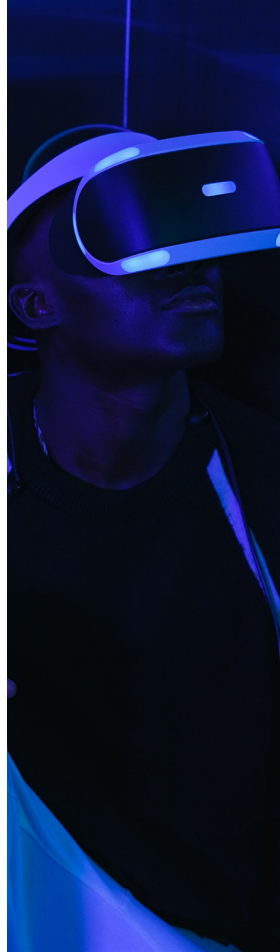
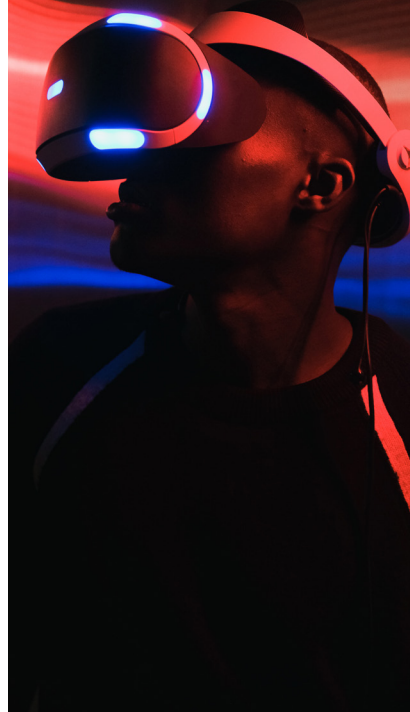


LIFECOMP ILX
COMPETENCE
PROFILE
FRAMEWORK (PR1)



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INTRODUCTION

In the 21st century, it is highly desirable that employees and trainees are able to reflect on and develop their personal, social, and learning to learn competencies in order to unleash their dynamic potential, self-regulate their emotions, thoughts, and behaviours, build a meaningful (personal and work) life, and cope with complexity as thriving individuals, responsible social agents, and reflective lifelong learners. All these competencies are essential in today's working context and will be central in the development of the LIFEx training experience.

In order to ensure the robust development of the LIFEx immersive learning experience, the project team have developed a competence profile with related learning outcomes for three (3) Immersive Learning Experiences (ILx) related to the EU's LifeComp Framework.

The three Immersive Learning Experiences that we will focus on are:


I. Personal

II. Social

III. Learning to Learn

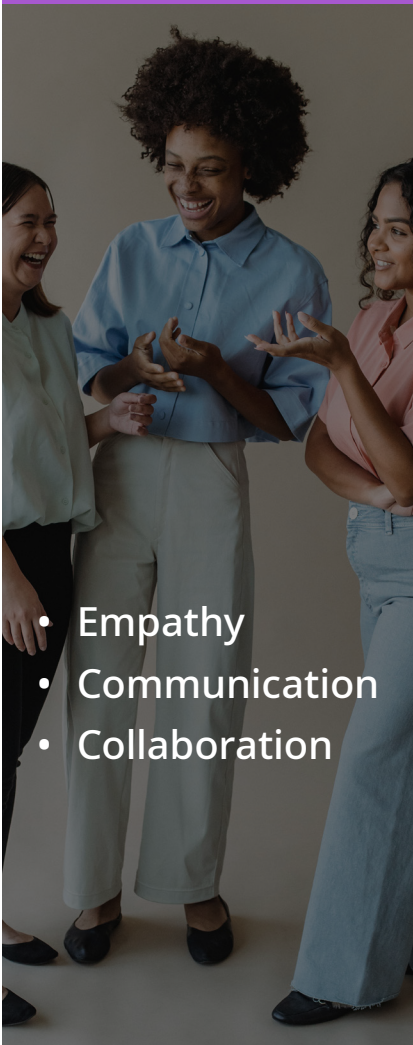
Within these skill areas, we will specifically focus on the following competences:

PERSONAL



- Self-regulation
- Flexibility
- Well-being

SOCIAL



- Empathy
- Communication
- Collaboration

LEARNING TO LEARN



- Growth mindset
- Critical Thinking
- Managing learning

IMMERSIVE LEARNING TECHNIQUES

Immersive learning techniques (ILx) are becoming more popular as a means of teaching and learning in education, training, and workplace settings. The ability to immerse oneself in an entirely digitally created world has several benefits for learners and tutors.

For many learners providing engaging and interactive content offers a more inclusive and accessible learning experience, especially for those that are predisposed to a visual and kinesthetic style of learning.

Immersive learning is an effective way for learners, trainees, and employees to develop their knowledge and skills. It provides artificial, digitally created content and environments that accurately replicate real life scenarios so that new skills and techniques can be learned and mastered.

Types of immersive learning techniques include:

- **Simulations**, which typically involve controlling a digital character or avatar and completing a set of tasks in a digital space on a digital device.
- **Game-based learning** typically revolves around challenges that tests a learner's knowledge, such as escape rooms, quizzes, and digital breakouts.
- **Virtual Reality (VR) and Augmented Reality (AR)** allow learners to enter a digital space via a headset where they can see and participate in a virtual world (in the case of VR) or their existing setting (AR). This technology allows learners to add the physical dimension to the audio-visual experience provided by other immersive learning techniques. Participants can complete physical tasks using their hands in a virtual world.
- **360° videos** allow viewers to feel part of a real-life experience from the point of view by providing a close-up view. This type of technique is particularly effective for showing something to learners that they would not normally be able to see close-up. For example if a new employee is going to be working remotely, an organisation might choose to create a 360° video to take them through the office space and help to connect with the culture of the organisation.

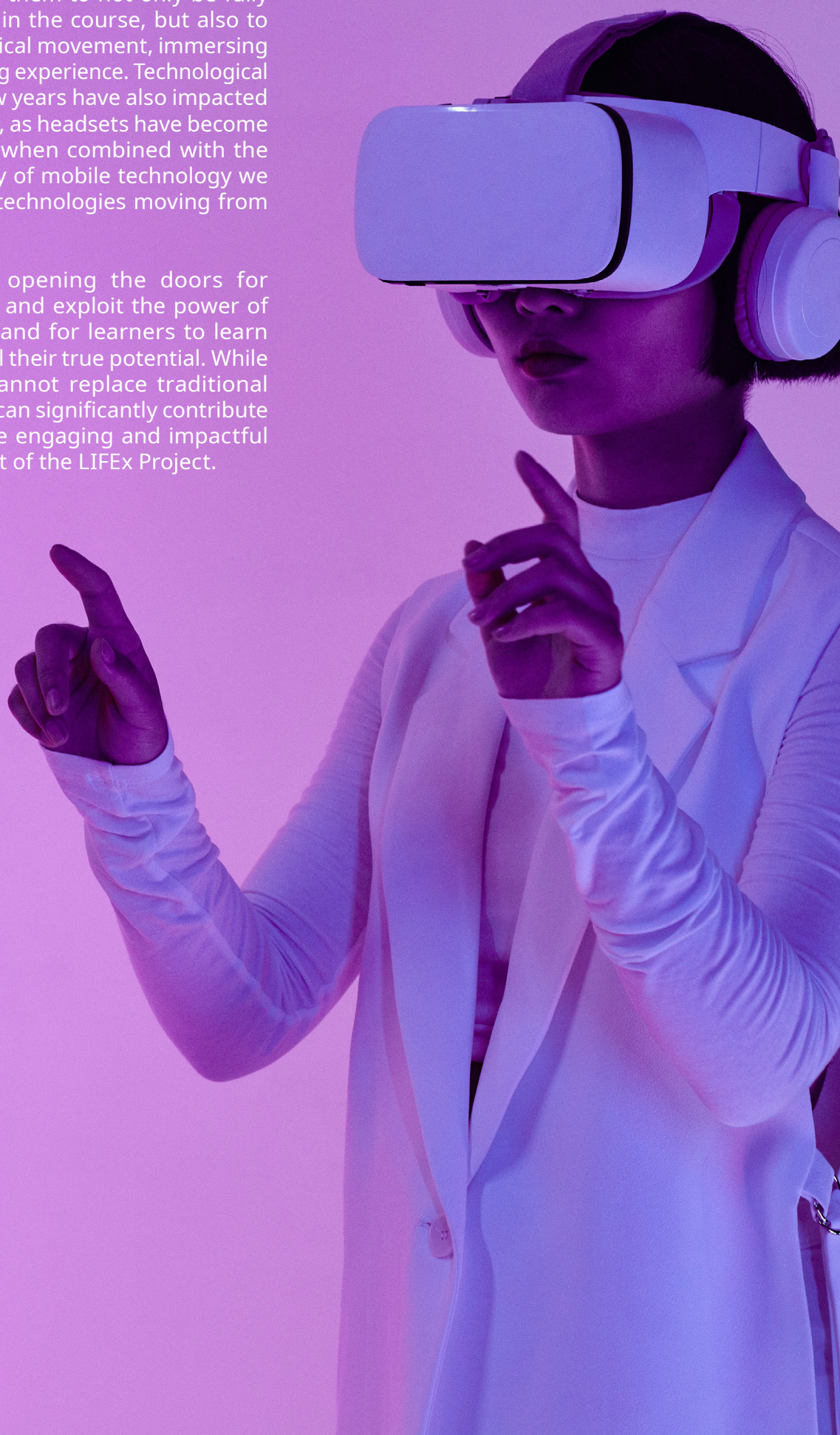
Immersive technology gives learners the opportunity to develop knowledge and skills in a digital environment that replicates real-life situations. For tutors and trainers, this means that they can help learners advance quicker than they might in a real-life scenario. For example, if a company wants to train an employee on making presentations to clients, they can use immersive learning techniques to help workers develop their confidence in delivering presentations to a digitally created target audience. This way, there is no risk of exposing a nervous junior executive to a real-life client until they have built up the necessary skills and confidence through virtual learning experiences.

There is significant scope for using immersive techniques to help learners grow in confidence and develop crucial soft skills. In the workplace, the application of immersive techniques can help build the knowledge and confidence of employees to thrive in various real-life situations. Through ILx, young learners can develop the necessary skills to be successful at interviews, make competent sales pitches, have positive media interactions, whilst also developing their leadership, teamwork, and collaborative skills, all in the comfort of a controlled learning environment, leaving them better prepared for real life experiences.



For the LIFEx project, we have chosen to use Virtual Reality (VR) as our primary immersive learning tool for participants. We feel that learners will get the most out of our training programme through a VR method as it will allow them to not only be fully focused and engaged in the course, but also to take part through physical movement, immersing them fully in the learning experience. Technological advances in the last few years have also impacted on our choice to use VR, as headsets have become more affordable, and when combined with the increasing functionality of mobile technology we are seeing immersive technologies moving from niche to mainstream.

These advances are opening the doors for educators to embrace and exploit the power of immersive learning – and for learners to learn without limits and fulfill their true potential. While immersive learning cannot replace traditional learning techniques, it can significantly contribute to make learning more engaging and impactful which goes to the heart of the LIFEx Project.



INTRODUCING THE LIFEComp FRAMEWORK

In May 2018, the Council of the European Union adopted the revised Recommendation on Key Competences for Lifelong Learning, setting out a core set of skills necessary to work and live in the 21st Century. LifeComp offers a conceptual framework for the “Personal, Social, and Learning to Learn” key competence for education systems, students, and learners on the whole. LifeComp intends to systematise the need to improve personal and social competences through education and lifelong learning, as well as promoting learning how to learn. It is a flexible tool that can be adapted to different learning settings, and target groups to support the development of this key competence. It provides a validated description of the components that make up the key competence.

Even if, usually, the definition of “competence” encompasses knowledge, skills, and attitudes, a holistic perspective has been adopted within the LifeComp framework which acknowledges the interdependence between elements of the framework as a complex ecosystem. In fact, the key competence spans elements with different profiles and makeup. Some, for instance, have a focus on attitudes as dispositions and orientations to actions; others represent a set of competences.

All competences included in the framework are, therefore, equally relevant, necessary, interrelated, and interconnected, and should be treated as parts of a whole. For this reason, the LifeX Competence framework, will also move away from the traditional “Matrix style, knowledge, skills and attitudes” table to a more flexible interconnected profile of each competence to align with the LifeComp thinking and style.

It is not intended to be prescriptive but just as a guideline and support for users.

STRUCTURE OF THE FRAMEWORK

The LifeComp conceptual model builds on three **areas**:

- **PERSONAL**
- **SOCIAL**
- **LEARNING TO LEARN**

Each area is made up of three **competences**. In turn, each competence has three **descriptors** which are outlined using the ‘awareness, understanding, action’ model. The order in which the descriptors are presented does not imply a sequence in the acquisition process or a hierarchy. In other words, every competence has different dimensions, which individuals can develop at different levels.

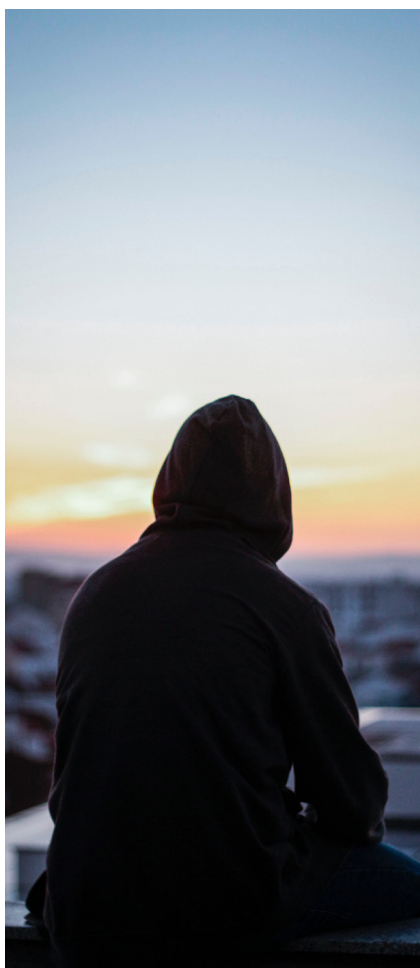
ILX COMPETENCE PROFILE: STRUCTURE

In the LIFEx Project, we are using LifeComp as the starting point for defining the Learning Outcomes for each of the three immersive learning experiences that we will develop. Each of the three immersive learning experiences will be structured as follows:

Introduction - The LifeComp definition and its explanation according to the framework

Section 1 - Explanation of the competence (e.g. Personal ILx) and its relevance to learners

Section 2 - Learning outcomes



THE DEFINITION OF THE LEARNING OUTCOMES

For each of the nine competences identified we will develop 4 Learning Outcomes. The suggested methodology consists of the following steps:

- start from the specific descriptors that LifeComp provides for each single competence.
- identify the key knowledge, skills and attitudes underlying the descriptors.
- select those which promise to be more relevant for supporting future effective individual and organizational behaviours of learners.
- translate them into specific, clear, and measurable learning goals.

In completing this process, we have two equally suitable possibilities:

- one Learning Outcome for each descriptor plus a fourth Learning Outcome of a cross-cutting nature.
- one Learning Outcome for each descriptor and, in the case of a particularly complex descriptor, one descriptor corresponds to two Learning Outcomes.

Area	Competence	Descriptor	Learning Outcome
Personal	P1 Self- Regulation	P1.1 Awareness and expression of personal emotions, thoughts, values, and behaviour	Learning Outcome n.1
		P1.2 Understanding and regulating personal emotions, thoughts, and behaviour, including stress responses	Learning Outcome n.2
		P1.3 Nurturing optimism, hope, resilience, self-efficacy, and a sense of purpose to support learning and action	Learning Outcome n.3 + Learning Outcome n.4
			OR
			Learning outcome n.4

A PRACTICAL EXAMPLE OF LEARNING OUTCOME

Following this structure we tried to identify the Learning Outcomes for the Area Learning to Learn
– Competence L1 Growth Mindset

GROWTH MINDSET

Belief in one and other's potential to continuously learn and progress

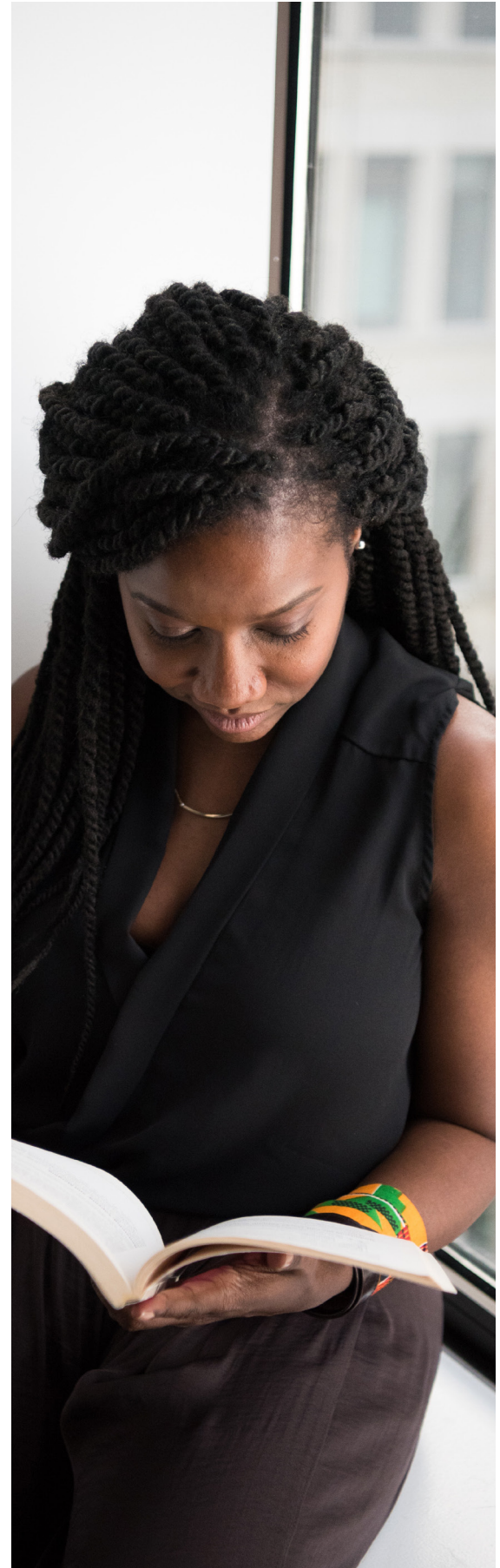
L1.1: Awareness of and confidence in one's own and other's abilities to learn, improve and achieve with work and dedication

L1.2: Understanding that learning is a lifelong process that requires openness, curiosity, and determination

L1.3: Reflecting on other people's feedback as well as on successful and unsuccessful experiences to continue developing one's potential

At the end of the training unit participants will be able to:

- be responsible for their own self-development knowing their strengths and improvement areas in future learning
- understand how an open-minded, curious, and determined approach can contribute to their long-life learning
- use feedback as a mean for personal and professional growth and improve their performance
- critically reflect on their successful and unsuccessful experiences by developing continuous improvement strategies



METHODOLOGY USED TO INFORM THE LEARNING OUTCOMES

In developing the learning outcomes, we have referred to a consolidated framework which focuses on understanding what a learner is expected to know, understand, do, and be at the end of the learning process.

Even though widely used in the practice by educators, instructors, and training experts for at least three decades; this learning outcomes approach has most recently been returned to by CEDEFOP. In their recent publication "Defining, writing, and applying learning outcomes (2022)", they underline how important it is to ensure a sound learning outcomes definition in education and training design to improve the quality of learning and the match between skills demand and training programmes.

This means that using an accurate process and methodology in drafting learning outcomes represents a key factor not only for developing effective learning processes but also for improving the dialogue between 'education' and the 'labour market.' When learning outcomes are clear, it is easier to assess the quality of a training programme and to evaluate and certify the competences acquired by learners (a key step when a formal qualification is at stake).

According to these introductory remarks, we followed a specific and detailed methodology for creating the learning outcomes of this area. It is based on a logical path articulated in six conceptually related steps that we repeat for each of the three single competences within each area.

1. Considering as the starting point the definition and descriptions contained in the LifeComp framework, which represents the results of a theoretical needs analysis or the competence gap to be filled.
2. Identifying the key knowledge, skills and attitudes underlying each single descriptor, thus developing a matrix (where the columns are represented by the "descriptors" and the lines by "knowledge, skill and attitudes").
3. Realising a cross-sectional analysis on our matrix aimed at finding out recurring elements across the different descriptors (columns) of the competence.
4. Focusing on priorities through the selection of those elements which promise to be more relevant for supporting future effective individual and organisational behaviours of learners, coherent with the specific competence to be developed.
5. Translating these priority elements into specific and measurable learning outcomes.
6. Refining the drafted learning outcomes by working on the specific wording to ensure understandable, clear, and unambiguous statements.

Overall, our choice was to produce x4 LO for each competence, according to the following methodological principles:

- one Learning Outcome for each descriptor plus a fourth Learning Outcome of a cross-cutting nature.
- one Learning Outcome for each descriptor and, in the case of a particularly complex descriptor, one descriptor is broken down into two Learning Outcomes.



GUIDELINES FOR FORMULATING LEARNING OUTCOMES

When formulating and writing learning outcomes we took the following into consideration:

- learning outcomes should be described from the perspective of the learner, and not from the perspective of the teacher/trainer
- the optimal number of learning outcomes is dependent on the complexity of the educational programme: it is advisable to formulate neither too many, nor too few learning outcomes
- ensure they are observable and measurable, clearly allowing learners to know what is expected from them, and an external evaluator to determine if the learner has achieved them or not
- formulation should be customised according to the specific target
- make use of active, clear, and understandable verbs
- use concise statements, and clear and unambiguous language
- focus on one unique objective instead of presenting different purposes

SCHEME FOR LIFEX COMPETENCE PROFILE

1 - ILX PERSONAL

INTRODUCTION

A person's ability to apply technical skills effectively is based on their personal competences, which are talents that are universally applicable to most occupations. Personal qualities serve as the foundation of learning. They are below the surface and not outwardly visible.

How you express yourself is related to your personal skills. By seeing how someone interacts with others at work and in daily life, you may rapidly determine the extent of their interpersonal abilities. A person lacking in these abilities may appear difficult to work with and their presence could potentially split a team apart.

The **four human qualities** of motivation, social/emotional intelligence, metacognitive intelligence, and cognitive intelligence are particularly important when it comes to the personal skill area.

More specifically:

- **Cognitive competence:** the ability to organise existing knowledge, create associations, and understand concepts to facilitate new learning.
- **Metacognitive competence:** the use of learning strategies and self-regulation of learning.
- **Motivational Competence:** Persistence and commitment in pursuing learning objectives.
- **Social and emotional Competence** refers to the capacity to control one's emotions, understand them, and use them to develop and achieve goals.

RELATION TO EDUCATION

A broader definition of education includes purposeful improvement of personal competences in addition to proficiency in the content-area information and skills taught in the curriculum. It should be noted that as knowledge and skills are mastered, competences are improved. Mastery makes assumptions regarding the standards that must be reached to determine whether certain learning objectives are accomplished, such as for a student of a specific age or grade level. State curricular requirements and Bloom's taxonomies, as well as later updates (Bloom & Krathwohl, 1956; Krathwohl, Bloom, & Masia, 1973), provide organisational structures for classifying knowledge and abilities.

PERSONAL VS PROFESSIONAL SKILLS

Personal and professional talents are often perceived as the same. For instance, leadership abilities are crucial in business and require a variety of good personal abilities. In truth, there is a big distinction between the two: personal qualities are acknowledged as soft talents that are challenging to teach (although, not impossible). They are also referred to as "people skills" or interpersonal skills, and include dependability, flexibility, drive, problem-solving, and analytical abilities.

Professional skills, on the other hand, are "technical" or "hard" talents. They are specialised skills that can be learned on the job or acquired through training or through prior work experience. Examples include writing, word processing, and foreign language skills as well as computer programming.

THE IMPORTANCE IN WORKING/ PROFESSIONAL ENVIRONMENT

Personal skills, often known as "soft" or "interpersonal" abilities, are crucial if you want to advance professionally. You need a combination of traits to succeed, including confidence and the ability to communicate effectively, whether you are working on a project with co-workers or negotiating with stakeholders. In the end, improving your personal abilities can assist you to:

- Gain professional success
- Expand your skill set
- Increasing your perceived value and contribution
- Obtain your personal objectives

Employers tend to prefer hiring individuals with great interpersonal skills because they are aware that these individuals can convey ideas clearly, collaborate well, and have excellent speaking and listening abilities. Team members with superior personal abilities tend to produce greater results for business. These people are better at sticking to deadlines, producing work of a higher quality, and demonstrating that they are reliable and dependable.

SECTION 1: EXPLANATION OF THE PERSONAL SKILL AREA

Following the LifeComp framework, the Personal skill area will explore the competencies of self-regulation, flexibility, and wellbeing.

SELF-REGULATION

This is all about the awareness and management of emotions, thoughts, and behaviour. If you are aware of and able to manage your thoughts and behaviour, you are more likely to fit in better in a professional environment and make stronger ties with colleagues, building stronger working relationships.

Self-regulation requires a pause for thought to allow oneself to analyse the situation before acting. First impressions are often lasting impressions, so the ability to self-regulate is crucial to ensure that you have successful professional relationships with colleagues, peers, or clients alike.

In the context of the LifeX project, we aim to give young people and adults the skills to reflect on their thoughts and emotions before taking actions that they might otherwise regret. We hope to give them the tools to become confident in delivering the message they want to get across when communicating with others, without offending or having any cause for regrets.





FLEXIBILITY

Flexibility is a crucial trait for the modern employee to demonstrate. COVID 19 brought a lot of change to the way and speed within which people work. Employers recognise that there is a need for employees to be able to adapt to rapid changes in society and the business world, so flexibility is a trait that is ever important and sought-after.

If you remain open and receptive to change and flexible in your approach to work and life in general, you will find change less challenging than if you automatically reject something new. This may sound straightforward, but it is perfectly natural to reject and avoid new things that we are not used to. It is therefore important to make an effort to be flexible and open to considering new ideas and challenges as they arise. However, flexibility does not mean ignoring your own thoughts and beliefs completely and often being flexible implies a degree of negotiation amongst two or more parties.

In the LifeX project, we aim to train young people and adults to learn to be open to new ideas and suggestions and to give them careful consideration. Our objective is that course participants learn to be more flexible when presented with challenges they may not have expected without giving in and completely abandoning their own ideas and thoughts entirely.

WELLBEING

The commonly stated “your health is your wealth” quote is true in the context of the LifeX project. Taking care of one’s physical and mental health will naturally make you feel better about yourself. Good health and a general feeling of being happy in your own skin, can help individuals build confidence in their professional and personal life through positive well-being.

If you feel in good physical and mental form, you are far more likely to have the confidence to take on new tasks and responsibilities, and to carry out tasks in an assured manner that will naturally lead to personal growth.

During the LifeX project, we hope to give participants a feeling of wellbeing through their valued contribution to the desired learning outcomes. Our aim is to ensure that they finish the programme with a good feeling that they can take into their everyday professional and personal life to give them the maximum chances of finding and developing a career path that they are truly motivated to go into and that they get a lot of enjoyment from.



SECTION 2: PERSONAL LEARNING OUTCOMES

P1 SELF REGULATION

At the end of the training experience participants will be able to

- identify his/her own feelings and how these affects his/ her behaviour at a personal and professional level
- adopt the right attitudes to respond to regular and longer-term challenges
- control his/her initial reactions to challenges
- apply the right self-regulation strategy according to the professional context

P2 FLEXIBILITY

At the end of the training experience participants will be able to

- adapt successfully to changing situations & environments in the workplace and life generally
- design and use backup plans in addition to a plan
- maintain calmness in the face of challenges
- adjust to shifting priorities and tasks

P3 WELL BEING

At the end of the training experience participants will be able to

- apply healthier lifestyle with specific actions (i.e. sports)
- understand the importance of mental wellbeing and its context in a workplace environment
- create strategies which will support him/her in challenging times
- understand and show respect for the rights of others

2 - ILX SOCIAL

INTRODUCTION

The LifeComp framework identifies three competences for this skills area:

- S1 empathy - the understanding of another person's emotions, experiences and values, and the provision of appropriate responses
- S2 communication - use of relevant communication strategies, domain-specific codes and tools depending on the context and the content
- S3 collaboration - engagement in group activity and teamwork acknowledging and respecting others

SECTION 1: EXPLANATION OF THE SOCIAL SKILL AREA

Social skills are behaviours and forms of communication necessary to build up and maintain relationships. Young people and adults who are able to understand other people's emotions, experiences and values can build up positive relationships, cope with stress and solve conflicts in an appropriate way.

Socially sensitive people can identify, perceive, and understand signals and contexts in social interactions. They can use relevant communication strategies and tools depending on the context and content and collaborate with others by respecting human diversity, equality and overcoming prejudice.

The Social Immersive Learning Experience focuses on the training of Empathy, Communication and Collaboration competences.

EMPATHY

Brené Brown defines empathy as a vulnerable choice, because in order to connect with someone else we have to connect with the same feeling in ourselves. This means that empathy is the ability to put ourselves in the shoes of someone else and understand what they are feeling or experiencing. Before beginning to empathise therefore, we first must understand our feelings and emotions.

Learning how to empathise is an important developmental process for young people. It helps them to control their emotions, to adapt and succeed in a continuously changing world. An empathetic adult may have greater success in their personal and professional life: the ability to understand others, like colleagues and customers for example, can help individuals have better relationships with others and better deal with situations of conflict, leading to stronger leadership qualities and potentially better career and life prospects.

In the context of the LifeX project, we want to ensure that project participants can identify and describe their own and other person's emotions, experiences, and values. We aim to enable them to take up a position on a given situation from somebody else's perspective. We will enable participants to understand that people's behaviour is influenced by their social groups.

COMMUNICATION

Communication is one of the most essential soft skills. It is the basis for an appropriate personal, social, and professional life. Communication is the process whereby people exchange ideas, information, and feelings. This exchange can be face-to-face or online, verbal, and nonverbal.

To communicate effectively, individuals need to decide which communication strategies to use in which situations. The best communication strategy will depend on who they are communicating with, where they are located, why they are communicating with the other person and what their desired outcome from the communication is. The LifeComp Framework defines three types of communication strategies:



- verbal (including written, digital, and oral language)
- visual (like signs, icons, and illustrations)
- mixed strategies (verbal and visual).

Individuals with strong communication skills are able to decide which communication strategy to use in effective communication by taking into account the following factors:

- socio-cultural environment
- who is the audience
- the relationship with the receiver
- the context in which the communication takes place
- the purpose and tools, which will deliver the message.

Active listening is a soft skill with high importance in a communication process. If a person is able to not only listen, but consciously process the message the other person is communicating, they will understand what is being said better and they will be able to give a more relevant and confident answer. Active listening is the basis of a positive 2-way human relationship, and it can be learned and developed through practice.

A study in the *Eurasian Journal of Educational Research* (Issue 63, 2016, 279-292) shows that students who received communication skills education showed a significant increase in empathetic tendencies and the ability to express their emotions. Developed communication skills can lead to effective teamwork and good leadership abilities, which are important workforce skills.

Therefore, within the LifeX project, our aim is to help trainees to engage in an effective communication process with confidence, assertiveness, clarity, and reciprocity, in personal, professional, and social contexts. Clear communication will help learners develop stronger connections with others and give them greater confidence when communicating with peers.





COLLABORATION

Collaboration is about teamwork. It is the process when a group of people come together and contribute their expertise for the benefit of a common project and objective. In a team, members can have different perspectives, beliefs, backgrounds, therefore it is important to recognise and respect differences and to exploit team diversity as a resource.

To encourage interactions in a group, individuals need to:

- provide help and assistance to one another
- exchange resources and information
- provide feedback to improve tasks and responsibilities
- challenge group members to argue certain topics in order to get an insight into problems
- negotiate and mediate to deal with conflict resolution
- promote decision making
- act in a trustworthy way
- be tolerant, respecting human rights and equality

Our training will help participants collaborate in groups and contribute their skills, knowledge, and attitudes to overall aims that will be beneficial to the group as a whole.

In the context of the LifeX project, we will enable participants to develop social skills which are linked to career success and progression, such as resilience, emotional well-being, conflict resolution, and negotiation.



SECTION 2: SOCIAL LEARNING OUTCOMES

S1 EMPATHY

At the end of the training experience participants will be able to:

- describe other person's emotions, experiences, and values.
- identify other person's emotions and experiences, and examine a given situation from different perspectives
- point out how a group influences its members' behaviour
- critically reflect on their past experience with understanding other people's emotions and values

S2 COMMUNICATION

At the end of the training experience participants will be able to:

- recognise what communication methods and tools to use in a given situation
- use different communication methods and tools in an appropriate way, taking into the consideration the socio-cultural environments and domain specific situations
- practice active listening in a communication process
- reflect on how confidence, assertiveness, clarity, and reciprocity can help them to engage in a conversation, both in personal and social contexts

S3 COLLABORATION

At the end of the training experience participants will be able to:

- Understand that each individual can contribute to the common good
- Recognise and use as a resource the differences between group members due to cultural and personal backgrounds
- solve problems/conflicts and disagreements/interpersonal problems, by being tolerant and respecting human rights and equality
- Manage a group, by using a systemic approach and promote equal share of tasks, resources, and responsibility

3 - ILX LEARNING TO LEARN

INTRODUCTION

The LifeComp framework identifies three competences for this skills area:

- L1 growth mindset - belief in one's and others' potential to continuously learn and progress
- L2 critical thinking - assessment of information and arguments to support reasoned conclusions and develop innovative solutions
- L3 managing learning - the planning, organising, monitoring, and reviewing of one's own learning

SECTION 1: EXPLANATION OF THE LEARNING TO LEARN SKILL AREA

Learning to learn is about being open and adaptable. It is the willingness to take on new information and try new things. Young people and adults who are open to learning and being challenged, those with a growth mindset, will have a strong potential to learn from challenging situations and keep developing their skills and pushing new boundaries.

An openness to learning new skills and overcoming challenges will help to take a critical thinking approach to learning. A clear understanding and ability to reflect and analyse information in context can allow learners to form strong opinions and build confidence in themselves and others.

A carefully planned out learning strategy and organised learning plan will enable trainees to effectively manage their learning. Learning plans need to be monitored and constantly reviewed in order that learners can continue to grow and learn new things.

GROWTH MINDSET

Professor of Psychology Carol Dweck (2006) was the first to propose the concept of fixed and growth mindsets. Over a period of 30 years and through various studies, Dweck observed that when challenged with difficult tasks that stretched their competences, students behaved in two distinctly different ways. Some students believed that they could stretch their boundaries by meeting challenges head on, whilst others almost immediately back down when faced with a problem that appeared "too hard."

Somebody with a fixed mindset will only believe that they are capable of achieving certain results and accomplishments and will struggle to see how they can overcome barriers to achieving their goals and objectives. This mindset is based on the idea that there are limits to one's intelligence and what one can learn. The result of a fixed mindset can often lead to disappointment and a failure to reach one's potential. It can also often be linked to comparisons drawn with peers and pre-determined achievement levels based on what peers can achieve. For example, a 100m runner with a fixed mindset, might see a competitor go past them and give less effort because they know this competitor has beaten them in a race before and therefore, they have already mentally given up and failed to achieve the best time and result they could have.

In contrast to a fixed mindset, a growth mindset is one that embraces new challenges and does not perceive them as barriers or impossible tasks. People with a growth mindset are willing to try a different approach or test themselves with a difficult challenge. They hope to learn something new and to pro-actively push their boundaries and increase their intelligence. Going back to the previous example, if the runner being passed had a growth mindset, they would be able to realise that they were being overtaken by the competitor and it might motivate them to push harder to do the best that they can. The growth mindset runner may not end up achieving a better placing than the fixed mindset runner, but they will know that they tried their best and will want to try again and may already be thinking about the areas they can improve to become more competitive for the next race. The growth mindset runner will also be encouraged by the strong performance of the competitor who beat them, as they understand that the competitor's growth also drives them on to learn and strive to perform better.

When applying a growth mindset in the context of the LifeX project, we want to ensure that participants take a positive approach to their learning and that they see obstacles as challenges that they can overcome if they put in the effort and have a desire to succeed. We want learners to set themselves no limits as to what they can achieve and to be self-motivated to do their best. We will enable LifeX participants to take constructive criticism on board to improve themselves and to take joy in peers' successes and see these as a motivator to continue to learn and develop their own skills.

CRITICAL THINKING

An open-minded approach is crucial to be able to think critically. The word "critical" may suggest giving negative criticism about something, but this is not the case. In fact, critical thinking is the ability to take a step back, analyse and question all the information at hand, allowing individuals to make informed decisions or choices. A critical thinker will have the analytical skills to weigh up what is being said and can reflect clearly on information without allowing personal bias to cloud their overall conclusions.

As far back as 1956, educational psychologist Benjamin Bloom developed the six skill levels of reasoning for students, now known as Bloom's Taxonomy, which are relevant to critical thinking:

- **Remember:** Remembering what you have learnt, how to relate to it and explain it to somebody else.
- **Understand:** Discussing what you have learnt and comparing it with other concepts / ideas.
- **Apply:** Using what you have learnt in a practical sense
- **Analyse:** Examining and contrasting what you have learnt with alternative viewpoints and ways of thinking.
- **Evaluate:** Making clear decisions based on your analysis of what you have learnt.
- **Create:** Produce new concepts/ideas based on what you have learnt and the decisions you have taken.

Critical thinking opens the door to self-development as it offers people the opportunity to reflect, form reasoned opinions, and make informed decisions. As such, thinking critically offers a means to understand oneself better and to become more confident in one's beliefs and more assertive in one's interactions with others.

In the context of the LifeX project, we aim to give learners the critical thinking skills that will empower them to make confident, considered decisions in the way they learn and interact with society in general. We strive to give learners the tools to effectively analyse and reflect on their learning and to build the right way forward for them.



MANAGING LEARNING

Learning is inherent in the things we do in everyday life and as such can appear as a subconscious by-product of where we go, who we meet, how we do things. However, if we manage the way we learn, we can exercise control over how we learn and create a more efficient learning experience and environment for ourselves.

If a learner has a class to follow, they will follow the direction of the teacher/tutor during lessons and for any assignments or projects, but they can still plan how they will learn. For example, a student might layout a page ahead of a class/lecture for taking notes in a format that is particularly memorable for them. Taking the time to think about what is going to work for the student to get the maximum out of their learning will ensure that they are prepared before beginning to learn. For structured learning, students should consider where and how they are going to learn, which tools they might need. Learners should have learning goals, so that they can strive to achieve their maximum learning potential.

Organisation is also key to a good learning strategy. Being prepared for the environment and organising learning set-up around a learning plan will lead to more efficient and less stressful learning. For example, someone who is learning from home will need to consider who else is in their home at the time of their study. They will need to ensure they have the correct technological set up for video conferencing, file sharing, preparing assignments for example.

Best laid plans can of course go to the wayside if they are not properly adhered to. Learners need therefore to keep in mind how their learning plan is progressing and whether they are on schedule to meet their learning objectives. By keeping track of how their learning is going, individuals can make necessary changes and adjustments to help them succeed in their learning.

Finally, learners need to regularly review their learning plan and environment. Having analysed how they are performing and whether they are meeting their learning goals, they can evaluate what is working and what is not. A good learning plan should regularly be updated based on how things have evolved and what stage the learner is at. For example, a learning goal could be to become more confident and proactive at speaking out in class. Once a learner has achieved this goal, they should adapt their plan to look at how they can build on their newly acquired skills.

In terms of the LifeX project, we aim to teach learners how to manage their own learning. Our VR delivered course will aim to give people the tools to plan out and organise their learning activities. Our ILx experiences will teach learners to keep monitoring and updating their learning according to their situation and personal learning objectives. In this way learners can strive to get the maximum out of their learning experience.

SECTION 2: LEARNING TO LEARN LEARNING OUTCOMES

L1 GROWTH MINDSET

At the end of the training experience participants will be able to

Be responsible for their own self-development knowing their strength and improvement areas in learning

Understand how an open-minded, curious, and determined approach can contribute to their long-life learning

Use feedback as a mean for personal and professional growth and improve their performances

Critically reflect on their successful and unsuccessful experiences developing continuous improvement strategies

L2 CRITICAL THINKING

At the end of the training experience participants will be able to

Mindfully consider the role played by their personal cognitive and emotional preferences in the process of collecting information and ideas from external sources

Critically analyse a wide set of complex information from a variety of sources drawing sound and evidence-based conclusions

Practice a creative approach to problem-solving based on innovation of the status quo, lateral thinking, and openness to different sources of information and perspectives

Continuously enrich their point of view in front of different opinions adopting an integrative and constructive approach

L3 MANAGING LEARNING

At the end of the training experience participants will be able to

Understand the key principles and theories of adult learning and identify the characteristics of their own learning style

Plan their personal and professional development in the mid-term defining clear learning goals and educational/training activities

Critically evaluate the effectiveness and the contribution of their participation to learning activities in relation to the defined personal and professional development strategies

Use any formal and informal educational experience to support their long-life learning and development process



CONCLUSION

The LifeX Competence Profile sets the direction of the overall LIFEx project, feeding into other major project results such as:

LifeComp Immersive Learning Experiences (PR2) training which will use virtual reality to develop the skills set out in this competence profile

eTools for LifeComp ILx evaluation (PR3) will allow trainers and educators to measure the performance of the ILx against the competence profile and to evaluate how trainees have performed in the execution of the ILx training.

This matrix for Immersive learning experiences will be validated following the piloting and testing of the ILx in June 2023.

ANNEXES

ANNEX I: FULL LIFEX COMPETENCE PROFILE - PERSONAL LEARNING AREA

PERSONAL LEARNING OUTCOMES
<i>At the end of the training experience participants will be able to...</i>
P1 SELF REGULATION
identify his/her own feelings and how these affect his/ her behaviour at a personal and professional level
adopt the right attitudes to respond to regular and longer-term challenges
control his/her initial reactions to challenges
apply the right self-regulation strategy according to the professional context
P2 FLEXIBILITY
adapt successfully to changing situations & environments in the workplace and life generally
design and use backup plans in addition to a plan
maintain calmness in the face of challenges
adjust to shifting priorities and tasks
P3 WELL BEING
apply healthier lifestyle with specific actions (i.e. sports)
understand the importance of mental wellbeing and its context in a workplace environment
create strategies which will support him/her in challenging times
understand and show respect for the rights of others

ANNEX II: FULL LIFEX COMPETENCE PROFILE - SOCIAL LEARNING AREA

SOCIAL LEARNING OUTCOMES
<i>At the end of the training experience participants will be able to...</i>
S1 EMPATHY
describe other person's emotions, experiences, and values.
identify other person's emotions and experiences, and examine a given situation from different perspectives
point out how a group influences its members' behaviour
critically reflect on their past experience with understanding other people's emotions and values
S2 COMMUNICATION
recognise what communication methods and tools to use in a given situation
use different communication methods and tools in an appropriate way, taking into the consideration the socio-cultural environments and domain specific situations
practice active listening in a communication process
reflect on how confidence, assertiveness, clarity, and reciprocity can help them to engage in a conversation, both in personal and social contexts
S3 COLLABORATION
Understand that each individual can contribute to the common good
Recognise and use as a resource the differences between group members due to cultural and personal backgrounds
solve problems/conflicts and disagreements/interpersonal problems, by being tolerant and respecting human rights and equality
Manage a group, by using a systemic approach and promote equal share of tasks, resources, and responsibility

ANNEX III: FULL LIFEX COMPETENCE PROFILE - LEARNING TO LEARN AREA

LEARNING TO LEARN LEARNING OUTCOMES
<i>At the end of the training experience participants will be able to...</i>
L1 GROWTH MINDSET
Be responsible for their own self-development knowing their strength and improvement areas in learning
Understand how an open-minded, curious, and determined approach can contribute to their long-life learning
Use feedback as a mean for personal and professional growth and improve their performances
Critically reflect on their successful and unsuccessful experiences developing continuous improvement strategies
L2 CRITICAL THINKING
Mindfully consider the role played by their personal cognitive and emotional preferences in the process of collecting information and ideas from external sources
Critically analyse a wide set of complex information from a variety of sources drawing sound and evidence-based conclusions
Practice a creative approach to problem-solving based on innovation of the status quo, lateral thinking, and openness to different sources of information and perspectives
Continuously enrich their point of view in front of different opinions adopting an integrative and constructive approach
L3 MANAGING LEARNING
Understand the key principles and theories of adult learning and identify the characteristics of their own learning style
Plan their personal and professional development in the mid-term defining clear learning goals and educational/training activities
Critically evaluate the effectiveness and the contribution of their participation to learning activities in relation to the defined personal and professional development strategies
Use any formal and informal educational experience to support their long-life learning and development process

Lifex

