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Organizers and partners

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Fondazione di Sardegna

## I.03. E-Education: Opportunities and Challenges of the Digitalization of Educational Contents

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### Digital Transformation in Mongolian Higher Education: A European Perspective for Lifelong Learning

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digital education, e-learning, higher education, lifelong learning

Recently, e-learning within higher education institutions (HEI) has received much attention for its ability to increase accessibility to online learning resources, utilising technology to enhance learning processes (La Marca & Falzone, 2022; Regmi & Jones, 2020). E-learning is considered as one of the global driving factors for the development of education and economy in many countries. The recent development of e-learning methodologies characterized by the diffusion of MOOCs, Open Educational Resources (OERs), such as apps for gamification, and other elements have improved the effectiveness of the HEI courses and reduced costs. According to the European-wide e-Learning Recognition Review Report (2015), throughout Europe the top three perceived important advantages of e-learning were greater satisfaction in the learning, job related skills and variety of choices.

Despite growing evidence claiming that e-learning is as effective as traditional means of learning, there is very limited evidence available about what works, and when and how e-learning enhances teaching and learning. There are, also, still several issues that restrict the use of e-learning on a global scale (Degner et al., 2022). Our interest is limited to the Mongolian context, starting from an analysis of best practices at European level on pedagogical-didactic practices for effective e-learning.

Lifelong Learning for Mongolia: Occupational Health & Safety project (3L4MOHS) aims to transfer know-how from the European part of the project to Mongolia, in order to develop and implement Lifelong Learning Centres at University level (in the selected 4 University Mongolian partners, covering the whole country). The digitalization of learning and teaching delivery methods of curricula (including video/moving training materials, augmented and/or virtual reality), ensures not only the modernization of the respective curriculum, but also accessibility and access equity to Lifelong education for a large number of beneficiaries in the vast and sparsely populated country of Mongolia (Barati et al., 2023). To achieve this aim, it is important to conduct a review on the EU best practices on Lifelong Learning (LLL) and e-learning at HE level with the aim of identifying:

- Trends and best practices from higher education institutions for the quality management of digital study programs;
- Effective training methodologies;
- Innovative digital tools for content sharing.

This literature review of best practices at the European level represents a crucial starting point for elevating the standards of teaching and assessment methods utilized within Mongolian institutions. Within the realm of digital education, this review has the potential to facilitate the seamless integration of technology into teaching and learning processes, thereby modernizing educational practices and enhancing accessibility (Staring et al., 2022).

Indeed, this endeavor will serve as a foundational step towards embarking on a collaborative educational journey with Mongolian partners. It will not only improve the training of teachers and promote continuous professional development, but also aims to have a lasting impact on the overall quality of the Mongolian education system.