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VYTAUTAS MAGNUS UNIVERSITY (LITHUANIA)
KLAIPEDA UNIVERSITY (LITHUANIA)
MYKOLAS ROMERIS UNIVERSITY (LITHUANIA)
VILNIUS UNIVERSITY (LITHUANIA)
UNIVERSITY OF AVEIRO (PORTUGAL)

DOCTORAL STUDIES IN EDUCATION SCIENCE

Field: Social Sciences S000

Education Science 07S

Permission for Doctoral Studies in Education Sciences was granted by the order Nr. V-1019 (June 8, 2011) of the Minister of Education and Science of the Republic of Lithuania to Vytautas Magnus University (program-administering university) in conjunction with Klaipeda University, Mykolas Romeris University, Vilnius University, and Aveiro University (Portugal) as an overseas partner.

Experience of institutions of integrated / unified program of Doctoral studies in education of researchers for education science. Vytautas Magnus University, Vilnius University, Klaipeda University, and Mykolas Romeris University created a the consortium-based network for Doctoral studies in Education science in order to respond to new challenges in education science, unify the potential of researchers, and strengthen the international cooperation. The mentioned universities are experienced in developing cooperation and applying resources as well as they have various strengths yb organizing and performing the Doctoral studiesThe innovative idea of consortium for

Doctoral studies in 2005-2007 were implemented with initiatives of Vytautas Magnus University. In the project with the title “Establishment of consortium for transuniversity Doctoral studies in education science,”¹ a new network-type structure for preparing Doctoral students were designed and tested by concentrating resources of four universities (VMU, KU, ŠU, and VPU) in order to improve the qualitative indicators such as research competences that are essential for competitive and integral research cooperation both at European and global levels in order to broaden the boundaries between research schools and ensure communication of researchers and doctoral students.

Relevance of Doctoral studies for research development. The European Commission Program EUROPE 2020² sets three trends for intellectual growth of Europe through inclusion, sustainability, and intelligence. Each trend implies participation of researchers in education through research by establishing and applying innovations in education and training. The program anticipates the new products and services that are created through research and innovations in educations in order to stipulate the social and economic growing and helps to overcome the social challenges. Phenomenons of education are expanded through influence of changes in society then the education as research branch closes with other research trends. In order to know the phnomenons of education is not enough the traditional pedagogical knowledge, theories or methods. Educational phenomenons are concurrent with contemporary phenomenons such as globalization, emancipation of society, groups and individuals, social issues, permittivity of technologies into human life, changes in labor market, and etc. In order to know and perceive better the educational processes in the context of mentioned phenomenons are important knowledge of these trends / areas.

Contemporary educational phenomenons require psychological knowledge, when behavior and personal changes are analyzed in educational process; management knowledge, when the learning organizations are analyzed; anthropological knowledge, when specific educational practices are analyzed; sociological knowledge, when social inequality and integration in education is studied; historical knowledge, when development of educational systems is expleored; policy knowledge, when citizenship education and influence of different ideologies is studied; social work knowledge, when empowerment is analyzed.

Relevance of doctoral studies for social development. The World Bank³ in the context of social and economic challenges puts emphasis on the role of educational research in development. According

¹ ESF/2004/2.5.0-K01-012

² http://ec.europa.eu/europe2020/index_en.htm

³ Research for development : a World Bank perspective on future directions for research. 2010/09/01. Development Economics Senior Vice Presidency.

to the World Bank, education and development is one of the powerful tools for minimizing poverty and inequality, and it is the basis for sustainable growth in economy. Research that is conducted by educational researchers provides the possibilities to learn better about input, efficiency and results of educational processes.

Relevance of doctoral studies for cultural development. Education science is the multidisciplinary⁴ science, which covers all areas of reality and studies the permanent education of individuals and groups⁵. Currently, the crucial impact for educational processes in all over the world is of general developmental theories that explain the education as nature and nurturance of interests of a child, transmission of values, mental discipline by acquiring the learning subject, harmonization of the core values with the entire world. Macro-level changes such as globalization, social and cultural variety, pluralism of values, penetration of informational technologies and etc. determine that educational needs, educational subject / focus is essentially broadened.

Changes in society not only influenced the changes in formal education, but education became the social phenomenon, which includes various areas of social life. Discourse of citizenship, communities that present the different interests, failing institutional control and growing power of citizens, conditions of variety, indetermination and changes in society determine the changes on educational subject too. Traditional methods that are created for classroom and institutional educational practice do not fit the current educational practice. Perceptions about educational methods change in general because of changes in balancing the formal, nonformal and informal education. Attention of educational researchers is broadened from formal and institutionalized pedagogy to self-education environments, empowerment, professional activity, self-realized citizenship, local communities that coincide with the international discourse in educational research.

http://econ.worldbank.org/external/default/main?pagePK=64165259&piPK=64165421&theSitePK=469372&menuPK=64166093&entityID=000158349_20100929111750

⁴ Communication from the Commission, Building the ERA of knowledge for growth. Commission of the European Communities. COM(2005) 118 final. Brussels, 6.4.2005.

⁵ L.Jovaiša (1993). Pedagogikos terminai. Kaunas. Šviesa.

DOCTORAL STUDIES PROGRAM IN EDUCATION SCIENCE
(approved in the meeting of Joint Committee on September 14, 2011, renewed on January 24, 2014)

Modules are taught by united teams of VMU, VU, KU, MRU and Aveiro University (Portugal)⁶.
Students study in all universities during visiting sessions, distance studies or in other ways approved
by faculty team.

Code	07 S
Field of studies	Social Sciences
Branch of studies	Education Science
Level of studies	Third
Form and length of studies (years)	Full-time studies – 4 years. Part-time studies – 6 years.
Number of credits	240 ECTS
Awarded degree	Doctor of Social Sciences (Education Science 07S)

Program purpose (up to 700 symbols)

The purpose of this program is to prepare researchers who are able to conduct independently the research and work on social development projects as well as solve scientific/research problems. The Doctoral program in Education Science prepares Doctors of Social Sciences in Education Science. These professionals will be able to conduct the research at all levels of education system and to perform the research and pedagogical activities in professional and higher education and non-formal education institutions.

Study outcomes (developed competencies)

Upon completion of this program, doctoral students will be able to:

1. analyze their independent research and teaching activities, develop further competencies and personal career;
2. assess / evaluate and interpret the chosen educational phenomena and issues in the context of theories and other research studies;
3. apply achievements of other research areas in educational research;
4. assess the educational phenomena and issues in the context of the world of activity;
5. assess the phenomena and issues in higher education with the view of didactics;
6. plan and conduct the qualitative and quantitative educational research;
7. process and present research results;
8. apply statistics in educational research;
9. prepare and implement the research project on educational improvements .

Career opportunities

Upon completion of doctoral studies, the doctors in education will be able to work as researchers, policy-makers in education, organizers and executors of education projects as well as hold the research and teaching positions in higher education institutions and executive posts in educational and research institutions.

Final evaluation

Final project – written and publicly defended doctoral dissertation.

Admission to the program

Candidates apply for the doctoral program in Education Science through open admission. Individuals holding Master's degree or an equivalent degree can participate in open admission process. More information about admissions procedures is available in *Rules and Procedures of Doctoral Studies*.

⁶ Team of professors in charge of a specific module is presented at the end of description of each study module.

Program content

Nr.	Module title	Credits, ECTS	Pages
CORE MODULES			
1.	The issues of Contemporary Educational Philosophy (EDU8001)	5	5
2.	Social Research Methodology (EDU8002)	5	8
ELECTIVE MODULES (20 ECTS required)			
3.	Didactics of Higher Education (EDU9001)	5	10
4.	Methodology of Qualitative Educational Research (EDU8003)	5	12
5.	Methodology of Quantitative Educational Research (EDU8004)	5	15
6.	Projects for Development in Education (EDU8005)	5	17
7.	Occupation and Psychosocial Human Development (EDU8006)	5	20
Elective modules: enlisted here and taught in other universities and other faculties or doctoral summer schools can be selected; it is necessary to consult with a scientific supervisor regarding the necessity of the choice of modules. The individual study programme has to be approved by the Joint Committee ⁷ .			
8.	Dimensions of intercultural education (EDU9002)	5	23
9.	Development of creativity in the contemporary education system (EDU8007)	5	27
10.	Theories of social education (EDU8008)	5	30
11.	Conceptualization of lifelong learning in theory and policy (EDU9003)	5	34
12.	Paradigms of career designing (9004)	5	37
13.	Contemporary Theories of Sociology of Education (EDU9005)	5	40
14.	Development of educational science, its tendencies and perspectives (EDU9006)	5	42
15.	Education policy and management: identity and globality (EDU9007)	5	45
16.	Special module (please, follow ongoing information)	5	
INDEPENDENT STUDIES & CONSULTATIONS			
1.	Write and publish at least two articles (one article based on the theoretical analysis and the other article based on empirical research) in journals that are registered in Academy of Sciences referenced databases.	210	
2.	Participate in at least two scientific conferences and make presentations on the topic of dissertation research.		
3.	Participate in at least one research or study internship abroad.		
4.	Write a doctoral dissertation in accordance with established requirements for content and structure and submit it for evaluation to the United Committee of Doctoral Studies in Education Science.		

3.1.2. Evaluation procedures for doctoral study outcomes; Evaluation procedures for study outcomes

1.	All core modules are completed and final evaluation of achievements for every module is obtained.
2.	Four elective modules (20 ECTS credits) are completed and evaluation of achievements for every module is obtained.
3.	Two articles are written and published in journals that are registered in Academy Sciences referenced databases.
4.	At least two scientific conferences are attended and presentations on the topic of dissertation research made.
5.	At least one research or study internship abroad is undertaken.
6.	Doctoral dissertation is written in accordance with requirements for content and structure and submitted for evaluation to the United Committee of Doctoral Studies in Education Science.

⁷ Students can also choose remediation courses, such as Education Science (Vytautas Magnus University)

DESCRIPTION OF STUDY MODULE

Code	Credits	University/Faculty	Department
EDU8001	5 ECTS	VU, Faculty of Philosophy VMU, Faculty of Social Sciences KU, Faculty of Pedagogy	Department of Education Science, Department of Education Science, Department of Education Science

Title

THE ISSUES OF CONTEMPORARY EDUCATIONAL PHILOSOPHY

Form of studies	Credits
Lectures	0,5
Seminars	0,5
Consultations	1
Independent study	3

Annotation in Lithuanian

Dalykas skirtas supažindinti studentus su šiuolaikinėmis ugdymo filosofijos paradigmomis, išugdyti studentų gebėjimą atpažinti ir analizuoti skirtingas ugdymo perspektyvas filosofinių prieigų požiūriu, tyrimų metodologijai taikyti tinkamas epistemologines nuostatas ir instrumentus. Studentai bus mokomi analizuoti ugdymo filosofijos tekstus ir aiškiai pateikti savo argumentais grįstą nuomonę, dalyvauti teoriniame švietimo diskurse tinkamai naudojant ugdymo filosofijos žodyną, savarankiškai planuoti edukologinius tyrimus metodologijai pasirinkiant vieną ugdymo filosofijos kryptį.

Annotation in English

The aim of the course is to introduce students to new contemporary paradigms of education philosophy, to foster their ability to recognize and analyze different educational perspectives from the philosophical point of view, and to find out methodological access to the educational research. Students will be taught to analyze philosophical texts, participate in theoretical discourse and express their position using philosophical vocabulary, to plan and organize research independently applying one of the philosophical (epistemological) paradigms for methodology.

Expected study outcomes:

After successful studies students will be able to:

1. Characterise history of contemporary philosophy of education, and the variety of contemporary concepts;
2. Characterise traditions of contemporary philosophy of education, and enlist the main features of each of them;
3. Identify main traditions of contemporary philosophy of education in Lithuania (evident in formal and nonformal systems) and in wider political and public discourse;
4. Explain the concept of a paradigm and provide examples of parallel paradigms, paradigms in synergy and paradigms in controversy both in Lithuania and global contexts;
5. Justify methodology of strategies and methods chosen based on the epistemology chosen;
6. Provide a short draft of philosophy of education of individual research theme.

Content

The concept and purpose of contemporary education philosophy: eclecticism, non-systematicity.
Significance of philosophy as education theory.
Pragmatism (James, Dewey),
Analytical education (Peters),

Existentialistic and phenomenological education (Denton),
 Intercultural education supported by philosophy of dialogue (Green),
 Constructivism (Berger, Luckmann, Schuetz),
 Neomarxist education (Apple, McLaren, Giroux, Freire),
 Feminism (Noddings) and post-colonial education,
 Postmodern education (Usher, Edwards).
 Critique of postmodernism (Burbules).
 Hermeneutics and education (Gallaher).
 Construction and recognition of education discourse: stereotypes, prejudices, forms of convincing, mythological constructs.
 Power, control, and discipline tools in education from the standpoint of philosophy (Apple, McLaren, Giroux, Foucault)
 Discourses of pop-culture and media, their influence on education and development.
 Dissemination of Eastern philosophy and religions in contemporary Western society and their influence on non-traditional educational schools.
 Education philosophy in Lithuania: tendencies, problems, and critique.
 Significance and practical application of epistemology as research methodology for education science.
 Paradigms: connections between ontological, epistemological, and methodological ideas.
 Epistemological approach and paradigms in education research.
 Social epistemology in education research (Goldman).
 Critical theory in comprehension process: feministic, neomarxist, and postcolonial processes (Harding, Harraway, Collins).
 Social constructivism (hermeneutic and phenomenological perspective in education research).
 From epistemology to research methodology: epistemological substantiation of education research strategies and methods.

Assessment of study outcomes

Cumulative grade: Essay (30 %); Written responses to open questions during exam (70 %)
 While evaluating and assessing assignment and exam, an emphasis will be whether students are able to:

1. Characterise history of contemporary philosophy of education, and the variety of contemporary concepts;
2. Characterise traditions of contemporary philosophy of education, and enlist the main features of each of them;
3. Identify main traditions of contemporary philosophy of education in Lithuania (evident in formal and nonformal systems) and in wider political and public discourse;
4. Explain the concept of a paradigm and provide examples of parallel paradigms, paradigms in synergy and paradigms in controversy both in Lithuania and global contexts;
5. Justify methodology of strategies and methods chosen based on the epistemology chosen;
6. Provide a short draft of philosophy of education of individual research theme.

Literature

1. Duoblienė L. Šiuolaikinė ugdymo filosofija: refleksijos ir dialogo link. Tyto alba, 2007.
2. Noddings N. Philosophy of Education. Stanford university, 1998
3. Globalization and education. Ed. by Burbules N.C., Torres C.A., London and New York: Routledge, 2000.
4. Usher R., Edwards R. Postmodernism and Education. London and New York: Routledge, 1996.
5. Dewey J. Democracy and Education. Chicago, 1997
6. McLaughlin T.H. Šiuolaikinė ugdymo filosofija: demokratiškumas, vertybės, įvairovė. Kaunas,

1997.

7. McLaren P. The Educational Researcher As Critical Social Agent: Some Personal Reflections on Marxist Criticism in Post-modern Times of Fashionable Apostasy// Multicultural Research: A Reflective Engagement with Race, Class, Gender and Sexual Orientation. Ed. By Grant C.A. London: Falmer Press, 1999.

8. McLaren P. Schooling as Ritual Performance. Toward a Political Economy of Educational Symbols and Gestures. Rowman & Littlefield Publishers, Inc., 1996.

8. Apple M.W. Education and Power. New York and London: Routledge, 1995.

9. Peters R.S. The Aims of Education – Conceptual Inquiry// The Philosophy of Education. Oxford University Press, 1973.

10. Denton D. E. The Language of Ordinary Experience: A study in the Philosophy of Education. New York, 1970.

11. Duoblienė L. Ideologizuotos švietimo kaitos teritorijos. Vilnius: VU leidykla, 2011. 261 psl.

12. Denzin N.K. Lincoln Y.S. (Eds.). Handbook of Qualitative Research. Sage Publications, 1994, 643 p.

13. Berger P.I., Luckmann T., Socialinės tikrovės konstravimas. Vilnius: Pradai, 1999.

Module designed by

Prof. Lilija Duoblienė, Vilnius University, Prof. Natalija Mažeikienė, Vytautas Magnus University, Prof. habil.dr. Ona Tijūnėlienė, Klaipėda University

Approved by Committee of Doctoral Studies in Education Science by resolution No. 3 (protocol No. 1) made during the meeting on January 24, 2014.

DESCRIPTION OF STUDY MODULE

Code	Credits	University, Faculty	Department
EDU8002	5 ECTS	VMU, Faculty of Social Sciences KU, Faculty of Pedagogy	Department of Social work Department of Social Pedagogy

Title

SOCIAL RESEARCH METODOLOGY

Form of studies	Credits
Lectures	1
Seminars	1
Consultations	1
Independent study	2

Annotation in Lithuanian

Modulyje sudaromos galimybės studentams svarstyti esminius mokslinio darbo ir temos pasirinkimo klausimus, analizuoti objekto ir raiškos aspektus, argumentuoti tyrimo parametrų pasirinkimo ir formuluotės problematiką. Kiekybinių ir kokybinių tyrimo metodų dermės ir tarpusavio sąveikai metodologijos pilnatvėje taip pat skiriamas dėmesys.

Annotation in English

The objective of this course is to develop PhD students' knowledge of social research in education, develop students' abilities to implement empirical research in a valid and reliable way, develop students' attitudes towards recognizing the value of research in production of new knowledge. Research design (defining ontology, epistemology, research question and object, hypotheses and assumptions, sampling, etc.), the attributes of qualitative and quantitative methods, and research quality are topics discussed in the course with regard to research proposals of PhD students.

Expected study outcomes

Upon completion of this module, doctoral students will be able to:

1. Recognize the problem of discourse in social research by understanding fundamental paradigms of social research, its epistemological concepts and key characteristics of quantitative and qualitative research.
2. Design social research for studying issues in education and development by defining study ontology and epistemology, research question, object, hypotheses and forming a study sample.
3. Implement quality assurance methods for quantitative and qualitative social research by applying procedures for reliability, validity, credibility and confirmability.
4. Recognize issues of research ethics and apply tools for assuring ethics in research.

Content

1. Objectives of social research. Objectives and tasks of social research. Types of social research. Areas of application for social research.
2. Introduction to social research. Deduction vs. induction. Positivism. Constructionism and reconstruction of meaning. Critical theory. Interpretation. Feminism. Objective and subjective concepts of reality. Positivist/post-positivist, interpretative/constructivist and emancipative paradigms.
3. Qualitative and quantitative research. Structured research strategy and standardized data collection. Aspects of conformity and measurements in quantitative research. Unstructured research strategy and non-standardized or semi-standardized data collection. Exploratory and interpretational aspects of quantitative research. Triangulation of qualitative and quantitative research.
4. Research quality. Concepts and procedures of reliability and validity in quantitative research. Concepts and procedures of dependability and confirmability in qualitative research. Ecological

validity.

5. Principles of research ethics. Codes of research ethics. Sensitive research.
6. Research design. Definitions of research epistemology, theory, methodology, and methods. Social and scientific relevance of research. Research problem, questions, object, hypotheses, objective and tasks. Operationalization of object. Sampling.
7. Quantitative data collection and processing methods. Concepts of latent and manifest variables. Questionnaire design. Measuring attitudes/perceptions. Experiment. Observation. Interview. Designing a semi-structured data collection tool. Concept of in-depth interview. Focus and delfi groups. Content analysis. Force field analysis. Case analysis. Ethnographic research and participatory research.

Assessment of study outcomes

1. Individual dissertational research project in education is prepared where ontological and epistemological perspectives of the study, research object, objective, tasks, hypotheses, research question, and research problem are defined, sampling procedures and quality assurance methods are described, and data collection tool is designed.
2. At least two dissertations in education science and at least one dissertation from another discipline that is close to education science are analyzed with regard to parameters of social research. Strengths and possibilities for improvement of analyzed dissertations are recognized.
3. Presentation on methodological aspects of specific, assigned in advance parameters of social research is prepared and made. Presentation covers research ontology and epistemology, attributes of quantitative and qualitative research and combination of both types of research, research quality assurance methods and issues in research ethics.
4. Cumulative grade method is applied for evaluation. Information on contribution of each project/assignment towards final grade is discussed with students.

Literature

Main sources

1. Bitinas B. (2006). *Edukologinis tyrimas: sistema ir procesas*. Vilnius: Kronta.
2. Ayon J., Dumas M. (2009). *Theory and educational research: toward critical social explanation*. New York: Routledge.
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Additional sources

1. Baumfield, V. (2013). *Action research in education: learning through practitioner enquiry*. Los Angeles: Sage.
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12. Midgley W., Tyler M.A., Danaher P.A., Mander A. (Eds.). (2013). Beyond binaries in education research. London: Routledge.
13. Rienecker, L., Jorgensen, P. S. (2003). Kaip rašyti mokslinį darbą. Vilnius: Aidai.
14. Wengraf T. (2001). Qualitative research in interviewing: biographic narrative and semi-structured methods. London: Sage.
15. Žydžiūnaitė V. (2007). Tyrimo dizainas: struktūra ir strategijos. – Kaunas.

Module designed by

Prof. dr. Jonas Ruškus, Vytautas Magnus University, Prof. dr. Liudmila Rupšienė, Klaipėda University, prof. dr. Tatjana Bulajeva, Vilnius University

Approved by Committee of Doctoral Studies in Education science by resolution No. 3 (protocol No. 1) made during the meeting on January 24, 2014.

DESCRIPTION OF STUDY MODULE

Code	Credits	University, Faculty	Department
EDU9001	5 ECTS	VMU, Faculty of Social Sciences VU, Faculty of Philosophy	Department of Education Science Department of Education Science

Title

DIDACTICS OF HIGHER EDUCATION

Form of studies	Credits
Lectures	1
Seminars	1
Consultations	1
Independent study	2

Annotation in Lithuanian

Šiame modulyje siekiama sudaryti galimybes doktorantams pasirengti dalyvauti mokslinės veiklos sklaidoje plačiaja prasme bei studijų organizavimo, dėstytojų pasirengti dalyvauti savo tematikos srityje, analizuoti akcentuotinus savo veiklos tobulinimo ateityje klausimus.

Annotation in English

Didactics of higher education is an applied branch of education science. The following issues are analyzed in this course: phenomena of education; the most significant teaching and learning theories; learning by doing. Teaching methods and their applications are covered including lectures, learning in small groups, projects, case studies, discussions, workshops, debates, brainstorming, etc. Other issues discussed in the course are teaching resources, teaching models for effective learning (consecutive and problem-based), development of study programs and their logic, goals, tasks and structure; strategies for development of productive learning environment; open and distance learning; control, assessment and evaluation of study outcomes; assessment systems; problems of quality assurance in university studies (dimensions, standards, criteria and methods).

Expected study outcomes

Upon completion of this module, doctoral students will be able to:

1. Interpret theoretical and political issues in education; participate in a scientific discussion with other researchers.
2. Identify students' study needs and objectives.
3. Interpret the process of university studies as a system.
4. Define the most important didactical parameters of higher education and their interdependence.
5. Select and apply proper study forms and methods.
6. Formulate evaluation criteria for study achievements.
7. Prepare a fragment of university study program that is didactically substantiated, professional and methodologically supported.
8. Assess study process from perspectives of quality and achievement of objectives.
9. Evaluate and improve one's own didactics competencies.

Content

1. *Globalization and change in education.*
Effect of globalization on the concept of education. The Discourse of lifelong learning in education policy of the European Union. Three learning dimensions as a multi-interactive education system.
2. *University studies.*
The system of university studies. Study cycles, forms, awarded degrees and qualifications.
3. *Didactical peculiarities of higher education.*
University didactics as a branch of education science. Shift in paradigms of learning/studying. Curriculum: the concept and methodology for design. The concept of regulation of studies. Purpose of

regulations. The main parameters of university study content. Study program as the main document describing study content parameters. Learning outcomes. Learning outcomes-based methods of program design/renewal/improvement. Research on study content: evaluating quality of study programs. Study methods and their practical application: methods and tools for reproduction, interpretation, and creative learning/studying. Learning/studying models that promote effective learning: continuous and problematic studying. Strategies for creating a productive learning/studying environment. Open and distance learning. Testing, evaluation, and assessment of study achievements. Evaluation systems: diagnostic, synthesizing, formatting, and cumulative.

4. *Evaluation of quality in study process.*

The concept of quality in education. Evaluation system for study content and process.

5. *Personal and professional self-development of a university teacher.*

Functions and competencies of a university teacher as an andragogue/adult educator. Self-cognition, performance self-evaluation, self-development and career planning.

Assessment of study outcomes

Cumulative grade principle is applied (Evaluation is criteria-based and cumulative. Independent study: prepared project of study subject program description (based on one's own research or any other topic) counts for 25%; demonstrated and implemented didactical project of a structural piece of study subject program counts for 25%; exam (analysis and assessment of study program fragment) counts for 50%.

Exam is targeted at identifying whether doctoral students:

1. Interpret theoretical and political issues in education and discuss them.
2. Identify students' study needs and objectives.
3. Define the most important didactical parameters of higher education and their interdependence.
4. Explain suitability of selected study forms and methods.
5. Formulate evaluation criteria for study achievements.

Literature

Main sources

1. Adelman C. (2009). *The Bologna Process for U.S. Eyes: Re-learning Higher Education in the Age of Convergence*. Washington, DC: Institute for Higher Education Policy.
2. Geoff P. (2006). *Šiuolaikinis mokymas. Praktinis vadovas*. Vilnius: Tyto Alba.
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4. Laužackas R. (2008). *Kompetencijomis grindžiamų mokymo/studijų programų kūrimas ir vertinimas*. Monografija. Kaunas: VMU.
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Additional sources

1. Bulajeva T., Lepaitė D., Šileikaitė-Kaishauri D. (2011). *Studijų programų vadovas*. Vilnius: VU
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DESCRIPTION OF STUDY MODULE

Code	Credits	Faculty	Department
EDU8003	5 ECTS	VMU, Faculty of Social Sciences KU, Faculty of Pedagogy	Department of Education Science Department of Social Pedagogy

Title

METHODOLOGY OF QUALITATIVE EDUCATIONAL RESEARCH

Form of studies	Credits
Lectures	1
Seminars	1
Consultations	1
Independent study	2

Annotation in Lithuanian

Modulyje siekiama sudaryti studentams galimybes susipažinti, diskutuoti, argumentuoti kokybinių tyrimų metodologijos klausimais, įvardijant privalumus, tinkamumą edukologinių reiškinų matavimui, nurodyti galimus apribojimus etinius išsipareigojimus bei analizuoti ir pradėti taikyti metodus bei jų naudojimo procedūras. Studentai skatinami svarstyti daugiadisciplinių bei tarpdisciplininių tyrimų charakteristikų ir keliamų iššūkių atžvilgiu.

Annotation in English (up to 500 symbols)

The study module is designed for (self-) development of qualitative research methodology, attitudes, abilities and skills in education. The module consists of the following topics in qualitative research methodology in education: framework of conceptual research, philosophical and conceptual methodological framework, designs and samples, qualitative data collection process and research tools, qualitative data analysis process and validation of results, international and intercultural research dimension, multidisciplinary and interdisciplinary, team work among researchers in forms and types of research resources affecting presentation of research results.

Expected study outcomes

Upon completion of this module, doctoral students will be able to:

1. Develop personal philosophy of researcher's activities by understanding the essence of research in education as social research.
2. Gain experience in qualitative research at national and international levels and plan for opportunities for its further development.
3. Assess adequacy of qualitative research in the light of ethical and cultural norms and education principles.
4. Influence values of scientific and academic community from perspective of development in qualitative research.
5. Assess education issues in the context of philosophy and methodology of qualitative research.
6. Apply interdisciplinary knowledge and skills for design and implementation of qualitative research.
7. Interpret research studies in education in the context of achievements in contemporary social research.
8. Assess opportunities for qualitative research by ensuring interaction between workplace and education.
9. Review and present the extent of qualitative research in education issues.
10. Identify qualitative research problem.
11. Apply qualitative research methods.
12. Design tools for empirical qualitative research (for interview, document analysis, and observation, case study, and language and communication study).
13. Perform comparative and interpretational analysis of qualitative research data.

14. Formulate research summaries, conclusions, and recommendations.

Content

1. Theoretical research in qualitative research in education.
2. Philosophical and conceptual structure of qualitative research methodology in education.
3. Design and sampling in qualitative research in education.
4. Qualitative data collection process and research instruments in education.
5. Qualitative data analysis process and validation of research results in education.
6. International and intercultural dimension of qualitative research in education.
7. Multidisciplinarity and interdisciplinarity of qualitative research in education.
8. The work of research team in conducting qualitative research.
9. Formats for presenting qualitative research results and types of scholarly sources.

Assessment of study outcomes

Cumulative grade system is applied in this study module of doctoral studies. Independent project on the topic of individual research is prepared and counts for 75% of the final grade and exam counts for 25% of the final grade. Independent research project and exam (test) are targeted at assessing whether:

- Ontology, gnoseology, epistemology and axiology of qualitative research in education are substantiated.
- Methodological terminology of qualitative research in education science is analyzed and positions of knowledge and designs of qualitative research in education are defined.
- Conceptual attitudes towards qualitative research in education are identified in the context of dissertation topic and research problem.
- Methodological research parameters are substantiated and conceptually interrelated, qualitative research strategies in education are defined and compared, so are qualitative data collection and analysis methods.
- Qualitative research objects in education and development are defined.
- Combination of qualitative data collection and/or analysis methods in education is substantiated.
- Target methodological parameters (oriented towards evaluation, activity, action, areas, changes, experiences, and contexts) of qualitative research in education are assessed and substantiated.
- Intercultural, international and interdisciplinary dimensions of qualitative research in education are identified and evaluated.
- Interpretation of qualitative research results based on the criteria of methodological correctness and interculturalism is set and evaluated.
- Methodological correctness of primary and secondary scholarly sources presenting qualitative research is analyzed, assessed and presented.
- Principles of gnoseology are applied to forming qualitative research design in education.
- Mixed research designs in education are created and substantiated.
- Structural and methodological parameters of a prepared research project are formulated and substantiated.
- Proper instruments for qualitative research in education science are designed and substantiated.
- Proper ethical decisions in the context of a specific research project are made and substantiated. Qualitative research data is collected and analyzed, interpretation of obtained results is completed.

Literature

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DESCRIPTION OF STUDY MODULE

Code	Credits	University/Faculty	Department
EDU 8004	5 ECTS	VU, Faculty of Philosophy KU, Faculty of Pedagogy VMU, Faculty of Social Sciences	Department of Education Science Department of Social Pedagogy Department of Education Sciences

Title

METHODOLOGY OF QUANTITATIVE EDUCATIONAL RESEARCH

Form of studies	Credits	5
Lectures		0,5
Seminars		1,5
Consultations		1
Independent study		2

Annotation in Lithuanian

Edukologijos kiekybinių tyrimų metodologijos modulis skirtas analizuoti skirtingų kiekybinių tyrimų metodų ypatumus, tyrimo instrumentų konstravimą, jų tinkamumo (validity) ir patikimumo (reliability) užtikrinimą, duomenų analizavimą ir interpretavimą.

Annotation in English

The module is designed to help students acquire abilities to discuss the importance of various research methods in education in an argumentative way; demonstrate knowledge of research, concepts of methodology and methods; acquire competencies of the application of quantitative, statistical research methods and interpretation of statistical data as is defined in the framework for the qualification of doctoral degree in education.

Expected study outcomes

Upon completion of this module, students will be able to:

- Name similarities and differences of quantitative and qualitative research.
- Analyze and compare various models of quantitative research.
- Apply statistical research methods of data analysis.
- Use standard data analysis software.
- Interpret research results and conditions for their application.
- Substantiate the importance of chosen research methods for research results and their interpretation.
- Explain types of variables and relevance and reliability of applied measurements in quantitative research.
- Assess data analysis strategies and procedures.

Content

1. Quantitative research methods.
2. Quantitative research planning.
3. Data collection and analysis methods.
4. Data analysis software.
5. Interpretation of results.

Assessment of study outcomes

Criteria-based cumulative evaluation is applied.
Evaluation of doctoral students' independent and group assignments demonstrating that study outcomes are achieved.

Literature

Main sources

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DESCRIPTION OF STUDY MODULE

Code	Credits	Faculty	Department
EDU8005	5 ECTS	VMU, Faculty of Social Sciences MRU, Faculty of Social Technologies	Department of Education Sciences Institute of Educational Sciences and Social Work

Title

PROJECTS FOR DEVELOPMENT IN EDUCATION

Form of studies	Credits
Lectures	1
Seminars	1
Consultations	1
Independent study	2

Annotation in Lithuanian

Pateikite trumpą informaciją apie studijų dalyką (dalyko paskirtis, studijų formas, tematika)

Tai pasirenkamasis modulis edukologijos doktorantūros programoje, kuriuo siekiama sudaryti studentams galimybes nagrinėti švietimo plėtros uždavinius šiuolaikinio pasaulio iššūkių kontekste, projektinę veiklą analizuojant ir vykdant kaip vieną iš sprendimo kelių (atkreipiamas dėmesys į mokslo ir švietimo tobulinimo projektus)

Annotation in English

This is an elective module of doctoral studies program where possibilities of organizing research in education, which provides solutions for development in education in the context of contemporary challenges and is specified as one of peculiarities of project (development of science and education) activities, are analyzed.

Expected study outcomes

1. Evaluate changes in education in the context of workplace and innovations.
2. Evaluate research opportunities by ensuring interaction of workplace and education and forecasting development in education.
3. Identify and analyze development problems in education, select proper strategies to solve these problems.
4. Prepare proposal that meets funder's requirements, organize and lead projects for development in education.
5. Communicate, cooperate, and work in group by creating and maintaining a project team.
6. Reflect on one's own performance and qualification by seeking self-improvement.
7. Take over project management experience at national and international level and ensure its expansion and circulation.

Content

Topics presented in the logical sequence of studying.

1. *Development in education through project work. Concept, development, and classifications of projects. Characteristics of research (scientific – interdisciplinary) and education improvements projects.*

Concept of project: definition and systematic approach to project. Development of projects. Characteristics of projects. Classifications of projects. Project participants. Scientific (research) and education improvements (development) projects.

2. *Areas of project ideas and objectives: social integration and groups.*

Project as the process of change and innovation in education/development. Project mission, positive socialization, and integration. Problems and areas of socialization. Governmental social programs. Support funds and search for funding. Initiatives of the European Union.

3. *Project phases and structure.*

Project lifecycle and phases of implementation. The issues of substantiation and harmonization of

major characteristics of the project. Quality assurance tools as project evaluation criteria. Project content planning by application of logical structure matrix. Specification of work planning: Gantt's diagram, critical path method. Planning finances. Aspect of project wholeness.

4. *Project management.*

Main elements of project management. What tasks are included in project management? Project management processes. Causes of project failures. Project risk management. Types and categories of risk. Identification and evaluation of risk. Risk analysis methods. Risk planning and monitoring. Risk management strategies.

5. *Project team building and management.*

Organizing a project group. Development of the team. Team building and maintaining. Learning and growth through team work. Team building and communication system. Team conflicts and modeling of solutions. Effective management of human resources in project work.

6. *Projects and cultures. Challenges of organizational culture in project work.*

Project integration in organization. Intentional and unintentional change in organizations. Learning organization. Projects and strategic development of organization. Strategic management process in educational organization: from analysis to monitoring. Strategy as a concept and process. Schools of strategic preparation. Models of strategic forming.

7. *Quality assessment. Audit.*

Horizontal and vertical system of quality management and assurance. Project quality as a function of project management. Internal project evaluation. Formation of tools for evaluation of project outcomes. Evaluation of effect of project outcomes (goal, process, product). External project evaluation. Audit and project closing.

Assessment of study outcomes

The principle of accumulated grade is applied (final exam (test) counts for 25% of the final grade and prepared application for education development project counts for 75% of the final grade). Exam (in written form) is targeted at identifying whether a student is able to:

- Identify and describe education improvements problem and possible solutions and verify the rationality behind chosen solution.
- Describe education problem, extent of research on this problem; highlight the issues of social integration.
- Identify, describe, and validate peculiarities of social integration project by emphasizing characteristics of disadvantaged groups.
- Evaluate scientific (research) and education project opportunities by developing interaction between education and workplace and assessing the causes, limits, and manifestation levels of a problem in education improvements.
- Prepare and validate logic matrix of the project and its chronological contouring.
- Describe project activities, assign resources, and identify required resources for implementation of activities.
- Identify management functions that are fundamental for project implementation and evaluate peculiarities of project administration.
- Assign resources and plan their sources for implementation of activities, conduct analysis of strengths (for instance, research and academic activities and qualification) of national and international team members.
- Identify risk factors of a specific research or education improvements project and prepare a risk management plan.
- Assign and plan resources for implementation of activities and evaluate the importance of project in the context of workplace and research opportunities by ensuring interaction with the workplace.
- Organize and administer project activities through quality assurance.

Students prepare:

- Application for project for development in education (documentation) in accordance with requirements of the funder.
- SWOT analysis.
- Description (for the project application prepared for this module) specifying how the project

will be evaluated, planned methods of internal and external evaluation, and what definition of quality is applied in each case.

Literature

Main sources

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Additional sources

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DESCRIPTION OF STUDY MODULE

Code	Credits	University, Faculty	Department
EDU8006	5 ECTS	KU, Faculty of Health Sciences VMU, Faculty of Social Sciences	Department of Social Work Department of Education Sciences

Title

OCCUPATION AND PSYCHOSOCIAL HUMAN DEVELOPMENT

Form of studies	Credits
Seminars	1
Independent study	1
Consultations	1
Individual work	2

Annotation in Lithuanian

Padėti edukologijos doktorantui pažinti ir suprasti psichologinius, kognityvinius ir socialinius kaitos procesus, kuriuos asmuo patiria dabartiniame socialiniame, ekonominiame bei istoriniame kontekste. Įvertinami reiškiniai, vykstantys šiuolaikiniame darbo veiklos pasaulyje. Sudaromi ir apginami nauji apibendrinimai pagrįsti paradigminėmis žiniomis apie profesiją, atskirus profesijos aspektus. Didelis dėmesys skiriamas profesiskai kryptingos, aktyvios asmenybės formavimuisi ir su profesija susijusių problemų sprendimui. Atliekama kompetencijos ir kvalifikacijos sampratų dabartiniame darbo veikos kontekste interpretacija. Atskleidžiama nacionalinė kvalifikacijų sistema, jos struktūra, principai ir procesai.

Annotation in English

The module is designed to help a doctoral student learn about and understand psychological, cognitive and social processes of change which an individual experiences in a contemporary social, economical and historical context. The module evaluates the phenomena which takes place in a modern work environment. New generalizations based on fundamental knowledge about profession and certain aspects of profession are formed and substantiated. Much attention is given to preparation of a professionally directed and active personality as well as to solutions of problems associated with profession. The module contributes to analysis and interpretation of the concepts of qualifications and competence in a current work environment. The module also highlights the system, structure, principles and processes of national qualifications.

Expected study outcomes

Upon completion of this module, doctoral students will be able to:

1. Explain theoretical aspects of study subject and get involved in a scientific discussion with other researchers, raise purposeful questions and respond to them by applying knowledge and imagination.
2. Describe the processes of emergence, deduction, and development of study subject categories (work, profession/occupation, calling, professional, job profile diagram, qualification, competencies, etc.).
3. Formulate, substantiate and defend new issues about profession and its relation with psychological development of a human being.
4. Assess and substantiate relation of social transformations with professional activity of an individual.
5. Uncover links between competency and qualification and their role in the workplace and education system.
6. Describe relation between national qualifications framework and qualifications system and recognize the levels of qualifications framework.
7. Assess and substantiate links between profession and human psychological development from philosophical, scientific and practical (one's own experience and personal career development) aspects.

Content

1. *The concept of psychosocial development and its peculiarities in the context of contemporary lifestyle realities.*
2. *Acquaintance with profession.*
Discourse of the concept of contemporary work. Work in the life of a human being and society. Work and profession/occupation. Development of the concept of profession/occupation. Professional. Profession and semi-profession. Calling, work, and profession. Classification of professions/occupations. Professional/occupational profile. Job profile diagram. Worldwide social transformations and profession.
3. *Dynamics of the workplace and profession.*
Competency and qualification and interpretation of these concepts. The concept of national qualifications system. The most important principles and design methodology for national qualifications system. Pre-conditions for national qualifications system and political directives of the European Union. National qualifications framework, sectoral qualifications framework, higher education qualifications framework. Processes of national qualifications system. Pre-conditions for effective national qualifications framework and management of qualifications framework. European qualifications framework for lifelong learning and its significance for determining equivalent international and inter-sectoral qualifications.

Assessment of study outcomes

- Evaluation is based on completion of four tasks/projects with each task/project counting for 25% of the total grade. Students are encouraged to prepare presentation for national or international conference.
1. Stages of individual's psychosocial development and its peculiarities in the context of contemporary lifestyle realities are named and described.
 2. An issue, analysis of which would make its contribution to understanding psychosocial development and identifying the tools that would support development, is named and interpreted.
 3. Substantial and procedural knowledge of study subject content (acquaintance with profession/occupation) is demonstrated.
 4. The link between social transformations and individual's psychosocial development is recognized and substantiated.
 5. Theories of key competencies named and described.
 6. Pre-conditions for National Qualifications System and political directives of the European Union are recognized and explained.
 7. Links between competency and qualification and their role in the workplace and education system are described.
 8. Relation between national qualifications framework and qualifications system is described and levels of qualifications framework are recognized.
 9. The level-based framework of awarded qualifications in higher education is assessed.

Literature

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DESCRIPTION OF STUDY MODULE

Code	Credits	Faculty	Department
EDU9002	5 ECTS	VMU, Faculty of Social Sciences VU, Faculty of Philosophy KU, Faculty of Pedagogy	Department of Education Sciences Department of Education Science Department of Education Science

Title

DIMENSIONS OF INTERCULTURAL EDUCATION

Form of study	Credits
Lectures, distance learning	1
Seminars	1
Consultations	1
Independent and/or team work	2

Annotation in Lithuanian

Pateikite trumpą informaciją apie studijų dalyką (dalyko paskirtis, studijų formas, tematiką) Šiuo moduliui siekiama prisidėti prie šių 3 pakopos studentų gebėjimų analizuoti savo mokslinę ir pedagoginę veiklą, plėtoti kultūrinę, bendravimo ir bendradarbiavimo kompetencijas bei asmeninę karjerą; vertinti ir interpretuoti pasirinktus tarpkultūrinio švietimo ir ugdymo reiškinius ir problemas teorijos bei kitų tyrimų kontekste; pritaikyti kitų mokslų pasiekimus švietimo tyrimuose; plėtotės, ir ypatingas dėmesys skiriamas gebėjimui vertinti švietimo reiškinius veiklos pasaulio kontekste. Kurse derinamos paskaitos, darbas komandoje, konsultavimasis, savarankiškos studijos bei tam tikri nuotolinio mokymo(si) elementai. Studentai skatinami atlikti užduotis komandoje arba individualiai, parengti pranešimą kurso tematikos ir savo tyrinėjamos temos sankirtoje. Pranešimas skaitomas jaunųjų mokslininkų ar kurioje kitoje tematiką atitinkančioje konferencijoje, taip pat numatomas atsiskaitymas testo forma.

Annotation in English

Provide basic information about the subject of study and its content. This is a brief presentation of the subject (purpose, form of studies, topics, and outcomes).

This module is targeted at developing third level students' abilities to analyze their own research and pedagogic activities, develop cultural, communication, and cooperation competences and personal career; evaluate and interpret selected issues and problems of intercultural education and development in the context of theories and research studies; apply achievements of other sciences in education research. Particular attention is paid to developing students' ability to evaluate education issues in the context of workplace. The course includes lectures, team projects, consultations, independent studies as well as some elements of distance learning. Students are encouraged to complete tasks independently or in teams and make a presentation on the topic that is related to both dissertation and course topics. Presentation is made in a conference of young researchers or any other proper conference. Assessment test is also applied.

Expected study outcomes

Upon successful completion of the course, students will be able to:

- Describe the concept of intercultural education and historical background of attention to this concept
- Describe dimensions of intercultural education (at individual, organizational, national, international, cultural, political, legal, and other levels) and review pre-conditions and challenges for education.
- Name functions of intercultural education in the context of contemporary education and lifelong learning.
- Name main concepts in culture and active citizenship.
- Describe main peculiarities in organization of intercultural education.

- Identify peculiarities of the job of education specialist in intercultural education.
- Analyze, research, and interpret problems and challenges of multicultural world from racial, ethnic, gender, religious, social, and language perspectives.
- Provide examples of manifestation, forms and pre-conditions of intercultural education in Lithuania and other countries.
- Evaluate dimensions of intercultural education in the selected country and in the context of one's own (as a doctoral student) research topic.
- Prepare a learning portfolio about dimensions of intercultural education in the selected country. Portfolio should include distance course assignments, individual and/or team projects (for instance, presentations), and research paper on the topic unifying both the topic of the course and one's own dissertation research topic.

Content

Topics presented in the logical sequence of studying.

Historical roots and localization of intercultural education (historical examples from the past millennium).

Monocultural, multicultural, and intercultural aspects of education. Radical nature of multicultural education.

Cultural identity of an individual and its construction.

Interculturalism and dialogue.

Intercultural education from ethnic, racial, religious, social, generation and gender perspectives.

The concept of culture. Diversity of concepts (V. Kavolis, G. Hofstede and others).

The concept of intercultural education. Models of intercultural education (Deardoff, Sandberg, Stones, etc.).

Dimensions of intercultural education.

Links between intercultural education and intercultural learning.

Intercultural education in the context of contemporary multicultural world; preserving diversity and harmony of goals and objectives; the issue of active citizenship.

Development of culture of lifelong learning and tasks of the intercultural education.

Intercultural education and peculiarities of pedagogical and andragogical work: essential competencies.

Experience of Lithuania: manifestations, forms, and pre-conditions (legal) of intercultural education.

Assessment of study outcomes

Exam (25%) and preparation and submission of the learning portfolio (75%).

Assessment exam takes place at the end of the course (25% of the final grade) and learning portfolio is prepared throughout the course of studies. Portfolio is a situation analysis of the dimensions of intercultural education in the context of a selected country. Portfolio should include distance course assignments (5%), individual and/or team projects (for instance, presentations) (10%), and a research paper on the topic unifying both the topic of the course and one's own dissertation research topic (35%). The highest grade for the research paper is awarded upon provision of information/proof that this paper was accepted as an article or presentation for an international conference.

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DESCRIPTION OF STUDY MODULE

Code	Credits	University/Faculty	Department
EDU 8007	5 ECTS	KU, Faculty of Arts MRU, Faculty of Social Technologies	Department of Choir Musics and pedagogy Institute of Educational Sciences and Social Work

Title

DEVELOPMENT OF CREATIVITY IN THE CONTEMPORARY EDUCATIONAL SYSTEM

Form of studies	Credits - 5 ECTS
Lectures	1
Seminars	1
Consultations	1
Independent study	2

Annotation in Lithuanian

Modulis skirtas studijuojantiems edukologijos krypties doktorantūroje. Modulio tikslas – atskleisti kūrybiškumo plėtotes šiuolaikinėje švietimo sistemoje problematiką, įgalinti studijuojančius argumentuotai pasirinkti kūrybiškumo sampratą, ja remiantis konstruoti savo mokslinę veiklą bei ugdymo praktiką, planuoti ir įgyvendinti kūrybiškumo plėtros kaip naujovės įvedimo į švietimo praktiką projektus.

Annotation in English

This is the module of doctoral study program. The aim of this module is to reveal problems of representation of creativity in contemporary educational system, to enable the students to choose the concept of creativity reasonably and to design their scientific and educational activity based on the chosen concept, to plan and implement projects of creative development as innovative activity of educational practice.

Expected study outcomes

Upon successful completion of this module, students will be able to:

1. Define and explain the concept of creativity used in educational practice and research.
2. Identify a proper concept of creative development for a specific educational context.
3. Prepare a program of creative development applicable to a specific educational context.
4. Prepare a research project on manifestation of creativity and educational practice.
5. Plan self-development processes targeted at developing further one's own creative potency.
6. Project encouragement models of creative development at individual and institutional levels.
7. Substantiate and evaluate methodological aspects in research on encouragement of creative development and implementation of this process.

Content

Topics presented in the logical sequence of studying.

1. The concept of creativity

- Etymology of the creativity concept;
- Concepts of creativity in philosophy, sociology, psychology, management, and education science;
- Cognitive approach to creativity;
- Cultural approach to creativity;
- Process-based approach to creativity;
- Action-based approach to creativity;
- Creativity as a personality trait.

2. Dissemination of creativity in educational practice

- The concepts of dissemination of creativity;
- Strategies for dissemination of creativity in education: as educational content, as educational method, and as educational environment;
- Opportunities for dissemination of creativity in education system in Lithuania;
- Principles of program design for creative development;
- Educational methods empowering development of creativity;
- Principles of designing a creative environment.

3. Issues in research of creativity and its dissemination

- Development of research on creativity;
- Methodological issues of research on creativity;
- Research parameters of manifestation of creativity;
- Evaluation parameters of education targeted at development of creativity;
- Review of research on creativity in Lithuania and abroad;
- Revealing the dimension of creativity in dissertation.

Assessment of study outcomes

Doctoral student prepares and defends a project called “Creative development as introduction of innovative activity in education practice” (it is recommended to prepare this project in the form of presentation for national or international conference). The system of cumulative grade is applied. Specifically, text of the project and its presentation and defense count for 80% and 20% of the grade respectively.

Evaluation criteria:

- Proven relevance of creative development in a chosen educational context;
- Substantiated choice of the specific concept of creativity, its critical evaluation in comparison to other available definitions of creativity;
- Consistent application of the chosen concept of creativity in the whole project;
- Practically applied principles of program design for creative development;
- Educational methods and ways of designing a creative environment are consistent with chosen concept of creativity and educational context;
- Methodologically proven integration of research into the project on creative development as introduction of innovative activity in educational practice;
- Critically assessed personal, creative research and educational practice experiences as well as perspectives from the aspect of creativity.

Literature

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DESCRIPTION OF STUDY MODULE

Code	Credits	University/Faculty	Department
EDU 8008	5 ECTS	MRU, Faculty of Social Technologies KU, Faculty of Pedagogy	Department of Educational Sciences and Social Work Department of Education Science

Title

THEORIES OF SOCIAL EDUCATION

Form of studies	Credits
Lectures	1
Seminars	1
Consultations	1
Independent study	2

Annotation in Lithuanian

Pateikite trumpą informaciją apie studijų dalyką (dalyko paskirtis, studijų formas, tematiką)
Socialinio ugdymo teorijos ir metodikos dalykas skiriamas edukologijos doktorantams padėti plėtoti socioedukacines žinias ir jas kūrybiškai taikyti pedagoginėje praktikoje, integruojančioje formaliojo, neformaliojo ugdymo bei savaiminio mokymosi kontekstus ir šias žinias savarankiškai taikyti atliekant pedagoginės veiklos vertinimo tyrimą. Siekiama ugdyti gebėjimą taikyti socialinio ugdymo technologijas naujose situacijose; aktuali informacija ir duomenimis grįsti priimamus švietimo sprendimus, būti kompetentingu partneriu bendruose projektuose.

Anotacija anglų kalba

The subject "Theory and Methods of Social Education" is designed for doctoral students of Education in order to develop their socio-educational knowledge and apply it creatively to pedagogical practice that integrates formal and non-formal education as well as self-contained (informal?) learning contexts. Students are expected to apply the knowledge by independently conducting research on evaluation of pedagogical activity. The goal is to develop students' ability to apply technologies of social education in new situations; to ground the educational decision on relevant information and data; to be competent partners in joint projects.

Expected study outcomes

1. Critically analyze and evaluate modern theories of socialization by developing ability to use them as the basis for strategies in social pedagogy targeting the quality of children's positive socialization process.
2. Name dimensions of social stratification and substantiate their manifestation in education system as well as identify the effect of education on social mobility, analyze social aspects of getting into formal education system (from perspectives of gender, race, religion, culture, social origin).
3. Project, implement, and evaluate provision of social assistance at individual, group, and community levels by taking into consideration tendencies and topicalities of social and child welfare policies in Lithuania.
4. Come up with and make innovative decisions, adapt models of socio-educational assistance with regards to students' opportunities, needs and conditions of environment when organizing formal and non-formal education activities.
5. Manage information that is relevant for social education, effectively communicate and cooperate, work in team by respecting the diversity of various cultures and values.
6. Substantiate the need for integrational relationship of social partners in community; analyze the mechanism of creating a social partnership and project optimization model for partnership network by ensuring efficiency of individual's social education system.
7. Apply methodology of research in improvement of pedagogical activities, self-evaluation and presentation.

Content

Topics presented in the logical sequence of studying.

Globalization challenges for education and education science.

Local, regional, and global conflicts (educating for peace-making and respect for human rights; developing peaceful conflict mediation skills). Ecological problems (educating for sustainable development). Migration processes (educating for tolerance and active global citizenship). Social inequality of individuals and groups (educating for solidarity in active citizenship, understanding of equal opportunities and economic literacy). Societal globalization processes and cultural pluralism. Educational aspects of the idea of societal multiculturalism (intercultural education science).

Social education as one of education science branches.

Introduction to socio-cultural education (micro- and macro social environment); socialization and enculturation; main factors of socialization affecting education and development (family, school, education, government, church, etc.); ways of socialization (adaptation, assimilation, and accommodation). Links between positive socialization and child welfare.

Development of social education theory.

Pre-conditions for social education. Modern theories of socialization. Equality in education and social justice; the issue of freedom and compulsion in education, education quality and its assessment. Ideas of social education in medieval ages, renaissance and enlightenment periods as well as in education science of new age. Theory and practice of ideas of social education in Lithuania.

Technologies of social education.

General concept of educational and social technologies. Organization of socio-educational work. Ways and methods of getting to know students. Social abilities and their development. Independent work. Team work. Consulting. Socio-educational work with school absentees and students with lack of motivation for learning. Socio-educational work with families.

Social educator.

Competencies, functions, and key work methods of a social educator; students' need for a social educator and meaningfulness of this profession in society. Key areas of social educator's professional activities: notice, assess and solve in a timely manner the issues of children's and adolescents' school absenteeism, not learning, inappropriate behavior, bullying, communication, etc. Activities of pedagogues, social pedagogues and other specialists in child welfare in humanizing education process and creating effective assistance system for various social groups of children.

Dimensions of social stratification in education system.

The concept and dimensions of social stratification. Social stratification as inequality of individuals and groups in society. Social aspects of getting into formal education system (from perspectives of gender, race, religion, culture, social origin, etc.). Characteristics of social groups of children who are discriminated for their social status, gender, age, ethnicity, beliefs, religion, etc. Manifestation of discrimination in educational institutions and opportunities for prevention of discrimination. Strategies for dealing with discrimination in educational institutions. Social education as a strategy for prevention of discrimination.

Youth social problems

Drug addition, alcoholism, prostitution, harmful internet usage or addition to internet, AIDS; early prevention, national prevention and rehabilitation programs; the role of a social pedagogue/socio-educator in overcoming these social disabilities.

Community as part of social support and social education system for an individual.

The concept of educating school students in their place of residence. Potential educational opportunities of community. Community development principles (democracy, empowerment of individuals, cooperation), socio-educational functions (education, social care, and mutual support),

areas of activities (social, educational, cultural, extra-curriculum, etc.). Cooperation of volunteers and professionals from community and educational institution in implementing social education programs.

Identification and self-evaluation of one's own pedagogical activities.

Opportunities and methods for research and analysis of performance improvement. The concept of competence. The meaning and preparation of personal competencies' portfolio. Structure and representation of personal competencies' portfolio. Documentation strategies for proving competencies.

Assessment of study outcomes

Specify evaluation criteria.

Cumulative grade principle is applies (exam counts for 40% of cumulative grade, preparation and presentation of a research report counts for 30%, and preparation and presentation of social education project counts for 30%).

Evaluation is targeted at revealing whether student is able to:

- Describe contemporary socio-educational theories of social education and concepts required for lifelong learning;
- Identify educational and social welfare issues, systematically and critically evaluate socio-educational situations and support possible strategies for solving these issues;
- Analyze social statistics and social development tendencies and apply them in projecting models of social pedagogical assistance.
- Generate ideas in social education and apply theoretical/practical knowledge in making decisions and solving problems of individuals, groups, and community.
- Assess opportunities and stages of development of social partnership and social networks as well as their influence on efficiency of socio-educational activities.
- Recognize risk situation of social problems and choose proper prevention methods, thus seeking child's positive socialization.
- Assess social pedagogical issues in the context of social education by identifying factors that cause manifestation of discrimination in educational institutions.
- Creatively apply ideas of social education and offer innovative solutions, thus improving social pedagogical activities in education institutions in the context of social education.
- Analyze social map of community, critically assess resources for social education and apply these resources for optimization of partnership network development by ensuring efficiency of social education system.
- Reflect on one's own social pedagogical activities, properly present it to community and identify opportunities for improvement.
- Conduct situation study on a chosen social group of children (from perspectives of gender, race, religion, culture, social origin, etc.) by creatively applying the newest knowledge of social education science, prepare and present study report.
- Prepare and present a project on improvements in social education in X educational institution by solving issues of a chosen social group of children in educational organization.

Literature

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Module designed by

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 Doc. dr. Ilona Klanienė, Klaipėda University

Approved by Committee of Doctoral Studies in Education science by resolution No. 3 (protocol No. 1) made during the meeting on Januray 24, 2014.

DESCRIPTION OF STUDY SUBJECT/MODULE

Code	Credits (ECTS)	University, Faculty/Division	Department
EDU9003	5	VMU, Faculty of Social Sciences MRU, Faculty of Politics and Management	Department of Education Science Institute of Philosophy and Humanities

Pavadinimas / Title in Lithuanian

Mokymosi visą gyvenimą konceptualizavimas teorijoje ir politikoje

Title in English

CONCEPTUALIZATION OF LIFELONG LEARNING IN THEORY AND POLICY

Form of studies	Credits
Lectures	1
Seminars	1
Consultations	1
Independent study	2

Annotation in Lithuanian

Modulis leis doktorantams aiškintis mokymosi visą gyvenimą kaip edukologijos mokslo objekto nevienareikšmius probleminius, metodologinius aspektus. Sudarys galimybę doktorantams gilintis į mokymąsi visą gyvenimą grindžiančių teorijų įvairovę įvairovę, kompleksiskumą, studijuoti atskiras teorijas, jose nagrinėjamą problematiką, sąsajas su suaugusiųjų mokymusi. Bus gilinamas į europinio lygmens švietimo probleminį lauką, tarptautinių organizacijų bendradarbiavimo dėka vykdomą švietimo globalizaciją, švietimo politikos pokyčius.

Annotation in English

The module allows doctoral students to analyze multidimensional, problematic and methodological aspects of lifelong learning, which is the object of education science. There will be an opportunity to explore variety and complexity of theories that prove the process of lifelong learning, as well as to study different theories, their problematics and connections with adult education. The problematic field of education will be deepened on the European level as well as political changes in LLL that are based on cooperation of international organizations and globalization of education.

Expected study outcomes

Upon completion of this module, doctoral students will be able to:

1. Assess tendencies of lifelong learning in educational policy documents of Lithuania and the EU.
2. Prepare critical analysis of chosen (related to the topic of dissertation research) theories of adult learning.
3. Analyze educational policy as an aggregate of satisfaction of economic and social needs and holistic development of personality.
4. Project services that would satisfy learning needs of adults by studying/researching issues of implementation and influence of educational policy at national, regional/institutional levels.
5. Identify tendencies in conceptualization of policy and theories in chosen scientific/research works.

Content

- Education policy and main agents of its implementation in the EU and worldwide.
- Multiple meanings of the concept of lifelong learning (LLL).
- Economic, social, and personal goals in LLL policy: analysis of main documents.
- Education processes, contexts, and individual agents.
- Conflict of interests, different perspectives, different interests.
- Education services that satisfy the needs of adults.
- Levels of analysis of the idea of LLL in European educational policy: supranational, national, institutional, and individual levels.
- Knowledge society and learning: challenges for education.
- Critical analysis of theories of adult learning in the context of lifelong learning: reflective experience, transformative learning, self-directed learning. Constructivism in the paradigm of adult learning.
- Critical attitude towards lifelong learning and learning motivation of adults.
- Search for conceptual approaches in the works of researchers.

Assessment of learning outcomes

Cumulative grade principle is applied (exam counts for 40% of the final grade, and final project targeted at designing the service that would satisfy learning needs of adults counts for 60% of the final grade). Students are also encouraged to prepare the project in the form of presentation for conference.

Evaluation is targeted at identifying the following in assignments completed by students:

1. Tendencies for lifelong learning in educational policy documents in the EU and Lithuania are evaluated.
2. Critical analysis of chosen (related to the topic of dissertation research) theories of adult learning is prepared.
3. Educational policy as an aggregate of satisfaction of economic and social needs and holistic development of personality is analyzed.
4. Services that would satisfy learning needs of adults are designed by studying/researching issues of implementation and influence of educational policy at national, regional/institutional levels.
5. Tendencies in conceptualization of policy and theories in chosen scientific/research works are identified.

Literature

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Module designed by

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Approved by Committee of Doctoral Studies in Education science by resolution No. 3 (protocol No. 1) made during the meeting on January 24, 2014.

DESCRIPTION OF STUDY SUBJECT/MODULE

Course code	Credits	University/Faculty	Department
EDU9004	5 ECTS	VMU, Faculty of Social Sciences	Department of Education Sciences

Course title in English

PARADIGMS OF CAREER DESIGNING

Modes of Studies	Number of Credits
Lectures	0,5
Seminars	1
Consultations	0,5
Individual work	3

Annotation in Lithuanian

Dalyke aptariama karjeros projektavimo paradigmos, projektavimo proceso paskirtis, filosofija, samprata, sistema, principai ir funkcijos, tikslai, struktūra, turinys, teorijos ir metodai, siekiant patarimų ir konsultacijų būdais suderinti asmens profesinį pašaukimą su darbo rinkos poreikiais. Pristatomi profesinio pašaukimo kriterijų ir darbo rinkos poreikių nustatymo tyrimo metodai. Diskutuojamos įvairios teorijos ir metodai, padedantys tikslinių grupių atstovams priimti racionalius profesijos rinkimosi bei karjeros plėtotės sprendimus.

Annotation in English

The course provide understanding about mission, philosophy, concept, system, principles and functions, objectives, structure and content of career designing process, based on using advices and counselling to match person's professional vocation with labour market needs. Criteria and research methods to identify professional vocation as well as labour market needs are discussed. Variety of theories and methods supporting representatives of target groups to make rational vocational choice as well as career development decisions are presented.

Study outcomes

After completion of the module students should be able:

1. To describe development of career designing theories.
2. To evaluate characteristics of career designing paradigms
3. To reveal shortages and advantages of career designing theories choosing profession and further developing career.
4. To design research plan of person's traits for concrete profession, taking into account the main requirements;
5. To design Professional intentions research mean for concrete target group, taking into account the main formulated requirements;
6. To design plan of choosing profession or further career development plano n the basis of the concrete case;
7. To list main ethical principles of career designing research, career information and/or counselling for concrete case of choosing profession or further career development.

Content

1. Alternation and historical as well as cultural development of phenomenon of career designing: a) Antiquity; b) New centuries; c) Industrial and postindustrial society
2. Paradigms and theories of career designing: types, purposes, aims and criteria.
3. Purpose, aims, objectives, structure and content of Career designing. Philosophy of career designing and the main principles;
4. Criteria of vocational calling and its research; Structure of person. Cognition of aptitudes. Generic and concrete aptitudes. Psychodiagnostics. Research methods of character.
5. Research structure of Professional career. The main parameters of plan for choosing profession and further career development;
6. Concept, purpose, aim, structure and content of career information and counselling. Types, principles, methods and forms of career information and counselling. Criteria for classification of professions. Non-adaptive states of person.
7. Intentions and interests for career. Methods for career planning: tests, observation, interview, narrative stories, vocational exercising;
8. Theories of career counselling: mentoring, guiding, supervised counselling, reflective counselling, counselling based on person's traits and features of the professions;
9. The main juridical, ethical, philosophical and procedural principles and rules of career designing research.

Assessment of study outcomes

Evaluation of achievement of learning outcomes is based on accumulation of grades (50 % compose exam and 50 % for independent work, which could be: a) research plan; b) research tool; c) career designing plan. During assessment main points are put on:

1. Evaluation of characteristics of career designing paradigms, shortages and advantages of career designing theories in case of rational choice of profession as well as further career development;
2. Listed half of the mistakes, disturbances and/or non-adaptive states of person according concrete case;
3. Designed concrete plan of fitness of person to concrete profession according stated requirements;
4. Designed research tool of career intentions for concrete target group according main requirements;
5. Designed plan for choosing profession or further career development according concrete case;
6. Listed valid ethical principles of career designing research, career information and/or counselling for concrete case of choosing profession or further career development

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Module designed by

Prof. habil. dr. Kęstutis Pukelis, Vytautas magnus University

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DESCRIPTION OF STUDY MODULE

Code	Credits	University/ Faculty	Department
EDU9005	5	VU, Faculty of Philosophy	Department of Education Science

Title

CONTEMPORARY THEORIES OF SOCIOLOGY OF EDUCATION

Form of studies	Credits
Lectures	1
Seminars	1
Consultations	1
Independent study	2

Annotation in Lithuanian

Pagrindinis tikslas – įgyti gilios teorinės analizės sociologijoje bei jos susiejimo su švietimo/ugdymo praktika kompetencijų. Kurso metu pateikiamas pagrindinių švietimo sociologijos krypčių palyginimas. Savarankiškam tiriamajam darbui doktorantai pasirenka vieną iš aktualiausių švietimo temų ir vieną šiuolaikinių švietimo sociologijos teoretikų (Apple M., Bernstein B., Bourdieu P., Illich I., Giroux H., Willis P., etc.). Išsamiai analizuoja žymių teoretikų darbus pagal pasirinktą tematiką ir autorių. Analizę pateikia raštu (esė) ir pateikties forma. Ją pristato doktorantų grupėje, vyksta diskusija.

Annotation in English

The main aim of the course – to enable doctoral students to perform deep theoretical analysis in sociology and to relate it to educational practice. Comparative analysis of the main theoretical approaches is presented. Further on doctoral students select one of the most actual themes and one of famous contemporary education sociologist (Apple M., Bernstein B., Bourdieu P., Illich I., Giroux H., Willis P., etc.) and make explicit analysis of the theme and publications of the author. Analysis is presented in the form of written paper (essay) and short presentation. It is presented for discussion in the seminars.

Expected study outcomes

Upon completion of this module, doctoral students will be able:

1. To analyse critically original theoretical publications of contemporary sociology of education.
2. To present the essence of theoretical publications.
3. To compare ideas of theorists of sociology of education.
4. To select and use theories for analysis of practical problems.
5. To present proposals for reforms of system of education or it's part basing on the theories of sociology of education.
6. To present own theoretical view towards actual problems of education.

Content

Theoretical and methodological directions of sociology of education. Sociological explanations of process and development of education. Educational reforms, ideology and education. Sociological researches on school organization. Research on school effectiveness. Critical analysis of education: Language codes (B. Bernstein); Hidden curriculum (I. Illich); Education and cultural reproduction (P. Bourdieu). Standpoint of sociology of education to the role of social class, gender, race and

nation in education. Sociological researches on tracking in education system. Education and youth subcultures. Sociological researches on social justice. Sociology of higher education. Sociological analysis of relations between education systems and labour market.

Assessment of study outcomes

Abilities to analyse and compare, to use scientific arguments, critical and original thinking.
Cumulative grade: individual work (2 tasks 30 % each, totally – 60 %), written exam (40 %).

Literature

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Model designed by

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Approved by Committee of Doctoral Studies in Education science by resolution No. 3 (protocol No. 1) made during the meeting on January 24, 2014.

DESCRIPTION OF STUDY SUBJECT/MODULE

Code	Credits	University, Faculty	Department
EDU 9006	5 ECTS	VU, Faculty of Philosophy	Department of Education Science

Title

DEVELOPMENT OF EDUCATIONAL SCIENCE, ITS TENDENCIES AND PERSPECTIVES

Form of studies	Credits
Lectures	1
Seminars	1
Consultations	1
Independent study	2

Annotation in Lithuanian

Tikslas – padėti doktorantui suprasti edukologijos raidą, tendencijas ir perspektyvas, siejant jas su konkrečiu kontekstu ir mokytis projektuoti edukologijos perspektyvą XXI a. iššūkių akistatoje. Studijų formos: paskaitos, seminarai, konsultacijos, diskusijos, individualūs projektai. Ugdymo mokslo genezė, raida ir sklaida istoriniu aspektu. Edukologija tarpdisciplininių mokslų erdvėje. Šiuolaikinės edukologijos tikslai, galimybės ir perspektyvos. Globalizacijos iššūkiai edukologijai. Vientisos ugdymo sampratos aktualumas ir paieškos. Ugdymo daugiafunkcionalumas kaip edukacinė problema. Vertybiniai ugdymo pagrindai, jų paskirtis ir aktualumas. Edukologinių tyrimų kryptys. Aktualiausias Lietuvos edukologijos problemos

Annotation in English

The aim – to help a doctoral student understand the development of educational science, its tendencies and perspectives linking them with specific context and learning to project the perspective of educational science facing 21st century challenges. Forms of studies – lectures, seminars, consultations, discussions, individual projects. Content. Genesis of educational science, its development and spread from historic perspective. Educational science in the space of interdisciplinary sciences. Goals, possibilities and perspectives of contemporary educational science. Challenges of globalisation to educational science. Topicality of and search for unified concept of education. Multifunctionality of education as an educational problem. Value-based fundamentals of education, their purpose and topicality. Trends in educational researches. The most topical problems of educational science in Lithuania.

Expected study outcomes

Upon completion of this module, doctoral students will be able to:

1. To identify and evaluate the genesis and development of educational science from the historic perspective.
2. To identify and model the place of educational science in the space of contemporary interdisciplinary sciences.
3. To identify the topicality of the unified concept of education and possibilities for its search.
4. To model dissemination of educational science considering socio-political, cultural and educational factors.
5. To analyse and project perspective goals of educational science and their implementation in the context of the 21st challenges.
6. To prognosticate new trends in educational researches and in their context to identify

- problems of Lithuanian educational science to be solved.
7. To identify topical problems of value education and to propose efficient strategies and technologies of their solutions.

Content

- Genesis of educational science, its development and spread from historic perspective;
- Structure of the educational science, its links with other sciences. Interdisciplinarity and problem of classification.
- Links between pedagogy and educational science. The use of the concept 'Educational science' in Lithuania and all over the world.
- Trends in educational researches: historic insights.
- The challenges of the 21st century to educational science and search for solutions to them at the level of education reality.
- Education as a complex multidimensional phenomenon. Topicalities of and search for holistic education conceptions.
- Role of values and their place nurturing the holistic approach to the process of education. Multifunctionality of education.
- Upbringing as an exceptional function of education in the context of present globalisation. Content and values of upbringing.
- Aspects of researches on values and their importance for science and practice of education. Strategies and technologies of value education.
- Education and system of education: the problem of their unity and difference.
- System of education, organisation – mission, vision, strategy, culture.
- Problem of educational science and difficulties in their identification, conflicts and scenarios of their solutions in the context of levels of education reality.

Assessment of study outcomes

Ability of a student for argumentation, systematicity, originality, analysis, logic of projecting.
Cumulative point: self-dependent work (three assignments 20 % each; total: 60 %), examination (40 %).

Literature

Main sources

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6. Stonkuvienė, I. (2013). Augti Lietuvoje: ugdymo kaip inkultūracijos eskizai. Vilnius: Vilniaus universiteto leidykla;
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13. Steiner, E. (1986). Crisis in Educology. <http://www.indiana.edu/~educy520/readings/steiner86.pdf>
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Module designed by

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DESCRIPTION OF STUDY SUBJECT/MODULE

Code	Credits	University/ Faculty	Department
EDU9007	5 ECTS	VU Philosophy Faculty	Education Department

Title

EDUCATION POLICY AND MANAGEMENT: IDENTITY AND GLOBALITY

Form of studies	5 ECTS
Lectures	0.5
Seminars	0.5
Consultations	1
Independent study	3

Annotation in Lithuanian

Šis kursas – tai pasirenkamasis kursas, skirtas doktorantūros studentams, besidomintiems švietimo politikos ir vadybos problematika. Jo tikslas – aptarti ir plėsti studentų supratimą apie švietimo politikos sisteminės problemas identiteto ir globalizacijos dichotomijų kontekste bei lavinti jų analitinę kompetenciją, aiškinantis, kokią įtaką valstybių švietimo politikai, strategijai ir valdymui daro globalizacija. Lietuvos švietimo politikos ir vadybos transformacijos aptariamos tapatumo paieškų ir globalizuojančių tendencijų bei manipuliacijų jomis jėgų lauke.

Annotation in English

This course is an optional (elective) course offered to post-graduate (doctoral) students having interest in problems of education policy and management. The overall aim of the course is to provide post-graduate students with systemic knowledge and understanding of education policy problems viewed within the dichotomous context of globalisation and identity, whilst broadening their analytical competence, clarifying the impact the globalisation makes on a state education policy, strategy and management. Transformations of education policy and management in Lithuania are discussed as well as forces within the field of search for identities, globalised tendencies and manipulation by them.

Expected study outcomes

Upon completion of this module, doctoral students will be able to:

1. To define the essence of the education policy transformations and the forces in the field;
2. To analyse and evaluate the systemic problems of education policy within the dichotomous context of globalisation and identity;
3. To apply education organisation peculiarities for the analysis and evaluation of management problems of the education system and in various education organisations;
4. To critically analyse, evaluate and synthesise new and complex (international and national) education policy and management ideas, internal and external state education and research policy formation and change factors;
5. To critically evaluate international organisations and their networks, strategies of intergovernmental institutions and their impact on national education policy and mechanisms of implementation in Lithuania.

Content

Concepts and development of education policy. Education policy and ideology. Theories of globalisation and education. Global tendencies of education. The impact of international organisations (OECD, WB, UNESCO, EU) on national education. Circulation of international educational and scientific ideas and borrowing of political solutions. Internationalisation of education. Means of international organisation: education classification, study accreditation and international norms and quality insurance. The expansion of distance education and availability of international resources. Scope effects on quality. Competence and education accreditation. Competitiveness of education and research resources, competences of labour power. Problems of education supply. Competition of education services providers.

Localisation – education policy and aspects of preservation of national, cultural identity.

Cultural policy and education. Positive and negative aspects of cultural homogeneity. Diversity management in education. Structural and curricular changes in education. Language education policy tendencies.

Lithuanian education policy transformations. Problemacy of changes in education management: centralisation vs decentralisation. Internal education and research policy formation networks. Renewal promoting and limiting factors. Democratic, civic and open society formation and falsification aspects in education. Problems of systemic transformation of education and studies curricula. Education in hidden marketplace: private tutoring. Fragmentation of education policy and management and the problem of provinciality.

Assessment of study outcomes

50 % essay (40.000 characters, relevance of chosen research problem, consistency of the logical structure, critical argumentation and conclusions drawn, academic style, correctness of the cited resources).

50 % written examination (answering of open problem questions. Criteria of SOLO taxonomy).

Literature

Main sources

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2. Bauman Z. (2002) *Globalizacija. Pasekmės žmogui*. Vilnius:Strofa.
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