A felsőoktatási LLL haszna

az

egyetemek számára

Univ. Prof. Dr. habil. Pausits Attila

Policy Drivers

- o Higher education for employability
- o Entrepreneurship & Innovation
- o Transversal skills & future skills
- o Non-formal and informal education
- o Microcredentials

Insitutional Drivers

- Global markets & time to market

- Limited funding opportunities

- Less students in higher education

- New Pedagogies:
  - The End of Instruction: Learners as Experts (Ehlers 2020)
  - Innovation Pedagogy (Pausits 2022)
  - Co-agency with peers (OECD 2021)

- Stackable degrees

- Digitalisation

- …
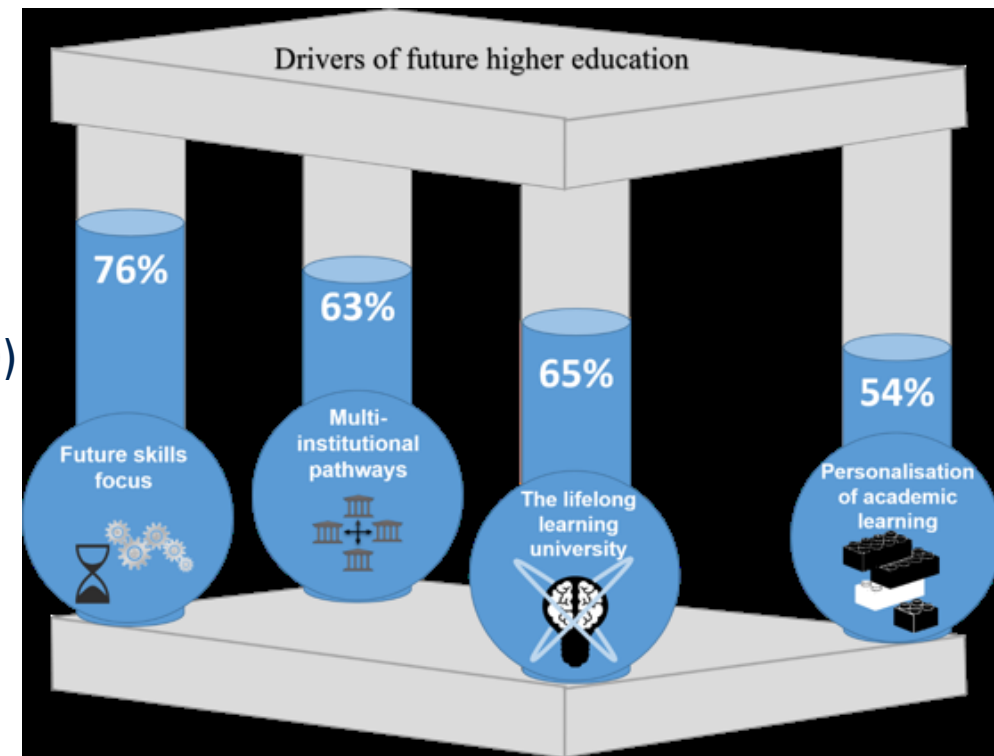
Future Skills Initiative (Ehlers 2020)
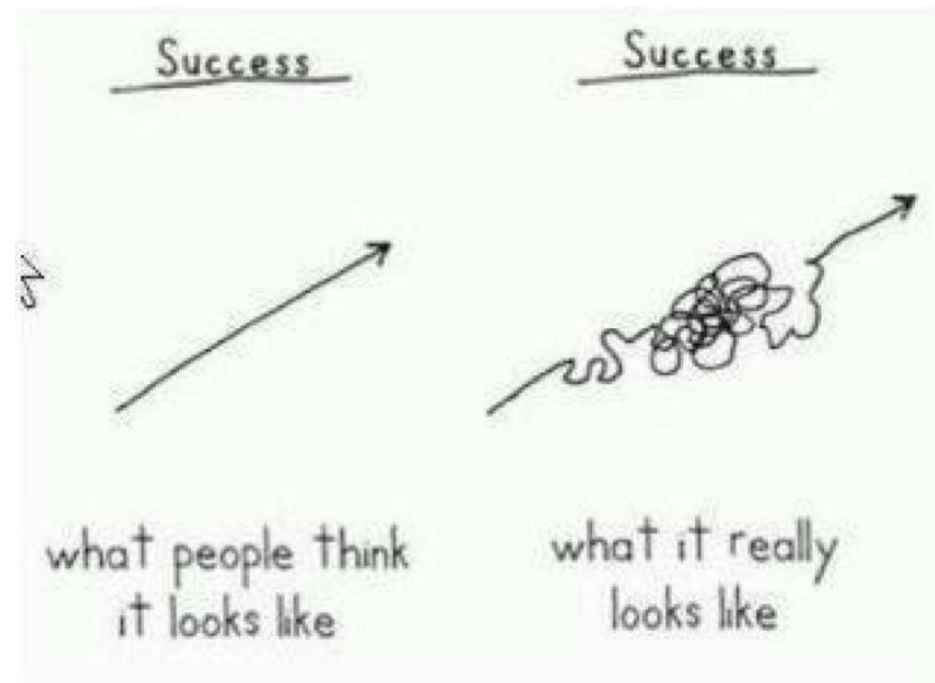
Organisational implementations: many roads lead to Rome

- University
- LLL Center inside
- LLL Center outside/Company
- No dedicated units but responsiblities at academic departments

Added Value

- **Intrinsic value**: knowledge exchange improves the quality of knowledge creation processes
  - Adult learner as partner

- **Extrinsic value**: knowledge exchange activity helps universities as institutions to access resources that would not otherwise be accessible and which helps with the longer-term institutional sustainability.
  - E.g. Study fees

- **Narrative value**: allows universities to demonstrate that they are doing particular things that other stakeholders value, particularly in the context of increasing demands for impact by users.

  Danish University Extension (http://www.folkeuniversitetet.dk)

Key actors

- Students
  - Co-creator
  - Alumni contact
  - Funding source
  - Learning competences
- Lecturer
  - Facilitator
  - Peers
  - Theory-Praxis balance
  - Teaching competences

- Leadership
  - Strategic priorities
  - Support with resources
  - Culture and structure

- Management
  - Professionals
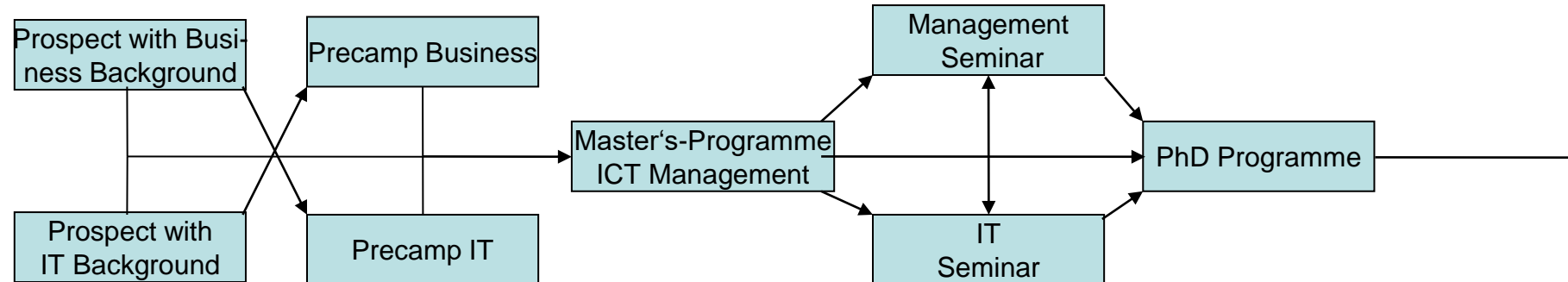 - Service provider
  - Career pathways

Student Lifecycle Paradox
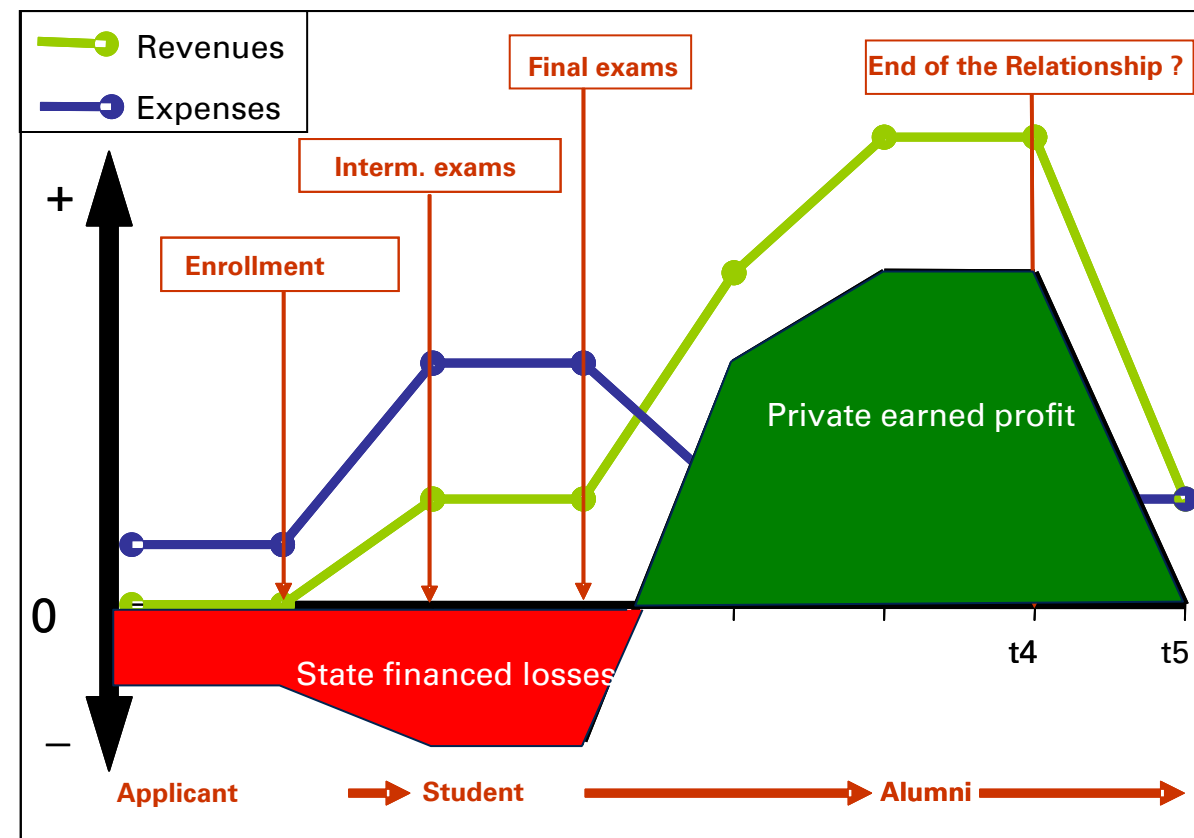
Student Lifetime Value in Programme Lifecycle View
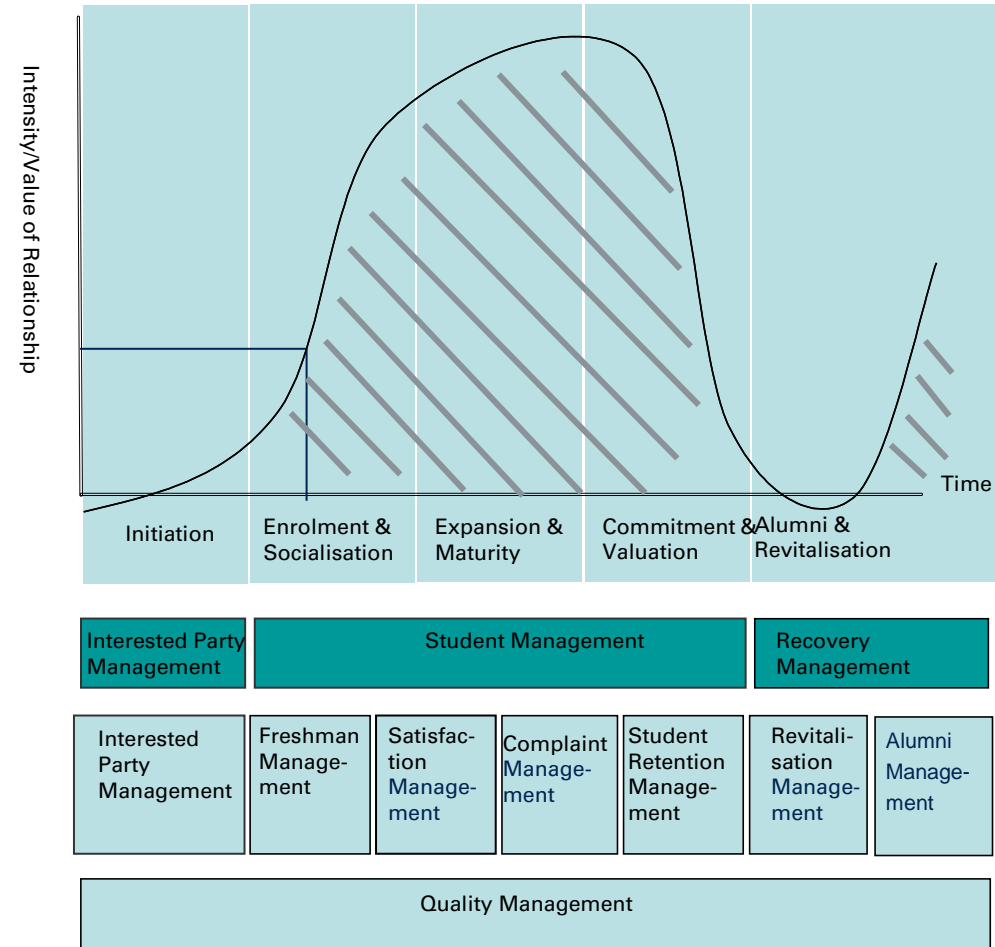
Student Livetime Value in LLL View

2022	2023	2024	2025	
Prospects—Master's Programme	Participant / Student	Graduate	Master's Alumni / Student	Grad.-PhD / PhD Alumni
Prospects--Seminar		Participant	Student	Grad.-PhD / PhD Alumni
Prospects--PhD Programme		Participant	Student	Grad.-PhD / PhD Alumni

- Prospect with Business Background → Precamp Business / Precamp IT
- Prospect with IT Background
- Master's-Programme ICT Management → Management Seminar / IT Seminar → PhD Programme

Revenues					
Expenditures					
Profit margin					

Informational value					
Referral value					

Student Lifetime Value

Workload
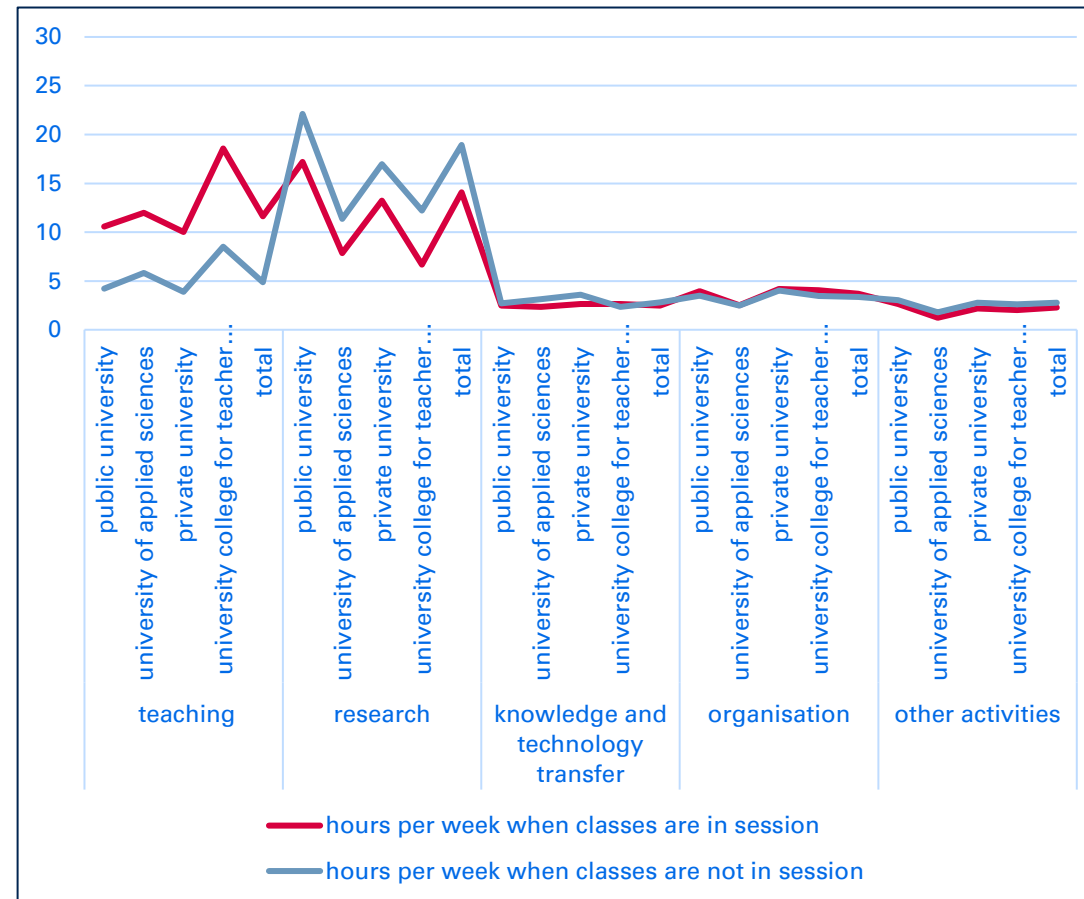
Correction function

o "on average, only **45 per cent of tested university students were proficient in critical thinking**, while one in five demonstrated only "emerging" talent in this area. (Does Higher Education Teach Students to Think Critically? 2022)

o "Universities, at least the ones that we have talked to, have said 'It is not our job; they should have learned these things in high school'…everyone feels like it is **somebody else's responsibility to teach** these things," Doris Zahner, Council for Aid to Education (CAE)

Does Higher Education Teach Students to Think Critically?
Edited by Dirk Van Damme and Doris Zahner

OECD

Institutional Research capacities and capabilities

Skills
Statistics, Research Methods, Analytic Tools

Knowledge
Lit and Theory Relevant to HEd, good mentoring

Communication and Context

Collaboration
With campus colleagues

(Webber 2019)

Pradigms

o **Earning Is More Important Than Learning:** Transactional students vs transformational staff

o **Competitive advantages?** Students across all 10 disparate schools are more similar than they are different. (Fischmann, Inside Higher Education 2022)

o **Strategie** follows structures or vica versa

o **Institutional hierarchies** and traditions vs organisational innovation

Some further questions

- o How should we overcome the paradigms such as the transactional and transformational one?

- o How can we develop specific institutional competences?

- o How can we balance educational standards and freedom?

The music isn't in the piano