

COURSE DESCRIPTION

| Course code | Course group | Volume in ECTS credits | Course valid from | Course valid to | Reg. No. |
|-------------|--------------|------------------------|-------------------|-----------------|----------|
| EDU5059 | Master | 4 | 2012 | 2014 | |

| | |
|----------------------------------|--------------|
| Course type | optional |
| Course level | Second cycle |
| Semester the course is delivered | First |
| Study form | Face-to-face |

Course title in Lithuanian

Lyginamoji švietimo politika

Course title in English

Comparative Education Policy

Short course annotation in Lithuanian

Dalykas suteikia žinojimą, supratimą ir mokėjimus, reikalingus švietimo politikų lyginamajai analizei ir šios analizės duomenų pritaikymui įgyvendinant įvairias švietimo ir karjeros projektavimo plėtros priemones. Dalykas suteiks išsamias žinias apie švietimo politiką ir švietimo sistemas įvairiose pasaulio šalyse, kurios leis jas kritiškai palyginti ir įvertinti, nustatant tuos elementus iš kurių galima mokytis ieškant sprendimų esamoms švietimo sistemos problemoms bei tobulinant Lietuvos švietimo politiką.

Short course annotation in English

The course provides knowledge and skills for the comparative analysis and evaluation of education policies in the different countries, seeking to apply the results of such comparative analysis for the development of education and career designing. The course provides extensive and comprehensive knowledge about the education policy and systems of education in the different countries, enabling to execute comparative analysis and to discern the elements for policy learning that can be used in searching for the solutions to the existing problems of the system of education and for the development of education policy in Lithuania.

Prerequisites for entering the course

Completed basic studies (modules) in the fields of education, psychology, sociology and management.

Course aim

To create preconditions for the students to acquire and develop knowledge, understanding and skills needed for the execution of comparative applied research of education policies.

Links between study programme outcomes, course outcomes and criteria of learning achievement evaluation

| Study programme outcomes | Course outcomes | Criteria of learning achievement evaluation |
|--|---|---|
| 1. To evaluate critically theories of career designing and other related sciences as well to apply them for systemic analyses of career designing phenomena. | To apply the theoretical insights and findings of the comparative research of education policies for the research and development of the phenomena of career design. | The theoretical insights and findings of the comparative research of education policies are applied for the research and development of the phenomena of career design. |
| 3. To systemize newest information and research data about general education, vocational training and labour market possibilities and changing tendencies as well as applicability for vocational and career counselling practice. | To compare critically the processes of design, planning and implementation of education policies in order to assess the specificities and common features of these processes from the perspective of policy learning. | The processes of design, planning and implementation of education policies are critically compared and the specificities and common features of these processes are assessed from the perspective of policy learning. |
| | To compare social, economic and ideological orientations of the education policies of different countries in order to assess their impact to the development of education policies and their specificities. | There are compared social, economic and ideological orientations of the education policies of different countries assessing their impact to the development of education policies and their specificities. |

| | | |
|---|--|---|
| | To compare national systems of qualifications in the different countries by assessing the influence of commonalities and differences of these systems to the international processes of education, learning and career designing. | There are compared national systems of qualifications in the different countries by assessing the influence of commonalities and differences of these systems to the international processes of education, learning and career designing. |
| | To assess critically the compliance of the instruments and measures of the EU education policy to the variety of education policies and systems in Europe and the impact above mentioned measures and instruments to this variety. | There are critically assessed the compliance of the instruments and measures of the EU education policy to the variety of education policies and systems in Europe and the impact above mentioned measures and instruments to this variety. |
| 5. To apply vocational career research results, giving advice for education and labour market organizations to improve career designing activities. | To apply the results of comparative analysis of education policy in the activities of career designing and counselling. | The results of comparative analysis of education policy are applied in the activities of career designing and counselling. |

Link between course outcomes and content

| Course outcomes | Content |
|---|---|
| 1. To apply the theoretical insights and findings of the comparative research of education policies for the research and development of the phenomena of career design. | Inter-relations between comparative education science and comparative education policy. Theoretical background of the comparative analysis of education policies. Development and specific features of education policy in Lithuania. |
| 2. To compare critically the processes of design, planning and implementation of education policies in order to assess the specificities and common features of these processes from the perspective of policy learning. | Trends of the development of education policy in the Western Europe (United Kingdom, France, Germany, Nordic countries). Education policy in the post-soviet countries (Central and Eastern Europe, Baltic states and the CIS countries). Education policies of the other world regions (North America, South-East Asia, Latin America). Transferability of education policies and their elements: choices between policy borrowing and policy learning approaches. |
| 3. To compare social, economic and ideological orientations of the education policies of different countries in order to assess their impact to the development of education policies and their specificities. | Influence of historic context and political parties to the policy of education. Liberal, conservative and socially oriented education policy. |
| 4. To assess critically the compliance of the instruments and measures of the EU education policy to the variety of education policies and systems in Europe and the impact above mentioned measures and instruments to this variety. | Measures and instruments of the EU education policy: implications to the variety of education policies in Europe |
| 5. To compare national systems of qualifications in the different countries by assessing the influence of commonalities and differences of these systems to the international processes of education, learning and career designing. | National systems of qualifications: development and perspectives. |
| 6. To apply the results of comparative analysis of education policy in the activities of career designing and counselling. | Transferability of education policies and their elements: choices between policy borrowing and policy learning approaches. |

Study (teaching and learning) methods

Teaching methods: explanation, demonstration, illustration, questioning, moderation, guidance.

Learning methods: study of literature and documents, case studies, discussions.

Methods of learning achievement assessment

Interim and final written examination – responding to open questions, analysis and solution of provided tasks and situations.

Individual written task (essay).

Assessment of discussions in the seminars.

Distribution of workload for students

Lectures - 10 hours.

Seminars – 15 hours.

Organisation of the team work - 20 hours.

Independent work:

Preparation and presentation of case study – 30 hours.

Preparation and presentation of the report of independent work – 35 hours.

Structure of cumulative score and value of its constituent parts

Examination (50%), individual work (20%), teamwork (15%), interim examination (15%).

Recommended reference materials

| Recommended reference materials | | | | | | |
|---------------------------------|------------------|---|---|---------------------|------------------|-----------------|
| No. | Publication year | Authors of publication and title | Publishing house | Number of copies in | | |
| | | | | University library | Self-study rooms | Other libraries |
| Basic materials | | | | | | |
| 1. | 2007 | Lietuvos kvalifikacijų sistemos metodologija | Vilnius: Darbo rinkos mokymo tarnyba | 1 | 5, PRSC | |
| 2. | 2005 | Laužackas, R. Profesinio rengimo metodologija | Kaunas: Vytauto Didžiojo universitetas | 10 | 25, PRSC | |
| 3. | 2009 | Jarvis, P.(ed.) The Routledge International Handbook of Lifelong Learning | London and New York: Routledge, Taylor and Francis Group. | | 1, PRSC | |
| Supplementary materials | | | | | | |
| 1. | 2005 | Moskowitz J., Stephens M. Comparing learning outcomes : international assessments and education policy | London New York : Routledge | | | |
| 2. | 2006 | Lauder, H., Brown , Ph., Dillabough J.A, Halsey A.H. (eds.) Education, Globalization and Social Change | Oxford: Oxford University Press. | | | |
| 3. | 2007 | Young, M. Bringing Knowledge Back In: From social constructivism to social realism in the sociology of education. | London: Routledge. | | | |
| 4. | 2009 | Guidelines for the application of national qualifications frameworks and the European Qualifications Framework in the inter-country comparison of sectoral qualifications | Vytauto Didžiojo universitetas | | | |

Course programme designed by

Dr., Assist. Prof. Vidmantas Tūtlys, Department of Education, Faculty of Social Sciences