



EDITORIAL NOTE

Dear Readers,

We are happy to provide you with the 2017 issue of the Journal “Vocational Training: Research and Realities”. At a time of high competition, when researchers, scholars, scientists and doctoral students are focusing mostly on international journals, which receive a very high international recognition, we are happy that our Journal still is discovered by the academic members of national and international research community. In this issue you will find three extremely high-quality articles that are united by the subject of learning, but each of them focuses on different subject-matter: effective teaching methods in the vocational education, comparison of Grounded theory and Phenomenology, and the concept of “nontraditional student”.

* * *

We tend to define effective teaching as that which leads to improved student achievement using outcomes that matter to their future success. Defining effective teaching is not easy. Teachers in vocational education and training institutions currently use a variety of teaching strategies and methods. Every teacher could similarly or differently describe the essence of the effective teaching and reveal the frameworks that describe the general components of effective teaching. The problem is that these attributes are so broadly defined that they can be open to wide and different interpretation whether high quality teaching has been observed objectively. It is important to understand the possibilities and limitations when choosing, evaluating and considering regarding the effectiveness of teaching methods. Authors Anastasiou Michael and Kyriakou suggest that the premise for effective teaching in vocational education is the combination of different methods in regard to students’ learning needs and learning achievements.

* * *

There has been widespread debate in recent years within many of the social sciences regarding the relative merits of qualitative strategies for research. The positions taken by individual researchers vary, from those who see the two strategies as entirely separate and based on

alternative views of the world, to those who are happy to mix these strategies within their research projects. In exploring specifics, limitations, similarities of Grounded theory and Phenomenology, the article of Masoodi Marjan builds directly on the epistemological foundations of the qualitative research methodology. The brilliant comparative analysis will enrich you with knowledge and will stimulate your motivation to learn more about these two qualitative methodologies.

* * *

Non-traditional students differ from their younger colleagues students. On the negative side, non-traditional students report difficulty in integrating into student life, while on the positive side, they report a strong sense of commitment to the goal of obtaining a university degree and have better academic facility than their younger colleagues students. The issue of nontraditional students-adults in university studies has a wider sphere of interest world-wide because adults now make up a good deal of the university population in all countries. For the time being, we don't know how universities are changing to meet the needs of this growing group of students many of whom study for their second career, may be married, have children, may be part-time students and are working. Adult students must balance their university studies with these external requirements leaving no time for extracurricular activities and placing them "at risk" of not completing their studies. The concept of nontraditional students is discussed by Daiva Treinienė.

ŽYDŽIŪNAITĖ Vilma

PhD, Professor

Social sciences, Science of Education; Health sciences, Nursing science

Chief-in-Editor of the Journal

Vytautas Magnus University, Lithuania