Topic of week 3 : Digital learning in continuing education - the aftermath of COVID-19

Future of LLL in a digital context

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Introduction

- LLL be for all a predominant enabler
- EC – « LLL is designed to enable people, at any stage of their life, to take part in stimulating learning experiences, as well as developing education and training. »
- Progress in digital tools
- Pandemia
- Digitalization of life (IOT)
- Challenges and opportunities

Challenge 1: Open minded

- Flexibility
- Education, training and leisure
- Modular
- [Micro badges and credentials](#)
- Different backgrounds and needs
- Diversity
- Inclusion

Challenge 2: Answers to needs

- Universality

- Production

- Sharing and cooperation

- MOOCs

- [OER](#)

- Digital access

Challenge 3 : strenghten the learning design phase

When online, students' attention, engagement and motivation are key

Courses need different structures and organizations
>	-> rethink the teaching models in the design and delivery phase
>	-> create new pedagogical guidelines to achieve proper learning

Initiatives as examples:

- Guidance for Learning design (UNIGE) https://www.unige.ch/enseignement-a-distance/en/integrating-elearning/
- Coherence of the learning system (Swissuni – OAQ) https://www.unige.ch/formcont/espacecollaborateurs/files/6114/3982/3852/Q-FCU-en.pdf
- Pedagogical principles Continuing Education (UNIGE) https://www.unige.ch/formcont/espacecollaborateurs/files/6015/4514/5640/Principes-pedagogiques18.pdf

Challenge 4: Co-creation

- Diverse producers and providers
- Stakeholders
- Professional organizations
- Society
- [Platforms](#)
- Needs

Challenge 5 : train teaching staff

The transformation to online training requires time and competences.

            -> involvement should be rewarded in accordance

            -> adequate training should be offered

Initiatives as examples:

- Distance and Hybrid Teaching Portal https://www.unige.ch/enseignement-a-distance/en/
- Continuous training written in the HR file and renewal file
- Continuing education policy for all staff

Challenge 6: Suggestions

- Proper organizations
- New actors
- Facilitator/tutor/mentor
- Pedagogy, andragogy and gerontagogy
- Deconstruct face to face approaches
- Simulation

Challenge 7 : adapt e-assessment methods

Any assessment needs to be coherent with the type of the Intended Learning Outcomes (knowledge, comprehension, competences, ability to explain how to do, …)

For online teaching and learning, other issues come in addition: student ID check, cheating/fraud, ownership of production, etc.

-> Technology should be available and reliable (LMS)
-> Pedagogical as well as technical support should be available for teaching staff

Initiatives as example:
- Guidelines for choosing the right method according to the learning outcomes (UNIGE) https://www.unige.ch/enseignement-a-distance/en/integrating-elearning/exams/
- Honor pledge (UNIGE) https://www.unige.ch/enseignement-a-distance/index.php/download_file/view/67/189/151/

Conclusion

Online and digital learning courses are an inevitable development for the future of LLL.
-> this development should be **a conscious choice** in order to ensure **quality.**

There are barriers that have to be tackled
- In many places, still low policy priority assigned to digitalization of LLL
- low digital tools-readiness and digital skills (students and teaching staff)
- fragmentation of initiatives.

We wish for:
- a clear policy priority assigned to digital LLL
- awareness rising of digital LLL (leaders and teaching staff)
- integration into quality assurance systems.

Thank you for your attention!

Questions? Comments?

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