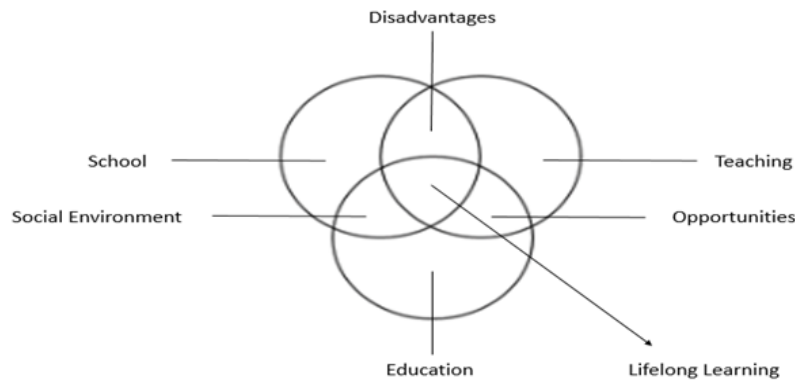Reverse Tullip Education

A Comparative Analysis of the Studies in the Field of Lifelong Learning in Turkey

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Graphical Abstract

Abstract

Lifelong learning has become very important in the 21st century. Technological developments, increasing literacy rate and easier access to information are among the factors affecting this situation. Our country is making great efforts in the process of entering the European Union. Within this scope, many projects are produced and courses are opened by non-governmental organizations. In this study, a comparative analysis of the studies carried out in the field of lifelong learning in our country since 2000 has been made. In this study, document analysis was used as a research method. 127 graduate theses were reached as research sample. The findings of the research were subjected to descriptive and inferential statistics. As a result of research, subject areas, sample types, research methods and so on. classifications and suggestions have been made for many areas.

Keywords:Lifelong learning, comparative analysis, document review.

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Introduction

Rapidly developing and changing technology and the resulting new information, not only in the social and cultural spheres, but also in the political sense is causing great changes (Aksoy, 2013). These changes naturally make it compulsory for individuals to receive education not only in their school life but throughout their lives. Because people need to prepare themselves for the society they live in and these rapid changes (Çatal, 2019). According to Knapper and Cropley (2000), the world is developing rapidly in economic, social and cultural fields. For this reason, having lifelong learning skills is to keep up with the changes brought about by the new information age. It is also important to increase living conditions to welfare levels (Adabaş, 2016; Özgür, 2016; Aydınlı & Avan, 2017).

With the effect of rapid changes and developments in every field, individuals can adapt to their new roles in society through education and adapt to change (Bağcı, 2007). As a natural consequence of this situation, the importance of education and learning is increasing day by day (Demirel, 2011). The fact that the basic information that people will need in their lives is not considered in place requires that the education systems update itself by constantly putting new ones on this information and that the educated individuals have the information required by the age (Poyraz, 2014). Otherwise, people will not be able to use the information they have acquired during their life (Çatal, 2019).

Lifelong learning is a concept that encompasses learning practices in the educational process. Lifelong learning is never an alternative to education offered in educational institutions (Samancı & Ocakcı, 2017). However, it can be argued that the information deficiencies experienced during this period have been completed and new accumulations have been added and contributed to the development of existing knowledge. Lifelong learning is a process that develops the learning capacity and skills of an individual throughout his or her life (Bulaç, 2019).

In this context, lifelong learning enhances not only sociality, personal development and active citizenship, but also competitiveness, the ability to use information communication technologies and workforce. Not every individual can achieve the level of self-realization. There are difficulties in this process and different factors affecting the learning process (Yılmaz & Ertuğrul Akyol, 2017; Bulaç, 2019). Learning environment, learning style, age, motivation for learning, cultural structure of the society and teacher as a role model are considered among the factors affecting lifelong learning during formal and non-formal education (Syslo, 2004; Yılmaz, Gülgün & Çağlar, 2017). Lifelong learning has begun to attract great interest all over the world, and has become an element that people seek in the new millennium. Continuity of learning is becoming more and more difficult due to new information. The competence required in the information society today is to develop the ability to follow the information that is growing much faster than the previous years and to use this information more effectively (Avan, Akbaş & Gülgün, 2019).

Undoubtedly, as a role model, teacher variable, helping learners to determine their own goals and evaluate their own processes, preparing environments to create awareness about how to access and use the information they need, being the source of motivation in the learning-lifelong learning process it has vital importance compared to other factors depending on having responsibilities such as role model by exhibiting behaviors that show learning needs (Oral & Yazar, 2015; Yılmaz, 2018). In this context, in order to be prepared for the results of the change process in a globalized information society and to prepare individuals for the future as lifelong learners to cope with change, prospective teachers who will be teachers of the future should be lifelong learners (Şahan & Yasa, 2017). The aim of this study within the scope of lifelong learning: since 2000 in Turkey is to analyze the work done since the examination and comparison of the different variables.

Within the scope of this study, the following questions were sought:

1. What are the rates of graduate studies in the field of lifelong learning?
2. What issues have been studied in the field of lifelong learning?
3. What are the sample types in the field of lifelong learning?
4. What kind of work has been done in the field of lifelong learning?
5. Which methods have been preferred in the studies conducted in the field of lifelong learning?
6. What have been found as a result of studies in the field of lifelong learning?

Methods

Document analysis method was used in this study in which studies conducted in the field of lifelong learning were examined. Document analysis is mainly used in studies that adopt qualitative approach. Document analysis is intended to make a general evaluation and conclude by reaching a large number of data (McMillan & Schumacher, 2006). In this study, 127 postgraduate thesis studies conducted from 2000 to today have been examined. The findings of the research were subjected to various classifications. In making these classifications, the evaluators first worked separately, then the classifications were discussed and combined.

Results

In this study where the studies conducted in the field of lifelong learning were examined, firstly the graduate education rates were examined. Table 1 shows the rates of graduate studies.

Table 1. Graduate study rates

Year	Master's Degree	f (%)	Doctorate	f (%)
2006	1	0,90	-	-
2008	6	5,41	-	-
2009	1	0,90	1	6,25
2010	1	0,90	1	6,25
2011	2	1,80	1	6,25
2012	4	3,60	1	6,25
2013	2	1,80	-	-
2014	8	7,21	1	6,25
2015	6	5,41	4	25,0
2016	10	9,01	2	12,50
2017	20	18,02	2	12,50
2018	15	13,51	2	12,50
2019	35	31,53	1	6,25
Total	111	100	16	100

A total of 127 studies have been conducted in the field of lifelong learning since 2000. Of this study, 16 were doctoral studies and 111 were postgraduate studies.

Table 2. Topics covered in the field of lifelong learning

Year	Topics	
	Master's Degree	Doctorate
2006	• Lifelong sports	-
2008	• Behavior change • Communication in a foreign language • Introduction to lifelong learning • European Union membership • Public education centers • PISA results	-
2009	• Public libraries	• Opinions of prospective teachers
2010	• Basic competence areas	• Adult education policies
2011	• Teachers' perception of competence • Vocational and technical education	• Foreign language education
2012	• LLP Comenius programs • Lifelong value • Information technologies • Professional development of art educators	• Interactive e-workshop applications

Continued Table 2

Year	Topics	
	Master's Degree	**Doctorate**
2013	• Cognitive robots experiential learning • Opinions of public education center managers	-
2014	• Use of open course materials • Factors affecting lifelong learning • Examination of public education centers • Opinions of the executives • Learning skills of prospective English teachers • Teachers' lifelong learning trends • Status of teachers supported by their institutions • Technology self-efficacy of classroom teachers	• Factors affecting lifelong learning
2015	• "Let Schools Get Life" project • Individual innovative skills of teachers • Lifelong learning trends of teachers • Lifelong learning competencies of classroom teachers • Lifelong learning trends of university students • Lifelong learning and technology addiction	• Selection of wastewater treatment systems • Awareness of vocational high school students • Problem solving skills and lifelong learning • Lifelong learning policies
2016	• Lifelong learning trends of teachers • Social emotional learning • Key competences of graduate students • Prison institutions Lifelong learning trainings • Women's struggle against poverty • Autonomous learning and Lifelong learning • Opinions of public education center managers	• Teacher training programs and lifelong learning • Lifelong learning trends of teachers
2017	• European Union comparison of lifelong learning policies • Lifelong learning status of employees • Flexible employment and Lifelong learning Opportunities • Lifelong learning skills of primary school students • İSMEK lifelong learning center activities • Comparison of classical and integrated education model • Technological leadership of school principals and lifelong skills • Lifelong learning in historical series • Lifelong learning services in universities • Lifelong learning skills of people in local governments	• European Union Lifelong learning policies

Continued Table 2

Year	Topics	
	Master's Degree	**Doctorate**
2018	• Career development desires of classroom teachers • Individual proficiency levels of physical education students • ISMEK lifelong learning activities • Effective lifelong learning activities • Lifelong learning results with social network analysis • Evaluating the relationship between lifelong learning tendencies of teacher trainees and information literacy skills • The relationship between teachers' scientific epistemological beliefs and lifelong learning competencies • Investigation of teachers' lifelong learning competencies and innovation levels • Lifelong learning competencies of trainees in adult education	• Perceptions of middle age and elderly individuals about the age and assessment of lifelong learning needs
2019	• Relationship between lifelong learning and family support levels of families • Examining the personality types and lifelong learning competency perceptions of social studies teacher candidates • The tendency of teachers working in public and private schools towards lifelong learning • From past to present lifelong learning in Turkey • The contribution of family participation studies implemented in preschool education institutions to lifelong learning skills of parents • The effect of pre-service teachers' perception of digital citizenship on lifelong learning attitudes • Examination of life-long learning tendencies of prospective teachers • The use of libraries as a place of socialization in lifelong learning	• Serious and indifferent leisure participant university students' curiosity and lifelong learning tendency

Table 3. Classification results by sample type

Year	Master's Degree	n	f (%)	Doctorate	n	f (%)
2006	• Adult (Individual)	1	0,90	-	-	-
2008	•University Student •Document review •Adult (Individual)	1 4 1	5,41	-	-	-
2009	• Prospective teachers	1	0,90	• Manager and staff	1	6,25
2010	• Document review	1	0,90	• Document review	1	6,25
2011	• Students • Teachers	2	1,80	• Document review	1	6,25
2012	• Document review • Teachers	3 1	3,60	• University Student	1	6,25

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Continued Table 3

Year	Master's Degree	n	f (%)	Doctorate	n	f (%)
2013	• Document review • Manager and staff	2	1,80	-	-	-
2014	• Document review • Adult (Individual) • Manager and staff • Prospective teachers • Teachers	1 1 2 1 3	7,21	• Prospective teachers	1	6,25
2015	• Document review • Teachers • University Student	2 3 1	5,41	• Document review • University Student • Prospective teachers	2 1 1	25,0
2016	• University Student • Teacher • Adult (Individual) • Prospective teachers	2 2 2 4	9,01	• Manager and staff •Document review	2	12,5
2017	• Document review • Teachers • University Student • Manager and staff • Adult (Individual)	4 5 5 2 4	18,02	• Teachers • University Student	1 1	12,5
2018	• Document review • Adult (Individual) • Manager and staff • Prospective teachers • Teachers	3 3 2 5 2	13,51	• Prospective teachers • Teachers	1 1	12,5
2019	• Adult (Individual) • University Student • Document review • Teachers • Manager and staff • Prospective teachers • Students	6 11 7 4 2 3 2	31,53	• University Student	1	6,25
Total	-	111	100	-	16	100

When Table 3 is examined, it is seen that different samples were determined in the studies. The sample preferences of the researchers were intense; adults, prospective teachers, teachers, university students, managers and staffs and document review. Table 4 gives information about what kind of studies are carried out in the name of lifelong learning

Table 4. Types of studies in the field of lifelong learning

Year	Topics	
	Master's Degree	**Doctorate**
2006	• Sports and health	
2008	• Literature review • European Union activities • Survey and analysis • Studies on academic and country achievement	
2009	• Professional qualifications • Teacher opinions	• Foreign language education • Adult programs
2010		
2011		
2012	• Information technologies and vocational training	• Digital evaluation applications
2013	• Cognitive robots and public education	
2014	• Education materials • Factors affecting lifelong learning • Teachers opinion Technology self-efficacy of classroom teachers	• Factors affecting lifelong learning
2015	• Individual innovative skills • Lifelong learning trends • Lifelong learning and technology addiction	• Problem solving skills • Lifelong learning policies
2016	• Social emotional learning • Women's struggle against poverty	• Lifelong learning trends of teachers
2017	• European Union comparison • Flexible employment Comparison of classical and integrated education model • Lifelong learning services in universities	• European Union Lifelong learning policies
2018	• Same studies	• Trends and Innovations
2019	• Same studies	

Table 5. Methods used in research

Year	Research Methods	f	%
Quantitative	Experimental	5	3,94
	Descriptive	18	14,17
	Survey	8	6,30
	Comparison	11	8,66
	Correlational	6	4,72
Qualitative	Descriptive	40	31,50
	Case Study	7	5,51
	Critical Studies	5	3,94
	Case Science	11	8,66
	Historical Analysis	5	3,94
	Meta Analysis	8	6,30
	Compilation	3	2,36
Total		127	100

When Table 5 is examined, it is seen that the researches are conducted intensively considering qualitative approaches. In addition, descriptive and document-based studies are often preferred.

Table 6. Decisions made as a result of research

Research Results	f	%
For lifelong learning, the community needs to be informed.	15	11,81
There should be economic support and project assistance for lifelong learning.	39	30,71
There are many obstacles in the lifelong learning process.	9	7,09
Lifelong learning should be supported to bring individuals into society.	26	20,47
Private organizations and public institutions should offer more opportunities for lifelong learning.	12	9,45
Teachers and prospective teachers need more training in lifelong learning.	7	5,51
Lifelong learning should not be limited to the school. Society should be able to reach all segments.	8	6,30
In terms of lifelong learning, more countries should be compared with our country. In this way, similarities and differences can be revealed more easily.	5	3,94
The basis of lifelong learning is to ensure the development of individuals in every aspect.	6	4,72
Total	127	100

Discussions, Conclusions and Recommendations

In this study, where the studies conducted in the field of lifelong learning were examined comparatively, the answers to six different research questions were sought. Firstly, the rates of the studies conducted at the graduate level were examined. When Table 1 is examined, it is seen that the studies conducted are mostly at the master's level (n = 111) and very few studies are performed at the doctoral level (n = 16). The studies conducted at the graduate level did not receive much interest until 2015. After 2015, there was a big increase. It can be said that the reasons of this situation are the activities of our country in the process of entering the European Union and the projects and grants provided in the field of lifelong learning. The studies carried out at the doctoral level remained at low levels. Because the study of lifelong learning at the doctoral level requires a good scientific background.

When Table 2 is examined for the research subjects, it is seen that the study subjects are grouped under the following headings. These include: Lifelong sport, behavior change, Information on lifelong learning, European Union membership, public education centers, PISA results, public libraries, core competency areas, views of teachers and prospective teachers, approaches to trends, LLP programs, lifelong learning values, interactive workshops, vocational and technical education, professional development and career planning, use of open course materials, factors affecting lifelong learning, programs that support lifelong learning, projects that enable schools to participate in life, individual innovation skills, attitudes of classroom teachers, activities of public education centers, comparison of educational models and classroom environments.

When the results of the research were analyzed by sample type; It is seen that adults, university students, prospective teachers, teachers, managers and staffs are frequently preferred to examine documents. Considering the fact that lifelong learning activities are developing especially in our country, it is natural that there are more studies on document analysis. The fact that harmonization and accreditation activities are intense during the transition to the European Union is another factor explaining this situation.

When the methods used in studies conducted in the field of lifelong learning are examined, it is seen that qualitative and quantitative studies are mainly used. The studies carried out considering quantitative approaches; experimental, descriptive, survey, comparison and correlational studies. The studies carried out considering qualitative approaches; descriptive, case study, critical studies, case science, historical analysis, meta-analysis and compilation studies. When Table 5 is analyzed, it is natural that the number of descriptive studies is high as a result of the high number of qualitative studies. Within the framework of the research results, the following recommendations can be made:

1. Conducting studies with wider sample and larger stakeholders,
2. Extending the research process to employees in lifelong learning institutions,
3. In our country, it may be suggested to carry out analytical studies in order to determine the situation of lifelong learning.

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