Lifelong Learning

Nevada State College Essential Learning Outcome

*Definition*: **Lifelong Learning** is understanding the process of learning (learning how to learn) and recognizing your own level of knowledge and motivation to learn.

*Detailed Definitions of Key Terms Used in the Rubric:*

**Purpose (**modifiedAAC&U Curiosity, Initiative, Independence) Addresses why it’s important for us to want to learn things out of necessity, curiosity, or to understand the perspective of others. This dimension is especially important for our NSC students to demonstrate, as many of them are coming from a place of “just tell me what to do” and need to display that element of independent learning that might be considered the “spirit” of learning. The student appreciates that they can learn details about subjects that they do not have a particular interest in or curiosity for, either from necessity or out of respect for the interests of others, or as an opportunity for them to practice their learning skills.

**Connection** (modified AAC&U “Transfer) Addresses the application or transfer of skills and knowledge to a range of topics or disciplines outside of the context from which they were learned. These connections demonstrate comprehension that can be applied beyond a formal school setting.

**Perspective** (AAC&U “Reflection”) Focuses on the individuality of the process of learning to make the assessment equitable through student’s self-reflection and awareness of their current learning capabilities, and what they need to develop to achieve their goals. They recognize expertise and can identify their own level of knowledge. They identify or ponder their personal goals or intrinsic motivation to continue learning.

**Process -** Students recognize the time, effort, intention, and steps required to learn about a subject. Students exhibit metacognition and recognition of strategies of learning. They demonstrate that learning is an iterative and progressive process that requires practice and refinement based on a student’s observation skills and their capacity to pose questions as part of the process of learning, understanding of the process and the value of revision. Awareness of these process and strategies allow students to practice growth mindset and becoming a lifelong learner as they adapt and transfer their current knowledge and skills to new situations.

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| **Dimensions for Lifelong Learning ELO** | **Capstone (4)** | **Milestones (3)** | **Milestones (2)** | **Benchmark (1)** |
| **Purpose** | Completes required work, generates and **pursues opportunities to expand** knowledge, skills, and abilities, **independently.** | Completes required work, **identifies and pursues opportunities to expand** knowledge, skills, and abilities **with help**.  | Completes required work and **begins to look beyond classroom requirements**, showing interest in pursuing knowledge independently. | Completes required work. |
| **Connections** | Makes **distinct references to previous learning** (knowledge and skills), **connects experiences** **and/or disciplines and adapts, applies or draws conclusions in an innovative** way (new and creative) that demonstrates comprehension and performance in novel situations. |  **Makes references** to previous learning and **shows evidence of applying or adapting** that knowledge and those skills to demonstrate comprehension and performance in new situations.  | **Makes references** to previous learning and **attempts to apply or adapt** that knowledge and those skills to demonstrate comprehension and performance in new situations. | Makes **vague references** to previous learning but **does not apply** knowledge and skills to demonstrate comprehension and performance in new situations. |
| **Perspective** | 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.     |
| **Process** | Identifies **specific** steps and skills used in the process or learning; gaps in personal **knowledge relative to global or disciplinary knowledge** and indicates **specific alternatives or steps** to take to improve. Students are able to **revise their work on their own** to identify places to improve. | Identifies **general** steps and skills used in the process or learning; gaps in personal knowledge **relative to global or disciplinary knowledge** and indicates **general alternatives or steps** to take to improve. Students are able to **revise their work based on feedback** to identify additional places to improve outside of those specifically referenced in the feedback. | Identifies **general** steps and skills used in the process or learning; gaps in personal knowledge **without a sense of global or disciplinary knowledge** or steps to take to improve. Students are able to **revise their work based on feedback** to improve only those specific areas. | Knowledge is presented without identifying the steps and skills used in the process or a sense of global or disciplinary knowledge or steps to towards improvementStudents are able to **revise their work based on feedback** in superficial ways such as using synonyms. |