Module Title: LIFELONG LEARNING: PRINCIPLES AND ISSUES

Module Description: The aim of this pathway module is to engage students with theories and debates surrounding lifelong learning and to undertake research and apply their findings to their professional practice.

The content of the module engages students with contemporary principles and issues of lifelong learning. The concept of lifelong learning is a key element in contemporary discussions and debates in education. Understandings of lifelong learning range from positions which view lifelong learning as adult, post-compulsory, or work based vocational education to those which see it as a ‘cradle to grave’ experience. Lifelong learning is a politically contentious concept regarding its purpose and conceptions range from an instrumental view in which it is central to the needs of the economy to a broader definition relating to happiness and fulfilment in living, learning and working. In addition to the claimed individual and economic benefits accruing from engaging in liberal and informal educational contexts, the role of lifelong learning in promoting social equality will be investigated. Underpinning the debate consideration will be given to the notion that these principles apply to learning not in any one sector of education, but beyond these institutional structures.

Module Learning Outcomes: On successful completion of this module, students will be able to:

1. Discuss concepts, theories and debates surrounding lifelong learning through a critical review of academically relevant and valid literature.
2. Demonstrate their knowledge and understanding of lifelong learning by critically reviewing an aspect of practice within their own professional context.

Module Content: This module will focus on three key strands of investigation:

- the principal theories and concepts of Lifelong Learning;
- critical review of current literature and practices in the arena of Lifelong Learning;
- interpretations of, and issues associated with Lifelong Learning in contemporary settings.

Emphasis in each session will look at the following indicative list of topics:

- What is lifelong learning? Is it a ‘sector’, or a ‘process’ from ‘cradle to grave’?
- Lifelong learning theories and theorists.
- Principles of lifelong learning.
- The role of lifelong learning in contemporary society.
- Lifelong learning and social issues – crime and poverty; health and wellbeing.
- Lifelong learning and the community – social inclusion; citizenship.
Lifelong learning and technology – online and removed learning.
Lifelong learning and globalisation.
The Government and Lifelong Learning.

The final session in the module will be given over to a debate around the question ‘Does Lifelong Learning have a future?’, where guest speakers will be asked to give their perspective on the subject, and in which module students will be encouraged to describe their own interpretations on the matter.

Module Learning Methods Online:

You are provided with a set number of units of learning content. Content can be textual; can include video and audio material, screencasts or presentations with voiceovers. Some of the units of content contain optional tasks for you to undertake to apply or ‘process’ the content. There will be a community space / discussion area for the module which is the primary space for you to receive support from your tutor and peers.

At set point or points within the module, you are required to participate in online collaborative activity with a small group of your peers. However, these do not contribute towards the final assessment for the module.

The collaborative activity will take place within a private space for each group within the module’s ‘Community space’ on Blackboard.

You may be provided with the opportunity to participate in a set number of live classroom sessions during the module; these provide you with ‘real time’ access to your tutor and an opportunity to collaborate with your peers. Recordings of these sessions are made available to all students on the module; these are particularly useful for those unable to attend and for

To Apply

Your application must include your CV and a sample of work that includes written content and an activity that meets the following criteria:

No more than 4 sides of A4 in total on the relevant topic below. Please apply sub-sectioning as appropriate.

Audience:
Students who are involved in a range of educational roles across various professional context.
Instructions:

Write an introductory piece for MA Education students (mainly practising educationalists) on ‘The Concept of Lifelong Learning’ covering a range of viewpoints and with reference to current thinking, literature and practices. Include in this a number of tasks to engage students and consolidate their learning. Complete the piece with a group activity for students.

Include appropriate references.

The sample should contain the following:

- Aims and Objectives.
- Length of time you would envisage students needing to study this learning object (including completion of the activity).
- Material which demonstrates that you can write in an engaging manner for an International HE online audience (within the topic).
- Material which demonstrates aspects of instructional design (navigation, chunking, signposting etc.).
- An example of a graphical representation or image that you have created, or sourced, to enhance the delivery of the text.
- Suitable Open Educational Resources including multimedia (if appropriate) and with relevance to the topic.
- An activity for the topic that encourages student engagement with materials and peers through the use of an online social space (forum, wiki, blog, journal etc.).
- A short list of further resources and reading that support further student learning, with emphasis on electronic resources

You can view samples of existing online learning materials.

Applications should be emailed to UDOL-Acad-Resources@derby.ac.uk prior to 15 June 2014. If you have any questions about the role, please contact Emma-Jane Mather at UDOL-Acad-Resources@derby.ac.uk.