

## COURSE DESCRIPTION (Group C)

Course code	Course group	Volume in ECTS credits	Course valid from	Course valid to	Reg. No.
EDUN1012	C1	4	2013-06-21	2016-06-21	...

<b>Course type (compulsory or optional)</b>	<b>Compulsory</b>
<b>Course level (study cycle)</b>	<b>Bachelor</b>
<b>Semester the course is delivered</b>	<b>1</b>
<b>Study form (face-to-face or distant)</b>	<b>Face-to-face and distant</b>

### Course title in Lithuanian

Mokymosi teorijos ir strategijos

### Course title in English

Learning Theories and Strategies

### Short course annotation in Lithuanian (up to 500 characters)

Dalykas atskleidžia mokymo/si veiklą bei supažindina su mokymosi modeliais, kurie grupuoja ir charakterizuoja skirtingas ir alternatyvias mokymosi galimybes. Aktyvuoto mokymosi modelis apibendrina nuoseklius etapus mokant ir netiesiogiai darant įtaką suaugusiųjų mokymuisi, ypač, turinčių nepakankamus savarankiško mokymosi gebėjimus. Dalyko studijos sudaro prielaidas suvokti mokymo/si strategijų procesus, kaip besimokantiems galima veikti bei meistriškai įsisavinti naujas žinias. Probleminio mokymosi modelis iliustruoja, kaip ugdytojai ir ugdomieji sąveikauja, nustatydami įvairius iššūkius paprastų ar sudėtingų projektų forma, apimančių mokymąsi grupėse, bendradarbiavimą, platų kontekstą ir drąsina besimokančius geriau pažinti savo mokymąsi ir tobulinti savo gebėjimus.

### Short course annotation in English (up to 500 characters)

This is both theoretically and practically orientated course, which is aimed to support students in getting acquainted with learning practice in which they acquire knowledge, skills, and learn to study autonomously so as to grow through self-education. In the subject, the focus is on learning theories and contemporary approach to learning; variety of learning styles and their impact upon learning quality; psycho-educational factors of motivation; individual learning needs; methods of adult teaching and learning; models and planning of learning; classification of learning and teaching aims; teaching content integration with learning aims; time management.

### Prerequisites for entering the course

Philosophy of Education, Social Psychology.

### Course aim

To support students in getting acquainted with learning practice in which they acquire knowledge, skills, and learn to study autonomously so as to grow through self-education.

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

Study programme outcomes	Course outcomes	Criteria of learning achievement evaluation
1. To explain the main aspects of personal, career, philosophical, psychological and social development professional counselling aspects.	To review the concept of teaching and learning.	Correctly reviewed concept of teaching and learning.
	To analyse processes of active learning.	The process of active learning analysed.
	To discuss theoretical background for teaching/ learning theories.	Theoretical background for teaching/ learning theories discussed.
7. To design teaching/learning programmes for target groups taking into account	To overview characteristics of learning activities.	Characteristics of learning activities overviewed.
	To discuss didactical activity models (variety of styles).	Didactical activity models discussed.

psychological, social and didactical factors and personal, group, community or organisation needs.	To analyse strategies of learning needs, motivation, space and time planning.	Strategies of learning needs, motivation, space and time planning analysed.
3. To evaluate learner achievements in terms of programme or subject learning outcomes, applying formal and non-formal achievement assessment strategies.	To present strategies of social competences.	Strategies of social competences presented.
	To discuss strategies of evaluation and self-evaluation.	Strategies of evaluation and self-evaluation discussed.
	To analyse theoretical backgrounds for mentoring and volunteering.	Theoretical backgrounds for mentoring and volunteering analysed.

#### Link between course outcomes and content

Course outcomes	Content (topics)
To review the concept of teaching and learning.	Object of teaching/learning theories and strategies. Description of learning. How do we learn? Evidence based learning. Differences between children and adults' learning.
To analyse processes of active learning.	Active learning and human brains. Learning and acquisition. Memory training and strengthening. Strategies for remembering. Theory of multilayered intellect for development individual's career possibilities.
To discuss theoretical background for teaching/ learning theories.	Learning theories (behaviorism, cognitivism, constructivism) and modern approach towards individual's learning.
To overview characteristics of learning activities.	Characteristics of learning activities. Self-experienced learning. Reflective learning.
To discuss didactical activity models (variety of styles).	Variety of learning styles and their impact on the quality of learning. The strategy for a career management. Action models as active and problem based teaching/learning.
To analyse strategies of learning needs, motivation, space and time planning.	Theories of learning needs and learning motivation. Strategies for time and space planning.
To present strategies of social competences.	Development of social competence for career. Acquisition of interpersonal skills.
To discuss strategies of evaluation and self-evaluation.	Evaluation and self-evaluation in the learning process. Influence of experience and reflection to learning. Feedback.
To analyse theoretical backgrounds for mentoring and volunteering.	Theoretical background of mentoring and volunteering for person's career development.

#### Study (teaching and learning) methods

Teaching methods: explanation, demonstration, illustration, moderation, consulting.  
Study methods: the study of literature and documents, case studies, discussions, development of individual and team educational projects, reflection, feedback, portfolio.

#### Methods of learning achievement assessment

Reading the individual work report and evaluation, work in pairs and groups, discussion and approval, teamwork result presentation, discussion and approval, analysis of examination assignments and evaluation in accordance with the established criteria.

#### Distribution of workload for students (contact and independent work hours)

<b>Lectures</b>	<b>30 hours</b>
<b>Group work</b>	<b>15 hours</b>
<b>Individual students work</b>	<b>60 hours</b>
<b>Total:</b>	<b>105 hours</b>

#### Structure of cumulative score and value of its constituent parts

Examination assignment - 50%, independent work - 25%, colloquium -25% .

#### Recommended reference materials

No.	Publication year	Authors of publication and title	Publishing house	Number of copies in		
				Universit	Self-study	Other

				<i>y library</i>	<i>rooms</i>	<i>libraries</i>
<b><i>Basic materials</i></b>						
1.	2006	Teresevičienė, M., Gedvilienė, G., Zuzevičiūtė, V. Andragogika	VMU Publishing house	100	1	MRU Library – 14
2.	2004	Macianskienė N., Gedvilienė G., Linkaitytė G., Teresevičienė M. Suaugusiųjų mokymasis. Mentoriavimas	VMU Publishing house	27	1	VPU Library – 2
3.	2004	Teresevičienė M., Oldroyd D., Gedvilienė G. Suaugusiųjų mokymasis. Andragogikos didaktikos pagrindai	VMU Publishing house	28	1	MRU Library – 10
<b><i>Supplementary materials</i></b>						
1.	2003	Lemme B.H. Suaugusiojo raida	UAB Poli- grafija ir informatika			
2.	2002	Field J. Lifelong Learning and the New Educational Order	SAGE			
3.	2000	Teresevičienė M., Adomaitienė J. Projektai mokymo(si) procese	VMU Publishing house			

**Course programme designed by**

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