

LIFELONG LEARNING

Institutional Learning Outcome

A TRU graduate should be able to reflect on and set goals for learning beyond their university experience.

Description

TRU graduates understand the limits of their knowledge and value opportunities to learn more. With active intent, they engage with their communities personally and professionally. They work independently and productively, identifying opportunities to further their careers, and establishing action plans to meet their goals. Not easily discouraged by setbacks, they reflect and apply learned strategies to adapt to changes in society.

Course Acronym and Number	
Criteria	<p>For a course to qualify as meeting this ILO it must include <u>all</u> of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the intent of the ILO is captured in the calendar description; <input type="checkbox"/> a minimum of three (3)* of the ILO foci are reflected in the course learning outcomes; and, <input type="checkbox"/> total 3 academic credits.
Instructions for applying for ILO designation	<p>Using the tool provided, check the boxes that correspond with the focus of the course learning outcomes for your course. The review of the course submissions will consider: a) the completed tool and the course proposal; and, b) will examine for evidence of a substantive match between the ILO and course foci. *If fewer than three foci are checked for an ILO, you must provide a rationale.</p>

Foci of ILO	Course Learning Outcome
Curiosity and Awareness: Students demonstrate self-awareness of the limits of their knowledge and the ongoing need to seek out new or novel information. Students investigate ways in which uncertainty, ambiguity, and ways of knowing influence decisions, interpretations, and conclusions within the subject and/or the field.	
Initiative and Reflection: Students reflect on their learning and identify opportunities to expand knowledge, skills, and abilities. They articulate personal and professional values, interests, and goals (for example: career planning, identifying ongoing professional development opportunities, and/or service learning).	
Independence: Students demonstrate self-directed learning, problem-finding, and/or problem-solving with minimal intervention (for example: independent research and/or work-integrated learning).	

Foci of ILO	Course Learning Outcome
Transfer: Students draw upon and integrate knowledge, skills, and/or values to explore complex problems across disciplines.	
Flexibility and Resilience: Students consider changes, explore alternatives, and adapt to achieve stated personal and professional goals.	

Rationale

References

Association of American Colleges and Universities. (2009). Foundations and Skills for Lifelong Learning VALUE Rubric. Retrieved from:
<https://www.aacu.org/sites/default/files/files/VALUE/LifelongLearning.pdf>

Sproule, R., Drewery, D., & Pretti, T. J. (2019). Development of a Rubric to Assess Lifelong Learning in Work-Integrated Learning Reflection Assignments. *Collected Essays on Learning and Teaching*, 12, 94-105.