

NON-FORMAL LEARNING METHODS IN THE UNIVERSITY SETTING

THE AMONG OTHERS PROJECT

Barnabás Gulyás & András Déri

ELTE Faculty of Primary and Pre-School Education

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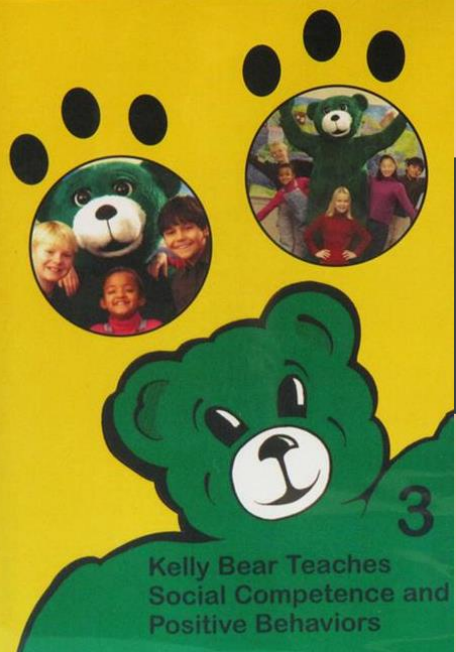


WHAT WILL WE TALK ABOUT?

1. Ourselves
2. ?Social competence?
3. Non-formal learning
4. The Among Others Project (theory, practice and interpretation)

WHO ARE WE?





“SOCIAL COMPETENCE”: WHAT OTHERS THINK

- DASCHE: meta-competence
 - make use of knowledge and skills for right, valuable objectives
- To achieve personal goals in social interaction (Rubin and Rose-Krasnor 1992)
- Areas of social competence (Kostelnik et al. 2014)
 - Cultural competence
 - Culture - - - - - > Intersectionality

“SOCIAL COMPETENCE”: WHAT WE UNDERLINE



- Formerly: social and civic competence 2006-2018
- Revised:
 - I. Personal, social and learning to learn
 - II. Citizenship competence
(+ Cultural awareness and expression)



NON-FORMAL LEARNING

“Purposive but voluntary learning that takes place in a diverse range of environments and situations for which teaching/training and learning is not necessarily their sole or main activity. (...) The activities and courses are planned, but are seldomly structured by conventional rhythms or curriculum subjects.”
(Chisholm, 2005)

- Connections to youth work
- ?Connections to social competence?

THE AMONG OTHERS PROJECT

- Aim
 - Using non-formal methods to enhance and develop intercultural competence in higher education
- Background
 - E+ long term TCA
 - Started in Poland
 - 6 countries
 - Different stakeholders
- Hungarian Implementation
 - 4 universities (and counting)
 - 6 core members of the Hungarian team
 - Regular project meetings



AMONG OTHERS AND SOCIAL COMPETENCE

- Intercultural / intersectional approach
- Enhancing solidarity through experiential learning
- Indirectly contributing to one's personal and social development



AMONG OTHERS: METHODOLOGY

- Principles of non-formal education
 - Eg.: to complete the course every student has the possibility to suggest/propose a task that is connected with the theme.
- Learning by doing and strong focus on self-reflection and assessment
- Youthpass Certificate and evaluation process (self-directed)



CONCLUSIONS, INTERPRETATIONS, QUESTIONS

- Cross-sectoral partnership
 - Better recognition of NFL and youth work
- Empowerment
- Student motivation vs. constraints of the formal setting
- Questions of impact assessment

THANK YOU FOR THE ATTENTION



deri.andras@tok.elte.hu

barnabas.gulyas@gmail.com