

**SELF-LEARNING IN A DIGITAL ERA**

**Recommendations  
from  
ASEM LLL Hub**

## SELF-LEARNING IN A DIGITAL ERA

**EVIDENCE?**

**ACTION?**

**AGENTS?**

**PEDAGOGY?**

## SELF-LEARNING IN A DIGITAL ERA

# EVIDENCE?

- MORE QUESTIONS THAN ANSWERS – BUT PROBABLY NO QUESTIONING OF THE DESIGNS FOR DIGITAL LEARNING WHICH DESERVES HIGH ATTENTION WITH THE AIM OF MAKING IT PART OF THE FUTURE DISCUSSIONS OF LIFELONG LEARNING IN ASIA AND EUROPE.

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# ACTION?

- ONE THE ONE HAND THE NEED FOR QUALITY ASSURANCE WAS UNDERSCORED AND ONE THE OTHER HAND THERE IS ALSO A NEED FOR DOING EXPERIMENTS – ‘WE’ CANNOT WAIT FOR ‘A FINISHED PRODUCT’, ‘WE’ HAVE TO DEVELOP IT WHILE WE USE IT-APPROACH. MAYBE A RECOMMENDATION COULD BE THAT IT NEEDS TO BE CONSIDERED CAREFULLY IF DIFFERENT CONTEXTS REQUIRE DIFFERENT APPROACHES, ALSO DIFFERENT DEMANDS FOR EVIDENCE, DIFFERENT DEMANDS FOR HIGH/LOW TECH, SOPHISTICATED OR SIMPLE SOLUTIONS, ETC. THAT SHOULD BE FULFILLED, BEFORE USING, TWISTING AND CREATING DESIGNS FOR DIGITAL LEARNING.

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# AGENTS?

- ONE THE ONE HAND WE HAVE SEEN THAT THE AGENTS IN TERMS OF USER ARE UNIVERSITIES AND INDIVIDUAL AGENTS LOCATED MOSTLY IN SPECIFIC AREAS OF EUROPE AND THE ANGLOSAXIAN WOLRD, WHILE WE ON THE OTHER HAND SEE THAT IT IS IN (PARTS OF) ASIA WHERE THE BIGGEST NEED FOR A SOLUTION FOR POTENTIAL USERS ARE NEEDED.  
A MAIN QUESTIONS THAT CONNECTS TO THIS DIVIDE IS THE EXISTING DIGITAL DESIGNS THAT CAN BE USED IN NON-ACADEMIC SURROUNDINGS. PHRASED IN GENERAL TERMS IT SEEMS THAT THE SENSITIVITY TO CONTEXTS, TO THE DIFFERENT LEARNING CULTURES INDIVIDUAL AGENTS ARE PART OF, ARE VERY IMPORTANT AND SHOULD BE REFLECTED IN THE WAY YOU MAKE AND USE DIGITAL DESIGNS.

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## PEDAGOGY?

- WHO AND WHERE IS THE SELF-LEARNER, SELF-DIRECTED LEARNER? ON THE ONE HAND WE HAVE THE IDEA OF – AND THE CONFIDENCE IN – THE INDIVIDUAL USER AT HIGHER EDUCATION INSTITUTIONS, ON THE OTHER HAND WE ALSO HAVE THE IDEA, THAT A PEDAGOGY RELATED TO INSTRUCTORS IS NEEDED TO ASSURE A QUALITATIVELY GOOD LEARNING RESULT.  
MAYBE A RECOMMENDATION COULD BE THE FOLLOWING: WE KNOW THAT DIGITISATION DO NOT AUTOMATICALLY MEAN PROGRESS IN LEARNING, SO WE NEED MODELS FOR HOW TO TRAIN AND EDUCATE THE SELF-DIRECTED LEARNER. THE SELF-DIRECTED LEARNER DO NOT LEARN TO BECOME A SELF-LEARNER ATTENDING HIGHER EDUCATION BY HIMSELF.