Dear Ms Kristiina Krabi,

We have received the reports from our advisors on your manuscript, "RETHINKING TEACHING AND TEACHING PRACTICE IN THE LIFELONG LEARNING CONTEXT: THE CASE OF TALLINN UNIVERSITY", submitted to the International Review of Education

Based on the advice received, I have decided that your manuscript can be accepted for publication after you have carried out the corrections as suggested by the reviewer(s).

Attached, please find the reviewers' comments for your perusal. You are kindly requested to also check the website for possible reviewer attachment(s).

Please submit your revised manuscript online by using the Editorial Manager system which can be accessed at:

http://revi.edmgr.com/

Your username is: KriKrabi
Your password is: krabi522424

Please also submit your response to the reviewers' comments online as submission item.

I am looking forward to receiving your revised manuscript before 01 May 2014.

With kind regards,

Stephen Roche
Executive Editor
International Review of Education

Comments for the Author:

Reviewer #1:

This is an interesting study that explores teacher and student experiences of the teaching and learning in a higher education institution.

The argument is that HE teaching in a lifelong learning context needs to recognise that students are now more heterogeneous and more likely to be adults who already have experiences that contribute to learning in the present and that HE should provide students with the skills knowledge and understanding to go on learning as a result of their HE T & L experience.

It is further argued that HE teaching needs to change from being a mere transference of knowledge – which (presumably is what it used to be) because in the age of supercomplexity (Barnett 2000) lifelong learning is the new focus for HEIs.

The findings highlight that there appears to be a discrepancy between the extent to which teachers (as academics) feel they are achieving this goal and the actual experiences of students as learners.

Lifelong learning itself is broadly understood in terms of transferable skills as competencies.

However the notion of competencies is a slippery concept which is not well defined within university curricular (and is defined only in broad terms in this paper) but includes learner self directedness and the capacity to carry...
on continuous learning by being active participants in the learning process – and teaching includes addressing knowledge, meanings, attitudes and values as components of lifelong learning.

The teaching process for nurturing these lifelong learning competencies entails a caring, interactive teaching relationship that builds on adult learning principles of drawing on learner experience and application of learning to real life problem solving situations. The findings attempted to explore the extent to which these aspects were present for teachers and students in a survey of 235 students and 9 academics.

I was not sure I understood the following analysis by the authors of the student experiences of teaching, which seemed to be, from the example quotes (p. 9) to be potentially contributing to LLL:

"In students’ experience of teaching there is little variation – meanings connected to teaching are unilateral and repetitive. Students’ and academics’ experience of teaching needs further research for example in-depth interviews and conceptual encounter."

Similarly the subsequent sentence was not clear as to what it meant:

"Presented academics’ experience are a collective resource – an opportunity to learn for academics. Noticing an experience means that experience is reflected and using relevant theoretical framework, enabling to find grounded approach to teaching."

Nevertheless the subsequent quantitative analysis suggests students preferred to learn from fellow students rather than academics and do not experience the kind of teaching that potentially contributes to LLL. Perhaps the relationship between qualitative findings and quantitative findings therefore needs clarification.

The final statements in the paper:

"How do these finding make substantive sense in the context of lifelong learning and teaching at university? An answer to this question is a prerequisite to understanding students as adult learners and adult learning at university as a reflected aim of teaching and continuous learning process for academics."

Seem rather inadequate. I would expect the authors to at least offer some tentative answers to this question – otherwise why write the paper?

The paper as a whole is well written, but requires some language editing. Some signposting in the introduction to explain the structure of the paper would be helpful.

I recommend publication subject to clarification of the above sentences, some signposting in the introduction and a rather more developed conclusion.

Reviewer #2:

The paper explores teachers' and students' experiences of teaching and learning in a university in Estonia. It is set, in part, in the context of the Bologna processes. The discussion of changes in Estonia and how these present new challenges and expectations is well-focused and generates some important questions. The statement of assumptions and theoretical principles on page 5 sets out the basis on which these questions are to be explored in the empirical study.

The author explains concisely the methods by which academics' and students' perceptions of teaching and teaching practices have been investigated in three disciplinary fields in one selected university. These involve mixed methods as well as contextual analyses of curricula. The limitations of the study, confined to one institution, should be acknowledged by the author, together with a brief explanation as to why the evidence from this single institutional study can be considered to have significance beyond the chosen case. The ethical code followed in the research and permissions for citing evidence from the named institution should also be clarified.

The explanation of findings requires further development. Some sentences are very unclear in their meaning and the relationships between the qualitative and quantitative findings should be more fully articulated. The principal weakness of the paper is that the findings are not drawn together into substantive conclusions that address the important issues that have been posed in the first half of the paper.

In my opinion the paper has good potential for publication in the journal, but does require strengthening of the explanation of findings and considerable development of the concluding section. Furthermore, the wider significance of the article should be explained, given its single university focus. The ethical issues raised by
publication of evidence from the named institution should be clarified, with reference to consent and permissions. The paper requires careful proof-reading and language editing.

Editor’s comments:

Dear Kristiina,

We have now received both reviews of your article. Based on the reviewers’ advice, I would ask you to carry out minor revisions, focusing in particular on the issues raised by the reviewers. If you have any questions regarding the reviewers' requests, please contact me.

Best wishes,

Stephen Roche

Kristiina Krabi <kristiina.krabi@tlu.ee> 20. veebruar 2014 12:26
Saaja: Larissa Jõgi <larj@tlu.ee>, Katrin Karu <katrinka@tlu.ee>

Palju õnne! Jee!!
natuke tuleb parandada
k

---------- Forwarded message ----------
From: International Review of Education (REVI) <jenifer.sahayaraj@springer.com>
Date: 2014-02-20 14:24 GMT+02:00
Subject: Your Submission REVI-D-13-00101
To: Kristiina Krabi <kristiina.krabi@tlu.ee>

[Osundatud tekst on peidetud]

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Kristiina Krabi
Andragoogika osakond - Department of Adult Education
Tallinna Ülikool - Tallinn University

Katrin Karu <katrinka@tlu.ee> 20. veebruar 2014 12:39
Saaja: Kristiina Krabi <kristiina.krabi@tlu.ee>
Koopia: Larissa Jõgi <larj@tlu.ee>

OOOOO, imearmas uudis!

Õnnitlen, et oleme hinnatud uurijad!

Katrin

2014-02-20 14:26 GMT+02:00 Kristiina Krabi <kristiina.krabi@tlu.ee>:

Palju õnne! Jee!!
natuke tuleb parandada
k

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[Osundatud tekst on peidetud]

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Kristiina Krabi
Andragoogika osakond - Department of Adult Education
Tallinna Ülikool - Tallinn University
On Thursday, February 20, 2014, Kristiina Krabi <kristiina.krabi@tlu.ee> wrote:

Palju õnne! Jee!!
matuke tuleb parandada
k

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From: International Review of Education (REVI) <jenifer.sahayaraj@springer.com>
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[Osundatud tekst on peidetud]

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Kristiina Krabi
Andragoogika osakond - Department of Adult Education
Tallinna Ülikool - Tallinn University

--
Larissa Jõgi
Department of Adult Education
Institute of Educational Science
Tallinn University

Kristiina Krabi <kristiina.krabi@tlu.ee> 6. märts 2014 11:06
Saaja: "International Review of Education (REVI)" <jenifer.sahayaraj@springer.com>, Larissa Jõgi <larj@tlu.ee>

Thank you for good news!
We will send the article by May 1st.
Sincerely
Kristiina in the name of all authors

2014-02-20 14:24 GMT+02:00 International Review of Education (REVI) <jenifer.sahayaraj@springer.com>:
[Osundatud tekst on peidetud]

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Kristiina Krabi
Andragoogika osakond - Department of Adult Education
Tallinna Ülikool - Tallinn University