

Lithuania

PUBLICATIONS on validation of non formal and informal learning published during the year 2008 – 2009

Documents types: articles, dissertation, project dissemination papers

No.	Authors, title, publication/journal	Summary
1.	<p>N. Burkšaitienė, J. Šliogerienė (2008). Adults' Attitudes Towards Recognition of Non-Formal and In-Formal Learning at the University Level. <i>Acta Paedagogica Vilnensia: Science works.</i> Vilnius: VU, T. 19, 51-68.</p> <p><i>Available at:</i> http://www.leidykla.eu/fileadmin/Acta_Paedagogica_Vilnensia/19/51-68.pdf</p>	<p>The present research is aimed at analysing adults' attitudes towards recognition of prior learning at the university level in Lithuania.</p> <p>The results of the study prove that in Lithuania adults' attitudes towards such a possibility are positive. Study results show that adults' age is the factor that influences their attitudes towards the possibility of participating in the process of recognition of prior learning at the university level, i.e. adults' over 40 years of age are likely to be less active in this process than adults' under 40 years of age. It has also been established that other factors, including the level adults' education, their satisfaction with the current position, salary and career opportunities provided by the present job do not influence their attitudes.</p> <p>The results of the study prove that in Lithuania there exists adults' need to have their prior learning assessed and recognized at tertiary institutions. It has been established that adults have much work experience, knowledge and skills gained in courses and studying autonomously in four major fields: management, social work, psychology and foreign languages.</p> <p>The finding that adults' attitudes towards their participation in the process of recognition of prior learning at the university level are different across the four regions of Lithuania is important. What is more, this difference is statistically significant. This leads to the conclusion that adults' participation in this process is likely to depend upon the region.</p>
2.	<p>J. Šliogerienė. (2008). The organization OF Assessment Process of Non-Formal AND Informal Learning Achievements. <i>Coactivity.</i> T. 16, Nr. 2, 98-107.</p> <p><i>Available at:</i> http://www.coactivity.vgtu.lt/upload/filosof_zurn/santalka_t_16_nr_2_sliogeriene.pdf</p>	<p>Assessment and recognition of non-formal and informal learning achievements has been widely discussed and some researches have already been done in Lithuania. Talking about the administration of any procedure, the application of procedures and assessment mechanisms for non-formal and informal learning, the transparency of decision making, the competence of the staff evaluating the candidate and 127 personal experience of the experts who are going to do the assessment is expected.</p> <p>Having analyzed the scientific literature as well as some results of the researches carried out in different countries and the experience they have in the validation and accreditation of non-formal and informal learning, the procedure of the assessment</p>

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		<p>and recognition of non-formal and informal learning can be classified into two types: administrative and assessment.</p> <p>Having taken into account the stages, the procedure of the assessment and recognition of non-formal and informal learning according to the functions that should be performed as well as the responsibility of the institution and the individual involved in the process of validation and accreditation, we present the structural elements of the procedure itself. The procedure is presented from the point of view of the functions – the structural elements are analyzed according to the function they perform. Four main elements of the procedure of the assessment and recognition of non-formal and informal learning are defined: administration, monitoring, assessment and audit. According to the systems theory, the existence of each element is essential to have a complete system and to function effectively.</p> <p>The steps that should be taken by the candidate while undergoing through the procedure of assessment and recognition of non-formal and informal learning achievements are described in the article.</p> <p><i>Keywords: assessment process, non-formal and informal learning, stage, type.</i></p>
3.	<p>Vaiva Zuzevičiūtė, Živilė Starkevičiūtė (2009). Validation and Recognition of Non-Formal and Informal Learning Outcomes in Organisations of Higher Education in the Context of Pressure for Quality. Tiltai, 2009, 2 (47).</p>	<p>During the last decade strategies of lifelong learning have left the direct discourse of education, and are formulated at the interface of education, policies, and economics, and also other fields. One of the processes that guarantees the productive interface is validation and recognition of non-formal and informal learning outcomes in higher education, which, however, in some countries, and namely, in Lithuania, is still of an innovative nature. In this paper several insights are provided concerning the context for implementation of innovation (validation and recognition of non-formal and informal learning outcomes in higher education), in which quality has an important role in order to maintain the level expectations of general public and academia towards the level of services provided by higher education.</p> <p><i>Key words: individual pathway of validation and recognition of non-formal and informal learning outcomes, accumulative pathway of validation and recognition of non-formal and informal learning outcomes, quality.</i></p>
4.	<p>N. Burkšaitienė. (2009). Assessment of Non-Formal And Informal Learning Outcomes at the University: Political and Theoretical Perspective. <i>Acta Paedagogica Vilnensia</i>: Science works Vilnius: VU, T. 22, 102-115.</p> <p><i>Available at:</i> http://www.leidykla.eu/fileadmin/Acta_Paedagogica_Vilnensia/22/102-115.pdf</p>	<p>The present study analyses the problem of assessment of non-formal and informal learning at universities from the perspective of general systems theory. It aims at analysing assumptions for the assessment and recognition of non-formal and informal learning created in the EU and national documents on education policy and identifies peculiarities of assessment of such learning at universities.</p> <p>Drawing together the evidence gleaned from the EU and national documents on education policy, from the available research data and from the comparative analysis of assessment of formal, non-formal and informal learning outcomes at universities it has been established that:</p> <p>1. Assessment of non-formal and informal learning at the</p>

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		<p>university is an integral part of a wider system comprising three subsystems: teaching-learning-assessment. As a subsystem it influences the system itself and has an impact on the non-academic system of learning-teaching-assessment existing outside the university.</p> <p>2. Assumptions for the creation and implementation of assessment and recognition systems have been created on the European and national level. In Lithuania universities are preparing to start assessing and recognising outcomes of non-formal and informal learning.</p> <p>3. The principle goal of assessing non-formal and informal learning at the university is to establish if the learning that occurred in different learning environments is equal to that occurring at the university.</p> <p>Portfolio method has been acknowledged as the most effective method used at the university for the purpose defined above. The choice of supplementary methods of assessment depends on the specificity of the course, a course program or a module.</p> <p>Finally, assessment of non-formal and informal learning at the university should be carried out by a panel of assessors comprising university teachers and experts from the world of work. This yields some advantages: a candidate's capacity to use his knowledge in practice is assessed objectivity of assessment is ensured, the link between academic and the real world of work is established.</p> <p><i>Keywords: non-formal learning, informal learning, assessment, political perspective.</i></p>
5.	<p>J. Šliogerienė. (2009). The Organization Of Assessment Process of Non-Formal and Informal Learning Achievements. <i>Acta Paedagogica Vilnensia: Science works Vilnius: VU, T. 22, 116-127.</i></p> <p><i>Available at:</i> http://www.leidykla.eu/fileadmin/Acta_Paedagogica_Vilnensia/22/116-127.pdf)</p>	<p>Assessment and recognition of non-formal and informal learning achievements has been widely discussed and some researches have already been done in Lithuania. Talking about the administration of any procedure, the application of procedures and assessment mechanisms for non-formal and informal learning, the transparency of decision making, the competence of the staff evaluating the candidate and 127 personal experience of the experts who are going to do the assessment is expected.</p> <p>Having analyzed the scientific literature as well as some results of the researches carried out in different countries and the experience they have in the validation and accreditation of non-formal and informal learning, the procedure of the assessment and recognition of non-formal and informal learning can be classified into two types: administrative and assessment.</p> <p>Having taken into account the stages, the procedure of the assessment and recognition of non-formal and informal learning according to the functions that should be performed as well as the responsibility of the institution and the individual involved in the process of validation and accreditation, we present the structural elements of the procedure itself. The procedure is presented from the point of view of the functions – the structural elements are analyzed according to the function they perform. Four main elements of the procedure of the assessment and recognition of non-formal and informal learning are defined: administration,</p>

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		<p>monitoring, assessment and audit. According to the systems theory, the existence of each element is essential to have a complete system and to function effectively.</p> <p>The steps that should be taken by the candidate while undergoing through the procedure of assessment and recognition of non-formal and informal learning achievements are described in the article.</p> <p><i>Keywords: assessment process, non-formal and informal learning, stage, type.</i></p>
6.	<p>Raimonda Alonderienė (2009). The Impact of Managers' Informal Learning on Enterprise Performance Results. Doctoral thesis. ISM University of Management and Economics.</p> <p>Source: http://sf.library.lt/marc/getobj.php?obj=LT-eLABa-0001:E.02~2009~D_20090911_130515-33538</p>	<p>The dissertation analyses how to impact enterprise performance results with the help of managers' informal learning. The concept of managers' informal learning has been analyzed interdisciplinary – the aspects of management, psychology and educology sciences have been revealed. The concept of informal learning has been clarified and its interrelationship with formal and non-formal learning has been defined. Also factors of managers' informal learning have been identified: individual informal learning factors, factors of informal learning environment and informal learning methods. The performance management results of small and medium-sized enterprises have been described. The impact of managers' informal learning on enterprise performance results has been verified empirically in Lithuanian small and medium sized enterprises. The research revealed the particular factors having the biggest impact on Lithuanian small and medium-sized enterprise performance results: enterprise innovativeness, customer satisfaction and their complain tracking, absenteeism decline and employee satisfaction. The mentioned most significant managers' informal learning factors are as follows: manager's high need for achievement, high positive manager's attitudes towards learning, easily accessible information in organization, resources and time allocated for learning.</p>
7.	<p>Project dissemination:</p> <p>Keurulainen H., Laurila R., Lepajuri A., Virtanen R. (2009). The Needs for Accreditation of Prior Learning in VET Teacher Education in Baltic Countries. 39 p..</p> <p>http://projects.ambernet.lt/timabalt/en/7403</p> <p>Aušra Fokienė (2009). Needs of assessment of non-formal and informal learning in VET teachers' education. .Presentation in the conference "Development of academic studies by recognizing achievements of non-formal and informal learning" (January 30, 2009, Lithuania)</p>	<p>Leonardo da Vinci programme project Transfer of Innovative Methodology for Assessment of VET Teachers' Prior Learning Nr. LLP-Ldv-TOI-2007-LT-0004</p> <p>Project is coordinated by: Vytautas Magnus University Centre for Quality of Studies (Lithuania, Kaunas)</p> <p>Aim of the project – to enrich the existing VET teacher education programmes in three partner countries – Lithuania, Latvia and Estonia by developing: 1) Introductory module for Assessment of Prior Learning (APL) to be followed with development of more personalized learning possibilities; 2) Study module for APL assessors training.</p> <p>Target groups: VET teacher educators, VET teachers, Researchers of education, Education policy makers.</p> <p>Project outcomes:</p> <ul style="list-style-type: none"> – A study of APL in VET teacher education systems in partner countries. More... – Methodology for assessment of VET teachers' prior learning. – Study module for assessors of VET teachers' prior learning. – Trained groups of assessors in three partner countries (LT, LV,

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	<p data-bbox="263 197 683 264">http://projects.ambernet.lt/timabalt/en/7488/more</p> <p data-bbox="263 320 683 645">Aušra Fokienė (2009). Peculiarities of preparation of transfer of innovations projects' applications. Presentation in the seminar "Preparation of applications of Leonardo da Vinci programme transfer of innovations projects on 2009" (January 27, 2009, Lithuania)</p> <p data-bbox="263 656 683 723">http://projects.ambernet.lt/timabalt/en/7484/more</p>	<p data-bbox="742 197 885 230">EE). More...</p> <ul data-bbox="742 241 1452 342" style="list-style-type: none"> - Introductory module for assessment of VET teachers' prior learning, to be included to existing VET teacher education programmes.