



Lifelong Learning Practices and Coping Mechanisms of Students in the New Normal

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Abstract

This study examines the lifelong learning practices of teacher education students as they adapt to the uncertainties of the new normal. Using a mixed-method design, the research focused on three key practices: self-discipline, communication skills, and task management. Respondents were drawn from Teacher Education Programs in Ilocos Sur, Philippines. Data were collected through a 25-item questionnaire on lifelong learning behaviors and a focus group discussion exploring coping mechanisms. Quantitative data were analyzed using descriptive statistics (means, frequencies, and percentages), while qualitative data were analyzed thematically. Results indicated that communication skills were the most developed practice, whereas self-discipline ranked lowest. These practices also functioned as coping mechanisms for managing challenges in the new normal. The study recommends that students strengthen self-discipline to enhance task management and improve their ability to navigate uncertainty. Further research is suggested to assess both student and educator performance across other dimensions of lifelong learning.

Introduction

Students' career readiness is closely linked to their ability to comprehend abstract concepts and apply appropriate competencies, commonly referred to as lifelong learning practices. These practices encompass a set of skills that foster resilience, innovation, and creativity in overcoming life's adversities. Students who demonstrate lifelong learning behaviors exhibit a willingness to acquire new skills, enabling them to adapt to evolving environments and circumstances. Such competencies reflect desirable cognitive, emotional and social attributes that contribute to students' maturity, self-resilience and adaptability. Learners who actively

pursue new knowledge often engage in self-directed study, such as learning a new sport or activity, mastering emerging technologies, or exploring career advancement opportunities by leveraging their academic qualifications to transition within their field.

These practices constitute a broad set of competencies known as "lifelong learning skills," typically developed through academic preparation aligned with workplace standards. They are grounded in content knowledge and essential academic skills that students must master to remain competitive in their chosen careers. Lifelong learning, as a cognitive endeavor, emphasizes the cultivation of personal beliefs

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that drive positive behaviors, attitudes, and sustained engagement with learning in pursuit of defined goals (Coelho et al., 2024). This conceptual framework equips students to navigate various aspects of daily life and is believed to be instrumental in enhancing their ability to thrive amid the uncertainties of technological advancement in the 21st century and beyond.

In the context of higher education, students' ability to reflect on their own learning is a fundamental skill essential for lifelong learning. To foster this, students must engage with a diverse set of skills, beliefs, and experiences. Bing-Jonsson et al. (2023) posited that practicing professionals are often motivated by both personal and professional factors, primarily to enhance their performance in their respective fields or to pursue career advancement. Academic experiences play a critical role in shaping students' capacity to discern future goals, supporting their continuous cognitive development. It is important that students connect these academic experiences to the formation of personal preferences and understanding, grounded in the challenges and realities of life. Such connections contribute to learning practices that enable students to comprehend and analyze complex bodies of knowledge.

Over time, lifelong learning competencies influence career progression and the development of personal character—both of which serve as foundational elements in building a successful life. (Thwe & Kálmán, 2023). Students are expected to engage with dynamic and evolving circumstances, and to take responsibility for their future decisions with confidence and resilience. According to Bath and Smith (2009), students who possess lifelong learning attributes demonstrate confidence in acquiring complex knowledge independently, guided by their personal belief systems. Lifelong learning practices have been shown to improve students' self-perception, character and overall personality development.

On the other hand, lifelong learning practices are closely associated with adaptability to the ever-changing demands of contemporary society, which cannot be measured solely through basic and rote learning (Thwe & Kálmán, 2023). These practices are viewed as a constellation of attributes that comprise lifelong learning skills, emphasizing soft skills such as social and emotional intelligence, complex abstract reasoning, and the application of broad, cross-disciplinary perspectives in both academic success and employability. Chan et al. (2024) highlighted the significance of individual initiatives and educators involvement in cultivating

self-discipline and self-directed learning among students. Lifelong learning, in this context, is characterized by four key dimensions: (1) self-consciousness, (2) self-motivation and self-efficacy, (3) adequate support and guidance for learning, and (4) a sense of realism.

The development of self-discipline is closely linked to effective time management, which helps individuals overcome internal resistance and commit to continuous learning. Self-directed students often face realistic challenges, such as family responsibilities and external distractions. Despite these obstacles, they acquire the ability to present themselves confidently, manage time efficiently, respond swiftly to changing circumstances, and cultivate self-initiated understanding—skills essential for navigating the demands of the new normal (Singh et al., 2022).

Additionally, lifelong learning skills are closely associated with self-management, which significantly influences students' ability to successfully complete higher education independently. Contemporary academic achievers are effective practitioners of lifelong learning, applying strategies that transform personal attributes—self-motivation—into a cohesive academic accomplishment (Zhao et al., 2024).

Self-management is also a highly valued competency in the workplace. Often referred to as “managing self”, it involves taking responsibility for one's own performance, including the awareness, development, and application of individual skills and competencies. This concept parallels the idea of “managing one's self” to ensure success in life, as reflected in students' growing awareness and intentional development of their capabilities. This competency is cultivated through engagement with everyday challenges and difficulties, which are instrumental in preparing students for career advancement. One effective approach to enhancing self-management is through the creation of a portfolio that synthesizes and summarizes information. Such portfolios demonstrate flexibility, problem-solving skills, adaptability across diverse tasks, prioritization based on available resources, and responsiveness to evolving workplace demands. (Wong, 2023). These lifelong learning skills encompass key components, including the ability to respond to demands, set goals and manage multiple workloads.

Another lifelong learning skill categorized as a 21st-century competency is student's communication ability (El Mawas & Muntean, 2018). Communication skills are defined as the capacity to interact effectively with diverse individuals or groups, enabling the

management, integration and transmission of various forms of information. Evers et al. (1998) proposed that to enhance this skill, educators should (1) apply varied evaluation criteria for oral and written presentations, and (2) implement multiple methods for disseminating information and providing feedbacks.

Deveci and Nunn (2018) emphasized that intrapersonal communication is among the most functional dimensions of lifelong learning. Students' understanding of others contributes to deeper self-awareness, enabling them to make sound decisions on important matters. Communication skills, as lifelong learning practices, are expected to serve as a vital avenue for students' personal growth and societal development. Enhancing intrapersonal communication is essential for students to adopt a lifelong learning mindset in their future professions. This form of communication also supports effective introspective dialogue. Accordingly, the competency can be strengthened through reflective writing, visualization techniques, and progress reports based on experiential learning. These approaches promote self-directed improvement and foster students' accountability in their continuous learning journey.

During the COVID-19 era, the continuation of lifelong learning practices was largely facilitated by the online availability of information through free and promotional educational programs. Motivation for participation, particularly among adult learners, was driven by professional needs, career advancement, and the desire for self-development. (Davidović, 2020). In the post-COVID or "new normal" era, lifelong learning has become increasingly shaped by the integration of digital technologies (Peimani & Kamalipour, 2021). This new educational landscape encourages both students and educators to embrace lifelong learning as a form of social contract—one that holds enduring significance for future learning environments, whether delivered through online or offline modalities. The enhancement of lifelong learning practices in this context is grounded in values such as resiliency, agility, seamless learning, and rhizomatic learning structures that support flexible and interconnected knowledge development (Ossiannilsson, 2022).

The new normal has ushered in a transformed educational landscape, characterized by emerging leadership styles, innovative teaching modalities, and evolving knowledge-based content. These shifts have placed greater emphasis on 21st-century competences, including abstract reasoning, digital learning, adaptability

within work environment, and the ability to engage in complex learning with others (Siddiq et al., 2024). Although the value of digital proficiency and soft skills was recognized prior to the pandemic, their relevance and demand became increasingly evident in the new normal. The pandemic catalyzed the development of adaptable and flexible teaching and learning approaches, compelling higher education institutions to digitalized instructional delivery—regardless of whether educators and students were fully prepared for such changes.

The new normal may appear challenging and complex; however, it has also demonstrated the resilience of higher educational institutions in adapting and transforming their policies, curricula and instructional resources to emphasize digital competence and 21st century skills (Erstad & Siddiq, 2023). The impact of these has been felt across all educational stakeholders—students, educators and school administrators alike.

Globally, students continue to face difficulties in navigating and adjusting to a new educational environment. This era has introduced disparities in the adoption of new teaching methodologies, particularly the shift from the traditional face-to-face instruction to online or flexible learning modalities (Tan et al., 2021). Students are now expected to be self-directed learners, a clear manifestation of lifelong learning practices integrated into contemporary pedagogical approaches (Bondoc Jr., 2024). This transformation represents a paradigm shift, prompting administrators to enhance institutional programs and delivery systems. Higher education is increasingly tasked with providing specialized knowledge that enables individuals to acquire new qualifications (Yu & Cayaban, 2024). In many institutions, lifelong learning has become a foundational element of educational policy, evident in graduate programs, continuing education, adult learning, and informal learning opportunities.

Consequently, higher educational institutions (HEIs) offer a wide array of learning opportunities aimed at developing field-specific competencies, as guided by accrediting agencies, professional organizations, and state educational bodies. Moreover, many HEIs have adopted a more holistic perspective on student outcomes—striving to foster comprehensive development, including soft skills and personal attributes that support lifelong learning practices (Torunlar & Engin, 2024).

Arguably, within the dynamic paradigm shift of the new normal era, students must increasingly prioritize self-development and cultivate a sense of agency,

enabling them to manage their learning practices independently (Legaspi et al., 2024). Through self-directed approaches, learners are empowered to regulate their own learning practices which is necessary for self-evaluation and assessment. Lifelong learning practices are highly valued across industries, where employers seek graduates with advanced competencies and rigorous academic preparation—hallmarks of professional success. These practices also encourage students to critically analyze their learning behaviors, a necessity in higher education as preparation for the evolving demands of the workplace.

Reflective practices have been shown to produce lasting and transformative effects on students' personal and academic lives. Equally important is the role of self-assessment in enhancing career readiness and professional growth following the completion of higher education. Lifelong learning, in this context, is understood as a continuous process of personal and professional development—essential for thriving in an increasingly complex and dynamic work environment (Karani Mehta et al., 2024).

Finally, in an era marked by rapid societal change, it is imperative to emphasize the identification and enhancement of lifelong learning practices to meet the challenges posed by an evolving educational landscape. Lifelong learning is a fundamental necessity in preparing future educators. The process of cultivating these practices equips prospective teachers to foster lifelong learning among their students. Indeed, teacher education programs serve as vital platforms for developing future teachers who will, in turn, instill lifelong learning competencies in the next generation. Accordingly, this study on the lifelong learning practices of teacher education students is both timely and essential. It investigates the observable and widely evident competencies that characterize lifelong learning and highlights their prevalent application in students' academic lives.

Objectives

The primary goal of this research endeavor is to assess the lifelong learning practices of students in order to develop strategic approaches that support their adaptation to the challenges of the new normal. Specifically, the study aims to:

1. Assess teacher education students' self-discipline as a lifelong learning practice.
2. Evaluate teacher education students' communication skills as lifelong learning practice.

3. Examine teacher education students' task management as a lifelong learning practice.

4. Identify the coping mechanisms employed by teacher education students in the context of the new normal.

Conceptual Framework

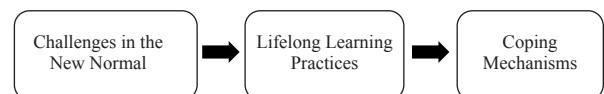


Figure 1 Conceptual Framework

It is assumed that students' lifelong learning practices support their ability to adapt to the paradigm shift resulting from the new normal, as illustrated in the Figure 1. In this study, three key lifelong learning practices were assessed: (1) self-discipline, (2) communication skills, and (3) managing tasks. Coping mechanisms were also identified to further assist students in strengthening these lifelong learning practices.

Research Methodology

This descriptive study employed quantitative techniques to examine the lifelong learning competencies of students in the context of the new normal. It also assessed the teachers' strategies for cultivating these learning practices among their students. A mixed-methods research design was utilized, incorporating both a survey questionnaire and focus group discussions.

1. Population and Sample

The respondents consisted of 178 students enrolled in Teacher Education Programs in the province of Ilocos Sur, Philippines. The sample was determined using a sample size calculator by Select Statistical Services Ltd., which is suitable for small populations. Using a 10% margin of error, 90% confidence level, and 20% sample proportion, the recommended sample size of 78 respondents was established (Select Statistical Services, 2022).

All the participants voluntarily agreed to the terms and conditions of the study and signed a waiver indicating their informed consent. The data collected were treated with strict confidentiality and used exclusively for the purpose of this research.

2. Research Instrument

A structured survey questionnaire was used to assess the lifelong learning practices demonstrated by the students during the new normal. The instrument was

validated to identify key lifelong learning behaviors and competencies. The instrument was reviewed by a panel of experts in the field of educational management to ensure content validity. To determine the reliability, the instrument underwent a test-retest procedure with a four-week interval. The reliability coefficients were found to be 0.82 and 0.79, respectively, indicating acceptable consistency.

A five-point scale was used to determine and describe the ratings as follows:

Table 1 Point scale used in the survey instrument

Equivalent Weight Points	Statistical Range	Descriptive Equivalent
5	4.20-5.00	Excellent
4	3.40-4.19	Good
3	2.60-3.39	Average
2	1.80-2.59	Poor
1	1.00-1.79	Very Poor

Focus group discussions were conducted to further enrich the findings derived from the survey data. The key informants were teacher education students, grouped according to their year level in the college. One of the guiding questions was: (1) *In order for you to do well in your studies, how do you cope with the new normal?* To ensure clarity and shared understanding, the responses during the discussion were paraphrased and summarized (Then et al., 2014). The interview questions were piloted, and feedback was provided by experts in field of educational management to improve their relevance and clarity. This strategy aimed to refine the guide questions to align with the objectives of the study (Majid et al., 2017).

Following the interviews, a member-checking process was conducted to allow participants to review and validate the accuracy of the findings and the interpretation of their responses (Creswell & Poth, 2018).

3. Data Collection

Data were collected through a structured questionnaire and focus group discussions. A formal request letter was submitted to the appropriate authorities to obtain permission for conducting the study and gathering data. Prior to the focus group discussion, the researcher explained the purpose of the study, secured informed consents from the participants, and scheduled the interview dates. All interviews were audio-recorded using a smartphone, and the device's memory card was stored securely in a locked file cabinet under the researcher's personal custody. The recorded information was treated as confidential, with access restricted solely to the researcher.

To safeguard the participants' rights, the following ethical measures were implemented: 1) the research objectives, data collection procedures, and interpretation methods were clearly explained to the participants; 2) a notice for voluntary participation was completed; 3) the participants were informed about the technologies used during the interview; 4) verbatim transcriptions and written consent were obtained; 5) in decisions regarding data reporting, participants' rights, interests, and preferences were prioritized; and 6) for confidentiality, the participants' names were concealed, and the study's findings were used exclusively for research purposes.

4. Data Analysis

The quantitative data collected in this study were analyzed using descriptive statistics, specifically means and standard deviations. Data processing was conducted using Microsoft Excel and IBM Statistical Package for Social Sciences (SPSS) version 27. Qualitative responses from the focus group discussions were examined through thematic analysis. The responses were coded, and organized according to their inferred meaning and emerging themes. These themes were subsequently reviewed and labeled (Caulfield, 2022). For interpretative clarity, the identified themes were also subjected to quantitative analysis using frequencies and percentages.

Results

Lifelong Learning Practices of Students in the New Normal

Table 1 presents the descriptive statistics for students' lifelong learning practices. The highest-rated domain was communication skills ($M = 4.25$, $SD = 0.97$), followed by self-discipline ($M = 3.74$, $SD = 1.45$) and task management ($M = 3.06$, $SD = 1.12$).

Within the communication skills domain, the most highly rated item was students' ability to connect with others through various forms of communication such as chat, calls, private messages ($M = 4.60$, $SD = 0.72$). Students also reported interacting effectively with diverse individuals ($M = 4.20$, $SD = 0.99$) and facilitating communication and gatherings with ease in the new normal ($M = 3.95$, $SD = 1.04$).

In terms of self-discipline, the highest-rated item was internalizing routines to stay on track with academic responsibilities ($M = 4.32$, $SD = 1.09$) followed by developing effective study habits ($M = 3.54$, $SD = 1.51$). Planning and task completion received a lower rating ($M = 3.37$, $SD = 1.41$), ranking seventh overall.

Task management was the lowest-rated domain. Students reported moderate ability in mobilizing change ($M = 3.40$, $SD = 1.05$), ranked 6th, and organizing tasks ($M = 3.10$, $SD = 1.05$), ranked 8th. The lowest-rated item overall was maximizing abilities to deal with uncertainty ($M = 2.69$, $SD = 1.14$), ranked 9th among the lifelong learning practices.

Table 2 Means and standard deviations of lifelong learning practices of students in the new normal

Items	M	SD	Level	Rank
Self-Discipline	3.74	1.45	Good	
Developing good practices in studying	3.54	1.51	Good	5
Internalizing routines to keep track with studies	4.32	1.09	Excellent	3
Accomplishing tasks by planning	3.37	1.41	Average	7
Communication Skills	4.25	0.97	Excellent	
Interacting with a variety of individuals	4.20	0.99	Excellent	2
Facilitate gatherings and communications	3.95	1.04	Excellent	4
Convey information in many forms (e.g., chats, calls, private messages, etc.)	4.60	0.72	Excellent	1
Managing Tasks	3.06	1.12	Average	
Maximizing abilities to deal with uncertainty	2.69	1.14	Good	9
Organizing tasks	3.10	1.05	Good	8
Mobilizing change in the New Normal	3.40	1.05	Average	6

Coping Mechanisms of Students in the New Normal

Based on Table 2, teacher education students demonstrated several coping mechanisms in response to the challenges of the new normal. These strategies are closely linked to their lifelong learning competencies and are believed to support their academic performance.

Proper Attitude

With a total of 42%, proper attitude emerged as the most prevalent coping mechanism among teacher education students in the new normal. Responses indicated that avoiding distractions ($n = 17$); completing tasks promptly ($n = 9$) and practicing financial prudence by spending allowances wisely ($n = 7$), contributed to students' ability to adapt effectively.

A majority of the respondents demonstrated strong academic engagement. Notably, students actively avoided procrastination in completing school-related tasks. Their financial awareness—reflected in their emphasis on budgeting—further illustrates a disciplined approach to managing academic responsibilities. These findings underscore the value students place on cultivating a proper attitude toward their studies to achieve positive outcomes.

Communication with Others

A total of 29% of the students identified communication as a key coping mechanism in the new

normal. Respondents expressed a consistent desire to stay informed about academic announcements ($n = 9$), created group chats for mental and emotional support ($n = 8$) and frequently accessed email and messaging platforms to avoid backlogs in academic activities ($n = 6$).

Following the pandemic, students adapted to the new normal by strengthening their communication skills through digital platforms, particularly group chats and social media. This modality of interaction was not widely practiced prior to the pandemic. It is worth noting that students continue to maintain social support networks through group chats, which contributed to their mental and emotional well-being. These support systems and coping mechanisms have persisted beyond the pandemic era.

It is also evident that students have become more proactive in staying updated for academic purposes and in being electronically accessible—not only for their own needs but also to support others. This shift reflects a broader understanding of communication as both a personal and collective resource in navigating the demands of the new normal.

Scheduling Tasks

A total of 28%, or 22 students, identified scheduling tasks as a coping mechanism in the new normal. Students reported setting calendars of activities ($n = 12$) and adhering to their planned schedules ($n = 10$). Respondents expressed their being reminded daily or weekly responsibilities helped them monitor their progress and fostered internal motivation.

This coping mechanism encouraged the use of notes, calendar alarms, and reminders to support reviewing, completing homework, and submitting tasks on time. These practices reflect students' ability to apply time management skills as a means of coping with academic demands in the new normal. According to the respondents, scheduling tasks became widespread during

Table 3 Emerged themes and frequency on students' coping mechanisms in the new normal

Themes	Students' Coping Mechanisms in the New Normal	F	%
Scheduling Tasks	Stick to schedule ($n = 10$)	22	28%
	Set calendar of activities ($n = 12$)	33	42%
Proper Attitude	Avoid disturbances ($n = 17$)		
	Do things promptly ($n = 9$)		
Communication with Others	Practice financial prudence ($n = 7$)		
	Stay updated on announcements ($n = 9$)		
	Create support group chats ($n = 8$)	23	29%
	Access emails and chats regularly to avoid activity backlogs ($n = 6$)		

the pandemic to avoid missing activities and submission deadlines. They further noted that this strategy was highly beneficial during that period, and its effectiveness has led them to continue using it in the current academic environment. The positive outcomes associated with this approach have reinforced its value as a sustained coping mechanism.

Discussion

Based on the results of the study, several key points merit discussions regarding the lifelong learning practices of teacher education students in the new normal. These include:

(1) Communication Skills

Communication skills emerged as the most prevalent lifelong learning practice among teacher education students. The findings revealed that students actively engaged in interactions with a variety of individuals, facilitated gatherings and conveyed information through multiple channels such as chats, calls, and private messages. Additionally, students described their communication practices in terms of staying updated on announcements, creating group chats for mental and emotional support, and regularly accessing email and messaging platforms to avoid activity backlogs.

These specific behaviors reflect the development of students' communication competencies, which align with the concept of "soft skills"—a set of social competencies that encompass personal qualities and interpersonal effectiveness. Such skills are observable in students' ability to relate meaningfully with others locally and globally. Communication, in this context, may be considered an innate capability that is largely intrapersonal and closely tied to lifelong learning practices.

Students demonstrated this competency through various academic activities, including teamwork, problem-solving, creativity, critical thinking, adaptability, time management, leadership, work ethic, and self-discipline (Schultheiss & Backes-Gellner, 2023).

(2) Self-Discipline

Self-discipline is defined as a self-regulatory attitude among teacher education students. Effective self-management is essential for self-directed learning; lifelong learning is generally characterized by the continuous development of positive personal attributes, including character and a commitment to excellence.

Through self-discipline, students are able to regulate their behavior and respond constructively to

challenges posed by the evolving educational landscape. It is observed that students are more likely to achieve desired outcomes when they assume personal responsibility for their learning, including self-motivation and the pursuit of self-defined goals. This underscores the importance of cultivating a stable and structured learning environment.

Self-disciplined students demonstrate the ability to transform problems into manageable challenges, reflecting a strong inclination toward lifelong learning practices. These traits are evident in their attitudes and behaviors (Spohrer, 2024). Self-discipline, therefore, represents a character strength that enables individuals to define their own academic outcomes and goals. As a result, students are able to envision their desired achievements holistically, contributing positively to their personal development—including the enhancement of capabilities, character and mindset aligned with lifelong learning.

(3) Coping Mechanisms and Lifelong Learning Competencies

Students' coping mechanisms are deeply rooted in their capacity to implement strategies that support continuous learning. In the context of this challenging academic era, these coping mechanisms reflect the practical application of lifelong learning competencies.

For example, proper attitude encompasses self-discipline, which serves as the foundation for traits that contribute to success in any endeavor. Behaviors such as avoiding distractions, completing tasks promptly and practicing financial prudence are manifestations of self-discipline. This competency is further evident in students' effort to develop effective study habits, internalize routines to stay on track, and plan tasks strategically—each reflecting a disciplined and goal-oriented attitude toward academic achievement. Students who adopt self-management strategies tend to demonstrate improved academic performance and cultivate attitudes of responsibility and independence, which are strong predictors of long-term success (Azis & Clefote, 2024).

Another coping mechanism centers on students' ability to communicate with others, reflecting their capacity to express their emotions and maintain mental and emotional well-being (Benrouba & Boudour, 2023). Staying updated through various social media platforms requires students to apply their communication skills extensively across diverse contexts. As a lifelong

learning competency, communication skills contribute significantly to students' academic success and future career development.

In contrast, scheduling tasks as a coping mechanism in the new normal reflects students' ability to manage tasks effectively. Task management involves breaking down broader academic responsibilities into specific, actionable components that require structured scheduling to achieve desired outcomes. Simple strategies such as adhering to a schedule and setting calendar reminders support the execution of key tasks, including maximizing abilities to deal with uncertainty, organizing responsibilities, and mobilizing change.

Students who are aware of their goals within a defined timeframe often exceed expectations. Task management also reflects of self-directed learning, which is evident in students' motivation and use of cognitive and metacognitive strategies. These approaches emphasize time management and resource allocation, contributing to overall academic satisfaction (Zhu et al., 2024).

Suggestions

Based on the findings, the study recommends that to enhance students' lifelong learning practices, they should intensify self-discipline and improve task management by organizing responsibilities and strengthening their ability to cope with uncertainty. Students are encouraged to adopt a learning-agency mindset to manage their own learning amid time constraints and academic challenges.

Teachers and administrators are likewise urged to provide structured opportunities—such as seminars, workshops and educational platforms—that support the development of lifelong learning competencies and promote academic success.

Furthermore, the following areas are suggested for future research: (1) examine the correlation between students' lifelong learning practices and their academic performance; (2) investigate the lifelong learning practices of teachers and how these competencies influence students' development; and (3) assess the strategies and mechanisms employed by higher educational institutions to cultivate lifelong learning practices among students and faculty.

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