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.

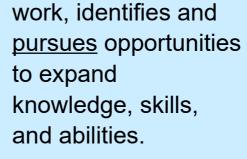


Explores a topic in depth, yielding a <u>rich</u> <u>awareness</u> and/ or little-known information indicating <u>intense</u> interest in the subject.

Life long learning: Initiative

Completes required work.

Completes required work and <u>identifies</u> opportunities to expand knowledge, skills, and abilities.



Completes required

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 <u>substantial</u>, <u>additional</u> 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 <u>vague</u>
references to
previous learning but
does <u>not</u> 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.



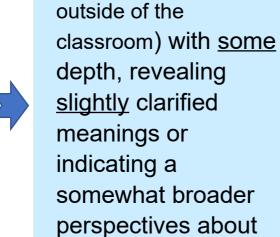
Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.



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
<u>surface</u> level, <u>without</u>
revealing clarified
meaning or indicating
a broader
perspective about
educational or life
events.



events.

educational or life

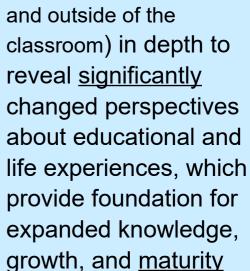
Reviews prior

learning (past

experiences inside and



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.



over time.

Reviews prior learning

(past experiences inside