Abstract of the Dissertation (English)

1. Author/Title: Ewha Kang/ Biographical learning and Individualization processes in South Korea – An Empirical Analysis on Educational Careers in South Korea
2. Göttingen University Press, 2012
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BIBLIOGRAPHY 1 – LITERATURE IN EUROPEAN LANGUAGES

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4. Summary

The biographical procedures of individualization as well as Adult education in South Korea, which have been dealt with in this dissertation, embrace both biographical educational concepts and the theme of individualization.

The object of this study was the adult education environment in South Korea or its procedures of individualization in the process of the modernization of the country. Amongst others, altogether 19 participants in adult education programs, 11 females and 8 males aged between 22 and 66, were interviewed.

My question and cognitive interest make an orientation of the process of analysis on qualitative procedure appear to be meaningful. The Grounded Theory portrays the methodological frame of the study. The biographical-narrative interview of Schütze.serves as a means of data collection.

The dissertation is divided into two parts with five chapters all in all: a theoretical-historical part, where after a short introduction (Chap. I) and the presentation of the concept on biographical learning (Chap. II.1) the general framework of South Korean society in terms of cultural history and the theory of its modernization is explained extensively and the traditional meaning of the adult education system is featured (Chap. II.2), and an empirical part, which shapes the core of the dissertation. First of all, it familiarizes the methodological frame and the development of the analytical procedure (Chap. III), and then documents the biographical processing of the different educational backgrounds through four selected case reconstructions (so called “anchor cases”) and educes a tentative typology in a comparative case contemplation (Chap. IV). The dissertation perorates with a substantial theoretical summary (Chap. V).

The case histories and analyses, which are presented in the dissertation, stand for four variants of adult education environments in South Korea. With four anchor cases – defensive traditionalism, affirmative individualization, ethical individualization, and pragmatical individualization – reviewed, categorical types of individualization can be differentiated. With the biographical account of four types compared, on the one hand, conspicuous differences between three types of individualization occur, and on the other hand, the type of

traditionalism comes into existence. As long as three types of individualization consistently try to disavow social norms, traditional ways and expectations, the type of traditionalism appears to rely on tradition in its entire thoughts and behaviors or to abide by traditional archetypes.