

Future pathways for lifelong learning universities

Ir. Kees Schuur

Allume

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Lifelong Learning

•OECD:

- Demand for and offer of learning opportunities as parts of an integral system that includes the whole personal lifecycle and all forms of learning;
- Central point is the learner, their needs
- Motivation by learner: learn to learn
- Goals: pers.dev. and acq.knowl. to economic, social and cultural targets

•EU:

- Gen.educ, voc.educ.&training, non-formal educ., informal learning throughout life
- Resulting in knowledge, skills and competences
- Perspective: personal, social and/or employment related

•UNESCO:

- Learning to know (learn to learn)
- Learning to do: needed for work now and in the future, to adapt
- Learning to live together, and with others: full participation in society, inclusion
- Learning to be: complete personal development: mind, body, sensitivity, aesthetic appreciation and spirituality

Continuing Education Scenario

- **Some of the drivers:**
 - Knowledge has become obsolete or outdated
 - No job: extend learning
 - Job: no time to study
 - Must keep the job
 - Interest, benefit, fun
 - Commercial activity of University
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- **Form**
 - Courses
 - Modules
 - Accredited
 - Online as option
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(“Stay as it is” University...?)

Some citations

- EU: €15.2 billion invested in education and vocational training (increase by 68%); €80 billion to research and innovation (increase 46%) in period 2014-2020 (Barosso, 2011)
- UK: “It takes more than 800 years to create one of the world’s greatest education systems and it looks it will take just six months to bring it on its knees” and “... closure of universities, closures of courses, less available places....” and (Arthur & Platt, 2011)
- UK: “... the upshot would be universities facing the closure of hundred of courses, with fewer academic staff and bigger classes.” (Russell group, 2011)
- UK: “Residential university experience could become the preserve of an elite.”
- elite, E-lite or obso-lete?

Changes: The increasing speed of change in a networked society / economy

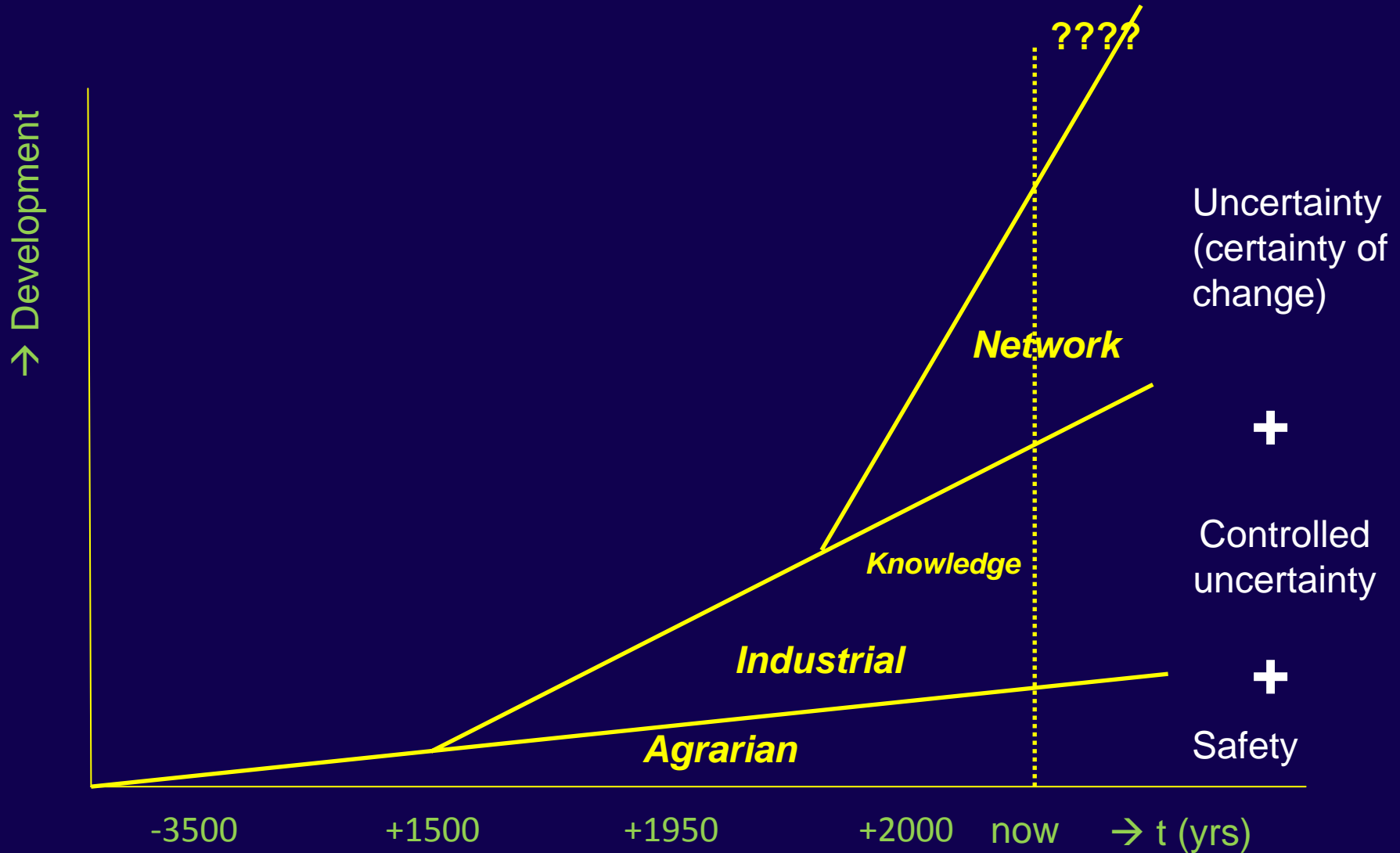
		<i>Learning</i>	<i>Society</i>	<i>Soc.-psych.</i>
Writing	5000	Parent to child (lifetime)		Safety assurance
Printing	500	Master to apprentice (working life)	agriculture	
Computing	50	Teacher to pupil (20 yrs) courses (years) seminars (days/hours)	industrial Knowledge/information	Social control 20 – 40yr
Networking	5 Now	networks (minutes/ instant)	Network	Communicative Self-steering
???????	future 5	???????	Society	40 - ... yr

Teachers Education

Students

Society

Exponential increase in speed of change and consequently increase of uncertainty



LLL management mind-set

	Product	Service	Offer	Necessity of LLL
Time Horizon	Time of sale	Period of contract	Life of consumer need	Hour, day, (ir-)regular; when needed; Individual has Power of Control
Buyer concerns	Price, delivery, convenience	Ongoing support	Upgradeability	Upgrading horizontal and vertical, more important than the content; POP, action plans
Cost focus	Direct	Period	Design	Both ways in cont. designing; Sharing 'costs'
Source of value	Manufacturing	Training, maintenance	Platform	Community of Practice; Social / collective learning; Development
Design	Fixed, uniform	customised	Learning	Ever developing; also old including
Revenue Model	List price	Subscription period	Trade + Subscription + user fees	Share market; Participation; Valuation + exchange
Marketing objective	Brand loyalty	Relationship building	Community building	MY and OUR common interest; Coping with change (learning to learn)

Learning

Some aspects:

- Adult learning:
 - *F+NF: 3 h/w; Informal: 15 h/w (~80%)* (NALL, 1999)
 - *Informal: 93%* (30 vs 386 h/y. ROA, 2011)
- Different intelligences and learning styles
- Aim, context, content, way of learning
- Behaviour youth; individualistic
- Network economy: change in approach
- Learning vs Research (vs Innovation)

**Value Learning
or
Learning to Value?**

10 steps of VPL

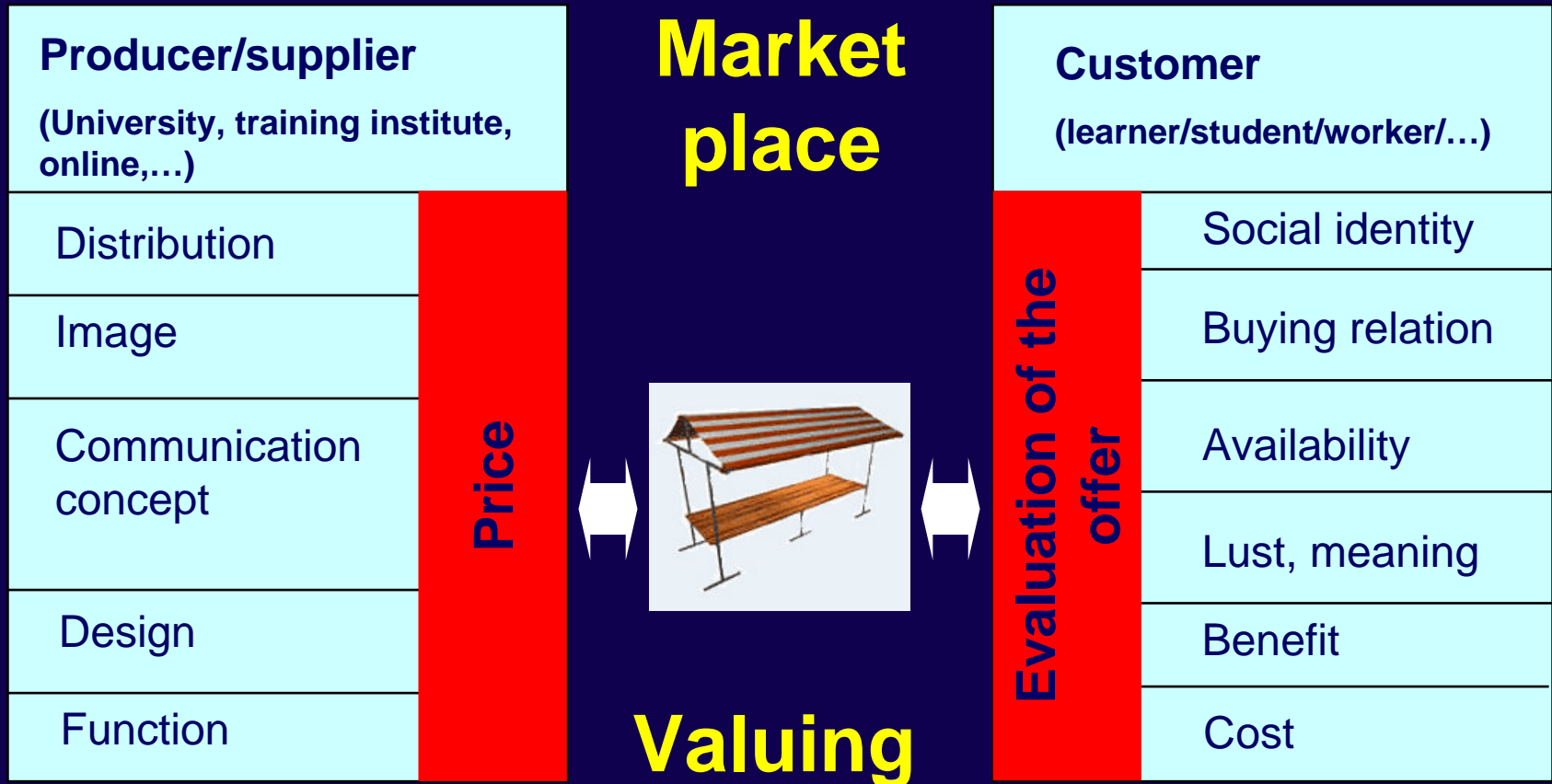
VPL narrow

1	2	3	4	5	6	7	8	9	10
Awareness	Starting/ targets	Preparation & PDP	Retro-spective	Choose standard	Valuation	Validation	Pro-spective	Working on PDP	Empowerment
Commitment		Recognition		Valuation			Development		Empowerment

VPL wide

(Duvekot, 2005)

The market arena



(Linn, 2010)

Finance:

Some aspects:

- Major budget cuts coming years: e.g. PT: 12%, IT: 20% up to 2013
- Growing demand in time of economic crisis
- More expensive education
- Older staff stays, young (often the teacher) has to leave.
- Paid: form public towards business, individual....
- Insecure payback (no job guarantee) / long term ROI
- Market-driven: 7P's (Product, Price, Place, Promotion, People, Process, Physical Evidence)

Technology:

- **Web 1.0** (Offer of information)
- **Web 2.0** (open source/content, networking, sharing, peering; client is co-creator)
- **Web 3.0** (Network (distributed / cloud / grid computing), interoperable system, constant connection with everything everybody, open Technologies, Open Identity, distributed databases)
- **Distance learning**
- **Social media**
- **E-book** (Google: 30.000 books/week digitalised)
- **E-lecture**
- **Distributed lectures (e.g. Youtube)**

Scenarios:

- **24/7 University**
- **Distributed U** (networked university, at individual, faculty, department, levels)
- **Personal U** (portfolio, development pathways)

Organisation:

- Legal
- Quality control (Academic Qualification Structure?)
- Administration
- ECTS
- Formal partnerships at university level

Scenarios:

- Controlled University
- Quality standard University

Issues for the future

- **Network development** (not 'association') Consultancy / exchange; communication; networked faculties
- **Develop new vision on learning and role/place of institutes** (informal learning? new / other valuations systems? no-university scenario? 50% HE? ...)
- **Cross borders** (from E&T to learning; University staff as learner; new quality / qualification system; level 9 = innovation/change/dev process?)
- **C-management**: Change / Complexity / Chaos
- **Financial creativity** (Fees? Business? Faculty / local independency? Rigid cuts according to 20/80 rule from macro to micro / individual level)

Thank you !



Kees Schuur

schuur@ecomnovation.nl