

Module Layout

ΣΔΜΙΙ521 / Planning, Organization and Evaluation of Continuing Education, Lifelong Learning and Vocational Education & Training programs

Faculty	ΣΑΚΕ	Faculty of Humanities and Social Sciences	
Programme of Study	ΣΔΜΙΙ	Continuing Education and Lifelong Learning II	
Module	ΣΔΜΙΙ521	Planning, Organization and Evaluation of Continuing Education, Lifelong Learning and Vocational Education & Training programs	
Level of Study	Undergraduate	Graduate	
		Master	Doctoral
		X	
Language of Instruction	Greek		
Mode of Delivery	Distance		
Module Type	Required		Electives
	X		
Number of Group Consulting Meetings	Total	Physical Presence	Online
	5	-	5
Number of Assignments	2		
Final Grade Calculation	Assignments	Weekly Activities	Final Exam
	40%	10%	50%
Number of European Credit Transfer System (ECTS)	15		

Module Description

The aim of ΣΔΜΙΙ 521 is to familiarize students with the processes of designing, organizing and evaluating adult education programs in general education as well as in vocational education and training. More specifically, the Module discusses theories and models for the design of Continuing Education / Adult Education and Vocational Training programs in general and in particular the design of specific modules. Microteaching is also implemented. Moreover, emphasis is placed on the processes of diagnosing participants' educational needs and the role of educators in the processes of planning, organizing and evaluating programs. In particular, the role and characteristics of the adult educator, as well as the role of communication in adult learner groups, are examined. At the same time, emphasis is placed on issues related to the educational techniques used in adult learning programs, the types and utility of teaching resources, as well as the dynamics of the learning environment. Furthermore, adult education is being studied in relation to distance education. Finally, program evaluation approaches and issues related to the professionalization in the field are discussed.

Module content

Planning and organizing programs

Design of programs with emphasis on the diagnosis of educational needs

Planning of modules and the role of the trainer in the planning process

The role and characteristics of the trainer

Communities of practice

Supporting the learning process [I]: Techniques

Supporting the learning process [II]: Means and environments

Design of adult education and distance education programs

Program design and social exclusion

Program Evaluation [I]

Program Evaluation [II]

Professionalization of adult educators and quality assurance.

Pre-requisite Modules

Co-requisite Modules

Grading Scheme

Assessment Method	Percentage on Final Grade	Workload	
		Hours	ECTS
Weekly Interactive Activities	10%	275-330	11
Assignment 1	20%	50-60	2
Assignment2	20%	50-60	2
Final/Repeat Examination	50%	3	-
Total	100%	375-450	15

Grading Rules and Assessment methods

- Students are evaluated with 9, if they earn 90% of the possible grade, i.e. $90\% \times 10 = 9$, etc.
- Passing rate
 - 50% of the Assignments
 - 50% of the Interactive Activities
 - Students are allowed to participate in the final exam of a Module if they have overall earned the minimum grade ($\geq 50\%$) in both their Assignments and Interactive Activities
 - 50% of the Final exam

If a student earns a grade with decimal points, then it is rounded to the nearest half unit.