Lifelong Learning Networks for Sustainable Regional Development

Joop de Kraker, Ron Cörvers et al.
Presentation

- Background: 3-LENSUS project
- Learning Networks
- Impact of Web 2.0
- Needs assessment Regional Learning Networks
- Case: SUN-project
- Issues for discussion
Authors

• Joop de Kraker & Ron Cörvers  
  School of Science, Open University of the Netherlands  
  3-LENSUS

• Christine Ruelle  
  Local Environment Management & Analysis group,  
  Université de Liège  
  SUN

• Pieter Valkering  
  International Centre for Integrated Assessment and Sustainable Dev.  
  Maastricht University  
  SUN
Lifelong Learning Network for Sustainable Development

- EU Lifelong Learning Project (2009-2011)
- 5 universities (OUNL, Lüneburg, Graz, Prague, Thessaloniki)
- 2 Regional Centres of Expertise on Learning for SD (Rhine-Meuse, Graz-Styria)
- Establish lifelong learning networks for SD: European + regional level
Introduction

• **Sustainable Regional Development Initiatives:** participatory, multi-actor, innovative solutions

• **RCEs:** support lifelong learning in the region for sustainable development
  – lifelong learning: all forms of learning throughout life
  – LfSD: acquisition of new skills and knowledge by individuals
  – LfSD: co-production of new knowledge by groups

• **Virtual Campus for a Sustainable Europe (VCSE) network:** how can universities support regional SD through e-learning?

• **3-LENSUS:** design lifelong learning networks (incl. universities) for Sustainable Regional Development: support mutual and collective learning in participatory multi-actor settings
Learning Networks: meanings

• Sustainable Regional Development: innovative solutions, organizations, physical meetings

• Education & Learning: competencies, individuals/resources/services, online/virtual

“Ensembles of actors, institutions, and learning resources (in any form) which are mutually connected and supported by ICT” [Koper et al., 2005]

• **LEARNING networks** to support **learning NETWORKS**
Learning Networks: typology

Top-down control (formal learning)

Individual goals

- traditional e-learning courses
- "exchange" communities (CoP)

Collective goals

- virtual teams (CSCL)
- "co-creation" movements (open access, open source)

Self-organizing (informal learning)

Lifelong Learning Networks for Sustainable Regional Development
Joop de Kraker, Ron Cörvers et al.
Learning Networks

Top-down control (formal learning)

Collective goals

Self-organizing (informal learning)

Individual goals

Web 2.0

- traditional e-learning courses
- "exchange" communities (CoP)
- "co-creation" movements (open access, open source)
- "virtual teams (CSCL)

Joop de Kraker, Ron Cörvers et al.

Lifelong Learning Networks for Sustainable Regional Development
Web 2.0

- Content (co-)creation: weblogs, wiki’s
- Voice: rating & review systems
- Profiling / socializing: sharing your identity, life
- Exchange / socializing: sharing media, taste
- Real-time communication: audio, video
- Information collection and filtering: news feeds

Lifelong Learning Networks for Sustainable Regional Development
Joop de Kraker, Ron Cörvers et al.
Learning Networks

Top-down control (formal learning)

Individual goals

Web 2.0

Collective goals

traditional e-learning courses

virtual teams (CSCL)

"exchange" communities (CoP)

"co-creation" movements (open access, open source)

Self-organizing (informal learning)

diversity

autonomy

interactivity

openness

Lifelong Learning Networks for Sustainable Regional Development
Joop de Kraker, Ron Görvers et al.
Learning Networks 2.0 (Downes)

Top-down control (formal learning)

Individual goals

Web 2.0

Collective goals

- traditional e-learning courses
- virtual teams (CSCL)

- "exchange" communities (CoP)
- "co-creation" movements (open access, open source)

- diversity
- autonomy
- interactivity
- openness

Self-organizing (informal learning)
Web 2.0 Learning environment (Blees & Rittberger)

Lifelong Learning Networks for Sustainable Development
Joop de Kraker, Ron Cörvers et al.
Lifelong Learning Networks for Sustainable Regional Development

• 3-LENSUS-project:
  explore potential of learning networks with web 2.0 features and technology to support regional learning for SD
  * more creativity
  * more interactivity & sharing (demand & supply)
  * more openness
  * more self-organisation

  – Needs assessment with five RCEs (Austria, Germany, Netherlands, Belgium, UK, Sweden)

  – Pilot in collaboration with SUN-project (Sustainable Urban Neighbourhood Development)
Needs assessment with RCEs: concept map of regional learning network
Needs assessment with RCEs

• Key requirements:
  – Open and accessible
  – High quality and practical knowledge
  – Variety of functionalities for individual, mutual, and collective learning
  – Active matching of knowledge users and providers
  – Theme-based for defined target groups

• Major challenges:
  – Quality assurance of provided and produced knowledge in network
  – Continuity of interactions within the network
  – Incentives for knowledge sharing and joint production
Case study: SUN (European Interreg IVa project)

- To improve the quality of life through sustainable development in the deprived urban neighbourhoods of major cities in the Rhine-Meuse Euregion

- **Targets:**
  - new companies & jobs
  - green infrastructure
  - insulation of houses
  - .....
Case study: SUN (European Interreg IVa project)

• To improve the quality of life through sustainable development in the deprived urban neighbourhoods of major cities in the Rhine-Meuse Euregion

• Targets:
  – new companies & jobs
  – green infrastructure
  – insulation of houses
  – .....
SUN-project

the heritage of early industrialisation of Rhine-Meuse region
SUN: 14 partners

- 5 cities + neighbourhoods:
  Heerlen (NL), Genk (B), Liège (B), Verviers (B), Eupen (B)

- 4 universities:
  University of Liège, Maastricht University, University of Hasselt, Fachhochschule Aachen

- 5 public/private agencies:
  economic development, cultural entrepreneurship, renovation, cultural exchange, sustainable construction
SUN: Euregional learning for sustainable development

- Euregional awareness
- Neighbourhood inhabitants
- User perspectives
- Local administrators
- Professional experts
- Scientific researchers
- Integrated approaches
- Underlying processes
Learning Network for SUN: challenges

- Quality assurance: task for university partners?
- Incentives: during and after project?
- Roles: non-hierarchical
- Regional setting: blending face-to-face with virtual?
- Two-way interaction & co-creation: how to cross boundaries?
- Neighbourhood inhabitants: how to involve large numbers?
- Learning objectives vs. concrete targets: contribution?
Learning Network for SUN: perspectives

- Incentive for active participation & learning: “social monitoring” (monitoring data as ‘boundary object’)

- Web 2.0 features:
  - rating & feedback for quality assurance
  - on-line citizen forums for monitoring perceived QoL
  - co-creation with wiki’s (Google Translate?)
  - profiles for social networking & matching supply-demand
  - feeds from other SUN-like initiatives
  - ....
Issues for discussion

• Involvement of universities in Regional Sustainable Development often problematical:
  – can we create exciting transdisciplinary labs with learning networks?

• Non-hierarchical communities in Web 2.0

  Social reality in the region:
  – can we ignore socio-political reality in learning networks?
  – Can we use power & interests constructively?