

## DESCRIPTION OF STUDY MODULE

Code	Credits (ECTS)	University, faculty	Department
EDU 1001	5	MRU Faculty of Social Technologies	Institute of Educational Science and Social Work

### Title

Learning Dimension and Peculiarities of Biographical Research

Form of studies	Credits
Lectures	1
Seminars	1
Consultations	1
Independent study	2

### Anotacija lietuvių kalba (iki 500 simbolių)

Modulyje sudaromos galimybės analizuoti mokymosi dimensijas nuolatinio mokymosi kontekste, ypatingai gilinantį į savaiminio (informalaus) mokymosi fenomeną, analizuoti ir sieti mokymosi dimensijas su biografinio tyrimo ypatumais ir problematika. Taip pat dalyvauti mokslinės veiklos sklaidoje bei orientuotis į savo kaip mokslininko - dėstytojo nuolatinį kompetencijos tobulinimą.

### Anotacija anglų kalba (iki 500 simbolių)

The first objective of this course is to analyze the learning dimensions in the context of lifelong learning, with the emphasis on the informal learning phenomenon. The second objective is to connect the learning dimensions with characteristics and problems of biographical research. In addition this module encourage also to participate in the dissemination of scientific activities and to focus on the role as a researcher - teacher continuous development of the competency.

### Expected study outcomes:

*After successful studies students will be able to:*

1. Analyze the theories of education, organize and conduct a scientific discussion with other researchers
2. Define the most important lifelong learning parameters and their dependencies.
3. Analyze the characteristics of informal learning, select appropriate strategies for the development of this learning dimension.
4. Select and adapt the biographical research to learners.
5. Reflect on the activities.
6. Evaluate and improve pedagogical competencies.

### Content

1. Dimensions of Lifelong learning.

Lifelong learning discourse of the European Union and Lithuanian education policy. The three dimensions of learning in contemporary educational system. A learning society: changes, modernity, democracy.

2. The phenomenon of self-informal learning.

The development of informal learning concept, informal learning settings and features. Scientific

approaches to informal learning in different discourses perspective

3. Biographicity - educational methods and research models. The applicability of biographical learning studies.

4. Personal and professional self-development of the researcher.

#### **Assessment of study outcomes**

For assessment the student prepare essays and research papers

#### **Literature**

1. Alheit, Peter (2009) Biographical Learning – Within the New Lifelong Learning Discourse, in: Illeris, Knud (ed.): Contemporary Learning Theories. Learning theorists in their own words, London, pp. 116-128
2. Alheit, Peter/Dausien, Bettina (2000): 'Biographicity' as a basic resource of lifelong learning, in: Alheit, Peter/Beck, Johannes/Kammler, Eva/Salling-Olesen, Henning/Taylor, Richard: Lifelong Learning Inside and Outside Schools, Vol.2, Roskilde, pp. 400-422
3. Bitinas, B. (2006) Edukologinis tyrimas: sistema ir procesas. Vilnius: Kronta,.
4. Foley G. (2007) Suaugusiųjų mokymosi matmenys. Suaugusiųjų švietimas globalizacijos laikais. – Vilnius: Kronta,.
1. Freire P. (2000) Kritinės sąmonės ugdymas. - Vilnius: Tyto Alba,.
5. Goodson, Ivor F./Biesta, Gert J.J./Tedder, Michael/Adair, Norma (2010) Narrative Learning, Routledge: London-New York
2. Jarvis P. (2001) Mokymosi paradoksai. Kaunas: KTU.
6. Knowles M. S., Holton III E. F., Swanson R. A. (2007) Suaugęs besimokantysis: klasikinis požiūris į suaugusiųjų švietimą. – Vilnius: Danielius,.
7. Knowles, M. S. (1951) Informal Adult Education. A Guide for Administrators, Leaders and Teachers. New York.
8. Longworth N. (2007) Mokymosi visą gyvenimą praktika. Švietimo kaita XXI amžiuje. – Vilnius: Kronta,.
9. Rossiter, Marsha/Clark, M. Carolyn (2011) Narrative Perspectives on Adult Education, San Francisco.

#### **Module designed by**

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Approved by Committee of Doctoral Studies in Education Science by resolution (protocol No.1 ) made during the meeting on January 24, 2014.