

DOCTORAL STUDIES COURSE UNIT DESCRIPTION

Name of subject	Field of science, code	Faculty / Center	Institute / Department
University didactics	S 007 S 005	Faculty of Philosophy	Institute of Educational Sciences; Institute of Philosophy; Institute of Sociology and Social Work

Student's workload	Credits	Student's workload	Credits
Lectures	2	Consultations	0,5
Independent study	2,5	Seminars	3

Course annotation
<p>The concept of higher education. Key landmarks of development of higher education and studies. Aims, functions and structure of higher education. Interpretation of peculiarities of university and non-university education from philosophical, political and managerial perspectives. Higher education in a context of globalization. Elite and mass higher education. Contemporary strategies and models of higher education in EU and Lithuania.</p> <p>University education and didactics. Curriculum development, design and management. Planning and implementation of the study / subject / course program. Educational process management. Educational technologies. Constructive alignment: educational goals (competences, learning outcomes), taxonomies, teaching, learning and assessment strategies. Designing a learning environment: blended learning and educational technologies.</p> <p>Quality assessment of higher education. Concepts and models of higher education quality. Specifics of education quality assessment in higher education. Assessment of student achievement. Assessment based on norms, criteria and standards. Specifics of assessment in higher education. Evaluation forms.</p> <p>Practical work. A doctoral student, supervised by the head of his / her department or another lecturer, gives lectures or conducts seminars. The internship takes place in the second and third years of study.</p> <p>Assessment requirements - exam and assessment of the internship.</p>
Reading list
<p>Huisman, J., Smolentseva, A., Froumin, I. (2018) 25 Years of Transformations of Higher Education Systems in Post-Soviet Countries. Cham: Palgrave Macmillan.</p> <p>Adedokun-Shittu, Nafisat Afolake ; Shittu, Abdul Jaleel Kehinde. (2015). <u>Assessing the impacts of ICT deployment in teaching and learning in higher education: Using ICT impact assessment model.</u> Journal of applied research in higher education, 2015-09-14, Vol.7 (2), p.180-193</p> <p>Bartolic, Silvia K ; Boud, David ; Agapito, Jenilyn ; Verpoorten, Dominique ; Williams, Siobhan ; Lutze-Mann, Louise ; Matzat, Uwe ; Moreno, Ma Monica ; Polly, Patsie ; Tai, Joanna ; Marsh, Heidi L ; Lin, Lin ; Burgess, Jamie-Lee ; Habtu, Senay ; Rodrigo, Ma Maria Mercedes ; Roth, Mary ; Heap, Tania ; Guppy, Neil. (2021). <u>A multi-institutional assessment of changes in higher education teaching and learning in the face of COVID-19.</u> Educational review (Birmingham), p.1-17</p> <p>Bocconi, Stefania ; Trentin, Guglielmo. (2015). <u>Modelling blended solutions for higher education: teaching, learning, and assessment in the network and mobile technology era.</u> Taylor & Francis. Educational research and evaluation, Vol.20 (7-8), p.516-535</p>

Burkšaitienė, Nijolė; Leščinskij, Robert; Suchanova, Jelena; Šliogerienė, Jolita. (2021). **Self-directedness for sustainable learning in university studies: Lithuanian students' perspective**. Laisvai prieinamas internete / Open access. Sustainability. Basel : MDPI. 2021, vol. 13, iss. 16, art. no. 9467, p. [1-14].

Jurado-Navas, Antonio ; Munoz-Luna, Rosa, (2017). **Scrum Methodology in Higher Education: Innovation in Teaching, Learning and Assessment**. International journal of higher education, Vol.6 (6), p.1

Jorm, Christine ; Roberts, Chris ; Gordon, Christopher ; Nisbet, Gillian ; Roper, Lucinda. (2019). **Time for university educators to embrace student videography**. Cambridge Journal of Education, 2019, Vol.49 (6), p.673-694

Fung, D. (2016). **Engaging Students with Research Through a Connected Curriculum: An Innovative Institutional Approach**. Council on Undergraduate Research quarterly, 2016-12, Vol.37 (2), p.30

Homero Calixto Fuentes González ; José Manuel Benítez García ; Amelia López Fuentevilla ; Andrea Daniela Albán Navarro ; Rosa Victoria Guijarro Intriago (2017). **Dynamics of the teaching-learning process in Higher Education: an approach to the holistic configurational competency approach**. Dilemas contemporáneos: educación, política y valores, Vol.IV (2)

Kivunja, Charles. (2015).**Innovative Methodologies for 21st Century Learning, Teaching and Assessment: A Convenience Sampling Investigation into the Use of Social Media Technologies in Higher Education**. International journal of higher education, Vol.4 (2), p.1

Michel, Jessica Ostrow. (2019). **An assessment of teaching and learning about sustainability across the higher education curriculum**. Taylor & Francis Group, Environmental education research, 2019-12-02, Vol.25 (12), p.1806-1807

O'Byrne, David ; Dripps, Weston ; Nicholas, Kimberly A. (2014). **Teaching and learning sustainability: An assessment of the curriculum content and structure of sustainability degree programs in higher education**. Springer Sustainability science, 2014-07-15, Vol.10 (1), p.43-59

Tractenberg, Rochelle E. (2021). **The Assessment Evaluation Rubric: Promoting Learning and Learner-Centered Teaching through Assessment in Face-to-Face or Distanced Higher Education**. Education sciences, 2021-08-18, Vol.11 (8), p.441

Navickienė, Vida; Dagienė, Valentina; Jasutė, Eglė; Butkienė, Rita; Gudonienė, Daina. (2021). **Pandemic-induced qualitative changes in the process of university studies from the perspective of university authorities**. Laisvai prieinamas internete / Open access. Sustainability. Basel : MDPI. 2021, vol. 13, iss. 17, art. no. 9887, p. 1-16.

The names of consulting teachers	Science degree	Main scientific works published in a scientific field in last 5 year period
Rimantas Želvys	Prof. Habil. Dr	<p>Leišytė, L., Rose, A.-L., Želvys, R., Peksen, S. The Role of Universities in the Knowledge-Based Society in Lithuania. In: Aarrevaara, T., Finkesstein, M., Jones, G. A., Jung, J. (eds.) Universities in the Knowledge Society. Dordrecht: Springer (2021). ISBN 987-3-030-76579-8.</p> <p>Želvys, R., Leišytė, L., Peksen, S., Bružienė, R., Rose, A.-L. From Collegiality to Managerialism in Lithuanian Higher Education // Acta Paedagogica Vilnensia – ISSN 1392-5016. T. 46 (2021), 18-33 p. 27-42.</p> <p>Želvys, R. Glocalization of Higher Education In a Post-Socialist Country: The Case of Lithuania // Educational Studies – ISSN 1814-9545. No 3 (2020), 277-302 p.</p>

		<p>Leišytė, L., Rose, A.-L., Želvys, R. Higher Education Reforms in Lithuania. In: Broucker, B., De Wit, K., Verhoeven, J. C., Leišytė, L. (eds.) Higher Education System Reform: An International Comparison After Twenty Years of Bologna. Leiden: Brill Sense (2019), p. 179-195. ISBN 978-90-04-40010-8.</p> <p>Želvys, R. Lietuvos švietimo raida: praeitis, dabartis ir ateities perspektyvos // Ugdymo psichologija – ISSN 1392-639X. T. 29 (2018), 88-96 p.</p> <p>Askarkyzy, S., Želvys, R., Algozhaeva, N., Toibayev, A. Shifts in Governance of Universities in Kazakhstan: The Case Study // Pedagogika – ISSN 1392-0340. T. 128 (2017), 258-267 p.</p> <p>Želvys, R., Akzholova, A. Problems of Introducing a Competence-Based Learning Within the Context of Bologna Process // Pedagogika – ISSN 1392-0340. T. 121 (2016), 187-197 p.</p>
Daiva Lepaitė	Dr.	<p>Development of student-centred learning, teaching and assessment within Bologna learning network (2018). Manual of recommendations. http://smpf.lt/uploads/extra/Rekomendaciju%20savadas.pdf</p> <p>Žydžiūnaitė, Vilma; Lepaitė, D.; Åstedt-Kurki, Päivi; Suominen, Tarja. Head nurses' decision-making when managing ethical dilemmas. Baltic journal of management. Oxford: Emerald Group Publishing. ISSN 1746-5265. 2015, Vol. 10, iss. 2, p. 166-187</p> <p>Žydžiūnaitė, Vilma; Lepaitė, D.; Suominen, Tarja. Leadership styles in ethical dilemmas when head nurses make decisions. International nursing review. Oxford: John Wiley and Sons. ISSN 0020-8132. 2013, Vol. 60, iss. 2, p. 228-235</p> <p>Žiliukas, P., Lepaitė, D., Pukelis, K., Simonaitienė, B., Tutlys, V. (2012) Studijų krypčių aprašų skirtingoms pakopoms kūrimo metodika. Klaipėda: Klaipėdos banga, ISBN 978-9955-9300-9-9</p> <p>Lepaitė, D., Valuckienė, J., Balčiūnas, S., Damkuvienė, M. (2012). Vadybos ir ekonomikos studijų programų praktikos organizavimo modelis. Mokslo studija. Šiauliai: Liucilijus. ISBN 978-9955-32-168-2</p> <p>Žydžiūnaitė, V., Lepaitė, D., Cibulskas, G., Bubnys, R. (2012). Savaiminis mokymasis darbo aplinkoje: bendrosios kompetencijos vystymosi kontekstualumas (socialinio ir sveikatos priežiūros sektorių, formalios savivaldos ir nevyriausybių</p>

		organizacijų atvejai). Mokslo studija. Šiauliai: Šiaulių knygryškla. ISBN 978-609-415-055-5
		Bulajeva T., Šileikaitė D., Lepaitė D. Studijų programų vadovas. VU leidykla, 2011, 45 psl.

Certified during Doctoral Committee session on 2022-04-08. Protocol No. 15600-KT-124

Committee Chairman prof. Arūnas Poviliūnas