

The study guide for the module

CONCEPTS OF ADULT EDUCATION, EDU 6027, 6 ECTS

Vytautas Magnus University, Lithuania

Teachers:

Dr. Elena Trepulė: e.trepule@smf.vdu.lt

Dr Trepule is a lecturer at the Department of Education (VMU) and is working in the field of adult education since 2000. Her graduate studies were in the field of adult education: Master degree in Andragogy (2002), Doctoral degree in Education (2007), topic in adult education.

Prof.habil.Dr.Margarita Teresevičienė: m.tereseviciene@smf.vdu.lt

Personal research area: adult learning, recognition of prior learning, technology enhanced learning. She supervised ten doctoral theses on adult learning. She has acted as expert in the field of adult education Ministry of Education and Science, Republic of Lithuania; expert for Research Council of Lithuania. She is also a member of Lithuanian Adult Education Association.

Prof. Maria Giovanna Ruberto giovanna.ruberto@unipv.it

Professor of Bioethics at University of Pavia. Master Degree in Medicine and Surgery. Phd in Internal Medicine. I have been working mainly in medical topics till 1992, when I started to be interested in Bioethics Topics. I started in 2002 a free Interfaculty course on Ethical Dilemmas, specifically addressing students coming from very different Faculties and attended also by general population .
Research Fields : Narrative Ethics. Web Ethics. Allocation Care resources

Dear students, this guide will help you to understand course structure, assignments in virtual learning environment and link to the learning content. It will explain to you how to study and how your personal achievements will be assessed. You will find information on help contacts, contact hours with the teacher and other important issues.

First, here are the **learning outcomes** of the course. Having successfully completed the course, you will be able to:

- To assess tendencies of lifelong learning in educational policy documents of the EU.
- To prepare critical analysis of the chosen theories of adult learning.
- To identify literacy skills for adults for employment and active participation
- To analyse ethical problems in adult life

Learning material is prepared to acquire these skills learning. It consists of:

- ✓ literature;
- ✓ records of presentations and online consultations in virtual learning environment;
- ✓ practical tasks;

- ✓ real time chat, discussion forums;
- ✓ additional interesting and useful sources.

The main course topics and assignments are:

Content (topics)	Study week	Meetings/lectures	Assignments
Introduction and topics. Welcome All teachers	Week 1	February 4 (F2F) <u>19.00 – 20:00 hour</u> CET	
Lifelong Education. Lifelong learning and the state: link between learning, economy and social cohesion. <i>Prof. Margarita Teresevičienė</i>	Week 1	February 4 (F2F) <u>20.00 – 20:30 hour</u> CET	Mid-term assignment
Analysis of Adult learning and Education Policies. Analytical policy models of adult learning and education: <ul style="list-style-type: none"> - Democratic emancipatory model; - Modernisation and state control model; - Human resources management model. <i>Prof. Margarita Teresevičienė</i>	Week 2	Febr. 11 <u>19.00 – 20:30 hour</u> CET	Preparing Mid-term task
Literacy. OECD and UNESCO as Policy actors in Education. Lifelong learning: state supervision and individual responsibility. <i>Prof. Margarita Teresevičienė</i>	Week 3	Febr. 18 <u>19.00 – 20:30 hour</u> CET	
Validation of non-formal and informal learning. Methods, measures, procedures. Students presentation on Mid-term task from national groups	Week 4	Febr. 25 <u>19.00 – 20:30 hour</u> CET	
Development of validation processes in EU countries. <i>Prof. Margarita Teresevičienė</i>	Week 5	March 3 <u>19.00 – 20:30 hour</u> CET	
Intergenerational learning. Learning in later age. The role of theories in adult education <i>Dr. Elena Trepulė:</i>	Week 6	March 10 <u>19.00 – 20:30 hour</u> CET	
MIDTERM TASK PRESENTATION Students written and video presentation (international groups)	Week 7	March 17 <u>19.00 – 20:30 hour</u> CET	Preparing Homework task 1
Adult learning related learning theories: humanistic (Carl Rogers), experiential (David Kolb), andragogy (Malkolm Knowles), transformative (Paulo Freire, Jack Mezirow) learning. <i>Dr. Elena Trepulė</i>	Week 8	March 24 <u>19.00 – 20:30 hour</u> CET	

Easter holidays	One week		
Continuation. Adult learning related learning theories: humanistic (Carl Rogers), experiential (David Kolb), andragogy (Malkolm Knowles), transformative (Paulo Freire, Jack Mezirow) learning. <i>Dr. Elena Trepulè</i>	Week 9	April 7 <u>19.00 – 20:30 hour</u> <u>CET</u>	Preparing Homework task 1
Presentation of Homework task 1	Week 10	April 14 <u>19.00 – 20:30 hour</u> <u>CET</u>	
Life as a choice The moral distress Video PPT Proposal of narrative lectures and analysis <i>Prof. Maria Giovanna Ruberto</i>	Week 11	April 21 <u>19.00 – 20:30 hour</u> <u>CET</u>	Preparing Homework task 2
Life as a choice The moral distress <i>Prof. Maria Giovanna Ruberto</i>	Week 12	April 28 <u>19.00 – 20:30 hour</u> <u>CET</u>	
Life as a choice The moral distress <i>Prof. Maria Giovanna Ruberto</i>	Week 13	May 5 <u>19.00 – 20:30 hour</u> <u>CET</u>	Preparing Homework task 2
Presentation of Homework task 2	14 week	May 12 <u>19.00 – 20:30 hour</u> <u>CET</u>	
EXAMINATION	DATE	May 19 <u>19.00 – 20:30 hour</u> <u>CET</u>	ONLINE TEST on selected topics

Online video meetings will take place online at <http://indicate the address>

The deadlines:

Mid-term teamwork task – deadline and date for group work presentation 17 March, 2016

Task description: Models of adult education policies and practices

- Educational policy – social, creative, constructive process that covers a variety of levels and includes definition of political field and content of this field. Lima L.C., Guimaraes P. (2011) suggest three possible models of state education policy: Democratic emancipatory model; Modernisation and state control model; Human resources management model.

Assignment for group work in national and international groups

Learning aim – to define tendencies of policy conceptions in chosen political decisions and practical activity of organisations.

Learning outcomes:

- identify most important policy developments in own country arguing possible existence of adult learning model (in national groups).
- provide recommendations for EU policy developments and needed changes in adult education based on national adult education policies (in international groups).

On the bases of three LLL models –democratic-emancipatory; modernisation and state control; human resource management – students characterise adult education policy in own country. Present examples of political decisions based on documents, legal acts, practical activities to prove existence of one or two models. Take into account that there is no pure model at all, however exist some typical tendencies. How EU educational policy influence national policy and existing model, what is the role and impact of international organisations and institutions for policy development and participation in LLL. Take into account following organisations:

- ▶ international organisations (UNESCO, OECD, DeSeCo, etc.);
- ▶ countries and regions,
- ▶ national, regional and local actors,
- ▶ schools,
- ▶ labor market organisations,
- ▶ social and professional organisations,
- ▶ libraries and cultural institutions.

Students prepare first part of assignment in national groups by analysing situation in own country. Gained experience should be presented during video lectures and discussed in international groups. Afterwards a group prepares policy guidelines how EU adult education policy should develop in future and what are the main arguments for urgent decisions to improve LLL in national countries. Assignment duration -7 weeks. Final report must be presented during video lecture.

Homework task 1 - deadline 14 April, 2016

Homework analysis within a wide topic „Current Issues of Adult Education“ – choosing a narrow and more precise topic. Please discuss the possible topic with the teacher. Analysis is performed by using at least 3 sources of literature. A work should comprise introduction, discussion, conclusions and references. Analysis is performed by using at least 3 sources of literature. The aim is to prepare critical analyses of the chosen theories (or practices) of adult learning. The expected volume: 5 -7 p.

Homework task 2 - deadline 12 May, 2016

Analysis of one of the suggested reading – it can be a book, a poetry, a song – or analysis of a painting related to the proposed topics.

Reference

Reference: Lima L.C., Guimaraes P. *European Strategies in Lifelong Learning*. (2011). Barbara Budrich Publishers, Opladen & Farmington Hills, MI.

<http://repositorium.sdum.uminho.pt/bitstream/1822/34948/1/L.C.LE-Book%20European%20Strategies%20in%20Lifelong%20Learning.pdf> p. 39 -56.

Assessment

During the course, you will have to perform 2 Homework tasks and a teamwork Mid-term task. Then you will have to pass the final exam:

<i>Activities</i>	<i>Weight</i>
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Homework task 1	15 %
Homework task 2	15 %
Mid-term teamwork task	20 %
Exam	50 %
Total:	

Assignment criteria and weights

<i>Activities</i>	<i>Criteria</i>	<i>Weight of each criteria</i>	<i>Total weight of the activity</i>
Homework task 1 (Individual work). Literature analysis	<ul style="list-style-type: none"> • Original topic and content of the work, • Depth of analysis, original author's ideas, arguments and conclusions, • Good structure of the work: introduction, content, conclusions and references 	3	15 %
		4	
		3	
Homework task 2. (Individual work).	<ul style="list-style-type: none"> • Analysis of one of the suggested reading – it can be a book, a poetry, a song – or analysis of a painting related to the proposed topics 	5	15 %
		5	
Mid-term task. (Teamwork)	<ul style="list-style-type: none"> - Each group member identifies most important policy developments in own country arguing possible existence of adult learning model. 	3	20 %
	<ul style="list-style-type: none"> - group establishes a collaborative document for development of joint presentation on current models in participants countries identifying possible and needed changes in EU adult education policy development 	4	
	<ul style="list-style-type: none"> - The presentation is uploaded on Moodle platform.. 	1	
	<ul style="list-style-type: none"> - Group presentation during video conference, discussion with online participants. 	2	
Exam	Online test		50 %
Total:	100 %		

Once a week, you will be consulted online at the discussion forum in an asynchronous way, answering your questions. The time the teacher will be connected is **Thursday, at 19:00 – 20:30 hour CET**.

You are also encouraged to participate in discussion forum. Teacher will post reflective questions based on discussion in lectures. It is expected that students will express their opinion and provide argumentation. The aim of this activity is to improve skills of discussion and to share international experience. Active participation in discussion forum means no less than four short written presentations of your opinion, arguments, facts, evidences, etc.

Let's study, share and improve!