

# LLAF



**LIFELONG LEARNING IN APPLIED FIELDS**

- The LLAF Consortium received €1M funding
- Objective: Curriculum reform in higher education to encourage Lifelong Learning in Applied Fields
- 16 institutes participate (9 from EU and 7 from IL)

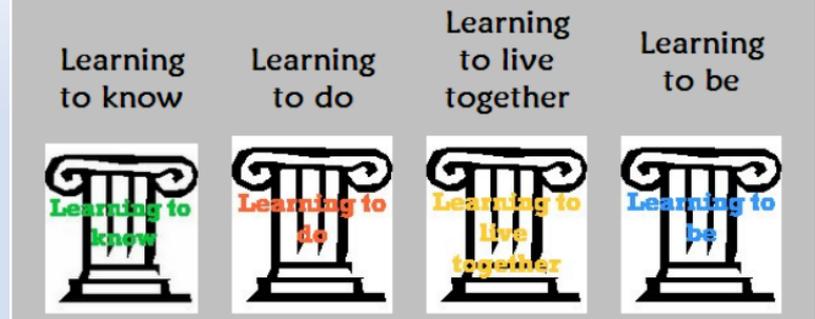
## PARTNERS



## Process:

- Development => 4 groups
- Workshops
  - Kibbutzim College first stage workshop, Feb. 2015
  - At Israeli institutes ~July 2015
- Pilot courses, Academic year 2015/2016

## The Four Pillars of Education



- **Field Monitoring Visit – feedback by ALBA CHIARA TIBERI**  
Project Officer
- The LLAF project is **extremely relevant** and important to the Israeli higher education system.
- The project **design is very clear**, and has been clarified to partners throughout the consortium meetings.
- The project is **running on schedule**, and has even succeeded in implementing activities not foreseen in the project proposal, due to their efficient and effective implementation (**pre-pilots**).
- **Communication between partners** appears to be **excellent** and is assisted by the project portal.

- **Field Monitoring Visit – cont.**
- **Partners** have **strong ownership** over the project, and the institutions' **senior administrations** are **committed** to the project's success, as well.
- **Significant development** has been made **in** the four working **groups**, and the **catalogue of modules is impressive**.
- **Dissemination** has already begun, with materials on the project being promoted in various channels

# GROUP 1

**Learning to know** – *Acquiring information, constructing knowledge, conceptualizing*

Acquiring a body of knowledge as well as a desire for knowing and understanding. This also means learning to learn throughout life.

## **Module 1 – Creating your Personal Learning Network (PLN)**

**3-4 weeks**

The entire collection of sources, resources and people with which a person interacts, curates and constructs knowledge by

## **Module 2 - Studying using Open Online Resources**

**4-6 weeks**

Self-regulated content-based independent online learning (in English)

## **Module 3 - Experiencing authentic global online communication and interaction**

**2-3 weeks**

Real world, authentic online communication for problem solving in communities of practice (CoP)

## **Module 4 - knowledge sharing & knowledge building via social digital tools in a collaborative teamwork**

**2-3 weeks**

Disseminating knowledge and giving back to society ( & CoP)

## GROUP 2

### **Learning to Do** – *Applying, implementing, inventing, improvising*

Acquiring occupational skills and the competence to deal with various challenges of the working life.

**Learning to Do:**  
Acquiring occupational skills and competences to deal with expected and unexpected professional situations



**Learning Modules**  
Evidence-Based Practice - EBP  
Behavior Modeling Training - BMT  
Case-Based Learning – CBL

**Learning Modules**  
Problem-Based Learning – PBL  
Work-Based Learning - WBL  
Experience-Based Learning – ExBL

## GROUP 3

### **Learning to Live Together – *Sharing, collaborating, initiating, leading***

Developing an understanding of others and an appreciation of interdependence. Carrying out joint projects with respect to the values of pluralism, mutual understanding and peace.

## EDU structure

Module	Name	Learning Unit	Duration
Module 1	Establishing a Learning Group	<b>LU1 – Learning to know yourself and others: dialogue and identity awareness</b>	Week 1 and 2 – 4 hours
		<b>LU2 – Learning from others, with others and for others – addressing a social cohesion aim</b>	Week 3 and 4 – 4 hours
		<b>LU3 – Obtaining group work habits: obtaining shared language, norms and team work skills</b>	Week 5 and 6 – 4 hours
Module 2	Project-based Learning	<b>LU4 – Planning a project aiming at solving a societal problem</b>	Week 7, 8 and 9 – 6 hours
		<b>LU5 – Designing and presenting a plan for implementing and evaluating the project</b>	Week 10, 11, 12, 13 and 14 – 10 hours
Module 3	<b>Implementing a Service Learning Intervention Plan in the community</b>		Week 15 to Week 28

## GROUP 4

### **Learning to Be** – *Enrichment, awareness, efficacy*

Developing creative potential of each individual (body, mind, and spirit). Discover talents hidden within each person.

## Module 1: VaKE - Values *and* Knowledge Education

Dealing with dilemmas using the VaKE model through:

- Stimulating argumentation in favor or against proposed solutions and hence **fostering the development of moral judgment**
- Stimulating knowledge acquisition in the sense of inquiry based-learning and hence **fostering the content-related competencies**

## Module 2: Fostering professional subjective theories

Helping professionals from different applied professions

- to **conceptualize their knowledge** into subjective theories
- to **check the viability** of the subjective theories
- to **change the subjective theories if necessary.**



## **An Educational Unit (EDU) on Learning "to Know"**

### **Lifelong Learning in the 21<sup>st</sup> Century**

#### **TEACHING MANUAL**

#### **TEMPUS IV**

#### **Life Long Learning in Applied Fields**

September 2014

## Table of Contents

Learning to KNOW.....	4
A Course on Learning to Know: Lifelong Learning in the 21 <sup>st</sup> Century .....	6
Introduction.....	6
Course Objectives and Goals .....	6
Course structure .....	7
Target Audience.....	8
Course requirements and Assessment Methods .....	8
<b>Module 1: Creating your own Personal Learning Network (PLN).....</b>	<b>9</b>
What is a Personal Learning Network? .....	9
Rationale for this Module.....	10
Objectives of this Module.....	11
Learning outcomes .....	12
Length of this module .....	12
Ways of Implementation .....	13
Sources and references:.....	17

