

## MODULE 2

### Good practices of Learning Skills Development

A graduating university student faces new challenges upon entering the labour market. Since they have acquired state-of-the-art theoretical knowledge and, in most cases, they have already gained some practical experience through internship, employers assume that these young, graduating job-seekers have already possessed the soft skills to learn quickly and to assimilate into the real world workplace. However, in most university curricula, the development of learning skills is usually not incorporated and, therefore, there are still gaps between the skills offered by university leavers and the skills sought after by their future employers.

The aim of the first activities implemented in [project LELLE](#) was to test the above-mentioned conjecture. The LELLE partners, ([University of Pannonia](#), [Wrocław University of Economics](#), [BEST Institut](#), [Open University of the Netherlands](#) and [Europa Consortium Non-profit Ltd.](#)) first established contact with educational and non-educational institutions, as well as employment training agencies across Europe to find out more about the growing disparity between formal education and the workplace. Next, the LELLE partners conducted in-depth interviews to identify core skills and best practices in developing these desired skills and methodology in evaluating those skills. Based on the in-depth desktop and literature research as well as internal discussions, the [core skill-sets of "critical thinking", "problem-solving" and "managing own learning process"](#) were identified as critical for learners in general and, in particular, for graduates to enter the workforce.

The findings of the research are detailed in the [first output of the project](#), and is available in English. A [summary of the key conclusions](#) is accessible also in [Hungarian](#), [Polish](#), [Dutch](#) and [German](#).

The outcomes of the research and interviews led to the identification of best practices, methods and models for learning skills development. Their short descriptions, goals, success factors, methodology for development and implementation, as well as the strength of their applicability in the development of the three core skill-sets are summarised in the best practice sheets which include: (i) [Setting learning goals and outcomes with deadline and criteria](#); (ii) [Mind Mapping](#); (iii) [Assessment centre](#); (iv) [Critical reasoning](#); and (v) [Model for Internship](#).

The completed milestones and detailed documents in the first phase of the LELLE project served as the base for the forthcoming activities: the development of a [profiling tool](#) for self-assessing students' learning skills and the elaboration of [training materials](#) that can be integrated into the any university curriculum.