

PROGRAMME OF STUDY SUBJECT IN BA STUDY PROGRAMME ON ,CAREER AND PROFESSIONAL COUNSELLING‘

Course code	Course group	Volume in ECTS credits	Course valid from	Course valid to	Reg. No.
EDU 3016	C 2	4	2011-06-02	2013-06-02	

Course type	Compulsory
Course level	Bachelor
Semester the course is delivered	Fifth
Study form	Face-to-face

Course title in Lithuanian

ANDRAGOGIKOS PAGRINDAI

Course title in English

BASICS OF ANDRAGOGY

Short course annotation in Lithuanian

Studijų dalyko tikslas - analizuoti ir mokėti skirti įvairias andragogikos teorijas, išryškinti pagrindinius skirtumus tarp pedagogikos ir andragogikos. Studijuojantiems pateikiami įvairūs požiūriai apie suaugusiųjų švietimą, andragogo profesiją ir andragogikos praktiką.

Short course annotation in English

The course content is focused on the following topics: adult learning in the education paradigm of human resources; andragogy as the practice of organizing learning of adults; theoretical models and theories of andragogical activity; andragogy as a profession; the value of practice in andragogy; personal learning strategies and self-assessment; contemporary learning theory; evaluation of adult education in the political context.

Prerequisites for entering the course

Study subjects taken: Education philosophy, Psychology of personality, Education and socialization.

Course aim

The aim of this course is to introduce students into the basics of andragogy.

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

Study programme outcomes	Course outcomes	Criteria of learning achievement evaluation
To plan and coordinate the preparation and implementation of teaching and learning programmes according to needs of groups, communities and organizations.	To define Andragogy as a science.	Independent definition of andragogy.
	To characterize the factors that influence adult learning.	Critical judgement of the list of factors.
	To define activities of adult trainer.	Critical analysis of specific aspects of adult trainer activities.
To prepare career plans for individuals, groups and organizations.	To apply theories of science of andragogy.	Project preparation and presentation in couples to reveal the impact of a certain theoretic to the practice of andragogy.
To prepare, implement, coordinate and evaluate educational programmes for various age groups, communities and organizations by assessing learning and career needs.	To define adult learning possibilities in later age.	Preparation of career plan according to the needs of an age group.
To select and apply innovative teaching methods for individual, group, community and organizational learning.	To reveal the value of adult education in modern society.	Critical judgement of benefits of modern adult learning.

Link between course outcomes and content

Course outcomes	Content (topics)
To define Andragogy as a science.	The origin and object of the science of andragogy.
To characterize the factors	The influence of social aspects in adult education. Differences of pedagogy ir

that influence adult learning.	andragogy. Independence of adult learner. Experience and knowledge. Readiness to learn.
To define activities of adult trainer.	Characteristics of an adult teacher. Changing roles of a teacher and a learner. A profession of an adult teacher, basic competences.
To apply theories of science of andragogy.	The main representatives of andragogy - M. Knowles, I. Illich, P. Freire, J. Mezirow, D. Boud, P. Jarvis.
To define adult learning possibilities in later age.	Adult learner distance education needs and possibilities. Learning accessibility. Adult learning in later age. Adult intergenerational learning.
To reveal the value of adult education in modern society.	Adult education in a modern society. Institution of adult education. Adult education – lifelong learning and learning for life. Formation of adult education policy. Main documents and programmes of the EU and Lithuania.

Study (teaching and learning) methods

Lecture; independent reading of articles and chapters of books from an additional list of references; information search in the Internet; group work; case analysis in teams; panel discussion; project preparation and presentation; research text analysis and presentation in groups.

Methods of learning achievement assessment

Verbal and written survey; verbal and written reflection; project preparation and presentation in groups and couples; team work results presentation.

Distribution of workload for students (contact and independent work hours)

Lectures - 20 hrs.; Seminars and practice – 20 hrs. ; Independent and team work - 40 hrs.; Team work organization - 20 hrs.; preparation and discussion of tasks – 4 hrs.; work planning and organization – 4 hrs.; virtual counselling - 4 hrs.; assessment, evaluation and feedback – 8 hrs.

Structure of cumulative score and value of its constituent parts

Exam (50%), homework (20%), midterm (30%).

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	Meriam B.S., Caffarel R.S.. Learning in Adulthood.	San Francisco: The Jossey-Bass	1	1	-
2.	2007	Barnett, R. A will to learn: being a student in an age of uncertainty.	Maidenhead: Open University Press/McGraw-Hill Education	1	1	-
3.	2011	Belanger P. Theories in Adult Learning and Education.	University of Duisburg-Essen, Germany. Barbara Budrich Publishers.	2	1	-
4.	2011	Patzold H. Learning and Teaching in Adult education.	University of Duisburg-Essen, Germany. Barbara Budrich Publishers	1	1	-
5.	2004	Jarvis, P. The theory & practice of learning.	Routledge Falmer.	1	1	-
Supplementary materials						
1.	2011	Lima, L.C., European strategies in lifelong learning : a critical introduction.	Opladen: Farmington Hills (Mich.): B. Budrich			
2.	2007	Morgan-Klein, B., Osborne, M., The concepts and practices of lifelong learning.	London ; New York (N.Y.) : Routledge			
3.	2002	Tight M. Key Concepts in Adult Education and Training	Routledge Falmer.			
4.	2007	Bridges, D. (Ed.). Higher education and national development: universities and societies in transition.	Routledge Falmer.			

Course programme designed by

Prof. Habil. PhD Margarita Teresevičienė, PhD Elena Trepulė