

International ELINET Symposium 2018
“Literacy in the 21st Century: Participation – Inclusion – Equity”.

July 23-24, 2018, Cologne, Germany



Section V Adult literacy programmes. New practices and perspectives

Chair: Aydin Durgunoglu, University of Minnesota Duluth

Monday, July 23, at 16.00–17.30 **Location:** Seminar Building / Room S 24

LITERACY CHANGES LIVES.

ScienceLit—scientific literacy for all!

Presenter:

Dr. Inga Specht

Research Associate German Institute for Adult Education

Leibniz Centre for Lifelong Learning, Germany

email: specht@die-bonn.de

Abstract:

The European reference framework points out the need of developing key competences for lifelong learning of the adult population including the knowledge of fundamental and scientific concepts, principles and methods. It suggests that these knowledge and competences may make adult learners more critical and able to make complex assessments of situations in everyday life. Based on the necessity to develop adult learners' scientific knowledge, the Erasmus+ project ScienceLit which is carried out by five entities from different countries (Spain, Slovenia, Greece, Germany) aims at making science more attractive and promoting, and disseminating scientific knowledge among all cultures and sectors of society.

Thus, the project developed a methodology for transferring scientific knowledge to adults with low skills and in disadvantaged situations, more concretely, adults above the age of 55 and young adults at risk of age 18 to 34 who participate in non-formal educational programs. The so called ScienceLit Methodology bases on the concept of Dialogic Learning (Aubert et al., 2009; Flecha, 2000) and applies Dialogic Gatherings, a Successful Educational Action, to a new field, that of science. Two main objectives of this methodology are to facilitate access to scientific knowledge to people and to equip them with tools that make them able to understand, interpret and analyze science autonomously. Furthermore, an Interactive Guide (open access) was developed which contains audio-visual materials on the methodology and explains how to organize and how to implement Scientific Gatherings as well as how to participate in it so that they can be implemented in adult education organizations across Europe.

References:

- Aubert, A., Garcia, C., & Racionero, S. (2009). El aprendizaje dialógico (Dialogic Learning). *Cultura y Educación*, 21(2), 129-139.
- Flecha, R. (2000). *Sharing Words. Theory and Practice of Dialogic Learning*. Lanham: Rowman & Littlefield Publishers.

International ELINET Symposium 2018
“Literacy in the 21st Century: Participation – Inclusion – Equity”.

July 23-24, 2018, Cologne, Germany



Section V Adult literacy programmes. New practices and perspectives

Chair: Aydin Durgunoglu, University of Minnesota Duluth

Monday, July 23, at 16.00–17.30 **Location:** Seminar Building / Room S 24

LITERACY CHANGES LIVES.

Bio Note:

Dr. Inga Specht is an experienced Research Associate in the German Institute for Adult Education – Leibniz Centre for Lifelong Learning, Bonn, Germany. She earned her doctoral degree from the TUM School of Education, Munich. The topic of her doctoral thesis is “Perception and processing of controversial scientific information in museums”. She is skilled in educational science, art/museum education, learning in museums and adult education centers, and published a diverse range of (inter-)national paper. Since 2016 she works in the wonderful ScienceLit project.