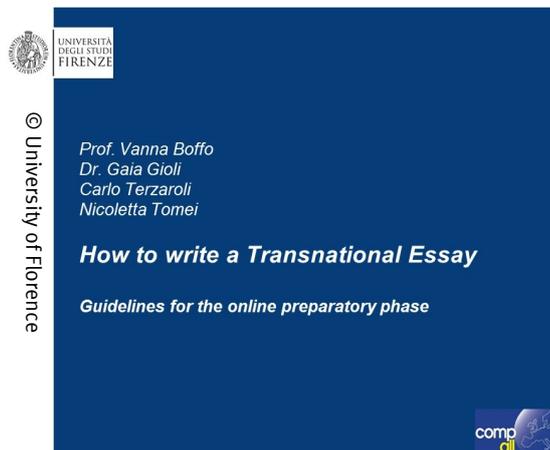




4.4 PREPARATION OF TRANSNATIONAL ESSAYS (MASTER’S AND DOCTORAL STUDENTS)

Master’s and doctoral students are asked to contribute to the comparative groups by writing a transnational essay. The transnational essay is the central element of preparation in the comparative groups. It is important, therefore, to support master’s and doctoral students step by step.

The guidance and support provided over Moodle (WueCampus) may help the group to learn from each other and to get ideas for realising their own transnational essay. Additionally, you can refer to the online-tutorials provided at the INTALL-website. With the tutorial “How to write a transnational essay” the students are supported in their writing process. By following the link you will be guided to this tutorial and others.



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

The support may be focused on three aspects:

- a) *Development of research questions for the transnational essays*

Ideally, you have worded the comparative question in the group announcement in a way that allows participants to easily adapt the question for the transnational essay.

Example for research questions in transnational essay

Comparative group announcement:

What are the main organisations and institutions in the field of adult education in your country?

Possible question for transnational essay:

What are the main organisations and institutions in the field of adult education in Italy?

Comparative Question during the Adult Education Academy:

What are the similarities and differences between the main organisations and institutions in Slovenia, Italy and India?

b) Selection of contexts (research fields)

In the above example, the group will compare the situation in different countries. This means the context that students have to select for the research in their transnational essays will be the countries. However, other groups may compare laws, adult education providers, and so on. In this case, it is important to support participants with selecting the relevant context to be compared (research fields).

Examples for contexts (research fields) in transnational essays

Comparative group announcement

In your selected model, what are the main socially driven goals of the learning city-region model initiative/ community learning activity?

What kinds of national and institutional interventions are addressed at one selected university to improve teaching and learning in your university?

Context (research field)

one selected learning city

one selected university

c) Structuring of transnational essays

It is advisable to discuss with the students the structure of their transnational essay. The INTALL project provides a participant’s guide for preparing the transnational essay. Moderators are invited to use this guide for support participants with their writing.

Ideally, the structure of the transnational essays follows the comparative categories the moderators have proposed in the comparative group announcement.

Possible structure of transnational essays

- A) Cover page
- B) Summary
- C) Table of contents
- D) Introduction (with information about the selected context, e.g. adult education in a country, the research question and the structure for the transnational essay)
- E) Comparative category 1
- F) Comparative category 2
- G) Comparative category 3
- H) Conclusion
- I) References and appendix





4.5 PREPARATION OF GOOD PRACTICES (COLLEAGUES FROM THE FIELD OF ADULT EDUCATION)

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 INTALL 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.

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?

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.

4.6 LITERATURE UPLOAD

Some moderators like to share further literature with their comparative group. To do so, Moodle (WueCampus) has an extra link for each comparative group. Moderators are free to use the upload option. Please observe the German copyright regulations: You are not allowed to upload more than 15 per cent of a book or a journal.





Please also consider the amount of reading your group can realistically do. Most students have high academic workloads at their home universities, and most practitioners work full time. We recommend you use your didactical judgment when deciding which texts are essential for preparing the comparative group work.

4.7 COUNTRY CONTEXTS

Both students and colleagues from the field of adult education are asked to provide context and country information about adult education in the introductions to their transnational essays (around 1 page) and their good practices (around 1 slide). We believe this is valuable for understanding the presentations and essays.

Information tool

This information tool on internationalisation in adult education has been created within the the ERASMUS+ Project COMPALL (2015-2018). It provides information for students and (young) researchers in adult education on internationalisation possibilities and comparative resources in adult education and lifelong learning.

Country reports in adult education	Dataset: Comparative research in adult education	INTALL@home material
International study offers in adult education	Online networking opportunities	Preparation material for the Adult Education Academy

© Professorship for Adult and Continuing Education, University of Würzburg

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

Please be aware that the COMPALL project has developed an information tool featuring country reports on adult education. This database is further developed in the INTALL project. Please invite your participants to use our website for their research:

4.8 UPLOADING DEADLINE (20 JANUARY)

Please ask your participants to upload their transnational essay and their good practice presentation to the forum of your comparative group on Moodle (WueCampus) by 20 January.

In this way, all participants in your group have access to each other’s transnational essays and good practices. Please be aware that uploading these documents to Moodle (WueCampus) is a requirement for participating in the INTALL Adult Education Academy.

It is advisable that the group members read the text from their group fellows. If more than one participant works on the same context, it is possible to allow participants to write the transnational essay together.

5. MODERATORS AND ASSISTANT MODERATORS

The INTALL Adult Education Academy has created two different roles: moderators and assistant moderators. In general, the moderator is an internationally recognised expert in the topic explored by the comparative group. The moderator must have completed at least their doctoral degree to fulfil the formal requirements of the joint module. Furthermore, the expert should be experienced in organising the comparative group work in the INTALL Adult Education Academies. Based on this distinction, assistant moderators may support moderators in the comparative didactical arrangement of the group or support them in different ways. Furthermore, the role of assistant moderators also allows young research fellows to gain teaching experience.

5.1 ROLE OF THE MODERATOR

Moderators should work continuously on their relationship with the group and on the relationships between participants. They should give their full attention, both emotional and intellectual, to students in order to lay the foundations for the educational relationship that will reach its peak at the INTALL Adult Education Academy. Moderators educate participants in their capacity as teachers, through the other participants, and within the Adult Education Academy context. As a consequence, moderators should be aware of their role and importance. Mindfulness should characterise their pedagogical approach.

As a basis for this, there is the didactical approach that relies on establishing good relationships both between moderators and participants and among participants. In this sense, the didactical support of doctoral students with expertise in the INTALL Adult Education Academy is fundamental:

- They represent the middle point between moderator and participants and should be able to secure positive communication between each type of participant.
- They will serve as a support structure that can facilitate transdisciplinary and interdisciplinary comparison.
- Their expertise will facilitate the organisation of group work and thus the educational relationship.





The success of the INTALL Adult Education Academy will be revealed in the success of its alumni. If they can replicate the INTALL Adult Education Academy in the future or transfer some contents/academic thoughts or findings to their (future) professional work, the INTALL Adult Education Academy will have been successful.

To give all participants the same opportunities, the moderator should create a strong relationship with all members of the comparative group. A good relationship will guarantee the success of group work, including:

- good results in terms of comparative work
- the creation of a transnational group that works together well, both within and beyond the comparative group.

The presence of colleagues from the field of adult education increases the diversity of participants. It is important to be aware that interactions take place with adults and experienced colleagues in the field. This raises the need for a participant-oriented teaching approach in the comparative groups.

5.2 ASSISTANT MODERATOR

Comparative groups may be supported by assistant moderators. The assistant moderator may be a doctoral student participating in the INTALL Adult Education Academy. But they may also be experienced colleagues with deep insights into the didactical approach to comparisons within the INTALL Adult Education Academy.

Each comparative group needs at least one moderator or assistant moderator who already attended the INTALL Adult Education Academy before and knows the overall structure. This may be a doctoral student from the moderator's university. Moderators are warmly invited to name an assistant moderator; the process is explained in the Adult Education Academy booklet. Alternatively, experienced international experts regarding the topic at hand can serve as assistant moderators in the comparative group. This may strengthen the expertise of the comparative group and the visibility of the INTALL Adult Education Academy.

If doctoral students serve as assistant moderators, they can support the moderator in their online communications on Moodle (WueCampus). Frequently, single participants must be contacted individually to ensure participation in forum communications. The assistant moderator supports this process. Furthermore, the assistant moderator works as a kind of “group representative” for the comparative group during the Adult Education Academy. As moderators frequently arrive only in the second week, assistant moderators can arrange informal meet-and-greet meetings (e.g. at lunchtime) in the comparative groups. Furthermore, the assistant moderator supports communication between the Würzburg organisational team and the respective comparative groups to provide an atmosphere of self-sufficiency and organisation (e.g. arranging rooms, beverages).

If doctoral students serve as assistant moderators, they will also join the group during the “testing of comparative categories” phase – that is, the final preparation for the open-space presentations. During this time, the moderators and all participants with a doctoral degree should leave the group – to ensure a high degree of autonomy and intensive work between the master’s and doctoral students.





6. COMPARISON AT CAMPUS WÜRZBURG

6.1 INTRODUCTION TO COMPARATIVE RESEARCH

The comparison on Campus Würzburg will start with a plenary introduction to comparative research in adult and continuing education. Whereas the online tutorial should give students a general idea about comparative research in adult and continuing, the introductory session at Campus Würzburg should give both participants and moderators a step-by-step idea of comparative adult and continuing education.

During their Moodle (WueCampus) preparation, participants should have identified the object of comparison and the comparative case (research field) for comparison. Furthermore, they should have collected information about the comparative categories in their transnational essays and good practices. For further preparation for the comparative groups, you are welcome to have a look into the following publications.

6.2 INTRODUCTION IN THE COMPARATIVE GROUPS

We recommend starting with a meet-and-greet session in the comparative groups. Normally, we propose an informal dinner meeting of each group on Monday evening of the second week of the Adult Education Academy. This allows group members to get to know each other before the comparative group work begins.

Please be aware that your group includes participants with different backgrounds: master's students, doctoral students, and colleagues working in the field of adult and continuing education (e.g. advocacy work, programme development and management, teachers and trainers in adult education). Additionally, the second week also provides the possibility of getting in touch with a network of university professors in adult education. Besides getting to know each other, it is important to know the expectations of all participants and to use the diversity of participants as networking potential. It may be helpful to reflect on how each participant can benefit from this learning setting.

- How can I as a master's student benefit from the learning setting? (e.g. getting to know the field of adult education, finding a possibility for an international internship, getting an idea for writing a doctoral thesis)
- How can I as doctoral student benefit from the learning setting? (e.g. developing my academic network by getting to know other doctoral students in adult education, finding a supervisor for my doctoral thesis, getting insights into the field of adult and continuing education)

- How can I as a colleague in the field of adult and continuing education benefit from the learning setting? (e.g. getting to know students in adult and continuing education and getting to know their level of expertise, getting insights into research projects of young researchers, acquiring international interns for my learning field, making contact to students who can write their master's thesis on a topic of interest to my adult education association or provider)

For the introductory session in the comparative groups, it is advisable to work on a shared understanding of the central terms of your comparative group. The target of this first session should be a shared understanding of the central terms. Based on reading the transnational essays prior to the Adult Education Academy, moderators can decide if it will be necessary to do a presentation or to focus on a dialogical, interactive session.

Furthermore, the research question of the comparative group should be clarified. Although participants worked on one context and research field (e.g. country, city, institution) in their transnational essays and their good practice, the comparative research question provides the common theme for linking the transnational essays and the good practices with each other. It is advisable, therefore, to revisit the announcement of your

One way to start is using a “metaplan-card” task. The moderator can ask participants to write cards about their understanding of the central term(s). Afterwards all participants present their cards. Through this discussion, the group can try to develop an overview and a structure for a shared understanding of the central term(s). It is advisable to write down only one aspect per card. And it is advisable to use the colours of the cards to structure the discussion. This will allow moderators to move cards around during the comparative group work and cluster them afresh as needed.



comparative group. It may be necessary and helpful to further develop this research question and make it clearer.



6.3 PARTICIPANT PRESENTATIONS AND DEVELOPMENT OF COMPARATIVE CATEGORIES

The next step is a first informal juxtaposition. Ideally, the comparative categories were formulated very clearly in the announcement. Based on this announcement, participants were able to work in their transnational essays towards the aforementioned comparative categories. We strongly recommend that you read your participants' transnational essays and the good practices before the Adult Education Academy. We ask all participants to upload them by 20 January. This allows you to further develop the comparative categories according to your participants' preparation.

We advise all moderators to start by introducing the comparative categories and then to ask participants to present their transnational essays and good practices (e.g. with PowerPoint). During the presentations, the audience has to think about which information in the presentation works towards the comparative categories. Group fellows should have the possibility to ask questions. This will lead to a first informal juxtaposition.

Presentation of Transnational Essays

After 20 January, ask the doctoral and master's students in your comparative group to prepare a presentation based on their transnational essay. If two participants wrote their transnational essay about the same context/research field, you can ask them to do a joint presentation. It is advisable for the master's and doctoral students to briefly introduce the context and research field (e.g. country, city, institution) of their presentation. Due to time constraints, it is advisable to ask participants to limit their presentations to 10 to 12 minutes. The central issue at this stage is the further development of the comparative categories by raising questions with each other.

To allow comparison within groups, we suggest that you focus on specifying the comparative categories from the beginning. It is important to focus on 2-3 comparative categories. This will allow for a deeper comparison.

Presentation of Good Practice

In addition to the presentations of the transnational essays, we invited colleagues from the field of adult education to present (good) practice examples from their work experiences. The good practice-presentations do not take the role of a comparative research field as the transnational essays do. They should rather frame students' comparison by giving an insight into the topic from the perspective of its relevance in the field of adult and continuing education.

If it is possible within the given time frame of the second week, we try to organise the good practice presentation in plenary sessions. This is done to allow participants from other groups to join the presentations. Please be aware that we will organise different time frames for the presentation of good practices. We ask the colleagues to do a 15-minute presentation and allow another 15 minutes for questions. The good practice presentations should help to frame the comparative group with regard to its relevance in the field of adult and continuing education.

6.4 TESTING OF COMPARATIVE CATEGORIES: JUXTAPOSITION

Based on the first informal juxtaposition, it is advisable to continue with a more structured juxtaposition. Juxtaposition means the side-by-side placing of information from each researched context concerning the comparative categories. The side-by-side placing allows to test whether the selected comparative categories work for the researched contexts or whether they have to be adapted. For each comparative category and each context, the group should discuss the following points:

- What do we know from each context concerning this comparative category?
- Do we have enough information on this category in each context?
- Are the categories too narrow or too broad to research the selected contexts?

Please be aware of the two different steps of juxtaposition. It is advisable to work on both ways of juxtaposition.

Please be aware that you normally only have Tuesday and Wednesday of the second week to reach this step. On Thursday, the focus should be on interpretation and comparison and on the preparation of the presentations for Friday.

Step 1: Descriptive Juxtaposition

Side-by-side placing of the information of each comparative category. Descriptive juxtaposition raises the question: What is similar and what is different regarding the research object between the researched fields?

Step 2: Analytical Juxtaposition

Analytical juxtaposition asks for the main idea and/or logic of the research object in each research field. Analytical juxtaposition raises the question: How can this main idea be understood compared to the research object in the other research field(s)?





6.5 INTERPRETATION AND COMPARISON

The testing phase and the juxtaposition form the basis for interpretation and comparison. At this stage, moderators just start to do the testing together with the group. If the comparative categories work, moderators are invited to leave their groups to finalise the juxtaposition and approach the interpretation in a self-directed way.

As a core step of the group work, the comparative group will complete the comparison. To this end, participants will be invited to work on interpretations. Only the third step – the analytical interpretation of the similarities and differences – leads to a real comparison. In this third step, the reasons for the similarities and differences are identified and researched. For this purpose, the researched contexts (conditions, framework) of each research field serve as reference points for the interpretation. The result of the analytical interpretation is the formulation of assumptions regarding the reasons for similarities and differences. The formulation of these assumptions shows the depth of the comparison performed.

Step 3: Analytical Interpretation

Analytical interpretation asks for the reasons of the differences and similarities. Analytical interpretation raises the questions: Why are the research objects in the researched fields similar and different? What are the reasons for the similarities and differences?

6.6 PRESENTATION OF RESULTS

Based on the analytical interpretation, the group is invited to prepare the presentation of their results. Frequently, groups use the whole room for their presentations. The Würzburg team will provide papers to organise the presentations. Some groups also use digital tools. If the group decides to design a file, it is possible to print a big poster. Please inform your participants that they should send us their poster by Thursday, 12:00. Alternatively, they can also project their presentation digitally as we have a projector in each room.

7. GUIDELINES FOR THE COMPARATIVE GROUP WORK

The following guidelines should help moderators to keep the work in their comparative groups focused. They are the guiding principles for both the comparative group work and for giving feedback to the comparative group work.

Working guidelines	Indicators
Comparative research Question	<ul style="list-style-type: none"> • clarity of research question • comparative focus of research question • relevance of comparative focus for researched cases
Comparative categories	<ul style="list-style-type: none"> • precision and clarity of comparative categories • relevance of comparative categories for researched cases
Juxtaposition	<ul style="list-style-type: none"> • information content of researched cases • compatibility of information about the researched cases
Interpretation	<ul style="list-style-type: none"> • summary of similarities and differences • explanations of reasons for similarities and differences (e.g. relation to trans- or international discourses) • identification of open questions for comparative research in adult education
Presentation/Interaction with other comparative groups	<ul style="list-style-type: none"> • quality of the didactical arrangement • how audience can make links to own comparisons (in their comparative groups) • didactical quality of presentation

All groups will get the possibility to invite an external guide for a 30-minute reflection on their results so far. To this end, the Adult Education Academy office will announce the “external guides” available. Comparative groups interested in using this reflection possibility should contact the Adult Education Academy office. We expect moderators of other comparative groups to serve as external guides.





The responsibility of the external guide is to ask questions along the guidelines for “comparative group work” to support the group in their reflection process. External guides are asked not to bring completely new ideas to the table. They are asked to guide along the existing reflection lines of the comparative group they are assisting.

8. PRESENTATION OF GROUPWORK RESULTS

On the last Friday, the results of all comparative groups will be presented. The presentation will be organised in around three parallel groups of 90 minutes each. The plan below might be a possible timetable.

Each group will have around 25 minutes for presenting their results and will be asked to do the presentation three times. Each group can decide how they will do the presentation (several group members presenting together or one group member presenting alone). Participants of all the other groups who are not presenting in that session will attend the three presentations

Time	Presentations		
Session 1			
9.00-9.25	Group 1	Group 2	Group 3
9.30-9.55	Group 1	Group 2	Group 3
10.00-10.25	Group 1	Group 2	Group 3
Session 2			
11.00-11.25	Group 4	Group 5	Group 6
11.30-11.55	Group 4	Group 5	Group 6
12.00-12.25	Group 4	Group 5	Group 6
Session 3			
14.00-14.25	Group 7	Group 8	Group 9
14.30-14.55	Group 7	Group 8	Group 9
15.00-15.25	Group 7	Group 8	Group 9

The presentation should include interactive sessions with the attendees of the other groups. In this way, the interaction should focus on developing links between the comparisons of the other groups. Through this approach, the presentations should contrib-

9. SUPERVISING COMPARATIVE PAPERS

After the Adult Education Academy, we offer doctoral students the opportunity to co-author comparative papers with the other doctoral fellows and their moderators. This option will only be given to doctoral students.

Please note that the INTALL group has developed a webpage about international publication options, which provides you an insight into different publication possibilities, the writing, review and publication process.

International publication

Here you can find an overview on different platforms and possibilities to publish international comparative papers in adult and continuing education. In the video on time structure you will learn how to structure your time in writing comparative papers and in publishing it in international publications. In the video on qualitative criteria you will learn about different quality criteria in comparative papers. In the video on the review process you will learn how review processes of comparative papers are being organised and what is important to successfully submit comparative papers.



Publication possibilities	Time structure of the writing, review & publication process	Preparation & quality criteria of comparative papers	Review process
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9.1 SELECTING A PUBLICATION OPTION

Since 2015, the Adult Education Academy group has published a joint edited volume or a special issue each year. This possibility will be announced during the Adult Education Academy. However, it may also be helpful to become familiar with other publication possibilities. For this purpose, the INTALL group has prepared an overview of publication possibilities (also with non-journal publications such as blogs and videos).

Newsletters	Blogs and videos	Journal articles	Books
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<https://go.uniwue.de/publicationpossibilities>



9.2 TIMETABLE FOR JOURNAL PUBLICATIONS

Please arrange a meeting with the doctoral students during the Adult Education Academy in order to explore their interests and to underline the importance of their commitment. Try to identify the topic and initial general criteria (comparative categories, method) for the paper. Please also point out the formal deadlines as well as the first internal deadlines. We recommend that you use the following structure when working with the doctoral students.

Date	Target/Activity
1 week after AEA	Initial Skype meeting to discuss the modalities and to discuss the working title, main research question, categories, etc.
2 weeks after AEA	Submit first draft of the abstract (internal deadline) <ul style="list-style-type: none"> • Confirmed Authors • Title • Introduction • Main research question • Methodology • Highlights of preliminary findings
3 weeks after AEA	Official submission of abstract
15 May	Submission of draft paper
Mid-June	Feedback from expert peer reviewer
1 Jul	Submission of revised article
1-15 Aug	Professional proofreading

Figure 1: Example of a list of internal deadlines

It is advisable to schedule a first online meeting shortly after the end of the Adult Education Academy (e.g. one or two weeks after the Adult Education Academy). This will help you verify the doctoral students' commitment in the writing process and possibly allow you to change or cancel the paper early on.

For the first online meeting, it is advisable to ask one of the doctoral students to prepare a document with the results of the Adult Education Academy meeting. Consider using a cloud-based service (e.g. Google Docs) for these documents to ensure that all your members have ongoing access to the writing process.

This document may contain the following information:

1. Authors/team
2. Deadlines (internal deadlines, formal deadlines, etc.)
3. Main categories for the comparative paper
4. Method (e.g. document review, paper analysis)
5. Theoretical focus
6. Level of analysis (mega, macro, meso, micro)
7. Main research question
8. Topics circulated by the editors
9. Working title

During the first online meeting (e.g. via Skype), it is advisable to discuss the points listed in the document one by one. The meeting may take 1-2 hours, depending on the complexity of the document. It is advisable to develop the structure of the paper together with the doctoral students. Furthermore, it is advisable to give the doctoral students a rough idea of how long each chapter should be.

As result of the first online meeting, the moderator should split the tasks between the authors. You should also agree on further internal deadlines for the writing process. For instance, the main author of the paper might write the introduction and put together the paragraph about the theoretical framework provided by all the authors (for example, each author might provide literature for a specific national context); a different author might write the paragraph on methodology. Using a shared cloud drive (e.g. Google Docs) can support collaborative writing in terms of gathering data in tables. It is advisable to have a second Skype meeting during the process before discussing and interpreting data, and possibly another one in the final stage to provide students with more support during this important writing phase.

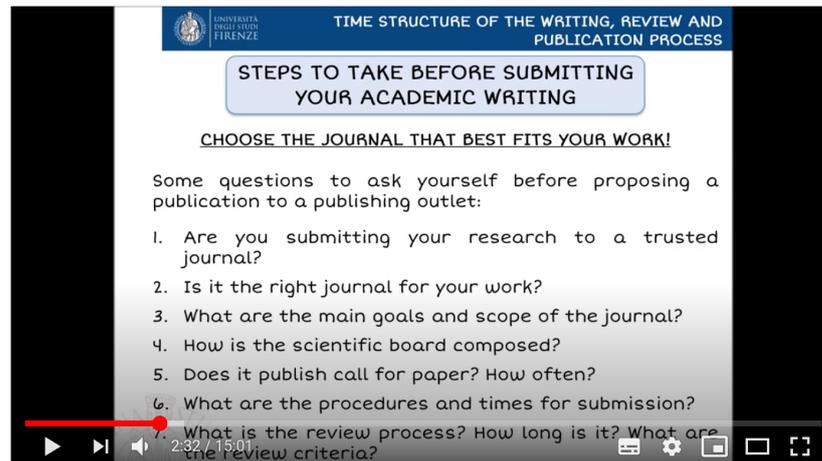




Watch the INTALL video

Time structure of the writing, review and publication process:

<https://www.youtube.com/watch?v=TVnOpbeSFRU&feature=youtu.be>



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9.3 STRUCTURE OF A COMPARATIVE PAPER

When writing a comparative paper, we propose the following structure:

- Name of the author(s) (if more than one author, reach an agreement early on whether names will be in alphabetical or other order (e.g. person who has lead role is named first) or whether a principal investigator or supervisor is a co-author – in some disciplines, his/her name usually comes first, in other disciplines, it comes last. This information can also be provided in the footnotes)
- Title
- Abstract (800 characters incl. spaces)
- Keywords (4-5)
- Introduction (3,000-4,000 characters incl. spaces)
- Theoretical discussion
- Methodology (incl. comparative research design)
- Juxtaposition
- Comparison and interpretation
- Lessons learned (3,000-4,000 characters incl. spaces)

- References (3,000-4,000 characters incl. spaces)
- Author information

Please also try to guide the students concerning the following general issues of writing an academic paper:

1. **Abstract:** It is advisable to write the abstract at the end of the writing process. Please be aware that the overall argument as well as the results of the comparison should be included in the abstract.
2. The introduction should include the reasons for writing the paper and the authors' reasons for pursuing a comparative approach. It should also outline the paper's comparative research question and its structure.
3. In the theoretical part of the paper, the comparative categories should be developed. That part should focus on the paper's comparative nature.
4. Try to advise the doctoral students that interpreting the juxtaposition they make is the clear target of the paper. If authors use several comparative categories, it may be advisable to structure the paper along these categories. It will help authors make direct comparisons and give short interpretations after each category – and hence keep them from simply presenting pieces of information next to each other. Authors may also consider introducing a discussion session to interpret their findings.
5. Please ask the doctoral students to avoid abbreviations as much as possible. It is quite difficult for readers to understand texts with abbreviations.
6. **Interpretation:** The interpretation should be the central aspect of the paper. Authors should avoid limiting their interpretation to only a few sentences. They may find that there are obvious differences or similarities for which they cannot find an explanation. It is good to include this perspective in the paper, too.





Two more INTALL videos can help in guiding and writing the comparative paper:

Preparation and quality criteria of comparative papers:

<https://www.hw.uni-wuerzburg.de/intall/adult-education-academies/international-publication/time-structure-of-the-writing-review-and-publication-process/>



WINTER SCHOOL
International & Comparative Studies
in Adult Education and Lifelong Learning



COMPARATIVE PAPERS IN ADULT AND CONTINUING EDUCATION
PREPARATION AND QUALITY CRITERIA



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Review process:

<https://www.hw.uni-wuerzburg.de/intall/adult-education-academies/international-publication/review-process/>



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10. RECOGNITION AND ECTS POINTS

Based on their successful preparation, participation, and presentation, participants will receive a certificate of attendance featuring information on all the activities the participants have done. We also offer a teaching certificate to all moderators and co-moderators of the Adult Education Academy.

All students enrolled in Würzburg as module students, exchange students, or master's students in education have the option to take an examination and receive a formal transcript of records. As part of that transcript of records, the University of Würzburg awards 12 ECTS and a grade on a scale of 1 (excellent), 2 (good), 3 (average), 4 (passed), and 5 (failed). In December each year, we ask the participants about their interests in earning a grade and complete the formal registration for the examination.

Partner universities are warmly invited to look into the possibilities for accepting these ECTS points as transfer credit towards their programmes in adult and continuing education.



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