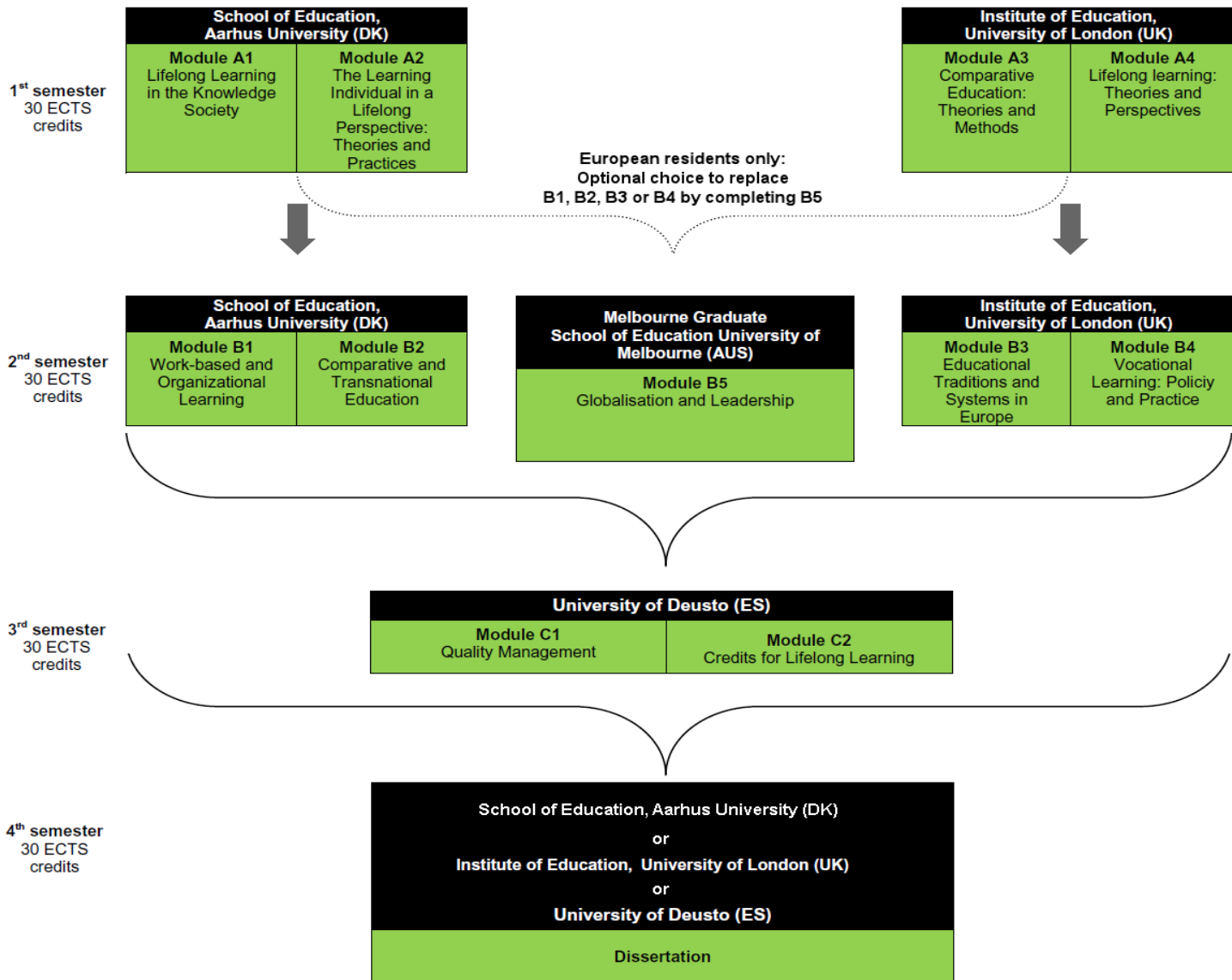




The European Master in Lifelong Learning (MA LLL) At the Danish School of Education



Marcella Milana, National coordinator





Programme's objectives



1. **Knowledge and understanding**, i.e. explain the emergence of LLL and its incorporation into policies; analyse the theoretical and policy implications of LLL; identify the concept(s) of learning that inform current thinking; and raise fundamental questions LLL – concepts, contexts and modes of development.
2. **Intellectual competences**, i.e. develop the theoretical knowledge, concepts and practical skills to distinguish between and appraise different issues; give critical consideration to the goals of LLL and critique existing research; relate own professional concerns to the wider concern to foster LLL; successfully write essays and conduct small-scale research; work independently and as a member of learning community.
3. **Practical competencies**, i.e. design and develop educational policies; promote and manage innovation processes; mediate between the educational community and the needs of the local environment; advise organisations; recognize diverse learning needs; take part in the new developments and reforms; design and develop flexible learning paths; integrate ICT and e-learning as a tool in educational programmes; develop systemic competencies related to management, quality, creativity and leadership.



Associate professor Stavros Mutsious

Department of Education



Module A1

Lifelong Learning in the Knowledge Society (15 ECTS)

analyses, from a range of perspectives, LLL within the context of the debate on ‘the knowledge economy and society’. It investigates the theoretical underpinnings of these concepts and relevant policies and practices at national, regional, European and global levels. Particular attention is paid to the European Union and the prominence LLL has for integration and enhancement of economic competitiveness. Moreover, reference is made to the main international and transnational organisations, which placed LLL at the core of their research agendas and policy recommendations. Finally, the module examines higher education reforms, and particularly the transformation of universities under the new regimes of knowledge production, transmission and certification.



Assistant professor Kari Kragh Blume Dahl

Department of Curriculum Research



Module A2

The Learning Individual in a Lifelong Perspective: Theories and Practices (15 ECTS)

presents several theories relevant to the study of learning in a lifespan perspective, examines a variety of practices and explores the relation between LLL theories and practices. Students gain insight into social, cultural and psychological factors influencing LLL theories and practices in different traditions. Important elements of the module include: critical assessment of existing learning activities, empirical studies in the form of observation and field studies, and the development of proposals for innovative learning activities drawing on, for instance, the use of new media.



Professor Cathrine Hasse

Department of Learning



Module B1

Work-based and Organizational Learning (15 ECTS)

represents a continuation and elaboration of module A2. Revisiting learning, innovation and knowledge as a social process is seen as a prerequisite for understanding how learning, innovation and processes of knowing unfold in workplaces as sites for work-based and organisational learning. Thus, the module introduces the students to different theoretical contributions to work-based and organisational learning with the point of departure in the following questions: What is work-based and organisational learning, how may it be studied and initiated? This includes an introduction to an individual and cognitive approach and practice-based and pragmatist approach to organisational and workplace learning, creativity and innovation and knowing creation.



Associate professor Stavros Moutsios

Department of Education



Module B2

Comparative and Transnational Education (15 ECTS)

introduces the students to the field of Comparative Education through the exploration of issues and theoretical paradigms as well as through the investigation of contemporary educational developments taking place in national and transnational contexts. Students have the opportunity to reflect on what it is to think and research comparatively and what can be learned from the comparative investigation of education. They will go through different traditions, systems, policies and practices of education prevailing in different national and socio-cultural contexts. Moreover, the module gives students the chance to study the role and function of major international organisations (e.g. OECD, World Bank/IMF, UNESCO, WTO) and other transnational entities (e.g. the European Union) in education policy.



Examination



Exam form:

“Submitted written assignment of a maximum of 15 standard pages (2.400 characters, including open spaces), excluding bibliography and appendices, followed by an oral exam of 30 minutes’ duration (including the evaluation of the exam performance).”

Final exam (Dissertation):

“A written thesis of between 80 and 100 pages (corresponding to 2.400 characters, including open spaces), not including bibliography and appendices.”

Title awarded: MA (Ed.)

Degree: double or multiple, i.e. officially recognised Danish, Spanish (and English) degree



Assessment



Assessment criteria:

“On completion of each module, students should have competence on a scientific basis. This means that in an exam situation students should be able to provide answers that are *critically, systematically, theoretically and empirically well-founded*. These criteria can have different weight in the different modules.”

Type of assessment:

“The grade is given on the basis of a general assessment of the extent to which the student is able, in an exam situation, to demonstrate the scientific basis in relation to the module requirements.” (according to the Danish 7-steps grading scale)



The Danish 7-steps grading scale



- 12: For an excellent performance displaying a high level of command of all aspects of the relevant material, with no or only a few minor weaknesses (ECTS scale A)
- 10: For a very good performance displaying a high level of command of most aspects of the relevant material, with only minor weaknesses (ECTS scale B)
- 7: For a good performance displaying good command of the relevant material but also some weaknesses (ECTS scale C)
- 4: For a fair performance displaying some command of the relevant material but also some major weaknesses (ECTS scale: D)
- 02: For a performance meeting only the minimum requirements for acceptance (ECTS scale: E)
- 00: For a performance which does not meet the minimum requirements for acceptance. (ECTS scale: Fx)
- 3: For a performance which is unacceptable in all respects (ECTS scale: F)