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)
Process:

• Development => 4 groups

• Workshops
  – Kibbutzim College first stage workshop, Feb. 2015
  – At Israeli institutes ~July 2015

• Pilot courses, Academic year 2015/2016
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.
<table>
<thead>
<tr>
<th>Module</th>
<th>Name</th>
<th>Learning Unit</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Establishing a Learning Group</td>
<td><strong>LU1</strong> – Learning to know yourself and others: dialogue and identity awareness</td>
<td>Week 1 and 2 – 4 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>LU2</strong> – Learning from others, with others and for others – addressing a social cohesion aim</td>
<td>Week 3 and 4 – 4 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>LU3</strong> – Obtaining group work habits: obtaining shared language, norms and team work skills</td>
<td>Week 5 and 6 – 4 hours</td>
</tr>
<tr>
<td>Module 2</td>
<td>Project-based Learning</td>
<td><strong>LU4</strong> – Planning a project aiming at solving a societal problem</td>
<td>Week 7, 8 and 9 – 6 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>LU5</strong> – Designing and presenting a plan for implementing and evaluating the project</td>
<td>Week 10, 11, 12, 13 and 14 – 10 hours</td>
</tr>
<tr>
<td>Module 3</td>
<td>Implementing a Service Learning Intervention Plan in the community</td>
<td></td>
<td>Week 15 to Week 28</td>
</tr>
</tbody>
</table>
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 21st Century

TEACHING MANUAL

TEMPUS IV
Life Long Learning in Applied Fields

September 2014
# Table of Contents

## Learning to KNOW

- A Course on Learning to Know: Lifelong Learning in the 21st Century ........................................ 6
  - Introduction .................................................................................................................................. 6
  - Course Objectives and Goals ........................................................................................................ 6
  - Course structure .............................................................................................................................. 7
  - Target Audience ............................................................................................................................ 8
  - Course requirements and Assessment Methods ............................................................................... 8

## Module 1: Creating your own Personal Learning Network (PLN)

- 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
thank you