The role of higher education in a lifelong learning system
1. Lifelong learning in higher education
   a. Educational crisis
   b. Contributions of psychological research
2. Universities as providers of lifelong learning
3. Capacities
Higher education has to facilitate the development of lifelong learning skills and attitudes in their students.

Universities have accepted the role to prepare for lifelong learning in other settings.
a. Educational crisis

Education in general has been facing a crisis since the late 1960s

“A need for changed teaching and learning strategies” (Coombs, 1982)
Faure (1972) suggests the concept of lifelong education as a new paradigm

Imperatives of Hasan (1996)
• fostering individual development
• fostering social development
• mastering computerized world
b. Contributions of psychological research

• Declarative and procedural knowledge
• Self-regulated learning
• Self-concept
• Life-span development
Declarative and procedural knowledge


Knowing what: facts (transient)
Knowing how: procedures (permanent)
Self-regulated learning

Cognitive learning strategies
Metacognition
Management of learning resources
Motivation & volition
Self-concept

It matters what you think you are!
Life-span development

Developmental psychology goes beyond childhood ➔

Biosocial development of the whole lifetime

• cognitive plasticity

• wisdom
2. Universities as providers for lifelong learning
<table>
<thead>
<tr>
<th>Groups</th>
<th>Coming from</th>
<th>Proportion of 1.83 Mill. students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second educational route</td>
<td>Abitur after vocational training</td>
<td>3.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.6% Universities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.4% Fachhochschule</td>
</tr>
<tr>
<td>Third educational route</td>
<td>Special university entrance exam</td>
<td>0.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.5% Universities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.9% Fachhochschule</td>
</tr>
<tr>
<td>Double qualification</td>
<td>Vocational training before higher education</td>
<td>15-20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12-17% Universities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20-27% Fachhochschule</td>
</tr>
<tr>
<td>Distance and part-time students</td>
<td></td>
<td>0.04% distant learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ca 40% de facto part-time students</td>
</tr>
<tr>
<td>Continuing higher education</td>
<td>Non-degree studies</td>
<td>5-10% at Universities or higher education institutions</td>
</tr>
<tr>
<td>Senior students</td>
<td></td>
<td>25 000 (50 or older)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 000 full-time</td>
</tr>
</tbody>
</table>
3. Capacities to be built up

Lifelong learning attitude

Subjects have to learn and accept that they live in a world of permanent changes of job requirements

In need is to learn flexibility, tolerance of ambiguity, adaptation to new circumstances, ability to stay cool without fixed orientations, norms, rules and stereotyped biographical careers

permanent iteration of doing a good job and get qualifications for new jobs, which are different
3. Capacities to built up (continued)

Procedural knowledge

Education should focus on procedural knowledge – knowing how to learn and not only learning special content; meta-knowledge is more important than specialized knowledge – Attention: on the way of getting specialized knowledge you learn how it works; the deeper you get into a special field, the better you understand the way how to once more become an expert ➔ persistence, discipline, reliability, industry
3. Capacities to built up (continued)

Self-determination

To support self-development and strengthen personal resources self-determination, self-concept and self-regulation of learning processes should be in the focus of lifelong learning education programmes

→ Lifelong learning is a win-win play: as long as the subjects feel that they will profit from the play they will play it

UIL workshop 01.12.2010
Thank you for your attention!
• Thank you for your attention!