Professionalization of adult educators in German Universities – Selected Findings

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University of Education Ludwigsburg
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](http://www.ph-ludwigsburg.de) (University)
- [www.ph-ludwigsburg.de/eb](http://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

1. to advance the participants independence
2. to activate and moderate learning processes
3. to enable sustainable learning
### Selected Findings

#### 4. Professionalization process of students and graduates during the studies

**E1: The importance of following pedagogical tasks**

<table>
<thead>
<tr>
<th>Scale: 1 = not important to 4 = very important</th>
<th>E1_4: to advance the participants' independence</th>
<th>E1_7: to activate and moderate learning processes</th>
<th>E1_14: to enable sustainable learning</th>
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<tr>
<td>1. and 2. semester average</td>
<td>3.23</td>
<td>2.81</td>
<td>2.85</td>
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<tr>
<td>SD</td>
<td>0.56</td>
<td>0.68</td>
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<td>47</td>
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<td>46</td>
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<tr>
<td>3. and 4. semester average</td>
<td>3.46</td>
<td>3.03</td>
<td>3.17</td>
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<tr>
<td>SD</td>
<td>0.56</td>
<td>0.79</td>
<td>0.61</td>
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<tr>
<td>N</td>
<td>37</td>
<td>38</td>
<td>36</td>
</tr>
<tr>
<td>5. and 6. semester average</td>
<td>3.43</td>
<td>3.21</td>
<td>3.17</td>
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<td>SD</td>
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<tr>
<td>N</td>
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<td>41</td>
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<tr>
<td>≥ 7. semester average</td>
<td>3.72</td>
<td>3.72</td>
<td>3.44</td>
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<tr>
<td>SD</td>
<td>0.51</td>
<td>0.51</td>
<td>0.39</td>
</tr>
<tr>
<td>N</td>
<td>36</td>
<td>36</td>
<td>34</td>
</tr>
<tr>
<td>total average</td>
<td>3.44</td>
<td>3.17</td>
<td>3.57</td>
</tr>
<tr>
<td>SD</td>
<td>0.61</td>
<td>0.81</td>
<td>0.62</td>
</tr>
<tr>
<td>N</td>
<td>162</td>
<td>163</td>
<td>161</td>
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<tr>
<td>$\rho = \text{correlation according to Spearman}$</td>
<td>$+ 0.30$</td>
<td>$+ 0.44$</td>
<td>$+ 0.15$</td>
</tr>
<tr>
<td>significance</td>
<td>**</td>
<td>**</td>
<td>n.s.</td>
</tr>
</tbody>
</table>

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

**Chart 1: Importance of pedagogical tasks in phases of studies**

Ingeborg Schüßler & Stephan Wagenhals

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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-semesters 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!

Prof. Dr. Ingeborg Schüßler
Stephan Wagenhals