(Table 5.2) Course unit description

Study program: Pedagogy

Type and level of studies: Bachelor Studies

Course unit: Lifelong Education

Teacher in charge: Dragana Radenović, Ph.D., Assistant Professor
Đurđa Maksimović, M.Ed., Teaching Assistant

Language of instruction: English

ECTS: 6

Prerequisites: /

Semester: Winter Semester (V) – elective course

Course unit objective
Acquiring fundamental knowledge of contemporary issues in lifelong education, with particular analysis of the European Union Memorandum on Lifelong Learning and of global trends related to the creation of a learning society. Developing students' sensitivity towards lifelong learning as a personal and life orientation.

Learning outcomes of Course unit
By the end of the course, students will be able to:
- understand how contemporary trends in modern society give rise to the need for lifelong education/learning;
- understand the need to build a knowledge society under conditions of rapid social, scientific, technical and technological change;
- identify the implications of lifelong education for educational policy and practice.

Course unit contents
Theoretical Classes
1. The concept, subject and significance of lifelong education
2. Terminology and concepts: permanent education/learning
3. Terminology and concepts: recurrent education
4. Terminology and concepts: life-long education/learning
5. Terminology and concepts: lifelong education/learning and the relationships between these concepts
6. Contemporary trends in society and the need for lifelong education/learning
7. Europe as a knowledge society: the orientation of the European Union
8. The European Union Memorandum on Lifelong Learning (2000): origin and aims
9. The key messages of the Memorandum and their implementation
10. The concept of the learning organization
11. The concept of the learning society
12. New information technologies in lifelong education/learning
13. Knowledge management in the knowledge society
14. The knowledge-based society
15. Implications of lifelong education for educational policy and practice

References
Vizek-Vidović, V. (ur.) (2005). *Celoživotno obrazovanje učitelja i nastavnika – višestruke perspektive*. Zagreb: Institut za društvena istraživanja.
Babić, V. i sar. (2012). *Razvoj i primena koncepta celoživotnog učenja*. Univerzitet u Kragujevcu: Ekonomski fakultet.
Savićević, D. (2000). *Put ka društvu učenja*. Beograd: DP „Djuro Salaj".
Horvat, A., & Lapat, G. (2012). Celoživotno obrazovanje učitelja. *Andragoški glasnik*, XVI(2), 131–142.
Memorandum o cjeloživotnom učenju (2000).
Dryden, G., & Vos, J. (2001). *Revolucija o učenju*. Zagreb: Educa.
Na putu ka društvu znanja. Beograd: Institut za pedagoška istraživanja.

Number of active teaching hours	Lectures: 2	Practice: 0	Other forms of classes: /	Independent work: /	Other classes: /

Teaching methods
Monologue, dialogue and analytical methods.

Examination methods (maximum 100 points)			
Exam prerequisites	**No. of points:**	**Final exam**	**No. of points:**
student's activity during lectures	15	oral examination	30
practical classes/tests		written examination	20
independent work	20		
seminar paper and defense	15		
other			

Grading system

Grade	**No. of points**	**Description**
10	**91–100**	**Excellent**
9	**81–90**	**Exceptionally good**
8	**71–80**	**Very good**
7	**61–70**	**Good**
6	**51–60**	**Passing**
5	**Less than 51**	**Failing**