

FOUNDATIONS AND SKILLS FOR LIFELONG LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

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. (From The European Commission. 2000. Commission staff working paper: A memorandum on lifelong learning. Retrieved September 3, 2003, www.see-educoop.net/education_in/pdf/lifelong-oth-enl-t02.pdf.)

Framing Language

This rubric is designed to assess the skills and dispositions involved in lifelong learning, which are curiosity, transfer, independence, initiative, and reflection. Assignments that encourage students to reflect on how they incorporated their lifelong learning skills into their work samples or collections of work by applying above skills and dispositions will provide the means for assessing those criteria. Work samples or collections of work tell what is known or can be done by students, while reflections tell what students think or feel or perceive. Reflection provides the evaluator with a much better understanding of who students are because through reflection students share how they feel about or make sense of their learning experiences. Reflection allows analysis and interpretation of the work samples or collections of work for the reader. Reflection also allows exploration of alternatives, the consideration of future plans, and provides evidence related to students' growth and development. Perhaps the best fit for this rubric are those assignments that prompt the integration of experience beyond the classroom.

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Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

| | Capstone 4 | Milestones | | Benchmark 1 |
|---------------------|--|---|--|---|
| | | 3 | 2 | |
| Curiosity | Explores a topic in depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject. | Explores a topic in depth, yielding insight and/or information indicating 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 at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the subject. |
| Initiative | Completes required work, generates and pursues opportunities to expand knowledge, skills, and abilities. | Completes required work, identifies and pursues opportunities to expand knowledge, skills, and abilities. | Completes required work and identifies opportunities to expand knowledge, skills, and abilities. | Completes required work. |
| Independence | Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently. | Beyond classroom requirements, pursues substantial, additional knowledge and/or actively pursues independent educational experiences. | Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences. | Begins to look beyond classroom requirements, showing interest in pursuing knowledge independently. |
| Transfer | 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. | Makes references to previous learning and shows evidence of applying that knowledge and those 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 vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations. |
| Reflection | Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time. | 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. | Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events. | Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events. |