



Life Long Learning and Future of Work **Cross Elective Course**

Course Information

Course Duration: Aug 2024-Jan 2025

Credit Hours: 60

Meetings: 15 class sessions (3 hours each) + 10 tutorials (1.5 hours each)

Location: JSLH, OPJGU, Sonipat

Prerequisites: The course has no specific prerequisites only intention to be a life-long learner is required. This course is strongly recommended if you are looking for personal growth. The key objective of the course is to promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all by adopting the principles of life-long learning and thereby facilitating organically the achievement of sustainable development goals.

Equivalent Courses:

Exclusive Courses:

Instructor Information

Instructor: Dr. Reshma Vats

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Office: IIHed OP Jindal Global University

Office Hours: Monday, Tuesday, Wednesday (with prior appointment)

Homepage: -----

1. Course Description

Our world is at a unique juncture in history, characterized by increasingly uncertain and complex trajectories shifting at an unprecedented speed. These sociological, ecological and technological trends are changing education systems, which need to adapt. Organizations today are in constant flux. Industries are consolidating, new business models are emerging, new technologies are being developed, and consumer behaviors are evolving. For

executives, the ever-increasing pace of change can be especially demanding. It forces them to understand and quickly respond to big shifts in the way companies operate and how work must get done. In the words of Arie de Geus, a business theorist, “The ability to learn faster than your competitors may be the only sustainable competitive advantage.” On the other hand, Krishnamurti, Indian philosopher of education stated, “You don’t stop learning after you have passed your exams and gone to work. There is a great strength and vitality in learning especially about yourself. Learn, watch so that there is no spot that is not uncovered, looked at in yourself. This really is to be free from your own particular conditioning” (Krishnamurti, 2017, p. 202). This course gives you easy access to the learning techniques used by experts in art, music, literature, math, science, sports, and many other disciplines. No matter what your current skill level, using these approaches can help you master new topics, change your thinking and improve your life. This course will equip you to leverage memory, meta cognition and self-motivation for enhanced learning. The learning will help you to support knowledge acquisition, retention and deeper comprehension techniques. This course will equip you to understand and apply theories and principles of dynamic interaction of cognitive, metacognitive, motivational, affective, and behavioural processes selected to enhance the probability of reaching a goal for knowledge acquisition or application. The concepts and principles of illusions of learning, memory techniques, dealing with procrastination, and best practices shown by research to be most effective will help you in mastering tough subjects. This course will thus equip you to embrace Lifelong Learning to thrive in the future of work.

2. Course Intended Learning Objectives(Aim)

Course Intended Learning Outcomes	Teaching and Learning Activities	Assessments/ Activities
To develop inner human potential to enhance Performance Optimization	Lecture, case study discussion, exercises.	Group CAPSTONE project
To conduct brain exercises and practice brain tools to sharpen your brain	Lecture, case study discussion, exercises.	Mid-term exam and assignment
To formulate strategies for renaissance learning and unlocking your potential using music, dance, voice movement and drama therapy	Lecture, case study discussion, exercises.	Group CAPSTONE project

3. Scheme of Evaluation and Grading

Evaluation breakup

Mid-term Exam	:	30 marks
Assignment	:	30 marks
Group CAPSTONE Project	:	40 marks

Percentage of Marks	Grade	Grade Value	GRADE DEFINITION
80 and above (8.0)	O	Outstanding	Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability
75 – 79 (7.5)	A+	Excellent	Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability.
70 – 74 (7.0)	A	Very Good	Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyze existing materials and originality in thinking and presentation
65 – 69 (6.0)	A-	Good	Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills
60 – 64 (5.0)	B+	Fair	Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills.
55 – 59 (4.0)	B	Acceptable	Adequate knowledge of the subject matter to go to the next level of study and reasonable critical and analytical skills
50 – 54 (3.0)	B-	Marginal	Limited knowledge of the subject matter and irrelevant use of materials and, poor critical and analytical skills
Below 50	F	Fail	Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course

4. Academic Integrity and other policies

Papers

All papers should be on A4 pages, in Times New Roman, 12-point font with 1-inch margins and use footnotes to cite sources. All papers will be due on the date specified in the syllabus via e-mail to your section head. THERE ARE NO EXTENSIONS OR MAKE-UP FOR THESE ASSIGNMENTS AND NO EXCEPTIONS WILL BE MADE.

A Note on Classroom Punctuality/Conduct:

JSLH conducts all classes on a foundation of professionalism. It is expected that students should be present in class and seated within five minutes of the class start time. Students arriving after a ten-minute window from the designated start time will be refused entry/attendance. Please show courtesy to your instructors and co-learners by observing punctuality. Please also note that the seminar room is a place for free expression and critical thinking, and this comes with a responsibility on the part of students to respect opinions expressed and actively participate in the work of the classroom discussion.

A Note on Plagiarism:

In line with JGU policy, JSLH operates a zero-tolerance approach to Plagiarism. The unacknowledged use of material by others within your work is a violation of academic integrity and all reported cases will be investigated before potential disciplinary action. Instructors will address methods of citation and presentation within written work.

Disability Support and Accommodation Requirements:

JGU endeavors to make all its courses accessible to students. All students with a known disability needing academic accommodations are required to register with the Disability Support Committee dsc@jgu.edu.in or Dr Keerty Nakray knakray@jgu.edu.in. The Committee has so far identified the following conditions that could possibly hinder student's overall well-being. These include physical and mobility related difficulties; visual impairment; hearing impairment; medical conditions; specific learning difficulties e.g. dyslexia; mental health. The Disability Support Committee maintains strict confidentiality in its discussions.

5. Keyword Syllabus

Life Long Learning, Future of work, Art of learning, Self-Learning, Memory, Human potential and Human Development

6. Course Material

- **Textbooks**

- Barbara Oakley Learning How to Learn
- Edward B. Burger Michael Starbird *Elements of Effective Thinking*
- Waitzkin's *Art of Learning*
- Daniel Coyle. *The Little Book of Talent*

Reference books

Stanislas Dehaene How We Learn: Why Brains Learn Better Than Any Machine

Benedict Carey How We Learn: The Surprising Truth About When, Where, and Why It Happens

How We Learn: The Surprising Truth About When, Where, and Why It Happens

Peter Hollins: The Science of Self-Learning
Patricia Benner: Novice to Expert

Josh Waitzkin: The Art of Learning: An Inner Journey to Optimal Performance

Peter C Brown: Make It Stick: The Science of Successful Learning

Scott H Young: Ultra-learning: Master Hard Skills, Outsmart the Competition, and Accelerate Your Career

Piers Steel : The Procrastination Equation: How to Stop Putting Things Off and Start Getting Stuff Done

Robert Greene: Mastery

Cal Newport: Deep Work: Rules for Focused Success in a Distracted World

Journals / Business Magazines

International Journal of Lifelong Education

The International Review of Education – Journal of Lifelong Learning

Indian Journal of Lifelong Learning and Development

Web Sources

<https://economictimes.indiatimes.com/news/india/role-of-life-long-learning-in-age-of-ai/articleshow/107468094.cms?from=mdr>

<https://www.forbes.com/sites/markperna/2023/04/11/why-everyone-needs-to-embrace-lifelong-learning-in-todays-competitive-work-landscape/?sh=342ac12c674b>

<https://www.weforum.org/impact/reskilling-revolution-reaching-600-million-people-by-2030/>

<https://knowledge.wharton.upenn.edu/article/lifelong-learning-future-of-work/>
https://www.ted.com/talks/bernie_dunlap_the_life_long_learner?language=en

https://www.ted.com/talks/helena_mustikainen_lifelong_learning
https://www.ted.com/talks/natalie_richmond_on_being_a_lifelong_learner
https://www.ted.com/talks/gitanjali_jb_why_be_a_lifelong_learner
https://www.ted.com/talks/the_new_fountain_of_youth_lifelong_learning?language=en

7. Session Plan (each session is of 3 hours of class + 1 hour of tutorial)

Session	General Topic	Readings	Approach/ Pedagogy
Module 1: What is learning			
1	Benefits Course Outline and Background Know Thyself Our 12 Intelligences	Barbara Oakley Learning how to learn	Lecture, discussion
2	Modes of learning Circular Learning Study Skills	Waitzkin's <i>Art of Learning</i>	Lecture, discussion, exercise
3	What is a genius and how do we become one Work Skills	Josh Waitzkin: The Art of Learning: An Inner Journey to Optimal Performance	Lecture, case discussion Readings
4	Understanding Brain waves and how to work with them Reimagine your relationship with learning	Peter C Brown Make It Stick: The Science of Successful Learning	Lecture, case discussion Videos
Module 2: Chunking			
5	Brain Exercises Basic tools of the brain and how to use them	Stanislas Dehaene How We Learn: Why Brains Learn Better Than Any Machine	Lecture, case discussion Videos
6	Understanding the mechanics of the brain Captaining your ship Creating the physical Environment of Learning	Cal Newport Deep Work: Rules for Focused Success in a Distracted World	Lecture, case discussion
7	Creating the Mental and Emotional	Barbara Oakley Learning how to learn	Lecture, case discussion Videos

	The Art and Science of Memory		
MODULE 3: PROCRASTINATION AND MEMORY			
8	How to reopen your brain if it was shut down	Robert Greene: Mastery	Lecture, case discussion
9	Smart notes taking exercises Opening the Genius within	Barbara Oakley Learning how to learn	Lecture, case discussion Quizzes
10	10 basic tools of the brain and how to use them	Cal Newport Deep Work: Rules for Focused Success in a Distracted World	Lecture, case discussion
Module 4: Renaissance learning and Unlocking your Potential			
11	Reflections of Indian and western philosophers regarding learning motivation, memory and human potential Practical Applications of Color in Learning	Brain Training using latest research techniques	Lecture, case discussion <i>Readings</i>
12	The power of the human voice in learning Vocal Pacing: Learning the art and science of vocal pacing techniques	Barbara Oakley Learning how to learn	Lecture, case discussion
13	Role of Music in learning Enhance your productivity and give back to community	Barbara Oakley Learning how to learn	Lecture, case discussion <i>Videos</i>
Module 4: Group CAPSTONE Project Presentations and course wrap-up			
14	Group CAPSTONE Project presentations and course wrap-up		