

LITERATURE REVIEW: IMPLEMENTING THE LIFELONG LEARNING COMPETENCIES FOR TEACHER TRAINERS IN THE NEW LEARNING COMMUNITY

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The European Lifelong Learning Initiative defines lifelong learning as “a continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetimes and to apply them with confidence, creativity and enjoyment, in all roles, circumstances, and environments” (Watson, 2003). This literature review was conducted qualitatively. Randolph (2009) argues that when a body of literature is primarily qualitative, or contains a mixture of quantitative and qualitative results, it may be necessary to conduct a qualitative review, either alone or as an addition to a quantitative review. This paper aims to summarize the publications of various previous studies of lifelong learning, analyze the outcomes of these studies, and explore what the similarities and/or differences between these studies and gaps were. By analyzing the variables of previous studies, it may be concluded that there is no research in lifelong learning with a new learning community variable. Most of the participants who answered the research questions in past studies were students and teachers. Only one study examined the perceptions of teacher educators. There are more quantitative studies that used only questionnaires than studies in which the qualitative method or mixed methods were applied. Most of the literature examined the relationships between lifelong learning competencies and teachers’ competencies (Buza et al., 2010; Selvi, 2007, 2010, Theodosopoulous, 2010). A scale was developed for the assessment of lifelong learning competencies for teachers (Uzunboylu & Hürsen, 2011). One of the studies confirmed a positive relationship between respondents’ perceptions about organizational culture and their lifelong learning (Khan & Ahmed, 2019). It was found that the Parent-Teacher Association may influence teenagers to uphold the idea of lifelong learning (Swanto et al., 2020). No contrary findings and rival interpretations were found. No research has addressed the lifelong learning of teacher trainers in a new learning community, and only a limited number of studies have used mixed methods. These research gaps pave the road to conduct future research into the lifelong learning competencies of teacher trainers in a new learning community. Based on the results of this literature review, a conceptual framework for lifelong learning competencies of teacher trainers may be constructed, and the central issues may be identified for future research.