LLL FOR ALL

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LLL will be for all persons, ages and universities the predominant enabler. A definition of LLL by the European Commission is that 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. Due to progress in digital tools, in processes and in society needs and to the pandemic effects LLL will be relying more in a binary scenario. There are some challenges that need to be addressed. First is flexibility since materials for the LLL courses or activities are requested by a number of learners with very different educational backgrounds. Diversity and inclusion are also issues that digital LLL need to address. A second challenge is universality since online learning materials have production costs that can only be met if their use is as large as possible and must therefore be prepared for a mass audience enabling a potential use that guarantees the elimination of geographical frontiers. The third challenge is using innovative models since courses need new structures, organizations and assessment methods. There is a need to rethink the teaching models in the design and delivery stage and to create new pedagogical guidelines to achieve proper learning. A fourth challenge is production of online learning courses and materials have to be executed in cooperation with other institutions and groups of users, such as industrial and associations of professionals. A fifth challenge is related with teaching activities that will be handled as new tasks for most instructors. This potential new task should be rewarded in accordance and coupled with adequate training of instructors. The sixth challenge arises from production of online learning materials requiring new administrative infrastructures together with equipment facilities. It is a transformation that must be addressed adequately by the administration allowing the necessary support including proper technicians to handle new equipment and technologies. The seventh challenge is learning evaluation with a proper and new system of quantifying the learning progress. Considering the different forms of learning achievements such as skills, knowledge acquisition or understanding, the assessment and evaluation has to be designed to measure the full amount of learning achieved by the learner taking into account the types of learning outcomes. Online and digital learning courses and materials are an inevitable development for the future of LLL and of a civilized society. Quality assurance has to be present in these learning courses produced to ensure acceptance and effectiveness of learning. It is envisaged that instructors should be trained in online learning technologies and in pedagogy/andragogy. It is expected that organizational changes will foster implementation of digital and online learning courses in LLL. There are barriers that have to be tackled like low digital tools-readiness, low policy priority assigned to digital LLL or fragmentation of initiatives. Some enablers for digital LLL to thrive are a clear policy priority assigned to digital LLL, awareness rising of digital LLL or targeting leaders and educators.