

# Flexible Learning Pathways: Asia-Europe Conference on Lifelong Learning and the 2030 Agenda for Sustainable Development

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## Speakers Booklet



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**KEYNOTE SPEAKER****Prof Ulf-Daniel  
EHLERS**

Vice-President  
European Association of  
Institutions in Higher  
Education (EURASHE)  
Director of the European  
Distance and E-Learning  
Network (EDEN)



Prof Ulf-Daniel EHLERS is a learning innovation expert and has been appointed Professor for Educational Management and Lifelong Learning at the Baden-Württemberg Cooperative State University in Karlsruhe in 2011. From 2011-2016 he held the position of Vice-president at the same university and has been responsible for Quality and Academic Affairs. He held positions as Associate Professor of University Duisburg-Essen (Germany), Professor for Technology Enhanced Learning of University Augsburg (Germany) and Associate Professor of the Graduate School for Management and Technology of the University of Maryland University College (USA). Prof EHLERS holds

degrees in English Language, Social Sciences and Educational Sciences from the University of Bielefeld, where he finished his Ph.D. with honors in the field of Technology Enhanced Learning in 2003. He was awarded a Habilitation in 2008 from the University of Duisburg-Essen. Prof EHLERS is founding member and past President of the European Foundation for Quality in E-Learning (2011-2014) and has also been the President of the Society for Media in Science, in addition to serving on advisory boards for several professional associations in the field.

**ABSTRACT****Towards a New, Holistic Lifelong Learning Culture in Higher Education**

The 2030 Agenda for Sustainable Development sets ambitious goals to transform our world, balancing the economic, social and environmental dimensions of sustainable development. The Agenda encompasses all aspects of our lives, which implies that learning must be both life-long and life-wide. (See e.g. sustainable development goal Nr. 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all).

It clearly maps out that prosperity in both social and economic terms of human societies around the globe will depend on the opportunities individuals have for learning and developing throughout their entire life. Individuals, organisations and nations have to ask themselves how suitable learning ecologies foster this growth, how this growth should look like and could be achieved. This becomes even more challenging because lifelong learning (LLL) is not a clear-cut concept but rather a leitmotiv which comes with multiple forms, shapes and realities. We cannot create it but will notice if it is not supported.

For higher education institutions this poses a serious challenge: While they seem to have a survival guarantee as they possess the socially granted privilege to be degree-awarding, it becomes more and more clear that if they want to defend their place as main source of innovation and places for competence development for future graduates, they have to rethink their key work processes in the light of new lifelong learning necessities. Universities have to push for a change of long-standing values, habits, beliefs, of both management and faculty level. If we take a look at higher education institutions, the field of LLL is too often still underdeveloped. It will take total systems efforts to turn into vibrant centres for higher lifelong learning around the globe.

**PANELLISTS and MODERATORS**

By alphabetical order

**Dr Melinda dela Peña BANDALARIA**  
Chancellor  
University of the  
Philippines Open  
University  
President  
Asian Association of  
Open Universities



Dr Melinda Dela Pena BANDALARIA is Chancellor and Professor at the University of the Philippines Open University (UPOU) and also President of the Asian Association of Open Universities (AAOU). She has expertise and experience from 21 years of academic leadership in an open and distance e-learning institution. She is actively involved in teaching online courses at the graduate level and had done numerous researches on QA for MOOCs and OERs and ICT4D. She is a staunch advocate of democratizing access to quality education for the vulnerable sectors of the society which led to numerous public service works and researches which aim to serve lifelong learners by

enabling their socio-economic transformation, and contribute to the country's progress and to the sustainable development goals.

**Prof Arne CARLSEN**  
former Director of  
UNESCO Institute of  
Lifelong Learning

Chair professor at  
Zhejiang University

Chair professor  
at Sungkyankwang  
University



Prof Arne CARLSEN is currently Chair Professor at College of Education, Zhejiang University, P.R.China, and Chair Professor at College of Education, Sungkyankwang University, Republic of Korea. He was Director of UNESCO Institute for Lifelong Learning 2011-2017, and he has previously been Vice-rector for Education at the Danish University of Education. He has been Chair of the University Consortium offering the Erasmus Mundus Masters Programme in Lifelong Learning: Policy and Management (Aarhus University, London University, Deusto University, Melbourne University). He was Founding Chair of the ASEM Education and Research Hub for Lifelong Learning,

2005-2011, a network of more than 40 universities and 100 researchers. He has been member of ASEF Advisory Board for Higher Education, and he is currently Chair of the Workforce Development Applied Research Fund Expert Review Panel, in Singapore. He is Honorary Professor or Honorary Doctor at eight universities, including the Vietnam National Institute for Educational Studies. He has received the Vietnam Medal Cause of Education and he is inducted in the International Adult and Continuing Education Hall of Fame.

**Mr Guntars CATLAKS**

Director  
National Centre for  
Education, Ministry of  
Education and Science of  
the Republic of Latvia



He is currently the head of the National Centre for Education of the Republic of Latvia. His work includes overseeing the development of curriculum and examination both in general compulsory and vocational and technical education, as well as special and non-formal education and continuous professional development. Guntars previously worked as senior research co-ordinator at Education International – World federation of education unions in Brussels, Belgium. His responsibility was monitoring on-going research as well as undertaking original surveys worldwide in the fields of education quality, equal access and teacher employment, development and

work conditions. Born in 1963 in Riga, Guntars graduated from the University of Latvia as a Historian in 1986 and received a Doctor degree in History in 1995.

**Prof Suwithida  
CHARUNGKAITTIKUL**

Professor Department of  
Lifelong Education  
Faculty of Education  
Chulalongkorn University  
Thailand



(Cameron Richards and Suwithida Charungkattikul, Editors, 2016).

Dr Suwithida CHARUNGKAITTIKUL is an International Professor in the Non-Formal Education Division of the Department of Lifelong Education in Chulalongkorn University, Bangkok, Thailand. She holds a doctorate in Non-Formal Education (Adult and Lifelong Education) from Chulalongkorn University. From 2010-2011, she was a Research Fellow in the Andragogy Doctoral Emphasis Specialty Instructional Leadership Program at Lindenwood University, MO, U.S.A, where she completed her post-doctoral training in Education Andragogy and Learning Society Development. Her most recent publication is a book titled "The eight pillars of lifelong education: Thailand studies"

**Dr NGUYEN Van  
Quang**

Dean  
Faculty of English  
Hanoi Open University  
Viet Nam



Dr Nguyen Van Quang is Dean of the Faculty of English, Hanoi Open University, where he has been working since 1994. He holds a bachelor degree in English, a bachelor degree in Physics, an engineer degree in the Information Technology, a master degree in Applied Linguistics, and a PhD degree in Business Administration.

**Prof Séamus Ó TUAMA**

Steering Committee  
Member, European  
University Continuing  
Education Network  
(EUCEN);  
Director, Adult  
Continuing Education  
(ACE) at University  
College Cork  
Ireland



HERC (Higher Education Research Centre) hosted by Dublin City University. He is also active in ESREA; AAACE and PASCAL international. Themes within his research include adult education, identity, social and human capital, respect, dignity, and intergenerational learning. He has published, delivered papers and workshops on these and related topics globally. He is also a journalist and expert evaluator

Prof Séamus Ó Tuama is Director of ACE (Adult Continuing Education), University College Cork, Ireland, which initiated adult education in 1911. He has both administrative and academic responsibility for ACE, which has over 100 programmes and approximately 3,000 students. He is a member of the board/steering committee of several organisations including EUCEN (European University Continuing Education Network); Cork UNESCO learning city, which hosted the 3rd UNESCO Conference on Learning Cities; Cork Learning Neighbourhoods; Cork Lifelong Learning Festival; Skellig Centre for Research and Innovation; HELLIN (Higher Education Lifelong Learning Ireland Network);

**Ms Nadia REYNDERS**

Co-Director  
ASEM Education  
Secretariat

Flemish Ministry of  
Education and Training  
Belgium



Ms Nadia REYNDERS works since 2013 as a policy advisor and project coordinator at the Flemish Ministry of Education and Training in the field of lifelong learning. Before 2013 she has been managing different educational programmes in the sector of development cooperation, mainly in Teacher Training. In these programmes she worked closely with Ministries of Education in South-East Asia (Cambodia, Laos and Vietnam). Currently, Nadia is coordinating the ASEM Education Secretariat, as a representative from the Flemish Ministry of Education, together with her colleague David Urban (French Community representative). In this position she is responsible for

supporting and following up the ASEM Education Process which consists of activities, programs and projects to stimulate Europe-Asia collaboration and exchange in the field of Higher Education and Lifelong Learning. More information about the ASEM Education process can be found on the website [www.asem-education.org](http://www.asem-education.org).

**Prof WANG Libing**

Senior Programme  
Specialist in Higher  
Education  
United Nations  
Educational, Scientific  
and Cultural  
Organization (UNESCO)



Prof WANG Libing is currently Chief of Section for Educational Innovations and Skills Development (EISD) and Senior Programme Specialist in Higher Education, based at UNESCO Asia and Pacific Regional Bureau for Education, Bangkok, Thailand. His areas of responsibility with UNESCO cover higher education, teacher education, ICT in education, TVET, ESD, and research and foresight in Asia and the Pacific region. Prior to joining UNESCO, he was a Professor of Comparative Education at Zhejiang University, People's Republic of China. His career in China was closely related to UNESCO as he had served as director of UNESCO-APEID Associated Centre at Zhejiang

University for more than ten years. He was secretary of the Global University Network for Innovation: Asia and the Pacific (GUNI-AP) from 2002 to 2012 and had coordinated the operation of the regional network since its inception in 2002. He was a member of the Asia - Pacific regional follow-up committee to the 1998 World Conference on Higher Education and a long-time consultant to the Chinese National Commission for UNESCO. He got his doctoral degree in Comparative Education in 1994 at Hangzhou University, People's Republic of China. He was a visiting fellow at the University of Sussex and University of Warwick in the United Kingdom in the early and late 1990s. He published widely in the areas of comparative education, higher education policies, and teacher education.

**WORKSHOP MODERATORS**

By alphabetical order

**Dr Ketan V KOTECHA**

Director, Symbiosis  
Institute of Technology;  
Dean, Faculty of  
Engineering, Symbiosis  
International (Deemed  
University)  
India



An advocate and practitioner of Emotional intelligence in workplaces, Dr Ketan Kotecha is at the helm of the Symbiosis Institute of Technology, Symbiosis International (Deemed University). He is also the Dean of Faculty of Engineering at the University. Dr Kotecha has a doctorate from IIT Bombay and a very illustrious and path-breaking research activities under his belt. A researcher- teacher of Deep learning, his interest areas are Artificial Intelligence, Computer Algorithms, Machine Learning, Deep Learning Higher Order Thinking Skills, Critical Thinking and Ethics & Values. He has more than 100 papers published/presented at international conferences around the world, to his credit and 3 patents filed. A recipient of Erasmus + faculty mobility grant from European Union, Dr Kotecha was invited by Wroclaw University of Science and Technology and Poznan University of technology, Poland for delivering sessions on Machine learning.

**Mr Claude-Emmanuel LEROY**

Asia-Pacific Regional  
Project Coordinator  
L'Agence universitaire la  
Francophonie  
France



Dr Claude-Emmanuel LEROY is the Regional Project Coordinator for Asia and the Pacific of the Francophonie University Association (Agence universitaire de la Francophonie – AUF). Before that, he held different position for AUF since 2001. He holds a General Academic Studies Degree in Law, a Licence in International Law and Political Sciences, a Master's degree in Public law, Comparative Law and Political Sciences and a Post-Graduate Degree in International administration from the University Panthéon Assas (Paris II). He has been supervising various publications on governance, Francophonie, international law, human rights, justice, etc.

**Mr Cesare ONESTINI**

Director  
European Training  
Foundation  
European Union



Dr Cesare ONESTINI took up the post of Director of the European Training Foundation in September 2017. Prior to joining the ETF, he was Deputy Head of the EU Delegation to India and Bhutan. He began working for the EU institutions in 1995, starting by promoting cooperation in education and training. He has developed intercultural education projects, coordinated school partnerships and teachers' mobility across Member States and was part of the team which developed proposals for the first EU programme for Life Long Learning. He has since worked for the European Union in external relations, international trade, security and crisis management and in the EU Delegation to the United Nations in New York. In the 2013-14 academic year, he was a Visiting Fellow at the Lee Kuan Yew School of Public Policy of the National University of Singapore. He is a graduate of Oxford University.

## WORKING GROUP SPEAKERS

### By programme order

### WORKING GROUP 1

#### Flexibilisation of degrees

#### Dr Loretta O'DONNELL

Vice Provost for  
Academic Affairs  
Nazarbayev  
University  
Kazakhstan



Dr Loretta O'DONNELL was appointed as the Vice Provost for Academic Affairs at Nazarbayev University in August 2013. As the Vice Provost for Academic Affairs, Dr O'Donnell coordinates with the Deans in developing international quality academic systems for educational programs. She liaises with Nazarbayev University strategic partners in implementing the mission of the University and sharing the experience with local and regional universities. She has over twenty years of experience in teaching Executive MBA, postgraduate and undergraduate business students in the Australian School of Business, University of New South Wales (UNSW) located in Sydney, Australia. She has won awards for her research on human capital analysis in financial markets. Previously, she consulted in organizational change for a large global firm in Sydney and Chicago.

#### ABSTRACT

#### Flexible Pathways - Challenges and Opportunities

The characteristics of flexible degrees vary according to the needs of different stakeholders. For undergraduate students, flexible degrees are in high demand from rural and regional students with work and family commitments. At Nazarbayev University (NU), to meet this demand, we offer a four year undergraduate Nursing Program with up to two years of advanced standing, based on demonstrated professional expertise, using our policy on Recognition of Prior Experiential Learning.

For mature students in professional employment with significant commitments, flexible program structures are needed. At NU, we teach part time, online and hybrid masters programs within our Schools of Business, Public Policy and Education. Consistent with the national priority on developing human capital for a knowledge economy, each year we offer hundreds of entrepreneurs the opportunity to undertake a specialized Small to Medium Enterprise training program taught by our strategic partner, Duke University.

For graduates with masters degrees who are interested in academic careers, a national scholarship is available to undertake doctoral programs in top international universities. Graduates are incentivized to return home to take leading roles in higher education, creating a sustainable pipeline of human capital.

#### Dr THIAN Lok Boon

Director

Quality Advancement  
Taylor's University  
Malaysia



Dr THIAN Lok Boon is the Director, Quality Advancement, at Taylor's University Malaysia. She is accountable for Taylor's University governance and academic policies. She is involved in the design and implementation of the new Taylor's Curriculum Framework. She represented Taylor's University as the Deputy President of the Malaysian Higher Education Institutions Quality Assurance Network (MyQAN) from 2015 to 2018. She is one of the experts who developed the Guideline for Good Practices: Monitoring, Reviewing and Continually Improving Institutional Quality for the Malaysian Qualifications Agency (MQA). She is the trainer of the Guidelines for MQA since 2016. Her research interest is in higher education governance, policy and quality assurance. She is one of the editors for a book entitled "Public-private equilibrium:

Balancing growth with quality and equity of higher education in Malaysia using benchmarking approach". She holds a PhD in education management, planning and policy.

### ABSTRACT

#### Flexibilisation of degrees: Experience of a private university in Malaysia

Malaysia established its first Blueprint on Enculturation of Lifelong Learning in 2011. The country aims to be a nation of lifelong learners. The country believes that lifelong learning supports the country's changing skill needs towards becoming a high-income economy, and maximizes the potential of its citizen. The end in mind is to ensure formal, non-formal and informal learning opportunities are accessible by everyone regardless of income level or background. Supporting this intention is a formal mechanism to recognize prior experience and learning. Despite the challenges faced, the Ministry of Education Malaysia and national quality assurance agency, Malaysian Qualifications Agency, have developed and implemented several policies or guidelines to support this agenda. The Malaysian Qualifications Framework lays the foundation because flexible learning pathway is made possible through clear national qualifications outcome.

The impact of lifelong learning policies is increasingly felt by the higher education institutions in Malaysia. As a private university offering conventional degrees, Taylor's University's primary source of students is the traditional secondary schools leavers. However, supporting the country's intention to have more "fluid and organic curriculum", which is consistent with the University's education philosophy, this concept has been embraced in the University's new Curriculum Framework. Similar to the country level effort, the Framework started by clearly defining the Taylor's Graduate Capabilities or institutional learning outcomes. Subsequently, part of the Framework is about offering broad-based and flexible programme options, allowing inter-disciplinary study through flexible curriculum structure. At the same time, efficiency is maintained by using standardized module credit. The primary purpose of offering flexible programme options is to prepare our students to be more future ready, responding to the future job demand and challenges imposed by Fourth Industrial Revolution. Other components of the Framework include micro-credential and digital badge, as well as leveraging on technology in module delivery.

The clearly defined Taylor's Graduate Capabilities, flexible programme options, standardized module credit, micro-credential and digital badge, as well as leveraging on technology in module delivery, enable the University to offer flexible study options supporting the flexible learning pathway. Reflecting on the country and the University's experience, a policy recommendation is to develop and implement a national framework to formally recognize prior experience and learning, supported by explicit qualifications outcome.

#### Mr Sebastian GRIES

Programme Manager  
European Union Support  
to Higher Education in  
the ASEAN Region  
(SHARE), German  
Academic Exchange  
Service (DAAD)  
Regional Office Jakarta



Mr Sebastian GRIES holds a degree in Politics, Sociology, History and Public Law from the University of Passau in Germany with a minor in Southeast Asian Politics and Society. He spent three semesters of his studies conducting field work in Indonesia, Myanmar and Vietnam. In 2014 he served as Research Assistant in the economic cooperation and development section of the German Embassy in Yangon, Myanmar. With the German Development Cooperation (GIZ GmbH) in Jakarta, he worked in a co-operation project funded by the German Ministry of Economic Cooperation and Development (BMZ) on bureaucracy reform and financial governance in Indonesia. His focal areas

included public sector innovation and civil society engagement on district level. Before joining EU SHARE in 2016, he worked with the department of Southeast Asian studies at the University of Passau in Germany evaluating the ASEAN Economic Community's impact on the Indonesian economy. In EU SHARE he is responsible for the delivery of the two result areas Qualifications Frameworks (QF) and Quality Assurance (QA) where he oversees the activities in the ASEAN member states as Programme Manager for the consortium partner DAAD.

**ABSTRACT****Lifelong Learning in ASEAN - Lessons learned from the EU SHARE Programme**

The presentation will highlight the main "lessons learned" in the area of Lifelong learning and Recognition of Prior Learning drawn from the SHARE Regional Conference on Qualifications Frameworks and Quality Assurance "Preparing for the Future: The Role of ASEAN (Higher) Education Frameworks in a Disruptive World" that was conducted last October in Bangkok, Thailand. The focus will be on the input that SHARE received from the policymakers that joined the conference.

**WORKING GROUP 2****Flexibilisation of curricula and of learning content****Dr Melinda dela Peña  
BANDALARIA**

Chancellor  
University of the  
Philippines Open  
University

President  
Asian Association of  
Open Universities



Dr Melinda Dela Pena BANDALARIA is Chancellor and Professor at the University of the Philippines Open University (UPOU) and also President of the Asian Association of Open Universities (AAOU). She has expertise and experience from 21 years of academic leadership in an open and distance e-learning institution. She is actively involved in teaching online courses at the graduate level and had done numerous researches on QA for MOOCs and OERs and ICT4D. She is a staunch advocate of democratizing access to quality education for the vulnerable sectors of the society which led to numerous public service works and researches which aim to serve lifelong learners by

enabling their socio-economic transformation, and contribute to the country's progress and to the sustainable development goals.

**ABSTRACT****Flexibilization of Curricula and Learning Content Through OERs and MOOCs: Towards Lifelong Learning for All (SDG#4)**

The presentation will focus on some practices showcasing flexibilization of curricula and learning content through bridges and pathways, multiple paths to learning, OERs, MOOCs, and Universal Design for learning to provide lifelong learning opportunities for all or the realization of Sustainable Development Goals #4. The concept of future proofing nano degrees will likewise be integrated into the whole framework for possible policy recommendation.

**Mr Guntars CATLAKS**

Director  
National Centre for  
Education, Ministry of  
Education and Science of  
the Republic of Latvia



Mr Guntars CATLAKS is currently the head of the National Centre for Education of the Republic of Latvia. His work includes overseeing the development of curriculum and examination both in general compulsory and vocational and technical education, as well as special and non-formal education and continuous professional development. Guntars previously worked as senior research co-ordinator at Education International – World federation of education unions in Brussels, Belgium. His responsibility was monitoring on-going research as well as undertaking original surveys worldwide in the fields of education quality, equal access and teacher

employment, development and work conditions. Born in 1963 in Riga, Guntars graduated from the University of Latvia as a Historian in 1986, and received a Doctor degree in History in 1995.

**ABSTRACT****Education for the 21st century: Introduction of the competency approach in Latvia**

During the period 2014-2020, Latvian government has launched a number of reforms in all sectors of education, unprecedented in scope and scale. Educational environment, individual skills and effective governance are the main fields of policies.

The economic, social and political situation has radically changed – education must change as well in order to meet requirements of the learners in 21st century. The international comparison of the achievements of Latvian students shows risks to their future academic and work career. The students have changed and their expectation from education as well. Moreover, according to OECD, 65% of the young people who start their education today will work in professions that don't exist yet; consequently life-long learning is a necessity of today's and future life.

The expected result of the reforms is competence - ability to solve problems in unfamiliar situations, demonstrating knowledge, skills and attitudes. As the human capital is the only Latvian resource, we count on every person. Therefore the strong emphasis has been placed on inclusive education, youth at risk, adult second-chance education and retraining, and multiple learning pathways. Curriculum development is guided by the principles of modularity and recognition of previous learning, transversal skills and autonomy.

Competence-based curriculum in GE, strengthening STEM at all education levels (curriculum, extracurricular activities, infrastructure), VET modernization, capacity in adult education (curriculum, infrastructure, modularization; competence development of VET teachers, trainers), expanding work-based learning, labour market relevant adult education, closer cooperation between stakeholders are the main areas of reforms.

**Prof Séamus Ó TUAMA**

Steering Committee  
Member, European  
University Continuing  
Education Network  
(EUCEN)

Director  
Adult Continuing  
Education (ACE)  
University College Cork  
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Prof Séamus Ó TUAMA is Director of ACE (Adult Continuing Education), University College Cork, Ireland, which initiated adult education in 1911. He has both administrative and academic responsibility for ACE, which has over 100 programmes and approximately 3,000 students. He is a member of the board/steering committee of several organisations including EUCEN (European University Continuing Education Network); Cork UNESCO learning city, which hosted the 3rd UNESCO Conference on Learning Cities; Cork Learning Neighbourhoods; Cork Lifelong Learning Festival; Skellig Centre for Research and Innovation; HELLIN (Higher Education Lifelong Learning Ireland Network);

HERC (Higher Education Research Centre) hosted by Dublin City University. He is also active in ESREA; AAACE and PASCAL international. Themes within his research include adult education, identity, social and human capital, respect, dignity, and intergenerational learning. He has published, delivered papers and workshops on these and related topics globally. He is also a journalist and expert evaluator.

**ABSTRACT****Cork Learning City: aspiring for local to global, flexible, sustainable learning**

The Cork learning environment is one that is solidly embedded in the community, with both strong local resonance and with global reach through its connection with both the UNESCO learning cities network and its ongoing engagement with PASCAL International Exchange, which has both online and real time dimensions. The environment can be seen as having four actively engaging circles that overlap with each other, yet accentuate different dimensions of a learning city. The four circles are the Cork Lifelong Learning Festival; the UNESCO Learning City Award and GLLiC (Growing Lifelong Learning in Cork) its interagency committee that also has private citizen membership; Learning Neighbourhoods which is a project of UNESCO Learning City, but very much influenced by Peter Kearns and connected into PASCAL International Exchange (PIE); and EcCoWell which is a concept emerging also

from PASCAL that endeavours to extend learning cities to include environmental, economic, health, wellbeing and lifelong learning to achieve and maintain good societies. Cork is an early adopter of EcCoWell. The entire learning city project aligns closely with UN objectives encapsulated in the SDGs of addressing 'the global challenges we face, including those related to poverty, inequality, climate, environmental degradation, prosperity, and peace and justice (United Nations). Success depends on cognitive flexibility, a capacity to be open to new possibilities and being able to think and act in non-parochial ways, that have resonance both locally and globally.

### WORKING GROUP 3 Flexibilisation of methodology and learning design

#### Prof Philippos POUYIOUTAS

Rector  
University of Nicosia  
Cyprus



Dr Philippos POUYIOUTAS is Professor of Computer Science and Rector of the University of Nicosia, Cyprus. He holds BSc, MSc, PhD from University of London. He worked as Lecturer and Programme Director at the University of North London and as Adjunct Lecturer at the University of London. He served as Bologna Expert for Cyprus and delivered presentations on the Bologna Process and European Higher Education Area (EHEA) reforms in Cyprus and abroad. He is a member of the Working Group of Quality Assurance of EURASHE. He developed software tools for implementing/adopting Learning Outcomes and ECTS and for mapping National Qualifications Frameworks. He also developed models and tools for awarding Quality Labels in Teaching/Learning, E-learning, and Engagement with Society. He chaired the Evaluation Committee of the implementation of [TeSLA](#) (Adaptive Trust based e-assessment System for Learning) at the UK Open University. Dr Pouyioutas serves as a chair, editor of proceedings and member of scientific committees of International Conferences and International Journals, and as supervisor of PhD students in the areas of Database Systems and Quality Assurance in e-learning. His research work has been supported by various research grants and has resulted in 100+ publications (25+ in EHEA reforms and Quality Assurance).

#### ABSTRACT

#### The University of Nicosia Pedagogical Model for the Support of Flexible Learning in Distance Learning Online Education

Professor Philippos POUYIOUTAS will present the Pedagogical Model (PM) used by University of Nicosia (UNIC) [1] for the design, delivery and assessment of Distance Learning Online Education (DLOE) and the model's adherence to principles of Design and Delivery of Flexible Learning. He will first explain how UNIC delivers DLOE, complying with national regulatory frameworks and other requirements.

He will then introduce a Framework of Flexible Learning as defined in [2], which provides 19 Dimensions of Learning Flexibility (based in [3]), grouped in 5 Areas (Time, Content, Entry Requirements, Instructional Approach and Resources, Delivery and Logistics). He will explain how the design and methodology of UNIC's PM complies with this framework. In doing so, he will examine those Dimensions relevant to learning design, delivery and assessment methodology, firstly in terms of whether they are/are not (a) relevant to UNIC's PM and (b) required by UNIC's PM, secondly, how they are implemented in UNIC's PM and what hinders their full implementation, and thirdly, how they should be ideally implemented in UNIC's PM.

He will therefore provide a critical review of UNIC's PM, identify its shortcomings (imposed by external factors) and propose enhancements. He will thus present an improved model that provides full support to Flexible Learning and will suggest that Policy and Decision

makers provide the appropriate framework and remove barriers and restrictions, so that such models can be implemented by Universities.

[1] [www.unic.ac.cy](http://www.unic.ac.cy) - Largest University in Cyprus with more than 6,500 out of 12,000 students enrolled in 25, 1<sup>st</sup> and 2<sup>nd</sup> cycle DLOE degrees.

[2] B. Collis and J. Moonen 2002 “Flexible Learning in a Digital World: Experiences and Expectations”, *Routledge*, ISBN-13: 978-0749433710.

[3] B. Collis, J. Vingerhoets and J. Moonen 1997, “Flexibility as a Key Construct in European Training: Experiences from the TeleScopia Project”, *British Journal of Educational Technology*, Vol. 28, No. 3, 199-217.

### Dr DINH Tuan Long

Director  
Technology and  
Learning Materials  
Center  
Hanoi Open University  
Viet Nam



Technological University.

Dr DINH Tuan Long is Director of Technology & Learning Material Center in Hanoi Open University, Vietnam. His experience includes information technology, instructional design, multimedia and eLearning. He was lecturers in Faculty of IT, Vice Director of eLearning Center, Hanoi Open University where he researched about learning material development and how to apply information technology and telecommunication into education, especially open and distance education. He is also person who in charges of eLearning infrastructure & eLearning development at Hanoi Open University. He studied IT in Hanoi Open University and hold a doctorate of technology from MATI Russian State

### ABSTRACT

Flexible learning is a principle of practice in formal education, concerned with increasing flexibility in the requirements, time and location of study, teaching, assessment and certification. With the raising of technology, we have many tools for improve this learning method. This presentation heading to show the benefit of flexible learning for lifelong learning in the Industrial Revolution 4.0.

### Dr. PHAN Thi Ngoc Thanh

eLearning Center  
Director, Ho Chi Minh  
City Open University



Dr PHAN Thi Ngoc Thanh graduated with a PhD degree in Curriculum and Instruction from Texas Tech University, USA in 2015. Since returning to Vietnam, Dr. Phan has been devoting her time and effort for the development of online programs at Ho Chi Minh City Open University (HCMCOU). Dr. Phan is passionate about spreading online learning to the community to offer more learning opportunities for all learners and to foster a lifelong learning society. Her research interest focuses on online learning management, instructional design, curriculum development, learning analytics and online teaching methods.

**Mr Jan SVÄRDHAGEN**

Education Developer  
Eduvocat AB  
Sweden



Mr Jan SVARDHAGEN has worked with online education for more than 20 years and has been the founder of Dalarna University's Next Generation Learning Center in Sweden, which has been part of transforming the university into offering online education to a large extent. Now he works as an independent consultant in the field of IT, education and focuses in particular on student integrity online, AI, stress related to social media and quality in digital education. He has also been responsible for the development of a MOOC linked to midwives in developing countries like Bangladesh and Somalia.

**ABSTRACT****Next Generations Learning - Digital transition in higher education**

Dalarna University has become the leading university in online and blended learning in Sweden. The University focuses on synchronising online meetings in seminars as well as in lectures. The Next Generation Learning centre, with their pedagogical and technical competence has been the key part in the transformation and development of new learning environments, as for example video chat and the University's media server. Dalarna University has students in over 60 countries, with experience in development projects with focus on online education for example in Somalia, Rwanda, Kenya and Bangladesh.

The need of lifelong learning learning is crucial today and to meet this demands a new training program was created, Dalacampus, where there is opportunity to read short courses of 1.5 credits online. One can sign up to a course and then start when it's most convenient, read at desired pace and take exams when one feels ready for it. During the course, the student has the opportunity to interact with a teacher using web-based conferencing tools. Works are underway to enhance the communication between teacher and students, and in between students in all the courses.

The session with Jan Svardhagen will focus on online and lifelong learning based on the experience and research performed in this field.

**VISUAL CONCEPT**

*The United Nations General Assembly identified 17 Sustainable Development Goals (SDGs) that encompass many aspects of contemporary society. The goals serve as globally-recognised standards that call upon stakeholders across all sectors, including higher education, to implement them by 2030. Sustainable Development Goal 4 is of particular importance to adult educators and other advocates of lifelong learning since it enjoins UN member states to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".*

*In order to reach this target, nation states need to make their education systems more flexible and enable higher education institutions to provide flexible learning programmes for all. This visual is resembling the complexity of education pathways and indicates that strategic thinking is required to achieve the interconnected SDGs during a lifelong and life wide learning journey.*