

NEFORMALIOJO MOKYMOSI ERDVĖS AUKŠTOSIOSE MOKYKLOSE:

PAGRINDINĖS IŠVADOS



Finansavimas: ERASMUS+ bendradarbiavimo partnerystė Trukmė: 01/01/2022 - 30/06/2024

Tikslai:

•pateikti duomenis apie neformalias ir netradicines fizines ir hibridines mokymosi erdves, kuriomis gali naudotis ir kuriomis naudojasi įvairių socialinių grupių aukštųjų mokyklų studentai įvairiose Europos šalyse ir regionuose.

parengti rekomendacijas ir gaires
 besimokantiesiems, dėstytojams ir universitetų
 administracijai, kaip sumažinti esamą nelygybę ir
 skatinti technologiškai patobulintą įtraukią
 neformaliojo mokymosi aplinką aukštosiose
 mokyklose.

Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH.

Neither the European Union nor the granting authority can be held responsible for them.

Apie NIILS projektą:

- 1. Siekiant daugiau sužinoti apie NME mūsų universitetuose, buvo surengtos tikslinės diskusijos su suinteresuotosiomis šalimis, dėstytojais ir studentais.
- 2. Buvo atlikta studentų apklausa, siekiant ištirti ryšį tarp NME ir įvairių studentų veiksnių (pasitenkinimo universitetu, priklausymo jausmo, tarpasmeninių santykių ir gerovės).
- 3. Sukurta internetinė platforma, kurioje pateikiama informacija ir nuotraukos apie mūsų universitetuose esančias NME.
- 4. Buvo atliekami vaikščiojimo interviu, siekiant sukurti internetinę platformą ir gauti grįžtamąjį ryšį apie ją.
- 5. Buvo surengti praktiniai seminarai, skirti mokymosi apie NME bendruomenėms pradėti.
- 6. Buvo parengta rekomendacinė medžiaga, skatinanti įtraukias NME.







Tęstinio mokymo universitetas Krems, Austrija (koordinavimas)

Hochschule für Technik und Wirtschaft, Vokietija

Mykolo Romerio universitetas, Lietuva

Sapienza Università di Roma, Italija

Akdeniz universitetas, Turkija













Key findings of the NIILS project New Approaches for Inclusive Informal Learning Spaces (NIILS)

PLACES

ILS* support social integration, well-being, satisfaction and commitment of students.

Empirical evidence shows that availability and accessibility of ILS crucial to support students:

Availability and accessibility of ILS promote social integration of students.

Social integration is a relevant aspect to **establish networks and mutual support** among students (Berger & Milem, 1999).

The better the availability and accessibility of ILS, the greater social integration and well-being of students.

Social integration decreases dropout rates and increases commitment and satisfaction of students (Tinto, 1975).

Students with fewer opportunities (SWFO) perceive ILS as significantly less available and accessible.

SWFO face additional **challenges caused by exclusion factors**, which represents disadvantage (Salto-Youth Inclusion Resource Centre, 2014)

PFOPLE

Stakeholder must be aware of the relevance and impact of ILS on students.

Multiple stakeholder assure and improve the availability and accessibility of ILS:

executives / decision makers

Executives, like university board, university management, third-party funder, policy leader, policy maker, have a crucial role to play when dealing with limitations and in **creating a sense of urgency** within the university (Ninnemann et al. 2020)

enabler / practitioners

Practitioners, like student services, student council, educational development, library, ICT management, facility management, communication and public relation, can be viewed as **change agents**, since they often know who to involve and where resistance is likely to arise (Ninnemann et al. 2020).

user / contributers

The contributors' history, of students, lecturer, researcher, faculty staff and administration staff, might be long or short in the university, but it is their experiences and engagement which are **invaluable for change creation** and for informing executives and practitioners (Ninnemann et al. 2020).

STRATEGIES

University strategies to promote ILS must overcome predominantly organizational barriers.

Divers organizational strategies ensure the availability and accessibility of ILS:

Providing information and transparency to support the availability and accessibility of ILS.

A mapping platform provides an **overview of ILS** and can also provide furher data (e.g. preferences, occupancy rates, etc.)

Strengthening communication and networks to enhance the availability and accessibility of ILS.

Establising a learning community to integrate all stakeholder groups to discuss innovative and sustainable activities and measurements.

Activating multiple places as ILS to support the usability of the campus as a learning environment.

To develop the **university campus as a learning environment for students** it is needed a variety of ILS, an appropriate number of ILS as well as a decent quality of ILS.

LS - informal learning spaces / More information and detailed research insights you can find on the project webpage: