2015-1-HU01-KA203-013619

How to implement LELLE skills into any kind of course/curriculum?

In the LELLE project, we focused on three core skills that are in high demand in the workplace and crucial in lifelong learning. All three of them are domain-independent that means that they can be implemented in any subject area and setting.

Critical thinking and *Problem solving* are cognitive skills, whilst *Managing own learning process* is an important meta-cognitive strategy and can be used to regulate the two other skills.

In this short document, we provide some ideas on how to integrate these skills into any fields you teach.

Step #1	
Choose skill	In the first step, you have to assess your students' needs as well as decide on the subject area and setting where you can integrate the teaching of the desired skill(s)/ subskill(s). You have to decide what skills are suitable for your subject. (You can implement more of them). Ensure that you know the definition of the selected skill(s) and the respective subskill(s) (refer to module 3). There are 4 subskills in each skill set which will enable you to design your lesson according to the targeted skill(s) or subskill(s).
Step #2	
Set Learning goals	A learning goal is a positively formulated sentence that focuses on what and how a student will be able to do when s/he completed the course. (e.g. The student will be able to analyse complex academic texts regarding given criteria or the student will be communicate opinions/ perspectives/ feedback in an assertive manner.) These learning goals can be domain specific or they can be general as well. (e.g. The students will be able to understand the 3 laws of thermodynamics or the students can critically evaluate EU regulations.)
Step #3	
Define learning process	As soon as we have the learning goals, we can design a learning path to attain these goals. For example, a more complex skill needs more detailed preparation. If I want the students to evaluate a complex legal definition or law, I have to make sure they understand what they read. Then to make sure they get the context of the law, the wording, etc and after this I can move on to evaluating it. This process will help to build up the course plan. You can use the

Project LELLE has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use, which may be made of the information contained therein. Project number: 2015-1-HU01-KA203-013619

	Descriptors defining levels in the European Qualifications Framework below.
Step #4	
Define tasks	In defining the learning process, you would almost have identified the pace, the structure as well as the potential activities that are likely to bring about the desired learning outcomes. Next, you can choose or adapt the appropriate methods/activities for development and evaluation of the selected skill(s)/ subskill(s)from our *Train the Teachers Material*. Make sure that you have time for the tasks, and for feedback and discussion.
Step #5	
Evaluation	In this step, you need to decide how you will evaluate the students' progress and performance: will you include it in the grades? will you provide written or oral feedback? individually? group? peer? You can use the scoring rubrics in the *Train the Teachers Material* as a guide to evaluate skills.
Step #6	
Feedback	Developing skills are not easy, because you have to deal with the diversity of students: learners' needs, prior knowledge, entry-level etc. Therefore, it is crucial to obtain feedback from them to see whether the lesson you have designed, meets the learning expectations of the students. Perhaps you can find out if they have benefited from the lesson activities and/or the challenges, the obstacles they face during the lesson. This will enable you to improve on the future planning and execution of such learning activities.

Project LELLE has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.
Project number: 2015-1-HU01-KA203-013619

2015-1-HU01-KA203-013619

Descriptors defining levels in the European Qualifications Framework (EQF)

Each of the 8 levels is defined by a set of descriptors indicating the **learning outcomes** relevant to qualifications at that level in any system of qualifications

EQF Level	Knowledge	Skills	Competence
	In the context of EQF, knowledge is described as *theoretical and/or factual*.	**In the context of EQF, skills are described as *cognitive* (involving the use of logical, intuitive and creative thinking), and *practical* (involving manual dexterity and the use of methods, materials, tools and instruments)**	**In the context of EQF, competence is described in terms of *responsibility and autonomy*.**
Level 1	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
Level 2	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
Level 5[1]	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others

Project LELLE has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use, which may be made of the information contained therein. Project number: 2015-1-HU01-KA203-013619

EQF Level	Knowledge	Skills	Competence
	In the context of EQF, knowledge is described as *theoretical and/or factual*.	**In the context of EQF, skills are described as *cognitive* (involving the use of logical, intuitive and creative thinking), and *practical* (involving manual dexterity and the use of methods, materials, tools and instruments)**	**In the context of EQF, competence is described in terms of *responsibility and autonomy*.**
Level 6[2]	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
Level 7[3]	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Level 8[4]	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

Project LELLE has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.
Project number: 2015-1-HU01-KA203-013619