

Module 5 Topic 3

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Module Outline

This short module consolidates previous lessons on the changing university into a number of exercises which can act both as a recapitulation of the topics and as a means of transforming learning into action. It comprises a number of exercises to stimulate actioned debate as a prelude to developing a strategy that will enable the university to move into the future more informed and more confidently.

Lesson 5.3.1

- a) Start by discussing the changes that your university will need to make in the immediate future in order to survive. Then hand out Toolbox item 1 and in groups of 2 ask the class to complete column 3 as requested
- b) bring everyone together and discuss the answers and what it means
- c) Hand out toolbox 2 and ask, in groups, the students to complete the exercise.
- d) In plenary discuss the results.

Lesson 5.3.2

- a) The diagram in toolbox item 3 shows future skills identified by Longworth in 'Making Lifelong Learning Work'. In the empty boxes below add any others you feel to be necessary.
- b) Ask the students as individuals to tick one of the columns marked A for your assessment of its importance in the future
- c) then to Tick one of the columns marked B for your assessment of your own competence in each
- d) Finally to Tick one of the columns marked C for your assessment of how much your university develops this skill in its students. H= high, M = medium, L = Low

Toolbox Item 1 Changes to the University's mission

1. Add your own changes in the boxes at the bottom
2. In the box on the right give each a priority for your university
1= crucial, 2= desirable, 3= fairly important 4= not so important 5= no thank-you!

THE NEW LIFELONG LEARNING UNIVERSITY – Meeting 21st Century Objectives		
1	New entry qualifications to widen range of students and new approaches to teaching to allow for this	
2	A vastly increasing number of maturer students from wider backgrounds	
3	Increasing reliance on Continuing Education and joint teaching and research partnerships with industry as a source of finance	
4	A new emphasis on quality and continuous improvement programmes for staff and in teaching, research and administration	
5	A more innovative approach to the use of education technology, networks and open/distance learning in teaching and research.	
6	Strategies to provide leadership to the Learning Community in which it resides	
7	New opportunities for research into how people learn and more focus on learners	
8	Greater internationalisation of research and teaching activities through networks etc	
9	More efficient internal administration and use of human resource	
10	Strategies to turn the university into a genuine learning organisation	
11	New ideas on accreditation, qualifications and standards - examinations as non-failure oriented learning opportunities to measure an individual's progress	
12	Greater accountability and more effective decision making and administration	
13	Promotional, marketing and educational programmes reaching out into the community to teach and learn	
14	New entry qualifications to widen range of students and new approaches to teaching to allow for this	
15	Responsibility for regular updating of graduates	
16	Fewer International Students as a Result of Brexit	

Toolbox Item 2 – What does it mean in practice?

For each of the changes below please add 3 practical steps the university should take to implement it. Add your own changes and their implications at the end

A vastly increasing number of more mature students from wider backgrounds

Increasing reliance on Continuing Education and joint teaching and research partnerships with industry as a source of finance

A new emphasis on quality - and continuous improvement programmes for staff and in teaching, research and administration

A more innovative approach to the use of education technology, networks and open/distance learning in teaching and research.

Strategies to provide leadership to the Learning Community in which it resides

New opportunities for research into how people learn and more focus on learners

Greater internationalisation of research and teaching activities through networks etc

More efficient internal administration and use of human resource

Strategies to turn the university into a genuine learning organisation

New ideas on accreditation, qualifications and standards - examinations as non-failure oriented learning opportunities to measure an individual's progress

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Greater accountability and more effective decision making and administration

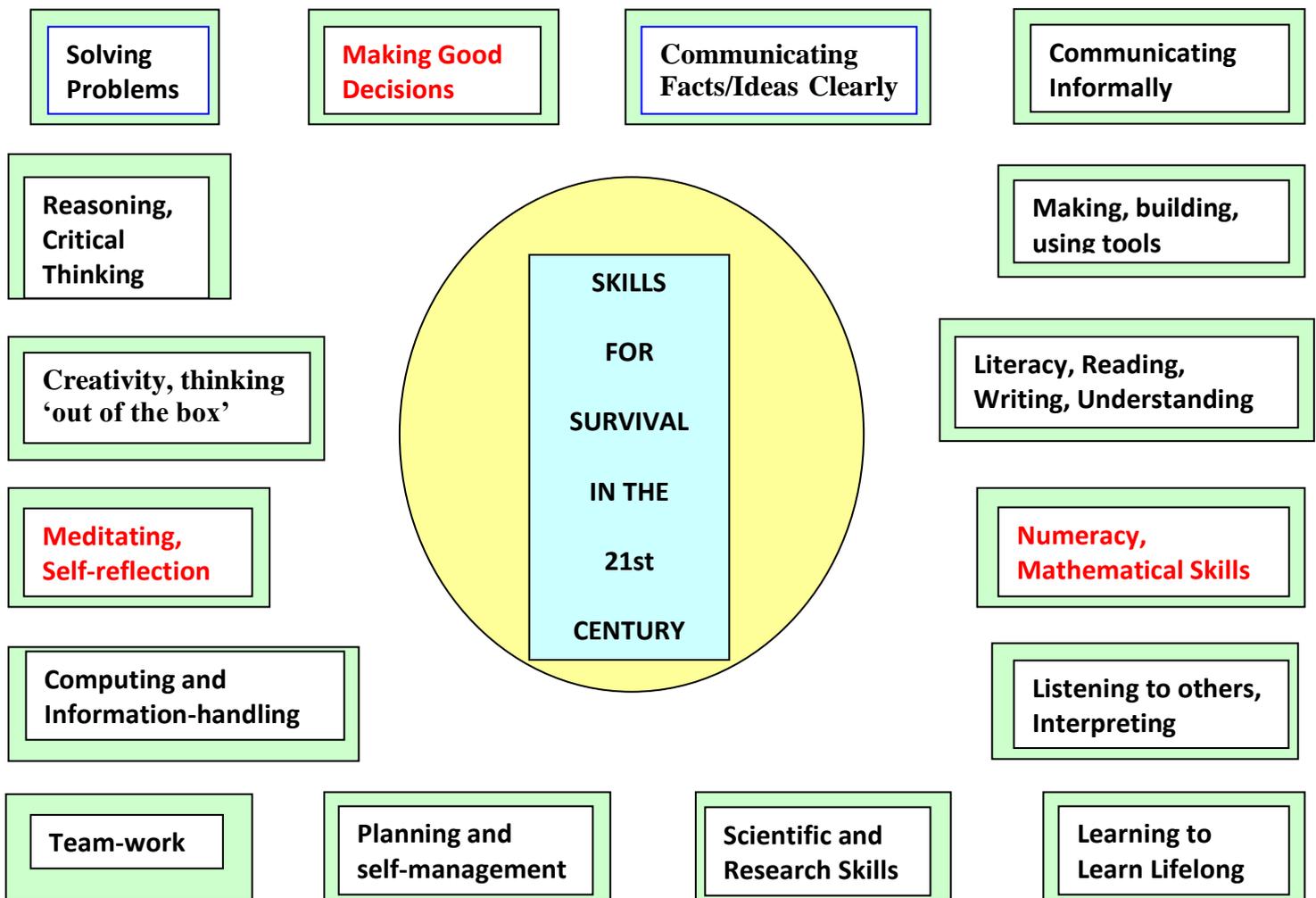
Promotional, marketing and educational programmes reaching out into the community to teach and learn

Responsibility for regular updating of graduates

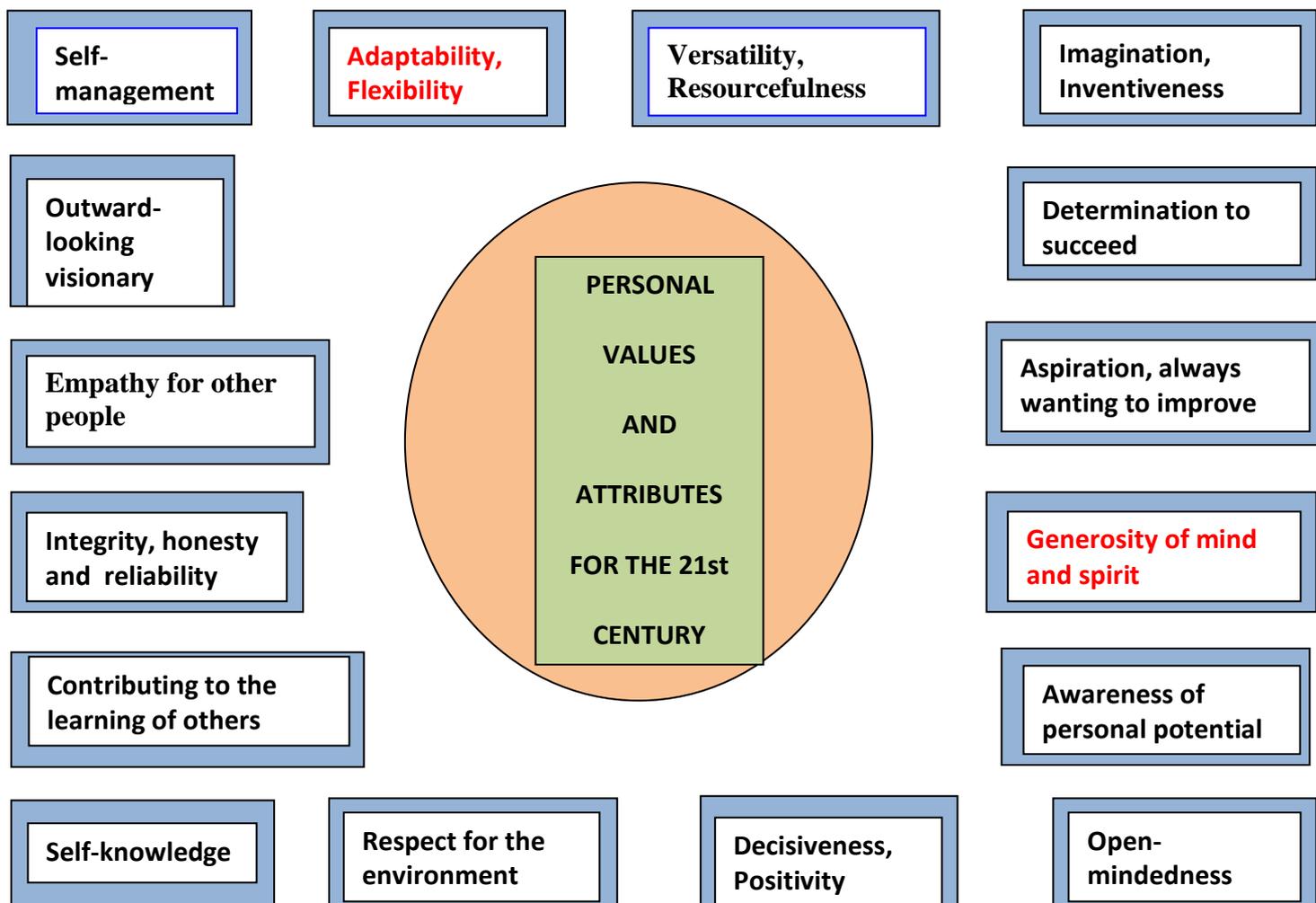
Toolbox Item 3 – Personal Skills for Learning Age

Core Skills and Competencies for Employability and life in the Lifelong Learning Age				
		A	B	C
Self-management skills	<ul style="list-style-type: none"> ❖ ❖ Being determined to fulfil one's personal potential ❖ Continuously developing personal skills and confidence ❖ Setting and achieving realistic personal targets ❖ Purposeful introspection ❖ Maintaining perspective and a sense of humour 			
	❖	❖	❖	❖
Handling and interpreting information	<ul style="list-style-type: none"> ❑ Using information technology tools and techniques ❑ Collecting, storing, analysing and combining information ❑ Recognising patterns and links and acting appropriately 			
	❖	❖	❖	❖
Applying new knowledge into practice	<ul style="list-style-type: none"> ● Seeing the connection between theory and practice, ● Transforming knowledge into action 			
	❖	❖	❖	❖
Learning to learn	<ul style="list-style-type: none"> ➤ Staying open to new knowledge and new learning techniques ➤ Identifying and using sources of knowledge ➤ Relating learning to personal objectives 			
	❖	❖	❖	❖
Questioning, reasoning and critical thinking	<ul style="list-style-type: none"> ✓ Recognising and embracing quality in all areas of life ✓ Transforming knowledge into understanding ✓ Recognising reasoned argument from a manipulative one ✓ Never being satisfied with the status quo 			
	❖	❖	❖	❖
Management and Communication skills	<ul style="list-style-type: none"> ▪ Expressing oneself clearly orally and verbally in formal and informal situations ▪ Persuading others ▪ Listening to others ▪ Helping others to help themselves 			
	❖	❖	❖	❖
Thinking skills and Creativity	<ul style="list-style-type: none"> ● Using Creativity and Imagination to solve problems ● Thinking 'out of the box' ● Anticipating situations and developing forward vision ● Knowing where and how to find inspiration 			
	❖	❖	❖	❖
Adaptability, flexibility and versatility	<ul style="list-style-type: none"> ✓ Facing change with confidence ✓ Adapting to new situations and tasks ✓ Being ready to change personal direction ✓ Keeping an open mind 			
	❖	❖	❖	❖
Team work	<ul style="list-style-type: none"> ➤ Sharing information and knowledge ➤ Receiving information and knowledge ➤ Participating in goal-setting ➤ Achieving common goals 			
	❖	❖	❖	❖
Lifelong Learning	<ul style="list-style-type: none"> ▪ Continuously upgrading personal skills and competences ▪ Cherishing the habit of learning ▪ Contributing to the learning of others 			

An example. Let's start with a list of the skills, values and attributes that can transform modern living into an adventure that profits everyone who participates. Firstly the skills. Why not test them on yourself by doing the suggested exercise



Against each box the page put a mark from 1 to 5 for your personal score 1= poor – 5= excellent. Then discuss it with other people who have gone through the same process. And now the values and attributes that make us human.



Mark each box with 2 figures from 1-5. The first is your own performance. The second your estimate of its desirability. 1 is poor to 5 is excellent. Then discuss it with other people who have performed the same exercise.

Of course not all of us are blessed with everyone of these desirable attributes but it is a useful exercise for knowing how we can improve our own and others' understanding.

Many of the exercises on these pages require you to answer basic questions about yourself and the organisations you work for or those that influence your life. You are not required to read through every page - that would be a daunting task. But use the index to find the topics and lessons that you can use to improve your own learning or the learning in your city, your organisation or your community.