English Summaries

Michael Kerres/Annabell Preußler: **Options for Adult Education.** Social Media and Web 2.0 (pp. 26–28)
The article outlines the internet development since the 1990s and points out three substantial alterations: 1. *»The user becomes the author«, 2. »Private issues become public«, 3. »Everybody is an expert«.* On this basis, options and boundaries of adult education on Web 2.0 are assessed.

Alastair Clark: **Free Educational Resources on Web 2.0.** »Users Add Value to Web 2.0« (pp. 29–32)
The author covers definitions and dissemination of *»Open Educational Resources (OER)«* marked by Web 2.0, particularly issues of copyright and licensing law as well as the problems of financing free material. At the same time, the potential adult education surplus value of OER is pointed out and the prerequisites of high-quality learning and teaching processes are discussed. The article concludes with an agenda for teachers aimed at the sustainability of the OER.

Andre Nagel: **Political Participation on Web 2.0.** A Challenge for Political Education (pp. 33–36)
The author presents the idea of Web 2.0 providing new opportunities for the political participation of citizens. First, he evaluates possible target groups. Corresponding empirical observations reveal a distinction between those who have arrived in the world of digital content and those who have not. Political education focuses on so called »digital outsiders« to avoid long-term representation deficits caused by an increasingly digitalized democracy. In conclusion, necessary competences of political educators required for tapping the potential of Web 2.0 for political education are discussed.

Matthias Rohs: **Social Media and Informal Learning.** Potentials of Educational Processes in Virtual Space (pp. 37–40)
The article focuses on the significance of social media for informal learning. Based on the potential of online communities, online networks, blogs, wikis etc. for informal learning, the utilization for learning is critically discussed and examined differentially. Possible consequences for adult education, which result from new informal learning opportunities on the internet, are also taken into account.

Birgit Lutzer: **Web 2.0 Application in Online Group Learning.** The Role of Online Presentation (pp. 41–43)
The article focuses on the characteristics of the virtual seminar form of »online group learning«. The online programme *»Marketing for Continuing Educators«*, which is part of the correspondence course »Adult Education« by the Distance & Independent Studies Centre at the Technical University of Kaiserslautern, indicates the course of seminars of this sort. The role and function of presenting this type of seminar is particularly analyzed. Also, critical issues such as the anonymity of individual learning on Web 2.0 and the problem of data abuse are discussed.

Michael Marquart: **Drawing the Balance of GRUNDTVIG Learning Partnership.** Increasing Applications – Future Uncertain (pp. 46–48)
The article reveals the effects of GRUNDTVIG learning partnerships between 2008 and 2012 and points out the most significant contents. The project's future remains uncertain despite the increasing number of applications for GRUNDTVIG learning partnership. A continuation within *»Erasmus for all«* or »YES EUROPE« is possible.