

**Hayat Boyu Öğrenme Konusunda Yayımlanan Tez ve Makalelere  
İlişkin Bir İçerik Analizi: 2000-2015\***

**Content Analysis of Thesis and Articles Related to Life Long Learning:  
2000-2015**

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**Extended Summary**

**Introduction**

Learning is the individual's permanently interpretation process of the stimulants in his mind from the external world via his own senses. People do not only learn in schools. Knowledge and the desire of reaching it has been going on since the presence of mankind. That's why, lifelong learning is the desire to reach knowledge which continues from birth until death and differentiates from person to person, time to time and in accordance with development periods. While there is generally the concept of basic education concept at the very beginning of the individuals' lives, later on, there is adult education and lifelong learning concepts in other periods of their lives. Even if the individuals start learning at schools, they have to keep up with the society, meet their needs and curiosity, and explore new things by sustaining learning during other phases of their lives. Lifelong learning concept arises from this. According to European Commission, lifelong learning is defined as all the learning activities performed during lifetime so as to be able to realize knowledge, skills and competencies with a perspective related to personality, citizenship, social and employment (National Agency, 2015).

**Purpose**

In this study, it is aimed to analyze the articles and postgraduate dissertations published on the subject of "Lifelong Learning" in Turkey between the years of 2000-2015.

**Method**

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In this research, which is a qualitative research based on document review, content analysis is used. The content of the study is composed of 19 articles and 10 postgraduate dissertations. These articles and dissertations which have been figured out as a result of scanning the journals and dissertations published between the years of 2000-2015, have been subjected to content analysis by means of "Article and Classification Form". In the selection of the studies related with the subject, the point that was given importance to is whether the dissertations were published in Higher Education Board dissertation center and whether the article is published in Turkish Academic Network and Information Center database (ULAKBIM) and in ACADEMIA Social Science Index. In this research, content analysis method is used so as to analyze the data.

### **Findings**

When content analysis is investigated, it can be seen that 23 of the articles and dissertations (79,3%) are published between the years of 2011-2015, 4 of them (13,8%) are published between 2008-2010, and 2 of them (6,9%) are published between 2007-2004. When the articles and dissertations published on the subject of Lifelong Learning between the years of 2000-2015 are analyzed, what attracts attention is the fact that there are no articles or dissertations published on this subject before 2004, and that most of the studies on this subject are done after 2013.

Together with the fact that the researchers prefer quantitative methods on the subject of lifelong learning in general, they use T-test and ANOVA in data analysis. When the findings of the researches are taken into account, it can be determined that most of the studies on the subject of lifelong learning are composed of quantitative researches (79,3%), followed by qualitative researches (13,8%) and mixed studies (6,9%). It can be noticed that most of the dissertations and articles written about Lifelong Learning are written for the purpose of investigating perception and attitude (47,5%). Besides, it can be seen at the end of the research that 7 of these articles and dissertations (17,5%) are written for the purpose of application, 5 of them (12,5%) for the purpose of program evaluation, 4 of them (10%) for the purpose of literature review, and the rest 4 (10%) for the purpose of model suggestion. It can be concluded that the number of articles and dissertations written on this subject for the purpose of comparative description is extremely limited and there is just 1 (2,5%).

According to the data gathered at the end of the research, in the researches done on the subject of Lifelong Learning, non-experimental design is used in general (79,3%). When non-experimental designs are analyzed, it is determined that 13 of these studies (34,2%) are made by using descriptive survey method, 6 of them (15,8%) by relational screening method, 2 of them (6,9%) by comparative method, 1 of them (3,4%) by structural equation model and 1 of them (3,4%) by scale development model. No experimental studies have been found at the end of literature review on Lifelong Learning. Besides, when related table is analyzed, it can be seen that there are totally 3 studies (10,3%) made by using interactional designs and 2 of these studies are descriptive survey method (6,9%), and 1 of them is phenomenological method (3,4%). Also, it is seen that there are totally 2 studies (6,9%) made by mixed designs.

According to the findings gathered related to sample discrimination of the articles published in ULAKBIM and ACADEMIA, and the dissertations published in YOK database, it can be seen that there are studies which get their samples mostly from undergraduate degree and teachers. When data is analyzed, it can be noticed that the number of these studies are equal and the number of studies from in which the sample is gathered from both is 6 (20,7%). In the research, it is found out that course books are taken as samples in the second rank. When the results of the research is analyzed, it can be seen that there are studies on Lifelong Learning made on pre-schools, post-graduate students and parents.

In the articles and dissertations analyzed in the light of the researches done, it can be said that Likert Scale Method (51,5%) is mostly used so as to make perception and attitude investigation. Besides, the scarcity of qualitative researches attract attention and it can be concluded that the researchers prefer using only interview technique; especially semi-structured interview (9,1%). While these perceptions and attitudes are analyzed, the researchers have mostly used Lifelong Tendency Scale, which was developed before. These scales are the Lifelong Learning scales developed by Coşkun (2009), Şahin, Akbaşlı and Yanpar Yelken (2010), Coşkun and Demirel (2012).

### **Conclusion**

In conclusion, this study is of great importance for the fact that it is a sample of content analysis related to dissertations and articles published on the subject of lifelong learning, that there aren't enough content analysis researches related to the quality of the articles published in educational journals indexed by YOK dissertation database, ACADEMIA Social Science Index and ULAKBIM database, and that the findings of the research supply educational researchers scientific information about the quality of dissertations and articles on this subject.

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