An instructor contacted the Office of Assessment and expressed a concern regarding the student learning outcome . This instructor wanted to know what an assignment for Lifelong Learning would look like. I have generated this document to provide one example of such an assignment. The document is formatted in a step by step enumerated manner. The Office of Assessment would welcome feedback from instructors who attempted to follow these steps to create a Lifelong

1. emerging issues in (your discipline goes here)

Choose an issue or trend germane to your discipline. As a means of demonstrating how this might issue of NEA ARTS entitled Challenges in the ARTS in the 21st Century. The first article (attached) highlights interesting challenges

surrounding conservation of ephemeral artwork. One could choose conservation of ephemeral artwork as the central issue in an assignment allowing students to demonstrate Lifelong Learning skills.

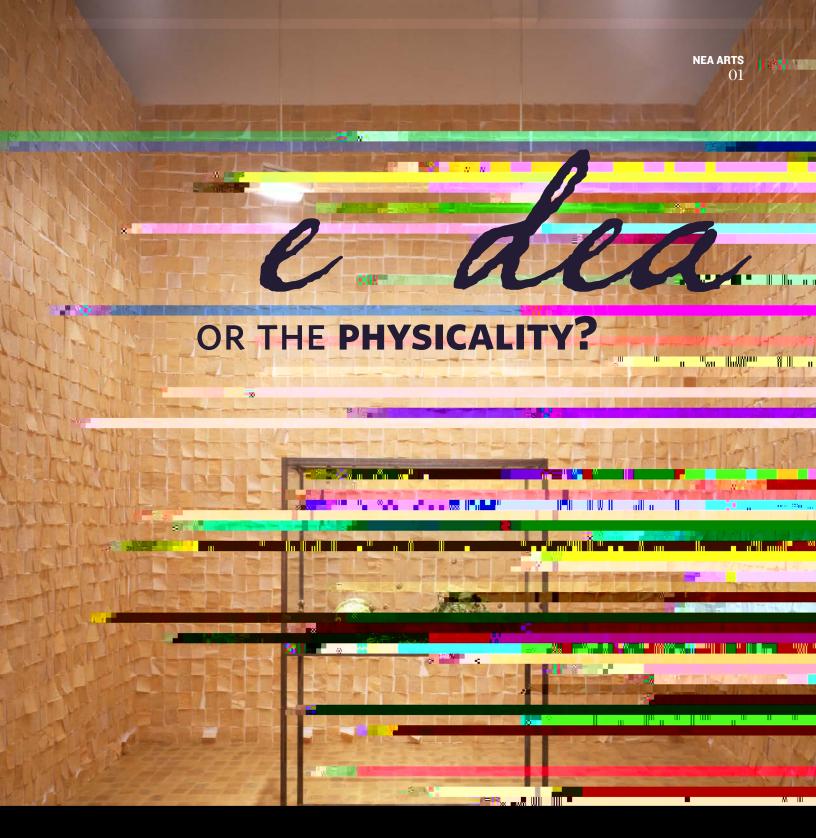
2. Instructors create an assignment around the issue requiring students to demonstrate the five skills (i.e. aspects) outlined in the AAC&U Lifelong Learning rubric.

Every instructor should have a copy of the Lifelong Learning rubric in their LiveText Docs folder. The five skills of a lifelong learner include curiosity, initiative, independence, transfer, and reflection. Instructors should create the assignment in LiveText, link the Lifelong Learning rubric to the assignment, and share the assignment at

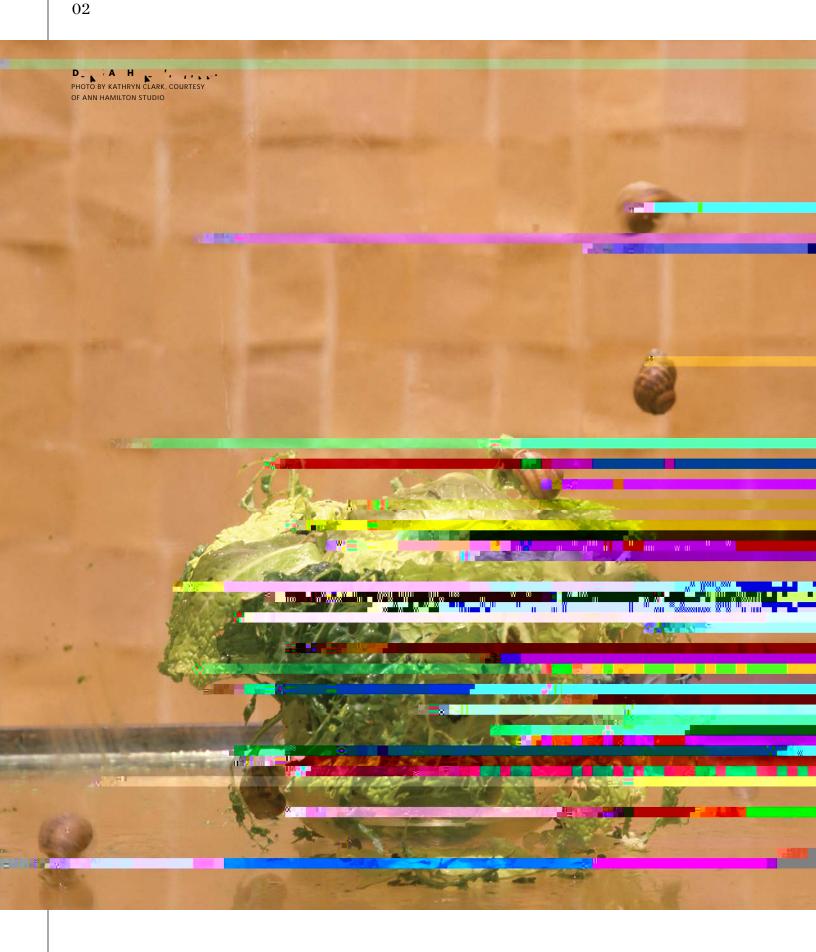
- e. Outline how knowledge you already possessed regarding art and art conservation helped your comprehension of new knowledge encountered in your independent examination of conservation of ephemeral artwork. [Transfer]
- f. Describe how your understanding or perspective on art and art conservation changed because of your readings and reviews? [Reflection]
- 3. Have students upload their assignment as a word document to LiveText.
- 4. Instructors would open both uploaded word document and the Lifelong Learning rubric on their desktop after logging in to their account at <a href="https://www.livetext.com">www.livetext.com</a>.
- 5. Instructors would complete the assessment by selecting the level of accomplishment for each aspect (Curiosity, Initiative, Independence, Transfer, Reflection) of the Livelong Learning rubric. Be sure to click the green *Submit Assessment* button on the right side of the screen when each assessment is complete.

This step by step procedure should allow assessment of Lifelong Learning skills and create rubric-For extra help completing a rubric based assessment in LiveText select the link below

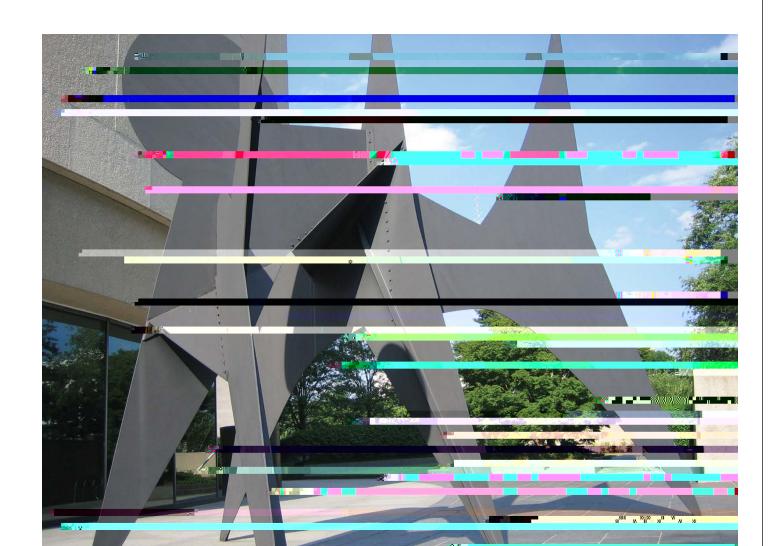
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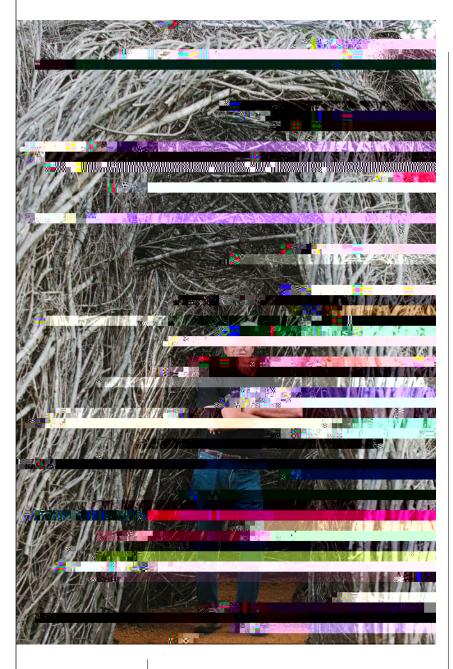
N A RECENT MORNING AT the Hirshhorn Museum and Sculpture Garden in Washington, DC, Chief Conservator Gwynne Ryan was overseeing the de-installation of Alexander Calder's Two Discs (1965) in the museum's outdoor plaza. Wearing a hard hat and reflective vest, and monitoring a crane and crew of riggers, Ryan looked more like a construction foreman than a conservator. But considering other pieces have required her to learn how to preserve soap, chocolate, a floor made of beeswax, and to learn about the mating process of snails, perhaps a turn as a foreman



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