

RENEWING THE AGENDA FOR LIFELONG LEARNING

Thematic Summaries

Workshop A-G

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Workshop A: Getting to Excellence and Quality

- Educational equality matters: Upper secondary education is most responsible for change in skills inequality between age 15 and 27
- National identity as a lifelong learning nation?: Lifelong learning is in itself a nation-building project: Nation-building is critical to state-building
- From a narrative of vulnerability to resilience (a culture of lifelong learning) as a necessary next step for the post-developmental state?

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Workshop B: Workplace Learning

- Develop language sensitivity for shaping the implementation of workplace learning strategies and policies
- Enable bottom-linked innovations for successful change
- Emphasize the importance of literacy for life skills and entrepreneurship.

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Workshop C: Assessment and Learning Cultures

- Securing balance between scholastic and practical knowledge
- Improving students' feedback literacy as a means of sustaining a learning culture
- Training teachers to improve their assessment at conceptual and practice level
- (Improved practices for assessment of prior learning)

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Workshop D: Will MOOCs Revolutionize Higher Education?

- India: High aspiration of the Indian Government on the use of MOOCs in improving access to education
- Finland/Germany/Malaysia: In reality MOOC is not working as expected
- With proper implementation it is possible to make MOOC a reality

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Workshop E: What is the Point of Lifelong Learning?

- 10 Priorities in Lifelong Learning of the Future
- LLL in Singapore: Ideology shift from efficiency-driven to knowledge-driven
- It is the right time to intervene the higher education policies with framework of LLL
- The world is likely to have too few high-skill workers and not enough jobs for low-skill workers

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Workshop F: Learning Cities

- Building a learning city can be very local although holistic development ideas can be transplanted
- Big Data and analytics are not panaceas for addressing all of the issues and decisions facing educationists

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Workshop G: Digital Revolution in Higher Education

- The need to focus on the student's formative assessment activities as a complementary force of yin and yang to teacher instructions
- The need to develop technological literacy among teachers to support their pedagogical choices
- The need for quality assurance in light of the increasing access to digitalized higher education