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The Foundation of Lifelong Learning

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Abstract
Digital Marketing in Higher Education and Lifelong Learning, explains that higher education has been undergoing changes for many years. Universities, as well as educational institutions around the world, face both internal and external challenges. This challenge requires college marketing to move from glossy brochures to social media and the web to capture the attention of prospective students. Colleges and educational institutions are becoming more selective in their spending and more aggressive in recruiting potential students. On the other hand, increasing competition and rising prices have forced students to become more demanding when choosing an educational institution.
Based on the theoretical elaboration of the analyzed issue in the theoretical part, we discuss the implementation of an in-depth description of public relations with a focus on lifelong learning institutions and the creation of methods, forms and new forms of education.

Keywords
digital marketing, lifelong learning, college marketing, methods of education

1. Introduction

Nowadays, everyone has access to information, but not everyone has the same ability to look for connections between information, find new ways to integrate it into more complex and meaningful wholes, and use it to solve problems. Having information alone is not enough, it is therefore necessary to have knowledge or expertise that will enable the information to be interpreted correctly and used appropriately (Ali Taha 2011).

2. Basic principles of lifelong learning

Lifelong learning is a concept that integrates a wide variety of learning formats and is usually considered to be learning throughout life. Lifelong learning can take place in a formal context (organized by an educational institution), it can take place outside an educational institution (non-formal), or it can also happen randomly and unplanned (informal). Any purposeful educational activity carried out on a permanent basis aimed at increasing knowledge, skills and competences can thus be considered lifelong learning (Kalz 2015).

Lifelong learning can be defined as "the development of human potential through a continuous supportive process that stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lives, and to apply them with confidence, creativity and enjoyment in all roles, circumstances and environments" (Longworth and Davies 2013, p. 22), lifelong learning has now become a guiding principle for many educational planners, practitioners and students. It puts individual members of society at the center of attention. To help them meet their diverse needs, individuals are provided with continuous support in the form of specially trained professionals, a friendly and sympathetic approach, and appropriate educational infrastructure. Its aim is to "provide people of all ages with equal and open access to high-quality learning opportunities and diverse learning experiences" both inside and outside formal education and training systems (OECD 2004, p. 126).

Lifelong learning is not just one aspect of education and training. It is increasingly becoming a fundamental principle of an individual's lifelong active participation in social life. Adult vocational education is found in all curricula aimed at reactivating the national economy and aims to transform the current system of vocational education institutions and supplement it with the necessary components that predict and achieve vocational orientation and training in the workforce. Institutions focused on lifelong learning use new technologies and require creativity, innovation and high professionalism (Chitiba 2012).

2.1. Methods and forms of education, new innovative forms of education

According to several domestic and foreign authors (Erickson 2011; Folwarczná 2010; Koubek 2006), educational methods can be divided into two large basic groups. Methods used for on-the-job training and

methods used for off-the-job training. Horník (2007) describes training methods based on temporal context, depending on whether they are implemented on-the-job or off-the-job. Malach (2003) discusses the division of educational methods in detail, dividing educational methods according to the following aspects:

- according to the phase of mastering the material:
  - methods that induce appropriate input conditions,
  - motivational methods,
  - methods of delivering or presenting content,
  - fixation or application methods,
  - independent learning methods,
  - methods of education and training in the workplace,
  - evaluation methods.
- according to the logical consideration on which the method is based:
  - analytical or synthetic method,
  - inductive or deductive method,
  - comparative method,
  - generic, developmental method.
- according to the role of the lecturer and participants:
  - heterodidactic methods – the lecturer and the listeners interact,
  - self-taught methods – the student learns with a book, using a computer, video, etc.
- according to the source of information:
  - verbal methods,
  - verbal-demonstrative methods,
  - practical methods.
- according to the relationship of the method to the practice of the training participants:
  - theoretical methods,
  - theoretical-practical methods,
  - practical methods.

For the purpose of a more detailed description of the training methods, we have chosen a distribution of selected methods that lecturers use most often when educating participants.

Assessment centers (ACs) are among the most commonly used and trusted management assessment procedures available today (e.g. Povah and Thornton 2011). In a typical AC, candidates are given the opportunity to demonstrate management skills by participating in a series of job simulations or exercises. A candidate's performance on each exercise is assessed on a predetermined set of dimensions, and the ratings are aggregated across exercises to inform selection decisions or provide developmental feedback to the candidate. The apparent consistency of the assessment process, its focus on observable behavior rather than self-reports, and its well-documented importance for job performance (Guenole et al. 2012) compel many organizations to use AC to assess and develop managerial talent.

Brainstorming - the brainstorming strategy is one of the most important strategies in provoking creativity and solving problems in educational, business, industrial and political fields. Brainstorming means using the brain to actively solve problems, and a brainstorming session focuses on developing creative solutions to problems (Jarwan 2005). On the other hand, creative thinking is known as a complex mental activity aimed at directing a strong desire to find solutions or achieve original solutions that were previously unknown (AlMutairi 2015). Brainstorming can also be defined as multiple thinking, which involves breaking down old ideas, making new connections, expanding the boundaries of knowledge, and the emergence of amazing ideas.

Brainwriting (the 6-3-5 method) is very similar to brainstorming. It is carried out in written form. The rule of brainwriting is that 6 participants write 3 solutions to a possible problem within 5 minutes (Bartoňková 2007).

The Basket method is a learning method based on imitating the most common situation of specialists, when a student must effectively perform unplanned activities. The content of this method is as follows: the student is presented with a situation or role to be played and the materials to be used in the exercise; the student performs the proposed activities; a final interview is held in which the student justifies his/her actions, describes the potential impact of the activity, and assesses personal satisfaction with the result. The teacher analyzes the information received from students, offers an alternative solution, points out missed opportunities, predicts the results of decisions, and makes recommendations for the future (Yakovleva, Yakovlev 2016).

Demonstration (practical, illustrative teaching) presents knowledge and experience in a visual way using simulators, training workshops, audiovisual equipment, computers, etc. A great advantage of the method is the opportunity for participants to try out their skills in a safe environment without the risk of causing serious harm (Koubek 2006).

The Delphi method is intended to systematically obtain, organize, and structure judgments and opinions on particularly complex topics from a group of anonymous experts until a consensus on the topic is reached or until it becomes clear that further convergence is not possible. The Delphi method is particularly well-suited for theory-building research efforts that involve complex multidisciplinary problems, especially when the research focuses on analyses of new or future trends (Worrell et al. 2013).

Ice-breaking is a short assignment of a small problem that the instructor assigns to the trained participants. It is most often given orally to the entire group of participants. Its purpose is to encourage participants to work with more demanding methods and to understand the principle and essence of collaborative solutions in education (Kalnický 2007).

360° feedback method – is a feedback process that involves gathering perceptions of a person's behavior and its impacts from their boss or bosses, direct reports, colleagues, project team colleagues, internal and external customers, and suppliers. There are two common uses for implementing 360-degree feedback - these are for development purposes and performance appraisal and management (Kanaslan, Iyem 2016).

Snowballing – begins with students being given individual time to think about a given topic and then discussing it first in pairs, then in groups of four, etc. The groups merge until a large group is formed. Working in small groups reduces the activity of dominant students. Possible use: devaluation in social communication (Horňáková 2012).

Problem-seeking is an important part of creativity (Hu et al. 2010) and has received much attention in psychology and education. Definitions of problem-solving vary. In selected foreign studies, problem-solving has been defined as a thinking activity that uses existing contexts and experiences to produce and express new questions. In order to enhance the development of students' problem-solving skills, it is necessary to pay attention not only to the number of problems posed, but also to the diversity of problems, the quality of the problem (Kalady et al. 2010) and the creative process (Hu et al. 2010). School experiences can also

influence problem-finding, such as teaching methods, teacher knowledge, teacher attitude towards questions, classroom atmosphere, assessment system used, etc.

Coaching is a powerful tool for personal change and learning. The core of the coaching approach is to facilitate learning through active listening and inquiry, and by providing appropriate challenges and support. The role of the teacher in the educational setting has already seen a shift from instructor to facilitator (Devine, Meyers, and Houssemand 2013) utilizing a coaching Socratic approach in which teachers begin to help students “learn rather than teach them” (Whitmore 2002). The goal of coaching is to support the development of students, teachers, school leaders, and the educational institutions of which they are a part.

Videoconferencing is considered one of the most relevant and proven distance learning technologies for stimulating collaboration between different workplaces, supporting and improving student or employee communication, and enabling flexible, high-quality learning and accessibility (Koceski, Koceska 2013).

Videoconferencing is defined as the interactive and synchronous transmission of voice, video, and data between two or more points over communication lines. This system reduces the cost of education by connecting students and teachers who are in different locations. Furthermore, it offers a connected environment where students can connect their experiences with others; and a sense of belonging is created along with the benefit of professional learning. Videoconferencing is more developed compared to other distance learning methods in terms of real-time interaction, relationships, motivation, and collaborative learning (Wheeler 2005). The quality of video conferencing systems varies according to the technology and bandwidth used, and affects the quality of education and the level of interaction between students and teachers. Furthermore, supporting the active participation of students in this process is very important to ensure an effective learning and training environment. However, studies have found that students were not sufficiently encouraged to learn during videoconferencing procedures (Newman 2008).

In today's competitive environment, people, whether they like it or not, must constantly update and develop their knowledge and skills, and it is imperative that education and training also evolve and change for the better. The methods of education that can currently be applied in the teaching process are as follows (Lešková, Švač 2001):

- conventional provision: **these are forms** of education commonly offered at schools and universities today. Its characteristic structures are dialogues, lectures, seminars, laboratory exercises, excursions,

and study in libraries or research centers. Typical technologies used in such teaching are a projector, a whiteboard, and for the purpose of studying, students visit various institutions (museums, exhibitions).

- distance **learning (teaching at a distance, distance education):** the history of this teaching lasts approximately 100 years. Distance learning would be impossible without the development of technology, especially transportation and communications, during the Industrial Revolution. Distance learning is characterized by the separation of the teacher from the student and the student from the study group and the replacement of the interpersonal mode of communication encountered in conventional education with an impersonal mode of communication provided by technology.
- **Virtual teaching - teaching face-to-face at a distance:** this teaching model would not be possible without modern information and communication technologies. Virtual classrooms are connected by satellites or other technologies. Teachers and students are not in the same room at the same time. The instructor can see and hear his students in the classroom, and at the same time, they can see and hear themselves or their instructor in different locations hundreds of kilometers away.

3. Conclusion

Many courses are already active online on the Internet (ie electronically using computer systems). Online courses have clearly defined goals and content, and offer a wealth of study material in electronic (often multimedia) form, which can be further worked on as needed. Online universities are based on the idea of "University - in your living room". Online courses have precisely defined requirements and a system of evaluation and work control. Online forms of education can save money for students (they don't have to commute) and schools (for classroom operation, for experts). During studies, maximum use is made of computer technologies (Internet, videoconferencing, program sharing). During online study, participants can communicate electronically, consult professional problems with experts, use Internet services, collaborate with colleagues, and solve tasks together by sharing the same software (Kind, Evans 2014).

The use of mobile devices on a global scale and in almost all life contexts has contributed to the growing interest in mobile and contextual learning scenarios. Although mobile learning was viewed from a technocentric perspective in its early years, the focus later shifted more to learner mobility (Traxler 2009). The main advantage of mobile technologies is their accessibility when people need to learn and teach. It

allows people to connect their fragmented learning experiences with their long-term educational goals. This aspect offers opportunities to connect unrelated learning contexts of lifelong learners on the one hand, while on the other hand, mobile and contextual learning scenarios can also bridge work and learning contexts. This bridging function of mobile learning was described by Wong and Looi (2011) as a research agenda for fluid learning.

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