

# Lifelong Learning For All Designing Sustainable Learning Society

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Seoul | Republic of Korea

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## Call for Abstracts

Global education research community faces yet another challenge on the verge of new industrial revolution in the 21<sup>st</sup> century. Driven by rapid and huge technological development, so called artificial intelligence and deep machine learning, we have to re-think what education and learning can and should do for the future. There are glooming scenarios that most of the human works, whether it is traditionally considered professional or simple manual repetition, will disappear once the new technology prevails over our daily lives. Some argue that competences needed in the age of the Fourth Industrial Revolution could be different from those in the information age and/or network society to which we have paid our attention for the last few decades.

In connection with this situation, the World Economic Forum (WEF) called for an understanding of the current situation, with the theme of the 2016 Davos Forum as "Understanding the Fourth Industrial Revolution." World Economic Forum (WEF) pointed out how technology will reorganize the lives of economics, society, culture, and the human environment. The World Economic Forum (WEF) has raised the need to share a global perspective on this issue.

More precisely, the WEF predicts that by 2025, 10% of the population will wear apparel connected to the Internet, one trillion sensors are to be connected to the Internet, a robot pharmacist will appear, 10% of the population will wear glasses connected to the Internet, 80% of the population will have digital presence and big data will be applied for making a census.

To prepare for this, policymakers and business leaders demand coding education to prepare students with skills to communicate with machines that learn and think independently. The argument raised in relation to this fourth industrial revolution leads to the point that the current education system is not following these changes. The WEF has proposed 16 core technologies under the name of '21st century technology'. However, it is not known whether these proposals are sufficiently examined in the academic and educational fields.

Besides this unprecedented challenge, we also observe a global paradigm change in education policy. In 2015, the World Education Forum led by UNESCO along with UNDP, UNICEF, UN Refugee Agency, UN Population Fund, and World Bank Group adopted Incheon Declaration—Towards Inclusive and Equitable Quality Education and Lifelong Learning for All. It replaced Education for All, which was a UNESCO version of Millennium Development Goal between 2000 and 2015. Incheon Declaration confirms the needs for continuous global education efforts against old and new obstacles we have to overcome for the sustainable future of every human being. Inclusiveness, equity, quality and lifelong learning are key concepts indicating new global education policy direction. Thus, by 2030, countries around the world will provide high-quality compulsory education for at least nine years guaranteeing right to education for all, regardless of gender, welfare, or disability. Through the promotion of subsequent lifelong learning, efforts have been made to strengthen higher education and vocational education.

The 18<sup>th</sup> International Conference on Education Research (ICER) wants to call your attention to this unusual moment of challenge and change. We set this year's ICER theme as "*Lifelong Learning for All – Designing Sustainable Learning Society*".

# “Lifelong Learning for All – Designing Sustainable Learning Society”

The organizing committee invites you to present theoretical papers and empirical studies on the following thematic sessions.

1. Sustainable Development Goals and Lifelong Learning for All
2. Higher Education for Lifelong Learners – Repositioning and Restructuring
3. Faces of Adult Learning in Learning Society
4. 4th Industrial Revolution and Innovation in Continuing Education – Futuristic Perspectives
5. Lifelong Learning Policy Responses to the 4th Industrial Revolution
6. MOOCs for Lifelong Learning Society
7. New Competences and Creativity in Future Workforces

We also invite you to propose new thematic sessions based upon your expertise and experiences regarding the conference theme. Also, as ICER has always been an open platform for you to exchange your knowledge and concerns on education for the last 17 years, our call for papers is not limited to the conference theme. If you have any papers or posters to share with international attendees, feel free to submit your proposal.

## Key Deadlines

A complete abstract must be submitted to [icer@snu.ac.kr](mailto:icer@snu.ac.kr) no later than **July 1, 2017**. All abstracts must include title, research purpose, methods and potential implications. They also should be no more than **500 words** and represent original, previously unpublished. The submission should be accompanied by a brief autobiographical note within 100 words for each author, together with affiliation, full e-mail address, telephone, and fax number. The accepted abstract will be notified no later than **August 31, 2017**. For the recommended format, please refer to the sample file on the website.

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