STUDY COURSE DESCRIPTION

Code	Scope in credits	Institution	Academy	Institute
EDUD008	5	VMU	Education Academy	Educational Research Institute

Course title in Lithuanian

Atvirasis mokslas: atvirieji duomenys, atviroji prieiga, atvirosios tyrėjų bendruomenės

Course title in English

Open Science: Open Data, Open Access, Open Research Communities

Study forms	Number of hours
Lectures	20 hours
Consultations	15 hours
Group work or team work	10 hours
Individual work	108 hours. Of these, 50 hours for independent study of literature; discussions and work in the Moodle environment (individual work) – 10 hours; preparation of the first independent work – 20 hours; preparation of the second independent work – 28 hours.

Study programme outcomes	Course outcomes	Criteria of learning achievement evaluation
1. To create educational, organisational, technological and social innovations in the fields of pre-school, pre-primary, primary, lower secondary, secondary education, vocational training, higher education, adult	1. To critically reflect on and apply the dimensions of Open Science in analysing and making intellectual decisions in dissertation research.	A student leads a scientific discussion in which he / she explains the elements of Open Science, their concept and application possibilities.

learning, non-formal education, special pedagogy and sports education, taking responsibility for the long-term impact of these innovations on learners, society and the environment.	2. To discuss, compare, and critically reflect on scenarios for the application of Open Science research by assessing their strengths and weaknesses.	A student analyses scientific journals, research communities, and scientific databases on the basis of the characteristics of the definition of Open Science.
2. To take responsibility for organising and leading research, for its implementation by bringing together professional groups, research groups, institutions or other interested parties, forming targeted research networks or teams, and disseminating research results in educational and other communities, promoting changes and progress in educational, academic, professional, social and cultural life.	3. To make recommendations for improving the elements of Open Science on the basis of the evidence of scientific research and the specific context and situation.	A student prepares and presents the evaluation report for the selected element of Open Science and provided recommendations for its improvement.

Annotation in Lithuanian (up to 500 characters)

Pabaigę šį doktorantūros studijų dalyką doktorantai įvertins savo tyrimo potencialą atvirojo mokslo perspektyvoje ir pasirinks atvirojo mokslo elementus, tinkančius kiekvieno doktorantūros tyrimo projektui bei demonstruos gebėjimus kritiškai reflektuoti ir analizuoti atvirųjų duomenų, atvirosios prieigos, atvirosios tyrėjų bendruomenės poveikį disertacijos tyrimų kontekste.

Annotation in English (up to 500 characters)

After completing this course of doctoral studies, doctoral students will be able to evaluate the potential of their research in the perspective of Open Science and choose elements of Open Science suitable for each doctoral research project and demonstrate the ability to critically reflect and analyse the impact of open data, open access, and the open research community in the context of dissertation research.

Need and relevance of the study course

In this course of doctoral studies, doctoral students will improve their intellectual skills to critically reflect, discuss, and make decisions about the potential of Open Science and its use for the dissertation research. The studies will provide opportunities for doctoral students to combine the levels of theoretical and practical understanding as they gain experience in evaluating EU documents defining requirements for Open Science.

Course aims

The aims of the course are as follows:
- To critically reflect on and apply the dimensions of Open Science in analysing and making intellectual decisions in dissertation research.
- To discuss, compare, and critically reflect on scenarios for the application of Open Science research by assessing their strengths and weaknesses.
- To make recommendations for improving the elements of Open Science on the basis of the evidence of scientific research and the specific context and situation.

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

Links between course outcomes and content

Course outcomes	Content (topics)
1. To critically reflect on and apply the dimensions of Open Science in analysing and making intellectual decisions in dissertation research.	- The origins, aims and models of Open Science. - The origins, impact, and potential of Open Science. - Challenges of Open Science. - Process of open research. Levels of openness and potential for the individual and community.
2. To discuss, compare, and critically reflect on scenarios for the application of Open Science research by assessing their strengths and weaknesses.	- Open access models, reasons, potential for the individual and the institution. - The impact of the open access model on individual dissertation research and open research communities. - Open research communities: data, reviews, potential and impact on the researcher's maturity. - Ensuring ethical principles in the conduct and publication of research. The challenges posed by the openness for a researcher, a journal, an institution when opening up data and sharing resources.
3. To make recommendations for improving the elements of Open Science on the basis of the evidence of scientific research and the specific context and situation.	- Collaborative models of open research communities. - Open society and open science. Coherence and potential of scientific and societal needs.

Study methods (teaching and studying)

Lectures, seminars, discussions, group work (problem solving, designing, modelling), individual work (analysis of scientific journals, scientific articles and open scientific communities).

Assessment of learning achievements

Scientific discussion, results of the analysis of scientific journals, research communities and scientific databases, the report on the assessment of the element of Open Science and the recommendations made as well as critical reflection.

Structure of cumulative score and value of its constituent parts

Learning outcomes are evaluated using a cumulative grade principle. Final grade (100%) consists of the following:
   1) Homework – 30%;
   2) Participation in discussions in forums, reflecting on the literature read – 30%;
   3) Final exam – 40%.

Basic materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Bezuidenhout, L., Quick, R., & Shanahan, H. (2020). *Ethics When You Least Expect It: A Modular Approach to Short Course Data Ethics Instruction*. Science & Engineering Ethics, 26(4), 2189–2213. https://doi.org/10.1007/s11948-020-00197-2
2.	Cox, A., Verbaan, E. (2018). *Exploring Research Data Management*. Facet Publishing.
3.	Fecher, B., Friesike, S. (2013). *Open Science: One Term, Five Schools of Thought. Opening Science*. DOI: 10.1007/978-3-319-00026-8_2
4.	Levitt, H. M., Creswell, W. J., Josselson, R., Bamberg, M., Frost, M. D., Suárez-Orozco, C. (2018). *Journal Article Reporting Standards for Qualitative Primary*, *Qualitative Meta-Analytic, and Mixed Methods Research in Psychology: The APA Publications and Communications Board Task Force Report*. American Psychologist, 73(1), 26–46.
5.	Lipton, V. (2020). *The Case for Open Scientific Data: Theory, Benefits, Costs and Opportunities. Monograph*. DOI: 10.5772/intechopen.91718 Available online at https://www.intechopen.com/books/open-scientific-data-why-choosing-and-reusing-the-right-data-matters/the-case-for-open-scientific-data-theory-benefits-costs-and-opportunities
6.	Ross-Hellauer, T. (2017). What is open peer review? A systematic review. *F1000Research*, 6 (588).
7.	van Dijk, W., Schatschneider, C., & Hart, S. A. (2021). Open science in education sciences. *Journal of learning disabilities*, *54*(2), 139–152.
8.	Vicente-Saez, R., Gustafsson, R., & Van den Brande, L. (2020). The dawn of an open exploration era: Emergent principles and practices of open science and innovation of university research teams in a digital world. *Technological Forecasting and Social Change*, *156*, 120037.

Supplementary materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	*LSE Impact Blog*: https://blogs.lse.ac.uk/impactofsocialsciences/

Study course developers / teachers

No.	Name, surname	Institution	Academic title, scientific degree	Email address
1.	Airina Volungevičienė	VMU	Prof. Dr.	airina.volungeviciene@vdu.lt
2.	Ona Monkevičienė	VMU	Prof. Dr.	ona.monkeviciene@vdu.lt
3.	Josep M. Duart	Open University of Catalonia	Prof. Dr.	jduart@uoc.edu
4.	Estela Daukšienė	VMU	Dr.	estela.dauksiene@vdu.lt

STUDY COURSE DESCRIPTION

Code	Scope in credits	Institution	Faculty	Institute
EDUD015	5	VMU	Education Academy	Educational Research Institute

Course title in Lithuanian

Atvirieji švietimo ištekliai

Course title in English

Open Educational Resources

Study forms	Number of hours
Lectures	20 hours
Consultations	15 hours
Group work or team work	10 hours

Individual work	108 hours. Of these, 50 hours for independent study of literature; discussions and work in the Moodle environment (individual work) – 10 hours; preparation of the first independent work – 20 hours; preparation of the second independent work – 28 hours.

Annotation in Lithuanian (up to 500 characters)

Dalyko studijų metu ugdomi šie doktorantų gebėjimai: pagrįsti atvirųjų švietimo išteklių tyrimų pritaikomumą edukologijos mokslo krypties tyrimų plotmėje bei nustatyti atvirųjų švietimo išteklių įtaką pasirinktų edukologijos tyrimų įgyvendinimui ir inovacijų diegimui studijų organizavime.

Annotation in English (up to 500 characters)

The course develops the following abilities of doctoral students: to justify the applicability of Open Educational Resources (OER) research in the context of educational research, and to determine the impact of OER on the implementation of selected educational research and the implementation of innovations in the organisation of studies.

Need and relevance of the study course

Open Educational Resources (OER) is a growing and innovative area of education and learning resources, linked to the enormous potential and pervasiveness of technology in society. The phenomenon of Open Educational Resources has emerged and is spreading across all educational sectors. A new research object can hardly fit into one field of research and has a strict relationship with the integration of curriculum design, open education, interdisciplinary technology-enhanced learning research, and technology-based learning services into education. This object provides opportunities to treat educational research as multidisciplinary and multi-layered.

Course aims

1. To provide knowledge to participate in scientific discussions with other researchers on the issues of creating and using Open Educational Resources.
2. To justify the applicability of Open Educational Resources research in the field of educational research.
3. To determine the impact of Open Educational Resources on educational research.

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

Study programme outcomes	Course outcomes	Criteria of learning achievement evaluation
1. To apply and develop advanced conceptual approaches, principles and methodologies of education science and interdisciplinary research by ethically conducting original research, interpreting various perspectives, connecting them to new and complex	1. To participate in scientific discussions with other researchers on the issues of creating and	A student carries out literature analysis and critical review.

situations and problems of the educational context and creating new significant, well-grounded and reliable research and results-based educational science knowledge, contributing to the creation and management of educational innovations and the organisational culture of educational institutions based on learning co-creation in the age of rapid digitisation.	using Open Educational Resources.	E. g., a student prepares a project of the course module description that meets the requirements of the specific degree programme.
2. To demonstrate intellectual openness, leadership, creativity, social responsibility while successfully developing a career in academic-scientific, managerial, political, business contexts by making flexible, creative decisions based on the ability to present objective, unbiased arguments based on research and scientific critical thinking, contributing to an ethical, dignified, equal dialogue or polylogue.	2. To justify the applicability of Open Educational Resources research in the field of educational research.	A student prepares and presents an interdisciplinary analysis of the selected topic.
	3. To determine the impact of Open Educational Resources on the implementation of selected educational research.	A student prepares and presents the evaluation of the interdisciplinary analysis of the selected topic.

Links between course outcomes and content

Course outcomes	Content (topics)
1. A student is able to participate in scientific discussions with other researchers on the issues of creating and using Open Educational Resources.	1. The impact of the implementation and development of Open Educational Resources in education on society and the interdisciplinarity of educational research. 2. The importance of the authenticity of the chosen scientific position in educational research.
2. A student is able to justify the applicability of Open Educational Resources research in the field of educational research.	3. Interdisciplinarity of the object of research on Open Educational Resources. 4. The coherence and applicability of research on Open Educational Resources in the field of educational research.
3. A student is able to determine the impact of Open Educational Resources on the implementation of selected educational research.	5. The importance of research on Open Educational Resources in Education in the context of interdisciplinary research. 6. Coherence of Open Educational Resources with epistemological theories.

Study methods (teaching and studying)

Lectures, discussions, individual work (study of literature, designing)

Assessment of learning achievements

Study of literature and critical review.
Presentation of interdisciplinary analysis prepared on a selected topic.
Evaluation of interdisciplinary analysis prepared on a selected topic.

Structure of cumulative score and value of its constituent parts

Learning outcomes are evaluated using a cumulative grade principle. The final grade (100%) consists of the following:
1. Homework (presentation of an interdisciplinary analysis prepared on a selected topic) – 50%
2. Final exam (evaluation of interdisciplinary analysis prepared on a selected topic) – 50%.

Basic materials

No. Author, title of publication, publishing house, year of publication, link to e-source

1. Lane, A.B. (2008). Who puts the Education into Open Educational Content? In Richard N. Katz, ed., The Tower and the Cloud: Higher Education and Information Technology Revisited, EDUCAUSE, Boulder, Colorado. pp 158–168.
2. Hodgkinson-Williams, Ch., Gray, E. (2009). Attributes to openness. International Journal of Education and Development Using Information and Communication Technology (IJEDICT), 5(5), 101–116.
3. Hilton, J. Wiley, D. Stein, J., Johnson, A. (2010). "The four R's of openness and ALMS Analysis: Frameworks for Open Educational Resources." Open Learning: The Journal of Open and Distance Learning, 25(1), 37–44.
4. Abeywardena, I. S., Yoong Tham, Ch., & Raviraja, S. (2012). Conceptual Framework for Parametrically Measuring the Desirability of Open Educational Resources using D-Index. Retrieved from http://www.irrodl.org/index.php/irrodl/article/view/1177/2142
5. DeVries, I. (2013). Evaluating Open Educational Resources: Lessons Learned. Social and Behavioral Sciences 83, 56–60.
6. Atenasa, J., & Havemann, L. (2014). Questions of quality in repositories of open educational resources: a literature review. Research in Learning Technology, 22. Retreived from http://www.researchinlearningtechnology.net/index.php/rlt/article/view/20889
7. McGreal, R. (2010). Open Educational Resource Repositories: An Analysis. Retrieved from http://elexforum.hbmeu.ac.ae/Proceeding/PDF/Open%20Educational%20Resource.pdf
8. Gourley, B., & Lane, A. (2009). Re‑invigorating openness at The Open University: the role of Open Educational Resources. Open Learning: The Journal of Open, Distance and e-Learning, 24(1). Retrieved from
9. Cronin, C. (2017) Openness and Praxis: Exploring the Use of Open Educational Practices in Higher Education // IRRODL, 18(5). Retrieved from http://www.irrodl.org/index.php/irrodl/article/view/3096

Supplementary materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Wiley, D. (2007). On the Sustainability of Open Educational Resource Initiatives in Higher Education. Paper commissioned by the OECD CERI. Retrieved from https://www1.oecd.org/edu/ceri/38645447.pdf
2.	OPAL, (2011). *OEP, Guidelines for Open Educational Practices in organisations* (Vs 2011) http://www.oer-quality.org/wp-content/uploads/2011/03/OPAL-OEP-guidelines.pdf
3.	Fitzgerald, B. (2005) Open Content Licencing (OCL) for Open Educational Resources. In Proceedings *OECD Expert Meeting on Open Educational Resources*, Malmö, Sweden
4.	Iiyoshi, T. & Kumar, M. S. V. (2008). *Opening Up Education. The Collective Advancement of Education through Open Technology, Open Content, and Open Knowledge.* The MIT Press Cambridge, Massachusetts London, England. https://mitpress.mit.edu/books/opening-education
5.	Volungevičienė, A. (2011). *Open Educational Resources in Lithuania: State-of-the- Art, Challenges and Prospects for Development.* Vytautas Magnus University Press, Kaunas, Lithuania. Retrieved form http://iite.unesco.org/pics/publications/en/files/3214687.pdf
6.	Kirkwood, A. & Price, L. (2014). Technology-enhanced learning and teaching in higher education: what is 'enhanced' and how do we know? A critical literature review. *Learning, Media and Technology, 39*(1), 6–36. https://doi.org/10.1080/17439884.2013.770404
7.	The Open University UK. (2012; 2019). *Creating Open educational resources. 3.1 Finding OERs [Open Course].* OpenLearn. http://www.open.edu/openlearn/education/creating-open-educational-resources/content-section-4.1
8.	The Open University UK. (2012; 2019). *Creating Open educational resources. 7 Tools for creating an OER [Open Course].*OpenLearn. http://www.open.edu/openlearn/education/creating-open-educational-resources/content-section-7
9.	de los Arcos, B., Farrow, R., Perryman, L.-A., Pitt, R. & Weller, M. (2014). *OER Evidence Report 2013–2014. Pathways to Openness: Building understanding of Open Education.* OER Research Hub. http://oerresearchhub.files.wordpress.com/2014/11/oerrh-evidence-report-2014.pdf

Study course / module developers / teachers

No.	Name, surname	Institution	Academic title, scientific degree	Email address
1.	Airina Volungevičienė	VMU	Prof. Dr.	airina.volungeviciene@vdu.lt
2.	Aušra Rutkienė	VMU	Assoc. Prof. Dr.	ausra.rutkiene@vdu.lt
3.	Estela Daukšienė	VMU	Dr.	estela.dauksiene@vdu.lt

STUDY COURSE DESCRIPTION

Code	Scope in credits	Institution	Academy	Institute
EDUD012	5	VMU	Education Academy	Educational Research Institute

Course title in Lithuanian

Etnografinio tyrimo metodologija

Course title in English

Ethnographic Research Methodology

Study forms	Number of hours
Lectures	20 hours
Consultations	13 hours
Team work (seminars)	20 hours
Individual work	100 hours. Of these, 43 hours for independent study of literature; discussions and work in the Moodle environment (individual work) – 10 hours; preparation of independent work – 47 hours.

Annotation in Lithuanian (up to 500 characters)

Šis kursas supažindina su etnografinio tyrimo metodologija ir etnografiniais metodais. Socialinių mokslų doktorantai išmoksta tinkamai naudoti etnografinius metodus ir juos pritaikyti lauko tyrimuose. Klasikiniai etnografiniai metodai (pvz., stebėjimas dalyvaujant, interviu) bei šiuolaikiniai (pvz., autoetnografija, vizualiniai metodai) išmokstami remiantis pačių tyrėjų patirtimi, dalyvaujat lauko tyrimuose. Dalyko metu ypatingas dėmesys skiriamas etnografinių lauko tyrimų praktikai, taip pat kritinei mokslinių projektų ir etnografinių šaltinių analizei.

Annotation in English (up to 500 characters)

This course introduces the peculiarities of ethnographic research methodology and ethnographic methods. Doctoral students of social sciences will learn to use appropriate methods for their ethnographic research and apply them in practice. Great attention is paid to traditional methods (i.e., participatory observation, interviews), as well as modern ethnographic approaches and methods (i.e., autoethnography, visual methods). During the lectures, attention will be given to the critical analysis and evaluation of relevant scientific projects and ethnographic sources.

Need and relevance of the study course

The study course is relevant for doctoral students in Education in the field of Social Sciences who wish to conduct research based on ethnographic research methods and methodology.

Course aims

To prepare qualified doctoral students in Education in the field of Social Sciences, who are able to think critically and carry out ethnographic research in a creative, legitimate and reliable way, based on ethnographic research methodology.

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

Study programme outcomes	Course outcomes	Criteria of learning achievement evaluation
1. To know and develop one's research topic area, main problems and research methods and social and cultural significance, to critically apply the acquired theoretical knowledge and research methodology skills when conducting research independently and / or in a research team, to contribute to the scientific development and evolution of one's research field in an ethically sustainable manner. (Competence of knowledge). 2. To apply and develop advanced conceptual approaches, principles and methodologies of education science and interdisciplinary research by ethically conducting original research, interpreting various perspectives, connecting them to new and complex situations and problems of the	1. To understand and elaborate the thematic areas, development, main concepts and problems of ethnographic research.	1. A student knows and develops his / her research topic area, main problems and research methods and social and cultural significance, critically applies the acquired theoretical knowledge and research methodology skills when conducting research independently and / or in a research team, contributes to the scientific development and evolution of his / her research field in an ethically sustainable manner.
	2. To understand and develop the methods, social and cultural significance of ethnographic research.	2. A student understands and develops the methods, social and cultural significance of ethnographic research.
	3. To critically apply acquired theoretical knowledge of ethnography and methodological skills of ethnographic research in conducting research independently and / or in a research team in an ethically sustainable manner.	3. A student critically applies acquired theoretical knowledge of ethnography and methodological skills of ethnographic research in conducting research independently and / or in a research team in an ethically sustainable manner.
	4. To contribute to the scientific development and development of one's research field through one's ethnographic research.	4. A student contributes to the scientific development and development of his /her research field through his / her ethnographic research.

educational context and creating new significant, well-grounded and reliable research and results-based educational science knowledge, contributing to the creation and management of educational innovations and the organisational culture of educational institutions based on learning co-creation in the age of rapid digitisation. 3. To solve theoretical and practical problems in the field of education by basing them on conceptual and empirical research in education, by appropriately selecting research methodologies or transferring them from one research field / theme to another by creating new mono- and multi-disciplinary knowledge. (Functional / operational intellectual competence).	5. To apply and develop advanced conceptual approaches, principles and methodologies of education science and interdisciplinary (anthropology, ethnology, linguistics, psychology) research. 6. To ethically conduct original ethnographic field research, interpreting various perspectives in relation to new and complex situations and problems in the educational context. 7. To contribute to the creation and management of educational innovations by applying the methodology of ethnographic research in the age of rapid digitisation.	5. A student applies and develops advanced conceptual approaches, principles and methodologies of education science and interdisciplinary (anthropology, ethnology, linguistics, psychology) research. 6. To ethically conduct original ethnographic field research, interpreting various perspectives in relation to new and complex situations and problems in the educational context. 7. A student contributes to the creation and management of educational innovations by applying the methodology of ethnographic research in the age of rapid digitisation.

3. To solve theoretical and practical problems in the field of education by basing them on conceptual and empirical research in education, by appropriately selecting research methodologies or transferring them from one research field / theme to another by creating new mono- and multi-disciplinary knowledge. (Functional / operational intellectual competence).	8. To solve theoretical and practical problems in the field of education by basing them on conceptual and empirical research in education and appropriately selecting ethnographic research methodology and creating new multidisciplinary knowledge.	8. A student solves theoretical and practical problems in the field of education by basing them on conceptual and empirical research in education and appropriately selecting ethnographic research methodology and creating new multidisciplinary knowledge.
4. To critically and constructively evaluate scientific projects and research results communicated in educational research and in a specific research field and / or topic, focusing on the harmony of applied theoretical knowledge and research methodologies, methodological reliability, research ethics and the contribution of results to education science, as a discipline based on the balance between science and practice. (Functional / operational competence).	9. To critically and constructively evaluate scientific projects and research results communicated in educational research and in a specific research field and / or topic, focusing on the harmony of applied theoretical knowledge and research methodologies, methodological reliability, research ethics and the contribution of results to education science.	9. A student critically and constructively evaluates scientific projects and research results communicated in educational research and in a specific research field and / or topic, focusing on the harmony of applied theoretical knowledge and research methodologies, methodological reliability, research ethics and the contribution of results to education science.

	10. To design and conduct original educational research based on qualitative ethnographic research methodologies, developing managerial knowledge and intellectual skills, aimed at the ability to manage and organise scientific projects and lead in initiating research, manage information by selecting and analysing it, using open sources.	10. A student designs and conducts original educational research based on qualitative ethnographic research methodologies, developing managerial knowledge and intellectual skills aimed at the ability to manage and organise scientific projects and lead in initiating research, manage information by selecting and analysing it, using open sources.
5. To design and conduct original educational research based on advanced quantitative, qualitative or mixed research methodologies, developing didactic, technological-digital, managerial knowledge and intellectual skills, aimed at the ability to manage and organise scientific projects and lead in initiating research, manage information by selecting and analysing it, use open sources, communicate research results in writing and orally (functional/operational competence).		

Links between course outcomes and content

Course outcomes	Content (topics)
1. To understand and elaborate the thematic areas, development, main concepts and problems of ethnographic research.	1. Introduction. The object of ethnographic research, key concepts: ethnography, social anthropology, ethnographic field research.
2. To understand and develop the methods, social and cultural significance of ethnographic research.	2. Classical and modern methods of ethnographic field research. Conversation and interview, biographical method.

3. To critically apply acquired theoretical knowledge of ethnography and methodological skills of ethnographic research in conducting research independently and / or in a research team in an ethically sustainable manner.	3. Ethnographic view. Participatory observation and ethnographic practice.
4. To contribute to the scientific development and development of one's research field through one's ethnographic research.	4. Scientist's field research diary. Description of social and cultural phenomena.
5. To apply and develop advanced conceptual approaches, principles and methodologies of education science and interdisciplinary (anthropology, ethnology, linguistics, psychology) research.	5. Differences and similarities in the methods of Social Sciences and Humanities (Anthropology/ Ethnology, History, Linguistics, Psychology). Combination of these methods in today's social research.
6. To ethically conduct original ethnographic field research, interpreting various perspectives in relation to new and complex situations and problems in the educational context.	6. Relationship between the researcher and the submitter.
7. To contribute to the creation and management of educational innovations, learning co-creation-based organizational culture of educational institutions in the age of rapid digitalisation.	7. Ethics of ethnographic field study. Coding, grouping, summarisation, digitisation and preparation of ethnographic field research data for the manuscript / archive.

8. To solve theoretical and practical problems in the field of education by basing them on conceptual and empirical research in education and appropriately selecting ethnographic research methodology and creating new interdisciplinary knowledge.	8. Organization of research work. Compiling an ethnographic questionnaire. Presentation of research results.
9. To critically and constructively evaluate scientific projects and research results communicated in educational research and in a specific research field and / or topic, focusing on the harmony of applied theoretical knowledge and research methodologies, methodological reliability, research ethics and the contribution of results to education science.	9. Use of visual data in qualitative research.

10. To design and conduct original educational research based on qualitative ethnographic research methodologies, developing managerial knowledge and intellectual skills, aimed at the ability to manage and organise scientific projects and lead in initiating research, manage information by selecting and analysing it, using open sources.	10. Creation and implementation of an ethnographic research project.

Study methods (teaching and studying)

Narration, interpretation, consultation, discussions, analysis of practical examples, analysis of case studies, study and analysis of literature and sources, presentation of independent and team tasks in oral or written form.

Assessment of learning achievements

Evaluation of discussion and case study analysis, observation of the presentation of tasks, evaluation of independent or group work.

Structure of cumulative score and value of its constituent parts

Learning outcomes are evaluated using a cumulative grade principle. Final grade (100%) consists of the following:
1) Seminars – 20%;
2) Individual work – 50%;
3) Final exam – 30%.

Basic materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Amit, V. (2000). Introduction. Constructing the field. *Constructing the Field: Ethnographic Fieldwork in the Contemporary World.* London: Routledge, p. 1–18.
2.	Atkinson, P., Hamersley, M. (2007). *Ethnography: Principles in Practice*. London and New York. Routledge.
3.	Banks, M. (2018). *Using Visual Data in Qualitative Research.* Ed. By U. Flick. Los Angeles-London-New York.

4.	Bernard, R. H. (2002). *Research Methods in Anthropology: Qualitative and Quantitative Approaches.* Walnut Creek, Lanham, New York, Oxford: Alta Mira Press.
5.	Coffey, A. (1999). *The Ethnographic Self: Fieldwork and the Representation of Identity.* London: Sage.
6.	Willis, P., Trondman, M. (2000). Manifesto for ethnography. *Ethnography*. Vol. 1, No. 1, p. 5–16.
7.	Žydžiūnaitė, V., Sabaliauskas S. (2017). Kokybiniai tyrimai: principai ir metodai. Vilnius: Vaga.

Supplementary materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Barker-Ruchti, N. & Purdy, L.G. (2021) Fostering sustain'abilities': Introducing sustainability thinking in an undergraduate sports coaching degree. Sports Coaching Review. Access via: https://www.tandfonline.com/doi/full/10.1080/21640629.2021.1899654
2.	Bell, J. (1993). *Doing Your Research Project: A Guide for First Time Researchers in Education and Social Science (2nd ed.).* Buckingham: Open University Press.
3.	Čepaitienė, A. (2013). Etnografija: objektas, metodai ir metodologija / Ethnography: object, methods and methodology. *Gyvenimo etnografija: vietos, struktūros ir laikas. Besikeičianti Lietuva XX amžiuje.* Vilnius: LII leidykla. P. 17–46.
4.	Kardelis, K. (2017). *Mokslinių tyrimų metodologija ir metodai (Edukologija ir kiti socialiniai mokslai).* Vilnius: Mokslo ir enciklopedijų leidybos centras.
5.	Klumbytė, N. (2001). Etnografijos rašymo problemos: tradicinių ir postmodernių konvencijų kritika. *Lietuvos etnologija: socialinės antropologijos ir etnologijos studijos.* Nr. 1 (10): 261–274.
6.	Kaschuba, W. (2003). Dabarties istorizavimas? Praeities konstravimas ir dekonstravimas, *Lietuvos etnologija: socialinės antropologijos ir etnologijos studijos.* Nr. 3(12): 11–32.
7.	Molnar, G. & Purdy, L.G. (eds.). (2016). *Ethnographies in Sport and Exercise*. Abingdon: Routledge.
8.	Paukštytė-Šaknienė R., Šidiškienė, I. (2008). Naujų etnografinių lauko tyrimo būdų paieška: apklausa dviese. *Lietuvos etnologija: socialinės antropologijos ir etnologijos studijos.* Nr. 8 (17): 117–135.
9.	Purdy, L.G. & Jones, R. (2011). Changing personas and evolving identities: The contestation and re-negotiation of researcher roles in field work. *Sport, Education and Society*, *18*(3), 292–310.
10.	Purdy, L. & Jones, R. (2011). Choppy waters: Elite rowers' perceptions of coaching. *Sociology of Sport Journal*, *28*(3), 329–346.

11.	Purdy, L.G., Kohe, G. Z. & Paulauskas, R. (2021) Professional sports work in times of geo-political crises: Experiences of men's basketball in the Ukraine. Managing Sport and Leisure. DOI: 10.1080/23750472.2021.1908842. Free eprint: target=10.1080/23750472.2021.1908842
12.	Purdy, L., Potrac, P. & Jones, R. (2008). Power, consent and resistance: An autoethnography of competitive rowing. *Sport, Education and Society*, 13(3), 319–336.
13.	Račiūnaitė-Paužuolienė, R. (2013). Field research and ethnography: Traditional and modern ethnographic technique. Multi-sited ethnography and dimensions of global cultural flow. *Cultural Anthropology: Didactictical guidelines*. Kaunas: Vytautas Magnus University, p. 14-24. http://www.esparama.lt/es_parama_pletra/failai/ESFproduktai/2013_metodine_priemone_Cultural_Anthropology.pdf
14.	Račiūnaitė-Paužuolienė, R. (2013). Visual anthropology and its applied aspect in anthropology research. *Cultural Anthropology: Didactictical guidelines*. Kaunas: Vytautas Magnus University, p. 124–133.
15.	Watson, C. (1999). *Being There. Fieldwork in Anthropology.* London: Pluto Press.

Study course developers / teachers

No.	Name, surname	Institution	Academic title, scientific degree	Email address
1.	Laura Purdy	VMU	Dr.	purdyl@edgehill.ac.uk
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STUDY COURSE DESCRIPTION

Code	Scope in credits	Institution	Academy	Institute
EDUD017	5	VMU	Education Academy	Educational Research Institute

Course title in Lithuanian

Įgalinančioji sporto edukologija

Course title in English

Empowering Sports Education

Lectures	20 hours
Consultations	15 hours

Team work	-
Individual work	108 hours. Of these, 50 hours for independent study of literature; discussions and work in the Moodle environment (individual work) – 20 hours; preparation of independent work – 48 hours.

Annotation in Lithuanian (up to 500 characters)

Dalykas leis doktorantams suprasti įgalinančios sporto edukologijos esmę, įžvelgti ir kelti praktines ir mokslines šios srities problemas, doktorantas ugdysis kompetencijas, kaip taikant mokslinę prieigą didinti švietimo per sportą galimybes įgyvendinant darnaus vystymosi siekius. Paskaitų ir savarankiškos veiklos metu bus analizuojami sporto edukacinio įgalinimo teorijos ir praktiniai modeliai, kaip per fizinio ugdymo, sporto veiklą plėtoti vaikų ir jaunimo kompetencijas asmeniniam tobulėjimui, darniai sociokultūrinei raidai. Studijų metu taikomi diskusijos, atvejo analizės, situacijų modeliavimo metodai leis doktorantams geriau suvokti įgalinančios sporto aplinkos veiksmingumą telkiant jaunimą per sporto veiklas bendrystei nepriklausomai nuo lyties, kultūrinių ir etinių skirtumų bei užkertant kelią patyčioms, antisocialaus elgesio apraiškoms.

Annotation in English (up to 500 characters)

The study course will allow doctoral students to understand the essence of empowering sports education, to see and raise practical and scientific problems in this field. Doctoral students will develop competences on how to increase the opportunities for education through sport by implementing scientific access to sustainable development. During the lectures and practical sessions, theories and practical models of sports educational empowerment will be analysed, how to develop the competences of children and youth for personal development and harmonious socio-cultural development through physical education and sports activities. Discussion, case studies, situation modelling methods used in the study course will allow doctoral students to better understand the effectiveness of an enabling sports environment in mobilising young people through sports activities for community regardless of gender, cultural and ethical differences and preventing bullying and antisocial behaviour.

Need and relevance of the study course

The benefit of sports activities for the development and maturity of the personality of children and youth is scientifically based, but it is relevant for a sports teachers to understand the latest theoretical concepts and scientific achievements of empowering children and youth, other members of society in sports activities based on science and to be able to apply them in practice in modelling a dissertation research project in the field of education and creating programmes for the empowerment of children and young people, community in sports. The knowledge and skills acquired will contribute to recommendations on sustainable engagement of children, parents and community in sport, on opportunities to mobilise support and involve community members in the personal development of young people through sport and to increase social inclusion for sustainable social development.

Course aims

By analysing the theories and practical models of educational empowerment in sports, to help doctoral students to understand the possibilities of sports activities for the personal development of young people, for increasing the social inclusion of the community and for the harmonious development of society, and to be able, based on the latest scientific knowledge, to recognise and critically evaluate the problems of empowerment in sports activities and to foresee scientifically based ways of solving these problems.

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

Study programme outcomes	Course outcomes	Criteria of learning achievement evaluation
1. To know and develop one's research topic area, main problems and research methods and social and cultural significance, to critically apply the acquired theoretical knowledge and research methodology skills when conducting research independently and / or in a research team, to contribute to the scientific development and evolution of one's research field in an ethically sustainable manner. (Competence of knowledge).	1. To understand the latest theories of empowering education.	Presentation of one or two theories of empowering education, justification of its / their application in research.
	2. To systematise and critically evaluate research-based information on empowering sports education and to understand methodological approaches of research.	Presentation prepared on the basis of research articles. Case presentation. Reflection.
2. To critically and constructively evaluate scientific projects and research results communicated in educational research and in a specific research field and / or topic, focusing on the harmony of applied theoretical knowledge and research methodologies, methodological reliability, research ethics and the contribution of results to education science, as a discipline based on the balance between science and practice. (functional / operational competence)	1. To analyse and interpret research issues related to the empowerment of children and young people, parents and the community in sports and to anticipate how to use a scientific approach to enhance the potential of education through sports.	
	2. To interpret the problems of interaction arising in the context of sports activities and the problems of gender, cultural or ethical differences in the context of sports and to provide solutions and measures to prevent bullying and increase social inclusion through sports.	Scientific essay for interpretation of the chosen problem and justification of its solutions. Situation modelling. Reflection.

Links between course outcomes and content

Course outcomes	Content (topics)
1. To understand the latest theories of empowering education.	1. The concept of empowering education. Empowering sports education an object of scientific research. 2. Theories explaining the empowering environment for children and

2. To critically evaluate research-based information on empowering sports education and to understand methodological approaches of research.	young people in sports activities.
3. To analyse and interpret research issues related to the empowerment of children and young people, parents and the community in sports and to anticipate how to use a scientific approach to enhance the potential of education through sports.	3. Intercultural context of modern sports and intercultural differences in participation in sports activities. 4. Empowering educational interaction in the context of sports activities, its significance for personality (self-)development. 5. Methods of research on the empowerment of children and young people in sports activities and methodological features of their application. 6. Involving children, young people, parents and the community in sports activities. Methods for studying involvement in sports. 7. Research methods of educational mutual interaction in sports activities and methodological features of their application.
4. To interpret the problems of interaction arising in the context of sports activities and the problems of gender, cultural or ethical differences in the context of sports and to provide solutions and measures to prevent bullying and increase social inclusion through sports.	8. Bullying in the context of sports, its causes, strategies for preventing bullying and responding to bullying. 9. Social and physical (in)security of athletes during geopolitical conflicts and at different stages of their sports careers and after the end of their careers. 10. Increasing opportunities for personal and social growth in and through sports: inclusion of girls / women in sports; reducing social exclusion through sports. 11. The identity, leader, professionalism of a sports teacher as a factor that increases empowerment through sports.

Study methods (teaching and studying)

Lectures, discussion, case study, situation modelling, reflection, individual work (analysis of literary sources, preparation of a presentation, preparation of a scientific essay).

Assessment of learning achievements

A student prepares a presentation that analyses and substantiates the application of one or two theories of empowering education in research (Task 1).
On the basis of research articles, a student prepares a presentation on the problem of empowerment in sports, the methodological approaches of the research, the conclusions and their applicability, and the formulation of new research problems (Task 2).
A student prepares a scientific essay (8,000–10,000 characters) in which he /she interprets and justifies the solutions to a selected problem related to empowerment, engagement and interaction in the context of sports (Task 3).

Structure of cumulative score and value of its constituent parts

Learning outcomes are evaluated using a cumulative grade principle. The final grade (100%) consists of the following:
Task 1 – 20%
Task 2 (presentation based on the analysis of research articles) – 40%
Task 3 (scientific essay) – 30%
Participation in discussions in forums, during lectures, reflecting on the literature read – 10%;

Basic materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Armour K. (2014). *Pedagogical cases in physical education and youth sport* / edited by. London; New York: Routledge.
2.	Appleton, P. R., Ntoumanis, N., Quested, E., Viladrich, C., & Duda, J. L. (2016). Initial validation of the coach-created Empowering and Disempowering Motivational Climate Questionnaire (EDMCQ-C). *Psychology of Sport and Exercise*, *22*, 53–65. https://doi.org/10.1016/j.psychsport.2015.05.008
3.	Borland, J. F. , Kane, G. M., Burton, L.J. (2015). *Sport leadership in the 21st century.* Burlington (Mass.): Jones & Bartlett Learning.
4.	Cassidy, T., Robyn L., Jones, R.L., Potrac P. (2016). *Understanding sports coaching : the pedagogical, social and cultural foundations of coaching practice*. 3rd ed. London; New York: Routledge.
5.	Correia, V., Carvalho, J., Araújo, D., Pereira, E., Davids, K. (2019). Principles of nonlinear pedagogy in sport practice. *Physical Education and Sport Pedagogy*, *24*, 117–132. https://doi.org/10.1080/17408989.2018.1552673
6.	Dohsten, J., Barker-Ruchti, N., & Lindgren E-C. (2020) Caring as sustainable coaching in elite athletics: benefits and challenges, *Sports Coaching Review*, 9:1, 48-70. https://doi.org/10.1080/21640629.2018.1558896
7.	Duda, J. L., Treasure, D. C. (2015). The motivational climate, athlete motivation, and implications for the quality of sport engagement. In J. M. Williams and V. Krane (Eds.) *Applied sport psychology: Personal growth to peak performance.* New York: McGraw-Hill.
8.	Ennis, C. D. (Ed.). (2016). *Routledge handbook of physical education pedagogies*. Routledge.
9.	Fenton, S. A. M., Duda, J. L., Appleton, P. R., Barrett, T. G. (2017). Empowering youth sport environments: Implications for daily moderate-to-vigorous physical activity and adiposity. *Journal of Sport and Health Science*, 6, 423-433. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6189245/
10.	Gemar, A. (2018). Sport as culture: Social class, styles of cultural consumption and sports participation in Canada. *International Review for the Sociology of Sport*, https://doi.org/10.1177/1012690218793855
11.	Holt, N. L. (2016). *Positive youth development through sport*. London; New York: Routledge.
12.	Jowett, S. (2017). Coaching effectiveness: the coach–athlete relationship at its heart.*Current opinion in psychology*, *16*, 154–158. https://doi.org/10.1016/j.copsyc.2017.05.006
13.	Kavussanu, M., & Stanger, N. (2017). Moral behavior in sport. *Current opinion in psychology*, *16*, 185–192. https://doi.org/10.1016/j.copsyc.2017.05.010
14.	Lisinskienė, A. (2016). *Tėvų ir paauglių ugdomoji sąveika sportinėje veikloje*. Daktaro disertacija. Kaunas: Lietuvos Sporto Universitetas.

13.	van de Pol, P. K. C., Kavussanu, M., & Claessens, B. (2020). Moral functioning across training and competition in sport. *International Journal of Sport and Exercise Psychology*, 18(2), 239–255. https://doi.org/10.1080/1612197X.2018.1511623
14.	Purdy, L.; Kohe, G.; Paulauskas, R. (2020). Examinations of Sports Workers' Welfare in Spaces of Geopolitical Conflict: 'The Country is Under Threat, but the Game Goes On. *Routledge Handbook of Athlete Welfare* / Ed. by M. Lang. Routledge. ISBN 9780367193256. 438 p.
15.	Purdy, L., Potrac, P., & Paulauskas, R. (2016). Nel Noddings, caring, moral learning and coaching. In L. Nelson, R. Groom, & P. Potrac (Eds.), *Learning in sport coaching* (pp. 215–226). New York, NY: Routledge.
16.	Watson D., Clocksin B. (2013). *Using Physical Activity and Sport to Teach Personal and social Responsibility*. Champaign (Ill.): Human Kinetics.
17.	Whitehead, J., Telfer, H., & Lambert, J. (Eds.). (2013). *Values in youth sport and physical education*. Routledge.

Supplementary materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Holt, N. L., Neely, K. C., Slater, L. G., Camiré, M., Côté, J., Fraser-Thomas, J., …, Tamminen, K. A. (2017). A. (2017). *International Review of Sport and Exercise Psychology*, *10*(1), 1–49. https://doi.org/10.1080/1750984X.2016.1180704
2.	Kavussanu, M., Stanger, N. & Boardley, I.D. (2013). The Prosocial and Antisocial Behavior in Sport Scale: Further evidence for construct validity and reliability. *Journal of Sports Sciences, 31*, 1208–1221. https://doi.org/10.1080/02640414.2013.775473
3.	Light, R. L. & Harvey, S. (2015): Positive Pedagogy for sport coaching, *Sport, Education and Society*, https://doi.org/10.1080/13573322.2015.1015977
4.	Lisinskienė, A., Lochbaum, M. (2020). Trenerio – sportininko – tėvų (T – S – T) pozityvūs ir negatyvūs tarpasmeninių santykių procesai (PNPTST): klausimyno lietuviškos versijos pristatymas. *Sporto mokslas*, 1 (97), 17–22. ISSN2424-3949_2020_N_1.PG_17-22.pdf
5.	Poteliūnienė, S., Griciūtė, A. (2020). Kaip patirta trenerio ir sportininko komunikacija veikia pradedančiųjų futbolo trenerių profesinę veiklą? *Sporto mokslas*, 2 (98), 5–18. https://doi.org/10.15823/sm.2020.98.1
6.	Purdy, L.; Kohe, G.; Paulauskas, R. (2019). Ageing in professional sport: A case of a professional male basketball player. In: *Athlete Learning in Elite Sport* (pp.113–125) / ed. by N. Barker-Ruchti. London. Routledge.; https://doi.org/10.4324/9781315111025
7.	Rocchi, M., Pelletier, L. (2018). How does coaches' reported interpersonal behavior align with athletes' perceptions? Consequences for female athletes' psychological needs in sport. *Sport, Exercise, and Performance Psychology*, 7(2), 141–154. https://doi.org/10.1037/spy0000116

8.	Reimers F. M. (Ed) (2020). *Empowering Teachers to Build a Better World How Six Nations Support Teachers for 21ˢᵗ Century Education.* Springer Open, Springer Nature Singapore Pte Ltd https://doi.org/10.1007/978-981-15-2137-9
9.	Smith, N., Quested, E., Appleton P.R. & Duda, J.L. (2017): Observing the coach-created motivational environment across training and competition in youth sport, *Journal of Sports Sciences, 35(2),* 149-158. https://doi.org/10.1080/02640414.2016.1159714
10.	Strauss, A. L. (2017). Social psychology and human values. Routledge.
11.	Stanger, N., Backhouse, S. H., Jennings, A., & McKenna, J. (2018). Linking motivational climate with moral behavior in youth sport: The role of social support, perspective taking, and moral disengagement. *Sport, Exercise, and Performance Psychology, 7*(4), 392–407. https://doi.org/10.1037/spy0000122
12.	Šukys, S. (2010). Prosocialaus ir antisocialaus elgesio skalės bei jaunimo vertybių sportinėje veikloje klausimyno adaptavimas lietuviams. *Ugdymas. Kūno kultūra. Sportas*, *3(78)*, 97–104. https://doi.org/10.33607/bjshs.v3i78.370

Study course / module developers / teachers

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1.	Sniegina Poteliūnienė	VMU, EA	Prof. Dr.	sniegina.poteliuniene@vdu.lt
2.	Rūtenis Paulauskas	VMU, EA	Prof. Dr.	rutenis.paulauskas@vdu.lt

STUDY COURSE / MODULE DESCRIPTION

Code	Scope in credits	Institution	Academy	Institute
EDUD001	5	VMU	Education Academy	Educational Research Institute

Course title in Lithuanian

Kiekybinio tyrimo dizainas ir statistiniai sprendimai edukologijos mokslo darbuose

Course title in English

Quantitative Research Design and Statistical Decisions in Educational Research Works

Study forms	Number of hours
Lectures	20 hours
Consultations	15 hours

Group work or team work	15 hours
Individual work	103 hours. Of these, 52 hours for independent study of literature; discussions and work in the Moodle environment – 28 hours; preparation and presentation of homework – 23 hours.

Annotation in Lithuanian (up to 500 characters)

Kursu siekiama, kad studentai suvoktų ir gebėtų taikyti šiuolaikinius kiekybinių tyrimų metodus, suvoktų šių metodų pagrįstumą klasikinių mokslinių tyrimų principais. Kurso metu bus gilinamas studentų supratimas apie santykį tarp populiacijų ir imčių, atrankos metodų ir statistines procedūras, kad būtų galima daryti išvadas populiacijai, remiantis imties tyrinėjimo rezultatais. Kurso metu studentai mokysis planuoti tyrimo dizainus / planus skirtingais tyrimo klausimais apie tipinius švietimo tyrimų duomenų rinkimo metodus, statistinius duomenų analizės metodus, reikalingus skirtingų tipų duomenims analizuoti.

Annotation in English (up to 500 characters)

The aim of the course is to enhance doctoral students' understanding about how quantitative research methods are based on the principles of classical scientific methods. The course deepens students understanding of the relationship between populations and samples, sampling methods, and statistical procedures to make inferences from samples to populations. During the course, students learn to plan research designs for different research questions, typical data collection methods of educational research, and basic and advance statistics needed to analyse different types of data.

Need and relevance of the study course

In doctoral studies, students are trained to be scientists capable of conducting high-level research. A proper understanding of the meaning and essence of research is possible only when knowing the principles of research and data analysis. Quantitative research methods occupy a large part of research in educational research, so it is important for future doctors in Education to be familiar with quantitative research methods, the principles of quantitative research design and to be able to analyse and interpret the data obtained in the contemporary educational context.

Course aims

To familiarize students with and teach them how to apply modern quantitative research methods by discussing the features of different quantitative research methods, the construction of research instruments, ensuring of their *validity* and *reliability*, data collection, the selection of their analysis strategy and methods, the interpretation of the obtained results in a theoretical context, research presentation in research papers.

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

Study programme outcomes	Course outcomes	Criteria of learning achievement evaluation
1. To apply and develop advanced conceptual approaches, principles and methodologies of education science and interdisciplinary research by ethically	To understand the classical principles of scientific methodology and critical realism.	Active participation in the discussion, well-designed research project, data collection and analysis of

conducting original research, interpreting various perspectives, connecting them to new and complex situations and problems of the educational context and creating new significant, well-grounded and reliable research and results-based educational science knowledge, contributing to the creation and management of educational innovations and the organisational culture of educational institutions based on learning co-creation in the age of rapid digitisation. (Competence of knowledge).	To analyse and compare different quantitative research designs.	the exploratory research data.
	To justify the importance of selected quantitative research methods for obtaining and interpreting results.	
	To evaluate data analysis strategies and procedures.	
2. To solve theoretical and practical problems in the field of education by basing them on conceptual and empirical research in education, by appropriately selecting research methodologies or transferring them from one research field / theme to another by creating new mono- and multi-disciplinary knowledge. (Functional / operational competence).	To apply different statistical methods for processing research data.	
3. To design and conduct original educational research based on advanced quantitative, qualitative or mixed research methodologies, developing didactic, technological-digital, managerial knowledge and intellectual skills, aimed at the ability to manage and organise scientific projects and lead in initiating research, manage information by selecting and analysing it, use open sources, communicate research results in writing and orally. (Functional / operational competence).	To interpret research results and conditions for their application.	
4. To take responsibility for organising and leading research, for its implementation by bringing together professional groups, research groups, institutions or other interested parties, forming targeted research networks or teams, and disseminating research results in educational and other communities, promoting changes and progress in educational, academic, professional, social and cultural life. (Role competence).		

Links between course outcomes and content

Course outcomes	Content (topics)
1. To understand the classical principles of scientific methodology and critical realism.	Classical principles of scientific methodology and critical realism as a basis for contemporary quantitative research. Mixed methodologies: how to avoid confrontation between quantitative and qualitative research? The main objectives and research questions of quantitative research:
2. To analyse and compare different quantitative research designs.	- description, links and causality, - description of phenomena in the population (e.g., frequencies, variation, averages), - relationships between phenomena in populations(e.g., subgroup differences, correlations),
3. To justify the importance of selected quantitative research methods for obtaining and interpreting results.	- causal relationships between phenomena in populations(e.g., controlled experimental studies of causal relationship hypotheses).
4. To evaluate data analysis strategies and procedures.	Exploratory and confirmatory research. Populations, samples and principles of significance testing: - Problems in population-based studies, - sampling methods (random sampling, convenience sampling),
5. To apply different statistical methods for processing research data.	- checking whether the findings of a sample can be generalised to the population to which it belongs, - parametric and non-parametric analysis.
6. To interpret research results and conditions for their application.	Research design: - survey methods, - longitudinal research, - experimental research. Data collection methods in educational research: - tests, questionnaires and structured interviews, - monitoring methods, - physiological measures (e.g., "eye tracking"). Basic statistical analysis: - descriptive statistics, - aggregation of variables (e.g., factor analysis, summation of variables, reliability measures), - statistical methods for comparing subgroup means (e.g., T-test, ANOVA), - correlation, - regression analysis, - analysis of the results of experimental designs (e.g., ANCOVA and repeated measures ANOVA). Advanced statistical analysis – advanced methods of statistical analysis: - latent variables and structural equation modelling, - multi-level statistical analysis.

Study methods (teaching and studying)

Lectures, discussions, group work, individual work (study of literature, design, collection and analysis of data).

Assessment of learning achievements

Problem-based learning approach: observation and validation of project design, analysis of project design, analysis of exploratory research results.

Structure of cumulative score and value of its constituent parts

Learning outcomes are evaluated using a cumulative grade principle. Final grade (100%) consists of the following: 1) Methodological justification of the project, project design selection – 50%; Application of data analysis methods – 50%.

Basic materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Vogt, W. P. (2016). *Quantitative Research Methods for Professionals in Education and Other Fields.* *SAGE* Publications Ltd.
2.	*Neuman, W. (2014) Social Research Methods Qualitative and Quantitative Approaches.* Pearson, Essex, UK.
3.	Kaplan, D. (2016). *The SAGE Handbook of Quantitative Methodology for the Social Science.* <u>Available online</u>
4.	Creswell, J. W. (2019). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (6th ed.).* Upper Saddle River, NJ: Pearson.
5.	Rupšienė, L., Rutkienė, A. (2016). *Edukacinis eksperimentas.* Klaipėda: KU leidykla.

Supplementary materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Check, J. & Schutt, R. (2012). Quantitative data analysis. In *Research methods in education* (pp. 274–297). SAGE Publications, Inc., https://www.doi.org/10.4135/9781544307725

Study course / module developers / teachers

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1.	Erno Lehtinen	VMU	Prof. Dr.	erno.lehtinen@vdu.lt
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Code	Scope in credits	Institution	Academy	Institute
EDUD021	5	VMU	Education Academy	Educational Research Institute

Course title in Lithuanian

Skaitmeniškai kompetetinga visuomenė, organizacija, individas.

Course title in English

Digitally Competent Society, Organization, Individual

Study forms	Number of hours
Lectures	20 hours
Consultations	15 hours
Group work or team work	10 hours
Individual work	108 hours. Of these, 50 hours for independent study of literature; discussions and work in the Moodle environment (individual work) – 10 hours; preparation of the first independent work – 20 hours; preparation of the second independent work – 28 hours

Annotation in Lithuanian (up to 500 characters)

Skaitmeninės technologijos įvairiais būdais integruojamos visuose švietimo sistemos lygmenyse. Studijų modulis remiasi esminiais politiniais dokumentais: Europos šalių skaitmeninio raštingumo supratimo ir kompetencijų tobulinimo sistema, skaitmeniškai kompetentingos švietimo organizacijos gairėmis, UNESCO mokytojų IKT kompetencijos sąranga, Europos pedagogų skaitmeninių kompetencijų sistema bei skaitmeninėmis individo kompetencijomis. Analizuojami tyrimai apie technologijomis grindžiamą mokymąsi ir šio mokymosi diegimą skirtingo tipo organizacijose, taip pat jo naudą organizacijai ir asmeniui.

Annotation in English (up to 500 characters)

Digital technologies are being incorporated in exciting and promising ways at all levels of education. The study module is based on the main political documents of EU: A Framework for Developing and Understanding Digital Competence in Europe, Promoting Effective Digital-Age Learning – A European Framework for Digitally-Competent Educational Organisations; Digitally Competence Framework for Educators; Digital Competence Framework for Citizens; UNESCO ICT Competency Framework for Teachers. The course analyses research on technology-based learning and the implementation of this learning in different types of organisations, as well as its benefits to the organization and the individual.

Need and relevance of the study course

> In the course of doctoral studies, doctoral students will improve their intellectual skills to critically reflect, discuss, and make decisions on issues of digital competence. The studies will provide opportunities for doctoral students to combine the levels of theoretical and practical understanding as they gain experience in evaluating EU documents defining requirements for a digitally competent citizen, teacher, educational organization, and society.

Course aims

> To develop the competences of doctoral students to study the possibilities of distance learning, responding to the needs of the networked digital society and expanding the activities of the educational organization. Doctoral students will analyse EU political documents outlining the guidelines, activities, and challenges of a digitally competent society, organization and citizen, as well as research relevant to this direction, the necessity, benefit and meaning of the virtual learning environment determined by technology-based learning and the necessity, benefits, and meaning of integration perceived by the people working in the organization from individual and organizational perspectives. The aims of the course are as follows:
> - to critically reflect on and apply operational theories and internalised personal values in analysing and making intellectual decisions in cases of contextual and situational leadership;
> - to discuss, compare and critically reflect on leadership research methodologies by assessing their strengths and weaknesses;
> - to make recommendations for improving leadership on the basis of the evidence of scientific research and the specific context and situation.

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

Study programme outcomes	Course outcomes	Criteria of learning achievement evaluation
1. To create educational, organisational, technological and social innovations in the fields of pre-school, pre-primary, primary, lower secondary, secondary education, vocational training, higher education, adult learning, non-formal education, special pedagogy and sports education, taking responsibility for the long-term impact of these innovations on learners, society and the environment.	To discuss and justify the attributes and characteristics of the digital society and the digital competences and generic competences of the individual.	A student conducts a scientific discussion in which he / she explains the competences of the digital individual and the attributes and features of the digital society.
	To analyse and make decisions about the direction of improvement of a digitally competent organization by assessing the context and situation.	A student performs an analysis of the educational organization based on the guidelines of a digitally competent educational organization.
	To critically reflect on the situation of educational organizations, the directions for improving the digital competence of teachers by assessing personal attitudes and values.	A student prepares a plan for improving the digital competence of teachers of the presented educational organization, based on dig.com.edu guidelines.

2. To take responsibility for organising and leading research, for its implementation by bringing together professional groups, research groups, institutions or other interested parties, forming targeted research networks or teams, and disseminating research results in educational and other communities, promoting changes and progress in educational, academic, professional, social and cultural life.	To make recommendations for improving digital competences on the basis of scientific research evidence and specific context and situation.	

Links between course outcomes and content

Course outcomes	Content (topics)
1. To discuss and justify the attributes and characteristics of the digital society and the digital competences of the individual, as well as the general competences of entrepreneurship, critical thinking, problem solving and learning to learn.	Digital competences (information and data literacy, digital content creation, communication and collaboration, problem solving, security) and other generic competences (literacy, languages, science, technology, engineering and mathematics, personal, social and civic, learning, entrepreneurship, cultural awareness and expression) of a digitally competent citizen.
	What does it mean to be literate? The concept of literacy. OECD PIAAC definition of literacy in the International Survey of Adult Competences.
	UNESCO recommendations and provisions on digital literacy for teachers.
2. To analyse and make decisions about the direction of improvement of a digitally competent organization by assessing the context and situation.	Digitally competent educational organization. Different experiences of digital organisations integrating technology-enhanced learning, research analysis and quality assurance.
	Integrating technology-enhanced learning into the organisation's activities; the necessity, benefits, and meaning of integration as perceived by the people working in the organization from an individual and organizational point of view.
3. To critically reflect on the situation of educational organizations, the directions for improving the digital competence of teachers by assessing personal attitudes and values.	The necessity, benefits, and meaning of integration, both from an individual and organizational point of view, of a virtual teaching / learning environment driven by technology-enhanced learning and as perceived by people working in the organisation.

4. To make recommendations for improving digital competences on the basis of scientific research evidence and specific context and situation.	Digitally competent teacher. The purpose of the DigCompEdu system is to identify and describe the digital competences of teachers. 22 core competences divided into 6 areas are presented. Area 1 is for the wider professional environment, i.e., the competence of teachers to use digital technologies in professional relations with colleagues, students, parents and other interested parties, in order to achieve their own professional development and for the common interests of the organization. Area 2 covers the competences needed to use digital resources effectively and responsibly to create and share learning objectives. Area 3 includes competences for managing and organising digital technologies in the field of teaching and learning. Competences in Area 4 focus on the use of digital strategies in assessment. Area 5 focuses on the potential of digital technologies for learner-centred teaching and learning strategies. Area 6 indicates the special pedagogical competences needed to improve the digital literacy of students.

Study methods (teaching and studying)

Lectures, discussions, group work (problem solving, design, modelling), individual work (study of literature, design).

Assessment of learning achievements

Analysis of completed tasks, observation and approbation of the presentation of the competence development plan, critical reflection on the presentation.

Structure of cumulative score and value of its constituent parts

E.g., Learning outcomes are evaluated using a cumulative grade principle. The final grade (100%) consists of the following:
Homework – 30%;
Participation in discussions in forums, reflecting on the literature read – 30%;
Final exam – 40%.

Basic materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	DIGCOMP: Europos šalių skaitmeninio raštingumo supratimo ir jo tobulinimo sistema. 2013.
2.	Navas-Sabater, J., & Petrov,Oleg V. (2018). The EAEU 2025 digital agenda: prospects and recommendations – overview report (English). Washington, D.C.: World Bank Group. http://documents.worldbank.org/curated/en/850581522435806724/The-EAEU-2025-digital-agenda-prospects-and-recommendations-overview-report

3.	DigComp 2.0: The Digital Competence Framework for Citizens. 2016
4.	Skaitmeniškai kompetentingų švietimo organizacijų Europos sąranga. Promoting Effective Digital-Age Learning. A European Framework for Digitally-Competent Educational Organisations. 2015.
5.	DigComEdu: Digital Competence Framework for educators. (2017) http://publications.jrc.ec.europa.eu/repository/bitstream/JRC107466/pdf_digcomedu_a4_final.pdf
6.	Mansell R. (2014) Here Comes the Revolution — the European Digital Agenda. In: Donders K., Pauwels C., Loisen J. (eds) The Palgrave Handbook of European Media Policy. Palgrave Macmillan, London. https://doi.org/10.1057/9781137032195_12
7.	UNESCO mokytojų IKT kompetencijos sąranga (ICT-CFT). UNESCO ICT Competency Framework for Teachers. 2011, anglų kalba.
8.	Teresevičienė M., Volungevičienė A., Žydžiūnaitė, V., Kaminskienė, L., Rutkienė, A. Trepulė, E., Daukilas S., (2015). Technologijomis grindžiamas mokymas ir mokymasis organizacijoje (http://talpykla.elaba.lt/elaba-fedora/objects/elaba:11548744/datastreams/MAIN/content
9.	Volungevičienė, A. et al. (2020). Higher education for digital and network society. Universidade Aberta DOI:10.34627/dr48-7w42 Repositório Aberto da Universidade Aberta. https://repositorioaberto.uab.pt/bitstream/10400.2/9806/3/EDeL_N.9.pdf

Supplementary materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Alam, K., Ediaw-Kwasie, M. et al. (2018). Assessing regional digital competence: Digital futures and strategic planning implications. DIGCOMP: A Framework for Developing and Understanding Digital Competence in Europe. 2013
2.	Navas-Sabater,Juan; Petrov,Oleg V. 2018.*The EAEU 2025 digital agenda: prospects and recommendations - overview report (English).* Washington, D.C.: World Bank Group. http://documents.worldbank.org/curated/en/850581522435806724/The-EAEU-2025-digital-agenda-prospects-and-recommendations-overview-report
3.	Teresevičienė M., Volungevičienė A., Žydžiūnaitė, V., Kaminskienė, L., Rutkienė, A. Trepulė, E., Daukilas S., (2015). Technologijomis grindžiamas mokymas ir mokymasis organizacijoje http://talpykla.elaba.lt/elaba-fedora/objects/elaba:11548744/datastreams/MAIN/content UNESCO mokytojų IKT kompetencijos sąranga (ICT-CFT). UNESCO ICT Competency Framework for Teachers. 2011, in English.

Study course developers / teachers

No.	Name, surname	Institution	Academic title, scientific degree	Email address
1.	Airina Volungevičienė	VMU	Prof. Dr.	airina.volungeviciene@vdu.lt

2.	Elena Trepulė	VMU	Assoc. Prof. Dr.	elena.trepule@vdu.lt
3.	Josep M. Duart	Open University of Catalonia	Prof. Dr.	jduart@uoc.edu

STUDY COURSE DESCRIPTION

Code	Scope in credits	Institution	Faculty	Department
EDUD016	5	VMU	Education Academy	Educational Research Institute

Course title in Lithuanian

Sportinio ugdymo technologijos

Course title in English

Sports Education Technologies

Study forms	Number of hours
Lectures	20 hours
Consultations	30 hours
Team work	20 hours
Individual work	83 hours. Of these, 55 hours for independent study of literature; discussions and work in the Moodle environment (individual work) – 8 hours; preparation and presentation of the structured didactic unit of the course/module – 10 hours; preparation of the project of the study course/module description – 10 hours.

Annotation in Lithuanian (up to 500 characters)

Dalykas leis geriau pažinti naujausias sportininkų ugdymo technologijas, tarptautinius sportininkų rengimo struktūros modelius, didžiausių pasiekimų sportininkų parengtumo ypatumus ir tendencijas, netradicines sportininkų rengimo priemones, sportininkų parengtumą lemiančius genetinius veiksnius, jaunųjų sportininkų atrankos ir rengimo ypatumus įvairiais amžiaus tarpsniais, individualumą pabrėžiančius sportininkų ugdymo kriterijus.

Annotation in English (up to 500 characters)

The study course will provide a better understanding of the latest technologies in athlete education, international models of athlete training structure, peculiarities and trends of the highest achievements in athlete training, non-traditional means of athlete training, genetic factors determining athlete performance, genetic factors determining athlete performance, selection and training of young athletes at different ages, criteria for the education of athletes emphasizing individuality.

Need and relevance of the study course

The ability to model the training of athletes, to apply in practice the latest information technologies and the latest technologies for assessing athletes' fitness, to identify the interaction between training and fitness models, and to develop an integrated management system for the development of athletes' education is of relevance to the modern sports expert, the developer and implementer of educational projects, and the developer of physical education and sports policy.

Course aims

To achieve that doctoral students would understand the theoretical concepts of sports, would know the tools used to identify, assess and evaluate human fitness, would be able to holistically analyse models of sports activities and understand the control and management of sports education.

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

Study programme outcomes	Course outcomes	Criteria of learning achievement evaluation
1. To demonstrate intellectual openness, leadership, creativity, social responsibility while successfully developing a career in academic-scientific, managerial, political, business contexts by making flexible, creative decisions based on the ability to present objective, unbiased arguments based on research and scientific critical thinking, contributing to an ethical, dignified, equal dialogue or polylogue. (research development competence)	1. To understand the latest athlete training technologies, principles, content and structural elements of athlete training.	A student conducts a scientific discussion, which explains the trends in the development of sports technologies, the possibilities of training athletes in the conditions of a changing society.
	2. To understand the theoretical assumptions and interpretations of the interaction between training and readiness, closed management control, previous factors that determine the further training of athletes.	A student prepares a model of multi-year training for athletes.
3. To solve theoretical and practical problems in the field of education by basing them on conceptual and empirical research in education, by appropriately selecting research	3. To identify and assess athletes' fitness levels, evaluate strengths and weaknesses, find directions for athletic development, develop individual training programmes for athletes, model them and transfer them to the appropriate level of education.	A student presents the athlete fitness assessment programme.

methodologies or transferring them from one research field / theme to another by creating new mono- and multi-disciplinary knowledge. (Functional / operational competence).	4. To creatively solve the problem of managing the training of athletes, which requires scientific analysis, to substantiate the criteria for evaluating the specific readiness of athletes, the peculiarities of the interaction between training and readiness, and to prepare a systematic model for training athletes.	A student prepares and presents the didactic project of the structural unit of the study course / module, which is didactically based and equipped with subject and methodical meaning.
2. To investigate and evaluate complex educational phenomena from monodisciplinary, interdisciplinary, multidisciplinary, and interdisciplinary perspectives relevant to the problems and challenges of pre-school, pre-primary, primary, lower secondary, secondary education, vocational training, higher education, adult learning, non-formal education, special pedagogy, and sports education by presenting research-based conclusions. (functional/operational competence)	5. To research, evaluate, and provide the latest information on the preparation, control and management of athletes of all ages, linking it to practical implementation and an interdisciplinary practical approach.	A student prepares a project of the course module description that meets the requirements of the specific degree programme.

Links between course outcomes and content

Course outcomes	Content (topics)
1. To understand the latest athlete training technologies, principles, content and structural elements of athlete training.	1. Modern theories of training athletes. Interpretation of theories and assumptions. Determination and evaluation of athletes' competitive performance, international experience in the use of modern technologies.
2. To understand the theoretical assumptions and interpretations of the interaction between training and readiness, closed management control, previous factors that determine the further training of athletes.	Acclimatization of athletes to natural and geographical environmental conditions. Technologies for training athletes depending on the circadian rhythms, the phenomenon of time zones. Technologies for training athletes in conditions of hypoxia. 4. The modern concept of the problem of athletes' detraining and retraining and the management of the training process. Modern methodologies and international experience in the application of body mobilisation and recovery measures for athletes.

3. To identify and assess athletes' fitness levels, evaluate strengths and weaknesses, find directions for athletic development, develop individual training programmes for athletes, model them and transfer them to the appropriate level of education.	6. Methodology for determining and assessing the functional capacity of athletes. 7. Interaction of genetic factors with athletes' potential performance and genetically determined response to a training programme. 8. Interpretation of theories of long-term training of athletes. 9. Selection of athletes and its stages. Modern selection technologies.
4. To creatively solve the problem of managing the training of athletes, which requires scientific analysis, to substantiate the criteria for evaluating the specific readiness of athletes, the peculiarities of the interaction between training and readiness, and to prepare a systematic model for training athletes.	1 Contemporary theories of training young athletes: the concept of movement skills and motor skills development. 11 Modern theories of movement control. 1 Individual application of non-traditional measures in training athletes. 1 Methodologies and techniques for the determination, assessment, and application of exercise intensity: Karvonen, Cardiac Reserve, VO2max, TRIMP, EPOC, Borg scales, energy source composition methods; Edwards, Stagno, Jensen intensity zones.
5. To research, evaluate, and provide the latest information on the preparation, control and management of athletes of all ages, linking it to practical implementation and an interdisciplinary practical approach.	1. The latest technologies for the development of motor skills. 1 Complex solutions to the problem of the development and implementation of target programmes for athletes. Modelling athlete training. Systematic management of athlete training.

Study methods (teaching and studying)

Lectures, discussions (problem solving, design, modelling), individual work (study of literature, observation of activities, analysis).

Assessment of learning achievements

Analysis of completed tasks, observation and approbation of the presentation of the project, analysis of the project, programme.

Structure of cumulative score and value of its constituent parts

Learning outcomes are evaluated using a cumulative grade principle. The final grade (100%) consists of the following:
Homework 1 – 25%
Homework 2 – 20%
Participation in discussions in forums, reflecting on the literature read – 10%;
Final exam – 40%.

Basic materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Skernevičius, J. Milašius, K., Raslanas, A., Dadelienė, R. (2011) Sporto treniruotė: monografija, Vilnius. VPU.
2.	Paulauskas R., (2015) Krepšininkų rengimas: monografija. Vilnius: Lietuvos edukologijos universiteto leidykla.
3.	Skarbalius, A. (2012). Coaching Science. In (Eds. Čikotienė, V. Gulbinskiene) Sports Coaching (Basics). Kaunas: LAPE, pp. 1–113.
4.	Skurvydas A. (2020) Judesių mokslas, 1 dalis. Griaučių raumenys, valdymas, mokymas, reabilitacija. Vitae litera.
5.	Morrow, J. R., Mood, D. P., Disch, J. G., Kang, M. (2015). Measurement and Evaluation in Human Performance. Human Kinetics
6.	Joyce, D., Lewindon, D. (2014). High-Performance Training for Sports. Human Kinetics.
7.	Brumit., J. (2014). Core Assessment and Training. Human Kinetics.
8.	Baker, G. (2013). Talent Identification and Development in Sport. Routledge.
9.	Hausswirth, C., Mujika, I. (2013). Recovery for Performance in Sport. Human Kinetics.
10.	Houlihan, J. (2013). Handbook of Sports Development. Routledge.

Supplementary materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Bushm, A., Silk, M., Andrews, D., Lauder, H. (2012). Sports Coaching Research. Routledge.
2.	Reiman, M., Manske, R. (2013). Functional Testing in Human Performance. Human Kinetics.
3.	Kidman, L., Hanrahan, S. J. (2012). The Coaching Process. A Practical Guide to Becoming an Effective Sports Coach. Routledge.
4.	McGarry, T., O'Donoghue, P., Sampaio, J. (2012). Handbook of Sports Performance Analysis. Routledge.
5.	Stafford, I. (2012). Coaching Children in Sport. Routledge.
6.	Rowland, T. (2011). The Athlete's Clock: How Biology and Time Affect Sport Performance. Human Kinetics.
7.	Carling, C., Reilly, T., Williams, A. M. (2009). Performance Assessment for Field Sports. London: Routledge.

8.	Armour, K., Macdonald, D. (2012). Research Methods in Physical Education and Youth Sport. Routledge.
9.	Bompa, T. O., Haff, G. G. (2009). Periodization-5th Edition Theory and Methodology of Training. Human Kinetics.

Study course / module developers / teachers

No.	Name, surname	Institution	Academic title, scientific degree	Email address
1.	Rūtenis Paulauskas	VMU	Prof. Dr.	rutenis.paulauskas@vdu.lt

STUDY COURSE DESCRIPTION

Code	Scope in credits	Institution	Academy	Institute
EDUD019	5	VMU	Education Academy	Educational Research Institute

Course title in Lithuanian

Suaugusiųjų mokymosi strategijos

Course title in English

Strategies of Adult Learning

Study forms	Number of hours
Lectures	20 hours
Consultations	15 hours
Group work or team work	10 hours
Individual work	108 hours. Of these, 50 hours for independent study of literature; discussions and work in the Moodle environment (individual work) – 10 hours; preparation of the first independent work – 20 hours; preparation of the second independent work – 28 hours.

Annotation in Lithuanian (up to 500 characters)

Šio studijų dalyko tikslas analizuoti ir taikyti įvairias andragogikos teorijas, išryškinant pagrindinius skirtumus tarp pedagogikos ir andragogikos. Pateikiami įvairūs požiūriai į suaugusiųjų švietimą ir mokymąsi suaugusiojo ir vėlesniame amžiuje, andragogikos praktiką. Bus gilinamasi į mokymąsi visą gyvenimą grindžiančių teorijų turinį, jų praktinį pritaikomumą, įvairovę, kompleksiškumą, bei suaugusiųjų besimokančiųjų individualų augimą. Studijų dalyko turinys apims klausimus, susijusius su europinio lygmens suaugusiųjų švietimo probleminiu lauku, tarptautinių organizacijų bendradarbiavimo dėka vykdomos švietimo globalizacijos procesus, švietimo politikos pokyčius.

Annotation in English (up to 500 characters)

The aim of this course is to analyse and apply different andragogical theories, highlighting differences between pedagogy and andragogy. The course content is focused on the different practices and attitudes towards adult education and learning in adulthood and in later age. Learners will analyse various adult education conceptions and their complexity in lifelong learning. The content of the course will cover issues related to the problem field of adult education at the European level, the processes of globalisation of education through the cooperation of international organisations, and changes in education policy.

Need and relevance of the study course

The course is relevant for the development of competences of doctoral students, the application of competences to initiate changes in adult education processes. The study of the course creates the prerequisites for ensuring that adult learners' needs for self-expression and / or personal development are met, making a significant contribution to social and civic progress.

Course aims

The study of the content of the course provides the prerequisites for the acquisition and development of a conceptual approach to adult education and learning, for the assessment of the various factors involved in adult education, and for the anticipation of the aims and perspectives of the application of andragogical principles, as well as for the selection and application of appropriate adult learning strategies and for designing the content of an adult learning programme.

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

Study programme outcomes	Course outcomes	Criteria of learning achievement evaluation
1. To investigate and evaluate complex educational phenomena from monodisciplinary, interdisciplinary, multidisciplinary, and interdisciplinary perspectives relevant to the problems and challenges of pre-school, pre-primary, primary, lower secondary, secondary education, vocational training, higher education, adult learning, non-formal education, special pedagogy, and sports education by presenting research-based conclusions. (functional/operational competence).	By analysing the research conducted in the field of andragogy and adult education policy documents in the EU and Lithuania, to highlight the main aspects and trends of the development of andragogy science.	Evaluation of arguments presented during discussions; Evaluation of the content of document analysis; Evaluation of the argumentation of the specification of pedagogic and andragogic concepts.
	To evaluate the characteristics and experiences of adult learning, highlighting different learning needs and emerging challenges.	Evaluation of clear and reasoned insights presented during the analysis of simulated situations. Assessment of the justification for identifying adult learning needs.

	To analyse adult learning opportunities and needs on the basis of concepts that define adult education and learning.	Evaluation of the reasoning behind solutions to problematic situations where adult learning opportunities and experiences converge.
2. To create educational, organisational, technological and social innovations in the fields of pre-school, pre-primary, primary, lower secondary, secondary education, vocational training, higher education, adult learning, non-formal education, special pedagogy and sports education, taking responsibility for the long-term impact of these innovations on learners, society and the environment.	To apply innovative didactic solutions and strategies in the design of modern learning programmes.	Evaluation of the group work in selecting adult learning strategies and combining innovative learning methods.
	To design an innovative content learning programme for adults, taking into account the age and social group.	Evaluation of the didactic parameters and content of an innovative content learning programme designed to meet the needs of a specific adult learning group.

Links between course outcomes and content

Course outcomes	Content (topics)
By analysing the research conducted in the field of andragogy and adult education policy documents in the EU and Lithuania, to highlight the main aspects and trends of the development of andragogy science.	The origin and object of the science of andragogy. Process learning model of andragogy. Differences between pedagogy and andragogy. Lifelong education, lifelong learning and the State. Adult education policy making. Main documents and accompanying programmes of the EU and Lithuania. Impact of social aspects upon adult education. Adult literacy. PIAAC research.
To evaluate the characteristics and experiences of adult learning, highlighting different learning needs and emerging challenges.	Autonomy of the learner. Experience and knowledge. Preparation for learning. Problems in the learning process and their solutions. Adult learning at a later age. Adult intergenerational learning.
To analyse adult learning opportunities, needs, based on concepts that define adult education and learning.	Digital learning needs and opportunities for adults. Principles of neuroscience in organizing adult learning.
To apply innovative methodological and didactic solutions and strategies in the	Cyril Houle's theory of adult learning motivation. Malcolm Knowles' theory of andragogy. Paulo Freire's and Jack Mezirow's theories of transformative learning. Adult learning strategies.

design of modern learning programmes	
To design an innovative content learning programme for adults, taking into account the age and social group.	Principles of creating modern educational content. Structure and parameters of the educational programme.

Study methods (teaching and studying)

Teaching methods: explanation, demonstration, illustration, presentation of problem questions, analysis of video materials, discussion, simulations, moderation, consultations.

Study methods: study and analysis of literature and documents, case studies (problem situations), debates, discussions, group work.

Assessment of learning achievements

Independent individual work – case study and presentation.

Group work – analysis of simulation (problem situation), presentation of analysis content in groups.

The exam task is to design an innovative content learning programme for adults.

Structure of cumulative score and value of its constituent parts

Learning outcomes are evaluated using a cumulative grade principle. The final grade (100%) consists of the following:

(Group) homework – 25%;

Intermediate assessment (individual) – 25%

Final exam – 50%.

Basic materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Griffin, C. (2019). Curriculum theory in adult and lifelong education. London, New York: Routledge, Taylor&Francis Group.
2.	Chametzky, B. (2014). Andragogy and Engagement in Online Learning: Tenets and Solutions // *Creative Education,* Vol.5 No.10.
3.	Taylor, K., Marienau, C. (2016). Facilitating Learning with the Adult Brain in Mind: A Conceptual and Practical Guide. Jossey-Bass.
4.	McGrath, V. (2009). Reviewing the Evidence on How Adult Students Learn: An Examination of Knowles' Model of Andragogy// *Adult Learner: The Irish Journal of Adult and Community Education*, 99–110.

5.	Knowles M., S. (2007). Suaugęs besimokantysis: klasikinis požiūris į suaugusiųjų švietimą. Vilnius: Danielius.
6.	Meriam, B., S., Caffarella, R., S., Baumgartner, L., M. (2006). Learning in Adulthood: A Comprehensive Guide. John Wiley & Sons, Inc.

Supplementary materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Belanger, P. (2011). Theories in adult learning and education. Opladen: Farminton Hills.
2.	Paetzild, H. (2011). Learning and teaching in adult education: contemporary theories. Opladen: Farming Hills.
3.	Teresevicienė M. Gedvilienė G., Zuzevičiūtė M. (2006). Andragogika. Kaunas: VDU.

Study course / module developers / teachers

No.	Name, surname	Institution	Academic title, scientific degree	Email address
1.	Elena Trepulė	VMU	Assoc. Prof. Dr.	elena.trepule@vdu.lt
2.	Ilona Tandzegolskienė	VMU	Assoc. Prof. Dr.	ilona.tandzegolskiene@vdu.lt
3.	Eglė Stasiūnaitienė	VMU	Assoc. Prof. Dr.	egle.stasiunaitiene@vdu.lt

STUDY COURSE DESCRIPTION

Code	Scope in credits	Institution	Faculty	Department
EDUD018	5	VMU	Education Academy	Educational Research Institute

Course title in Lithuanian

Šiuolaikinės ankstyvojo ugdymo teorijos, modeliai ir tyrimų kryptys

Course title in English

Contemporary Theories, Models and Research in Early Childhood Education

Study forms	Number of hours
Lectures	20 hours
Consultations	15 hours
Group work or team work	10 hours
Individual work	108 hours. Of these, 50 hours for independent study of literature; discussions and work in the Moodle environment (individual work) – 10 hours; preparation of the first independent work – 20 hours; preparation of the second independent work – 28 hours.

Annotation in Lithuanian (up to 500 characters)

Šio doktorantūros dalyko studijos suteiks doktorantams konceptualią ankstyvojo ugdymo teorijų, modelių ir tyrimų krypčių sampratą ir įgalins juos modeliuoti vaiko raidą skatinančius vaiko ugdymo(si) procesus. Studijuojantys interpretuos pagrindines šiuolaikines ankstyvojo ugdymo teorines kryptis ir jų tyrimams aktualias idėjas, gebės kritiškai reflektuoti perspektyviausius praktikos modelius ir modeliuos skirtingų tyrimo dizainų, atitinkančių vaiko raidos ir mokymosi sisteminius pagrindus, galimybes.

Annotation in English (up to 500 characters)

The study of this doctoral course will provide doctoral students with a conceptual understanding of early childhood education theories, models and research areas, and will enable them to model the processes stimulating child development. Students will be able to interpret the main contemporary theoretical trends in early childhood education and the ideas relevant to their research, critically reflect on the most promising models of practice, and model the possibilities of different research designs that are consistent with the systemic foundations of child development and learning.

Need and relevance of the study course

The first years of a child's life are crucial from a developmental and educational point of view, as it is during this period that the child's basic structures of consciousness are formed, which are the basis of all the child's further well-being, development, and learning. Due to the peculiarity of this unique age period (compared to other stages of human development), the research underlying the concepts of early childhood development and education is characterised by a certain specificity, it is constantly renewed, and, therefore, it is very important for the future doctor of Education to analyse and reconceptualise the world's prevailing theoretical ideas, lines of inquiry, and practices in the area of early childhood education.

Course aims

1. To conceptually understand and evaluate the main contemporary theoretical ideas and research trends in early childhood education.
2. To critically evaluate innovative educational processes that promote children's development and model their research design.

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

Study programme outcomes	Course outcomes	Criteria of learning achievement evaluation
1. To know and develop one's research topic area, main problems and research methods and social and cultural significance, to critically apply the acquired theoretical knowledge and research methodology skills when conducting research independently and / or in a research team, to contribute to the scientific development and evolution of one's research field in an ethically sustainable manner. (Competence of knowledge).	To conceptualise key contemporary theoretical orientations and research ideas relevant to early childhood education.	Preparation and participation in scientific discussions: content disclosure, argumentative insights, comparative and critical assessment, scientific language.
3. To investigate and evaluate complex educational phenomena from monodisciplinary, interdisciplinary, multidisciplinary, and interdisciplinary perspectives relevant to the problems and challenges of pre-school, pre-primary, primary, lower secondary, secondary education, vocational training, higher education, adult learning, non-formal education, special pedagogy, and sports education by presenting research-based conclusions. (functional/operational competence)	To see and critically reflect on the possibilities of modelling different research designs that correspond to the systemic foundations of child development and learning and to model one's specific research project.	Prepared research project: theoretically based and innovative, purposefully chosen and clear methodology.
	To model and evaluate the processes of child education that promote child development, reflecting on the interaction of the participants in educational processes.	Conceptualization of progressive practice models: quality of analysis, critical evaluation, and presentation

Links between course outcomes and content

Course outcomes	Content (topics)
To conceptualise key contemporary theoretical orientations and research ideas relevant to early childhood education.	Analysis of a systematic approach to the processes of change in the world and child development. Expansion of human development as a creative concept The most important theoretical directions of ideas at an early age Integration of education promoting child development, childhood culture, and neuroscience research
To see and critically reflect on the possibilities of modelling different research designs that correspond to the systemic foundations of child development and learning and to model one's specific research project.	Essential areas of child development Play as a foundation for childhood cultural expression, self-directed, self-regulated learning, and personal development Challenges for research on child language as the most complex form of thinking
To model and evaluate the processes of child education that promote child development, reflecting on the interaction of the participants in educational processes.	Conceptualisation of progressive models of practice: current issues and problems of educational spaces (local and global, real and virtual, indoors and outdoors), educational content (anthropocene, STEAM, computational thinking), educational methods and assessment. Modelling and evaluation of the theoretical foundations of early childhood education content

Study methods (teaching and studying)

Lectures, discussions, group work (conceptualisation of theoretical ideas and research directions), individual work (studying theoretical ideas, research and experiences of early childhood education, critical analysis and reflection, modelling of one's own research project).

Assessment of learning achievements

Participation in scientific discussions, research project, and conceptualization of progressive practice models.

Structure of cumulative score and value of its constituent parts

Learning outcomes are evaluated using a cumulative grade principle. The final grade (100%) consists of the following: participation in scientific discussions – 25%, conceptualisation of progressive practice models – 25%, and modelling of a research project – 50%.

Basic materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Branscombe, M. V. (2019). Teaching Through Embodied Learning. London: Routledge.
2.	Brėdikytė, M. (2011). The zones of proximal development in children's play, Univesity of Oulu.
3.	Bruce, T., Hakkarainen, P., Brėdikytė, M. (Eds.). (2017). The Routledge International Handbook of Early Childhood Play. New York: Routledge, Taylor & Francis Group.
4.	Edwards, C., Gandini, L., Forman, G. (Eds.) (2012). The Hundred Languages of Children. (3rd ed.). Santa Barbara, CA: Prager Press.
5.	Fleer, M., van Oers, B. (Eds.) (2018). International Handbook of Early Childhood Education. Dordrecht: Springer, Vol. 1–2.
6.	Hakkarainen, P., Brėdikytė, M. Brandišauskienė, A. Sujetaitė-Volungevičienė, G. (2015). Ikimokyklinio amžiaus vaiko raida: žaidimas ir savireguliacija. Kaunas: Vitae Litera.
7.	Pramling, N., Pramling Samuelsson, I. (Eds.). (2011). Educational Encounters: Nordic Studies in Early Childhood Didactics. Gothenburg: Springer.
8.	Ridgway, A., Quinones, G., Li, L. (2020). (Eds.) Peer Play and Development in Early Childhood-International Research Narratives. Dordrecht: Springer.
9.	Robson, S., Quinn, S. F. (Eds.) (2015). The Routledge International Handbook of Young Children's Thinking and Understanding. Milton Park, Abingdon, Oxon, New York, NY: Routledge.

Supplementary materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Jusienė, R. (2015). Mažų vaikų savireguliacija. Vilnius: Vilniaus universiteto leidykla.
2.	Roopnarine, J. L., Johnson, J. E., Flannery Quinn, S., Patte, M. (2018) Handbook of International Perspectives on Early Childhood Education. New York: Routledge.

| 3. | Shonkoff, J. S., Phillips D., A. (Eds) (2000). From Neurons to Neighborhoods: The Science of Early Childhood Development. Available online at http://aapdc.org/wp-content/uploads/2014/01/From-Neurons-to-Neighborhoods-The-Science-of-Early-Childhood-Development.pdf |
| 4. | Sommer, D., Pramling Samuelsson, I., Hundeide, K. (2010). Child Perspectives and Children's Perspectives in Theory and Practice. New York: Springer. |

Study course developers / teachers

No.	Name, surname	Institution	Academic title, scientific degree	Email address
1.	Agnė Brandišauskienė	VMU	Dr.	agne.brandisauskiene@vdu.lt
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3.	Ona Monkevičienė	VMU	Prof. Dr.	ona.monkeviciene@vdu.lt

STUDY COURSE DESCRIPTION

Code	Scope in credits	Institution	Faculty	Department
EDUD004	5	VMU	Education Academy	Educational Research Institute

Course title in Lithuanian

Šiuolaikinės didaktikos konceptualios prieigos pradiniame /pagrindiniame / viduriniame ugdyme

Course title in English

Conceptual Approaches to Contemporary Didactics in Primary / Secondary Education

Study forms	Number of hours
Lectures	20 hours
Consultations	15 hours
Group work or team work	10 hours

Individual work	108 hours. Of these, 50 hours for independent study of literature; discussions and work in the Moodle environment (individual work) – 10 hours; preparation of the first independent work – 20 hours; preparation of the second independent work – 28 hours

Annotation in Lithuanian (up to 500 characters)

Šios doktorantūros studijos įgalins doktorantus kritiškai vertinti ir plėtoti šiuolaikinės didaktikos prieigas, jomis grindžiant pradinio/pagrindinio/vidurinio ugdymo kaitos tyrimus. Studijuojantys interpretuos ugdymo idėjas švietimo reformų teorijų kontekste, aktyviai dalyvaus debatuose, atskleisdami šiuolaikinių didaktikų idėjų turinį, pateikdami argumentuotas savo mokslines įžvalgas. Taip pat dalyko studijos sudarys galimybę doktorantams sumodeliuoti inovatyvaus ugdymo proceso fragmentą savo disertacinio tyrimo tematikos kontekste.

Annotation in English (up to 500 characters)

This study course will enable doctoral students to critically evaluate and develop contemporary didactic approaches and use them in research on changes in primary / secondary education. Students will interpret educational ideas in the context of theories of educational reform, actively participate in debates, exposing the content of contemporary didactic ideas and presenting their own well-reasoned scholarly insights. The course will also enable doctoral students to model a fragment of an innovative educational process in the context of their dissertation research topics.

Need and relevance of the study course

The conceptualisation of contemporary didactic approaches in primary / secondary education is of particular relevance to the researcher in the field of Education who models innovative research on the transformation of educational practice. It is very important to base the directions and processes of updating and reforming the national curriculum on theoretical analysis and research. On the other hand, the challenges of globalisation shape the need to participate in and understand the changes in European and global curriculum. In the contexts of the development of education science, it is essential to have a dialogical communication between international groups of researchers, to open up research and its results to change the culture of teaching and learning and to continuously renew it.

The study course will help doctoral students who study educational practice to broaden and acquire new competences in the field of educational didactics, to understand and know the anthropological approach of education and its significance in creating modern education access for each student.

Course aims

1. To know and develop the approaches of modern didactics, to base research on the change of primary / secondary education on them.

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

Study programme outcomes	Course outcomes	Criteria of learning achievement evaluation
1. To know and develop one's research topic area, main problems and research methods and social and cultural significance, to critically apply the acquired theoretical knowledge and research methodology skills when conducting research independently and / or in a research team, to contribute to the scientific development and evolution of one's research field in an ethically sustainable manner. (Competence of knowledge).	To use high quality research to underpin changes in primary / secondary education in national and global contexts.	Participation in national-level events on educational policy issues: interpretation of educational ideas in the context of educational reform theories.
2. To investigate and evaluate complex educational phenomena from monodisciplinary, interdisciplinary, multidisciplinary, and interdisciplinary perspectives relevant to the problems and challenges of pre-school, pre-primary, primary, lower secondary, secondary education, vocational training, higher education, adult learning, non-formal education, special pedagogy, and sports education by presenting research-based conclusions. (functional/operational competence)	By analysing and systematizing the conceptual approaches of modern didactics, to provide innovative insights into educational development.	Organization of and participation in debates: content disclosure, argumentative insights, scientific linguistic expression.
	To study, model, evaluate the modern process of primary / secondary education.	Theoretical substantiation of the fragment of the modelled innovative educational process in the context of the topic of one's dissertation research: insights based on arguments and scientific sources, insights into possible research parameters.

Links between course outcomes and content

Course outcomes	Content (topics)
By analysing and systematizing the conceptual approaches of modern didactics, to provide innovative insights into educational development.	Anthropological approach as the conceptual basis of modern educational didactics. Educational theories and models transforming approaches to teaching / learning practices in primary / secondary education. Contemporary teaching / learning theories that promote active, self-directed, inquiry-based and problem-based learnin.g
To study, model, evaluate the modern process of primary / secondary education.	An integrated, interdisciplinary, multidisciplinary approach to student knowledge development in primary / secondary education. Real, virtual and augmented reality learning environments, innovative resources and tools to support learning in primary / secondary education. Modelling the creation of authentic and shared knowledge in a multilingual, multicultural school environment with different needs. Conceptual structure of classroom activities in primary / secondary education.
To use high quality research to underpin changes in primary / secondary education in national and global contexts.	Reinterpretation of education reforms in the national and global context of primary / secondary education.

Study methods (teaching and studying)

Lecture-discussion, independent studies, search of information in various sources (e-databases), insight into possible research problems and theoretical modelling of solutions, group work, individual and / or group consultations, discussions on the relevant topic of educational change, theoretical justification of the modelled fragment of an innovative educational process in the context of a dissertation research topic, presentation of this work.

Assessment of learning achievements

Participation in national level events on educational policy issues, organisation of debates and participation in them, theoretical justification of the modelled fragment of the innovative educational process in the context of one's dissertation research topic (written work).
Quality of answers to questions, quality of participation in discussions.

Structure of cumulative score and value of its constituent parts

Learning outcomes are evaluated using a cumulative grade principle. The final grade (100%) consists of the following: written work – 50%; debates – 30%; participation in national events and interpretation of educational problems – 20%.

Basic materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Bruzgelevičienė, R. (2014). *Ugdymo paradigmų iššūkiai didaktikai: kolektyvinė monografija* / Lietuvos edukologijos universitetas. Ugdymo mokslų fakultetas. Edukacinių tyrimų institutas; [sudarė ir parengė Ramutė Bruzgelevičienė]; [redakcinė kolegija: Ona Monkevičienė (pirmininkė) ... [et al.]. Vilnius: Lietuvos edukologijos universiteto leidykla.
2.	Nagrockaitė, Š. (2015). *Lietuvos bendrojo ugdymo mokyklos ugdymo turinio samprata: diskurso analizė*. Daktaro disertacija. Vilnius: Vilniaus universitetas.
3.	Jakavonytė-Staškuvienė, D. (2017). The policy of integrated languages didactics in Lithuania. Problemy wczesnej edukacji = Issues in early education. Warszawa: Polskie Towarzystwo Pedagogiczne. Rok 12, Nr. 2 (37), pp. 111–122.
4.	Jakavonytė-Staškuvienė, D. (2016). Theoretical and empirical foundation for integration of language education in classes of other disciplines. *CBU international conference on innovation in science and education: March 23–25, 2016, Prague, Chech Republic*. Vol. 4. Praha: Central Bohemia University, p. 544–552. DOI: 10.12955/cbup.v4.811
5.	Gohard-Radenkovic, A., Jakavonytė-Staškuvienė, D., Skakova, A. (2015). L'éducation plurilingue et les « approches plurielles » au service de quoi et au profit de qui? Histoire d'un désenchantement. *De l'idéologie monolingue à la doxa plurilingue: regards pluridisciplinaires* / Hervé Adami et Virginie André (eds).Bern; Berlin; Bruxelles; Frankfurt am Main; New York; Oxford; Wien: Peter Lang, pp. 171–218.
6.	Fullan, M. (2021). *The right drivers for whole system success.* Victoria: Centre for Strategic Education.
7.	Fullan, M. (2019). *Victoria: Centre for Strategic Education. Thousand Oaks*. Canada: Corwin.
8.	Uljens M., Ylimaki R. M. (2017). *Bridging Educational Leadership, Curriculum Theory and Didaktik*. Springer International Publishing.
9.	Mendes, P.C., Leandro, C., R., Campos, F., Fachada, M., Santos, A. P., Gomes, R. (2021). Extended School Time: Impact on Learning and Teaching. *European Journal of Educational Research*, 10(1), 353–365

10.	Cook-Harvey, C. M.; Flook, L.; Efland, E.; Darling-Hammond, L. (2020). *Teaching for Powerful Learning: Lessons from Gateway Public Schools*. Learning Policy Institute.
11.	Yildirim, H. I. (2020). The Effect of Using Out-of-School Learning Environments in Science Teaching on Motivation for Learning Science. *Participatory Educational Research* 7(1), 143–161.

Supplementary materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Dorier, J.-L., Leutenegger, F., & Schneuwly, B. (2013). *Didactique en construction, constructions des didactiques. Université de Genève.*
2.	Ortes-Torrea, D. (2016). *Pédagogie et didactique pour enseigner dans la voie professionnelle.*
3.	Becchetti-Bizot, C., Houzel, G., &Taddei, F. (2017). *Vers une société apprenante.* Paris: Centre de Recherches Interdisciplinaires.
4.	Niemi, H., Toom, A., & Kallioniemi, A. (2012). Miracle of Education: The Principles and Practices of Teaching and Learning in Finnish Schools. Sense Publishers.

Study course developers / teachers

No.	Name, surname	Institution	Academic title, scientific degree	Email address
1.	Agnė Brandišauskienė	VMU	Dr.	agne.brandisauskiene@vdu.lt
2.	Daiva Jakavonytė-Staškuvienė	VMU	Assoc. Prof. Dr.	daiva.jakavonyte-staskuviene@vdu.lt
3.	Ona Monkevičienė	VMU	Prof. Dr.	ona.monkeviciene@vdu.lt

STUDY COURSE DESCRIPTION

Code	Scope in credits	Institution	Academy	Institute
EDUD002	5	VMU	Education	Educational Research

Course title in Lithuanian

Kokybinio ir mišriojo tyrimo metodologijos dizainai edukologijos mokslo darbuose

Course title in English

Qualitative and Mixed Design Research Methodologies in Education

Study forms	Number of hours
Lectures	20 hours
Consultations	15 hours
Group work or team work	10 hours
Individual work	108 hours. Of these, 50 hours for independent study of literature; discussions and work in the Moodle environment (individual work) – 10 hours; preparation of the first independent work – 20 hours; preparation of the second independent work – 28 hours.

Annotation in Lithuanian (up to 500 characters)

Studijų dalykas skirtas kokybinių ir mišriųjų dizainų tyrimų metodologijų giluminiam pažinimui ir gebėjimų modeliuoti kokybinius ir mišriuosius tyrimų projektus vystymui. Studijų metu praktikuojamos autonomiškos ir hibridinės / integralios kokybinių tyrimų metodologijos bei mišriosios tyrimų metodologijos. Doktorantai parenka, lygina, derina metodologijas bei konstruoja kūrybinius tyrimų projektus; išmoksta organizuoti ir įgyvendinti kokybinio ir mišriojo tyrimo projektą. Studijavimo metu įgyjamos tyrimų metodologijos kompetencijos, sudarančios doktorantams prielaidas prisijungti prie tyrėjų ir mokslininkų tyrimų komandų konstruojant, organizuojant ir įgyvendinant kokybinius ar mišriuosius tyrimus.

Annotation in English (up to 500 characters)

The study course is designed to provide an in-depth knowledge of qualitative and mixed design research methodologies and the development of skills to model qualitative and mixed research projects. During the studies, autonomous and hybrid / integral qualitative research methodologies and mixed research methodologies are practiced. Doctoral students select, compare, combine methodologies and construct creative research projects; learn to organize and implement a qualitative and mixed research project. During their studies, doctoral students acquire competences in research methodology, enabling them to join research teams of researchers and scholars in the construction, organisation and implementation of qualitative or mixed-methods research.

Need and relevance of the study course

This study course is mandatory for doctoral students in the education science field. Qualitative research is very important in educational research because it addresses "how?" and "why?" research questions and allows a better understanding of experiences, phenomena, and context. When conducting qualitative research, questions can be asked that cannot be easily counted in numbers in order to understand human experience. Qualitative research enables the perception of reality, the description and explanation of the social world, and the development of explanatory models and theories. It is the main tool on the basis of which social sciences can be constructed or re-examined. Mixed methods are particularly useful in understanding the contradictions between quantitative results and qualitative conclusions. Reflects the attitude of the participants. Mixed methods allow participants to have a say and ensure that research results are based on the participants' experiences. Promotes interaction between scientists.

Course aims

The study course on qualitative research methodologies will help doctoral students to fundamentally understand a specific organisation or event rather than describe a large population sample by revealing the structure, order and patterns of a group of participants. The study of mixed-methods research methodologies will develop doctoral students' intellectual skills in combining qualitative and quantitative methodologies in single research to understand the research problem.

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

Study programme outcomes	Course outcomes	Criteria of learning achievement evaluation
1. To know and develop one's research topic area, main problems and research methods and social and cultural significance, to critically apply the acquired theoretical knowledge and research methodology skills when conducting research independently and / or in a research team, to contribute to the scientific development and evolution of one's research field in an ethically sustainable manner.	To combine different versions of the same qualitative research methodology in a specific research topic.	A student combines different versions of the same qualitative research methodology in a specific research topic.
	To construct the parameters of a qualitative research design that are consistent with the specific research topic.	A student constructs qualitative research design parameters (philosophical concept, research sample, data collection and analysis methods, research instrument(s), research ethics principles) compatible with the specific research topic.
	To construct the parameters of the mixed research design that are consistent with the specific research topic.	A student constructs the parameters of a mixed research design (philosophical concept, research sample, data collection and analysis methods, research instrument(s), research ethics principles) compatible with the specific research topic.
2. To apply and develop advanced conceptual approaches, principles and methodologies of education science and interdisciplinary research by ethically conducting original research,	To choose a qualitative research methodology that is consistent with the specific concept of the research topic.	A student chooses a qualitative research methodology that is consistent with the specific concept of the research topic.

interpreting various perspectives, connecting them to new and complex situations and problems of the educational context and creating new significant, well-grounded and reliable research and results-based educational science knowledge, contributing to the creation and management of educational innovations and the organisational culture of educational institutions based on learning co-creation in the age of rapid digitisation.	To construct a mixed research methodology that is consistent with the specific concept of the research topic.	A student constructs a mixed research methodology that is consistent with the specific concept of the research topic.
3. To design and conduct original educational research based on advanced quantitative, qualitative or mixed research methodologies, developing didactic, technological-digital, managerial knowledge and intellectual skills, aimed at the ability to manage and organise scientific projects and lead in initiating research, manage information by selecting and analysing it, use open sources, communicate research results in writing and orally.	To construct qualitative and mixed research designs and prepare to implement research based on them in the classical and post-qualitative paradigms.	A student constructs qualitative and mixed research designs and prepare to implement research based on them in the classical and post-qualitative paradigms.

Links between course outcomes and content

Course outcomes	Content (topics)
To combine different versions of the same qualitative research methodology in a specific research topic.	Different versions of qualitative methodologies (phenomenological hermeneutics, grounded theory, discourse analysis, biographical research, ethnographic research) and their integration in educational research.
	Different qualitative research techniques (qualitative content analysis, narrative analysis, thematic analysis) and their combination with different qualitative research methodologies.
To construct the parameters of a qualitative research design that are consistent with the specific research topic.	Construction and modification of the research sample, data collection and analysis methods, research instruments in the design and implementation of qualitative research.

To construct the parameters of the mixed research design that are consistent with the specific research topic.	Construction and modification of the research sample, data collection and analysis methods, research instruments in the design and implementation of mixed research.
	Construction a mixed research design by combining philosophical paradigms, methodologies, and deciding on a preferred methodology.
To choose a qualitative research methodology that is consistent with the specific concept of the research topic.	Applicability of versions of qualitative research methodologies in monodisciplinary and multidisciplinary educational research.
To construct a mixed research methodology that is consistent with the specific concept of the research topic.	Applicability of versions of mixed research methodology in monodisciplinary and multidisciplinary educational research.
To construct qualitative and mixed research designs and prepare to implement research based on them in the classical and post-qualitative paradigms.	Contextual and philosophical dimensions in qualitative and mixed research in the context of classical and post-qualitative research paradigm.

Study methods (teaching and studying)

Heuristic lecture and construction of ideas, debates, collective learning (problem solving, designing, modelling), individual work (literature analysis, designing).

Assessment of learning achievements

Problem-based discussion, presentation of creative projects (independent task) in a group of students. Criteria-based evaluation of the exam task.

Structure of cumulative score and value of its constituent parts

Learning outcomes are evaluated using a cumulative grade principle. Final grade (100%) consists of the following:
   1) Independent work – 50%;
   2) Participation in discussions, in forums, reflecting on the literature read – 10%;
   3) Final exam – 40%.

Basic materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Braidotti, R. (2013). *The posthuman.* Malden, MA: The Polity Press.
2.	Creswell, J. W. & Poth, Ch. N. (2017). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. London: Sage.

3.	Creswell, J. W. & Plano Clark, V. L. (2017). *Designing and Conducting Mixed Methods Research.* London: Sage.
4.	Miles, M. B., Huberman, A. M., & Saldana, J. (2019). *Qualitative Data Analysis: A Methods Sourcebook.* London: Sage.
5.	Saldana, J. (2021). *The Coding Manual for Qualitative Researchers*. London: Sage.

Supplementary materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Aspers, P., & Corte, U. (2019). What is Qualitative in Qualitative Research. *Qualitative Sociology* 42(2), 139–160. Available online at https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6494783/
2.	Grange, L. L. (2018). What is (post)qualitative research? *South African Journal of Higher Education*, 32(5), 1–14. Available online at https://core.ac.uk/download/pdf/188223156.pdf
3.	Yin, R. K. (2017). *Case Study Research and Applications: Design and Methods.* London: SAGE Publications.
4.	Hammarberg, K., Kirkman, M., de Lacey, S. (2016). Qualitative research methods: when to use them and how to judge them. *Human Reproduction*, 31(3), 498–501. Available online at https://academic.oup.com/humrep/article/31/3/498/2384737

Study course developers / teachers

No.	Name, surname	Institution	Academic title, scientific degree	Email address
1.	Vilma Žydžiūnaitė	VMU	Prof. Habil. Dr.	vilma.zydziunaite@vdu.lt
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STUDY COURSE DESCRIPTION

Code	Scope in credits	Institution	Faculty	Department
EDUD013	5	VMU	Education Academy	Educational Research Institute

Course title in Lithuanian

Grindžiamosios teorijos metodologija

Course title in English

Grounded Theory Research Methodology

Study forms	Number of hours
Lectures	20 hours
Consultations	15 hours
Group work or team work	10 hours
Individual work	108 hours. Of these, 50 hours for independent study of literature; discussions and work in the Moodle environment (individual work) – 10 hours; preparation of the first independent work – 20 hours; preparation of the second independent work – 28 hours.

Annotation in Lithuanian (up to 500 characters)

Studijų dalykas skirtas giluminiam specifinės – Grindžiamosios teorijos metodologijos – studijavimui. Studijavimo metu doktorantai gilinsis į skirtingas autorines šios metodologijos versijas, jas lygins tarpusavyje, mokysis derinti įgyvendindami hibridinės metodologijos tipą, atstovaujančią postkokybinių tyrimų paradigmą. Kurs autonomiškos vienos versijos ir hibridinės Grindžiamosios teorijos metodologijos pagrindu tyrimo projektus ir juos pristatys, vystydami tyrimų metodologijos ir akademinės komunikacijos kompetencijas.

Annotation in English (up to 500 characters)

The study course is intended for in-depth study of a specific methodology, namely Grounded Theory methodology. During their studies, doctoral students will explore different versions of this methodology, compare them with each other, learn to combine by implementing a type of hybrid methodology representing a post-qualitative research paradigm. Also they will develop and present research projects based on autonomous single-version and hybrid Grounded Theory methodologies, developing research methodology and academic communication competences.

Need and relevance of the study course

This study course is optional for doctoral students in the education science field. Grounded Theory is of great importance in social and educational research because it provides clear, coherent guidelines for conducting qualitative research and offers specific strategies for managing the phases of analytical research. These methodological procedures and steps provide ways to simplify and integrate data collection and analysis.

Course aims

The study course on Grounded Theory methodology allows doctoral students to learn a structured and flexible methodology that is appropriate when little is known about a phenomenon; doctoral students will be able to prepare or construct an explanatory theory that would reveal the process characteristic of to a significant field (topic) of research.

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

Study programme outcomes	Course outcomes	Criteria of learning achievement evaluation
1. To know and develop one's research topic area, main problems and research methods and social and cultural significance, to critically apply the acquired theoretical knowledge and research methodology skills when conducting research independently and / or in a research team, to contribute to the scientific development and evolution of one's research field in an ethically sustainable manner.	To collect, analyse, systematise, interpret, summarise qualitative data according to the requirements of Grounded Theory methodology.	A student collects, analyses, systematises, interprets, summarises qualitative data according to the requirements of Grounded Theory methodology.
	To make decisions about combining Grounded Theory with other qualitative research methodologies and techniques, mixed research methodologies and to form a hybrid research design.	A student makes decisions about combining Grounded Theory with other qualitative research methodologies and techniques, mixed research methodologies and forms a hybrid research design.
	To construct the parameters of Grounded Theory research design that are consistent with the specific research topic.	A student constructs the parameters of Grounded Theory research design that are consistent with the specific research topic.

2. To apply and develop advanced conceptual approaches, principles and methodologies of education science and interdisciplinary research by ethically conducting original research, interpreting various perspectives, connecting them to new and complex situations and problems of the educational context and creating new significant, well-grounded and reliable research and results-based educational science knowledge, contributing to the creation and management of educational innovations and the organisational culture of educational institutions based on learning co-creation in the age of rapid digitisation.	To combine components of different versions of Grounded Theory methodology.	A student combines components of different versions of Grounded Theory methodology.
3. To design and conduct original educational research based on advanced quantitative, qualitative or mixed research methodologies, developing didactic, technological-digital, managerial knowledge and intellectual skills, aimed at the ability to manage and organise scientific projects and lead in initiating research, manage information by selecting and analysing it, use open sources, communicate research results in writing and orally.	To construct Grounded Theory research designs based on different versions.	A student constructs Grounded Theory research designs based on different versions.

Links between course outcomes and content

Course outcomes	Content (topics)
To collect, analyse, systematise, interpret, summarise qualitative data according to the requirements of Grounded Theory methodology.	A variety of versions of Grounded Theory methodology
	Specifics of the design and implementation of the parameters of Grounded Theory: sample selection, data collection and analysis, formation of research instruments.
To make decisions about combining Grounded Theory with other qualitative research methodologies and techniques, mixed research methodologies and to form a hybrid research design.	Combination of Grounded Theory with other qualitative research methodologies (biographical research, ethnographic research) and qualitative research techniques (narrative research, thematic analysis, qualitative content analysis)
	Combination of Grounded Theory with mixed research methodologies – action research, case study.
To construct the parameters of Grounded Theory research design that are consistent with the specific research topic.	Differences and similarities between the parameters of Grounded Theory in different versions.
To combine components of different versions of Grounded Theory methodology	Specifics of data analysis and presentation of results of Grounded Theory methodology according to different versions.
To construct Grounded Theory research designs based on different versions.	Hybrid / integrated Grounded Theory methodologies, combining components of several versions, project formation and implementation.

Study methods (teaching and studying)

Heuristic lecture and construction of ideas, debates, collective learning (problem solving, designing, modelling), individual work (literature analysis, designing).

Assessment of learning achievements

Problem-based discussion, presentation of creative projects (independent task) in a group of students. Criteria-based evaluation of the exam task.

Structure of cumulative score and value of its constituent parts

Learning outcomes are evaluated using a cumulative grade principle. The final grade (100%) consists of the following: independent work – 50%; participation in discussions, forums, reflection on literature – 10%; final exam – 40%.

Basic materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Bryant, A. (2019). The Varieties of Grounded Theory. London: SAGE Swifts.
2.	Bryant, A., & Charmaz, K. (2010). The SAGE Handbook of Grounded Theory. London: Sage.
3.	Charmaz, K. (2014). Constructing Grounded Theory. London: Sage.
4.	Corbin, J., & Strauss, A. (2015). Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory. London: SAGE Publications Inc.
5.	Holton, J. A., & Walsh, I. (2016). Classic Grounded Theory: Applications With Qualitative and Quantitative Data. London: SAGE Publications Inc.

Supplementary materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Da Silva Barretto, M., Garcia-Vivar, C., & Marcon, S. S. (2018). Methodological quality of Grounded Theory research with families living with chronic illness. International Journal of Africa Nursing Sciences, 8, 14–22. Available online at https://www.sciencedirect.com/science/article/pii/S2214139117300999
2.	Charmaz, K., & Thornberg, R. (2020). The pursuit of quality in grounded theory. Qualitative Research in Psychology. Available online at https://www.tandfonline.com/doi/full/10.1080/14780887.2020.1780357
3.	De Smet, M. M., Meganck, R., Van Nieuwenhove, K., Truliens, F. L., & Desmet, M. (2019). No Change? A Grounded Theory Analysis of Depressed Patients' Perspectives on Non-improvement in Psychotherapy. Frontiers Psychology, 10, Article 588. Available online at https://www.frontiersin.org/articles/10.3389/fpsyg.2019.00588/full
4.	Tie, Y. Ch., Birks, M., & Francis, K. (2019). Grounded theory research: A design framework for novice researchers. SAGE Open Medicine, 7, 1–24. Available online at https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6318722/
5.	Timonen, V., Foley, G., & Conlon, C. (2018). Challenges When Using Grounded Theory: A Pragmatic Introduction to Doing GT Research. International Journal of Qualitative Methods, 17(1), 1–10. Available online at https://journals.sagepub.com/doi/pdf/10.1177/1609406918758086

Study course / module developers / teachers

No.	Name, surname	Institution	Academic title, scientific degree	Email address
1.	Antony Bryant	Leeds Beckett University, UK	Prof. Dr.	A.Bryant@leedsbeckett.ac.uk
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STUDY COURSE DESCRIPTION

Code	Scope in credits	Institution	Faculty	Department
EDUD014	5	VMU	Education Academy	Educational Research Institute

Course title in Lithuanian

Fenomenologinės hermeneutikos tyrimo metodologija

Course title in English

Phenomenological Hermeneutic Research Methodology

Study forms	Number of hours
Lectures	20 hours
Consultations	15 hours
Group work or team work	10 hours
Individual work	108 hours. Of these, 50 hours for independent study of literature; discussions and work in the Moodle environment (individual work) – 10 hours; preparation of the first independent work – 20 hours; preparation of the second independent work – 28 hours.

Annotation in Lithuanian (up to 500 characters)

Studijų dalykas skirtas giluminiam specifinės – fenomenologinės hermeneutikos metodologijos – studijavimui. Studijavimo metu doktorantai gilinsis į fenomenologijos filosofijos dermę su taikomąja tyrimų metodologijos paradigma edukologijoje, vystys ir plėtos fenomenologinės hermeneutikos analizės ir interpretavimo intelektinius įgūdžius, konstruos fenomenologinio tyrimo projektus pagal edukologijos fenomenų specifiką.

Annotation in English (up to 500 characters)

The study course is intended for in-depth study of a specific methodology, namely phenomenological hermeneutic methodology. During their studies, doctoral students will deepen their understanding of the harmony between the philosophy of phenomenology and the applied paradigm of research methodology in education, will develop and expand intellectual analytical and interpretation skills of phenomenological hermeneutics, and will construct phenomenological research projects according to the specificity of educational phenomena.

Need and relevance of the study course

This study course is optional for doctoral students in the education science field. The purpose of hermeneutic phenomenology research is to reveal and reflect on the lived experience of a person, group, or community. Phenomenology helps to understand the meaning of people's experience. Phenomenological research examines what people have experienced and focuses on their experience of the phenomenon. Hermeneutic phenomenology is a research method used in qualitative research in the fields of education and humanities. Hermeneutics focuses on historical and relational meanings and is oriented towards universal and absolute essences.

Course aims

The study course on the methodology of phenomenological hermeneutics is designed to teach doctoral students the methodology used to construct the structure of a phenomenon through the authentic experiences of a person, a community, a group; doctoral students will be able to design and implement research projects that effectively apply the phenomenological hermeneutic methodology and to work with qualitative data in order to produce valid reports that add value to the education science field.

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

Study programme outcomes	Course outcomes	Criteria of learning achievement evaluation
To know and develop one's research topic area, main problems and research methods and social and cultural significance, to critically apply the acquired theoretical knowledge and research methodology skills when conducting research independently and / or in a research team, to contribute to the scientific development and evolution of one's research field in an ethically sustainable manner.	To discuss the discipline of phenomenology by linking the phenomenon and phenomenology, analyse the history of phenomenology by presenting the diversity of phenomenology.	A student discusses the discipline of phenomenology by linking the phenomenon and phenomenology, analyses the history of phenomenology by presenting the diversity of phenomenology.
	To form the ontological, epistemological, logical and ethical justification for the ongoing phenomenological hermeneutic research.	A student forms the ontological, epistemological, logical and ethical justification for the ongoing phenomenological hermeneutic research.

To apply and develop advanced conceptual approaches, principles and methodologies of education science and interdisciplinary research by ethically conducting original research, interpreting various perspectives, connecting them to new and complex situations and problems of the educational context and creating new significant, well-grounded and reliable research and results-based educational science knowledge, contributing to the creation and management of educational innovations and the organisational culture of educational institutions based on learning co-creation in the age of rapid digitisation.	To make decisions about the application of phenomenological hermeneutics in the study of specific educational phenomena and / or to form an integrated / hybrid research design.	A student makes decisions about the application of phenomenological hermeneutics in the study of specific educational phenomena and / or to form an integrated / hybrid research design.
To solve theoretical and practical problems in the field of education by basing them on conceptual and empirical research in education, by appropriately selecting research methodologies or transferring them from one research field / theme to another by creating new mono- and multi-disciplinary knowledge. (Functional / operational intellectual competence).	To form a sample of research participants and an interview concept for a phenomenological hermeneutic research.	A student forms a sample of research participants and an interview concept for a phenomenological hermeneutic research.
	To collect, analyse and interpret qualitative data within the methodology of phenomenological hermeneutics.	A student collects, analyses and interprets qualitative data within the methodology of phenomenological hermeneutics.
To design and conduct original educational research based on advanced quantitative, qualitative or mixed research methodologies, developing didactic, technological-digital, managerial knowledge and intellectual skills, aimed at the ability to manage and organise scientific projects and lead in initiating research, manage information by selecting and analysing it, use open sources, communicate research results in writing and orally	To prepare various formats of research reports, presenting the results of phenomenological hermeneutic research.	A student prepares various formats of research reports, presenting the results of phenomenological hermeneutic research.

Links between course outcomes and content

Course outcomes	Content (topics)
To discuss the discipline of phenomenology by linking the phenomenon and phenomenology, analyse the history of phenomenology by presenting the diversity of phenomenology.	Discipline of phenomenology. From phenomenon to phenomenology. History and diversity of phenomenology.
To form the ontological, epistemological, logical and ethical justification for the ongoing phenomenological hermeneutic research.	Phenomenology and ontology, epistemology, logic, and ethics. Phenomenology and philosophy of thought. Phenomenology in the theory of modern consciousness.
To make decisions about the application of phenomenological hermeneutics in the study of specific educational phenomena and / or to form an integrated / hybrid research design.	Methodology of phenomenological hermeneutics: diversity of versions and connections with scientific disciplines.
	Versions of the phenomenological hermeneutic methodology relevant to the science and practice of education.
To form a sample of research participants and an interview concept for a phenomenological hermeneutic research.	Selection of research participants and an interview concept in the methodology of phenomenological hermeneutics.
To collect, analyse and interpret qualitative data within the methodology of phenomenological hermeneutics.	Collection, analysis and interpretation of qualitative data in the methodology of phenomenological hermeneutics.
To prepare various formats of research reports, presenting the results of phenomenological hermeneutic research.	Research report formats for presenting the results of phenomenological hermeneutic research. The relevance of research ethics in phenomenological hermeneutic research in the context of education.

Study methods (teaching and studying)

Heuristic lecture and construction of ideas, debates, collective learning (problem solving, designing, modelling), individual work (literature analysis, designing).

Assessment of learning achievements

Problem-based discussion, presentation of creative projects (independent task) in a group of students. Criteria-based evaluation of the exam task.

Structure of cumulative score and value of its constituent parts

Learning outcomes are evaluated using a cumulative grade principle. The final grade (100%) consists of the following: independent work – 50%; participation in discussions, forums, reflection on literature – 10%; final exam – 40%.

Basic materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Brentano, F. (1995). *Psychology from an Empirical Standpoint*, Trans. Antos C. Rancurello, D. B. Terrell, and Linda L. McAlister, London and New York: Routledge. From the German original of 1874.
2.	Dahlberg, K., Dahlberg, H., Drew, N., & Nyström, M. (2008). Reflective Lifeworld Research. Los Angeler, USA: Professional Publishing House.
3.	Dall'Alba, G. (Ed). (2010). Exploring Education through Phenomenology. Wiley Online Library. DOI:10.1002/9781444322828. Available online at https://onlinelibrary.wiley.com/doi/book/10.1002/9781444322828
4.	Friesen, N., Henriksson, C., & Saevi, T. (2012). Hermeneutic Phenomenology in Education: Method and Practice. Netherlands, Rotterdam: Sense Publishers.
5.	Heidegger, M. (1962). Being and Time, Trans. by John Macquarrie and Edward Robinson. New York: Harper & Row. From the German original of 1927.
6.	Husserl, E. (2001). The Shorter Logical Investigations. London and New York: Routledge.
7.	Husserl, E. (1963). Ideas: A General Introduction to Pure Phenomenology. Trans. W. R. Boyce Gibson. New York: Collier Books. From the German original of 1913, originally titled Ideas pertaining to a Pure Phenomenology and to a Phenomenological Philosophy, First Book. Newly translated with the full title by Fred Kersten. Dordrecht and Boston: Kluwer Academic Publishers, 1983. Known as Ideas I.
8.	Husserl, E. (1989). Ideas pertaining to a Pure Phenomenology and to a Phenomenological Philosophy, Second Book. Trans. Richard Rojcewicz and André Schuwer. Dordrecht and Boston: Kluwer Academic Publishers. From the German original unpublished manuscript of 1912, revised 1915, 1928. Known as Ideas II.
9.	Merleau-Ponty, M. (2012). Phenomenology of Perception, Trans. Donald A. Landes. London and New York: Routledge. Prior translation, 1996, Phenomenology of Perception, Trans. Colin Smith. London and New York: Routledge. From the French original of 1945.
10.	Sartre, J.-P. (1956). Being and Nothingness. Trans. Hazel Barnes. New York: Washington Square Press. From the French original of 1943.
11.	Van Manen, M. (2014). Phenomenology of Practice: Meaning-Giving Methods in Phenomenological Research and Writing. New York: Taylor & Francis.
12.	Van Manen, M. (2016). Researching lived experience. New York: Routledge.
13.	Van Manen, M., & Van Manen, M. (2020). Classic Writings for a Phenomenology of Practice. New York: Taylor & Francis.

Supplementary materials

No.	Author, title of publication, publishing house, year of publication, link to e-source

1.	Bayne, T., & Montague, M. (eds.). (2011). Cognitive Phenomenology. Oxford and New York: Oxford University Press.
2.	Chalmers, D. (ed.). (2002). Philosophy of Mind: Classical and Contemporary Readings. Oxford and New York: Oxford University Press.
3.	Cigdemoglu, C., Ozge, H., & Akay, A. H. (2011). A phenomenological study of instructors' experiences on an open source learning management system. Procedia – Social and Behavioral Sciences, 28, 790–795. Available online at https://www.sciencedirect.com/science/article/pii/S1877042811025833
4.	Creely, E., Southcott, J., Carabott, K., & Lyons, D. (2021). Phenomenological Inquiry in Education: Theories, Practices, Provocations and Directions. New York: Routledge.
5.	Dreyfus, H., & Hall, H. (eds.). (1982). Husserl, Intentionality and Cognitive Science. Cambridge, Massachusetts: MIT Press.
6.	Kriegel, U., & Williford, K. (eds.). (2006). Self-Representational Approaches to Consciousness. Cambridge, Massachusetts: MIT Press.
7.	Fuster Guillen, D. E. (2019). Qualitative research: hermeneutical phenomenological method. Monographic: Advances on qualitative research in education, 7(1), 201–229. Available online at https://files.eric.ed.gov/fulltext/EJ1212514.pdf
8.	Giles, D., Smythe, E., & Spence, D. (2012). Exploring relationships in education: a phenomenological inquiry. Australian Journal of Adult Learning, 52(2), 214–236. Available online at https://files.eric.ed.gov/fulltext/EJ1000159.pdf
9.	Hall, E., Chai, W., & Albrecht, J. A. (2016). A Qualitative Phenomenological Exploration of Teachers' Experience With Nutrition Education. American Journal of Health Education, 47(3), 136–148. Available online at https://doi.org/10.1080/19325037.2016.1157532
10.	Laverty, S. M. (2003). Hermeneutic phenomenology and phenomenology: a comparison of historical and methodological considerations. International Journal of Qualitative Methods, 2(3), 21–35. Available online at https://journals.sagepub.com/doi/full/10.1177/160940690300200303
11.	Petitot, J., Varela, F. J., Pachoud, B., & Roy, J.-M., (eds.). (1999). Naturalizing Phenomenology: Issues in Contemporary Phenomenology and Cognitive Science. Stanford, California: Stanford University Press (in collaboration with Cambridge University Press, Cambridge and New York).

Study course developers / teachers

No.	Name, surname	Institution	Academic title, scientific degree	Email address
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STUDY COURSE DESCRIPTION

Code	Scope in credits	Institution	Faculty	Department
EDUD024	5	VMU	Education Academy	Educational Research Institute

Course title in Lithuanian

Mokslo straipsnio, pranešimo ir ataskaitų rengimo metodologija

Course title in English

Methodology for Preparing a Scientific Article, Presentation, and Reports

Study forms	Number of hours
Lectures	20 hours
Consultations	15 hours
Group work or team work	10 hours
Individual work	108 hours. Of these, 50 hours for independent study of literature; discussions and work in the Moodle environment (individual work) – 10 hours; preparation of the first independent work – 20 hours; preparation of the second independent work – 28 hours.

Annotation in Lithuanian (up to 500 characters)

Studijų dalykas skirtas įgyti intelektinius įgūdžius rengti įvairių tipų ir formatų ataskaitas - straipsnius, pranešimus, tyrimo projektų ataskaitas, disertaciją, akademinę refleksiją, recenziją, atsiliepimą, formuoti mokslo aakdeminio teksto kokybės vertinimo kriterijus ir objektyviai vertinti įvairų tipų ir formatų tyrimo ataskaitų kokybę konceptualiuoju, empiriniu, etiniu požiūriais.

Annotation in English (up to 500 characters)

The study course is aimed at acquiring the intellectual skills to prepare reports of various types and formats – articles, reports, research project reports, dissertation, academic reflection, review, feedback, to form criteria for evaluating the quality of a scientific academic text and to objectively assess the quality of various types and formats of research reports, conceptually, empirically, and ethically.

Need and relevance of the study course

This study course is optional for doctoral students in the education science field.

Course aims

The study course on the methodology of phenomenological hermeneutics is designed to teach doctoral students the methodology used to construct the structure of a phenomenon through the authentic experiences of a person, a community, a group; doctoral students will be able to design and implement research projects that effectively apply the phenomenological hermeneutic methodology and to work with qualitative data in order to produce valid reports that add value to the education science field.

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

Study programme outcomes	Course outcomes	Criteria of learning achievement evaluation
1. To design and conduct original educational research based on advanced quantitative, qualitative or mixed research methodologies, developing didactic, technological-digital, managerial knowledge and intellectual skills, aimed at the ability to manage and organise scientific projects and lead in initiating research, manage information by selecting and analysing it, use open sources, communicate research results in writing and orally.	To prepare various formats of research reports.	A student prepares various formats of research reports.
4. To take responsibility for organising and leading research, for its implementation by bringing together professional groups, research groups, institutions or other interested parties, forming targeted research networks or teams, and disseminating research results in educational and other communities, promoting changes and progress in educational, academic, professional, social and cultural life.	To prepare different formats of research reports, working individually, in a group or in a team.	A student prepares different formats of research reports, working individually, in a group or in a team.
	To assume leadership responsibility in initiating the preparation of research reports in various formats for various audiences.	A student assumes leadership responsibility in initiating the preparation of research reports in various formats for various audiences.

Links between course outcomes and content

Course outcomes	Content (topics)
To prepare various formats of research reports.	A variety of formats of research reports.
	Preparation of primary and secondary sources.
	Academic texts prepared on the basis of the results of qualitative, quantitative, and mixed research.

To prepare different formats of research reports, working individually, in a group or in a team.	Style of an academic text. Parameters of an academic text.
	Structuring an academic text according to a specific report format.
	Dissertation writing: structure, style, parameters, quality.
To assume leadership responsibility in initiating the preparation of research reports in various formats for various audiences.	Conceptual, qualitative and quantitative research article.
	Transformation of an academic text for the general public
	Assessment of the quality of a scientific report in various formats.

Study methods (teaching and studying)

Heuristic lecture and construction of ideas, debates, collective learning (problem solving, designing, modelling), individual work (literature analysis, designing).

Assessment of learning achievements

Problem-based discussion, presentation of creative projects (independent task) in a group of students. Criteria-based evaluation of the exam task.

Structure of cumulative score and value of its constituent parts

Learning outcomes are evaluated using a cumulative grade principle. The final grade (100%) consists of the following:
Independent work – 50%;
Participation in discussions, in forums, reflecting on the literature read – 10%;
Final exam – 40%.

Basic materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Durkin, D. B. (2021). Writing Strategies for the Education Dissertation. New York: Routledge.
2.	Lykke, N. (Ed.). (2016). Writing Academic Texts Differently: Intersectional Feminist Methodologies and the Playful Art of Writing. New York: Routledge.
3.	Mack, Ch. (2018). How to Write a Good Scientific Paper. Vol. PM286. Available online at https://spie.org/Publications/Book/2317706?SSO=1 ; https://www.spiedigitallibrary.org/ebooks/PM/How-to-Write-a-Good-Scientific-Paper/Chapter1/How-to-Write-a-Good-Scientific-Paper-Full-Book/10.1117/3.2317707.sup?SSO=1

Supplementary materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Belcher, B. M., Rasmussen, K. E., Kemshaw, M. R., & Zornes, D. A. (2016). Defining and assessing research quality in a transdisciplinary context. Research Evaluation, 25(1), January 2016, pp. 1–17. Available online at https://doi.org/10.1093/reseval/rvv025
2.	Meltzoff, J. (2007). Critical Thinking About Research. Washington, DC: American Psychological Association.
3.	Oshima, A. (2006). Writing Academic English, Fourth Edition (The Longman Academic Writing Series, Level 4). London, UK: Pearson Longman.
4.	Sword, H. (2012). Stylish Academic Writing. Harvard, USA: Harvard University Press.

Study course developers / teachers

No.	Name, surname	Institution	Academic title, scientific degree	Email address
1.	Vilma Žydžiūnaitė	VMU	Prof. Habil. Dr.	vilma.zydziunaite@vdu.lt
2.	Erno Lehtinen	University of Turku, Finland / Vytautas Magnus University	Prof. Dr.	erno.lehtinenutu.fi; erno.lehtinen@vdu.lt
3.	Antony Bryant	Leeds Beckett University, United Kingdom / Vytautas Magnus University	Prof. Dr.	A.Bryant@leedsbeckett.ac.uk; antony.bryant@vdu.lt

STUDY COURSE DESCRIPTION

Code	Scope in credits	Institution	Academy	Institute
EDUD007	5	VMU	Education Academy	Educational Research Institute

Course title in Lithuanian

Švietimo antropologijos tyrimų paradigmos

Course title in English

Research Paradigms in Anthropology of Education

Study forms	Number of hours
Lectures	20 hours
Consultations	15 hours
Group work or team work	10 hours
Individual work	108 hours. Of these, 50 hours for independent study of literature; discussions and work in the Moodle environment (individual work) – 10 hours; preparation of the first independent work – 20 hours; preparation of the second independent work – 28 hours.

Annotation in Lithuanian (up to 500 characters)

Kurso tikslas yra padėti studentams analizuoti ir kritiškai vertinti švietimo fenomenus, pasitelkiant antropologijos perspektyvas, teorijas ir empirinių tyrimų rezultatus, leidžiančius atrasti ir priimti socialiai teisingus, nediskriminuojančius sprendimus, atliepiant įvairias kompleksines švietimo problemas.

Annotation in English (up to 500 characters)

The aim of the course is to help students analyse and critically evaluate educational phenomena using anthropological perspectives, theories, methods and empirical empirical findings which help to search and advance anti-oppressive and socially equitable solutions to various complex educational problems.

Need and relevance of the study course

This course is based on an anthropological approach that helps discover the connections between education, school, society, and culture. The anthropology of education helps scientists in the field of education to study the problems of education, because from a cultural perspective, learning activates human capabilities and shapes them according to the human environment or "culture".

The anthropology of education , as a subdiscipline of the science of anthropology, is studied in conjunction with the foundations of socio-cultural anthropology, i.e., by adopting holism, *intercultural comparison*, *intercultural understanding*, the emic perspective, *participant observation*, and the methodology of participant observation field research.

Course aims

After completing the study course, students will be able
1. To critically evaluate the theories of anthropology, which help to reveal the connections between education and social awareness, the peculiarities of the development of education as a historical process, analysing the diversity of learners, intercultural processes, the impact of globalization on education systems, discriminatory manifestations in education.
2. To apply the concept of culture and the main categories of social analysis (gender, social class, ethnicity/race, etc.) to analyse education and training processes.
3. To recognise the peculiarities of the formation of social and cultural groups and identities, the dominance of the majority culture and the subordination of minorities, the relations of group inequality.
4. To apply ethnographic approach and ethnographic research to the analysis and study of educational processes, organisations, communities and different educational settings.
5. To design one's own models of practice, taking into account the diversity of learners in different educational contexts.

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

Study programme outcomes	Course outcomes	Criteria of learning achievement evaluation
2. To apply and develop advanced conceptual approaches, principles and methodologies of education science and interdisciplinary research by ethically conducting original research, interpreting various perspectives, connecting them to new and complex situations and problems of the educational context and creating new significant, well-grounded and reliable research and results-based educational science knowledge, contributing to the creation and management of educational innovations and the organisational culture of educational institutions based on learning co-creation in the age of rapid digitisation. (competence of knowledge)	To apply the theories of anthropology, which help to reveal the connections between education and social awareness, the peculiarities of the development of education as a historical process, analysing the diversity of learners, intercultural processes, the impact of globalization on education systems, discriminatory manifestations in education.	A student conducts and presents a critical analysis of research in the field of educational anthropology.
To investigate and evaluate complex educational phenomena from monodisciplinary, interdisciplinary, multidisciplinary, and interdisciplinary perspectives relevant to the problems and	To apply the concept of culture and the main categories of social analysis (gender, social class, ethnicity/race, etc.) to analyse education and training processes.	A student prepares and presents a quasi-ethnographic research plan.

challenges of pre-school, pre-primary, primary, lower secondary, secondary education, vocational training, higher education, adult learning, non-formal education, special pedagogy, and sports education by presenting research-based conclusions.	To recognise the peculiarities of the formation of social and cultural groups and identities, the dominance of the majority culture and the subordination of minorities, the relations of group inequality.	A student identifies and justifies the group of subjects.
	To apply ethnographic approach and ethnographic research to the analysis and study of educational processes, organisations, communities and different educational settings.	A student carries out and presents quasi-ethnographic research.
To solve theoretical and practical problems in the field of education by basing them on conceptual and empirical research in education, by appropriately selecting research methodologies or transferring them from one research field / theme to another by creating new mono- and multi-disciplinary knowledge.	To design one's own models of practice, taking into account the diversity of learners in different educational contexts	Selection of a case study, evaluation according to the discussed criteria and modelling of one's own activities.

Links between course outcomes and content

Course outcomes	Content (topics)
To critically evaluate the theories of anthropology, which help to reveal the connections between education and social awareness, the peculiarities of the development of education as a historical process, analysing the diversity of learners, intercultural processes, the impact of globalization on education systems, discriminatory manifestations in education.	The origin of educational anthropology, its place in anthropology. The psychological direction of culture and personality, inculturation and acculturation. Postmodern, critical anthropology. Globalisation studies.

To apply the concept of culture and the main categories of social analysis (gender, social class, ethnicity/race, etc.) to analyse education and training processes	Culture, ethnicity, language, identity in school and educational processes. Ethnicity, ethnic identity and ethnic change in a modern multicultural society of educational pluralism. Classroom in formal education as a '*melting pot*' of students from different cultures; The interaction between culture and socio-economic class and gender categories. Neo-Marxist critique of the culture of capitalism in education, feminist, post-structuralist and post-colonial critique of the culture(s) of education and training Social inequality and educational policies. Race, caste, social gender, and education (e.g., apartheid in South Africa, India and in the countries of radical Islam). National education (civic education) and transnationalism (cultural citizenship). Globalization-migration and education of diasporas and refugees.
To recognise the peculiarities of the formation of social and cultural groups and identities, the dominance of the majority culture and the subordination of minorities, the relations of group inequality.	Cultural differences, majority and minority status in education and training. Youth culture, media culture(s). Concept of learning culture.
To apply ethnographic approach and ethnographic research to the analysis and study of educational processes, organisations, communities and different educational settings.	Anthropological approaches to the study of educational issues. The origins of ethnographic research The ontology and epistemology of critical ethnography. Emic and Etic, Insider and Outsider perspectives. Field research, participatory observation.
To design one's own models of practice, taking into account the diversity of learners in different educational contexts.	Mass education, transformational education, hybridity in education, dominance and segregation, literacy, multilingualism, teacher education, migration and education, special needs, etc.

Study methods (teaching and studying)

Lectures, group work, critical discussions, ethnographic research, problem solving, modelling; case study; individual work: study of literature, critical reflection, designing.

Assessment of learning achievements

Preparation and presentation of a critical analysis of educational anthropology research, presentation of the implementation of quasi-ethnographic research, preparation and presentation of a case study.

Structure of cumulative score and value of its constituent parts

Practical tasks (ethnographic research) – 30%, individual, independent work (critical analysis of research) – 20%, final exam (case study of an activity model) – 50%.

Basic materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Delamont, S. Jacob, E., & Jordan, C. (Eds.). (1993). Minority education: Anthropological perspectives. Norwood, NJ: Ablex
2.	Delamont S. (2014) Key themes in the ethnography of education. Los Angeles: SAGE
3.	Blum, S. (2019). Why Don't Anthropologists Care about Learning (or Education or School)? An Immodest Proposal for an Integrative Anthropology of Learning Whose Time Has Finally Come. American Anthropologist, 121. https://doi.org/10.1111/aman.13268
4.	Levinson, A. U., & Pollock., M. (Eds.) (2011). A companion to the anthropology of education – (Blackwell companions to anthropology 18). Blackwell Publishing Ltd
5.	Stratford, R. (2019). Educational philosophy, ecology and the Anthropocene. Educational Philosophy and Theory, 51(2), 149–152. https://doi.org/10.1080/00131857.2017.1403803
6.	Pelissier, C. (1991). The Anthropology of Teaching and Learning. Annual Review of Anthropology, 20, 75–95.
7.	Niesz, T. (2019). Social Movement Knowledge and Anthropology of Education. Anthropology & Education Quarterly, 50, 223–234. https://doi.org/10.1111/aeq.12286
8.	Henze, R. (2020). Anthropology of Education. In R. Henze, Oxford Research Encyclopedia of Anthropology. Oxford University Press. https://doi.org/10.1093/acrefore/9780190854584.013.10
9.	Hamann, E. T. (2003). Imagining the Future of the Anthropology of Education If We Take Laura Nader Seriously. Anthropology & Education Quarterly, 34(4), 438–449.
10.	Varenne, H. (2008a). Culture, Education, Anthropology. Anthropology & Education Quarterly, 39(4), 356–368.

Supplementary materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Shimizu, H. (2011). Cognitive Anthropology and Education: Foundational Models of Self and Cultural Models of Teaching and Learning in Japan and the United States. In A Companion to Cognitive Anthropology (pp. 430–449). https://doi.org/10.1002/9781444394931.ch23
2.	Jacob, E., & Jordan, C. (Eds.). (1993). Minority education: Anthropological perspectives. Norwood, NJ: Ablex
3.	Mead M. (1928). Coming of Age in Somoa. New York: Morrow.

Study course developers / teachers

No.	Name, surname	Institution	Academic title, scientific degree	Email address
1.	Lina Kaminskienė	VMU	Prof. Dr.	lina.kaminskiene@vdu.lt
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STUDY COURSE DESCRIPTION

Code	Scope in credits	Institution	Academy	Institute
EDUD003	5	VMU	Education Academy	Educational Research Institute

Course title in Lithuanian

Įtraukties švietimo procesuose teorinės ir metodologinės dimensijos

Course title in English

Theoretical and Methodological Dimensions of Inclusion in Education

Study forms	Number of hours
Lectures	20 hours
Consultations	15 hours
Group discussions	10 hours
Individual work	108 hours. Of these, 50 hours for independent study of literature; discussions and work in the MOODLE environment (individual work) – 10 hours; preparation of the first independent work – 20 hours; preparation of the second independent work – 28 hours.

Annotation in Lithuanian (up to 500 characters)

Studijų dalykas skirtas įtraukties švietimo procesuose teorinių ir metodologinių prieigų analizei aptarti. Studijų metu analizuojama įtraukties švietimo procesuose paradigmų integralios sąsajos ir metodologijų modeliavimo teorinės prieigos. Nagrinėjamos įtraukties dimensijos skirtingų tautinių, kultūrinių ir socialinių aplinkų kontekstuose. Studentai analizuoja, grindžia ir kuria atviros, kiekvieno asmens dalyvavimui palankios ugdymo aplinkos modelius, atlieka mokslo darbų įtraukties švietimo procesuose analizę, rengiasi kurti naujas įtraukties švietimo procesuose žinias.

Annotation in English (up to 500 characters)

The study course is devoted to the analysis of theoretical and methodological approaches to inclusion in education. During the studies, integral interconnections of paradigms in inclusion in education as well as theoretical approaches to methodology modelling are analysed. The course offers a look into various dimensions of inclusion in the contexts of different national, cultural, and social environment. The students analyse, justify, and build models of an open educational environment favourable to every person's participation, they perform the analysis of scientific studies in the field of inclusion in education, and prepare to generate new knowledge in the field of inclusion in education.

Need and relevance of the study course

The studies in this course are relevant to the development of science in order to achieve the European and Lithuanian goals of reducing social exclusion, recognising the individuality of the person and the dissemination of his/her empowerment in a supportive educational environment and communities. The course is relevant to achieving the comprehensiveness of the study programme and the coverage of the field of Social Sciences.

Course aims

The aim of the course is to prepare doctoral students for the process of analysing theoretical and methodological approaches, sharing and developing new knowledge in the field of non-discriminatory, equal opportunities education.

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

Study programme outcomes	Course outcomes	Criteria of learning achievement evaluation
1. To know and develop one's research topic area, main problems and research methods and social and cultural significance, to critically apply the acquired theoretical knowledge and research methodology skills when conducting research independently and / or in a research team, to contribute to the scientific development and evolution of one's research field in an ethically sustainable manner. (Competence of knowledge).	To interpret research on inclusion in educational processes through interdisciplinary approaches to scientific fields / directions.	Task 1 – select one: a) Essay "Values of Inclusion in the Perspective of Sustainable Development of Society". B) Reinterpretation of the ideas of the observed scientific event in the context of concepts of inclusion in education.

2. To apply and develop advanced conceptual approaches, principles and methodologies of education science and interdisciplinary research by ethically conducting original research, interpreting various perspectives, connecting them to new and complex situations and problems of the educational context and creating new significant, well-grounded and reliable research and results-based educational science knowledge, contributing to the creation and management of educational innovations and the organisational culture of educational institutions based on learning co-creation in the age of rapid digitisation. (Competence of knowledge).	To analyse the phenomena of inclusion in educational processes and generate new knowledge in the context of contemporary educational theories.	
3. To critically and constructively evaluate scientific projects and research results communicated in educational research and in a specific research field and / or topic, focusing on the harmony of applied theoretical knowledge and research methodologies, methodological reliability, research ethics and the contribution of results to education science, as a discipline based on the balance between science and practice. (Functional / operational competence).	To creatively solve the problem of inclusive education that requires scientific analysis; to communicate scientific thought in writing and orally, to work in a team when considering and making a rational decision.	Task 2. A student carries out secondary analysis of scientific sources to actualize the issues of inclusion in educational processes.

Links between course outcomes and content

Course outcomes	Content (topics)
To interpret research on inclusion in educational processes through interdisciplinary approaches to scientific fields / directions.	1. Philosophical and methodological approaches to inclusion in education. 1. Theoretical and methodological aspects of multidimensionality, contextuality, and directionality of the paradigm of inclusion in educational processes. 2. Inclusion and equal opportunities in educational processes: synergies between theoretical, political, and systemic change. Research on inclusive education and its ethics. 3. Conceptualisation of the dimension of inclusion environments according to sociological systems theory.
To analyse the phenomena of inclusion in education and generate new knowledge in the context of contemporary educational theories.	2. The phenomenon of inclusion in educational processes in educational theories and cultural contexts. 2.1. The dimension of inclusion in educational processes in the context of Vygotsky's Sociocultural Theory. A methodological approach of universal design for learning. 2.2. Deconstruction of educational reality in the context of inclusive education and social constructivism theory. Reconstruction of otherness and recognition of diversity. 2.3. Analysing inclusive education through collaboration: conceptual interfaces of interprofessional teamwork in the field of assessment and representation.
	3. Challenges to inclusion in education and research-based solutions. 3.1. Developing a culture, policy and practice of inclusive education through transformative, emancipatory, and school change-driven strategies. 3.2. Modelling empowering *scaffolding* to overcome education barriers and prerequisites for full participation. 3.3. Basic principles of inclusive pedagogy and observations on teachers' self-determination and professional well-being.
To creatively solve the problem of inclusive education that requires scientific analysis; to communicate scientific thought in writing and orally, to work in a team when considering and making a rational decision.	4. Formulation of inclusion problems in the educational perspective on the basis of meta-analysis (independent work). 4.1. Approaches to identification and contextualization of inclusion issues. 4.2. Objectivity, rationality, and applicability of insights in the scientific treatment of inclusion phenomena.

Study methods (teaching and studying)

Heuristic lecture and construction of ideas, debates, collective learning (problem solving, designing, modelling), individual work (literature analysis, designing).

Assessment of learning achievements

Problem-based discussion in a group of students on the basis of Task I. Presentation of the summarised results of Task II to the group of students. Criteria-based evaluation of the exam task.

Structure of cumulative score and value of its constituent parts

Learning outcomes are evaluated using a cumulative grade principle. Final grade (100%) consists of the following:
1) 1st independent work – 25%;
2) 2nd independent work – 25%;
3) Participation in discussions, in forums, reflecting on the literature read – 10%;
4) Final exam – 40%.

Basic materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Al-Shammari Z., Faulkner P. E., Forlin Ch. (2019). Theories-based Inclusive Education Practices. In: *Education Quarterly Reviews*, Vol.2, No.2, 408–414.
2.	Armstrong F., Tsokova D. (Ed.) (2019). *Action Research for Inclusive Education: Participation and Democracy in Teaching and Learning.* Published by Routledge. ISBN 9781138485709.
3.	Galkienė, A. et al. (2017). *Inclusion in socio-educational frames: inclusive school cases in four European countries.* Vilnius: Edukologija. https://www.vdu.lt/cris/bitstream/20.500.12259/98800/1/ISBN9786094710995.pdf
4.	Graham L. (2019). *Inclusive Education for the 21st Century: Theory, policy and practice.* Published by Routledge. ISBN 9781760527099.
5.	Grum, D. K. (2012). *Concept of inclusion on the section of Vygotskian socio-cultural theory and neuropsychology.* Solsko Polje, 23(1/2), 111–124. https://www.pei.si/ISSN/1581_6044/1-2-2012/1581_6044_1-2-2012.pdf#page=111
6.	Hinger, S., & Schweitzer, R. (Eds.). (2020). *Politics of (dis) integration*. Springer Open https://link.springer.com/content/pdf/10.1007%2F978-3-030-25089-8.pdf.
7.	Yacek D. (2021). *The Transformative Classroom: Philosophical Foundations and Practical Applications*. Published by Routledge. ISBN 9781032005959.
8.	Köpfer A., Powell J. J. W., Leverkusen R. Z. Barbara (Ed.) (2020). *Handbuch Inklusion international: Globale, nationale und lokale Perspektiven auf Inklusive.* Budrich Publishers Bildung ISBN 9783847424468.
9.	Magnússon, G., Göransson, K., & Lindqvist, G. (2019). Contextualizing inclusive education in educational policy: the case of Sweden. *Nordic Journal of Studies in Educational Policy*, 5(2), 67–77. https://doi.org/10.1080/20020317.2019.1586512.
10.	Meyer, A., Rose, D. H., & Gordon, D. T. (2014). *Universal design for learning: Theory and practice.* CAST Professional Publishing.

11.	Miltenienė L., Kaffemanienė I., Melienė R., Kairienė D., Geležinienė R., Tomėnienė L. (2020). *Specialusis ugdymas ir jo transformacijos įtraukiojo švietimo kontekste*. Šiauliai: Šiaulių universitetas 2020.
12.	Salend, S.J., & Garrick Duhaney, L.M. (2011). Chapter 1. Historical and philosophical changes in the education of students with exceptionalities, Rotatori, A.F., Obiakor, F.E. & Bakken, J.P. (Eds.) *History of Special Education (Advances in Special Education, Vol. 21)*, Emerald Group Publishing Limited, Bingley, pp. 1-20. https://10.1108/S0270-4013(2011)0000021004.
13.	Salojärvi, J. M. (2020). *Human Rights Redefining Legal Thought*. Springer International Publishing https://link.springer.com/content/pdf/10.1007/978-3-030-29533-2.pdf.
14.	Sanger, C. S. (2020). *Diversity and Inclusion in Global Higher Education*. Palgrave Macmillan, Singapore. https://library.oapen.org/bitstream/handle/20.500.12657/23168/1006985.pdf?sequence=1.
15.	Schuelka M. J., Johnstone Ch. J., Thomas G., Artiles A. J. (Ed). (2019) *The SAGE Handbook of Inclusion and Diversity in Education*. London: SAGE Publications. ISBN 781526435552.

Supplementary materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Heck, S., Fitzgerald, H., Solenes, O., Magnanini, A. & Black, K. (2020). Cultural Factors Currently Affecting Inclusive Practice – Europe. In S. Heck & M. E. Block (Eds.) *Inclusive Physical Education Around the World*. Routledge https://doi.org/10.4324/9780429026294
2.	Hornby, G. (2016). *Inclusive Special Education.* Springer-Verlag New York.
3.	Rose, D. H., & Strangman, N. (2007). Universal design for learning: Meeting the challenge of individual learning differences through a neurocognitive perspective. *Universal Access in the Information Society*, 5(4), 381–391. https://doi.org/10.1007/s10209-006-0062-8
4.	Smagorinsky, P. (2012). Every individual has his own insanity: Applying Vygotsky's work on defectology to the question of mental health as an issue of inclusion. *Learning, Culture and Social Interaction*, 1(2), 67–77. https://doi.org/10.1016/j.lcsi.2012.01.001

Study course developers / teachers

No.	Name, surname	Institution	Academic title, scientific degree	Email address
1.	Alvyra Galkienė	VMU	Prof. Dr.	alvyra.galkiene@vdu.lt
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3.	Suvi Lakkala	University of Lapland, Finland	Assoc. Prof. Dr.	suvi.lakkala@ulapland.fi

STUDY COURSE DESCRIPTION

Code	Scope in credits	Institution	Academy	Institute
EDUD005	5	VMU	Education Academy	Educational Research Institute

Course title in Lithuanian

Švietimo vadyba ir kokybės valdymo teorijos

Course title in English

Management of Education and Quality Management Theories

Study forms	Number of hours
Lectures	20 hours
Consultations	15 hours
Group work or team work	10 hours
Individual work	108 hours. Of these, 50 hours for independent study of literature; discussions and work in the Moodle environment (individual work) – 10 hours; preparation of the first independent work – 20 hours; preparation of the second independent work – 28 hours.

Annotation in Lithuanian (up to 500 characters)

Dalyko studijos sudaro prielaidas plėtoti doktorantūros studentų kompetencijas identifikuoti švietimo vadybos ir kokybės valdymo procesus, holistiškai analizuoti ir vertinti šių procesų svarbą ir pridėtinę vertę užtikrinant švietimo sistemos dedamųjų kontekste. Studijuojančiųjų kompetencijų plėtra užtikrinama švietimo vadybos ir kokybės valdymo efektyvių ir inovatyvių sprendimų taikomosios vertės užtikrinimo ir įgyvendinimo metu.

Annotation in English (up to 500 characters)

The study course provides preconditions for developing the competences of doctoral students needed to identify the processes of education management and quality management, to holistically analyse and evaluate the importance and added value of these processes in the context of the components of the education system. The development of students' competences is ensured through ensuring and implementing the applied value of effective and innovative solutions in education management and quality management.

Need and relevance of the study course

The need and relevance of the study course *Management of Education and Quality Management Theories* is determined by the need for education scientists to critically and conceptually assess and research the phenomena of education management and quality management, reflecting and evaluating existing experiences. This will enable holistic research on education management and quality and the development of effective and innovative solutions.

Course aims

The course will provide knowledge and skills needed to critically and holistically investigate the phenomena of the management of education and quality management and to develop data-driven solutions.

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

Study programme outcomes	Course outcomes	Criteria of learning achievement evaluation
1. To investigate and evaluate complex educational phenomena from monodisciplinary, interdisciplinary, multidisciplinary, and interdisciplinary perspectives relevant to the problems and challenges of pre-school, pre-primary, primary, lower secondary, secondary education, vocational training, higher education, adult learning, non-formal education, special pedagogy, and sports education by presenting research-based conclusions.	To critically reflect on the concept of the management of education and its interpretations.	A student holistically and critically evaluates the concepts and processes of the management of education and the quality management of education.
	To holistically evaluate the implications of the perspective of the common good for the management of educational organizations.	A student critically reflects on the conformity of the management of education and quality management processes and their results with the requirements of the common good.
	To systematically evaluate the perspectives of changing the mission and strategies of educational organizations.	A student critically and systematically evaluates the mission and strategies of educational organisations, assessing their development, implementation and future prospects.
	To critically evaluate the human resource management and development processes of educational organizations.	A student holistically evaluates the human resource management and development processes of educational organizations.
	To holistically evaluate the methodological approaches, instruments and perspectives of their application in the management of education quality.	A student critically evaluates and researches educational quality management processes and instruments.

2. To solve theoretical and practical problems in the field of education by basing them on conceptual and empirical research in education, by appropriately selecting research methodologies or transferring them from one research field / theme to another by creating new mono- and multi-disciplinary knowledge.	To design innovative management and quality management solutions in line with the mission and strategy of educational organisations.	A students designs innovative education management and quality management solutions.

Links between course outcomes and content

Course outcomes	Content (topics)
1. To critically reflect on the concept of the management of education and its interpretations.	1. Historical development of the phenomenon of the management of education and its implications for the modern concept of the management of education.
2. To holistically evaluate the implications of the perspective of the common good for the management of educational organizations.	2. The specificities of the management of education from the perspective of a public sector and common/public good. 3. A critique of the application of business management and new public management principles in the management of education.
3. To systematically evaluate the perspectives of changing the mission and strategies of educational organizations.	4. Research on the changing mission and strategies of educational organisations.
4. To critically evaluate the human resource management and development processes of educational organizations.	5. Perspectives for change in the management and development of human resources in educational organisations. 6. Social dialogue of educational organisations and its peculiarities. Inclusion of stakeholders in management processes of educational organizations: solutions and criticism.

5. To holistically evaluate the methodological approaches, instruments and perspectives of their application in the management of education quality.	7. The development of the theories of the quality of education and its implications for modern concepts of the quality of education. 8. Methodological aspects of research on the quality of education. 9. Critique of the theories of the management of the quality of education.
6. To create innovative management and quality management solutions that are in line with the mission and strategy of educational organisations.	10. Challenges, problems and perspectives of educational innovation management.

Study methods (teaching and studying)

Study methods: lectures, seminars, independent study of scientific literature, discussions.

Assessment of learning achievements

The assessment is based on the cumulative grade principle (criteria-based, summative assessment). Students prepare a case study on the management of education or the management of education quality, based on which a presentation and discussion are prepared.

The assessment aims to reveal whether

1. A student is able to holistically and critically evaluate the concepts and processes of the management of education and the quality management of education.

2. A student is able to critically reflect on the conformity of the management of education and quality management processes and their results with the requirements of the common good.

3. A student is able to holistically evaluate the human resource management and development processes of educational organizations.

4. A student is able to critically evaluate and research educational quality management processes and instruments.

5. A student is able to search for innovative education management and quality management solutions.

Structure of cumulative score and value of its constituent parts

Learning outcomes are evaluated using a cumulative grade principle. Final grade (100%) consists of the following:
1) A student prepared a case study of the management of education or the management of education quality – 60%;
2) A student prepared an analysis-based report and discussion – 40%.

Basic materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Hargreaves, A. (ed). (2010). *Second international handbook of educational change*. Springer.
2.	Redding, G., Drew, A., Crump, S. (eds.). (2019). *The Oxford Handbook of Higher Education Systems and University Management*. Oxdord University Press.
3.	Warhurst, C., Mayhew, K., Finegold, D., Nuchanan, J. (eds.). (2017). *The Oxford Handbook of Skills and Training*. Oxford University Press.
4.	*Quality Assurance in Education*. Emerald Insight. https://www.emerald.com/insight/publication/issn/0968-4883
5.	Kounis, L. (2018).*Quality Management Systems a Selective Presentation of Case-studies Showcasing Its Evolution, IntechOpen*. https://www.intechopen.com/books/quality-management-systems-a-selective-presentation-of-case-studies-showcasing-its-evolution

Supplementary materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Fabricant M., Fine M. (2016).*Changing Politics of Education*. Routledge, London, New York,
2.	Youdel D. (2011). *School Trouble– Identity, Power and Politics in Education*. Routledge, London, New York.

Study course developers / teachers

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1.	Vidmantas Tūtlys	VMU	Prof. Dr.	vidmantas.tutlys@vdu.lt
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3.	Eglė Stasiūnaitienė	VMU	Assoc. Prof. Dr.	egle.stasiunaitiene@vdu.lt

Code	Scope in credits	Institution	Academy	Department
EDUD006	5	VMU	Education	Educational Research Institute

Course title in Lithuanian

Švietimo filosofija, socialinė ir politinė kritika

Course title in English

Education Philosophy, Social and Political Critique

Study forms	Number of hours
Lectures	20 hours
Consultations	15 hours
Group work or team work	10 hours
Individual work	108 hours. Of these, 50 hours for independent study of literature; discussions and work in the Moodle environment (individual work) – 10 hours; preparation of the first independent work – 20 hours; preparation of the second independent work – 28 hours.

Annotation in Lithuanian (up to 500 characters)

Dalykas skirtas plėtoti ir gilinti doktorantų ugdymo filosofijos, politinės ir socialinės kritikos teorijų žinias, ugdyti gebėjimą nagrinėti ir aiškinti švietimo ir ugdymo reiškinius vadovaujantis skirtingomis filosofinėmis prieigomis, lyginant ir kritiškai vertinant politines ir socialines teorijas. Įgytos žinios taikomos pagrindžiant disertacijos tyrimo vyraujančią paradigmą, ontologinę, epistemologinę ir metodologinę vienoves. Analizuodami ugdymo filosofijos tekstus, dalyvaudami seminaruose ir diskusijose, studentai ugdysis gebėjimą pristatyti argumentais grįstą požiūrį moksliniuose švietimo diskursuose nacionaliniu ir tarptautiniu mastu, tiek akademinėje bendruomenėje, tiek už jos ribų.

Annotation in English (up to 500 characters)

The study course is designed to develop and deepen doctoral students' knowledge of philosophy of education, theories of political and social critique; to develop their ability to analyse and interpret the phenomena of education according to different philosophical approaches, comparing and critically evaluating political and social theories. The acquired knowledge is applied in justifying the prevailing paradigm, ontological, epistemological, and methodological unity of the research project. By analysing educational philosophy texts, participating in seminars and discussions, students will develop the ability to present an argument-based approach to scientific discourses nationally and internationally, both within and beyond the academic community.

Need and relevance of the study course

The study course on the theories of educational philosophy, social and political criticism is one of the most important doctoral study courses in the field of education, as it provides a broader approach to current problems of education by revealing how education seeks to create an adequate response to the main challenges of today – the new post-humanist concept of man and the development of postmodern society and the need to conceptualize it, growing globalization, the expression of modern techno-capitalism, inequality and the lack of democracy, intensive penetration of technology, emerging negative consequences of the Anthropocene and Capitalocene and increasing damage to nature and the environment, etc. The aim of the study course is to help doctoral students to reflect on and integrate these reflections on the current changes and challenges in society and humanity in their dissertation research. The study course focuses on the interdisciplinary nature of modern education sciences – cognitive directions are discussed, integrated in various scientific fields – philosophy, sociology, politics, cultural studies and anthropology, concepts and theories, a variety of paradigms are presented. The aim of the course is to help present the ontological justification of the dissertation (that is, theories explaining educational and social reality), connect with the researcher's epistemological (cognitive) attitudes and theoretically base the research methodology.

Course aims

- To apply the main theories and concepts of educational philosophy, political and social criticism to explain education and training phenomena, to be able to compare and critically evaluate them.

- To justify and explain the field and object of the dissertation, the epistemology of the research in the context of philosophical orientations and concepts.

- To describe and define the diversity and interdisciplinarity of paradigms in social science and educational research and to justify the choice of the dominant paradigm in the dissertation research.

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

Study programme outcomes	Course outcomes	Criteria of learning achievement evaluation
To know and develop one's research topic area, main problems and research methods and social and cultural significance, to critically apply the acquired theoretical knowledge and research methodology skills when conducting research independently and / or in a research team, to contribute to the scientific development and evolution of one's research field in an ethically sustainable manner.	To justify and explain the field and object of the dissertation, the epistemology of the research in the context of philosophical orientations and concepts.	A student conceptually justifies and explains the field and object of the dissertation, reveals the epistemology of the research in the context of philosophical trends and concepts.
	To describe and define the diversity and interdisciplinarity of paradigms in social science and educational research and to justify the choice of the dominant paradigm in the dissertation research.	A student comprehensively and systematically reviews the diversity of paradigms in social sciences and educational research and, on this basis, consistently justifies the choice of the dominant paradigm for the dissertation research.

To apply and develop advanced conceptual approaches, principles and methodologies of education science and interdisciplinary research by ethically conducting original research, interpreting various perspectives, connecting them to new and complex situations and problems of the educational context and creating new significant, well-grounded and reliable research and results-based educational science knowledge, contributing to the creation and management of educational innovations and the organisational culture of educational institutions based on learning co-creation in the age of rapid digitisation.	To apply the main theories and concepts of educational philosophy, political and social criticism to explain education and training phenomena, to be able to compare and critically evaluate them.	A student explains the phenomena of education by comparing and critically evaluating the theories and concepts of educational philosophy, political and social criticism.
	To reflect and critically evaluate educational phenomena and their change from the perspective of various philosophical approaches, political and social theories.	A student reflects on and critically evaluates educational phenomena and their change from the perspective of various philosophical approaches, political and social theories.

Links between course outcomes and content

Course outcomes	Content (topics)
To justify and explain the field and object of the dissertation, the epistemology of the research in the context of philosophical orientations and concepts.	1. Pragmatism and education (Pierce, James, De Rommey). 2. Critical theory and critical pedagogy (Frankfurt school (Fromm, Adorno, Marcuse, Habermas, Honneth, etc.), "American school" (Apple, Gintis and Bowles, Giroux, McLaren, Kincheloe). 3. Freire's "Pedagogy of the Oppressed". Transformational theory in education (Mezirow). 4. Postmodernism, poststructuralism and education. Power and control, knowledge and discourse: educational and training practice and educational research (Foucault), postcolonial theory (Said). Challenges of postmodern society (Baudrillard, Deleuze and Guattari). Postmodern education (Usher, Edwards). Postmodern existence (Lyotard), criticism of postmodernism (Burbules).
To describe and define the diversity and interdisciplinarity of paradigms in social science and educational research and to justify the choice of the dominant paradigm in the dissertation research.	5. Political philosophy of education: education and inequality, human capital theory (Gillies, Schultz, Becker), meritocracy (Young). Justice, opportunities, (in)equality and education (Rawls, Nussbaum, Piketty, Milanovich).

To apply the main theories and concepts of educational philosophy, political and social criticism to explain education and training phenomena, to be able to compare and critically evaluate them.	6. Criticism of reproduction of social inequality in educational processes, habitus, types of capital. A critique of the *hidden curriculum*. Relationship between cultural, social and financial capital in education and educational processes (Bourdieu and Passeron, Bourdieu and Wacquant).
	7. A critique of neoliberalism in educational processes. The 3 worlds of capitalism (Esping-Andersen) and education: welfare regimes and education, decommodification, stratification.
	8. Feminism and feminist pedagogy (Noddings). Post-anthropocentric and posthumanist education: critical posthumanism, the challenges of the Anthropocene and Capitalocene.
To reflect and critically evaluate educational phenomena and their change from the perspective of various philosophical approaches, political and social theories.	9. Hermeneutic turn in education. Hermeneutics and education (Gallagher), the role of hermeneutic phenomenology in education.
	10. Existentialist and phenomenological education (Denton). Phenomenology of education as practice (Max van Mannen), social phenomenology (hermeneutic and phenomenological perspectives in educational research) and social construction of reality (Schutz, Berger and Luckmann).
	11. Research paradigms: (post)positivist, critical, constructivist (Guba, Lincoln).

Study methods (teaching and studying)

Study methods: lectures, seminars, independent study of scientific literature, discussions.

Assessment of learning achievements

In **the written work (essay)** , a student presents the selected philosophical direction, theories and author(s) of political and social criticism, defines the distinctiveness of this author(s) and direction, analyses the object/topic of the dissertation research in the context of the selected theories, presents a critical assessment and comparison with other directions and theories.

During **the final exam and seminars-discussions**, a student demonstrates an understanding of modern educational and training challenges, the field and problem of the chosen dissertation research, focusing on the main philosophical, political and social criticism theories, justifying the ontological, epistemological and methodological unity of the dissertation research by referring to the chosen paradigm.

Structure of cumulative score and value of its constituent parts

Learning outcomes are evaluated using a cumulative grade principle. Final grade (100%) consists of the following:
1) Written work – 30%;
2) Participation in seminars and discussions – 20%;
3) Final exam – 50%.

Basic materials

No.	Author, title of publication, publishing house, year of publication, link to e-source

1.	Apple M. W. (2017). *Cultural and Economic Reproduction in Education: Essays on Class, Ideology and the State.* Routledge.
2.	Brown, P., Lauder, H., Cheung Yi S. (2020). *The Death of Human Capital.? It's Failed Promise and How to Renew It in an Age of Disruption*. Oxford: Oxford University Press
3.	Bourdieu, P. & Passeron, J.-C. (1990). *Reproduction in Education, Society and Culture*. London and Beverly Hills Sage Publications.
4.	Dewey J. (2013). *Demokratija ir ugdymas*. Klaipėda: Baltic printing house.
5.	Duoblienė L. (2007). *Šiuolaikinė ugdymo filosofija: refleksijos ir dialogo link*. Tyto alba.
6.	Duoblienė (2011). *Ideologizuotos švietimo kaitos teritorijos*. Vilnius: VU leidykla.
7.	Duoblienė L. (2018). *Vilnius: VU leidykla. Dekoduoti*. Monografija. Vilnius: VU leidykla.
8.	Freire P. (2000). *Kritinės sąmonės ugdymas*. Tyto albo.
9.	Foucault M. (1998). *Disciplinuoti ir bausti: kalėjimo gimimas*. Vilnius: Baltos rankos
10.	Foucault M. (1998). *Diskurso tvarka*. Vilnius: Baltos rankos.
11.	Giroux, H. A. (2011). *On Critical Pedagogy (Critical Pedagogy Today).* Bloomsbury.
12.	Lyotard J.-F. (1993). *Postmodernus būvis: šiuolaikinį žinojimą aptariant.* Atviros Lietuvos knyga: ALK. Vilnius: Baltos lankos.
13.	Mannen van M. (2014). *Phenomenology of Practice*. California: Walnut Greek.
14.	Mandler, P. (2020) *The Crisis of the Meritocracy . Britain's Transition to Mass Education since the Second World War*. Oxford: Oxford University Press
15.	Noddings N. (1998). *Philosophy of Education*. Stanford University Press.
16.	Nussbaum, M. (2013). *Creating Capabilities. The Human Development Approach*. Belknap Press.
17.	Young, M. J (2008). *Bringing Knowledge Back In: From Social Constructivism to Social Realism in the Sociology of Education*. Routledge: Taylor and Francis
18.	Usher R. & Edwards R. (2002) *Postmodernism and Education: Different Voices, Different Worlds*. London and New York: Routledge

Supplementary materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Peters, M., A. (ed.). (2018). *Encyclopedia of Educational Philosophy and Theory*. Springer.
2.	Piketty, T. (2020) *Capital and Ideology*. Harward University Press
3.	Sandel M. J. (2020) *The Tyranny of Merit. What's Become of the Common Good?* London: Allen Lane.

Study course developers / teachers

No.	Name, surname	Institution	Academic title, scientific degree	Email address
1.	Natalija Mažeikienė	VMU	Prof. Dr.	natalija.mazeikiene@vdu.lt
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STUDY COURSE DESCRIPTION

Code	Scope in credits	Institution	Academy	Institute
EDUD009	5	VMU	Education Academy	Educational Research Institute

Course title in Lithuanian

Personalizuoto mokymosi pedagogika ir pozityvioji psichologija

Course title in English

Pedagogy of Personalised Learning and Positive Psychology

Study forms	Number of hours
Lectures	20 hours
Consultations	15 hours
Group work or team work	10 hours
Individual work	108 hours. Of these, 50 hours for independent study of literature; discussions and work in the Moodle environment (individual work) – 10 hours; preparation of the first independent work – 20 hours; preparation of the second independent work – 28 hours.

Annotation in Lithuanian (up to 500 characters)

Dalykas grindžiamas į besimokantįjį orientuotų pedagoginių ir psichologinių teorijų, jų sąsajų ir dermės analize. Doktorantai plėtos į besimokantįjį orientuotas mokymosi personalizavimo teorines žinias, tyriminius ir praktinius gebėjimus, kurie padės analizuoti ir spręsti švietimo ir ugdymo problemines situacijas, vertinti skirtingas mokymo(si) diferencijavimo, individualizavimo ir personalizavimo strategijas, grindžiamas mokymosi ir pozityviosios psichologijos teorijų nuostatomis; projektuoti ir vertinti personalizavimo galimybes skaitmeninėje ir kitose aplinkose; kurti ir kritiškai vertinti personalizuoto mokymosi scenarijus; organizuoti ir atlikti personalizuoto mokymosi ir vertinimo strategijų galimybių tyrimą, jį grindžiant pasirinkta pozityviosios psichologijos teorine prieiga bei mišriąja tyrimo metodologija.

Annotation in English (up to 500 characters)

The course is based on the analysis of learner-oriented educational and psychological theories and the analysis of their interconnectedness and coherence. Doctoral students will develop and deepen their knowledge about learner- oriented theories; will develop research and practical skills which will help to analyse and solve problems in the field of education, teaching and learning, to evaluate different learning differentiation, individualisation and personalisation strategies, based on the paradigm of the positive psychology; to design and evaluate personalisation possibilities in digital and other learning environments; to create and critically evaluate learning scenarios; to organise and perform research in possibilities of learning and assessment strategies, referring to the theory of positive psychology and mixed methods research methodology.

Need and relevance of the study course

Changes in the education system are associated with the actualization of the learner-oriented personalised learning paradigm. Personalised learning, based on the knowledge and self-determination of the learner, his/her needs and interests, makes it possible to meet the needs of the learner himself/herself, of the teacher, and of society, while recognising that the path of each teacher and learner is personal, autonomous and unique. The contemporary learning paradigm emphasises the importance of the learner's role, responsibility for the learning activities and content of his/her choice, and intrinsic motivation to achieve learning goals. In the context of personalised learning, the learner turns from a passive user into an active creator of his/her own learning scenario; the changing roles of the teacher and the learner are emphasized, the importance of the learner's *agency* is highlighted. Personalised learning pedagogy, analysed in the context of the transformation of education, reveals personalised learning as a multidimensional phenomenon. In this context, the links between personalised learning and positive psychology are constructed and justified, emphasising the learner's capacities and behaviours to create meaning and purpose in life and learning, and to construct, co-construct, and reconstruct successful learning practices. The ability to reflect, design, and implement one's own learning objectives is a prerequisite for a person's ability to function effectively in today's labour market. Personalisation of learning is achieved through a range of learning strategies based on contemporary interdisciplinary learning theories.

Course aims

After completing the study course, students will be able
- To apply learner-centred theoretical frameworks and conceptual approaches of interdisciplinary research to analyse and solve problematic situations in education and training.
- To evaluate different strategies for differentiating, individualising, and personalising teaching / learning in the light of contemporary theories of teaching / learning.
- To create and evaluate personalised learning strategies and learning scenarios using the theoretical framework of positive psychology.
- Design research on personalised learning and assessment strategies and opportunities for personalisation in digital and other environments.
- To organise, carry out and present research on personalised learning and assessment strategies and the potential for personalisation in different environments.

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

Study programme outcomes	Course outcomes	Criteria of learning achievement evaluation
1. To apply and develop advanced conceptual approaches, principles and methodologies of education science and interdisciplinary research by ethically conducting original research, interpreting various perspectives, connecting them to new and complex situations and problems of the educational context and creating new significant, well-grounded and reliable research and results-based educational science knowledge, contributing to the creation and management of educational innovations and the organisational culture of educational institutions based on learning co-creation in the age of rapid digitisation. (Competence of knowledge).	To apply learner-centred theoretical frameworks and conceptual approaches of interdisciplinary research in analysing and solving problematic situations in education and training, interpreting different perspectives in relation to complex educational contexts, and in designing educational models based on the theoretical frameworks of personalised learning and positive psychology.	A student leads a focus group (of doctoral students) on the possibilities of applying learner-centred theoretical approaches to current problematic situations in education and training.

2. To investigate and evaluate complex educational phenomena from monodisciplinary, interdisciplinary, multidisciplinary, and interdisciplinary perspectives relevant to the problems and challenges of pre-school, pre-primary, primary, lower secondary, secondary education, vocational training, higher education, adult learning, non-formal education, special pedagogy, and sports education by presenting research-based conclusions. (Functional/operational competence).	To evaluate different strategies for differentiating, individualising, and personalising learning in the light of contemporary learning theories.	A student presents a critical reflection on the differences between differentiation, individualisation, and personalisation of learning, the contexts in which these strategies are applied and their coherence with learning theories.
3. To solve theoretical and practical problems in the field of education by basing them on conceptual and empirical research in education, by appropriately selecting research methodologies or transferring them from one research field / theme to another by creating new mono- and multi-disciplinary knowledge. (Functional / operational intellectual competence).	To create and critically evaluate personalised learning strategies and learning scenarios, applying the theoretical frameworks of positive psychology and taking into account the diversity of learners and the different age ranges of learners.	A student creates and defends a pilot scenario for personalising learning for a selected target group.

4. To design and conduct original educational research based on advanced quantitative, qualitative or mixed research methodologies, developing didactic, technological-digital, managerial knowledge and intellectual skills, aimed at the ability to manage and organise scientific projects and lead in initiating research, manage information by selecting and analysing it, use open sources, communicate research results in writing and orally (Functional/operational competence).	To design research on personalised learning and assessment strategies and personalisation opportunities in digital and other environments, based on the chosen theoretical approach of positive psychology and a mixed research methodology.	A student prepares and presents research design for personalised learning and assessment strategies.
5. To take responsibility for organising and leading research, for its implementation by bringing together professional groups, research groups, institutions or other interested parties, forming targeted research networks or teams, and disseminating research results in educational and other communities, promoting changes and progress in educational, academic, professional, social and cultural life. (Role competence).	To organise and carry out designed research on personalised learning and assessment strategies and the possibilities of personalisation in digital and other environments, based on the chosen theoretical approach of positive psychology and a mixed research methodology, selecting the target group of the research, and presenting the results of the research to the selected community.	A student delivers a presentation based on research on personalised learning and assessment strategies to a selected target group.

Links between course outcomes and content

Course outcomes	Content (topics)
To apply learner-centred theoretical frameworks and conceptual approaches of interdisciplinary research in conducting educational research, analysing and solving problematic situations in education and training, interpreting different perspectives in relation to complex educational contexts, and in designing educational models based on the theoretical frameworks of personalised learning and positive psychology.	- Personalised learning pedagogy as a multidimensional construct. - Identifying, analysing and interpreting the links between personalised learning pedagogy and theories of positive psychology in the context of education and training (emotional theoretical approaches: subjective well-being; the social construction of self-esteem; emotional models of coping with stress; resilience; cognitive theoretical approaches: personal control and adaptive functioning; self-efficacy; problem-solving and psychological adjustment; self-determination; meaning in life; theoretical approaches to interpersonal relationships: relational interfaces: the reversible role of precaution and the quality of close feelings; empathy and altruism. Positive institutions: positive schools; positive institutions, legal framework and policies; coping specific theoretical approaches: mediation and positive psychology). - Educational models based on the theoretical frameworks of personalised learning and positive psychology.
To evaluate different strategies for differentiating, individualising, and personalising teaching / learning in the light of contemporary theories of learning.	- Differentiation, individualisation and personalisation of learning from the point of view of contemporary learning theories: bioheuristics; cognitivism; constructivism; constructivism; connectivism. - Teacher-and learner-oriented teaching. - The concept and classification of learning strategies. Cognitive, metacognitive, resource management, social and emotional strategies. - Application of personalised learning at different ages and taking into account the diversity of learners.
To create and critically evaluate personalised learning strategies and learning scenarios, applying the theoretical frameworks of positive psychology and taking into account the diversity of learners and the different age ranges of learners.	- Personalised learning scenarios. Strategy design. - The combination of the theoretical provisions of personalised learning and positive psychology in creating learning scenarios, choosing and applying a learning strategy. - The roles and agency of the teacher and the learner in the application of personalised learning in education and training practice. - Measurement of the impact of the learning strategy.

To design research on personalised learning and assessment strategies and personalisation opportunities in digital and other environments, based on the chosen theoretical approach of positive psychology and a mixed research methodology.	- Personalised learning tools and environments. - Personalisation in the digital environment. Technology and adaptive personalised learning systems. - Assessment of personalised learning as a way of learning. - Construction, co-construction, re-construction of the relationship between personalised learning and positive psychology approaches as successful learning practices.
To organise and carry out designed research on personalised learning and assessment strategies and the possibilities of personalisation in different environments, based on the chosen theoretical approach of positive psychology and a mixed research methodology, selecting the target group of the research, and presenting the results of the research to the selected community.	- Methods for studying the effects of personalised learning expression, learning strategies and scenarios; experimental design, data analysis methods and models. - Case study; autonarrative; narrative; self-reflection as self-evaluation of personalised learning.

Study methods (teaching and studying)

Lectures, discussions, group work: problem solving, modelling; focus group; peer review, case study; individual work: study of literature, critical reflection, designing.

Assessment of learning achievements

Analysis of completed tasks, observation and approval of pilot project delivery, pilot project analysis; peer review of study design.

Structure of cumulative score and value of its constituent parts

Learning outcomes are evaluated using a cumulative grade principle. Final grade (100%) consists of the following:
  1) Task 1 – 25%;
  2) Task 2 – 25%;
  3) Participation in discussions in forums; critical reflection on the studied literature –10%;
  4) Final exam – 40%.

Basic materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Alisauskiene, S., Guðjónsdóttir, H., Kristinsdóttir, J. V., Connolly, T., O'Mahony, C., Lee, L., Milteniene, L., Meliene, R., Kaminskiene, L., Rutkiene, A., Venslovaite, V., Kontrimiene, S., Kazlauskiene, A., & Wozniczka A., K. (2020). *Personalised Learning within Teacher Education: A Framework and Guidelines.* Progress Reflection No. 37 On Current and Critical Issues in Curriculum. UNECSO International Bureau of Education. IBE/2020/WP/CD/37
2.	Obeid, R., Schwartz, A., Shane-Simpson, C., & Brooks, P. J. (Eds.). (2017). How We Teach Now: The GSTA Guide to Student-Centered Teaching. *Retrieved from the Society for the Teaching of Psychology* web site: http://teachpsych.org/ebooks/
3.	*Rethinking classroom assessment with purpose in mind: assessment for learning, assessment as learning, assessment of learning* (2006). https://www.edu.gov.mb.ca/k12/assess/wncp/full_doc.pdf
4.	Ikumi Courcier (2007) *Teachers' Perceptions of Personalised Learning, Evaluation & Research in Education,* 20:2, 59–80, https://doi.org/10.2167/eri405.0
5.	Halverson R., Al Barnicle, Hackett S., Rawat T., Rutledge J., Kallio J., Mould C., Mertes J. (2015). P*ersonalization in Practice: Observations from the Field WCER Working Paper No. 2015‐8:* https://files.eric.ed.gov/fulltext/ED577057.pdf
6.	Bartolomé et al. *International Journal of Educational Technology in Higher Education* (2018): https://educationaltechnologyjournal.springeropen.com/track/pdf/10.1186/s41239-018-0095-0
7.	Redding, S. (in press). Competences and personalized learning. In M. Murphy, S. Redding, & J. Twyman (Eds.), *Handbook on personalized learning for states, districts,and schools*. Retrieved from www.centeril.org
8.	Kazlauskienė A., Gaučaitė R. (2018). *Mokinio individualios pažangos vertinimas*. Švietimo aprūpinimo centras, Vilnius.
9.	Nisbet, J., & Shucksmith, J. (2017). *Learning Strategies.* London: Routledge Education Books. https://www.taylorfrancis.com/books/9781351743754
10.	McLoughlin, C.E. (2013). The pedagogy of personalised learning: exemplars, MOOCS and related learning theories. In J. Herrington, A. Couros & V. Irvine (Eds.), *Proceedings of EdMedia 2013--World Conference on Educational Media and Technology* (pp. 266–270). Victoria, Canada: Association for the Advancement of Computing in Education (AACE). Retrieved May 26, 2021 from https://www.learntechlib.org/primary/p/111968/.

11.	Shane J., Lopez, Snyder C. R. (Eds.), (2009). *Oxford Handbook of Positive Psychology*. Oxford University Press. <u>Coping Through Emotional Approach: Emerging Evidence for the Utility of Processing and Expressing Emotions in Responding to Stressors – Oxford Handbooks</u>
12.	Seligman, M. E., & Csikszentmihalyi, M. (2014). *Positive psychology: An introduction* (pp. 279–298). Springer Netherlands.
13.	Seligman, M. E. (2004). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfilment*. Simon and Schuster.
14.	Martin E. P. Seligman, Randal M. Ernstb, Jane Gillhamc, Karen Reivicha and Mark Linkins (2009). Positive education: positive psychology and classroom interventions. *Oxford Review of Education.* Vol. 35, No. 3, June 2009, pp. 293–311: <u>positiveeducationarticle2009.pdf (upenn.edu)</u>
15.	Anat Shoshani, Sarit Steinmetz (2014). *Positive Psychology at School: A School-Based Intervention to Promote Adolescents' Mental Health and Well-Being*: <u>positivepsychology.pdf (internationalprofessor.com)</u>

Supplementary materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Ališauskienė, S.; Kaminskienė, L.; Miltenienė, L.; Melienė, R.; Rutkienė, A.; Kazlauskienė, A.; Siriakovienė, A; Kontrimienė, S; Venslovaitė, V; O'Mahony, C; Lee, L; Guðjónsdóttir, H; Kristinsdóttir, J. V; Wozniczka, A. K. *Innovative teacher education through personalised learning: designing teaching and learning scenarios* // INTED 2021: 15th international technology, education and development conference, 8-9 March, 2021: conference proceedings / edited by L. Gómez Chova, A. López Martínez, I. Candel Torres. Valencia : IATED Academy, 2021. ISBN 9788409276660. ISSN 2340-1079, p. 58095818. Available online at < https://library.iated.org/view/ALISAUSKIENE2021INN >.
2.	Gedvilienė, G., Kankevičienė, L. (2014). *Informacinės visuomenės technologijos ir jų kaita švietimo sistemoje.* Mokslo monografija.
3.	Rakap, S. (2010). *Impacts of learning styles and computer skills on adult students' learning online. Turkish Online Journal Of Educational Technology*, 9(2), 108–115. https://files.eric.ed.gov/fulltext/EJ898008.pdf
4.	Bray B., McClaskey K. (2013). *A step-by-step guide to personalise learning.* https://files.eric.ed.gov/fulltext/EJ1015153.pdf

Study course developers / teachers

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1.	Lina Kaminskienė	VMU	Prof. Dr.	lina.kaminskiene@vdu.lt

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STUDY COURSE DESCRIPTION

Code	Scope in credits	Institution	Academy	Institute
EDUD010	5	VMU	Education Academy	Educational Research Institute

Course title in Lithuanian

Aukštojo mokslo ir profesinio rengimo filosofija ir didaktika

Course title in English

Philosophy and Didactics of the Higher Education and Vocational Education and Training

Study forms	Number of hours
Lectures	20 hours
Consultations	15 hours
Group work or team work	10 hours
Individual work	108 hours. Of these, 50 hours for independent study of literature; discussions and work in the Moodle environment (individual work) – 10 hours; preparation of the first independent work – 20 hours; preparation of the second independent work – 28 hours.

Annotation in Lithuanian (up to 500 characters)

Dalyku siekiama įgalinti holistiškai ir kritiškai reflektuoti bei vertinti aukštojo mokslo ir profesinio rengimo filosofijos ir didaktikos paradigmas bei jų kaitą. Pabaigę šį dalyką doktorantai gebės vertinti aukštąjį mokslą ir profesinį rengimą kaip filosofinio pažinimo objektus ir sistemas, sistemiškai ir holistiškai tyrinėti ir vertinti aukštojo mokslo ir profesinio rengimo procesus, kritiškai vertinti filosofines pažinimo teorijas ir jų taikymą edukologijos tyrimuose, kritiškai vertinti aukštojo mokslo ir profesinio rengimo filosofines paradigmas, atsižvelgiant į jų istorinį, socialinį, politinį-ekonominį ir kultūrinį kontekstą.

Annotation in English (up to 500 characters)

The aim of the course is to enable a holistic and critical reflection and evaluation of the paradigms of philosophy and didactics of higher education and vocational training and their change. Upon completion of this study course, doctoral students will be able to evaluate higher education and vocational training as objects and systems of philosophical cognition, to systematically and holistically research and evaluate higher education and vocational training processes, to critically evaluate philosophical theories of cognition and their application in educational research, to critically evaluate the philosophical paradigms of higher education and professional training, taking into account their historical, social, political-economic and cultural context.

Need and relevance of the study course

The need for the study course is determined by the need to holistically and critically reflect and evaluate the mission and significance of higher education and vocational training for human and societal development. The change in the philosophical foundations and didactic-methodological approaches of higher education and vocational education requires educational scientists to understand holistically and critically the change in the philosophical and axiological underpinnings of higher education studies and vocational education and its implications for learning and study.

Course aims

The aim of the course is to enable a holistic and critical reflection and evaluation of the paradigms of philosophy and didactics of higher education and vocational training and their change.

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

Study programme outcomes	Course outcomes	Criteria of learning achievement evaluation
1. To know and develop one's research topic area, main problems and research methods and social and cultural significance, to critically apply the acquired theoretical knowledge and research methodology skills when conducting research independently and / or in a research team, to contribute to the scientific development and evolution of one's research field in	To view higher education and vocational education and training as objects and systems of philosophical knowledge.	A student holistically understands higher education and vocational education and training as objects and systems of philosophical knowledge.
	To systematically and holistically study and evaluate the processes of higher education and vocational education and training.	A student studies and evaluates the processes of higher education and vocational education and training systematically and holistically.
	To critically evaluate philosophical theories of cognition and their application in educational research.	A student critically evaluates philosophical theories of cognition in the contexts of higher education studies and vocational education and training.

an ethically sustainable manner.		
To apply and develop advanced conceptual approaches, principles and methodologies of education science and interdisciplinary research by ethically conducting original research, interpreting various perspectives, connecting them to new and complex situations and problems of the educational context and creating new significant, well-grounded and reliable research and results-based educational science knowledge, contributing to the creation and management of educational innovations and the organisational culture of educational institutions based on learning co-creation in the age	To critically evaluate the philosophical paradigms of higher education and vocational educational training, taking into account their historical, social, political-economic and cultural contexts.	A student evaluates the philosophical paradigms of higher education and vocational education and training critically and holistically, understanding their historical, social, political-economic and cultural contexts and their implications for the existing processes and systems of higher education and vocational education and training.
	To critically reflect on epistemology and the learning relationship in higher education and vocational education and training contexts.	A student critically evaluates the roles of knowledge and the relationship between its creation and learning in the context of higher education and vocational education and training.
	To critically reflect on the design and development processes of the *curriculum* of higher education and vocational education and training.	A student critically evaluates the design and development processes of the *curriculum* of higher education and vocational education and training, taking into account their philosophical, ideological, and methodological foundations and reflecting on their implications.
	To holistically evaluate the change in higher education and vocational education and training.	A student holistically evaluates the institutional, technological, and political change of higher education and vocational education and training, assessing its philosophical, ideological, and value aspects.

of rapid digitisation.	

Links between course outcomes and content

Course outcomes	Content (topics)
To view higher education and vocational education and training as objects and systems of philosophical knowledge.	1. Higher education and vocational education and training as objects and systems of philosophical cognition: ontological essence; comprehensiveness and universality; social assumptions (freedom, coercion, quality, standards); dominant values of the material and relational world (hedonism, utilitarianism, instrumentalism, eudemonism).
To systematically and holistically study and evaluate the processes of higher education and vocational education and training.	2. Structural parts of the system of education science: human natural way of life, psyche, cultural environment and socialisation, expression of spirituality, change and internalisation of values. 3. Three concepts of man: naturalistic, theistic, anthropological; human essence, being, individuality, sociality.
To critically evaluate philosophical theories of cognition and their application in educational research.	4. Cognitive theories of general philosophical level in education: empiricism, rationalism, pragmatism. A critical assessment of the fashion for reductionism in education. Critical thinking as a process of development of holistic cognition and cognitive powers based on epistemological, ontological, and axiological approaches.
To critically evaluate the philosophical paradigms of higher education and vocational educational training, taking into account their historical, social, political-economic and cultural contexts.	5. Implications of the changing philosophical paradigms of higher education studies for the mission and studies of higher education institutions: from Humboldt's university studies, *Artes liberales*, to applied study models. 6. Implications of the change of philosophical paradigms of vocational education and training for the mission and activity of vocational education and training institutions: Kerchensteiner, Don Bosco, J. Dewey. The role of work values in the mission of vocational education and training and its implementation.

To critically reflect on epistemology and the learning relationship in higher education and vocational education and training contexts.	7. A critique of the epistemology of higher education studies and vocational education and training: the role of knowledge and its change. 8. Reflection on the relationship between learning in higher education and vocational education and training contexts. Change in the role of the learner and its implications. Implications and critique of the philosophy of learner-oriented learning. 9. A philosophical critique of the curriculum of higher education and vocational education and training: a curriculum based on learning outcomes and competences. 10. Conceptualisation and transformation of generic competences in higher education studies and vocational education and training.
To critically reflect on the design and development processes of the *curriculum* of higher education and vocational education and training.	
To holistically evaluate the change in higher education and vocational education and training.	11. Philosophical and axiological approaches to change (technological, institutional) in higher education and vocational education and training. 12. Perspectives of learning based on humanistic values, interactive impact, and innovation (models of activated and problem-based learning): Howard E. Gardner, V. Frankl, K. Ille, J. Mezirow, R. Kegan).

Study methods (teaching and studying)

Study methods: lectures, seminars, independent study of scientific literature, discussions.

Assessment of learning achievements

The assessment is based on the cumulative grade principle (criteria-based, summative assessment). A student prepares a philosophical reflection on the research on higher education studies or vocational education and training, prepares a report and a discussion on the basis of this reflection.

The assessment aims to reveal whether

1. A student is able to interpret and discuss the philosophical and methodological aspects of higher education studies and vocational education and training.

2. A student is able to critically and holistically evaluate processes of higher education and vocational education and training and their changes.

3. A student is able to critically reflect on the most important didactic parameters of higher education and vocational education and training and their interrelations.

A student is able to holistically evaluate the changes in the study forms and methods and vocational education and training.

Structure of cumulative score and value of its constituent parts

Learning outcomes are evaluated using a cumulative grade principle. Final grade (100%) consists of the following:
1) Philosophical reflection on research on higher education studies or vocational education and training – 60%;
2) An analysis-based report and discussion – 40%.

Basic materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Dewey, J. (2014). *Demokratija ir ugdymas. Įvadas į ugdymo filosofiją*. BPH, Klaipėda.
2.	*Journal of Philosophy of Education*. Available online at http://www.philosophy-of-education.org/about/journal-of-philosophy-of-education.html
3.	Siegel, H. (ewd.). (2009). *The Oxford Handbook of Philosophy of Education*. Oxford University Press.
4.	Siegel, H. (2017). *Education's Epistemology Rationality, Diversity, and Critical Thinking*. Oxford University Press.
5.	Warhurst, C., Mayhew, K., Finegold, D., Nuchanan, J. (eds.). (2017). *The Oxford Handbook of Skills and Training*. Oxford University Press.
6.	McGrath, S., Mulder, M., Papier, J., Suart, R. (Eds.). (2019). *Handbook of Vocational Education and Training: Developments in the Changing World of Work*. Springer.
7.	Mulder, M. (Ed.). (2017). *Competence-based Vocational and Professional Education Bridging the Worlds of Work and Education*. Springer.
8.	Illeris, K. (2009). *Contemporary Theories of Learning*. Routledge: Taylor and Francis Group, London and New York.
9.	Gardner Howard E. (2020). *A Synthesing Mind: A Memoir from the Creator of Multiple Intelligences Theory*.
10.	Gedvilienė G. ,Tūtlys V. ir kt. (2015). *Suaugusiųjų bendrųjų kompetencijų plėtra*. Versus Aureus. Available online at http://sbk.vdu.lt/wp-content/uploads/2014/05/2015_Suaug_bendr_komp_pl_vidaus-lankai.pdf

Supplementary materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Reich, K., Garrison, J.; Neubert, S. (2016). Complexity and Reductionism in Educational Philosophy--John Dewey's Critical Approach in 'Democracy and Education' Reconsidered. *Educational Philosophy & Theory*. Sep 2016, Vol. 48 Issue 10, p. 997–1012.
2.	Allais, S. (2014). *Selling Out Education: National Qualifications Frameworks and the Neglect of Knowledge*. Sense Publishers.

Study course developers / teachers

No.	Name, surname	Institution	Academic title, scientific degree	Email address

1.	Sigitas Daukilas	VMU	Prof. Dr.	sigitas.daukilas@vdu.lt
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3.	Georg Spöttl	University of Bremen	Prof. Dr.	spoettl@uni-bremen.de
4.	Vidmantas Tūtlys	VMU	Prof. Dr.	vidmantas.tutlys@vdu.lt

STUDY COURSE DESCRIPTION

Code	Scope in credits	Institution	Academy	Institute
EDUD011	5	VMU	Education Academy	Educational Research Institute

Course title in Lithuanian

Lyderystės teorija, praktika ir plėtra švietime procesuose

Course title in English

Leadership Theory, Practice, and Development in Educational Setting

Study forms	Number of hours
Lectures	20 hours
Consultations	15 hours
Group work or team work	10 hours
Individual work	108 hours. Of these, 50 hours for independent study of literature; discussions and work in the Moodle environment (individual work) – 10 hours; preparation of the first independent work – 20 hours; preparation of the second independent work – 28 hours.

Annotation in Lithuanian (up to 500 characters)

Dalykas skirtas plėtoti doktorantūros studijų studentų kritinį ir konstruktyvų požiūrį į lyderystės fenomeno tyrimus švietimo sektoriuje. Konceptualiai ir interdiscipliniškai tyrinėti lyderystės fenomeną pasirinktoje mokslinėje srityje ir savo tyrimu prisidėti prie tyrimų srities mokslinės plėtros bei raidos. Studijų dalyko metu didžiausias dėmesys skiriamas patyriminiam, refleksyviam ir tinklaveika grįstam procesui plėtojantis savo kaip mokslininko asmeninę lyderystę.

Annotation in English (up to 500 characters)

This course is designed for the purpose of studying the phenomenon of leadership through critical and constructive perspectives in the education sector, providing a holistic conceptual and interdisciplinary overview. Furthermore, the course is intended for doctoral students researching leadership in the chosen scientific field. During the study period students will be engaged in the study of leadership through the experiential, reflexive, and network-based process of developing one's personal leadership as a researcher. Content and method of the course enables students to contribute to their respective research fields through students' own research activity.

Need and relevance of the study course

The need and relevance of the study course is determined by the necessity for the educational researcher to develop personal leadership by understanding the different elements of the leadership process and evaluating them critically and reflectively. This will enable evidence-based decisions to be taken to improve the effectiveness of the education process at both organisational and personal level.

Course aims

The aim of the study course is to enhance the knowledge and skills of doctoral students to conduct critical research on the phenomenon of leadership and develop their personal leadership.

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

Study programme outcomes	Course outcomes	Criteria of learning achievement evaluation
1. To demonstrate intellectual openness, leadership, creativity, social responsibility while successfully developing a career in academic-scientific, managerial, political, business contexts by making flexible, creative decisions based on the ability to present objective, unbiased arguments based on research and scientific critical thinking, contributing to an ethical, dignified, equal dialogue or polylogue.	To identify the actors involved in the leadership process in different education sectors and choose effective strategies to empower them.	A student identifies different actors in the leadership process. A student anticipates and chooses a strategy for empowering different actors in the process.
	To analyse, reflexively critique, and evaluate leadership in different educational contexts.	A students critically and systematically evaluates the leadership process in different educational sectors
2. To take responsibility for organising and leading research, for its implementation by bringing	To reflect on one's own experience and develop attitudes for personal leadership development.	A students models his / her actions and reflect on his / her experiences.

together professional groups, research groups, institutions or other interested parties, forming targeted research networks or teams, and disseminating research results in educational and other communities, promoting changes and progress in educational, academic, professional, social and cultural life.	To analyse, critically evaluate, and develop the leadership process in different education sectors through effective operational strategies.	A student analyses and evaluates processes in the education sector from a leadership perspective. A student reflects on and justifies his / her actions from a leadership perspective. A student anticipates, critically evaluates, and selects actions directed towards the development of the leadership process.
3. To investigate and evaluate complex educational phenomena from monodisciplinary, interdisciplinary, multidisciplinary, and interdisciplinary perspectives relevant to the problems and challenges of pre-school, pre-primary, primary, lower secondary, secondary education, vocational training, higher education, adult learning, non-formal education, special pedagogy, and sports education by presenting research-based conclusions.	To analyse, reflectively critique, and anticipate leadership perspectives in different educational sectors.	A student describes the development and diversity of the phenomenon and concepts of leadership. A student critically evaluates and holistically anticipates possible leadership perspectives.

Links between course outcomes and content

Course outcomes	Content (topics)
To identify the actors involved in the leadership process in different education sectors and choose effective strategies to empower them.	Followership: empowerment and a prerequisite for effective leadership.
	Influence in leadership: a contextual dyadic process.
To analyse, critically evaluate, and develop the leadership process in different education sectors through effective operational strategies.	Purpose in the leadership process: from strategy to everyday life.
	The leadership process: from contextual to universal management approaches.
To reflect on one's own experience and form attitudes for personal leadership development.	A leader: self-reflection from a leader-centric and follower-centric perspective.

To analyse, reflectively critique, and anticipate leadership perspectives in different educational sectors.	Historical development of the phenomenon of leadership and its implications for educational processes.
	Critical reflection and perspective on leadership theories in the context of artificial intelligence.
To analyse, reflexively critique, and evaluate leadership in different educational contexts.	The phenomenon of leadership in different educational sectors: from organisational to personal performance.
	Leadership for learner learning success: solutions and critique.

Study methods (teaching and studying)

New American lecture, experiential learning, action research, case study, discussion, reflection.

Assessment of learning achievements

The assessment of study achievements is based on the cumulative grade principle (criteria-based, summative assessment). A student carries out an operational research on personal leadership development and takes an exam. Doctoral students will demonstrate their achievements based on the following abilities acquired while studying the course, conducting operational research, and taking an exam:

1. To identify the actors involved in the leadership process in different education sectors and choose effective strategies to empower them.
2. To analyse, critically evaluate, and develop the leadership process in different education sectors through effective operational strategies.
3. To reflect on one's own experience and develop attitudes for personal leadership development.
4. To analyse, reflectively critique, and anticipate leadership perspectives in different educational sectors.
5. To analyse, reflexively critique, and evaluate leadership in different educational contexts.

Structure of cumulative score and value of its constituent parts

Learning outcomes are evaluated using a cumulative grade principle. Final grade (100%) consists of the following:
1) Action research – 60%
2) Final exam – 40%.

Basic materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Hargreaves, A., Fullan, M. (2012). *Professional Capital: Transforming Teaching in Every School*. Routledge.
2.	Dugan, J. (2017). *Leadership theory: Cultivating critical perspectives*. San Francisco, CA: Jossey-Bass.
3.	Carsten, M. K., Uhl-Bien, M., & Huang, L. (2018). Leader perceptions and motivation as outcomes of followership role orientation and behavior. *Leadership*, *14*(6), 731–756.

4.	Uhl-Bien, M., Riggio, R. E., Lowe, K. B., & Carsten, M. K. (2014). Followership theory: A review and research agenda. *The leadership quarterly*, *25*(1), 83–104.
5.	Komives, S. R., Dugan, J. P., Owen, J. E., Wagner, W., Slack, C., & Associates. (2011). *Handbook for student leadership development.* San Francisco, CA: Jossey-Bass.
6.	Žydžiūnaitė, V. (2019). *Mokslininko intelektinė lyderystė aukštajame moksle: poreikis, veiksniai ir iššūkiai.* Kaunas: Vitae Litera.

Supplementary materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Harris A., Jones M. (2019). Teacher leadership and educational change. *School Leadership and Management, 39*(2), 123, 126.
2.	Van Vugt, M. (2006). Evolutionary origins of leadership and followership. *Personality and Social Psychology Review*, *10*(4), 354–371.
3.	Dinh, J. E., Lord, R. G., Gardner, W. L., Meuser, J. D., Liden, R. C., & Hu, J. (2014). Leadership theory and research in the new millennium: Current theoretical trends and changing perspectives. *The Leadership Quarterly*, *25*(1), 36–62.

Study course developers / teachers

No.	Name, surname	Institution	Academic title, scientific degree	Email address
1.	Rasa Nedzinskaitė-Mačiūnienė	VMU	Assoc. Prof. Dr.	rasa.nedzinskaite-maciuniene-@vdu.lt
2.	Inga Minelgaitė	University of Iceland	Prof. Dr.	inm@hi.is

STUDY COURSE DESCRIPTION

Code	Scope in credits	Institution	Faculty	Institute
EDUD023	5	VMU	Education Academy	Educational Research Institute

Course title in Lithuanian

Akademinis diskursas ir komunikacijos modeliai

Course title in English

Academic Discourse and Models of Communication

Study forms	Number of hours
Lectures	20 hours
Consultations	15 hours
Group work or team work	10 hours
Individual work	108 hours. Of these, 50 hours for independent study of literature; discussions and work in the Moodle environment (individual work) – 10 hours; preparation of the first independent work – 20 hours; preparation of the second independent work – 28 hours.

Annotation in Lithuanian (up to 500 characters)

Dalykas padeda doktorantams atrasti ir įprasminti savo individualų mokslininko ir mokslinio konteksto dialogą. Vadovaujamasi nuostata, kad minčių suvokimas, raiška ir dėstymas turėtų formuoti patikimos ir aiškiai iškomunikuotos informacijos tinklą, kuris įgalintų bendradarbiauti su visomis suinteresuotomis grupėmis. Dalyko metu dėmesys skiriamas reikšmių suvokimui moksliniuose tekstuose, jų konstravimui ir perteikimui, taip pat komunikacijos modelių akademiniame diskurse taikymui.

Annotation in English (up to 500 characters)

The study course is designed for doctoral students to discover and actualise the dialogue between their individual researcher's identity and the scientific context. The guiding principle is that the perception, expression and presentation of ideas should form a network of credible and clearly communicated information that enables collaboration with all stakeholders. The study course focuses on the perception, construction, and communication of meanings in scientific texts, as well as the application of communication models in academic discourse.

Need and relevance of the study course

The creation of meaning and communication in academic discourse is a research area, and a significant number of studies point to the mismatch of meanings and the inability to communicate and express one's thoughts as one of the more important aspects that prevent scientists from preparing scientific texts, understanding the thoughts of colleagues, and facilitating collaboration. Study courses that improve the comprehension, construction, and communication of scientific texts are taught at a higher level to students in various programmes in their third cycle studies. Universities and scientists around the world recognise the need and usefulness of such a course, and this need is met in different ways in different universities: the more recognised a university is in the world and the more it is oriented towards producing the highest quality of scientific output, the most important research, and the most experienced researchers, the greater the attention it devotes to scientific writing, through the systematic and continuous organisation of wide-ranging courses, the establishment of centres, and the allocation of resources to provide the researchers with the support they need to develop the culture of the scientific text.

Course aim

To enable doctoral students to properly understand the meaning of the text and to express it themselves in writing and orally during purposeful self-positioning and successful preparation of the highest level of scientific production.

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

Study programme outcomes	Course outcomes	Criteria of learning achievement evaluation
3. To critically and constructively evaluate scientific projects and research results communicated in educational research and in a specific research field and / or topic, focusing on the harmony of applied theoretical knowledge and research methodologies, methodological reliability, research ethics and the contribution of results to education science, as a discipline based on the balance between science and practice.	To deconstruct academic discourse and the meanings of scientific texts.	A student finds meanings constructed in scientific texts, deconstructs them, and reveals the meanings of the scientific text using visual means and extralinguistic elements.
2. To design and conduct original educational research based on advanced quantitative, qualitative or mixed research methodologies, developing didactic, technological-digital, managerial knowledge and intellectual skills, aimed at the ability to manage and organise scientific projects and lead in initiating research, manage information by selecting and analysing it, use open sources, communicate research results in writing and orally.	To construct the meaning of the text by understanding, creating and conveying it in scientific articles, monographs, and other texts.	A student applies the principles of composing a text (sentence, paragraph, word) and prepares scientific papers.
	To communicate text in various formats when preparing scientific reports, speeches, and other textual scientific acts.	A student prepares a scientific text according to the requirements of the publishing house, conference, event, following all of them and explaining this conformity.
	To participate in academic discussions in response to the need to create new meanings.	A student conducts, engages, and participates in scientific discussion.

3. To demonstrate intellectual openness, leadership, to demonstrate intellectual openness, leadership, creativity, social responsibility while successfully developing a career in academic-scientific, managerial contexts by making flexible, creative decisions based on the ability to present objective, unbiased arguments based on research and scientific critical thinking, contributing to an ethical, dignified, equal dialogue or polylogue	To position the meaning created in texts in gatherings of the scientific community when preparing projects and expanding academic networks.	A student understands the correspondence between global scientific, disciplinary and field networks and his / her own research objects and is able to explain and demonstrate novelty and relevance, need and the level of exploration.

Links between course outcomes and content

Course outcomes	Content (topics)
1. To deconstruct academic discourse and the meanings of scientific texts.	1. Academic discourse and communication models.
	2. Reading scientific texts and selecting specific information.
	3. Analysis of qualitative and quantitative data.
2. To construct the meaning of the text by understanding, creating, and conveying it in scientific articles, monographs, and other texts.	4. Creative and critical thinking.
	5. Preparation of scientific texts.
	6. Editing of scientific texts and preparation of annotations.
3. To communicate text in various formats when preparing scientific reports, speeches, and other textual scientific acts.	7. Presentation of scientific texts using various tools.
	8. Preparation of conference papers, speeches at symposiums, etc.
	9. Expression in the presentation of research works.
4. To participate in academic discussions in response to the need to create new meanings.	10. Verbal reasoning, listening and selecting auditory information.
	11. Scientific discussion.
5. To position the meaning created in texts in gatherings of the scientific community when preparing projects and expanding academic networks.	12. Creating a researcher's portfolio.
	13. Research networks.
	14. Writing research projects.
	15. Scientific communication and ethics.

Study methods (teaching and studying)

- Explanation of the topic.
- Case study, discussion.
- Problem solving.
- Evidence-based education.
- Summarising the presented information.
- Independent study of literature, construction and presentation of the problem.
- Preparation of written works and presentations.
- Discussion.

Assessment of learning achievements

The criteria for assessing learning achievements are as follows:

1. A student is able to find meanings constructed in scientific texts, deconstruct them and reveal the meanings of the scientific text using visual means and extralinguistic elements.
2. A student is able to apply the principles of composing a text (sentence, paragraph, word) and prepare scientific papers.
3. A student prepares the scientific text in accordance with the requirements of the publishing house, conference, event, following all of them and explaining this conformity.
4. A student is able to conduct, engage, and participate in scientific discussion.
5. A student understands the correspondence between global scientific, disciplinary and field networks and his / her own research objects and is able to explain and demonstrate novelty and relevance, need and the level of exploration.

The assessment of study achievements is carried out in the following ways:

- A student prepares independent work No. 1 (analysis and presentation of a scientific text; criteria No. 1 and No. 2 are evaluated).
- A student prepares independent work No. 2 (prepares a scientific text and publication plan; criteria No. 3 and No. 4 are evaluated).
- A student takes the final exam (prepares a detailed positioning plan and conducts a scientific discussion; criteria No. 4 and No. 5 are evaluated).

Structure of cumulative score and value of its constituent parts

30% – independent work No. 1 (analysis and presentation of a scientific text), 30% – independent work No. 2 (preparation, presentation and publication plan of a scientific text), 40% – final exam (detailed scientific positioning plan and scientific discussion).

Basic materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Apostolova, G. (2015). *A Rhetoric of Meanings: Exploring the Frontiers of Language Usage.* Newcastle upon Tyne: Cambridge Scholars Publishing.
2.	Barthes, R. (1989). *The Empire of Signs.* New York: Noonday Press.
3.	Barthes, R. (1991). *Teksto malonumas.* Vilnius: Vaga.
4.	Charles, M., Hunston, S., Pecorari, D. (2009). *Academic Writing: At the Interface of Corpus and Discourse.* London: Continnum.

5.	Cinsey, Vernon, W. (2018). _Deleuze and Derrida: Difference and the Power of the Negative._ Edinburgh: EUP.
6.	Koženiauskienė, R. (2001). _Retorika: iškalbos stilistika._ Vilnius: Mokslo ir enciklopedijų leidybos institutas.
7.	Lynn. S. (2010). _Rhetoric and Composition: An Introduction._ Cambridge: Cambridge University Press.
8.	Murray, R. (2013). _Writing for Academic Journals._ Maidenhead: McGraw-Hill Education.
9.	Nietzsche, F. (1996). _Apie moralės geneologiją_. Vilnius: Pradai.
10.	Platonas. (2019). Gorgijas. Vilnius: Žara.
11.	Sword, H. (2012). _Stylish Academic Writing_. Cambridge, Mass: Harvard University Press.
12.	Zemach, D., E., Rumisek, L., A. (2005). _Academic Writing: from Paragraph to Essay._ Oxford: Macmillan.
13.	Žydžiūnaitė, V. (sud. / red.), Jurgilė, V., Rutkienė, A., Tandzegolskienė, I. (2017). _Intellectual Leadership on a Scientist in Higher Education Schools of Lithuania. Mission, Activities, Values, Roles, Visibility_. Vilnius: Vaga.
14.	Weigand, E. (2008). Dialogue and Rhetoric. Amsterdam: John Benhamins Publishing Co.

Supplementary materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Alexander, J., Jarrat, S., C., Welch., N. (2018). _Unruly Rhetorics: Protest, Persuasion, and Publics._ Pittsburgh: University of Pittsburgh Press.
2.	Andrijauskas, A. (1996). _Grožis ir menas. Estetikos ir meno filosofijos idėjų istorija. (Rytai–Vakarai)._ Vilnius: Vilniaus dailės akademijos leidykla.
3.	Auger, G., A., Waters, R., D. (2020). An Analysis of Discussions on Academic Dishonesty in „Jounralism & Mass Communication Educator". _Journalism and Mass Communicator Educator,_ 75(4), 305–320.
4.	Bendrat, A. (2019). Rhetoric in Digital Communication: Merging Tradition with Modernity. _Res Rhetorica._ 6(3), 111–124.
5.	Culler, J. (2002). The Pursuit of Signs: Semiotics, Literature, Deconstruction. New York: Cornell University Press.
6.	Cutri, J., Amarpreet, A., Yeni, K., Vijaykumar, S., P., Mehdi, M., Sharou, Z., Elham, M., Lynette, P. (2021). Academic Integrity at Doctoral Level: the Influence of the Imposter Phenomenan and Cultural Differences on Academic Writing. _International Journal of Educational Intergity, 17 (1), 1–16_
7.	Crider, S., F. (2000). Office of Assertion: An Art of Rhetoric for Academic Essay. Wilmington: ISI Books.

8.	Dolzhikova, A., Kurilenko, V., Biryukova, Y., Baryshnikova, E., Scherbakova, O., & Glazova, O. (2021). Why did they keep silent? Some Peculiarities of Intercultural Academic Communaction. *Intercultural Education*. FEB2021, 32(1), 197–217.
9.	Jonkus, D. (2015). Kūrybiškumo psichologija ir fenomenologija Vosyliaus Sezemano estetikoje. *Filosofija, Sociologija,* 1, 55–63.
10.	Schmied., J., J., Dheskali, J. (2019). *Credibility, Honesty, Ethics & Politeness in Academic and Journalistic Writing.* Gottingem: Cuvillier Verlag.
11.	Sezemanas, V. (1970). Estetika. Vilnius: Mintis.
12.	Spinoza, B. (2001). Etika. Vilnius: Pradai.

Study course developers / teachers

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STUDY COURSE DESCRIPTION

Code	Scope in credits	Institution	Faculty	Department
EDUD020	5	VMU	Education Academy	Educational Research Institute

Course title in Lithuanian

Žmogaus teisių perspektyvos švietime

Course title in English

Human Rights Perspectives in Education

Study forms	Number of hours
Lectures	30 hours
Consultations	25 hours
Team work	25 hours

Individual work	73 hours. Of these, 20 hours for independent study of literature; discussions and work in the Moodle environment (individual work) – 23 hours; preparation of independent work – 30 hours.

Annotation in Lithuanian (up to 500 characters)

Švietimas, kaip apibrėžta Jungtinių tautų ir UNESCO tarptautinės žmogaus teisių teisės instrumentuose, yra viena esminių žmogaus teisių. Vis dėl to, nepaisant tarptautinių žmogaus teisių standartų ir valstybių įsipareigojimų jiems, žmogaus teisių įgyvendinimas švietime vis dar yra didelis iššūkis švietimo sistemoms. Orumas ir laisvė, lygybė ir nediskriminavimas, tapatumas ir įvairovė, dalyvavimas ir įtrauktis, šie iš kiti žmogaus teisių konceptai ir jų įgyvendinimas švietimo srityje analizuojami studijų metu. Šio dalyko studijose taikomas kritinio dialogo būdas, kuomet, remiantis konceptualiais, teisiniais ir patirtiniais argumentais, diskusijoje ugdomas studentų suvokimas apie švietimą kaip žmogaus teisių erdvę.

Annotation in English (up to 500 characters)

Education, as defined within the international human rights instruments of the United Nations and UNESCO, is one of fundamental human rights. Despite obligations by the States, the domestication of international human rights standards in education is still challenging for educational systems. The issues of prioritisation and implementation of the main concepts of human rights such as dignity and freedom, equality and non-discrimination, identity and diversity, inclusion and participation in education are analysed in this course. In this course, the students' awareness of education as a space of / for human rights is raised by applying critical dialogue and cultivating conceptual, legal and experiential arguments.

Need and relevance of the study course

The need and relevance of the study course stem from the commitments of Lithuania and other states to the educational goals set forth in the international human rights law instruments of the United Nations and UNESCO, in which human rights occupy a central place. Both the United Nations Human Rights Convention, which set a legal obligation for states, and the United Nations Sustainable Development Goal No. 4 as well as UNESCO's global education programme EDUCATION 2030, all define the global educational goal of creating equal, inclusive, quality education and lifelong learning for all. Meanwhile, at the national level, such human rights-based goals have still not become a strategic, legal, or practical reality, and the realization of human rights in the field of education is more implicit than real. The aim of this course is to make students aware of the prioritisation of human rights in the face of contradictions between the goals of education and the realities of education and to be able to design educational solutions from a human rights perspective.

Course aims

Using critical thinking methods, this course aims to develop students' awareness of education as a space of human rights and the ability to design educational solutions from the aspect of human rights, applying relevant conceptual, legal, and experiential arguments.

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

Study programme outcomes	Course outcomes	Criteria of learning achievement evaluation
2. To apply and develop advanced conceptual approaches, principles and methodologies of education science and interdisciplinary research by ethically conducting original research, interpreting various perspectives, connecting them to new and complex situations and problems of the educational context and creating new significant, well-grounded and reliable research and results-based educational science knowledge, contributing to the creation and management of educational innovations and the organisational culture of educational institutions based on learning co-creation in the age of rapid digitisation. (competence of knowledge)	To analyse human rights in education as a universal, inalienable, and indivisible system of civil, political, social, economic, and cultural rights in the context of education and training.	A student properly evaluates the education system / process / situation from the point of view of human rights as a whole.
	To know the instruments of international human rights and their components that ensure the connection of human rights with education and training ideals, policies, and practices.	A student uses appropriate human rights instruments to evaluate the education system / process / situation.
	To connect the theories underlying the idea of human rights and standards with the ideals, policies, and practices of education and training.	A student uses appropriate theoretical arguments to evaluate the system / process / situation from a human rights perspective.
	To use essential terms and concepts related to human rights.	A student meaningfully applies terms and concepts related to human rights to analyse a specific education system / process / situation.
To create educational, organisational, technological and social innovations in the fields of pre-school, pre-primary, primary, lower secondary, secondary education, vocational training, higher education, adult learning, non-formal education, special pedagogy and sports education, taking responsibility for the long-term impact of these innovations on learners, society and the environment. (functional/operational competence)	To recognise problematic areas of education and critically evaluate them from the perspective of human rights.	A student identifies and critically evaluates education systems / processes / situation from the perspective of human rights.
	Be able to design educational innovations taking into consideration the perspective of human rights.	A student justifies directions for improvement and change in education systems / processes / situations from the perspective of human rights.

Links between course outcomes and content

Course outcomes	Content (topics)
To analyse human rights in education as a universal, inalienable, and indivisible system of civil, political, social, economic, and cultural rights in the context of education and training.	Education as a human right that empowers individuals, communities, and society. The principle of equal opportunities, providing equal opportunities for everyone to meaningfully participate in society, especially the most economically, socially, and culturally vulnerable children, young people, and adults. Recognition of different and most vulnerable social groups, holders of human rights: women and girls, persons with one or another disability, LGBTQI+, ethnic minorities (Roma).
To know the instruments of international human rights and their components that ensure the connection of human rights with education and training ideals, policies, and practices.	*Magna Carta* – the beginning of human rights. Universal Declaration of Human Rights. Covenant on Civil and Political Rights. Covenant on Social, Economic and Cultural Rights. United Nations Conventions: on the Rights of the Child, Rights of Persons with Disabilities, on the Elimination of all Forms of Discrimination Against *Women.* Council of Europe Convention on preventing and combating violence against women and domestic violence (Istanbul Convention). Sustainable Development Goals. UNESCO Convention Against Discrimination in Education. UNESCO Education 2030.
To connect the theories underlying the idea of human rights and standards with the ideals, policies, and practices of education and training.	A critical approach to theories of social justice: the strengths and limitations of John Rawls' social contract theory. Jean-Paul Sartre's existentialist theory of freedom. Theories of equal opportunities: Amartya Sen and Martha Nussbaum's theory of equal opportunities (*Capability*). The meaningfulness and value of existentialist freedom and equal opportunity theories for the analysis of education systems / processes / situations from the perspective of human rights.
To use essential terms and concepts related to human rights.	Terms and concepts: dignity, equality and non-discrimination, equality before the law, protection of rights, diversity and identity, respect for the developing capacities of the child, full social inclusion and social participation, accessibility to shared services and appropriate adaptation of conditions, personal assistance, positive discrimination.
To recognise problematic areas of education and critically evaluate them from the perspective of human rights.	Reflection on education systems / processes / situations. Identification and critical evaluation of problem areas from the perspective of human rights. Critical reflection on education policy and legal framework from the perspective of human rights. Review of scientific literature and use of Lithuanian and foreign research results. Raising problematic questions for new research.
Be able to design educational innovations taking into consideration the perspective of human rights.	Developing innovative solutions to solve problems in education systems / processes / situations. Identification of the possibilities of adapting inclusive, equitable, and quality education to the individual dissertation topic. Developing an individual dissertation topic with a focus on the perspective of inclusive, equitable, and quality education.

Study methods (teaching and studying)

Analysis of scientific sources in the field of the intersection of human rights and education. Analysis of the intersection of international documents on human rights and education strategies. Group discussion and reflection. Design of solutions.

Assessment of learning achievements

Analysis of the education system / process / situation from the perspective of human rights and design of innovative solutions.

Structure of cumulative score and value of its constituent parts

1. Meaningful use of conceptual theoretical sources in the project, supporting innovative educational solutions proposed in the project with theoretical arguments of human rights (20%).
2. Meaningful use of international human rights instruments in support of innovative educational solutions proposed in the project (20%).
3. Review of scientific literature, identifying problematic areas of education systems / processes / situations from the perspective of human rights and linking them to the project of innovative educational solutions (20%).
4. Description of a specific education system / process / situation from the perspective of human rights (20%).
5. Designing innovative educational solutions by focusing on the perspective of human rights (20%).

Basic materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Bernstein N. (2014). Human Rights & Education (Comparative and International Education). Pergamon.
2.	Cole, M. (ed.) 2017. *Education, Equality and Human Rights: Issues of Gender, 'Race', Sexuality, Disability and Social Class.* Routledge.
3.	Detmer D. (2005). Sartre on Freedom and Education. *Sartre Studies International.* 11, 1/2, Sartre Today: A Centenary Celebration, pp. 78-90, Published By: Berghahn Books.
4.	Meix-Cereceda P. (2020). Educational Values in Human Rights Treaties: UN, European, and African International Law. *Human Rights Review* 21:437–461.
5.	Melanie Walker M., Unterhalter, E. (2007). *Amartya Sen's Capability Approach and Social Justice in Education*, edited by Melanie Walker, and Elaine Unterhalter, Palgrave Macmillan US,. *ProQuest Ebook Central*, https://ebookcentral-proquest-com.ezproxy.vdu.lt:2443/lib/vmulib-ebooks/detail.action?docID=307584.
6.	Oaler, A. Solhaud T. (2018). Children's human rights and diversity in schools: Framing and measuring. *Research in Comparative & International Education*, 13(2) 276–298.
7.	Ruškus, J. (2020). Inclusive education as the turning point for the dignified life course of children with disabilities. In: Brown M.A. (Ed._). *International Perspectives on Inclusion within Society and Education*. London: Routledge, pp. 117–130.

Supplementary materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
1.	Gilabert P. Human Dignity & Human Rights. Oxford University Press. 2018.
2.	Jungtinių Tautų Žmogaus teisių jurisprudencija (paktai, konvencijos: https://www.ohchr.org/EN/HRBodies/Pages/HumanRightsBodies.aspx
3.	Nussbaum M. (2011) Creating Capabilities. The Human Development Approach. Harward University Press.
4.	Ruškus J. (2020). Klausimai ir iššūkiai dėl negalią turinčių vaikų teisės mokytis įtraukiojo ugdymo sąlygomis Lietuvoje / Right to inclusive education for children with disabilities at stake in Lithuania. *Specialusis Ugdymas / Special Education* 1 (41), 10–52.

Study course developers / teachers

No.	Name, surname	Institution	Academic title, scientific degree	Email address
1.	Jonas Ruškus	VMU	Prof. Dr.	jonas.ruskus@vdu.lt

STUDY COURSE DESCRIPTION

Code	Scope in credits	Institution	Academy	Institute
EDUD027	5	VMU	Education Academy	Educational Research Institute

Course title in Lithuanian

Mokymosi perspektyvos

Course title in English

Perspectives on Learning

Study forms	Number of hours
Lectures	20 hours
Consultations	15 hours
Group work or teamwork	10 hours
Individual work	108 hours. Of these, 50 hours for independent study of literature; discussions and work in the Moodle environment (individual work) – 10 hours; preparation of the first independent work – 20 hours; preparation of the second independent work – 28 hours.

Annotation in Lithuanian (up to 500 characters)

Šis dalykas yra įvadas į tris pagrindines pastaraisiais dešimtmečiais vyraujančias mokymosi, vystymosi ir mokymo tyrimų tradicijas: kognityvinę, pragmatistinę ir sociokultūrinę. Ypatingas dėmesys yra skiriamas šių krypčių poveikiui moksliniams tyrimams, t. y. kaip galima atlikti mokslinius tyrimus.
Dalykas dėstomas anglų kalba.

Annotation in English (up to 500 characters)

The course is intended as an introduction to three of the major traditions that have been salient in the study of learning, development and teaching in the past decades: cognitive, pragmatist and sociocultural perspectives. The specific focus will be on the implications for research of these traditions, i.e. how research can be conducted.

Need and relevance of the study course

The course is intended as an introduction to three of the major traditions that have been salient in the study of learning, development and teaching in the past decades: cognitive, pragmatist and sociocultural perspectives. The specific focus will be on the implications for research of these traditions, i.e. how research can be conducted.

Course aims

The study course aims to scrutinise how the methods used for collecting data, the analytical procedures and other aspects of the research process are designed in these traditions.

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

Study programme outcomes	Course outcomes	Criteria of learning achievement evaluation
To apply and develop advanced conceptual approaches, principles and methodologies of education science and interdisciplinary research by ethically conducting original research, interpreting various perspectives, connecting them to new and complex situations and problems of the educational context and creating new significant, well-grounded and reliable research and results-based educational science knowledge, contributing to the creation and management of educational innovations and the organisational culture of educational institutions based on learning co-creation in the age of rapid digitisation (knowledge competence).	To identify the main aspects of the theoretical trends (cognitive, pragmatic, sociocultural) covered in this study course.	The main aspects of the theoretical trends (cognitive, pragmatist, sociocultural) are identified.
	To identify the main aspects of the theoretical trends (cognitive, pragmatic, sociocultural) covered in this study course.	The philosophical underpinnings of philosophical schools of thought (cognitive, pragmatist, sociocultural) are understood.
	To identify the main aspects of the theoretical trends (cognitive, pragmatic, sociocultural) covered in this study course.	One's research problems and/or interests in the following theoretical approaches are associated.
To create educational, organisational, technological and social innovations in the fields of pre-school, pre-primary, primary, lower secondary, secondary education, vocational training, higher education, adult learning, non-formal education, special pedagogy and sports education, taking responsibility for the long-term impact of these innovations on learners, society and the environment (functional/operational competence).	To write research reviews and summarise research findings within the following theoretical fields (cognitive, pragmatic, sociocultural).	A written paper analysing two to four original (empirical) research studies carried out in the theoretical field of one's choice. A critical examination of how a theoretical framework is transformed into an empirical study and what this means for the results. How conceptual frameworks are related to empirical observations is examined.

Links between course outcomes and content

Course outcomes	Content (topics)
To identify the main aspects of the theoretical trends (cognitive, pragmatic, sociocultural) covered in this study course.	Introduction. Main theoretical approaches (cognitive, pragmatic, sociocultural).

To become familiar with the philosophical underpinnings of these trends.	The philosophical background of the theoretical approaches (cognitive, pragmatic, sociocultural).
To have a basic understanding of the methodological background of the research fields (cognitive, pragmatic, sociocultural).	A methodological framework for cognitive, pragmatic, sociocultural theoretical research: research design, data analysis and conclusions.
To prepare research reviews and summarise research findings in three theoretical approaches (cognitive, pragmatic, sociocultural).	Preparation of research reviews, and research reports. Summarising research results according to the three tertiary axes – cognitive, pragmatic, sociocultural. The paper is presented and defended at the second physical meeting.

Study methods (teaching and studying)

The course is organised around lectures, seminars and group assignments. These activities take place online via video link, learning management system and during two physical meetings.

Each participant will write a course paper analysing between two to four original research studies (empirical) carried out within the theoretical perspective chosen. The paper will be presented and defended at the second physical meeting.

Assessment of learning achievements

Discussions, assessment of case study analysis, observation of assignment presentation, assessment of independent or group work, assessment of written work.

Structure of cumulative score and value of its constituent parts

Learning outcomes are evaluated using a cumulative grade principle. Final grade (100%) consists of the following:
1. Homework – 30%;
2. Participation in discussions in forums, reflecting on the literature read – 30%;
3. Final exam (written paper) – 40%.

Basic materials

No.	Author, title of publication, publishing house, year of publication, link to e-source
Cognitive perspectives Theoretical texts:	
1.	Carey, S., Zaitchik, D. & Bascandziev, I. (2015). Theories of development: In dialog with Jean Piaget. Developmental Review, 38, 36-54.
2.	Katherine D. Kinzler and Elizabeth S. Spelke (2007). Core systems in human cognition. In C. von Hofsten & K. Rosander (Eds.) Progress in Brain Research, Vol. 164 ISSN 0079-6123
3.	Kintsch, W. (2009) Learning and constructivism. In S. Tobias & T. M. Duffy (Eds.) Constructivist Instruction: Success or failure? New York:Routledge. Pp. 223-241
Empirical articles:	
4.	Chi, M. T. H., Feltovich, P. J., & Glaser, R. (1981). Categorisation and representation of physics problems by experts and novices. Cognitive Science, 5(2), 121–152. https://doi.org/10.1207/ s15516709cog0502_2

5.	Matthias Schwaighofer, Frank Fischer & Markus Bühner (2015) Does Working Memory Training Transfer? A Meta-Analysis Including Training Conditions as Moderators, Educational Psychologist, 50:2, 138-166, DOI: 10.1080/00461520.2015.1036274
6.	John Sweller,Jeroen J. G. van Merrienboer,and Fred G. W. C. Paas (1998). Cognitive Architecture and Instructional Design. Educational Psychology Review, 10 (3), 251-296.

Pragmatic/sociocultural/situative perspectives.
Theoretical texts:

7.	Vygotsky, L. S. (1981). The instrumental method in psychology. In J. V. Wertsch (Ed.), The concept of activity in Soviet psychology (pp. 134-143). Armonk, NY: M. E. Sharpe. (10 pages)
8.	Wertsch, J. V. (2007) 'Mediation', in H. Daniels, M. Cole and J. V. Wertsch (eds) The Cambridge Companion to Vygotsky. pp. 178–92. New York: Cambridge University Press. (8 pages).
9.	Wickman P-O. (2017) Back to the Drawing Board: Examining the Philosophical Foundations of Educational Research on Aesthetics and Emotions. In: Bellocchi A., Quigley C., Otrel-Cass K. (eds) Exploring Emotions, Aesthetics and Wellbeing in Science Education Research, (pp. 9-37) Springer, Cham. (28 pages) https://link.springer.com/chapter/10.1007%2F978-3-319-43353-0_2

Empirical articles:

10.	Wertsch, J. V., & Kazak, S. (2011). Saying more than you know in instructional settings. In T. Koschmann (Ed.), *Theories of learning in studies of instructional practice* (pp. 153-166). New York, NY: Springer. https://link.springer.com/chapter/10.1007/978-1-4419-7582-9_9
11.	Schoultz, J., Säljö, R., & Wyndhamn, R. (2001). Heavenly talk: Discourse, artifacts and children's understanding of elementary astronomy. Human Development, 44, 103-118. (15 pages)
12.	Jakobson, B. & Wickman, PO. (2015). What difference does art make in science? A comparative study of meaning-making at elementary school. Interchange, 46 (4), p. 323-343. https://doiorg.ezproxy.ub.gu.se/10.1007/s10780-015-9262-6

Study course / module developers / teachers

No.	Name, surname	Institution	Academic title, scientific degree	Email address
1.	Erno Lehtinen	Vytautas Magnus University	Prof. Dr.	ernoleh@utu.fi erno.lehtinen@vdu.lt
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