

THE CHALLENGE OF DEVELOPING STRATEGIC LIFELONG LEARNING IN THE SCHOOL COMMUNITY

Maria Theodosopoulou

ASPETE- School of Pedagogical and Technological Education, Greece

E-mail: mara_th@yahoo.com

Abstract

The teaching community plays an important role in promoting Lifelong Learning. In European level teachers' competences have been described and efforts been made to encourage their active participation in Lifelong Learning (LLL). It is widely recognized that LLL culture should start at an early age and, thus school and teachers are to promote it to students. In a holistic perspective school is a central point for promoting LLL not only within its gates, but also a link between LLL and the community. Examining the role of teachers in a LLL school, as well as experiences and practices of Greek teachers regarding notions like continuing professional development, mentor, collaborative learning, self directed learning provide us insight about them as lifelong learners and placing LLL in a strategic framework.

Key words: *lifelong learning, strategic LLL, teachers, competences, continuing professional development, mentor, collaborative learning, self directed learning.*

Introduction

“From cradle to grave” is one of the most characteristic phrases to depict the meaning of Lifelong Learning (LLL). It clearly says that LLL is a process, which covers all the length and width of life. It expands over time to include all stages of life and as each stage has different characteristics and needs, it also includes all the width of human activities. It involves children as well as parents and grandparents, schools as well as teachers, students as well as professionals, workers as well as retired, young as well as old. LLL introduces many topics of interest: literacy of many kinds (e.g. informational, family, health), numeracy, competences, social cohesion, flexibility, employability.

Bringing learning and learners closer to each other and developing local learning centres and learning organizations are policies for LLL, which imply fundamental changes in the educational systems (European Commission, 2001). School is a place with special significance regarding learning. It is a place in which teachers and students, adults and younger people participate in the learning process from different angles and viewpoints. On one hand, as far as young people are concerned learning focuses on subjects, socialization, development of competences, which will serve them through their life. On the other hand, teachers are encouraged and supported to continue learning throughout their career in order to become more efficient professionals. These two learning pathways are building blocks for LLL. As

the European Commission had emphasised coherent and comprehensive strategies have to be developed in order to promote LLL during all stages of life and value all forms of learning. Another basic building block of LLL is the promotion of partnerships among educational institutions and the civil society, so as to make learning more accessible and create “efficient LLL strategies open to everyone in schools, businesses, public authorities and households” (European Commission, 2005). Within such a learning strategy school becomes not only a link between students and teachers but among them and the society, as well. Translating these guidelines to policies certain questions arise regarding the impact of these LLL guidelines on teachers’ training and the school’s role and the shift from parallel learning pathways to systematic LLL and the development of a strategic LLL.

A European framework for Teachers’ LLL

“Teachers play a crucial role in supporting the learning experience of young people and adult learners. They are key players in how education systems evolve and in the implementation of the reforms which can make the European Union the highest performing knowledge-driven economy in the world by 2010.” (European Commission, 2004:1). The goals of the Lisbon Strategy to make Europe the strongest knowledge economy in the world by 2010 prove to have been too ambitious to be realized in such a diverse European context in such a short time. Nevertheless, they set the foundation for a cooperation to recognize challenges, set common European principles, make recommendations to policy makers (Public Policy and Management Institute, 2010).

The teaching profession in the LLL context is redefined. EU (2004) sets the competences needed by the contemporary teacher:

- Working with others. It refers to three dimensions of engagement. It refers to teachers themselves developing and demonstrating self confidence. Secondly, it refers to their communication with their students and their role in tapping and nurturing the potential of their students, promoting their “collective intelligence” and active citizenship. Thirdly, it refers to their cooperation with colleagues in order to help each other learn and teach more effectively;
- Working with knowledge, technology and information. It acknowledges that teachers should be able to combine subject, pedagogical and ICT knowledge. Their deep understanding of various types of knowledge can help them make effective use of delivery methods, integrate technology into learning and create learning environments, which adapt to the learning strategies and needs of students.
- Working with and in society. Taking into account the multicultural environments of their classes, teachers should promote intercultural awareness and understanding, respect individual and cultural differences. Thus, cooperation with parents, educational institutions and the local community becomes important for building social cohesion, as well.

These competences refer both to the initial training and continuing professional development of the teachers, as well as to the kind of schools they should work and characteristics they should promote to their students. They are part of a wider European policy framework in which teachers’ education should be of high quality and be delivered in Bachelor’s, Master’s and Doctorate level. Teacher mobility is also promoted through the study of languages, European cooperation projects, transparency of teacher qualifications.

It is understandable that a teacher should first be acquainted with these competences during his/her initial training, and continues to build them through the continuing professional development. Recently, the European Commission (2010) recognized that the education systems should reconsider their induction policies, in order to improve school and teacher

performance, make the teaching profession more desirable. To achieve these aims, induction should be consisted of four 'interlocking systems': mentoring, expert inputs, peer support and self reflection. Similarly, the study of the European Trade Union Committee for Education (2008) refers to the support that a novice teacher should receive from colleagues and mentor, in order to have access to support resources, receive guidance, opportunities to link theory and practice, a reduced teaching timetable.

Similarly, OECD (2009) considers that policy regarding the teaching profession should take into consideration the following:

- The quality of teachers as a significant factor for the students' performance
- Alignment of teacher profiles with teachers' development and school needs
- The continuum of teacher development
- Flexibility of teacher education
- Transformation of teaching into a knowledge rich profession
- Schools should be responsible for the teaching personnel management

So, teachers' LLL becomes important as it is a driving force for their professional and personal development, their students' LLL and their school's development.

It is obvious that the synergy among universities, teacher training institutes, schools and teachers needs to be active and vigorous in order to promote the LLL culture within the teaching profession and schools. This framework makes it clear that the teaching profession should be approached as a continuum consisting of initial education, induction and continuing professional development. In such a continuum both formal and non formal lifelong learning resources should be used and a partnership between and other stakeholders, such as higher education institutions and training providers be promoted.

A European initiative to encourage mobility of teachers and exchange of good practices is realized through the programme COMENIUS, which focuses on all levels and actors of school education, that is pupils, teachers, local authorities, representatives of parents' associations, non-government organisations, teacher training institutes and universities. It aims to increase mobility of students and teachers, improve pedagogical approaches, teaching practices and materials, enhance the quality of teacher training. According to a survey (Maiworm, Kastner, Wenzel, 2010) on participants of COMENIUS in-service training, 93% were satisfied/very satisfied and the major outcomes on their personal and professional development were

- Contribution to the professional development in their specialization;
- Acquaintance of new knowledge and skills;
- Improvement of knowledge and skills in specific subject areas;
- Development of intercultural knowledge and competences;
- Foreign language learning;
- Contacts with colleagues abroad;
- Improved career opportunities.

Promotion of LLL within the School Context

Lifelong learning in the teaching profession is a philosophy and a practice (Wilson, Darling-Hammond & Berry, 2001; English, 1999; Cohen & Galbraith, 1995), as it is a multi-dimensional growth process involving knowledge, beliefs, skills, concepts, values and occurs across time (Hopkins & Jackson, 2003; Zachary, 2000; Maynard & Furlong, 1995; Calderhead & Robson, 1991).

In such a sense, school becomes a place of development for both students and teachers, as well as for the institution itself (Scales, 2008; Siassiakos, Theodosopoulou, Tsamadias, 2007). It prepares students for examinations, develops skills and capabilities, but it is not "in

absence of context” (Claxton, 1999:339). That means that knowledge whether learnt within school, as far as students are concerned, or outside school, regarding educational processes, as far as teachers are concerned, should not simply be memorized. It should be accompanied by know-how and transferred into real life environments, as well. Coaching, mentoring, reflection are approaches, which promote deep learning, helping re-embed knowledge, turn information into functional knowledge and reflective practice.

This holistic view of learning clearly implies that the modern school has multiple functions. Looking at a school as a dynamic learning organization its effectiveness and improvement depend on maximizing nine intelligences (MacGilchrist, Myers, Reed, 1997). So, an “intelligent school” develops its capacities in order to be:

- Contextual, in developing relationship with the local community;
- Strategic in adapting to changes, setting long term priorities and reviewing the process towards achieving them, developing a vision for its mission;
- Academic in encouraging active learning, commitment to learning, enquiry, high standards for both students and staff;
- Reflective in monitoring, evaluating, reflecting on the effectiveness of strategies and methods, students’ development, school’s effectiveness;
- Pedagogical in promoting the constant link between subject and pedagogical knowledge, effective matching of teaching resources with learning objectives;
- Collegial in supporting teachers to exchange ideas and good practices and learn from each other;
- Emotional in developing interpersonal and intrapersonal intelligence, in order to understand other people and develop empathy, as well as become more tuned with self;
- Spiritual in promoting values, which are not materialistic, such as hope, compassion, peace and bringing into the limelight ecumenical issues, helping students shape their vision of the world;
- Ethical in the sense that it respects the value of learning for all, promotes equity, justice, social cohesion

A definitive part for evolution of schools is the understanding that a single source of learning does not exist. School is only one of the sources and the cultivating places of learning, but in the information and knowledge age, society’s multiple learning sources constantly feedback educational institutions (Horton, 2008; European Commission, 2006). “Teachers, originally the primary source of information for their pupils, now find their monopoly has gone: they are sharing this position with others, whose approach and interpretation may not be the same as theirs. To acknowledge the fact is a lesson in humility: coming to admit that nobody nowadays can master this rapidly-evolving sum of knowledge single-handed” (Halimi, 2005:16-17). This multiplicity of learning sources, whether it is formal, non formal or informal learning, has as a consequence the need for the development of a learning collaborative culture and a supportive climate (Gravells, 2008; Thompson, 2007; Hammerness et al, 2005; Kane, 2004; Smith, 1993). In a school, acting as a learning community, learning occurs at various levels and “teachers will need to interact with each other, challenging each other and supporting each other in order to sustain that challenge” (Elliott & Calderhead, 1995: 53).

The idea of collaborative learning emerges especially during initial professional development. It is an important stage for novice teachers, helping them enter easier into the professional teaching world, leading them to “confront previously constructed images of teaching, acknowledge them and their sources and subsequently adapt them” (Elliott & Calderhead, 1995, 38). It is important to guide them through the stages of professional life, build them confidence in acting in an autonomous, but efficient way. Through mentoring, novices are

introduced to the teaching community, are challenged and supported (Gravells, 2007; Daloz, 1986). The gap between what is known and what needs to be learnt, between the learner and the environments creates a challenge and becomes the starting point for the cooperation between the mentor and the mentee. The novice teacher learns through a colleague how to develop the necessary competences, reflect on actions, processes, values, patterns, move from defense of current practices and/or withdrawal to problem solving, become autonomous. Mentoring is also helpful for the mentor, as it causes him/her to reconsider his/her practice, make explicit the tacit, bring into consciousness their expertise and try to analyse it. The mentor has also impact as a role model, not simply a coach and a teacher showing and explaining techniques and improving performance, but as an experienced professional who shares experiences and nurtures the growth, professional and personal development of the mentee (Merriam & Leahy, 2005; Hardcastle, 2001; Roberts, 2000).

In addition, continuing professional development, if properly designed, gives many opportunities for peer learning, keeping teachers informed with state of the art subject and pedagogical knowledge, exchanging good practices, relating action, thought and reflection. Introducing to a teacher the LLL toolkits, such as self directed learning and peer learning, encourages him/her to act as a reflective practitioner, identifying and resolving problems, examining situations from different points of view, locating stereotypical beliefs and responses and overcoming them, deepening insight becomes a role model for a continuously exploring teacher, who distinguishes significant from insignificant, reflects in action and on action (Schön, 2002, 1983).

LLL of Teachers: A Greek Case Study

Systematic education and training of teachers in Greece starts at the beginning of the 19th century and combines theory and practice. Through the years education of teachers lasts longer, initial and continuing professional development gain visibility. The main features which come up as objectives of in-service training are the renewal of knowledge and skills, fostering action research, promoting active learning, encouraging learning for all the staff of the school, introducing ICT.

Setting initial and continuing professional development as part of LLL of teachers, a doctoral research (Theodosopoulou, 2009) examined the LLL model and practices adopted by secondary school teachers. The research took place in Athens, Greece with the participation of 750 persons, of which 469 were women (62. 5%) and 281 men (37. 5%). As prerequisite for the participation in the research was the attendance of the participants in at least two in-service training seminars, either regarding their subject, or pedagogical and didactic issues. The questionnaire, consisted of 38 questions regarding four axes: LLL and in-service training, LLL strategies that teachers use, experiences on self directed learning and on collaborative learning. The analysis of the open questions followed the speech maps methodology (Papalois, Theodosopoulou, 2008a, b) analyzing the speaker's idiolect at a communication level.

According to speech maps theory, the definition of each word can be examined in the layers of denotation (dictionary definition of a word), connotation (thoughts, feelings and images associated with a word at a language community level) and idiolect manifestation (definition at an individual level). Manifestation is a short statement that expresses the idiolect that organises a speaker's viewpoint and common sense logic about an issue. 'In terms of evaluation, the speaker forms a positive, negative or neutral evaluation based on a dialectic among feelings, beliefs and facts. In terms of filtration, the speaker announces the logic on which evaluation is based and the evidence of the personal element of evaluation takes the form' (Theodosopoulou, Papalois, 2010: 134).

The programmes they had attended during their career varied from one day sessions to one year training programme, and more specifically 25% of the teachers had attended a 3 months training programme, 24.4% attended a 6 months programme and 20.4% a one-year programme. About half of the teachers (48.9%) considered as most effective the year long lasting programmes, while 34% preferred attending on a steady continuing basis shorter programmes.

Out of the research came out that teachers experience LLL as a non systematic, incoherent process. They adopt a LLL model which lies primarily on self directed learning, followed by participation in training programmes and finally, support from colleagues. Self directed learning comes up as the central feature of LLL as it is a basic motive for participation in training programmes and collaboration with colleagues and a substantive way of obtaining knowledge and skills.

Regarding the training programmes/seminars 41, 1% considered that the primary teaching method used is lecture and they are teacher-centred. The lecturers examine issues on a theoretical basis, leaving little space to dialogue among the participants, group learning or learning through projects. Thus, teachers are treated as “adult trainees” rather than main and active actors of the learning process, which concerns their professional and personal development. Still, teachers consider seminars have a positive impact on their professional development, but they also suggest ways through which the seminars could become more efficient. Their main suggestion is to become more active participants in the programmes, discuss more with each other and listen to fewer lectures. So, these seminars could benefit from the adoption of adult education principles, use needs diagnosis as a basis of designing a course, acknowledge the participants’ experience and knowledge, as well as possible blocks of learning. Consequently, more emphasis could be placed on the construction of knowledge based on prior experience aiming at the transfer of knowledge to real life situations rather than on the transmission of knowledge.

As far as collaborative learning is concerned it is an unsystematic learning strategy. A significant percentage of teachers (53.2%) use it to communicate with colleagues, but only in an informal way. When they have questions or problems, they share them with a colleague they consider as a friend or an older and more experienced teacher whom they trust. Sharing knowledge, experience, problems with colleagues and seeking guidance from expert teachers on troubling issues of younger teachers comes through occasional discussions, on the basis of good interpersonal relationships. Peer learning, mentoring and coaching are not established learning processes among teachers. There is an absence of an efficient system of exchanging ideas and experiences, and what one teacher knows can not be passed to another one. The lack of active networks among colleagues leaves teachers feeling isolated without sufficient and efficient communication channels within the teaching community.

Drawing out of their practices their LLL pattern, it is clear that this is primarily based on self directed learning, and to a smaller degree on training seminars and collaborative learning. Self directed learning is the feature that helps them link learning derived out of the other two pathways, acts as a motive for participation in seminars and for professional and personal development, answers questions not answered through these seminars, bridges the gap between theory and practice. As seminars do not encourage neither flexible learning nor focus on learning how to learn strategies, self directed learning acts not as a strategy promoted through the seminars, but as a “survival strategy” activated by the teachers. This is indicative of a wider school culture, which approaches learning as a rather individual process, than one which has a social meaning, as well.

Discussion

There is a constantly growing bibliography on LLL regarding teachers. Nevertheless, much of it remains rhetoric focusing on the benefits of LLL and not on creating systems of LLL. As far as teachers' LLL is concerned, the efforts focus on making more concrete its meaning and promoting the professionalisation of the field. The description of competences is a significant tool for acknowledging the profile of teachers as lifelong learners in the contemporary era. Still, there is still much to do on establishing the reference levels which cover the span of qualifications. The European Qualifications Framework is a valuable tool, which puts at the centre the learning outcomes, whether they are acquired in formal, non formal or informal form. A corresponding sectoral European Qualifications Framework and corresponding sectoral National Qualifications Framework regarding the teaching profession are needed in order to establish common language and ensure progression in the field.

More emphasis should be given though to creating a cohesive and holistic system of LLL. The main focus lies on establishing LLL policies and encouraging the lifelong learning culture in different categories of the population. Nevertheless, less is said and done about the ways to connect those different LLL policies directed into different target groups into a cohesive and strategic LLL.

Until now, many efforts are targeted into promoting LLL in subsystems, such as school students, HEI students, adults, workers. But, in that way, we approach learning for each group as a "closed circuit", which is independent of learning addressing another group. But, seeing teachers' LLL as independent from the LLL development of schools and students, of the local community and the wider society ignores the continuity of learning. Having moved from the notions of initial teacher training and continuing professional development to the notion of teachers' LLL, which involves both of these notions, not as separate phases but as parts of a continuum, a further transition has to be made. Instead of approaching teachers' or students' LLL as an end of itself, we should see it as means and necessary ingredients of a wider community development and place it in the context of school's LLL and community's LLL.

Thus, it would be more efficient to speak of a strategic LLL. In this strategic planning of LLL, school has a central role as a learning organization, which acknowledges and connects the learning needs and achievements of its members with that of the community. As an example, teachers' LLL could not only deal with subject and pedagogical learning, but be enriched by issues such as family literacy, intercultural dialogue, active citizenship. Strategic LLL needs vision, planning, so as not only to promote LLL, but also to connect the LLL that takes place within different actors of a community. School offers the opportunity for being the meeting point for learning in a much broader sense. It is a reference point for family, community, Higher Education Institutes, stakeholders, world of work.

Conclusions

There seems to be a gap between the educational actors (school, university, teachers), while they should be interconnected, each one works as if it were sufficient. Although the general principles of LLL have common acceptance, more effort has to be made to achieve their implementation. A common language has to be adopted in the European level regarding LLL in the teaching profession and reference levels to be set in order to promote access, continuity and progress for teachers at a European level. Developing a LLL system and not just LLL strategies remains a challenge, which should involve all relevant stakeholders and decision makers at European, national, institutional level. Creating a constant dialogue between institutions and actors, as headmasters, teachers, students, parents, universities, ministries, can lead to effective partnerships and reflective action on planning and implementing com-

monly accepted LLL strategies for all. Thus, strategic LLL is proposed as a connecting net of individual LLL efforts. School could move beyond being a place for learning to becoming a hub for connecting learning of different generations and for multiple literacies.

References

- Brooks, V., Sikes, P. (1997). *The Good Mentor Guide*. Buckingham: Open University Press
- Bryce, J., Withers, G. (2003). *Engaging Secondary School Students in Lifelong Learning*. Camberwell: ACER
- Calderhead, J., Robson, M. (1991). Images of Teaching: Students' teachers early conceptions of classroom practice. *Teaching and Teacher Education*, 7, 1, 1-8
- Claxton, G. (1999). *Wise Up. The Challenge of Lifelong Learning*. London: Bloomsbury
- Cohen, N.H., Galbraith, M.W. (1995). *Mentoring in the Learning Society*. In M.W. Galbraith & N.H. Cohen (Eds.) *Mentoring: new strategies and challenges*, 5-14, New Directions for Adult and Continuing Education, No.66. San Fransisco: Jossey-Bass.
- Daloz, L. (1986). *Effective Teaching and Mentoring*. San Fransisco: Jossey-Bass.
- Elliott, B., Calderhead, J. (1995). Mentoring for Teacher Development. Possibilities and Caveats. In T. Kerry & A. Shelton Mayes (Eds.) *Issues in Mentoring*, 35-55. London: Routledge.
- English, L.M. (1999). An Adult Learning Approach to Preparing Mentors and Mentees. *Mentoring and Tutoring*, 7, 3, 195-202.
- European Trade Union Committee for Education (ETUCE), Comite Syndical Europeen de l' Education (CSEE) (2008). *Teacher Education in Europe*. An ETUCE Policy Paper. Brussels: ETUCE.
- European Commission (2010). *Developing Coherent and System-Wide Induction Programmes for Beginning Teachers – A Handbook for Policymakers*. Commission Staff Working Document. Brussels: European Commission.
- European Commission (2006). *Information Society and Education: Linking European Policies*. Luxembourg: Office for Official Publications of the European Communities.
- European Commission (2005). *Council Decision of 12 July 2005 on Guidelines for the Employment Policies of Member States*, (2005/600/EC). Official Journal of the European Union.
- European Commission (2004). *Common European Principles for Teacher Competences and Qualifications*. Brussels: European Commission.
- European Commission (2001). *Making a European Area of Lifelong Learning a Reality* (678 final). Brussels: European Commission.
- Gravells, A. (2008). *Preparing to Teach in the Lifelong Learning Sector*. Learning Matters Ltd.
- Gravells, A. (2007). *Mentoring in the Lifelong Learning Sector*. Learning Matters Ltd.
- Halimi, S. (2005). Lifelong Learning for Equity and Social Cohesion: A new challenge for Higher Education. In C. McIntosh (Ed.) *Perspective on Distance Education. Lifelong Learning and Distance Higher Education*, 11-22. Vancouver: UNESCO/COL.

Hammerness, K., Darling-Hammond, L., Grossman, P., Rust, F., Schulman, L. (2005). The Design of Teacher Education Programs. In L. Darling-Hammond, J. Bransford (Eds.) *Preparing Teachers for a Changing World. What Teachers Should Learn and Be Able to Do*, 390-441. San Fransisco: Jossey-Bass.

Hardcastle, B. (2001). Spiritual connections: protégés reflections on significant mentorships. *Theory into Practice*, 27(3), pp. 201-208.

Hopkins, D. and Jackson, D. (2003). Building the Capacity for Leading and Learning. In A. Harris, D. Hopkins, A. Hargreaves et al., *Effective Leadership for School Improvement*. London: Routledge.

Horton, Jr., F. W. (2008). *Understanding Information Literacy. A Primer*. Paris: UNESCO.

Kane, L. (2004). Educators, Learners and Active Learning Methodologies. *International Journal of Lifelong Education*, 23(3), 275-286.

OECD (2009). *Education Today. The OECD Perspective*. Paris: OECD Publishing.

Smith, P. (1993). *Mentoring in the Effective School*. Essex: Longman.

MacGilchrist, B., Myers, K., Reed, J. (1997). *The Intelligent School*. London: Paul Chapman Publishing.
Maiworm, F., Kastner, H., Wenzel, H. (2010). *Study of the Impact of Comenius In-Service Training Activities*. Full Report. Study on the Behalf of the European Commission, DG Education and Culture.

Maynard, T., Furlong, J. (1995). Learning to Teach and Models of Mentoring. In T. Kerry & A. Shelton Mayes (Eds.) *Issues in Mentoring*, 10-24. London: Routledge.

Merriam, S.B., Leahy, B. (2005). Learning Transfer: A Review of the Research in Adult Education and Training. *PAACE, Journal of Lifelong Learning*, 14, 1-24.

Papalois, V., Theodosopoulou, M. (2008a). Natural Dialogue in Global Communication Literacy: The Psychosocial Lexical Orientation (PSLO) Method for Understanding Attitude Cultures. *Proceedings 5th WSEAS/IASME International Conference on Engineering Education*, 421-426.

Papalois, V., Theodosopoulou, M. (2008b). UNESCO'S Alphabet of Hope Dialogue on Literacy: Using PSLO Natural Language Analysis in Lifelong Learning Research and Communication Literacy. *Diavou*, 3-11.

Public Policy and Management Institute (2010) *Assessment of the Impact of Ongoing Reforms in Education and Training on Adult Learning*. Final Report. Vilnius.

Roberts, A. (2000). Mentoring Revisited: A Phenomenological Reading of the Literature. *Mentoring and Tutoring*, 8, 2, 145-166

Scales, P.C. (2008). *Teaching in the Lifelong Learning Sector*. Open University Press.

Schön, D. (2002) From Technical Rationality to Reflection-in-action. In R. Harrison, F. Reeve, A. Hanson and J. Clarke (eds.) *Supporting Lifelong Learning*, vol. 1 Perspectives on Learning (40-61). London: The Open University.

Schön, D. (1983). *The Reflective Practitioner*. San Fransisco: Jossey-Bass.

Siassiakos, K., Theodosopoulou, M. and Tsamadias, C. (2007). Intercultural Initiatives and Practices for Secondary and Adult Education in Greece. In. *Engineering Education, Proceedings of the 4th WSEAS/IASME International Conference on Engineering Education*, 7-13.

Theodosopoulou, M., Papalois, V. (2010). Speech Maps: A New Research and Communication Tool in Adult Education. *Analele Stiintifice, Stiintele Educatiei, Proceeding of the International Conference Preparing the Workforce for the Information Society*, XIV, 131-142.

Theodosopoulou, M. (2009). *Lifelong Education: In-Service Training and Counselling of Secondary Education Teachers. Educators as Lifelong Learners* (in Greek). Doctorate Thesis Manuscript. School of Philosophy. University of Athens, Greece.

Thompson, P. (2005). Learning in a Global Society. *Adult Learning*, Jan., 23-24.

Wilson, S.M., Darling-Hammond, L., Berry, B. (2001). *A Case of Successful Teaching Policy: Connecticut's Long-Term Efforts to Improve Teaching and Learning*. A Research Report. Seattle: Center for the Study of Teaching and Policy, University of Washington

Zachary, L.J. (2000). *The Mentor's Guide: Facilitating Effective Learning Relationships*. San Fransisco: Jossey-Bass.

Advised by Vassiliki Bouki, University of Westminster, United Kingdom

Maria Theodosopoulou

Dr., Teaching Practice Assistant, ASPETE- School of Pedagogical and Technological Education, 30 Kerkyras str., Athens, Greece.
Phone: +30 6944 473020.
E-mail: mara_th@yahoo.com
Website: http://www.aspete.gr/pgstartup_en.aspx