

COURSE SYLLABUS

Leading Lifelong Learning for Sustainable Workplaces, 7.5 credits

Att leda livslångt lärande för hållbara arbetsplatser, 7.5 högskolepoäng

Course Code: LLLR24	Education Cycle: Second-cycle level
Confirmed: Sep 08, 2025	Disciplinary domain: Social sciences
Valid From: Sep 01, 2025	Subject group: Education
	Specialised in: A1N Second cycle, has only first-cycle course/s as entry requirements
	Main field of study: Education

Intended Learning Outcomes (ILO)

On completion of the course, the student should be able to:

Knowledge and understanding

- identify the role of lifelong learning in policies for social sustainability
- describe and explain theoretical concepts relating to adults' lifelong learning on individual and organizational levels

Skills and abilities

- construct theoretical frameworks for social sustainability in working life
- apply theoretical frameworks and concepts on practical cases of leading learning in working life
- analyse and reflect on the use of theoretical frameworks and concepts in relation to practical cases of leading learning in working life

Judgement and approach

- critically reflect on and discuss different aspects on leading lifelong learning for sustainable workplaces
- evaluate long-term consequences of lifelong learning effort for social sustainability

Content

- Lifelong learning and social sustainability
- The learning individual
- Learning in working life
- Leading lifelong learning in the workplace
- Policies for social sustainability
- Theories and concepts relating to lifelong learning

Type of instruction

The teaching consists of lectures, seminars and exercises performed individually and in groups.

A learning management system is used.

Students who have been admitted to and registered for a course have the right to receive instruction/supervision for the duration of the time period specified for the particular course instance to which they were accepted. After that, the right to receive instruction/supervision expires.

Teaching in other scandinavian languages may occur.

Language of instruction is in English.

Entry requirements

The applicant must hold the minimum of a bachelor's degree (ie. The equivalent of 180 ECTS credits at an accredited university) with at least 90 credits in Social Science or Education or the equivalent.

Examination and grades

The course is graded A, B, C, D, E, FX or F.

The grades A, B, C, D and E are all passing grades. For courses with more than one element of examination, students are given a final grade based on an overall assessment of all the elements included in the course. The final grade of the course is issued only when all elements of examination have been passed.

The examination is based on the intended learning outcomes.

The forms of examination are oral examination, individually and in group, and individual written assignment.

The examination must allow for students to be assessed on an individual basis. Further information concerning assessment of specific intended learning outcomes and grading criteria is provided at the beginning of the course.

To pass the course students must receive at least a passing grade on every assignment. The final course grade is determined by the grade received on Individual written assignment.

Registration of examination:

Name of the Test	Value	Grading
Oral examination	2 credits	G/U
Individual written assignment	5.5 credits	A/B/C/D/E/FX/F

Course evaluation

The instruction is followed up throughout the course. A course evaluation is conducted at the end of the course. A summary and comments are published in the learning management system. The evaluation constitutes a basis for future improvements to the course.

Other information

Students are guaranteed a minimum of three attempts to pass an examination, including the regular attempt.

If a student has failed the same examination three times, the student can request that the next attempt be graded by a new examiner. The decision to accept or reject such a request is made by the associate dean of education. A student may not make a second attempt at any examination already passed in order to receive a higher grade.

In case a course is terminated or significantly altered, examination according to the earlier syllabus shall be offered on at least two occasions in the course of one year after the termination/alteration.

The examiner has the right to give an adapted examination or let the student carry out the examination in an alternative way provided that the intended learning outcomes can be secured and that there are exceptional reasons for this, including the student's right to targeted study support.

Course literature

Please note that changes may be made to the reading list up until eight weeks before the start of the course.

Biesta, J.J. Gert (2013). *The beautiful risk of education*. Paradigm Publishers. 150 p.

Boström, A-K. (2017). Lifelong learning in policy and practice. *Australian Journal of Adult learning*. Vol 57, nr3. pp 334-358.

Carlstedt et al. (2025). *Older workers and extended working life - Managers' experiences and age management*. *Work* 79. pp 1323-1331.

Evans, Karen, Lee, Wing O., Markowitsch, Jörg, & Zukas, Miriam (Ed.). (2023). *Third international handbook of lifelong learning*. Springer. (Chapter 3: Risk Society and Its Implications for Rethinking Lifelong Learning, pp. 43-58; Chapter 21: Worklife learning: Personal, educational, and community contributions, pp.421-441; Chapter 48: Lifelong learning and life-wide challenges: Toward the uncertainty of sustainable futures, pp. 995-1011; Chapter 53: Rethinking lifelong learning in the "Fourth Industrial Revolution", pp.1091-1110). (Available online at the JU library).

Gary P. Latham & Marie-Hélène Budworth (2007). The Study of Work Motivation in the 20th Century. In Koppes Bryan, L. (Ed.) *Historical Perspectives in Industrial and Organizational Psychology*. Routledge. (pp. 203- 226).

Illeris, Knud (2004). A model for learning in working life. *The Journal of Workplace Learning*, 16 (8), 431–441.

Illeris, Knud (Ed.) (2009). *Contemporary theories of learning. Learning theorists... in their own words*. Routledge. ca 150 p.

Illeris, K. (2011). *How we learn*. In *The Fundamentals of Workplace Learning*. Routledge. (pp. 23–40).

Illeris, Knud (2017). Peter Jarvis and the understanding of adult learning. *International Journal of Lifelong Education*, 36 (1/2), 35–44.

Maren Elfert (2019). Lifelong learning in Sustainable Development Goal 4: What does it mean for UNESCO's rights-based approach to adult learning and education? *International Review of Education*, 65 (4), 537–556.

Päivi Tynjälä (2008). Perspectives into learning at the workplace. *Educational research review*, 3 (2), 130-154.

Ruth Kanfer, Michael Frese & Russell E. Johnson (2017). Motivation related to work: A century of progress. *Journal of Applied Psychology*, 102 (3), 338–355.

Tuijnman, A. & Boström, A-K. (2002). Changing Notions of Lifelong Education and Lifelong Learning. *International Review of Education* 48 (1/2), 93-110

Articles and other literature may be added.

Citing Sources – How to Create Literature References

<https://ju.se/library/search--write/reference-management.html>

Sourcewise: A Student's Guide to Avoiding Plagiarism

Information about plagiarism at higher education institutions
Available in the learning management system