



Professionalization of adult educators in German Universities – Selected Findings

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Overview

- University of Education in Ludwigsburg
- Diploma studies in Educational Science
- Student survey - Selected findings
 - The student clientele and their motivation
 - Occupation during the studies
 - The Bologna-Process
 - Professionalization process of students and graduates during the studies
- Discussion and prospects

College of Education in Ludwigsburg

- near Stuttgart
- 5000 students
- 450 employees, 3 faculties
- for further informations please check the webpage
www.ph-ludwigsburg.de (University)
www.ph-ludwigsburg.de/eb (Adult Education / Professional Training)

Diploma studies in Educational Science

Currently:

Diploma studies in Educational Science

- General (adult) educational qualifications
- Specific qualifications in one eligible obligatory core subject

2009/10:

BA: “Educational Science/ Lifelong Learning”

2012/2013:

MA: “Adult Education/Further Education”

Targets of the student survey

- there is a need of a pilot-study and accompanying student and graduate

surveys in 3-years terms with the targets:

- status quo
- quality development of the discipline
- paths of professionalization process of the graduates in Adult Education
- development of a comprehensive supporting organisation certification, qualification and acceptance system for the Adult Education / Advanced Training and the planned European Qualification Framework (EQF)

Selected Findings

The questionnaire

- 25-sided questionnaire
- 6 dimensions of questions
- 41 questions
- a 4-point-Likert-scale
- additional response options „I can not judge this“
- filtering, closed and half-opened questions

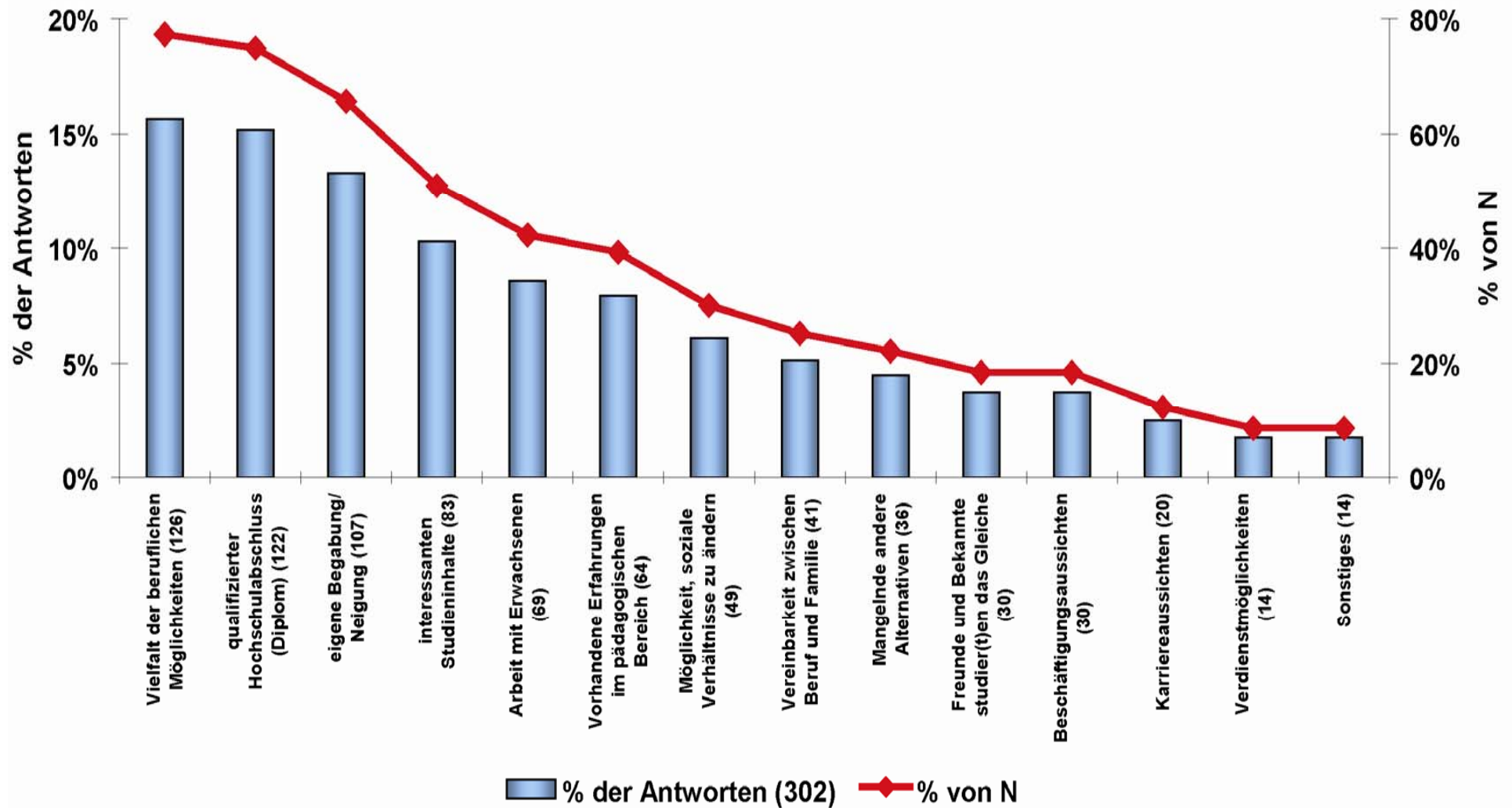
Selected Findings

1. The student clientel and their motivation

- 64,3 % of the students had been asked
- 82,2% of the students are female, 17,8% are male
- 91,4% German citizenship
- range of age: 19-51 years
- average age: 24,5 years

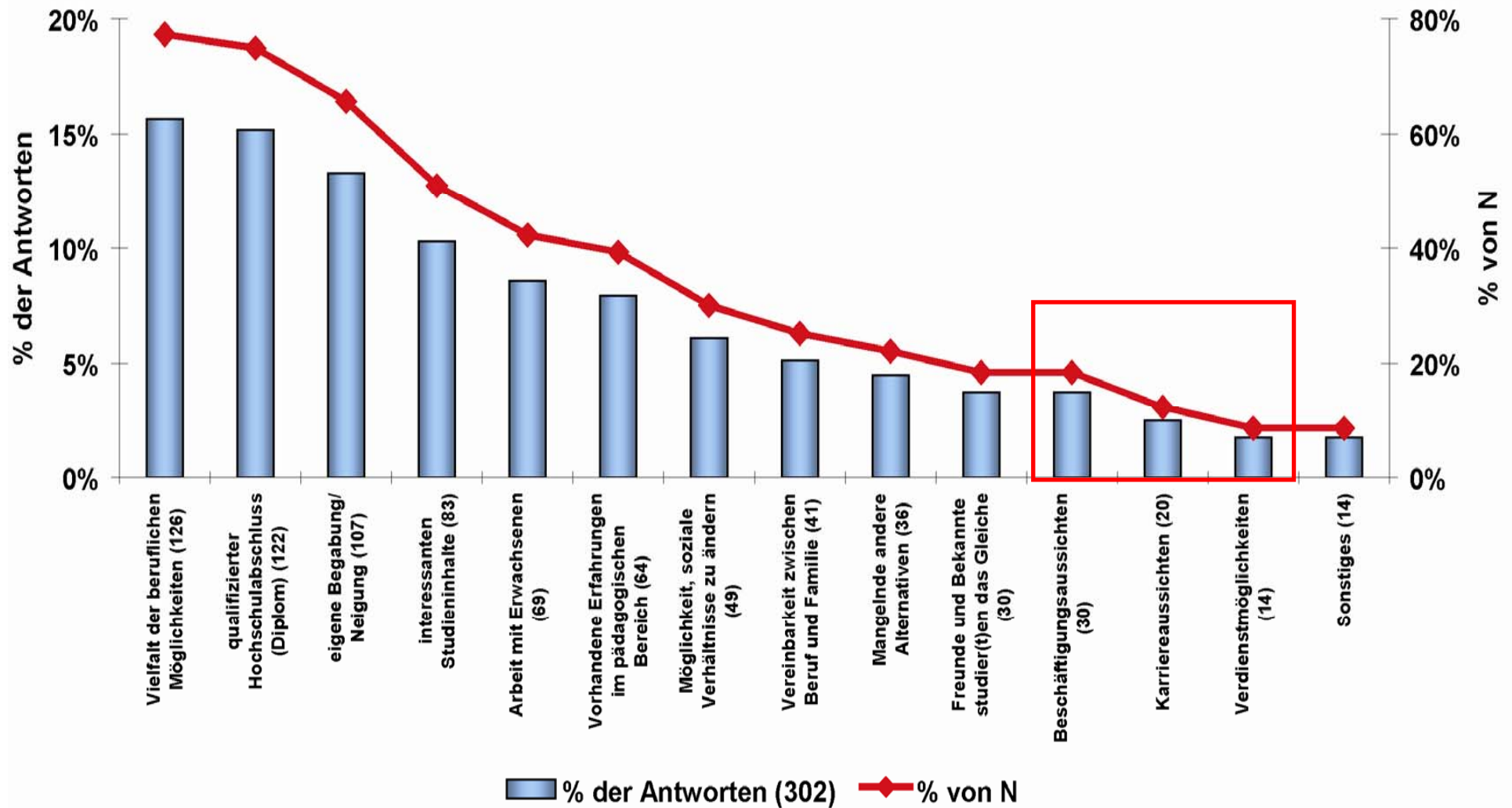
Selected Findings

1. Choice of Subjects



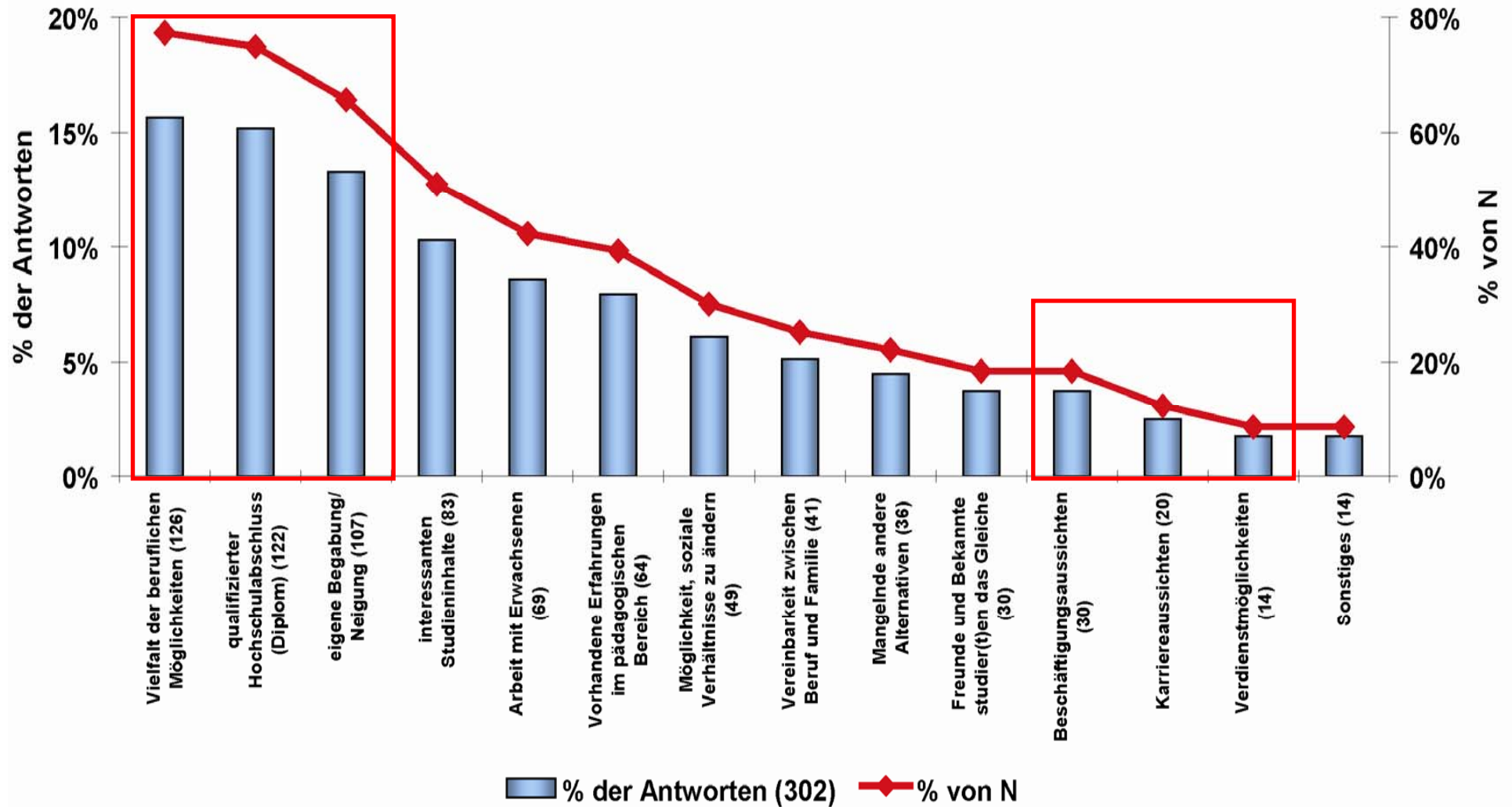
Selected Findings

1. Choice of Subjects



Selected Findings

1. Choice of Subjects



Selected Findings

2. Occupation during the studies

- 81% of the students are working during their studies
- only 32,5% of those regard their work as a pedagogic occupation
- for 2/3 of the students this occupation is „important“ to „very important“
- reasons for occupation:
 - assurance of livelihood
 - contacts to future employers
- future researches: focus on the meaning of occupation during the studies

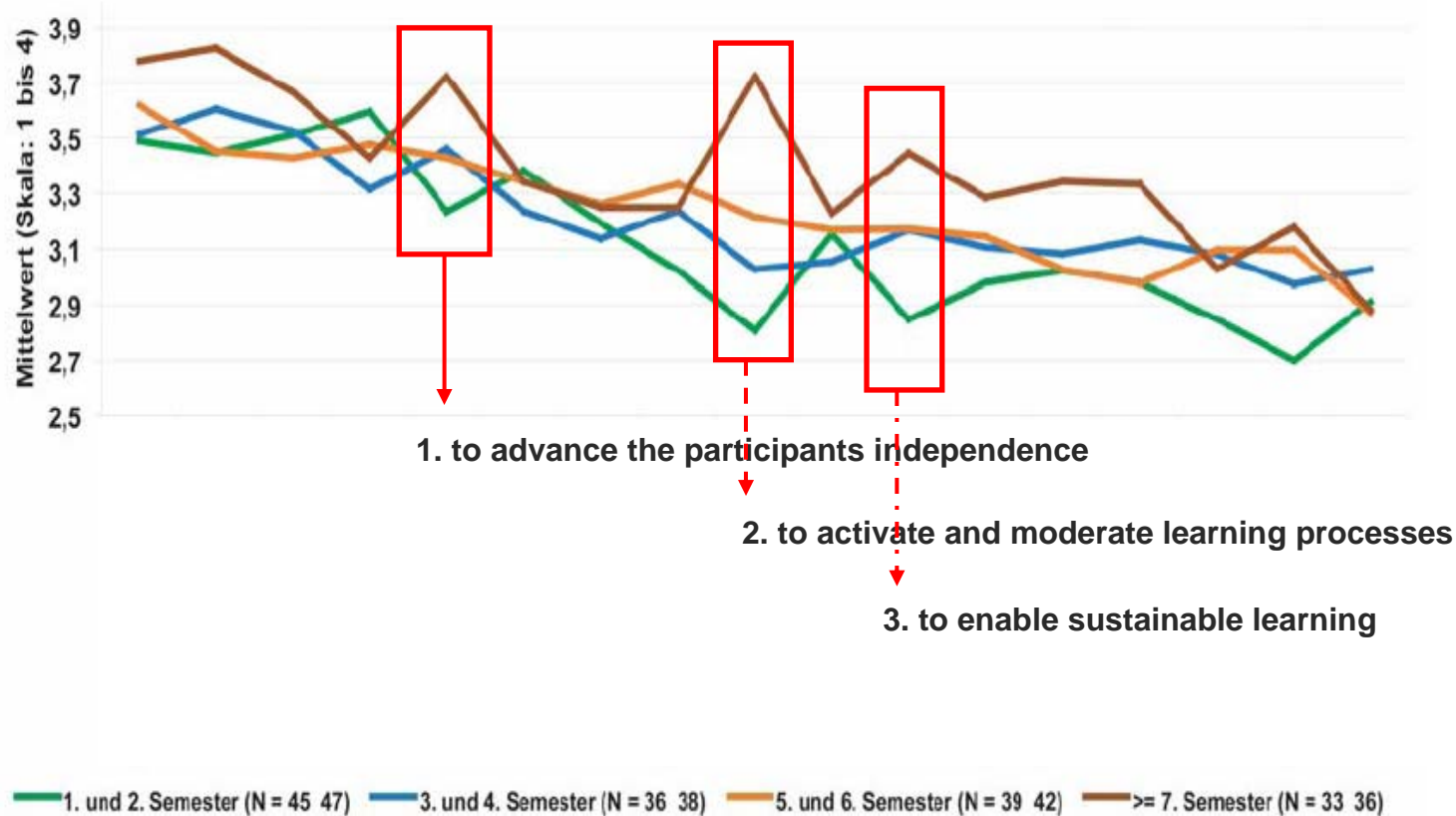
Selected Findings

3. The Bologna-Process

- for 85 % of the students it was “important“ to “very important“ that “there was (still) the degree diploma“
- high satisfaction with a “self-contained organisation of studies“ (89%)
 - embedding a module “free studies“ to the BA/MA-studies
- future researches: comparison between Diploma-, Bachelor- and Master-graduates

Selected Findings

4. Professionalization process of students and graduates during the studies



Selected Findings

4. Professionalization process of students and graduates during the studies

E1: The importance of following pedagogical tasks

Scale: 1 = not important to 4 = very important		E1_4: to advance the participants independence	E1_7: to activate and moderate learning processes	E1_14: to enable sustainable learning
1. and 2.	average	3,23	2,81	2,85
semester	SD	0,56	0,68	0,70
	N	47	47	46
3. and 4.	average	3,46	3,03	3,17
semester	SD	0,56	0,79	0,61
	N	37	38	36
5. and 6.	average	3,43	3,21	3,17
semester	SD	0,70	0,92	0,67
	N	42	42	41
≥ 7.	average	3,72	3,72	3,44
semester	SD	0,51	0,51	0,39
	N	36	36	34
total	average	3,44	3,17	3,57
	SD	0,61	0,81	0,62
	N	162	163	161
ρ =	(correlation according to Spearman)	+ 0,30	+ 0,44	+ 0,15
	significance	**	**	n. s.

(* = p < .05; ** = p < 0.01; *** = p < 0.001 – zweiseitig)

Chart 1: Importance of pedagogical tasks in phases of studies

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Selected Findings

4. Professionalization process of students and graduates during the studies

Change-processes during the studies

- development of professionalism during the studies
- transformation of subjective learning-theories to an elaborated understanding of the learning of adults
- argument for the following MA-studies
- also: Obvious differences of students doing their internship in an enterprise or churchly institution
- future researches: Is a duration of 6-semester lasting study long enough to develop a differentiated understanding of the learning of adults?

Discussion and prospects

- **Therefore we want:**
graduate survey and follow-up researches, panel-design
- **The target is:**
to examine influences and to compare
- **The challenge is:**
to compare the data, European Qualifications Framework (EQF)
- **Further questions:**
strategies
differences
understanding

Discussion and prospects

Our target in terms of a profession-research:

- to realise a nation-wide student and graduate survey in the field of Adult Education / Further Education using a standardized instrument
- to create a data bank for the purpose of research (for e.g. the development of courses of study within the framework of BA/MA studies, the quality of university education and development of competencies, ways of professionalization)
- To build an international research-network “professionalization - adult education”



Thank you!

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Stephan Wagenhals