

The role of lifelong learning for inclusion in the digital transformation

NVL digital 2020-2021

Mie Buhl, Professor, ph.d. Aalborg University Copenhagen



Research team: who are we?

Mie Buhl, Aalborg Universitet Maria Hviid Bech Dille, Aalborg Universitet, Asbjørn Kårstein, Innlandet University for applied sciences

Goal:

- Identify current nordic challenges and contribute to common nordic solutions to support learning for everyone and development of adult's digital competences in working life and in citizenship.
- Recommendations for increasing digital competences and digital participation

Research question:

1. How can adult learning projects and initiatives contribute to digital inclusion through developing new practices, that leads to digital empowerment of adult citizens as competent, creative and critical co-creative participants in a sustainable societal change?
 - 1.A. How can excluded groups and hard to reach learners be reached and motivated for learning in a digital society?
 - 1.B. How can new adult learning practices promote and improve digital competences among adults for comprehension and critical use of digital services and tools?

• Problem identification

Phase 1

Step 1: National hearings/workshops/consultations
Outcome: A list of challenges/problems/statements from each country.
Step 2: Identify common challenges on a Nordic level and propose actions.
Outcome: A selected list of common challenges.

• Developing solutions

Phase 2

How can we work with the common problems?
Ideation. Drafting. Prototyping. Scenarios.
Output: Scenarios/concepts/best practice ideas to be taken/tested.

• Evaluation

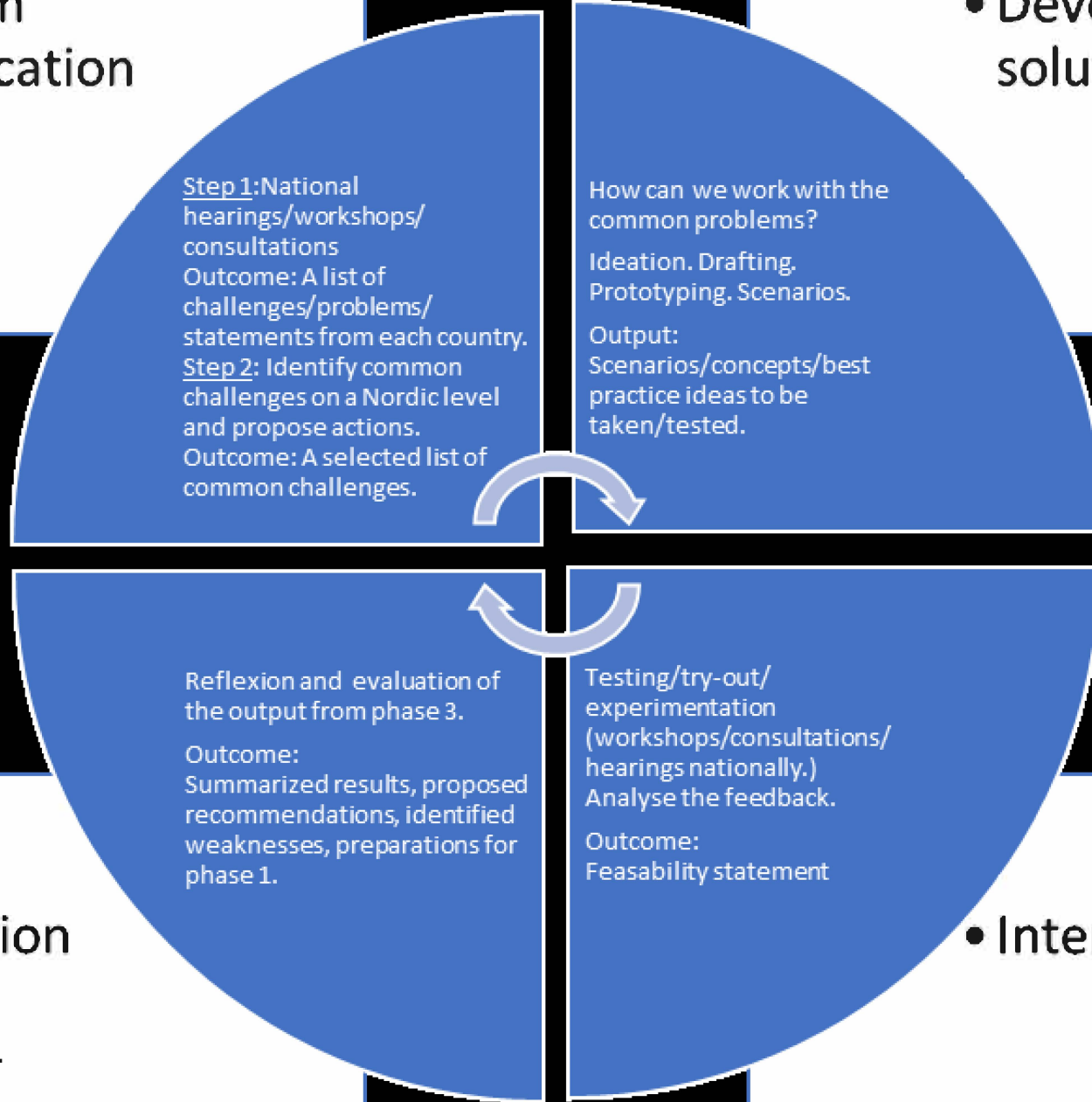
Phase 4

Reflexion and evaluation of the output from phase 3.
Outcome: Summarized results, proposed recommendations, identified weaknesses, preparations for phase 1.

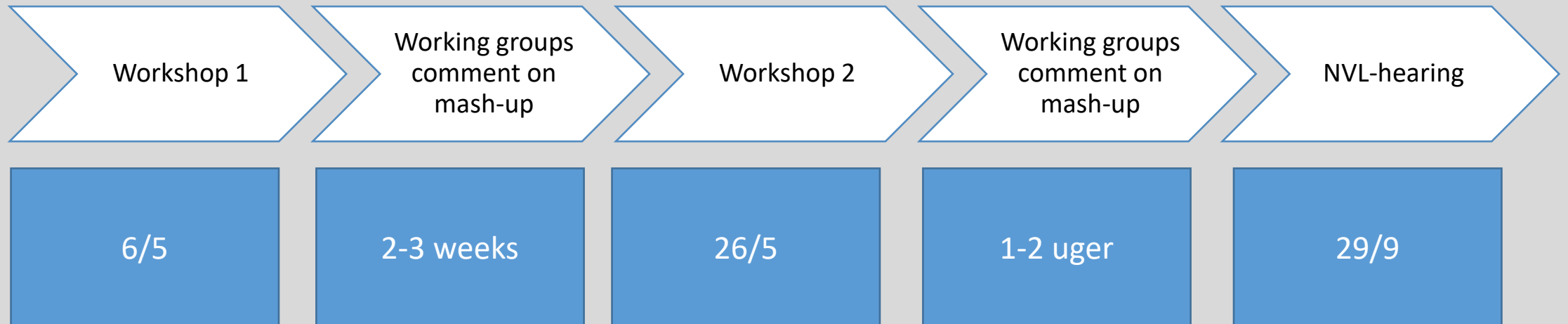
• Interventions

Phase 3

Testing/try-out/experimentation (workshops/consultations/hearings nationally.)
Analyse the feedback.
Outcome: Feasibility statement



Phase 1 - Spring 2021: Two workshops



Purpose:

Identification of:

- Nordic and shared challenges
- Existing and local initiatives that support digital inclusion and participation
- Contributing to form the basis for designing principles for new learning practices.

Represented views

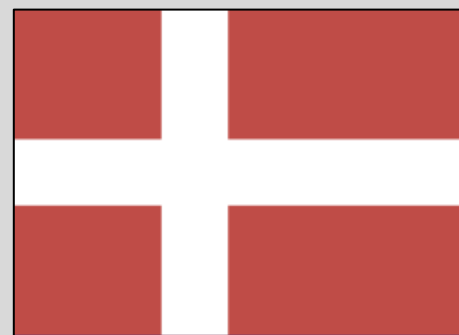
- Icelandic Red Cross, Reykjavik/Keflavik
Teacher, project manager
- Venezuela, young male student,
- Senior citizen



- Center for lifelong learning, Innlandet /manager
- Egypt, middle aged female student
- Studieforbundet
Funkis/volunteer (disabled (blind/deaf)

- Local government employee/comptence development expert
- Finnish Blue ribbon
- Former homeless male middleaged

- Region Jönköping
Project manager + project coordinator
- Young female participant



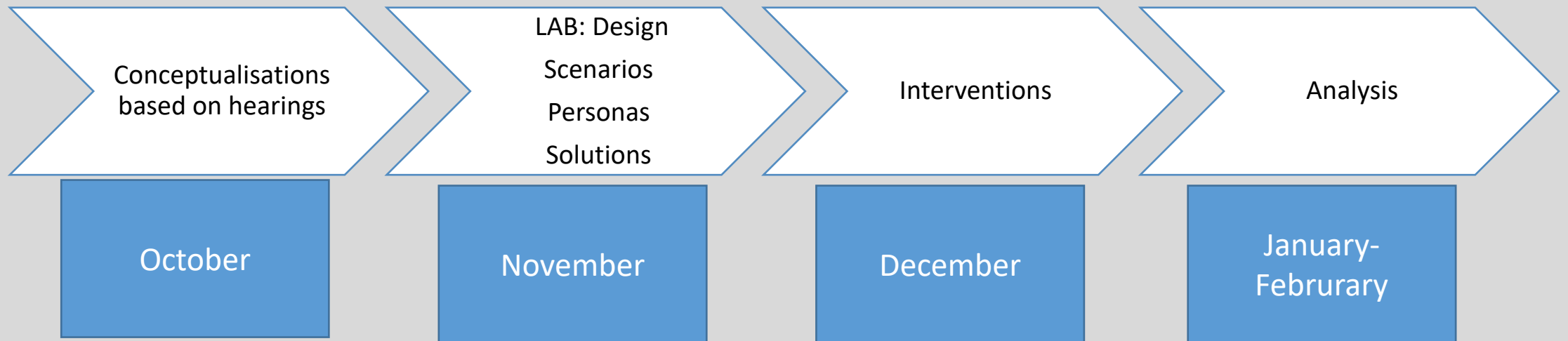
- The Danish Digitization Agency, consultant
- ReDi School, volunteer coordinator, Copenhagen
- Migrant, young female student

Spring workshops findings

- **Institutional scepticism**, which addresses an overall perspective where citizens approach the state's social/learning initiatives with reluctance. This may have to do with experiences of being perceived of as a client or patient in need of fixing" by the state/government or for newcomers' experiences with homeland-authorities not representing reliability and the citizens' best interests. (trust)
- **Lack of meaning**, which addresses an operational perspective on learning practices with digital technology. This may have to do with the connections between training of skill and use for everyday activities and what is the users' driver for wanting to achieve digital competence. (motivation)
- **Missing collaboration**, which addresses an operational perspective on different levels of decision makers, practitioners and users. This has to do with the coherence between activities on these different levels for instance how are the needs from users taken into consideration in the design of a course or how are the staff's experience involved in decision-making, how are personal/technical resources prioritised (personal, technical prerequisites)

Theoretical conceptualising based on phase 1

Phase 2-3 - Autumn 2021: Developing solutions - Interventions



Purpose:

Operationalisation of results from phase 1

- Contributing to form the basis for designing principles for new learning practices.

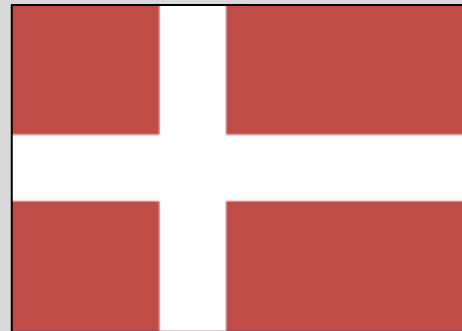
Represented views



- Library: Digital mediator
- Worklife learning/digital Norway: Head
- Public management: Leader
- Folk bildung (non-formal): Senior Advisor
- Folk bildung (non-formal): Middle manager
- University of applied sciences: Project manager
- University of applied sciences: Associate professor



- Faculty of education/university: Associate professor
- Folk bildung (non-formal): Training manager
- Public management ministry of economic affair/labour senior consultant
- Ministry of education and culture: Senior ministerial advisor



- AOF (adult learning anchored in Danish labour unions): vice director
- HF/VUC (Adult learning center): Vice principal
- Danish Second language education/ SIRI: Senior consultant
- "Learn Danish" language centre: Headmaster
- VUC Adult learning centre: Head
- Danish evaluation institute: Senior consultant

LAB: Transforming results from phase one into design principles

- Who: target group on the micro level: citizens and front workers
- Mikro-level: represented in the project by citizens and teachers/employees in the public sector, private sector, NGO'er og civil communities
- Meso-level: represented in the project by managers in the public sector, private sector and NGO'es

LAB: Design

Brainstorming and ideation:

- Personas (Persona analysis is a way to get to know the target group and identify their needs and touch points for the solutions)
- Scenarios (Scenario is the process developing and estimating area of actions and create a user journey and learning process that is meaningful and doable)
- Proposal of solutions for try-out (developed based on the informed design process)

Intervention - phase (3)

Planned for december

- Small scale intervention/try-out: Feedback from three participants from spring workshop. Purpose: improve the designed actions

Maybe (beyond the project commitment):

- Larger scale intervention/try-out: testing the designed actions in a larger scale in selected practice environments.
- Test-kit developement for collecting experiences by e.g. network. Should be possible to use without researcher involvement.

Dissemination by the research group so far

- Video production nov. 29th for NVL homepage
- Web Seminar presentation dec. 8th: SADE is the Swedish Association for Distance Education who is the partner in NVL Digital
- <https://www.sverd.se>
- Konference presentation: **The 9th Nordic Conference on Adult Education and Learning, NEW CHALLENGES, NEW LEARNING, NEW POSSIBILITIES** May 18-20, 2022, University of South-Eastern Norway
may