Module 2: The Learning Individual in a Lifelong Perspective: Theories and Practices

Autumn 2013

15 ECTS

European Master in Lifelong Learning (MA LLL)
Aarhus University, Campus Emdrup

Module Coordinators and E-mails
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Lecturers:
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Aims
On completion of the module the students will be able to, on a scientific basis:

- Demonstrate comprehensive knowledge and insight into a variety of theories of learning in all phases of life.
- Identify, analyze and discuss problems, challenges and relations between different modes of learning in formal, non-formal and informal settings.
- Utilize a range of lifelong learning theories, research methods as well as critical thinking in inquiring issues, themes and concepts in lifelong learning.
- Apply learning theories and concepts in critical reflection, evaluation, documentation and development of practice.
- Utilize the knowledge acquired in the module to build coherent arguments concerning the dynamic links between the teacher, the learner and the content in a variety of contexts and in a life-long learning perspective.
- Demonstrate comprehensive knowledge and insight into the analysis of the social, cultural and psychological factors which might have an impact on individual learning.
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- Demonstrate ability to plan, conduct, and communicate research in the knowledge areas of the module and to demonstrate a self-critical and analytical stance towards their own learning and communication in the community of learners.

**Content**

The module addresses a variety of learning theories and research relevant to the study of individual learning in a lifelong perspective and provides students with the possibility to critically examine practices and reflect on relations between theory, research and practice. Students will gain insight into theoretical concepts, empirical research and practices related to learning, teaching and education in different contexts and across different formal, non-formal and informal educational settings.

**Language of instruction**

The language of teaching is English. If the module coordinator gives his/her consent the language of instruction can be another language than English.

**Teaching forms**

The teaching formats in the module include seminars, lectures, group-work, exercises, study visits and individual study. The emphasis in all the working formats is placed on critical discussions on theory and practice, methodology and empirical evidence. The module includes a variety of research-based perspectives on the study of learning individual in a lifelong perspective.

The module is structured in two general tracks: one track going throughout the module with general concepts on teaching, learning and educational practices, and one track where lecturers contribute with specific topics emerging from their research within the field of learning individual in a lifelong perspective.

The students will be divided into study groups at the beginning of the semester. The study groups are expected to be active both during the sessions and in the time between the lectures. The work of the study groups outside of the teaching hours is expected to be organized by the students themselves, unless a specific task is given to the study groups in some of the lectures. Guiding questions for inspiration to be used in the study group work are provided in the teaching plan under the section “preparation” for each session. In general, each session is structured as a lecture/class teaching 2/3 of the time, followed by 1/3 of the time with discussion and work with exercises in study groups.

During the semester students are expected to carry out a study visit to a selected education institution of their choice. The task with the study visit is for the students to critically observe, analyse and discuss educational practices in these institutions by using the theoretical perspectives discussed in the module. The settings of preschool, school, adult education and pedagogy for elderly people are possible pedagogical fields for the study visits. A brief report of the visit is expected by each individual student, as well as a study group presentation in the last teaching session, outlining the main issues, dilemmas and reflections emerging from the visits. A detailed instruction for the reports and the presentation will be provided in BB.

**Exam**

The exam is based on ssubmitted written assignment of a maximum of 15 standard pages (2400 characters, including spaces), excluding bibliography and appendices. The assignment must deal with an issue formulated by the student and approved by the examiner. The total number of char-
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Each exam is assessed in cooperation with an internal examiner according to the Danish 7-steps grading scale in accordance with the ministerial order in force at the time in question. The internal examiner requirement cannot be waived. MA LLL exams are conducted in English. If the examiner gives his/her consent a student may take an exam in another language. Examinations postponed on the grounds of illness and re-examinations are held the same way as described above.

**Literature**

**Compendium (Reader):** Compendium containing the relevant literature for each session will be prepared by the Module coordinator. The compendium can be bought via DPU Library, Aarhus University, Campus Emdrup.

**Books:**


The books can be bought at the semester shelf in the DPU library.

Additional literature in relation to each lecture will be uploaded on BlackBoard.

Prior to each session students are advised to locate the room where the teaching will take place at BlackBoard (edu@dpu-information-lokale).
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Session 1

**Date and time:** Wednesday, 4. September 2013, 09:00-12:00

**Title:** Introduction, presentation of participants, expectations, overview of the sessions

**Lecturers:** Katrine Dahl Madsen & Nanna Jordt Jørgensen

**Location:** A410

**Learning objective:**

When this session is completed:

- The students have acquired insight into the Module; its content, teaching forms, expectations and requirements.
- The students have insight into the overall conceptual framework for this Module and the ways in which it fits in the overall study program.
- The students have clear knowledge of the expectations and requirements related to the Module.
- Study groups are established and the expectations from the study group work are clarified.

**Content:**

The session will provide an introduction to the aim, structure and organization of the module, in order for this to serve as a reference framework for students’ further work in the module. On completion of this session, students have acquired knowledge and understanding about the multiplicity of the working forms and thematic presentations in the module, and their position in the overall design of the Module’s aims, content and pedagogy.

**Reading:**

- Compendium for Module 2. Read:

**Preparation:**

Read the teaching and study plan. Go through the literature for the module and reflect upon your expectations, interests and plans related to the module content. Think of specific questions you would like to put up for discussion in the session.
Session 2
Date and time: Wednesday, 11 September 2013, 09:00-12:00
Title: Learning and Experience
Lecturer: Jeppe Læssøe
Location: A410

Learning objectives:
When students have completed this session they will be able to:

- Understand the double character of experience as both embodied and intellectual as well as the implication of this for efforts to facilitate learning.
- Demonstrate skills for employing this knowledge in their reflections on evaluation and documentation of practices of LLL.

Content:
The concept of experience is fundamental for understanding human learning. It links the embodied sensuous-emotional way of learning with the intellectual-reflective learning. The relation of these two sources of learning is crucial to understand for every agent who tries to facilitate other people’s learning. In this session the German philosopher, Rudolf zur Lippe, and his theory of embodied learning will be introduced. Unfortunately his work is not available in English, but it will be related and discussed in relation to other key theories on experience and learning. Furthermore it will be related to the challenge of planning non-formal education for adults at work places and in local communities.

Reading:

- Polanyi, Michael (1966/2009): Tacit knowing, Chapter 1 (pp. 3-25) of *The Tacit Dimension*, University of Chicago Press

Additional Reading:


Preparation:
Prepare by reading the literature for the session. Discuss the literature within your study group and think of some questions, dilemmas and issues to be discussed at the teaching.

Session 3
Date and time: Wednesday, 18 September, 09:00-12:00
Title: Learning Theories: the Landscape
Lecturers: Nanna Jordt Jørgensen & Katrine Dahl Madsen
Location: A410

Learning objectives:
When this session is completed the students are able to:

- Discuss and interpret different theories of learning of all stages of life and their applicability in different contexts.
- Demonstrate knowledge related to social, cultural and psychological factors which might influence individual learning.
- Apply learning theories and concepts in critical reflection, evaluation, documentation and development of practice.

Content:
The session will provide an overview and critical discussion of a variety of learning theories in relation to lifelong learning, focusing on the main differences and similarities between different theories. Taking examples from studies of education for sustainable development as point of departure, students will explore and reflect on the process of moving from theory to analytical framework and on the role of theory in the planning of teaching and education processes in a LLL perspective.

Reading:


Preparation:
Read the literature. Discuss different theories in your study group and prepare a few questions to be taken up in the class. Reflect on your individual preference in terms of learning theory. Reflect on the cultural appropriateness of particular learning theories in relation to the context you
work within. Which of the theoretical perspectives seems applicable to the practice field you engage with?

**Session 4**

**Date and time:** 25. September 2013  
**Title:** Relations between different perspectives of learning: from duality to boundary  

**Lecturer:** Jamie Wallace  
**Location:** A410

**Learning objectives:**  
After this session the students will be able to:  
- Discuss and consider different foundational perspectives of learning theories and how these are related to LLL  
- Apply concepts of ontology and boundary to the development and evaluation of practice

**Content:**  
The session will provide a discussion of the relations between different perspectives of learning, and introduction and discussion of concepts of ontology and boundary in relation to development and evaluations of practice within LLL.

**Reading:**  
- Roth & Lee 2007 - 'Vygotsky's Neglected Legacy - Cultural-Historical Activity Theory.pdf  
- Akkerman & Bakker 2011 - Boundary Crossing and Boundary Objects.pdf

**Additional literature:**  

**Preparation:**  
Read the recommended texts. Discuss the different perspectives of learning and the core concepts in your study group, and prepare a few questions for discussion in class.
Session 5

Date and time: 2. October 2013, 09:00-12:00

Title: “Didactics” and Curriculum Theory. Examples from schools.

Lecturer: Katrine Dahl Madsen

Location: A410

Learning objectives:
After this session the students will be able to:

- Demonstrate knowledge of key curriculum concepts, curriculum development models and related problems, as well as demonstrate insight into the contribution of didactics to curriculum theory.
- Build arguments concerning the dynamic links between the teacher, the learner and the content in a variety of contexts and in a lifelong learning perspective.

Content:
Reflection and critical discussion of key concepts in curriculum theory related to lifelong learning will provide students with an insight into planning of teaching and learning activities. Students will learn to reflect on the relation between learning aims, learning outcomes and teaching activities.

Reading:


Additional literature:


Preparation:

Read the recommended texts and reflect on the ways in which the core didactical concepts can inform LLL practice. Discuss in the study group what are the challenges and dilemmas when planning an educational activity for different target groups of learners, in different educational settings, and for different educational purposes. Bring questions for discussion in the class.
Session 6

Date and time: Wednesday 9. October 2013, 09:00-12:00

Title: Researching learning and teaching: qualitative methods, with examples from studies of young people’s learning

Lecturer: Nanna Jordt Jørgensen

Location: A410

Learning objectives:

When this session is completed the students are able to:

- Demonstrate knowledge related to qualitative methods for researching learning and teaching
- Identify and discuss the challenges involved in researching different modes of learning in formal, non-formal and informal settings.
- Develop a qualitative research design.

Content:

The session will introduce selected qualitative research methods used in planning, preparation, researching and evaluating educational processes and practices. The discussion will in particular focus on challenges and dilemmas related to studying young people’s learning experiences, with examples drawn from the lecturer’s fieldwork in Kenya. In the last part of the session, students will work in groups on developing brief research designs to be used during the study visits to educational settings.

Reading:


Preparation:

Read the texts and reflect upon the challenges and dilemmas related to different qualitative methods (the ones discussed in the text as well as others which you know of). In your study group, discuss your reflections on (and if possible, your experiences with using) different qualitative methods, and their advantages and disadvantages, in relation to studying educational processes.
Study visits to selected educational settings, 10/11. October

Session 7

Date and time: Wednesday, 23. October 2013, 09:00-12:00

Title: The concepts of participation, empowerment and social learning – with introduction to the Danish tradition for ‘folkeoplysning’ and examples from the recent efforts to revitalize it.

Lecturer: Jeppe Læssøe

Location: A410

Learning objectives:

When this session is completed the students will be able to:

- Demonstrate insight different approaches to participation, empowerment social learning
- Reflect critically on the values, challenges and dilemmas of working with these approaches in different settings.
- Apply the concepts of participation, empowerment and social learning in critical reflection, evaluation, documentation and development of practice.

Content:

The session will discuss the concepts of participation, empowerment and social learning in different settings and practices. The Danish ‘folkeoplysning’ tradition, a more than 100 years old tradition for citizenship education, will be used as an illustrative example. Furthermore recent examples from work places and local communities will be used to discuss the challenges of working with participation, empowerment and social learning.

Reading:

- Læssøe, Jeppe and Marianne Krasny (2013): Participation and Environmental Education: Crossing Boundaries under the Big Tent. In Krasny, Marianne and Justin Dillon (Eds.) *Trans-disciplinary environmental education research*. London: Taylor and Francis

Preparation:
Read the literature, and reflect on participation, empowerment and social learning in selected practice fields. In your study group, discuss the challenges and dilemmas related to participation, empowerment and social learning in different educational settings and cultures.

**Session 8**

**Date and time:** Wednesday 30. October 2013, 09:00-12:00

**Title:** Researching learning and teaching: analytical strategies and writing

**Lecturer:** Nanna Jordt Jørgensen and Katrine Dahl Madsen

**Location:** A410

**Learning objectives:**

When this session is completed the students will be able to:

- Demonstrate ability to analyze qualitative data, communicate research in the knowledge areas of the module and to demonstrate a self-critical and analytical stance towards their own learning and communication in the community of learners.
- Utilize the knowledge acquired in the module to build coherent arguments in writing

**Content:**

During the first part of the session, students will report on their experiences from the study visits. Hereafter different strategies for analyzing and communicating qualitative data will be discussed.

**Reading:**


**Preparation:**

In the study group, prepare a short (10 minutes) presentation of your experiences from the study visit (further instructions on reporting will follow). Read the texts and reflect upon how different analytical strategies could be used in relation to the data generated during the study visit as well as more generally within different fields of educational practice. What are the challenges and dilemmas related to different strategies?
Session 9

Date and time: Wednesday, 6. November 2013, 09:00-12:00

Title: Relations between different perspectives of learning: from duality to boundary

Lecturer: Jamie Wallace

Location: A410

Learning objectives:

When this session is completed the students will be able to:

- Interpret, analyse and discuss aspects of situated learning and related theoretical perspectives and how these relate to contexts of LLL
- Apply theories and notions of context and position to the appraisal and development of practice

Content:

The session will provide a discussion on relations between different perspectives of learning and theories and notions of context and position discussed in relation to issues of LLL.

Reading:


Additional Reading:


Preparation:

Read the literature, and reflect on the meaning of situated learning in selected practice fields. In your study group, discuss the advantages, challenges and dilemmas of situated learning perspectives in different educational settings and cultures.

Session 10

Date and time: Wednesday, 13. November 2013, 09:00-12:00

Title: Engagement of mind, body and world: intelligence, skill and perceptual learning

Lecturer: Jamie Wallace
Teaching Plan: MA LLL Module 2, The learning Individual in a Life Long Perspective - Theories and Practices

Location: A410

Learning objectives:
When this session is competed the students will be able to:

- Identify and navigate between learning perspectives founded upon theories of cognition, practice, skill and materiality
- Apply different notions of engagements to the evaluation and development of practice

Content:
The session will provide and introduction and discussion of different learning perspectives including the concepts of practice, skill, tacit knowledge and materiality.

Reading:
- Eraut M 2000 Non-formal learning and tacit knowledge in professional work

Preparation:
Read the literature for the session. Discuss the literature within your study groups and think of some questions, dilemmas and issues to be discussed in class.

Session 11

Date and time: Wednesday 20. November 2013, 09.00-12.00
Title: Closing of the Module and Preparation for Exam
Lecturer: Katrine Dahl Madsen and Nanna Jordt Jørgensen
Location: A410

Learning objectives:
On completion of this and the other sessions in the module including the exam, the students will:

- Be able to demonstrate a self-critical and analytical stance towards their own learning and communication in the community of learners.
- Demonstrate ability to collaborate and communicate issues from the knowledge area of the module in a cross-disciplinary and cross-cultural context.

Content:
The session will synthesize the content of the module and will link the different sessions to each other, in terms of their impact on students’ understandings and the overall aims of the module. Further issues connected to the exam will be discussed.

Reading:


Preparation:

Reflect on the module as a whole, its strengths and weaknesses, your contribution to it and the influence on the module on your knowledge and competences.