The Future of Learning is Lifewide, Lifelong and Open

Learning Lives Conference,
London, 26 March 2014

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JRC Institute for Prospective Technological Studies
European Commission, Joint Research Centre

Institute for Prospective Technological Studies (IPTS):

Research institute supporting EU policy-making on socio-economic, scientific and/or technological issues

IPTS Project on the Future of Learning 2009-2011

Descriptive Vision
What will change?

- Workshop at eTwinning Conference
  Feb 2010

- GCM Vision Building
  Jan 2010

Normative Vision
What needs to change?

- Online consultation
  Apr-May 2010

- Expert Workshop
  May 2010

- Policy Workshops
  Sep 2009, May & Nov 2010

Teachers

Experts & practitioners

EC policy makers
A landscape of Future Learning

GCM Methodology:
- Collection of insights, clustering, rating
- 13 experts; 203 statements → 12 clusters

Institutions become enablers and connectors

Learner in control
Stronger focus on job-related learning

Teacher becomes mentor, coach

Globalisation of education

Assess/validate what people do and can

Formal education goes informal

Personalised, flexible, interactive learning

Changing pedagogy: people learn differently

Use of facilitators (tools and services)

Open education and resources

Use of technology for learning

LLL: learning shifts to home, work, community
Territories of Change

Changing roles of institutions, teachers and assessment

- Institutions as enablers & connectors
- Formal education goes informal
- Personalised, flexible, interactive learning
- Changing pedagogy: people learn differently
- Use of facilitators (tools and services)
- Open education and resources
- Use of ICT for learning

More personalised and job-related learning

- Lerner control: job-related learning
- Lifelong Learning: learning shifts to home, work, community
- Assessment: Recognise what people do and can

Central Place of Lifelong Learning

Globalisation of education

Collection of insights, clustering, rating 13 experts; 203 statements → 12 clusters

Importance of technology-enabled learning
<table>
<thead>
<tr>
<th>Expert ratings on...</th>
<th>Importance</th>
<th>Feasibility</th>
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<tr>
<td>Personalised, flexible, interactive learning</td>
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ICT: feasible priority

Expert ratings on....

- Personalised, flexible, interactive learning
- Learner in control
- Stronger focus on job-related learning
- Formal education goes informal
- LLL: learning shifts to home, work, community
- Changing pedagogy: people learn differently
- Use of facilitators (tools and services)
- Recognise what people do and can
- Globalisation of education
- Institutions become enablers and connectors
- Teacher becomes also mentor, coach
- Open education and resources
- Use of technology for learning

Importance

Feasibility

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Open education and resources
Use of facilitators (tools and services)
Use of technology for learning
LLL: learning shifts to home, work, community
Recognise what people do and can
Personalised, flexible, interactive learning
Teacher becomes also mentor, coach
Institutions become enablers and connectors
Changing pedagogy: people learn differently
Globalisation of education
Learner in control
Stronger focus on job-related learning
Formal education goes informal
Lifewide learning as a key priority

Expert ratings on:

- Individual & social nature of learning: 4.06
- Learner in control: 3.91
- Stronger focus on job-related learning: 3.21
- Formal education goes informal: 3.15

LLL: learning shifts to home, work, community

Changing pedagogy: people learn differently
- Use of facilitators (tools and services)
- Recognise what people do and can
- Globalisation of education
- Institutions become enablers and connectors
- Teacher becomes also mentor, coach
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Importance

Feasibility
High priority areas, which are more difficult to realise:

- Personalised, flexible, interactive learning
- Learner in control
- Stronger focus on job-related learning
- Formal education goes informal
- LLL: learning shifts to home, work, community
- Changing pedagogy: people learn differently
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I’m bored. Why can’t I go to uni already?

School? Forget it! I’m not going back there!

I don’t understand a word. I want to go home.

Why don’t they teach you at uni what you need to find a job?

I would like to open my own business...

I am highly qualified – but my job has become obsolete...

I need to improve my soft skills, but I don’t want them to know...

Pedagogy remains important, teachers need to learn from one another

How do I qualify for a new job with my poor CV?

How will E&T meet future learning needs?

How can demand & supply of skills be matched?

Envisaging Future Learning Biographies

Emma: 16 years
Chanta: 8 years
Bruno: 14 years
Joshua: 23 years
Sven: 42 years
Martina: 59 years
Slavi: 55 years
Frank: 75 years
Ingrid: 32 years
2. Personalisation

Emma is 16 and a good student who generally enjoys learning. However, school bores her. There are so many things she wants to know, to say and to do and no room to express herself. She can’t wait to get to university where she hopes to be finally treated like an adult.

Please rate the following statements (1=strongly disagree - 5=strongly agree):

- 4 online surveys, April-June 2010
- LinkedIn Group with over 600 experts
- “Open discussion”

90-150 responses to (in total) 90 questions from experts in education and technology
Sven: Labour Market Re-integration

http://youtu.be/gSkX-5psr3I
Lifelong Learning

1. Labour market in 2025

Career changes will be normal

People who are out of the workforce for some time will face even more difficulties of re-entering in 2025.

2. Future Skills and Competences

Self-responsibility

Recognition of informally acquired skills

3. What will Sven need to do to make his dream come true?

Obligatory (online) courses with official qualifications to make sure he can setup his business.

Focus on practical, targeted on the job training

http://youtu.be/gSkX-5psr3I
"How can demand & supply of skills be matched?"

→ Lifelong learning and on the job training
→ Flexibility, change and self-responsibility for learning & career paths
→ Certification/validation of informally acquired skills

Opening up Education:
Innovative teaching and learning for all through new Technologies and Open Educational Resources

(SWD(2013) 341 final)

Opening Up Education COMMUNICATION September 2013
In this situation we should "move policy thinking (...) towards actively shaping market conditions to enable the full flourishing of the newly installed technological potential into what can be a sustainable global golden age"

*Carlota Perez*

(referring to the financial crisis)
From 2011 to 2014 the discourse changes

- Institutions as enablers & connectors
- Lerner control: job-related learning
- Teachers as mentors
- Globalisation of education
- Assessment: Recognise what people do and can
- Open education and resources
- Use of facilitators (tools and services)
- Use of ICT for learning
- Personalised, flexible, interactive learning
- Formal education goes informal
- Lifelong Learning: learning shifts to home, work, community
- Changing pedagogy: people learn differently
- Open Education

European Commission
Learner initiated

Externally set

Learning context

Guided discovery

Self-guided discovery

Networked knowledge

Lab-based research

Distributed knowledge

Open research area
citizen science

Universities play a key role:
→ as research hubs

Universities play a key role:
→ as professional training providers

Universities play a key role:
→ As educational content providers

Universities play a key role:
→ For certification and accreditation

Guided journey

Self-guided journey

Guided

Self-guided

Fit for success

Studying towards a degree

My career path

Career development

A global open research arena enables anybody to engage in research

MOOCs

MOOCs

Universities play a key role:

→ As educational content providers

→ As professional training providers
Fit for success
My career path
Networked knowledge
Distributed knowledge

Course providers
Focus on OER/OCW/MOOCs

Collaboration hubs
Focus on linking learners with providers

Learning hubs
Focus on guidance

Research hubs
Focus on research

Certification bodies
Focus on awarding qualifications

Test centres
Focus on validating competences

Open data/publishing

Guidance

Assessment

Fit for success
My career path
Networked knowledge
Distributed knowledge

Focus on OER/OCW/MOOCs

Focus on linking learners with providers

Focus on research

Focus on awarding qualifications

Focus on validating competences

Focus on guidance
Unbundling the Future Learning Landscape

Institutional Unbundling
- Institutions as enablers & connectors
- Teachers as mentors

Learner empowerment
- Formal education goes informal
- Personalised, flexible, interactive learning

New focus on pedagogical guidance

Globalisation of education

New focus on assessment, validation, certification

Lifelong Learning
- learning shifts to home, work, community

Open Education & Lifewide Learning

Open courses
- Use of facilitators (tools and services)
- Use of ICT for learning

Assessment: Recognise what people do and can

Open education and resources

Lifewide Learning

Open Education as enabler for Lifewide Learning
Thank you very much for your attention!

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Christine.Redecker@ec.europa.eu

further information …

http://is.jrc.ec.europa.eu