Summer Academy Concept: ESRALE Academy Series

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This concept paper is for the purposes of the ESRALE network and aims at presenting general principles of academy implementation within the ESRALE network.

This concept shows that students, either Master or PhD, will greatly benefit from the international cooperation and intercultural standpoints in connection with their own research interests. They will be able to develop their skills in the field of research in adult education and their personalities, as well as language skills. Experts from the field will provide their knowledge and experience by teaching and counselling and providing rich discussions with other experts.

1. General Information – the aim and functions of ESRALE academies

Within the ESRALE network, the annual summer academies are titled "ESRALE Summer Academy" (with a possibility of a subtitle reflecting a particular focus of the academy, changing from year to year). The academies are organised with the aim of bringing together both MA and PhD students of adult education and connected fields, as well as experts from the field of adult education and practitioners who perform their professional activities in the field of adult education in order to jointly create both an inspiring learning environment and a platform for knowledge sharing amongst interested parties across different subfields of adult education (students of different levels of study in adult education, experts from academic institutions and from other interested institutions, and professionals who perform various types of jobs in the field of adult education).

The academies are an integral part of all-year-round joint activities implemented within the cooperation of partner institutions and organisations (university and faculty departments and centres, institutes and foundations), which take part in ESRALE project implementation, as well as other institutions and organisations whose activities are, in various ways, related to the field of adult learning and education. The academies will be linked with other already existing academies in the network, mainly the winter-academy taking place at the University of Würzburg.

With regard to the target participant groups, the following specific objectives of the academy can be distinguished:

1) To enhance methodological competences of students, of both Master and PhD studies;
2) To contribute to linking theoretical and methodological knowledge and competences of MA students to the existing practice in the field of adult education based on work on practice-oriented transnational projects;
3) To develop and put into practice research methodology competences of doctoral students, based on cooperation on the comparative research;
4) To improve knowledge and skills in (empirical) research methods of researchers and experts working in various areas of adult education in different countries;
5) To foster and promote, from the standpoint of research work in the international environment, along with acknowledging the existing theoretical and methodological concepts and adult education practices in different countries, key competences of all participant target groups, like, for example: communication in English, work in a multicultural environment, interculturalism, team work, project work and others.

The Academies correspond to some of the fundamental principles set by the ESRALE project and thus contribute greatly to the project implementation.

First and foremost, <u>the Academies create an unique learning environment for all participants</u>. The Academies support lifelong learning by bringing together students, experts, and practitioners from the area of adult education and creating an inspiring environment for professional development. Widening opportunities in terms of both student and teacher mobility among adult education interested institutions are created as the Academies provide an important option of a short-time mobility for both students and teachers. This also contributes to a personalization of learning in higher education as it enables students to progress with their respective studies using ECTS gained through the Academies (see below). On personal level, language abilities of all participants are being strengthened as the Academies are held in English and all the materials provided are solely available in English. The Academies have also a contribution on strengthening methodological competences of researchers (students and practitioners) in the field of adult learning and education as well as developing competences for team and project work.

This organisational work form also has the function of:

1) enhancing cooperation between students at different levels of studies, experts and practitioners who perform their activities in the field of adult learning and education, or contributing to drafting final master theses and doctoral dissertations. Cooperation is supported not only among the academy participants, but also by referring to other academics and experts who can help students in their paper development process, as well as practitioners to perform a variety of work tasks;

2) making contributions based on critical consideration, drafting final master papers (theses) and doctoral dissertations within which the issues of adult learning and education are considered and researched (which can be more broadly regarded as a contribution to quality improvement of master and doctoral studies in the field of adult learning and education), and also fostering interculturalism;

3) raising the level of knowledge and usage of professional English;

4) enhancing students' competences and chances to apply for work on projects at both national and international levels;

5) providing better opportunities for the use of relevant profession-based literature in English by authors from different countries;

6) encouraging career guidance of master and doctoral studies students, as well as adult educators, by developing competences and familiarisation with the existing practice in the field of adult education in different countries;

7) providing support to students' transition from the world of education to the world of work or transition to a higher level of education. Since the academy provides a good basis for communication among experts and students across Europe, by bringing closer together these two target groups, conditions are created for students to better understand professional areas in which adult educators operate, as well as the policy, the existing practice and research relevant to the field of adult education.

Secondly, the Academies also contribute to further developing the research field in adult education. By bringing together students, experts and practitioners in the field, this enables to come up with research questions and problems which are up to date and actual all over Europe. The Academies also represent a unique meeting environment bringing together perspective research partners from different European countries and giving them an opportunity to explore common areas of interest. This face-to-face meeting of experts in the field also contributes greatly to internationalization of scientific literature and findings, to sharing knowledge gained in one context or national state to another different contexts and national states and thus, among others, also share the good practice examples both in terms of research projects and in terms of practical applications of the adult education. All of the aforementioned may lead, among others, also to research publications.

Last but not least, the Academies are vital for the ESRALE project as such in several aspects. They provide participants and teachers with the online learning and communication platform which is one of the important goals of the ESRALE project as such, and its usage during the Academies enables the platform to be tested and refined for future usage. It is also an important space for disseminating information on ESRALE project among potentially interested MA students (see below) and other interested parties in adult education area both in terms of experts and practitioners. It also provides an important platform for discussing vital topics, such as validation of prior learning, which is an integral part of ESRALE project. Experience gained by the Academies will also be utilized as one of the sources of input information for the newly developed international joint PhD program.

The Academies draw on several important sources. Apart from the expertise of the experts and practitioners, it mostly draws on the existing joint course European Master in Adult Education (EMAE) running currently on several European universities. Since the EMAE

course already offers a common curricula agreed upon transnationally, the Academies draw on this common understanding of important adult education topics. It also draws on a joint international PhD course which is being continuously developed by ESRALE members and which aims at providing an adequate training for those students whose ambitions encompass academic research. Once again, the experience obtained in course of the Academies, are to be utilized in the process of the PhD course development. Picture below well illustrates interlinks among single components of the ESRALE project.

Overview of Work Packages and its interrelation
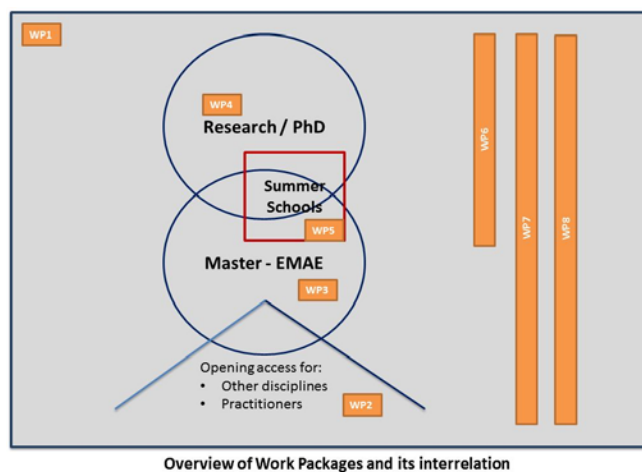
Target Group

The Academies aim at both MA and PhD students of adult education, educational sciences, and other connected fields (i.e. sociology, etc.).

Concerning the MA students, they should preferably attend the last year of the MA studies. This connects (a) to helping students with the development and writing of the MA thesis, and (b) also to the possibility of attracting these students to the ESRALE newly established international joint PhD course and also respects the rather complex issues being tackled by the lectures and courses of the Academies. These courses are designed for students on the verge of their PhD studies.

In case of PhD students, these should preferably be in their 1st year of PhD studies in order to (a) help them with the development of their respective research/dissertation projects and also to (b) connect them to their counterparts from other countries so that they can stay in touch and even make their respective projects comparable/complementary, as well as to (c) have them see an international framework by mutually presenting the issues and actual topics in the area of adult education in the different countries.

Students should come mainly from the ESRALE partner universities, but it is also possible for any other interested university students to take part, of course respecting the abovementioned criteria of the target group.

A special category consists of the group of practitioners within the adult education field, namely managers and program planners, who wish to enhance their competence towards the European and international dimensions, towards international academic methodologies, as well as towards a better level of scientific evidence, especially but not limited to the needs analysis and an evidence-based approach in adult education. Given the heterogeneity of this particular target group, applications will be assessed on an ad hoc basis and their participation is not necessarily limited to a student role, but it is also possible for the practitioners to become teachers in certain courses.

The main orientation of the summer academy towards the development of the set of competences necessary for research (predominantly within empirical and comparative research) in the field of adult learning and education and towards fostering internationalism is greatly supported before, during and after the summer academy by programme contents, expertise of the staff delivering the academy and providing professional support to participants outside the direct academy delivery alike, work methods, organisational work forms, work materials and organisation of life and work in the academy. Synergy of effects among different participant target groups is strived for by all these listed elements, while keeping in mind the specific academy objectives set.

2. Activities within the Academies

The academies include common activities focussed on cross-curricular and transnational topics and the use of theory and research methodology for supporting practice. The general focus of the activities of the academies change every time, which is decided by the organising consortium in cooperation with the project partners. Thus, the specific characteristics of master and doctoral studies curricula of the partner – the university that is the organiser of the given academy - tend to be taken into account. Each summer the academy reflects the expertise and the curriculum of the hosting institution and of the participation experts, in line with the primary and specific objectives and functions to be achieved by the organisation of summer academies.

Summer academies always consist of several interconnected activities which, by acting in synergy, should contribute to achieve the objectives set. Among the activities organised are: **online support; MA courses; project work (transnational projects); mentoring, PhD courses; courses for both MA and PhD; adult educators' courses and expert conferences.**

Online support enables students to get in touch with each other as well as with the respective academy teachers and other relevant experts. The existing online platform OLAT will be used in two ways: First to document the outcome of the activities in each summer academy and second to enable sustainable communication across students, experts and the

different summer academies. It is available before the respective academy commences and will remain active even between and after the academies. This gives the teachers an option of giving some tasks to be fulfilled before the Academy itself commences, such as some preparatory readings, and so on, and also staying in touch even after the Academy itself is finished, for instance in order to work on some ongoing projects or other tasks. Communication is not limited to student-teacher interactions, but it provides space for student-student interactions as well. Public information about summer academies is placed on www.esralenetwork.org and non-public information is placed in OLAT online learning platform https://olat.vcrp.de/dmz/, which is publicly linked, but not publicly accessed.

MA and PhD courses focus on these two specific student groups with a special emphasis either on theory or on methodology and aim at interconnecting the MA and PhD level students both on the personal level and on the level of knowledge and insight. These courses aim at bringing up topics interesting for students from both levels of studies and their goal is in addition to the educational function also to inspire the MA students to continue their studies on a PhD level. These types of courses aim to improve general professional competences, such as: methodology, research planning, academic writing, and others.

MA courses are, among other things, intended as an introduction to team work (where members of each team are students from different countries) and **project work** via a selected topic (**transnational projects**) which continue after the academies finished with the support of mentors (**mentoring**) during the following six months. The prepared project, as a result of joint work, is submitted to the mentors for assessment and receiving feedback. The course may be awarded (if successfully passed) with up to 6 ECTS depending on regulations of the respected home university. Transnational Projects are to be developed by groups of four to five students from at least three different countries and aims at combining theory and practice on the basis of project work. This includes practicing skills, such as planning, management, task division, time management, and also includes the aspect of sharing knowledge on a transnational level with respect to the expertise in the field in each respective country, or may be recognised as a pre-exam activity in specific study subjects at their respective university (whereby a number of points is awarded within the course intended for fulfilling pre-exam obligations). In developing transnational projects a special emphasis is placed on taking into account the current state of affairs, presenting data and studying relevant literature from several countries, that is, the countries students – project team members – come from.

PhD courses deal closely with the topics of the respective dissertation projects and aim at sharing dissertation topics in the expert environment (both other PhD students and supervisors overlooking the course) and coping with possible difficulties or discussing controversies. These courses are constituted to be rather open consultative sessions and are solely based on the needs of the respective PhD students attending these courses.

Adult educator courses are intended for practitioners who perform their professional activities in the field of adult education, by carrying out highly complex tasks (such as: skills and training needs analyses, validation of prior learning (VPL), quality management, etc.),

within which they aim to improve further and therefore upgrading, among others, their research competences related to specific issues of adult learning and education.

The **expert conference** is a day or a half-day activity bringing together experts from the field of adult education research and providing a unique opportunity for knowledge and idea sharing into which also MA and PhD students may contribute since opening a space for discussions is one of the main aims of the whole activity. Experts from the adult education research share experience on their recent or current research activities in the field and thus present an opportunity to peer into the state of the art of projects and contemporary trends in the field of adult education. A Follow up publication based on the expert contributions is also an option.

3. Evaluation of the summer academies

Evaluations of the summer academies will be held in terms of: a *feedback session*, a *feedback questionnaire*, and a *short written paper* (1-3 pages). The feedback session provides the students (both MA and PhD together, and, in particular practitioners, if needed) to come up with ideas to further develop and improve the summer academies and to provide the teachers with a specific feedback on their respective lessons. The standard feedback questionnaire provides the students an opportunity to anonymously rate the courses and the organisation of the summer academy in general and helps to see an overall satisfaction with the provided courses as well as with the general provided services.

The short written paper (1 – 3 pages) to be produced by each academy participant is to be submitted by the students after the Academy ended and they returned home with some time to reflect and evaluate for themselves (but no later than three weeks after the end of the academy) on the achieved outcomes of the academy from his/her point of view, i.e., to describe what he/she gained personally by participating in the academy, in comparison to what he/she had mentioned in the motivation letter when applying for it. In this way participants are given a chance to consider the benefits obtained by participating in the academy, whereas Project partners can use the data obtained for further academy evaluation and work on quality improvement of future academies.

This is yet another important tool to be used when developing the Academies further as it provides a more settled thoughts than the ones put down during the Academy itself. All of these instruments help the organizers with further development of the Academies and also with an overall evaluation of the Academies for the purposes of the ESRALE project.

4. Agreements on good practices

Each of the Academies lasts approximately five days. It is intended to hold an *introductory e-session* (or another suitable type of activity) which includes all academy participants (ideally even the teachers) and thus gives an opportunity for both the participants and teachers to get to know each other before the academy itself in terms of the educational programme commences. This allows the academy to be held in a friendly atmosphere and to smoothly start the educational programme.

It is also highly recommended to *hold the courses common to both MA and PhD students first* (i.e. before splitting students into groups according to the level of study). This again contributes to creating a friendly and open atmosphere among students and teachers. These courses are then followed by the specific MA and PhD courses which take place separately. The conference brings all the participants together once again and wraps up the Academy as such. Extracurricular activities take place on different days, usually in the evenings, to keep the Academy participants in touch even after having separate MA and PhD focused courses.

5. Extracurricular activities

The academies should also allow students to (a) profit from the multicultural environment it creates as well as to (b) widen their horizons with respect to the hosting country and city.

Apart from providing students with *an opportunity to stay together* (e.g. at a students´ college), summer academies should also offer extracurricular activities, such as an *introductory evening*, a *city tour* or a *common evening out*, as well as organising *''evenings of our cultures'', joint performance of various activities*, like, for example, joint preparation of some meals, etc. All of these various activities provide students with an opportunity to get to know new cultures, become more knowledgeable and open-minded towards other cultures, and to network with others in the area of adult education research on the international level. Extracurricular activities are at the same time a way to make students interested and empowered to carry out comparative researches in this field.

6. Participant fees

The partners in ESRALE project implementation, will, within the existing possibilities, work on finding different financial sources in order to be able to cover part of cost of student participation in the academies. Also, the academy host will cover a small part of costs of students' stay in the academy, and it will certainly find the most optimal conditions for students' accommodation and meals, in line with students' financial means. The Academy itself does not demand fees from participants.

7. The announcement, application and selection process of students for the academies

Summer academies are wide open to students of master and doctoral studies in the field of adult learning and education from different countries who want to improve their competences, relevant to this field, within summer academies. Therefore, the basic pre-requisites for applying for participation in the academy are that: 1) the student has been enrolled to master or doctoral studies; 2) the field of study is adult learning and education; and 3) the student has demonstrated motivation for participation in the summer academy.

Further selection of participants will be done on the basis of the documentation submitted.

Each Academy is announced online, both on the webpage of the hosting institution and on the webpage of the ESRALE project at least four months before the Academy is about to start. This announcement should also be spread by ESRALE partner institutions, preferably both via a website of the respective institution, and via an email to the target student group. This announcement contains the following:

- Topic/focus of the Academy

- Preliminary schedule

- Practical information on application procedure

Topic of the particular Academy should be stated in the sub-heading of the Academy itself and elaborated in a short executive summary to give potential applicants an idea of the content. Preliminary schedule should contain the exact dates of the Academy itself and a brief schedule of the event (i.e. which courses are to take place and their length), including the introductory session, extracurricular activities, and the conference. Practical information on application procedure should give an applicant clear information as to how to proceed when applying, according to the guidelines below.

When applying for participation in summer academies MA and PhD students are obliged to submit the following documentation to the hosting institution (contacts are to be announced in the academy announcement):

1) Resume

2) An application form

3) Motivation letter

The resume should be up-to-date and focus on formal education achievements and other (non-formal, out-of-school) courses taken in the area of interest (preferably adult education, educational research, sociological research with focus on adult education issues, etc.). The Application form should be correctly filled in and signed by an official from the home institution. The motivation letter ought to contain six parts which should state and explain: (1) the reason for applying to participate in the academy; (2) previous experience related to research work in the field of adult learning and education; (3) planned involvement during the implementation of the academy; (4) interests in relation to research in adult learning and education (areas, issues, topics...); (5) expectations related to work and stay in the academy; (6) and how the participation in the academy is expected to reflect on their studies and consideration of other possible effects.

Selection of participants for the academy is to be carried out on the basis of the documentation submitted, where the selection Commission has the right to request additional information. The commission comprises of five appointed representatives from the partners in the ESRALE project from a minimum of three countries, where one member

of the commission is the representative of the hosting university. The decision on the other members is made by the consortium of partners involved in the ESRALE project implementation.

All applicants´ documents are divided equally among the members of the Commission and they then rate the assigned application documents based on their completion and quality according to the following criteria: maximum of 15 points for resume, maximum of 15 points for the application form, and maximum of 20 points for the motivation letter; maximum score an applicant may achieve is thus 50 points and applicants are rated based on their respective scores. An allocated number of students (based on the capacity of the particular Academy) are then accepted for participation, and the unsuccessful applicants are informed accordingly.

8. The application and selection process of practitioners for the academies

The processes of application and selection of practitioners, as well as the composition of the commission for participants in the academy in this category, are determined by representatives of the partners in ESRALE project implementation, in line with the specific topic planned for implementation with this category of participants.

9. Selection of teaching staff for summer academies

When selecting teaching staff the following elements of the summer academy concept are, on one hand, taken into account: the major objective of the academy, specific objectives with certain participant target groups and academy functions; and on the other hand, the topic specific to the summer academy. Bearing in mind all the listed elements, teaching staff is primarily selected from the partner institutions within the ESRALE project, with the aim to engage a certain number of lecturers from other institutions (universities, institutes and alike), as well as from other countries which are not directly involved in the ESRALE project. Representatives of the university hosting the academy, in cooperation with the partner representatives, select academics who will take part in academy implementation. Consent to the selection of teaching staff is given by the consortium of the Project partner representatives.

10.   Preparation dynamics for 2015 summer academy

Month/period during the year	Activities
December 2014	Discussion and decision on the topic Search for financial support for student participation
January 2015	Announcement (for participants) Save the date Contact experts according to the topic
February – April 2015	Invitation of experts, with precise expectations Call for submission of abstracts for the conference Draft schedule of the academy
May (end of the month) 2015	End of participant application (for the academy and the conference)
June 2015	Selection of students to participate Invitation of selected students Selection of papers for the conference Informing conference participants Drafting the conference programme
July – August 2015	Final schedule of the academy (July) Dissemination of schedule and further information (end of July)
September 2015	Implementation of the Summer academy Evaluation of the Summer academy (participants and experts)
October 2015 – February 2016	Continuous work on transnational projects monitored by the mentor(s) and followed by drafting the phase report (December 2015) and the final project version (February 2016)
March 2016	Official feedback provided by the mentors to the authors of transnational projects

Annexes:

Annex 1

MA and PhD students' application form for participation in the summer academy

EMPIRICAL RESEARCH IN ADULT LEARNING AND EDUCATION
Conceptual and Methodological Problems
14th-20th September 2015
Belgrade, Serbia

1. **Name and surname** _____

2. **Sex:** 1) male   **Age:** _____
           2) female

University, Faculty and Department where the student studies:

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3. **Level and year of studies:**

1) **MA studies,** _____ year
2) **PhD studies,** _____ year

4. **Area related to**   1) **the final paper**   2) **the PhD thesis**
    _____

5. **The theme of the final paper/the PhD thesis**
    _____
    _____
    _____

6. **E-mail contact address** _____

7. **Contact phone number**_____

8. **Mentor's/Professor's name and surname**
    _____

_____   _____
/ Mentor's/Professor's signature/   **/Student's signature/**

Annex 2

Students' motivation letter format for applying for participation
in the summer academy

1. The reason for applying for participation in the summer academy

2. Previous experience related to research work in the field of adult learning and education

3. Planned involvement during the implementation of the summer academy

4. Interests in relation to research in adult learning and education (areas, issues, topics...)

5. Expectations related to work and stay in the summer academy

6. How the participation in the summer academy is expected to reflect on your studies and consideration of other possible effects

7. Other things you think might be relevant to say about yourself in this motivation letter

ESRALE
EUROPEAN STUDIES AND
RESEARCH IN ADULT
LEARNING AND EDUCATION

Annex 3

Application form for participation in the conference
(for experts, PhD students and practitioners in the field of adult education)

International Conference
EMPIRICAL RESEARCH IN ADULT LEARNING AND EDUCATION
Conceptual and Methodological Problems
15th September 2015
Faculty of Philosophy
University of Belgrade, Serbia

1. **Name and surname:** _____

2. **Contact:**
   1) **E-mail address** _____
   2) **Phone** _____

3. **Full name of the institution where you study/are employed:**
_____
_____
_____

4. **Status:**
   1) **PhD studies student**
   2) **Assistant**
   3) **Researcher**
   4) **Assistant Professor**
   5) **Associate Professor**
   6) **Professor**
   7) **other** _____

5. **Participation in the conference:**
   1) with a presentation (paper)
   2) without a presentation (paper)

6. **Title of the paper:**

GUIDELINES FOR ABSTRACT WRITING

- Abstract length (without the title, information about the author and key words) – maximum 600 words

- An abstract should contain three mandatory parts:
  1) A clearly stated objective of the paper, analysis, research
  2) Methodology used
  3) Main results of the analysis, research

   - In the abstract beginning from the top, in the middle: the title of the abstract, capital letters (uppercase), bold, Times New Roman 14; leave out one line under the title, then state in Times New Roman 12, bold, in the middle:

academic title (appellation) of the author, first and last names,
institution, city, country,
e-mail address
(same for the other authors).

- Key words are to be listed at the end of the abstract (Key words: minimum three, maximum five; justified)

- Font – Times New Roman, 12

- Space – single

- Justified text

- The file name of your abstract should be yourlastname.docx

Abstracts are to be submitted to the following address:

| Assistant Professor Violeta Orlović Lovren, PhD | orlovicvioleta08@gmail.com |

The deadline for submission of abstracts is:

| 10th June 2015 |

Annex 4   Standardized Feedback Questionnaire

Question	Wording	Scale
q1	How would you rate your accommodation?	1=Poor; 5=Excellent
q1o	Comments:	1=Poor; 5=Excellent
q2	How would you rate the overall organization of the SA?	1=Poor; 5=Excellent
q2o	Comments:	1=Poor; 5=Excellent
q3	To what extent did the SA fulfill your expectations?	1=Poor; 5=Excellent
q3o	Comments:	1=Poor; 5=Excellent
q4	How would you rate the content of the course "XXX0"?	1=Poor; 5=Excellent
q4o	Comments:	1=Poor; 5=Excellent
q5	How would you rate the organization of the course "XXX0"?	1=Poor; 5=Excellent
q5o	Comments:	1=Poor; 5=Excellent
q6	How would you rate the content of the course "XXX1"?	1=Poor; 5=Excellent
q6o	Comments:	1=Poor; 5=Excellent
q7	How would you rate the organization of the course "XXX1"?	1=Poor; 5=Excellent
q7o	Comments:	1=Poor; 5=Excellent

Notes: Items of the feedback questionnaire reflect all of the courses presented at the particular Summer Academy, i.e. there are as many items as necessary.

International ESRALE Summer Academy in Brno, Czech Republic 2014

"International Perspectives on Adult Education"

(15th – 19th September 2014 in Brno, Czech Republic)

General Information

Venue: Komenského náměstí 2 (room 201), and Veveří 28 (ACOR study room), Brno, Czech Republic
Date: 15-19 September 2014
Number of Students: Approximately 30
Accommodation: Vinařská Garni Hotel, Vinařská street 470/5C, Brno, Czech Republic

How to get to Brno

      The easiest way to get to Brno is to use either Prague or Vienna airports as there is a direct bus connection from these two airports to the Brno city center (Main Train Station being very close to the bus arrivals; see below). To check bus connections from the respective airports and purchase tickets online, please see links below:

Prague airport to Brno city center – please select from "Praha, Vaclav Havel Airport Prague" to "Brno"

Vienna airport to Brno city center – please select from "Wien, SchwechatAirport Bbf." to "Brno"

http://www.studentagency.eu/

Vinařská Garni Hotel – Lodging prices, breakfast included (approximately, depending on EUR-CZK exchange rate)

2 students in a double room: €20 per person per night (lodging from Monday to Saturday thus is €100 per person)

1 student in a double room: €30 per person per night (lodging from Monday to Saturday thus is €150 per person)

Hotel Wbsites: http://www.skm.muni.cz/ubytovani.php?akce=39&lang=en

Hotel Address:
https://www.google.cz/maps/place/Garni+hotel+Vina%C5%99sk%C3%A1/@49.193021,16.579003,17z/data=!3m1!4b1!4m2!3m1!1s0x0:0x8854d339b543e4df

Directions: From the Main Train Station ("Hlavní nádraží") take a tram no.1 in the direction to "Ečerova" and go to "Výstaviště – Hlavní vstup" ("Exhibition Grounds – Main Entrance") stop (5th stop from the Main Train Station); the tram ride takes about 7 minutes. Cross the Hlinky street and continue another 50 meters in the same direction the tram went off, then take the first turning to the right and follow the Vinařská street uphill to Garni Hotel Vinařská.

Please do not forget to buy a five-day ticket for the Brno Public Transport (see additional costs below)!

Summer Academy will take place in the city center; however, the trips from Hotel to the Summer Academy venue will be guided. This is, of course, optional and you can just as well take the liberty of exploring Brno on your own: see http://www.ticbrno.cz/en/uvod.

Please indicate whether you are interested in this accommodation offer. If yes, the hotel room will be pre-booked for you by organizers; if not, please arrange your own accommodation and transports to and from the Summer Academy venue.

Boarding prices (approximately, depending on EUR-CZK exchange rate)

Breakfast: included in lodging price

Lunch: €4 per meal per person (lunch includes a choice from 2 soups and variety of main dishes; lunches from Monday to Fiday are thus €20 per person)

Dinner: covered by students

Coffee breaks and snacks: covered by organizers

Please let us know if you are interested in lunch offer above. If yes, we will charge you accordingly; if not, please organize your own meals.

Additional costs (approximately, depending on EUR-CZK exchange rate)

Brno Public Transport Fare: €10 per *five-day ticket* per person

Summer Academy Program

On Monday 15 September, participants of the Summer Academy are to come to Brno, Czech Republic, and during the afternoon and evening, introductory program focusing on getting to know each other as well as the basic information on the upcoming Summer Academy, is to take place. The meeting point for this activity is Hotel Garni reception desk at 18:00. Approximate end time is 21:00.

On Tuesday 16 September, two courses for both MA and PhD students are to take place, one focusing on Empirical Research Methods, and one focusing on Scientific Writing. Both courses are to take place at Komenského náměstí 2 (room 201) at 9am, for those of you interested, a person will be waiting for you at 8:15 at Hotel Garni front desk to take you to Komenského náměstí. Please do not forget your 5-day ticket for public transport! Brno sightseeing activity is to take place in the late afternoon and evening and is to include dinner. *There is a City Guided Tour prepared for Summer Academy participants and lecturers! Meeting point is at 18:00 in front of the building the courses will be held in.*

Wednesday 17 September includes one common morning session for both MA and PhD students and two separate afternoon sessions – one for the MA and one for the PhD students. MA session is a beginning of Transnational Project course which continues throughout Thursday and allows students to gain up to 6 ECTS towards their degree and will take place at Komenského náměstí 2, room 201 at 9am. PhD session focuses on different topics presented by experienced researchers in the field of Adult Education and takes place at Veveří 28, ACOR study room. *Feel free to enjoy Brno on your own tonight!*

Thursday 18 September in case of MA students follows-up on the work done the day before in the first session on Transnational Project (Komenského náměstí 2, room 201, starting at 9am). Two sessions dedicated to working on Transnational Projects for MA students take place during Thursday. PhD students attend yet another session led by a seasoned researcher in the field of Adult Education in the morning and have a chance to discuss their own dissertation projects in the afternoon session focusing on sharing and consulting PhD research projects (both taking place at ACOR study room, Veveří 28 and starting at 9am). *Summer Academy is wrapped up by an evening reflection session over dinner taking place at Veveří 28, ACOR study room, at 6pm.*

On Friday 19 September, a conference on Adult Education takes place and all of the Summer Academy participants are welcome to join as there will be numerous sessions on different Adult Education related topics. The conference takes place at Komenského náměstí 2 (room 201) in the morning and is finished at lunchtime!

General Timetable

All lectures in course of the Summer Academy (excluding the introductory session and conference day which follow their own schedule) take place as follows:

9:00	morning lessons start
10:30	*coffee break*
11:00	morning lessons resume
12:30	*lunchtime*
13:30	afternoon lessons start
15:00	*coffee break*
15:30	afternoon lessons resume
17:00	lessons end

Brno Summer Academy Schedule – 15-21 September 2014

Monday 15/9	Tuesday 16/9	Wednesday 17/9		Thursday 18/9		Friday 19/9
Participants and lecturers coming to Brno	Empirical Research Methods (Ekkehard Nuissl, Kaiserslautern University, Germany) Room 201 **MA + PhD**	Comparative Research (Milada Rabušicová, Masaryk University, Czech Republic) Room 201 **MA + PhD**		Transnational Project 2 (Petr Novotný, Masaryk University, Czech Republic) Room 201 **MA only**	Content for PhD 2 (Balázs Németh, University of Pécs, Hungary) ACOR study room **PhD only**	Conference day Room 201 **MA + PhD**
Introductory evening (meeting point at 18:00 at Hotel Garni reception)	Qualitative Research (Vanna Boffo, Florence University, Italy)	Transnational Project 1 (Petr Novotný, Masaryk University, Czech	Content for PhD 1 (Maria Toia and Adriana Osoian)	Transnational Project 3 (Petr Novotný, Masaryk University, Czech Republic)	Consultation for PhD students (depending on the interests of the PhD	Participants leaving

MA + PhD	Room 201 MA + PhD	Republic)		students)	
			ACOR study room	Room 201	
		Room 201 MA only		MA only	ACOR study room
			PhD only		PhD only

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Conference Day (Friday, 19th September 2014)

Facilitated by Ekkehard Nuissl von Rein

Regina Egetenmeyer and Stefanie Kröner: "Academic Professionalization in Adult and Continuing Education. Theoretical and Empirical Perspectives"

The presentation will focus on the development and main routes of theoretical approaches towards professionalization in adult and continuing education. Following by some empirical results gathered in the context of the Bologna-Process in Germany. The presentation will close with a perspective on an international comparative research on academic professionalization in adult and continuing education.

Dalia Staniulevičienė: "Significance of Adult Competence of Learning to Learn"

The analysis of the scholarly literature reveals the following key abilities in the formation of learning to learn competence: to organize the learning process, to learn and act independently, to learn and act in a group, to solve problems, and to reflect on learning activities.

The model of learning to learn competence is presented. Five scenarios help to see how learning is transformed into action, as well as being important in explaining the concept of learning to learn competence.

From the research survey it became clear that a learning to learn competence encouraged the desire to improve, self-realization, career possibilities, work requirements for learning. Therefore the desire to improve is the main reason for learning to learn. Participants in the survey also emphasized their need to realize themselves and career possibilities as helping them in this learning process.

Simona Sava: "Validation of competencies as alternative path of professional development of adult educators. Are universities really open of using it?"

In the last ten years mainly, validation of competencies is becoming increasingly an alternative route towards professionalization, and the policy makers pay more and more attention to it, due to its potential., for individual, organizations, labour market and society For higher education, the validation of prior learning (VPL), can have two different purposes: firstly, to allow students to gain admission to a higher education institution and, secondly, to allow students to demonstrate that they

have met, partially or completely, the requirements of a higher education programme (European Commission, 2011).

The VPL is a suitable solution for meeting the demands of higher education in widening the access to higher education, in improving the retention of students, increasing efficiency by improving completion rates, and reducing the time taken to complete degree courses (European Commission, 2013, p.35). For adult learning processionals (ALPs), an heterogenous group, with wide experience and not so many opportunity of formal specialization, the VPL is a suitable solution, towards their attempt to get recognised their competencies.

There will be maped the recent developments and researches in different parts of the world in implementing VPL in higher education, mainly as concerning such alternative for ALPs. However, the universities are quite hesitating to adopt such solution. Why, what it is to be done?

Maria Slowey: "Adult and Part-time Learners in European Higher Education: Social Justice and Equity Challenges"

From an educational perspective knowledge is, in principle, an open and public good which generates a wide range of personal and social benefits. In contrast, formal qualifications, in particular university qualifications, serve as important positional goods, shaping individual life chances (Bourdieu and Passerom 1977; Bourdieu 1990).
Despite increasing levels of participation by school leavers in higher education across Europe, those from disadvantaged backgrounds remain significantly underrepresented and patterns of social inequality are stark in many countries. Opportunities for adults to enter higher education at a later stage- rather than directly from school- have a potential to play a role in redressing some of these social inequalities. However, a complex range of socio-economic, cultural and institutional barriers remain in relation to opening access to higher education for people who, for a wide variety of reasons, might not be in a position to study on a full-time basis.
This paper will explore these barriers and some current European initiatives aimed at promoting the 'social dimension of higher education'.

Balázs Németh: "International Trends and Issues in Adult Learnnig and Education"

This course will examine particular trends and issues in adult learning and education of the last twenty-five years (1989-2014) which has brought about some particular changes in policy orientations, research actions and focus, development programs and issues. The course tries to define main drivers of international collaboration in the field and will use a short SWOT analysis to catch reasons for pros and contras on why partnership in adult learning would be of benefit either at international and national grounds in recent times. Another aim will be to identify responsibilities of both national and international al stakeholders. Finally, some interesting trends will be named in the scope of UNESCO's renewal of its 1976 Nairobi Recommendation on Adult Education.

Ondřej Bárta: "Young Adults and Competence Development in International Non-Formal Learning Projects"

Wide variety of non-formal learning projects has been taking place all over Europe in the past decades. Some major programs on the European level have been launched to support these projects in good faith they have positive effects on knowledge, attitudes, and overall development of young people. An extensive research had been conducted between 2010 and 2013 to verify these assumptions and shed some light on what learning takes place in these projects, namely in projects

supported by one of the biggest programs of its time: Youth in Action Programme. Lecture will present some interesting findings and set them into wider context.

Vanna Boffo: "Guidance and Placement in the Italian Labour Market: the EMAE Graduates' Case"

The Speech will leave from the dates of an empirical research made in Tuscany (Italy) at the end of 2013 in the Social and Educational Labor Market. The Evidence based results of the Research tell to the Pedagogical Research Community there are very deep differences from the necessary competences for a job in this type of labor sector and the competences we are teaching in the European Master in Adult Education. Is the EMAE Curriculum of the Italian University a strong Curriculum for the Italian Labor Market?

Petr Novotný: "Intergenerational Workplace Learning"

Various generations keep merging in the workplace more increasingly. Learning in the workplace is a relatively traditional research topic (Novotný, 2009) while its intergenerational dimension has received less interest (Spannring, 2008). The presentation deals with the topic of intergenerational learning which is rapidly growing field of research.

Schedule

8:00 – Welcome and Foreword

8:15 -- Regina Egetenmeyer: Academic Professionalization in Adult and Continuing Education. Theoretical and Empirical Perspectives

8:45 – Dalia Staniulevičienė: Significance of Adult Competence of Learning to Learn

9:15 – Simona Sava: Validation of competencies as alternative path of professional development of adult educators. Are universities really open of using it?

9:45 – Coffee Break

10:15 – Maria Slowey: Adult and Part-time Learners in European Higher Education: Social Justice and Equity Challenges

10:45 -- Balázs Németh: International Trends and Issues in Adult Learning and Education

11:15 – Ondřej Bárta: Young Adults and Competence Development in International Non-Formal Learning Projects

11:45 – Vanna Boffo, Guidance and Placement in the Italian Labor Market: the EMAE Graduates' Case

12:15 – Petr Novotný: Intergenerational Workplace Learning

12:45 – Ekkehard Nuissl von Rein: Facilitated Discussion

13:45 – Final Word

14:00 – Conference End and Lunch