

Introduction

This file describes how “Life long learning” as a generic competence can be deconstructed into distinct learning outcomes in a university education setting.

It is one of 16 descriptions in LOUIS (Learning Outcomes in University for Impact on Society); LOUIS is part of the Aurora Competence Framework.

The descriptions are based on the VALUE Rubrics developed by the American Association of Colleges & Universities AAC&U.



Lifelong learning is “all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence”.


An endeavor of higher education is to prepare students to be this type of learner by developing specific dispositions and skills (described in this rubric) while in school.

Life long learning components:


- Curiosity
- Initiative
- Independence
- Transfer
- Reflection

Life long learning: Curiosity


Explores a topic at a surface level, providing little insight and/ or information beyond the very basic facts indicating low interest in the subject.



Explores a topic with some evidence of depth, providing occasional insight and/ or information indicating mild interest in the subject.



Explores a topic in depth, yielding insight and/ or information indicating interest in the subject.



Explores a topic in depth, yielding a rich awareness and/ or little-known information indicating intense interest in the subject.

Life long learning : Initiative

Completes required work.



Completes required work and identifies opportunities to expand knowledge, skills, and abilities.



Completes required work, identifies and pursues opportunities to expand knowledge, skills, and abilities.



Completes required work, generates and pursues opportunities to expand knowledge, skills, and abilities.

Life long learning: Independence

Begins to look beyond classroom requirements, showing interest in pursuing knowledge independently.



Beyond classroom requirements, pursues additional knowledge and/ or shows interest in pursuing independent educational experiences.




Beyond classroom requirements, pursues substantial, additional knowledge and/ or actively pursues independent educational experiences.




Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/ or experiences are pursued independently.

Life long learning: Transfer


Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.



Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.



Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.



Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.

Life long learning: Reflection

Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.



Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspective about educational or life events.



Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.



Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.