



Generalitat de Catalunya  
**Escola d'Administració Pública  
de Catalunya**

# **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...**

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What will happen when “I am not there”?

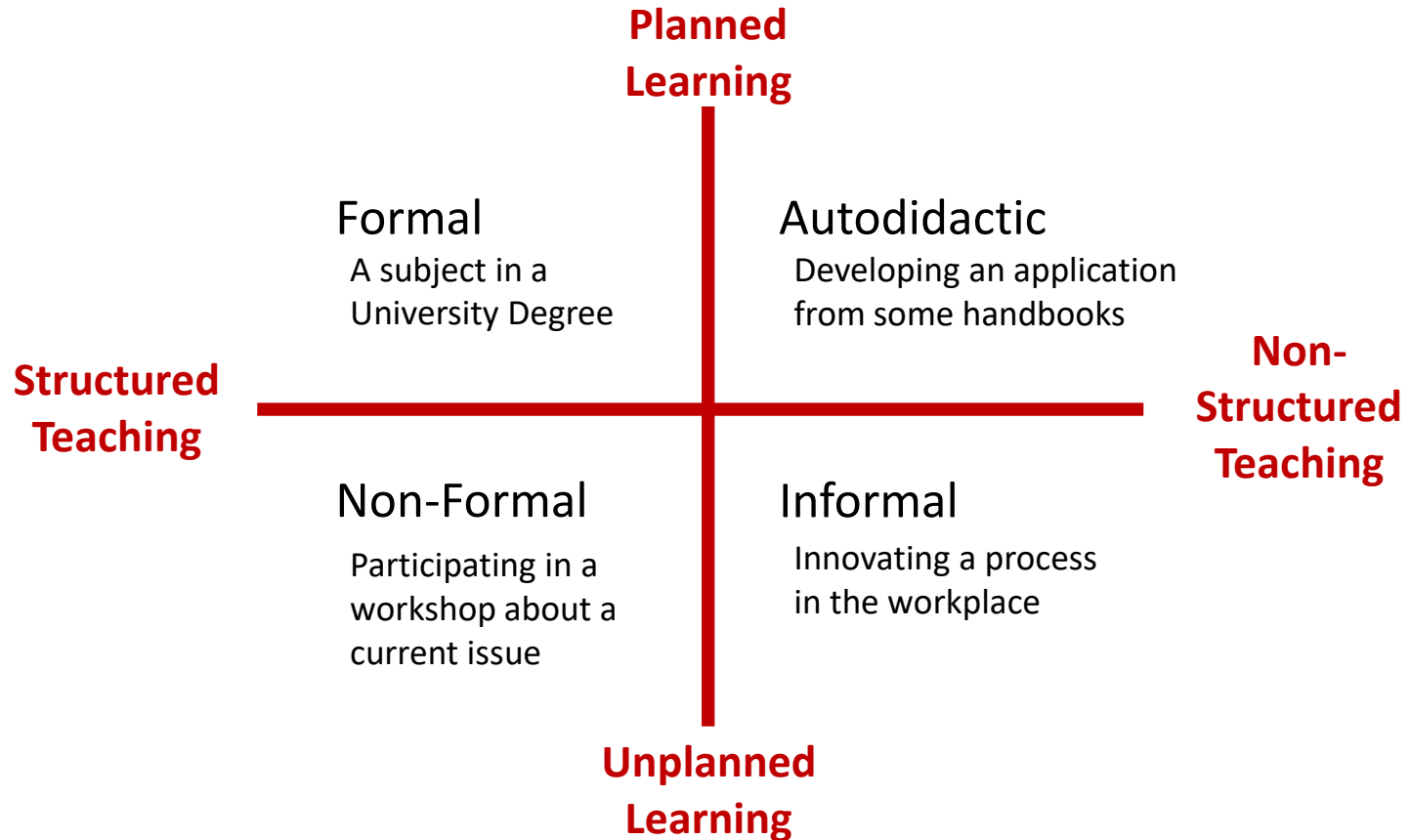
Two sets of strategies

- 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

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# While “I am here”: Fostering learning to learn

## Outranging formal training (revisited)

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Turn educational institutions **expendable**

Ten strategies that sum up as

- Foster a **heutagogic** model of learning
- Help learners to build their own **personal learning environments**

# The School

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- Opening up space
- Opening up time

E.g.

- Virtual campuses

# The Classroom

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- 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

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- 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

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- 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

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- 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

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- 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

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- 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

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- 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

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

E.g.

- Informal credentials for reputation

# The Curriculum

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

E.g.

- ePortfolio
- Personal Learning Environment (PLE)



## An ecology of learning tasks (I)

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- **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)

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- 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

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

## Outranging learning objects

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

## Outranging learning objects

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- 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

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- **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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Peña-López, I. (2018). “Translearning: unfolding educational institutions to scaffold lifelong networked learning”. In Zorn, A., Haywood, J. & Glachant, J. (Eds.), *Higher Education in the Digital Age. Moving Academia Online, Chapter 3*, 55-82. Northampton, MA: Edgar Elgar.

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