

Master Program
"Educational Science"
with the focus on
Participation and Lifelong Learning

Program information and courses 2019/2020

Master Program "Educational Science" with the focus on Participation and Lifelong Learning			
1st Semester	2nd semester	3rd semester	4th semester
Compulsory area: General Educational Science (29 ECTS)			
General educational science (3 courses, 10 ECTS)	Objects and approaches of research (2 courses, 10 ECTS)		As required: master thesis (final module)
Advanced methods of educational research (4 courses, 10 ECTS)			Master thesis (30 ECTS)
Profile area: Participation and Lifelong Learning (29 ECTS)			
Theories and concepts of Participation and Lifelong Learning (basic module)		Objects and approaches of research in Participation and Lifelong Learning (advanced module)	As required: master thesis (final module)
Social and individual conditions of Participation and Lifelong Learning (2 ECTS)	Current fields of Participation and Lifelong Learning (2 ECTS+2 for exam)	Reading course (2 ECTS)	Master thesis (30 ECTS)
Participation and education in course of life (3 ECTS)		Selected research topics (5 ECTS+2 for exam)	
Professional skills and competences (skills and abilities module)			
Planning, organization and implementation (2 ECTS)	Conflict processing / (conflict management), networking and political action in the social sphere (3 ECTS + 2 for exam)		
Didactics, counseling and diagnostics (3 ECTS)			
Elective Studies (18 ECTS)			
Vocational internship (11 ECTS) + reflection report (3 ECTS): summer/winter break			

**Master Program "Educational Science" at the University of Hamburg: Profile area
Participation and Lifelong Learning (international strand)**

Module: Theories and Concepts of Participation and Lifelong Learning (basic module)	
Qualification objectives	<p>Familiarize students with the latest research on the social conditions of participation and lifelong learning, on current fields of participation and lifelong learning as well as on participation and education in life courses.</p> <p>Students learn to relate and integrate such knowledge bases on participation and lifelong learning regarding specific questions.</p> <p>Beyond the accumulation of knowledge, they acquire the competence to select scientific knowledge relevant to questions, to examine it critically and to use it to find and design their own answers.</p> <p>In particular, they learn to establish critical-reflexive references to historical, international, educational and socio-political aspects of participation and lifelong learning.</p>
Contents	<ul style="list-style-type: none"> - social and individual conditions of participation and lifelong learning (e.g. relation to social inequality, participation and justice, participation and democracy) - current fields of participation and lifelong learning (e.g. relation to social sphere, cultural learning places, community, organizations, institutions and social system) - participation and education in course of life (e.g. reference to learning, biography and socialization)
Forms of teaching and learning	<p>Course 1: <i>Social and Individual Conditions of Participation and Lifelong Learning (2 ECTS)</i></p> <p>Course 2: <i>Lifelong Participation and Education in Life Course (3 ECTS)</i></p> <p>Course 3: <i>Current Fields of Participation and Lifelong Learning (3 ECTS)</i></p> <p>Exams: 2 ECTS</p>
Teaching language	English
Total workload	10 ECTS
Frequency of courses offered	The module starts once a year in the winter semester.
Duration	2 semesters

**Master Program "Educational Science" at the University of Hamburg: Profile area
Participation and Lifelong Learning (international strand)**

Module: Professional Skills and Competencies (action module)	
Qualification objectives	<p>Students acquire the knowledge and skills to develop and reflect on solution strategies for problems in the fields of participation and lifelong learning based on scientific methodology and current research results and to implement them with colleagues and users. This applies to questions and tasks ranging from individual education and participation through organisations, social networks, cultural contexts and communities to the level of society.</p> <p>They develop the capacity to determine independently the requirements for overall responsible control and management of complex processes within planning and concepts in the fields of participation and lifelong learning.</p> <p>They learn to integrate interprofessional/-disciplinary research and development processes into planning and concepts.</p>
Contents	<ul style="list-style-type: none"> - planning, organization and implementation - conflict transformation, networking and political action in the social sphere - case analysis/diagnostics, didactics and counseling
Forms of teaching and learning	<p>Course 1: <i>Planning, Organization and Implementation (2 ECTS)</i> Course 2: <i>Didactics, Counseling and Diagnostics (3 ECTS)</i> Course 3: <i>Conflict Transformation, Networking and Political Action in the Social Sphere (3 ECTS)</i></p> <p>Exams: 2 ECTS</p>
Teaching language	English
Total Workload	10 ECTS
Frequency of courses offered	The module starts once a year in the winter semester.
Duration	2 semesters

Courses winter term 2019/2020

43-903: Adult education policy from European to national

The aim of the course is to present the students with both theoretical and empirical perspectives on adult education policy – from policy formation to policy implementation. Topics overview: theoretical approaches to the study of education policy, international adult education policy, from international policy to national and regional policy.

Module: Theories and Concepts of Participation and Lifelong Learning, *Course 1 (2 CP)*

Lecturer: Prof. Dr. Anne Larson, Prof. Pia Cort (University of Aarhus, Denmark)

Dates: 16.12.2019, 10-12 o'clock, online-premeeting via video-/skype conference

6.1.2020, 9-17.15 o'clock

7.1.2020, 9-17.15 o'clock

8.1.2020, 9-17 o'clock

17.1.2020, 10-14 o'clock (online-seminar)

43-905: Active Citizenship

What do we actually mean with active citizens and with activity by citizens? There are, after all, radically different views on the nature of good citizenship. The contested meaning and definition of Active Citizenship as well as different forms of and arenas for Active Citizenship is discussed and problematized during this course.

Goal: To increase understanding of Active Citizenship, its forms and arenas, as well as the contested meaning of „Active Citizenship“. Active Citizenship is discussed both in Theory and Practice, including examples of how it appears and features in physical and digital forms, (social/traditional) Media, and in Popular Culture. It is emphasised how expressions and examples of active citizenship and citizen activism in popular culture may stimulate learning. This course is partly arranged in block form workshops.

Module: Theories and Concepts of Participation and Lifelong Learning, *Course 2 (3 CP)*

Lecturer: Prof. Dr. Peter Ehrström (University of Vaasa/Finland)

Dates: Thursdays: 12-14 o'clock (24.10., 31.10., 7.11., 14.11., 21.11., 28.11., 5.12.)

Friday, 8.11.2019, 10-16 o'clock

Saturday, 7.12.2019, 10-16 o'clock

43-904: Participation and inclusion in educational and social services in Sweden and other Nordic countries

Democratic values play an important role in Scandinavian social and education policy. In this context, overcoming segregation of marginalized groups has a long tradition in the Nordic welfare states. In these efforts, the concepts of participation and inclusion play a major role. However, tensions, obstacles and backlashes exist. The seminar will give the opportunity to get to know the development of social and education policy in Scandinavia, focusing on participation and inclusion. The geographical focus is on Sweden, but also the situation in neighbouring countries is topic for discussion. Questions are for example: What are the basic ideas behind social and education policy in a Nordic context? What are successful strategies for implementing participation and inclusion in social and educational services? Which obstacles and limits exist? – The course is organised as a weekend seminar and requires the active participation of students.

Module: Professional Skills and Competencies, *Course 1 (2 CP)*

Lecturer: Prof. Dr. Thomas Barow (University of Gothenburg, Sweden)

Dates: 21.10.2019 (online premeeting, 10-11 o'clock)

13.12.2019, 14-18 o'clock

14.12.2019, 9-18 o'clock

15.12.2019, 9-13 o'clock

43-906: Planning with people: Participatory methods in planning and organisation

“A city is made by its people... it has a distinctive identity that makes it much more than an agglomeration of building”, argued Sudjic (2016). A socially sustainable city is therefore ideally planned with people, instead of for people, or over the heads of people. This, however, requires and involves both civic learning and participation.

Goal: To increase understanding of civic learning connected to deliberative democracy, and participation as a didactic concept in teaching and learning democracy. The starting-point and emphasis is on planning with people, instead of for people (or over the heads of people). Participants are focusing on deliberative methods and participation, and are introduced in the values of interdisciplinarity and triangulations. This course includes a unique and pilot Studentlab Deliberative Walks Micro Workshop, in which the use of both theoretical and place-based learning as well as an introduction to deliberative democracy theory are combined. This course also relates to questions of culture-led transformation and urban megatrends. Local case studies in a globalized world are not only of local interest, but also enhance the importance of observing and understanding the global in the local, and the local in the global. This course is partly arranged in block form workshops.

Module: Professional Skills and Competencies, *Course 2 (3CP)*

Lecturer: Prof. Dr. Peter Ehrström (University of Vaasa/Finland)

Dates: Wednesday, 14-16 o'clock (23.10., 30.10., 6.11., 20.11., 27.11., 4.12., 11.12.)

Friday, 29.11.2019, 10-16 o'clock

Saturday, 30.11.2019, 10-16 o'clock

43-907: Children's rights and Social Work from an International Perspective

The seminar is concerned with the importance of children's rights and social work practice and theory from an international perspective.

The seminar covers:

- a short history, the main content and current development of the United Nations Convention on the Rights of the Child (UNCRC) from 1989;
- insights into discourses on rights and childhood, tensions between rights and responsibilities, empowerment and participation versus vulnerability and protection as well as historical and cultural constructions of childhood;
- knowledge on the German Child and Youth Welfare system and its relation to the UNCRC. The perspective is widened to the European and international level by showing e.g. the Finnish system as a contrasting case;
- an excursion to international social work in the field of children's rights; introduction of the International Social Service, German branch, which includes issues such as cross-national child protection, family conflicts and child abduction;
- knowledge on child poverty in Germany and globally, challenges for a human rights based social work.

Students will need to engage in academic literature on the chosen topics, make links to relevant national and international policies and legislation as well as to social work practice.

Learning outcomes/objectives:

At the end of the seminar the students:

- gained knowledge on the historical development and practical implications of the UNCRC, the role of the UN Committee and other important bodies;
- are aware about the most important discussions on children's rights in Germany and in an international perspective, including current debates on the German Child and Youth Welfare system. This includes issues such as inclusion, child poverty and international child protection;
- are prepared regarding practical implications of the UNCRC and the challenges for a human rights based social work practice;
- know about the key principles for international social work in regards to children's rights.

Teaching and learning formats:

Introductory lectures, group work, short presentations by students, "talk show" method, work on practice cases.

Module: Theories and Concepts of Participation and Lifelong Learning, *Course 1 (2 CP)*

Lecturer: Dr. Ingo Stamm (University of Jyväskylä, Kokkola University Consortium Chydenius, Finland)

Dates: 4.11.2019-8.11.2019, 10-17 o'clock