

Teaching Guide for Lifelong Learning

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Overview

The Teaching Guide is a handout to guide academics to encourage students to stimulate lifelong learning skills. This is done through reflections at the beginning and end of a course or activity. The purpose of the reflections is that students look for continuous personal and professional development, thereby finding purpose to learning and identifying own talents and points to improve.

Learning Outcomes

At the end of this reflection exercise, learners will be able to:

- Reflect on course/activity contribution in view of their future student and professional career, on their strengths acquired and developed during the course/activity, and on their concrete points for improvement.

Organization and Structure

Time: 10 minutes for initial reflection and 20 minutes for end reflection

Teaching Materials:

- The module setup
- Reflection sheet per student

Minimum number of students: none

Maximum number of students: none

Teaching Method

This exercise consists of two moments of reflection at the beginning (initial reflection) and end (final reflection) of a course or activity. Both reflections should be done individually. If educators desire, students can pair to discuss what they reflected and afterwards share with the whole class.

Module Setup

Lifelong learning is the process of actively looking for continuous personal and professional development, thereby identifying own strengths and weaknesses. The idea is that students are aware of themselves as learners and as a result they seek out more learning opportunities independently. Graduates who possess this continuous self-knowledge are most likely to be prepared to enter the labour market because they constantly look for improvement and adapt to different job requirements. To stimulate this continuous self-knowledge, students in this exercise are asked at the beginning of the course or activity to reflect on what they want to learn and how that contributes to their future, and at the end of the course to reflect on what they learned, how that contributed to their future, which strengths did they find out and which weaknesses they want to overcome.

The initial reflection encourages students to think in advance about the utility and possible consequences of certain actions in their lives. The final reflection helps students to reflect on the gains of the experiences and what to do for further personal and professional development.

Body of the module:

Before the initial reflection a brief introduction to the importance of lifelong learning and how it can be achieved through reflections should be done.

Afterwards, provide the reflection sheets: initial and final reflections in the first and end lectures, respectively. Give 10 and 20 minutes respectively for each reflection.

Initial Reflection

Lifelong learning is the process of actively looking for continuous personal and professional development, thereby identifying own strengths and weaknesses. Graduates who possess this continuous self-knowledge are most likely to be prepared to enter the labour market because they constantly look for improvement and adapt to different job requirements. This reflection encourages you to think in advance about the utility and possible consequences of certain actions you take in your life.

Tick this box if you give permission to use your reflection for purposes of research and to store it for the duration of this research. This data will be only stored for the purpose of verification or the ability of the researcher to enquire for further information.

Student number: _____

1- What is it that you want to learn in this course/activity?

2- How will that learning contribute to your student and professional career?

Final Reflection

Lifelong learning is the process of actively looking for continuous personal and professional development, thereby identifying own strengths and weaknesses. Graduates who possess this continuous self-knowledge are most likely to be prepared to enter the labour market because they constantly look for improvement and adapt to different job requirements. To stimulate your continuous self-knowledge, we ask you to reflect on your strengths and weaknesses, and on the contribution of this course to your personal and professional future career.

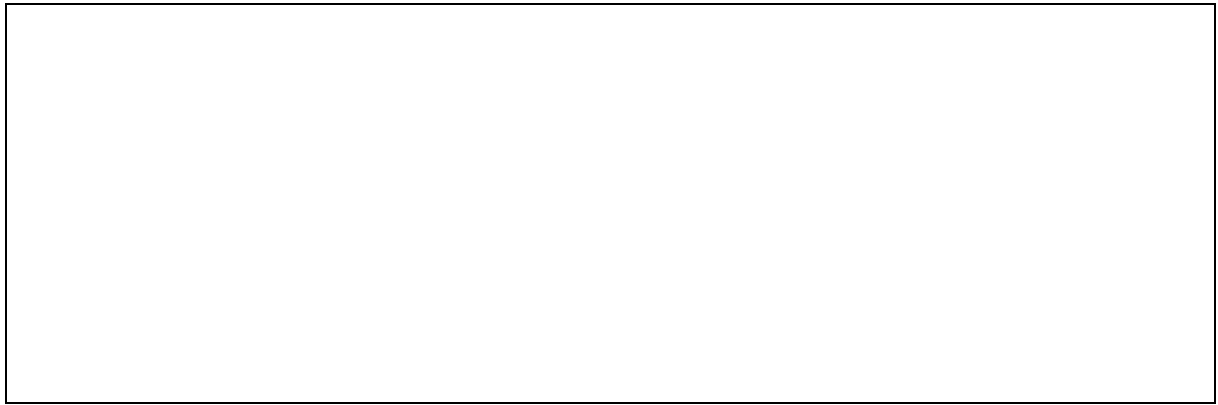
Tick this box if you give permission to use your reflection for purposes of research and to store it for the duration of this research. This data will be only stored for the purpose of verification or the ability of the researcher to enquire for further information.

Student number: _____

1- What do you feel you learned from this course/activity?

2- How will you apply what you have learned in this course/activity in your future student and professional career?

3- Write down one strength that you found out or developed over the course/activity. Give a concrete example of how did you experience that.



4- Write down one concrete point which you would like to improve and explain why?



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