Good practices and challenges in e-learning

From training to lifelong learning
A transformative approach to e-learning

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Current trends in professional development of civil servants
Employment, Support, Counselling to Meet Labour Market Needs (ESCape)
Tbilisi, 14/11/2022
Lifelong learning?
If people (have to) learn their whole lives…

What will happen when “I am not there”?

Two sets of strategies
- While “I am here”: fostering learning to learn
- When “I am not there”: scaffold lifelong learning

How can e-learning and ICT technologies in general contribute to it?
Outranging formal training

<table>
<thead>
<tr>
<th>Structured Teaching</th>
<th>Planned Learning</th>
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<tbody>
<tr>
<td>Formal</td>
<td>Autodidactic</td>
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<tr>
<td>A subject in a University Degree</td>
<td>Developing an application from some handbooks</td>
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<td>Non-Formal</td>
<td>Informal</td>
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<td>Participating in a workshop about a current issue</td>
<td>Innovating a process in the workplace</td>
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<td>Unplanned Learning</td>
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While “I am here”: Fostering learning to learn
Outranging formal training (revisited)

Turn educational institutions expendable

Ten strategies that sum up as
- Foster a heutagógic model of learning
- Help learners to build their own personal learning environments
The School

- Opening up space
- Opening up time

E.g.
- Virtual campuses
The Classroom

- Promote the creation of community
- Enable proactivity
- Allow the entry of information from ‘the outside’
- Allow information from ‘the inside’ to go out
- Blur barriers with informal learning

E.g.

- Social networks
- xMOOCs
The Textbook

- Promote the update of content
- Boost creativity through the creation of resources
- Support to collaborative work
- Analyze replicability and traceability of changes

E.g.
- Open educational resources
- Informal non-educational-purposed resources
- Collaborative documents / wikis
The Library

- Improve the capacity of synthesis
- Foster the capacity of analysis
- Promote the quality of a work by exposing it
- Establish open debates between authors

E.g.

- Personal bibliographies/collections
- Content-based social networks
The Syllabus

- Have an active role in determining the syllabus
- Foster a feeling of closeness or presence
- Develop immediacy by adapting the repertory
- Capitalize on the mobility of the learner

E.g.

- Vertical social networks
- Classmate-generated content
The Schedule

- Shift from content to capabilities and skills
- Bridge formal education and non-formal and informal education

E.g.
- Asynchronous learning
- Flipped classroom
- Vertical social networks
The Teacher

- Incorporate new actors
- Experience-based learning
- Simulation of real environments, real cases
- Engage with others, sense of the shared and collaborative construction

E.g.
- Classmate-generated content
- Communities of learning / practice / cMOOCs
- Vertical social networks
Evaluation

- Incorporate strategies to monitor surroundings
- Configure one’s personal learning environment
- Foster critical learning by situating the student on the other side of the mirror
- Peer-to-peer evaluation

E.g.
- cMOOCs
- Open evaluation
Certification

- Certification vs. relevance
- Work on informal indicators of quality or interest

E.g.
- Informal credentials for reputation
The Curriculum

- What is known vs. what can be applied
- Stocks vs. flows

E.g.
- ePortfolio
- Personal Learning Environment (PLE)
An ecology of learning tasks (I)

▪ **Provide the context** within which learning takes place.

▪ **Identify spaces** in which exchange, collaboration and cooperative work can take place.

▪ **Promote interaction** so that these spaces, in these contexts, can be oriented towards learning.
An ecology of learning tasks (II)

- Provide the necessary tools to draw a correct **diagnosis** one’s learning stage in relation to others and, particularly, in relation to oneself.
- Identify **learning goals**, which in fact correspond to new spaces to occupy in relation to how we have defined the future.
- Promote the design of **learning paths** as a nexus between diagnosis and learning goals. Incorporate the necessary resources into this design to catalyse interaction and bring together the results.
When “I am not there”:
Scaffolding lifelong learning
Outranging learning spaces

- Create learning spaces
- Validate spaces as learning ones
- Facilitate spaces, participate, bring resources in
Outranging learning objects

- **Create** learning objects
- **Validate** objects as learning ones
- **Promote** third parties’ informal learning objects by cataloguing, archiving, disseminating
Outranging learning objects

- Become a **mentor** when ceasing to be a teacher
- Be a **knowledge benchmark** in the field
- Be **reachable, responsive, at hand**
- **Spotlight and give voice** to other (informal) actors
- Articulate and facilitate **communities**
- **Catalyze** knowledge constructs as handy learning objects
Outranging learning methodologies

- Create and freely release methodologies and instruments. Give up the monopoly of knowledge.
- Contribute to the interoperability of learning instruments.
  - Create standards of reference.
  - Co-create methodologies.
- Work for learnability, meta-cognition. Create spaces and instruments about learning.
- Work for learning ecosystems: platforms, codes, methodologies, instances.
Further reading
Further reading


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