

## Module Layout

### ΣΔΜ611/International Trends in Continuing Education and Lifelong Learning – Comparing Systems and Practices

<b>Faculty</b>	ΣΑΚΕ	Faculty of Humanities and Social Sciences	
<b>Programme of Study</b>	ΣΔΜΙΙ	Continuing Education and Lifelong Learning II	
<b>Module</b>	ΣΔΜ611	International Trends in Continuing Education and Lifelong Learning – Comparing Systems and Practices	
<b>Level of Study</b>	<b>Undergraduate</b>	<b>Graduate</b>	
		<b>Master</b> X	<b>Doctoral</b>
<b>Language of Instruction</b>	Greek		
<b>Mode of Delivery</b>	Distance		
<b>Module Type</b>	<b>Required</b>		<b>Electives</b>
			X
<b>Number of Group Consulting Meetings</b>	<b>Total</b>	<b>Physical Presence</b>	<b>Online</b>
	5	-	5
<b>Number of Assignments</b>	2		
<b>Final Grade Calculation</b>	<b>Assignments</b>	<b>Weekly Activities</b>	<b>Final Exam</b>
	40%	10%	50%
<b>Number of European Credit Transfer System (ECTS)</b>	15		

#### Module Description

This Module aims at engaging students in a comparative in-depth review and reflection upon the main policy developments and challenges on Lifelong Learning (LLL) at global level, with emphasis on continuing and adult education. The first sessions focus on major policy documents of the European Union (EU) during the last decade, which have an impact on the field of Adult and Continuing Education and on LLL. Particular emphasis is placed on the ideological, political, social, economic and cultural aspects (e.g. neoliberalism, globalization, economic crisis, migration, inequalities, etc.) that shape the political discourse and actions both at the level of EU and at national level (focusing on the cases of UK and Sweden) in relation to established frameworks and educational patrimonies and the role of influential non-state actors (e.g. European Commission, UNESCO, OECD). The sessions that follow focus on a comparative yet context-sensitive analysis of trends in the field of LLL in various countries/regions/continents of the world (e.g. Japan, China, Africa, Canada). By the end of the module the students will have developed in-depth knowledge and understanding of the major trends in the field of LLL internationally, with emphasis on continuing and adult education. Students will be able to use relevant studies and data in analyzing and discussing challenges shaping these trends, and evaluating policy responses to these challenges from a multi-cultural perspective.

#### Pre-requisite Modules

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#### Co-requisite Modules

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<b>Grading Scheme</b>				
<b>Assessment Method</b>	<b>Percentage on Final Grade</b>	<b>Workload</b>		
		<b>Hours</b>	<b>ECTS</b>	
<b>Weekly Interactive Activities</b>	10%	275-330	11	
<b>Assignment 1</b>	20%	50-60	2	
<b>Assignment2</b>	20%	50-60	2	
<b>Final/Repeat Examination</b>	50%	3	-	
<b>Total</b>	<b>100%</b>	<b>375-450</b>	<b>15</b>	

#### **Grading Rules and Assessment methods**

- Students are evaluated with 9, if they earn 90% of the possible grade, i.e.  $90\% \times 10 = 9$ , etc.
- Passing rate
  - 50% of the Assignments
  - 50% of the Interactive Activities
  - Students are allowed to participate in the final exam of a Module if they have overall earned the minimum grade ( $\geq 50\%$ ) in both their Assignments and Interactive Activities
  - 50% of the Final exam

If a student earns a grade with decimal points, then it is rounded to the nearest half unit.