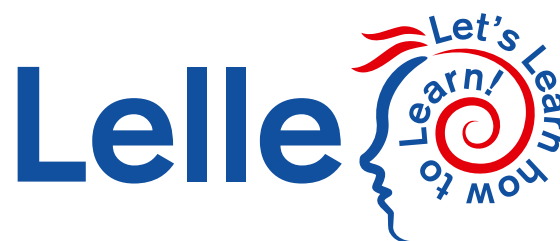


PROJECT PARTNERS



University of Pannonia
www.uni-pannon.hu



Wroclaw University of Economics
www.ue.wroc.pl



BEST Institut für berufsbezogene
Weiterbildung und
Personaltraining GmbH
www.best.at



Open Universiteit
www.ou.nl

The Open University of Netherlands
www.ou.nl



Europa Consortium Regional Development
Non-profit Ltd.
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1st June
09.30 - 16.30

LELLE Regional Conference 2017

Learning to Learn: Beyond 2020

Open University of the Netherlands, Heerlen

LELLE (Let's Learn how to Learn) is the Erasmus+ project which embraces a long-term vision to equip our graduates with core life-skills making them ready and mobile for the job market and the workplace.

Project partners come from five countries, namely, the Europa Consortium Regional Development Non-profit Ltd. (ECN), Hungary; University of Pannonia (UP), Hungary; Open University of the Netherlands (OUNL), Netherlands, Institut für berufsbezogene Weiterbildung und Personal-training GmbH (BEST), Austria and Wrocław University of Economics (WUE), Poland.

The LELLE regional conference aims to bring together students, teachers, graduates, practitioners, researchers, budding entrepreneurs, industry players, policy makers etc. to share and to learn about the ongoing challenges, as well as the huge potential in the changing educational landscape and the global workplace of the future. The conference is also an important platform to share the results of the LELLE project and to obtain feedback from the various stakeholders on the methods to develop and to evaluate core skill-sets in our graduates. We hope to empower all who are involved in education and the workplace with inspiration and tools to stay relevant in the 21st century.



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Welten Institute
Research Centre for Learning, Teaching and Technology

Open Universiteit
welten-institute.org





LELLE Regional Conference 2017

PROGRAM

09.30 - 10.00 **Registration & Welcome**

10.00 - 10.10 **Opening Address**

*Assoc. Prof. Dr. Christian M. Stracke, Welten Institute,
Open University of the Netherlands*

10.10 - 10.30 **Presentation of the LELLE Project**

Dr. Esther Tan, Welten Institute, Open University of the Netherlands

10.30 - 12.30 **PLENARY SESSION**

Empowering our graduates for the workplace:

An open education perspective

*Prof. Dr. Marco Kalz, Chair of Open Education, Welten Institute,
Open University of the Netherlands*

How to teach the unknown

*Dr. Katerina Bohle Carbonell, Lecturer, Management of Learning,
Maastricht University*

Bridging Gaps

*Mark Bertrand, Senior Lecturer, Faculty of Commerce & Finance,
Zuyd University for Applied Sciences; member of the 'Entrepreneurship &
Innovation' lectureship, SLIMhuis*

Hacking Education for Disruptive Changes in the 21st Century

Nick van Breda, Changemaker & Transitioner, Nick van Breda Consultancy

12.30 - 13.30 **Lunch and Poster Walk**

13.30 - 14.15 **Workshop 1: Entrepreneurial Education**

Paul Crutzen, Facilities Coordinator, Qeske Community

14.15 - 15.00 **Workshop 2: Transforming Education**

*Guido van Dijk, Welten Institute, Open University of the Netherlands,
Agile in Education, Agora Roermond (SOML)*

15.00 - 15.30 **Coffee Break**

15.30 - 16.15 **Workshop 3: Adventurous and Creative Learning**

Peter P. Biekens, Fontys Education Designers

16.15 - 16.30 **Closing Address**

16.30 ... **Network Reception**

PLENARY SESSION

The session will begin with presentations by each of the following four speakers on a different aspect of the overarching theme - *“Bridging gaps between the school and the workplace”* and end with a Q & A session.

Empowering our graduates for the workplace: An open education perspective

Prof. Dr. Marco Kalz, Welten Institute, OUNL



The presentation will deal with the role of open education for career orientation, the importance of the noncommittal character of open courses and MOOCs, and last but not least, the challenges arising from the openness.

Marco Kalz is full professor and UNESCO chair of Open Education at the Open University of the Netherlands (OUNL). Marco is a fellow of the Interuniversity Center for Educational Sciences (ICO) and the Dutch research school information and knowledge systems (SIKS). He is the chair of the special interest group on Technology-Enhanced Assessment (SIG TEA) of the European Association of Technology-Enhanced Learning (EATEL). Over the last 5 years, he has secured approx. 2 Mio EUR of research funding for his institution. Besides the European projects, he was and is still regularly involved in educational innovation projects at OUNL and in cooperation with other partners. His research interest lies in the use of open educational resources, pervasive technologies and formative assessment to support self-directed lifelong learning.

How to teach the unknown

Dr. Katerina Bohle Carbonell, Lecturer, Maastricht University



Learning is not a one-stop activity done after high school. Preparing graduates for the workplace requires more than the teaching of content. It is also necessary to instill a learning attitude in graduates. In this talk, I will describe how various behaviors can help graduates develop a learning approach, and provide ideas on how they can be integrated into programs. By focusing on developing a learning approach to work in favor to developing a certain skill set, new changes and challenges can be mastered.

Katerina Bohle Carbonell is a lecturer in the Management of Learning program at Maastricht University. Her research focuses on team processes, expertise development, and innovation in the educational industry. She is currently involved in a research project analyzing the future of business schools: to adapt business programs to changes brought about by technology, such as changing business models, and increasing use of business analytic for decision making. She also provides workshops and online courses on team process and social network analysis.

Bridging Gaps

Mark Bertrand, M.B.A., Senior Lecturer, Zuyd University



he presentation will be on the essence of the 'SLIMhuis' (translated SMARThouse) and the struggles we are facing regarding working with three different 'DNA's'. On the other hand, it is important to work together since the challenges are more diversified than ever. Hence, the question is - not if but how we will succeed and the way 'SLIMhuis' can play a role in this path to success.

Mark Bertrand is a senior lecturer at the faculty of Commerce & Finance of Zuyd University for Applied Sciences and member of the lectureship 'Entrepreneurship & Innovation'. One of his activities as a member of the lectureship is being a dedicated member of the 'SLIMhuis'. The 'SLIMhuis' (translated SMARThouse) is a triple Helix network organisation in which government, entrepreneurs and education are trying to bridge the gap between the three components in order to face regional economic challenges. Mark is also one of the founding fathers and one of the board members of 'Roda JC Kerkrade, Midden in the Maatschappij', the Social Corporate Department of Roda JC Kerkrade, a professional soccer club playing in the highest Dutch division. He developed a CSR-strategy to attract business partners.

Hacking Education for Disruptive Changes in the 21st Century

Nick van Breda, B.A., Changemaker & Transitioner, Nick van Breda Consultancy



The presentation will focus on "How to gamify education": to turn formal education into serious gaming where you train 21st century skills in an easy and accessible way with not only students and teachers but with all stakeholders of education. How does global education look like when this becomes the new standard and learning becomes fun again.

Nick van Breda is a graduate of Advanced Business Creation and was the first freshman who won with his research paper on "The Future of Co-Creation and Crowdsourcing" at the Edcom Annual Conference (an EU program) in 2013. He went on to participate in 50 different educational and entrepreneurship events. His vision is to assist in the transition towards a purpose driven economy. He has since co-organized 40 new alternatives for classical education in the form of hackathons with a focus on bridging the gap between entrepreneurship, education and a rapid changing market.

WORKSHOP

There will be three workshop sessions on *"Rethinking education in the changing world"* where each of the three workshop speakers will take you through an interesting and interactive journey. Your active participation will be most welcomed. You can pose questions, present challenges and address practical issues pertaining to the topics of the respective workshops.

Entrepreneurial Education

Paul Crutzen, Facilities Coordinator, QESKE Community



During this workshop, Paul will show you that a QESKE community would take only a couple of months to flourish and also how many of societal biggest problems can be resolved, by simply following the rules of nature with an understanding of the simple patrons of capitalism.

Paul Crutzen discovered his natural entrepreneurship when he was a 22-year old student physics. For more than 30 years, he has witnessed many successful startups and acquisitions. He later started his own fieldlabs, QESKE communities.

Transforming Education: Agile in Education

Guido van Dijk, Ph.D. Student, OUNL



During the workshop, participants will explore the 'Agile in Education Compass' and learn how to start to learn by using his/ her creativity - the beginning of one's learning journey. Participants will experience how students at Agora learn and create their own natural learning path. In the session, Agile plays an important role and participants will get to share their experiences.

Guido van Dijk is one of the developers of Agora Roermond and is currently a PHD-student at the Welten Institute, the Open University of the Netherlands (OUNL). His topic is Agile Learning. As member of the Agile in Education group, he created the Agile in Education Compass. He is presently working with different partners to transform the educational context to a more dynamic flexible learning setting. He is also the co-founder of Learning eXperience. He created the learning platform LeX-Play.com where learners, field experts can communicate, share their challenges and has the possibility to find mentors or physical places to learn about a topic.

Adventurous and Creative Learning

Peter Biekens, M.A., Fontys Educational Designers



In the workshop, participants will learn by doing. They will experience analog 'adventures' in which they have to use their creative brainpower, share their skills and leverage each other's talents. After which, participants will have a short group reflection on their individuals' learning experience and what it has brought him/her.

Peter Biekens is one of the founders of Fontys Educational Designers (FED) and lectures at the Fontys International Business School. He facilitates (re)design processes for educational programs of any kind, in and outside of Fontys. Together with FED, he supports anyone who wants to make a change in his or her own educational context. Peter is also co-author of Brainnovation, a method to train your creative potential.

DESCRIPTION OF THE LELLE PROJECT

Overall Goal and Main Objective(s):

LELLE embraces a long-term vision to equip the graduates with core life-skills making them marketable and mobile for the labour force. The overarching goal of LELLE is to address the skill-deficit in our current graduates and to foster the learning to learn culture; making them competitive and resilient in the 21st century.

LELLE's project trajectory is best defined by its three main objectives:

1. Identify gap in HEI programmes and the much sought-after skills in the labour force, i.e., critical thinking, problem-solving and managing one's own learning process
2. Capture best practices of educational and non-educational institutions for integration of the three core skills: critical thinking, problem solving and managing one's own learning process, into the existing higher education (HE) curricula
3. Create a LELLE kit consisting of a ready-to-use curriculum with learning scenarios including methods to develop and evaluate the three core skills



The three main stages of the LELLE project

Stage 1 is a collection of best practices conducted in two phases. In the first phase, desktop research and establishing initial contacts with various organisations ranging from formal educational institutions (such as schools and universities) to non-formal educational institutions (such as enterprises) and including specialised training agencies as third specific target group via an insight-card were carried out. The research was focused on three selected skill-sets: (1) Critical thinking, (2) Problem-solving, and (3) Managing one's own learning process. In the second phase, 72 structured interviews across Europe were conducted: 34 educational institutions, 19 non-educational organizations and 19 training agencies. Data was then analysed and coded with respect to five thematic categories: (1) importance of the three skill-sets, (2) areas/fields where the skill-set(s) is/are particularly needed, (3) methods of assessing/ verifying the skill-set(s), (4) method(s) of developing the skill-set(s), (5) method(s) of evaluating the acquired skill-set(s).

Stage 2 is the design and development of the LELLE Mentor Training material which includes a Profiling Filter (i.e., an online self-assessment tool for students to assess gaps in their „Learning to Learn“ skills). Based on the findings from stage 1, the training materials include recommended methods of developing and evaluating the three selected core skill-sets. Implementation examples with clear objectives and activity description are provided as a guiding framework for university lecturers to integrate the teaching of the three core skills into their HEI curriculum and instructional programme.

Stage 3 focuses on hands-on experience where the training materials for mentors is piloted. Between 2016-2017 for two semesters, University of Pannonia (UP), Hungary and Wrocław University of Economics (WUE), Poland provided training to the lecturers on the implementation of the skill-based training materials during their seminars. Students acquired the three core skill-sets via different tasks and activities. Meanwhile, individual coaching meetings were also provided for students to learn how to manage their own learning process. To best support the development of the final Learning Skill Filter and Training, feedback was obtained from the participants (students, trainers, mentors and teachers). The aim of the feedbacks is to summarise the challenges of implementing the coaching materials, to integrate the comments, the opinion and the recommendations of participants for the final fine-tuning and amendments of the Learning Skills Filter and Training concept.

One of the main aims of the LELLE regional conference is to disseminate the results and to obtain feedback from the various stakeholders in order to finalise the LELLE kit.