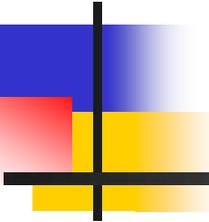


Program for lifelong learning (PLL)

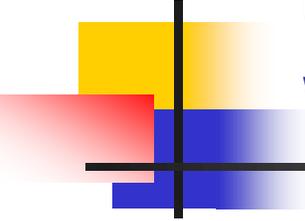


York, UK, 20170405-07

UALL-conference on Lifelong Learning

Olav Eikeland

HiOA (Oslo and Akershus University College)



Who and what is the HiOA? University for educating professions («semi-professions»: teachers, nurses, engineers, social-workers, journalists, etc.). The third largest HEI in Norway

1. 2015-numbers:

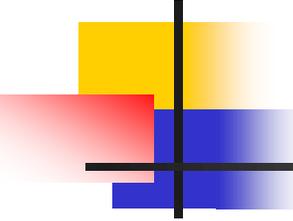
1. Students:	18033
2. PhD-programs:	8
3. Employees:	1965

2. 4 Faculties:

1. Faculty of Health Sciences
2. Faculty of Education and International Studies
3. Faculty of Social Sciences
4. Faculty of Technology, Art and Design

3. Centres:

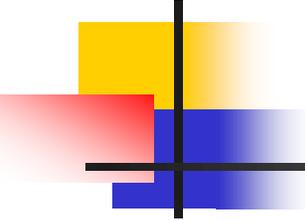
1. Centre for the Study of Professions
2. Centre for Welfare and Labour Research (AFI, NIBR, NOVA and SIFO)
3. National Centre for Multicultural Education



Program for Lifelong Learning (PLL) is a pilot project at the HiOA: collaborating with «society» specifically on learning, within «the third task» of HEIs in Norway (cf. K.Stanton on «The higher education and research bill in the UK).

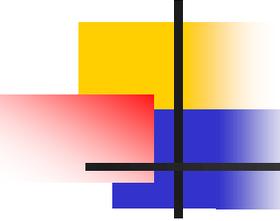
What does PLL want? Focus on «expanded notion» of Lifelong Learning

1. A program for studying and developing (1) informal and non-formal learning outside the formal educational system and (2) the interaction between (1) and formal education through some form of "symbiotic learning system"
2. Not merely «restricted» concept of LLL as a sort of «re-education», «up-date» etc., i.e. **not merely** :
 1. As reintegration of marginalised groups (unemployed, immigrants, minorities, older people etc.), teaching «basic skills» to adults
 2. As «re-education for a «second career»
 3. As conventional «further education» as campus-based courses or temporary, course-internal project-organized groups doing PBL.
 4. Learning as the complementary, receiving counterpart of teaching
 5. As teaching of «niche-skills», defined by extant work-life demands etc.
3. But studying (researching), developing, providing
 1. *preconditions* (social, institutional, organisational psychological, economic, etc.) for lifelong learning all the time, everywhere for everyone (from the cradle to the grave)
 2. the necessary skills for continuous, lifelong learning, i.e. learning as an autonomous activity (independent, separate from teaching) (where outcomes are undefined at the start).
 3. organizational structures for learning, especially in work life and in the interaction / collaboration between higher education and work life (in *symbiotic learning systems*).



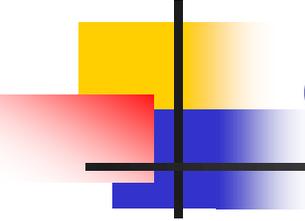
Preparatory project (2012-2013) defined 7 professional fields of interest for PLL (later slide)

1. Our institution (and every HEI in the world) needs a stronger focus and collaboration on LLL and its challenges.
2. *Over-arching perspective: Symbiotic learning* – learning (informal and non-formal) *outside* the formal educational system and the organized an systematic *collaboration, interaction, intersection* between this kind of learning and formal education.
3. *Challenge: Developing the institutional and organizational preconditions – an institutionalized symbiotic learning system – for gaining credits for informal and non-formal learning, which includes a) recognition of prior learning, and 2) organizing for learning in work-places*



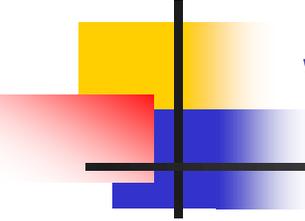
Working hypothesis 1: “Post-modern” societies are developing *out of / away from* an old (modernistic) knowledge management regime

1. *Old knowledge management regime based on a societal division of labor* (intellectual/manual) (slightly exaggerated):
 1. Research happens in institutions separated from practice with research methods adjusted to this separation,
 2. Knowledge conveyed primarily didactically and theoretically through teaching and «popularization».
 3. People finish education at a young age and only work thereafter
 4. Learning is a product of teaching, i.e. as the acquisition of knowledge produced by others
 5. Practice is application of knowledge, techniques, inventions and innovations produced by others.



Working hypothesis 2: Necessity of PLL based on the emergence of «a new knowledge management regime»

1. Professionalization of the work force; an increased distribution of people with higher education not only at top levels but at all levels of work organisations
2. A greatly increased accessibility (for anyone, anywhere, any time) of information, second opinions, and formalised knowledge through ICT and social media,
3. Multiculturalism: A rising level of “enforced” reflection caused by an expanding cultural diversity and close-up encounters between cultures (directly or through ICT), producing a corresponding decrease in the self-evidence of traditional standards in any field (like music, clothing, food, religion, ethics, etc.) (today: reaction and «identity-politics»),
4. Knowledge intensive work: The increased knowledge and competence intensiveness of work-processes and products at every stage, all the way from the acquisition of raw materials to the finished consumer products (today: robotics-revolution, AI etc.)
5. Customisation: The rising demands for “tailor-made” customisation by informed and educated customers and users of products and services, made possible not the least through ICT, robotics, AI
6. Increased user / customer competence due to 1 and 2
7. an increased global competition and rate of technological change / innovation.

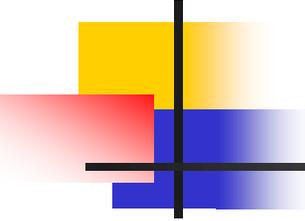


Professional focus areas for the PLL (based on what is needed at our institution) (cf. previous slide)

1. Seven (more or less established) research areas to relate to / delve into / develop further
 1. The philosophy of education and learning, and the German-Greek “Bildung-paideía”, or in Norwegian “dannelse”.
 2. Societal and historical organization of learning (different knowledge management regimes).
 3. Lifelong learning (as an established international research area)
 4. Organizational learning or Learning organizations
 5. Work Based Learning and Training
 6. Adult learning or andragogy
 7. Vocational and Professional Education and Training abbreviated as VET. In Norway VET has a tendency to limit its attention to vocations being educated at the higher secondary level (high school level). In the EU, VET includes vocations receiving their education on the tertiary level (college and university level). I think the PLL agrees with EU on this point.

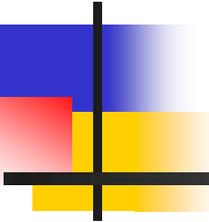
Within a new knowledge management regime:

1. Different reasons for increased demand for practice based and relevant knowledge and education:
 1. *Socio-economic reasons:* Knowledge intensity of production, distribution of higher education among employees, customers, clients etc.
 2. *Political reasons:* Increased demand for
 1. utility of research and
 2. relevance of education
 3. Commercialisation (creating markets for research and education)
 3. *Methodological and epistemological* reasons for a need to integrate practice, or even praxis, into high quality education and research. Turning fully to practice within social research and knowledge generation, in line with, but still radically differently from how natural science turned to practice through the experimental turn in the 17th century.
 1. The methods of methodology as the “loophole” for finding common ground between natural science, social science, action research, and professional / vocational competence.
 4. Theoretical and empirical **challenge:** Can 1, 2, and 3 be integrated-united, work together, or are they contradictory / undermine each other?

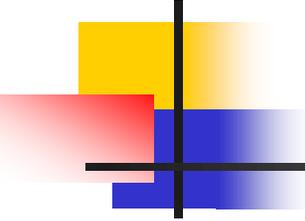


Personal perspectives on point 3 in previous slide:

1. Reinterpreting and re-conquering «traditional concepts» as part of reconstructing the «methods of methodology», e.g.
 1. Tasks and status for dialogue / dialectics and deliberation –phrónêsis in reflective practice
 2. Concept of experience
 3. Different concepts of knowledge / ways of knowing.
 4. School / skholê – otium - leisure
 5. «expanded» peer groups within the professions
 6. Etc.
2. Working hypothesis: Symbiotic learning systems can deal with the challenges of both socio-economic changes towards organizational learning and relevance, utility and quality of knowledge / knowing / learning (4.a,b,c)

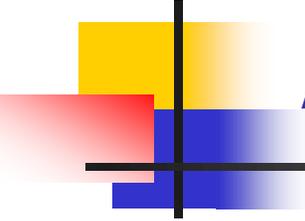


The structure and activities of PLL as a pilot project



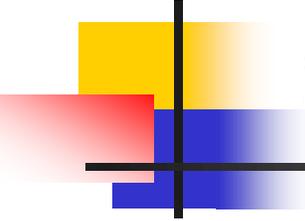
Formal structure of pilot project PLL, January 1, 2014 – December 31, 2016 (prolonged as pilot for 2017)

1. Funded by Faculty of Education and International Studies (LUI), and by the institution (HiOA) centrally, in collaboration (only LUI from 2017)
2. The dean (with vice-deans) at the LUI is project owner and steering group (from fall 2016: steering group of 4 deans).
 1. (Former) vice-dean (R&D) at LUI, professor Olav Eikeland is project leader
 2. Section leader at YLU, Marit Stenberg is project coordinator
 1. Hedvig Skonhoft Johannesen, Nina Amble (YLU) paid by the hour as project collaborators
3. Professor Petter Øyan at the TKD faculty is paid by his own faculty for participating in PLL work group
4. Ellen M. Magnus from HiOA central administration paid by her own department for participating in the work group



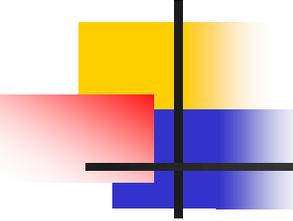
Actual activities

1. Regular work group (see previous slide) meetings once every week
2. Developing contacts with partners outside the HiOA (UiT, LO, NHO, CEDEFOP m.fl.)
3. Dialog conference with work life partners (fall 2014)
4. Contact meetings within HiOA (RSA, heads of departments, SoM, FPK, KAI, LUI-departments, Nurses Education, TKD-departments and R&D groups)
5. Paper / research conference at the HiOA, 1-3 June, 2015
6. Research conference at the HiOA, September 5, 2016



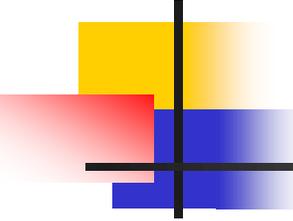
Planned (embryonic / emerging) structure of PLL

1. Network of PLL-interested professionals across the HiOA, basically through connecting extant R&D-groups (of which there are more than 70) through
 1. *Collaboration* in organizing and delivering input to regular research seminars on different relevant subjects (local, national, and international presentations). Starting in the aftermath of Conference September 5, 2016
 2. *Collaboration* in offering courses on Masters- and PhD-level (to be developed with help from our part-time professors) (in collaboration with head of PhD-program at LUI)
 1. 30 Credit points in Work Based Learning (Bedriftspedagogikk / Læring I arbeidslivet) at YLU
 3. *Collaboration* in research projects, of which there are already two:
 1. #Læringslivet, and
 2. Utdanningsbarnehager
 4. and others in the pipeline
 1. one with NIBR on "The city as a learning space",
 2. another "Auseinandersetzung-project" with our international part-time professors and collaborators, Yrjö Engeström, Georges Romme, Elena Antonacopoulou.
 3. Project development in collaboration with UiT (Prof. Gunnar Grepperud, Senter for karriere og samfunnsliv [SKA]))
 4. UNIKE EU-project: <http://unike.au.dk/>
 5. Research project with Politecnico Milano Dep. Design (Work and Learning Spaces, PØ)
 6. EU-projetoct: Basic Competence in Work Life (MS) (University in Lille, Fr)
 7. Dual education system (Germany) (PØ) (Hedvig's and Petter's presentation here at the conference)
 8. Development project with Bertel O.Steen (Car importer, Mercedes, Peugeot, Citroën, KIA)



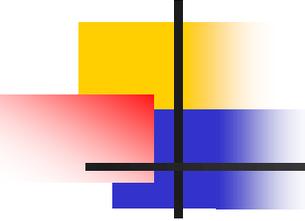
Structure of PLL

1. Continued
 1. *Collaboration* between the HiOA and work-life partners in developing the relevant work-places as learning organizations, and as symbiotic learners, i.e. *developing and systematizing the individual and organizational preconditions for gaining credits for informal and non-formal learning, a symbiotic learning system.*
 2. Seed-funding for PLL-relevant local HiOA-projects (collaborative across HiOA and with work-life partners within some of the 7 research areas)
 3. International panel
 4. International part-time professors engaged (Elena Antonacopoulou, Georges Romme)



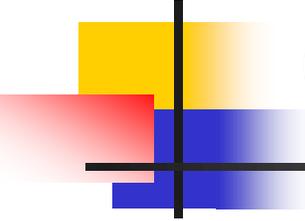
Challenges for PLL

1. (Challenges «downwards» within the HiOA) Establishing a permanent working network at the HiOA
 1. HF – nurse-education
 2. TKD
 3. SAM – SoM
 4. LUI – VET-teacher education, ECEC-education, practicum-adm.
 5. HiOA: Learning Lab / library
2. (Challenges «upwards» within the HiOA) Becoming permanently institutionalised in relation to other institutionwide activities at the HiOA
 1. SoM
 2. KAI
 3. FPK
 4. HOV
 5. SVA
 6. SPS
 7. Alumni
 8. Others
3. Establishing collaborative relations nationally and internationally
 1. Part-time professors and collaborators: Elena Antonacopoulou, Georges Romme, Yrjö Engeström
 2. UiT – Gunnar Grepperud – Senter for karriere og samfunnsliv (SKA)
 3. International panel: potential members: Per-Erik Ellström, Allison Fuller, Marianna Papastephanou, Jens Bjørnåvold (CEEPOP), Bente Elkjær, Davide Nicolini, Yrjö Engeström, David Guile, Katerina Ananiadou (UNEVOC)



«New» Elements (in addition)

1. Steering group of 4 deans (from September 2016)
2. Seed funding (from 2017)
3. Mobilizing students (groups or individuals) (bachelor, master, PhD) providing preconditions for open innovation / learning,
4. Internal course in LLL at our institution.
5. Fusion of PLL with section at LUI for externally funded «commissioned education» (and research).
6. Lots of internal organizational challenges



Challenges:

- In other words: There are still several unanswered questions as to *how* the things on the previous slides are to be organized practically inside the HiOA; location, leadership, formal connection, collaboration with other overlapping activities etc., and there are real challenges in connecting practically with different departments / institutes at the institution, but basically, this framework has crystallized over the few years we have been working.
- For more background, check: <https://hioa.academia.edu/OlavEikeland>