

## MODULE 4

### Suggestions on Incorporating Learning Skills Development into Curricula

The [selected core skill-sets](#) of “critical thinking”, “problem-solving” and “managing own learning process” within the competence of “learning to learn” are critical for successfully entering the workforce anywhere in Europe. The development of these skills is an important service offered by universities to (graduating) students: to equip and to empower them with the necessary prerequisites for the workplace. Universities that prepare their graduates for the workplace are also likely to attract more applicants.

Including the development of learning skills in existing curricula poses challenges to lecturers. These common challenges are: the feasibility of integrating the teaching of these core skills into any subject area, e.g., science, arts; exploring the possibility of teaching them as separate components of existing subject areas; and possessing the necessary pedagogical skills and competences to teach these learning skills. This practical module of the LELLE Kit aims to address these challenges.

This module of the LELLE Kit provides a set of guidelines on incorporating learning skills development into existing university curricula. University lecturers are able to apply the set of guidelines – or selected parts of them. The set of guidelines includes recommendations, tips, tested lesson activities as well as templates for adaptation of lesson activities and tools to the specific learning context. The set of guidelines and recommendations are based on the results of a test period of two academic semesters in Hungary and Poland. The guidelines were piloted also by lecturers – other than participating in the development of or the academic year implementation tests – during a [summer camp](#) held in Hungary.

With the completion of the LELLE Kit, the LELLE partnership achieves the final goal of [project LELLE](#): to provide universities with a set of tools on integrating the three core-skill sets into the university curricula. Methods, tools and templates suggested are ready for use in the LELLE Kit. The Kit consists of three successive and interlinked professional modules completed with two additional blocks: one introducing the practical experiences gained in testing the products of the project (in particular the profiling tool and the training materials), and the other describing the [funding programme](#) and the implementing partners.

The [first professional module, Module 2](#) incorporates the summaries (in [English](#), [Dutch](#), [German](#), [Hungarian](#) and [Polish](#)) of the results of a [European research study](#) conducted by the LELLE partners with educational institutions (universities, schools – so-called formal education), training organisations (language and coaching schools, continuing education centres, etc.) and non-educational organizations (companies, workplaces – employers) on challenges and available best practices. The [second professional module, Module 3](#) of the LELLE Kit provides the users with a [tool](#) for the self-assessment of students to profile them with the aim of adjusting the [training materials](#) to their learning needs. The third professional module, Module 4 of the LELLE Kit offers [guidelines](#) on incorporating learning skills development activities and methods into existing curricula.