

University's role in developing an inclusive lifelong learning culture for all in post COVID-19 times

18th MellarN conference

Hungarian universities lifelong learning network

8 June 2022

Milton Friedman University, Budapest

Arne Carlsen, Prof.(Hon), Dr.h.c.mult.

Historical

- | • Pre-covid | Covid | Post-covid |
|-------------|-----------------------|------------|
| • (to be) | dis-junction (Jarvis) | blended |
- Economical – Transfer of knowledge – Qualification (to know)
 - Sociological - Transformation of social norms (to live with others)
 - Pedagogical – Development of professional and transversal skills (to do)
-
- Accreditation
 - status

Teaching post-COVID 19

- Changes in ethnography – classroom culture on internet
 - Changes in pedagogy – mixed hybrid mode
 - Post-MOOCs – micro credentials
 - Approaches between classic university and open university
 - 4th industrial revolution – integration of artificial intelligence, robotics
-
- Curriculum – personalized
 - Pedagogy – student centered
 - Delivery – synchronous + asynchronous

Research post-COVID 19

- More internet meetings and exchange
- Virtual simulations of lab experiments
- Peer feed back in platforms and groups

Services post-COVID 19

- Global (global learning), national (learning society), local (learning cities)
- Readiness for new pandemics, new disjunctions, learn to learn
- Protection of data about private life
- Cyber security

Inclusive lifelong learning culture for all

- SDG 4 – Quality education and lifelong learning for all
- Learning city – learning society
- Micro-credentials risk atomizing and reducing to qualifications
- Re-imagining university's role in creation of a culture of learning and of lifelong learning for all, that includes but also exceeds the economic perspective