

## Core Research Area: *Informal Learning*

Research project proposals produced by the experts of the 4<sup>th</sup> STELLAR Delphi round

### 251. Informal Learning

Group: Researcher

#### Project title

Learning on the margins

#### Project description

How do we recognise informal educators in our society and foster learning environments on the margins of formal education?

How does technology play a role in fostering learning environments on the margins?

#### Project partners

University Schools of Education, creative practitioners and creative industries, community groups,

#### Project justification

Benefit in understanding the contribution that of informal and marginal educators to learning in society at time of economic and social change which influence formal education curriculum and structures

### 252. Informal Learning

Group: Researcher

#### Project title

Learning across institutional boundaries

#### Project description

This project would explore the ways learners are designing radically personalised learning environments and pursuing self-directed learning agendas in quasi-virtual contexts of their own figuration. It builds upon ideas emerging from my first book: *The Decentring of the Traditional University: the future of (self) education in virtually figured worlds.*

#### Project partners

Oxford University

University of Gothenburg

MIT's Comparative Media Studies

#### Project justification

This is the future of (self) education!

### 253. Informal Learning

Group: Researcher

#### Project title

How can we take advantage of social networks for the professional development of teachers?

#### Project description

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#### Project partners

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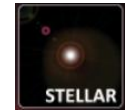
#### Project justification

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### 254. Informal Learning

Group: Researcher

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**Project title**

Informal group-learning processes in (electronical) game based learning scenarios

**Project description**

What kinds of informal learning processes take place in collaborative serious gaming?

How can (electronical) game based learning improve informal learning processes?

How can the effect of (electronical) game based learning on the learning outcomes be measured?

How should organizations incorporate (electronical) game based learning to support informal learning processes?

The project aims on analyzing informal learning processes in relation to (electronical) game based learning in organizations to maximize the effectiveness of these kinds of capacity building efforts.

**Project partners**

Ludwig Maximilians Universität München, Department Psychologie, Chair of Education and Educational Psychology, Germany

Shell Netherlands Research and Training

FernUniversität Hagen, Germany (Collaboration and Learning Technologies)

**Project justification**

Electronical game based learning does have a great chance to improve learning and training in many fields. The same goes for informal learning processes. Both fields are in the beginning of research efforts taking place all over the world as well as in research institutions as in companies and training/learning organizations. The combination of both fields means an important addition to ongoing research. The educational field will profit from these research efforts. New findings in informal learning processes in relation to game based learning will open new perspectives for learning and training for all kinds of target groups.

**255. Informal Learning****Group: Researcher****Project title**

Lifelong Connections of Children from Diverse Cultures: Impact on Society

**Project description**

What sustains digital connections among people from diverse cultures from childhood through adulthood?

What are the benefits?

**Project partners**

Marcy Merrill, Naim Abu Hommos, CSU Sacramento, West Bank Education Ministry, Israel Education System

**Project justification**

World problems are not being solved. Paris, France, based Jean-François Rischard is the former vice-president of the World Bank and the author of *High Noon*, a 2002 best-selling book discussing non-geopolitical alternatives for solving the world's largest problems. Since leaving the World Bank in 2005, Rischard has been lecturing and working with myriad global agencies to support his premise. With a primary focus on how the power of technology and student action can be harnessed to help society develop better methodology for global problem-solving, his work has given traction and inspiration to curriculum worldwide.

**256. Informal Learning****Group: Researcher****Project title**

Learning to learn on your own time

**Project description**

What general learning and metacognitive skills do adult learners acquire and employ over a career?

How far have these been supported by formal workplace education or training? What other sources do learners draw upon in developing these skills? How far does ICT play a role in facilitating this?

**Project partners**

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Someone representing industry (perhaps Gartner or Apple, someone with a track record in investing in internal education)

Someone used to working with adult learners (Institute of Education in London, perhaps)

### **Project justification**

As learners are increasingly asked to continue learning beyond the first two decades of life, and as resources to support this are increasingly assumed to come from the individual themselves, the importance of understanding the ways in which people reskill and develop will grow, for employers and for the individuals themselves.

### **257. Informal Learning**

**Group: Researcher**

#### **Project title**

Open Educational Resources

#### **Project description**

In the past ten years, the idea of educational material, freely and openly accessible on the Web, has attracted growing attention. However, despite the considerable momentum of the OER movement, its impact on everyday teaching and learning practices is still limited. Sharing with other learners, following personal learning goals and encountering different points of view are important benefits of OER. However, learners struggle with finding relevant content and receive no recognition of their informal studies. Both teachers and students lack competencies for self-directed learning. The dialog about OER needs to shift away from access to materials and towards co-creation, adaptation, and distributed curation.

#### **Project partners**

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#### **Project justification**

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### **258. Informal Learning**

**Group: Educator**

#### **Project title**

Informal learning and web-based technologies

#### **Project description**

How does informal learning take place with web-based technologies?

#### **Project partners**

Universities, informal learning sites (eg aged groups, clubs, disability associations etc)

#### **Project justification**

Information literacy is the most important literacy for the future. Information literate people will be able to learn and thus engage with the knowledge economy. Formal learning will not cater for all learning needs in the future.

Therefore informal learning by information literate citizens is a fundamental shift that will occur in the next 10 years which needs more research.

### **259. Informal Learning**

**Group: Educator**

#### **Project title**

The disconnect between formal learning and assessment and informal learning in the digital age examining existing formal learning models and assessment and examining mapping learner / teacher/

#### **Project description**

trainer dissatisfaction with them.

Examining informal learning and mapping the contexts /location it occurs in .

Identifying examples of where the tensions have been even partially addressed and transferring those ideas to other areas/contexts

#### **Project partners**

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### **Project justification**

very relevant to society

### **260. Informal Learning**

**Group: Educator**

#### **Project title**

Degrees in Informal Learning: methods for assessment

#### **Project description**

How is it possible to state degrees of knowledge and skills obtained through non formal education?  
How is it possible to rely on "experience" when dealing with important issues ad health, financing, communication?

The aim of the research is to establish a set of indicators useful to examine skills and knowlege in individuals. Useful for hiring and also for studies carrier.

Such evaluation system could also be useful in TEL courses.

#### **Project partners**

Government, to be aware of quality of teaching institutions and to plan actions to improve skills of researchers and of professionals, and at the end, to improve the quality of life in the whole country.

Univerisities and teaching institutions, to learn how to plan education and courses in order to be useful to the quality of life and of welth of the country.

#### **Project justification**

Indicators in use to rank Universities and rating "institutions" are proven to be wrong in many cases. Those famous US News & World Report's College Guides are no good in understanding the quality of people that get a degree in this or that University.

"Academic reputation" and "faculty resources" could indicate only if the place is a good stay, but the quality of tuition, or of how a student is helped to deal with difficulties are impossible to be detected with indicators in use now. Of course I have some ideas...

### **261. Informal Learning**

**Group: Educator**

#### **Project title**

What role does learner passion play in the success of a curriculum

#### **Project description**

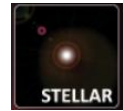
Are individuals who are passionate about a subject more or less likely to take advantage of informal learning opportunities outside (before/during after) of the formal environment?

#### **Project partners**

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#### **Project justification**

Formal learning is suffering because there is a perceived lack of authenticity. If informal learning provides this authenticity, then where and how is the authenticity of the informal curriculum evaluated?



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