

PURPOSE

Metropolia UAS; Finland, Escola Superior de Saúde de Alcoitão; Portugal, Nexus education; the Netherlands and Tartu University from Estonia developed an European partnership to develop towards a true lifelong learning of professional learners in rehabilitation. This tuning was felt to be necessary to prepare both education and rehabilitation services for professionals who want to combine smoothly formal, non-formal and informal learning in their professional development.

METODOLOGY

This partnership combines alternative education streams and organizations delivering life long learning education which strengthens the competence building in working life. The approach is collaborative learning which involves joint effort by adult learners and teachers in searching for solutions or in creating innovative ways of working. The main activities are virtual meetings and working on a joint digital platform and seminars (a, b, c), where balanced participation of adult learners and staff is enabled.



a) Tartu, Estonia



b) Estoril, Portugal



c) Helsinki, Finland

DESCRIPTION

The partners followed a collaborative action learning strategy which involves participation from both professional learners and teachers. The goal was to give meaning to the concept of continuous learning, sharing best practices and develop instruments to describe and value learning outcomes in the context of rehabilitation. Using virtual meeting, a joint digital platform and seminars, the participants worked together to define the necessary competences to be an professional learner and the way different forms of learning can be defined in learning outcomes.

RELEVANCE

The lifelong learning project urges institutes which are involved in the professional development to recognize what is learned and how it can be credited. The historically separated formal and non-formal learning now faces the challenge to be complementary in both content and process. In this perspective it is important for informal learning to define learning outcomes and tune with education. This will lead to a situation in which (early acquired) competences are valued and people are able to be credited for all their learning efforts. Health and educational institutes all over Europe are struggling with this issue

ORGANIZING COMMITTEE

Helsinki Metropolia University of Applied Sciences - Finland

>> Coordinators: Leena Noronen & Lea Moua

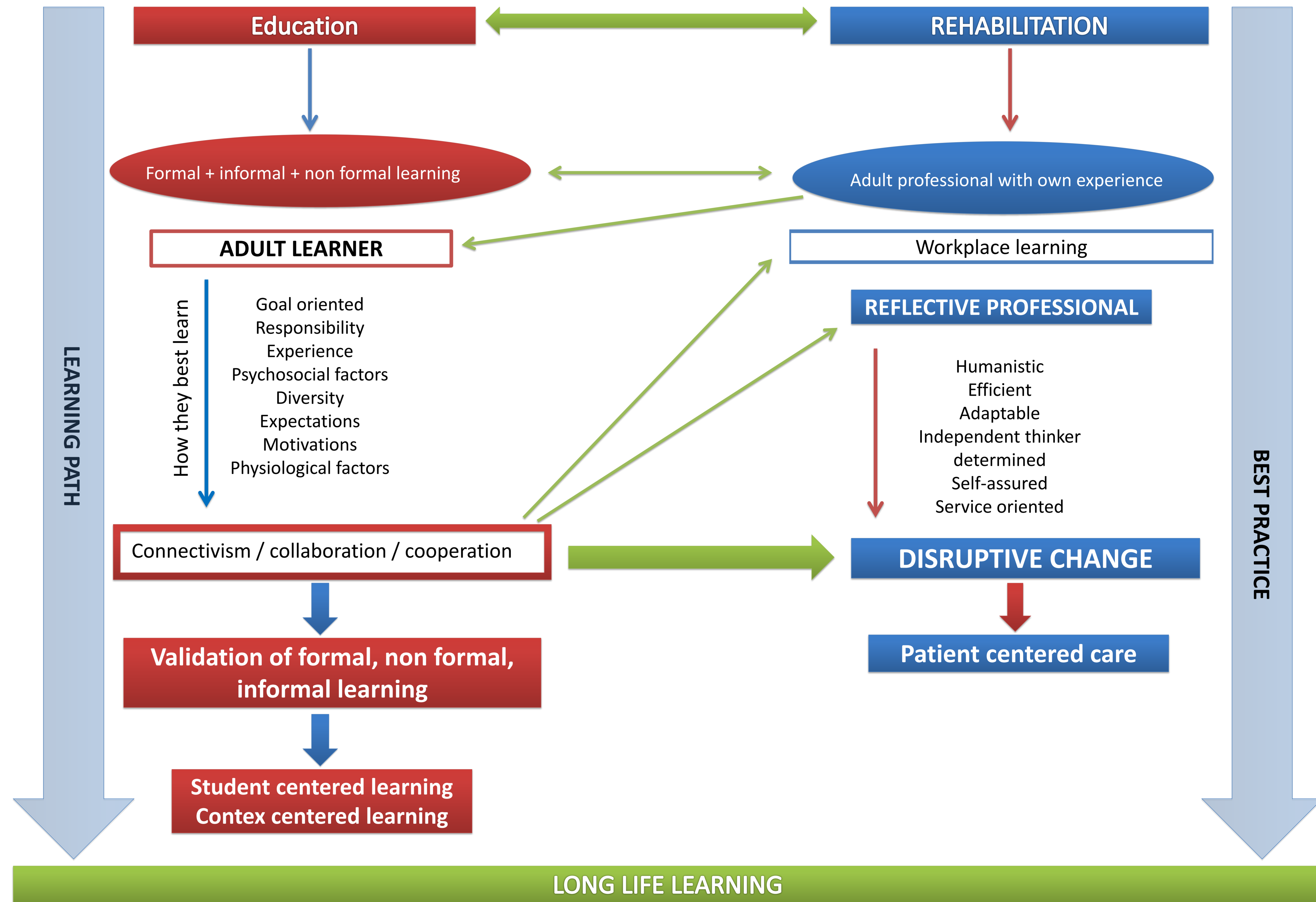
University of Tartu - Estonia

>> Coordinator: : Kadri Pill

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>> Coordinators: Patrícia Almeida & Paul Beenen

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CONCLUSION

Before instruments can be developed for defining and valuing learning outcomes, actors need to reconsider their preconceptions about learning and professional development. Different forms of learning need to be recognized and explicated in their specific contexts. Instruments based on a testing culture proved virtually impossible to be attainable and valid in the light of lifelong learning. For professional development an assessment culture seems a necessity.