Module Layout
ΣΔΜΙΙ513 / Introduction to Continuing Education and Lifelong Learning

Faculty	ΣΑΚΕ	Faculty of Humanities and Social Sciences		
Programme of Study	ΣΔΜΙΙ	Continuing Education and Lifelong Learning II		
Module	ΣΔΜΙΙ513	Introduction to Continuing Education and Lifelong Learning		
Level of Study	**Undergraduate**	**Graduate**		
		Master	**Doctoral**	
		X		
Language of Instruction	Greek			
Mode of Delivery	Distance			
Module Type	**Required**		**Electives**	
	X			
Number of Group Consulting Meetings	**Total**	**Physical Presence**	**Online**	
	5	**-**	**5**	
Number of Assignments	2			
Final Grade Calculation	**Assignments**	**Weekly Activities**	**Final Exam**	
	40%	10%	50%	
Number of European Credit Transfer System (ECTS)	**15**			

Module Description

This introductory module provides an outline of some of the most basic concepts connected with the vast and amorphous field of adult and continuing education and training, as gleaned from the existing international literature on the subject. By the end of the course, participants will have a sound knowledge of the different dimensions of the field, identify debates in the field and situate their own experiences within the broad framework of adult and continuing education.

The module begins with an exploration of the context of adult and continuing education, within the wider setting of lifelong learning and education, raising questions regarding the purpose of the field in contemporary times. Then the module focuses on the role of the State as an idea/context and network in which adult and continuing education is happening, as its role is still central, even if we live in the age of globalization. Specific emphasis is given on the Cypriot and Greek State. Following from the role of State, the third week explores the role of adult education in promoting active citizenship, participation and democracy in the State. The following two weeks explore some contemporary theoretical perspectives used in adult education: Marxism and the emancipatory tradition in adult education and learning, post-modernist and post-colonial theories, since each has implications for discussions of structures, identities, race and lifelong education. Although not all theoretical frameworks can be explored in these two chapters, some of these are implicitly explored in the following weeks, e.g. feminism in week nine, etc. as well as in other modules of the MA Programme, e.g. 'Critical Reflection in Adult Learning & Education'. Week seven explores work and adult education and addresses issues of workplace learning, learning for employability, and learning to meet competences. This is followed by a week focusing on adult learning in social movements, a place where most critical change is occurring. Adult education and community development is explored next. Then in week nine university continuing and adult education is examined and its place as a venue to provide educational access and a second chance to part time adult students and especially women. This is followed by week ten which focuses on adult education, social difference, racism and migration. Gender and ethnicity are the two main forms of social difference discussed in the adult education field, apart from social class. Gender is explored in its broader dimension, including sexuality, while ethnicity and 'race' is tackled in the context of migration. The final two weeks of this introductory module look at adult health education and older adult learners. They explore how health systems have excluded the adult learner in the community

who has a vital role in learning and teaching about health and ways to increase it and how we might meet the needs of the growing numbers of aging adults who are keen to learn.

Pre-requisite Modules

Co-requisite Modules

Grading Scheme

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

Grading Rules and Assessment methods

- Students are evaluated with 9, if they earn 90% of the possible grade, I.e. 90%*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 (≥ 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.