

Lithuania

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

Documents type: Articles

| No. | Authors, title, publication/journal | Summary |
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| 1. | Loreta Buksnyte, Loreta Gustainiene, Liuda Sinkariova (2008). Functional Qualification Competencies Acquired by Non-Formal and Informal Learning: Psychologist's Functions as a Sample , <i>Management of Organizations: Systematic Research</i> , No. 45, 2008, VDU, p. 7-16. | The article shares the experience gained while preparing the methods of identification and validation of the psychologist's competencies acquired by non-formal and informal learning. The authors discuss the stages of the competence evaluation process, the validity of evaluation methods as well as the evaluation criteria of the form and the content of the presented model employed for the assessment of the psychologist's competencies acquired by non-formal and informal learning. <i>Keywords: identification and validation of non-formal and informal learning, qualification of a psychologist.</i> |
| 2. | Genute Gedviliene, Ramunas Kuncaitis (2008). Model of Prospective Employee Group Work Skills Acquired By Informal Learning at University Studies , <i>Management of Organizations: Systematic Research</i> , No. 45, 2008, VDU. p. 29-45. | The article analyses how students' group learning skills, acquired by informal learning, are reflected in the formal university studies. There are presented aspects of theoretical group development and formation, highlighting the students' approach to learning in groups. A model of the group learning skills' development is prepared. <i>Keywords: informal, non-formal, formal learning, group, roles.</i> |
| 3. | Egle Stasiunaitiene (2008). Organization of Assessment and Recognition System In Non-Formal And Informal Learning , <i>Management of Organizations: Systematic Research</i> , No. 45, 2008, VDU, p. 57-70. | The article refers to the organizational assumptions of the system's development, its structural elements and their inter-cohesion enabling to project functional aspects of the system. It presents the model of the assessment system of non-formal and informal learning achievements. <i>Keywords: assessment of non-formal and informal learning achievements, recognition of competencies, system, system' organization.</i> |
| 4. | Margarita Tereseviciene, Estela Dauksiene, Jovita Pribusauskaite (2008). The Importance of Consultant'S Training and Personal Characteristics When Aessing Employees'Competences , <i>Management of Organizations: Systematic Research</i> , No. 45, 2008, VDU. P. 85-98. | The article analyses the consultant's role in the assessment and recognition of competencies acquired by employees through non-formal and informal learning. There is presented the qualitative and quantitative research analyzing consultant's preparation, personal features and their importance for the assessment. <i>Keywords: counseling, consultant, candidate, consultant's activities, competencies, assessment and recognition of learning outcomes, non-formal learning, informal learning.</i> |
| 5. | Virginija Tuomaite, Vaiva Zuzeviciute (2008). Validation and Recognition of Non-Formal And Informal Learning Of Employees As Prerequisite Of Lifelong | The aim of this article is to analyze expectations and social value that are attributed to the process of validation and recognition of non-formal and informal learning outcomes and the changes occurring in this area in the European countries. The authors present the data of a pilot empirical study conducted in this field. |

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| | <p>Learning, Management of Organizations: Systematic Research, No. 45, 2008, VDU, p. 99-113</p> | <p><i>Keywords: non-formal and informal learning, competences, recognition, validation, prior experiential, and lifelong learning.</i></p> |
| 6. | <p>Margarita Tereseviciene, Vaiva Zuzeviciute, Sandra Kabisaityte (2008), Readiness of Evaluators to Assess Non-Formally And Informally Acquired Competences, Acta Paedagogica Vilnensia Vol. 2008, VU, ISSN 1392-5016.</p> | <p>The aim of the paper is to discuss the role and readiness of evaluators to assess non-formally and informally acquired competences of adults entering university. Research made at Vytautas Magnus University prepared university community for new activities – evaluation of competences acquired in labor market, non-formally and informally. The paper presents theoretical background for research based on critical analysis of references. Six main areas of competences of evaluators were defined: preparing evaluation process and planning; preparing candidates for evaluation; preparing process of evaluation; organization and performance of evaluation; development of evaluation process; professional and personal development of evaluators. 35 future evaluators, including university teachers and administration staff members, were trained accordingly to the defined competence areas. Questionnaires were filled in before and after the teaching process. Results showed that evaluators think they can act differently in separate areas of competence evaluation and perform assessment better after teaching sessions. However, it is necessary to organize teaching sessions for evaluators because of complexity of the activities and the new phenomenon at university.</p> <p><i>Keywords: non-formal and informal learning, competences, recognition, validation, prior experiential and lifelong learning.</i></p> |
| 7. | <p>Nijole Burksaitiene (2008). Portfolio In The Process of Preparation for the Assessment and Recognition of Non-Formal and Informal Learning at University: Case Study // Coactivity. Vilnius: Technika, 2008, Vol. 16, No. 2, p. 20-30.</p> | <p>The issue of assessment and recognition of non-formal and informal learning at the university has recently become an object of heated debates in academic communities in Lithuania. This paper analyses the concept of assessment at tertiary level, discusses the challenges that the assessment and recognition of non-formal and informal learning pose to universities, and proposes the format of portfolio for the assessment of non-formal and informal learning for academic credit. It presents the results of research into the usefulness of portfolio method in the process of adults' preparation for the assessment and recognition of their non-formal learning at the university.</p> <p><i>Keywords: assessment and recognition of non-formal and informal learning, portfolio for the assessment of non-formal and informal learning, metacognitive strategies.</i></p> |
| 8. | <p>Jolita Sliogeriene (2008). The Factors Influencing The Needs For The Evaluation And Recognition Of Non-Formal And Informal Learning Achievements // Coactivity. Vilnius: Technika, 2008, Vol. 16, No. 2, p. 98-107. www.coactivity.vgtu.lt/upload/filosof_zurn/jolita_sliogeriene_t15_n02.pdf</p> | <p>The paper presents the main factors influencing the needs for the evaluation and recognition of non-formal and informal learning achievements: learning motivation, the level of learner's autonomy and a detailed analysis of individual learner's needs. The results of the experiment carried out at Mykolas Romeris university are presented. The efficiency of the pedagogical experiment is analyzed and statistical data analysis is presented. The results of the experiment prove that the participants of the target group got acquainted with the possibilities to have their non-formal and informal learning achievements assessed as well as with the main methods of presenting their knowledge for</p> |

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| | | assessment. <i>Keywords: non-formal and informal learning, assessment and recognition.</i> |