Form for the analysis of learning through experience
YID6001.YM ELU - Learning in Interdisciplinary Focused Environment

This form is particularly useful for applicants of RPL who wish to have their previous work experience or different experience in a combined manner recognised in order to pass the LIFE course. This form must be added to the RPL application. AI tools may be used for brainstorming, asking questions or developing the structure of the reflection, but the final text must be written and formulated by the applicant in their own words.

1. Description of the experience

Describe shortly the background of gaining the experience. What was it (e.g. work and/or training and/or something else? Where and when? Who were involved? What was the result and how it was achieved?

2. Role and tasks

What was your role and field of responsibility when gaining the experience? What tasks did you carry out (who assigned the tasks?) or what was the goal you set for yourself? What was your approach in completing the tasks (activities, techniques, preparation etc.)?

3. Analysis

How would you evaluate your development within the process of carrying out the activities? Did anybody else evaluate your activity and how? What went well, what did not go so well? What would you do differently next time? Have you used the skills/knowledge in other situations, give examples What did you learn from the experience?

4. Link between the experience and learning outcome(s)

How is the previously analysed learning experience related to learning outcomes? NB! Describe the connection for each learning outcome. Why do you think this particular experience illustrates the achievement of the learning outcome(s) in the best way?

Learning outcome 1: The student can make connections and can analyse the goals of the project and their possible solutions from the perspective of one's own as well as that of other fields.

Learning outcome 2: The student can use professional and cross-disciplinary knowledge newly acquired during the project and can identify their application potential.

Learning outcome 3: The student has knowledge and skills of applying principles of teamwork, including the division of roles, taking responsibility and contribution to group work and has acquired time management skills.

Learning outcome 4: The student can analyse the performance and effectiveness of the project by critically assessing one's own activities and suggesting improvement measures.

Learning outcome 5: The student can analyse his/her own, as well as team members', role and responsibilities when implementing the activities and goals of the project.

Learning outcome 6: The student can introduce the project results to stakeholders and/or public.