

Mapping the geopolitical inequalities of valued knowledge


What you need for this activity

- Computer.
- Internet access.
- An academic paper published in a high impact factor journal in your discipline.
- Interactive map.

Instructions

1. Go to the title page of your paper.
2. Look for the **author(s) country**.

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Development of the Transferable Learning Orientations tool: providing metacognitive opportunities and meaningful feedback for students and instructors

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This study encapsulates the development and testing of the Transferable Learning Orientations (TLO) tool. It is a triangulated measure built on select scales from the Motivated Strategies for Learning Questionnaire (MSLQ), together with multiple-choice items adapted from the lifelong learning VALUE rubric, and an open-ended response for each dimension. Select scales from the MSLQ were tested in a range of undergraduate courses, and the TLO (version one) was developed and piloted in a first-year engineering course. Minor refinements were made, and the TLO (version two) was retested with second-year undergraduates. The TLO is designed to engage students in meta-cognitive processes and provide meaningful feedback to students. The dimensions are outcome motivation, learning belief, self-efficacy, transfer and organisation. Results from the second-year group were more consistent and reliable than the first-year group, suggesting that context is an important factor. The scales demonstrate acceptable reliability, and the moderate correlations between scale scores and rubric ratings provide support for concurrent validity. We recommend the TLO be tested with broader populations to confirm psychometric properties and that it be implemented longitudinally to investigate the development of learning skills and changes in orientations over time.

Keywords: lifelong learning; meta-cognition; motivation; learning belief; self-efficacy; transfer

Introduction

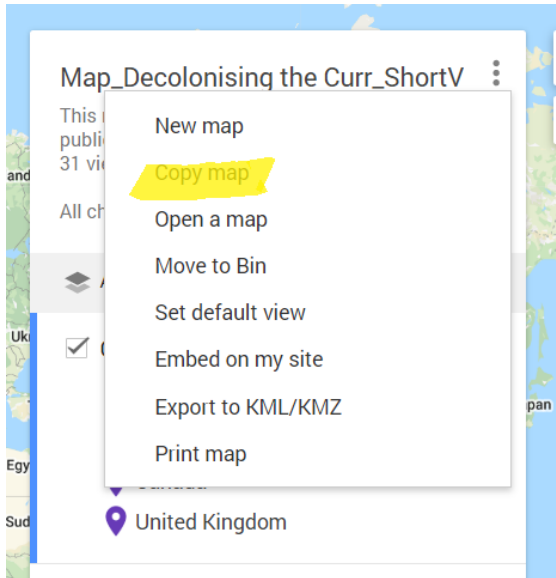
Post-secondary institutions are increasingly recognising the importance of complex cognitive skills, such as critical thinking, problem solving and communication, as well as meta-cognitive practices and a propensity for lifelong learning. Given the number and variation of employment opportunities our students will pursue over their lifetime, lifelong learning may be the most valuable of all the graduate attributes. Investigation of current literature suggests that few institutions track the development of lifelong learning in their student population.

Lifelong learning is a term that is widely used in a variety of contexts but the meaning varies by author. It has been described as deliberate, continuous, self-directed learning. According to a meta-analysis by the developers of the Effective Lifelong Learning Inventory (ELLI) (Crick, Broadfoot, and Claxton 2004):

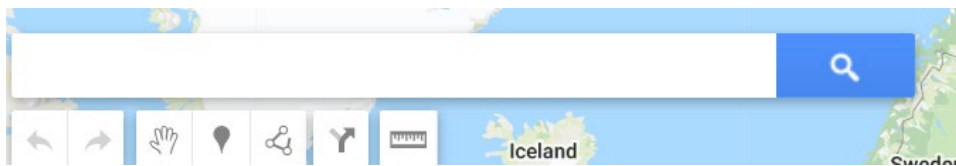
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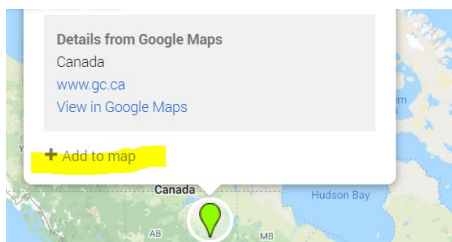
3. Go to the [interactive map](#). Please make a copy to create your own map, you will need a Google account.



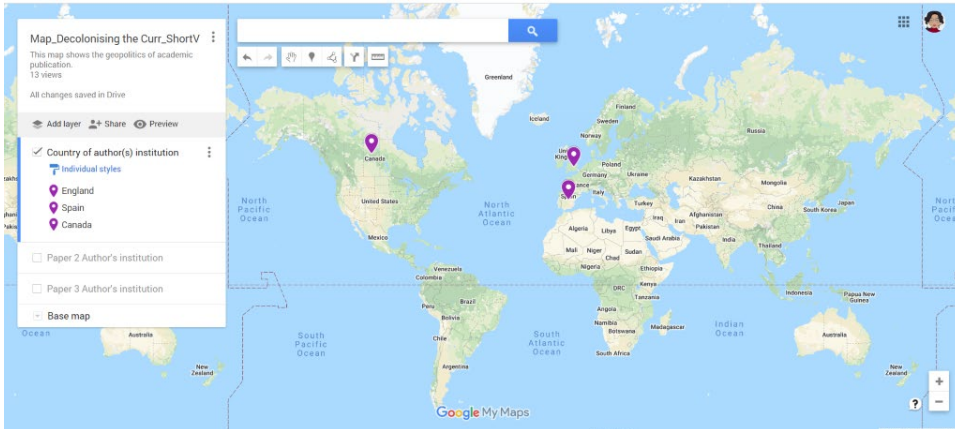
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6. Map of the north/south divide of academic publishing.



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