



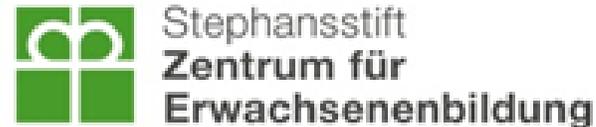
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Inspiring Guide for Learn to Learn
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Concept of IG4L2L

Arūnas Bėkšta





Why L2L is important?

- Most needed specialities 10 years ago did not exist
- 65% of children who started learning in primary school will have jobs which do not yet exist

(World Economic Forum)



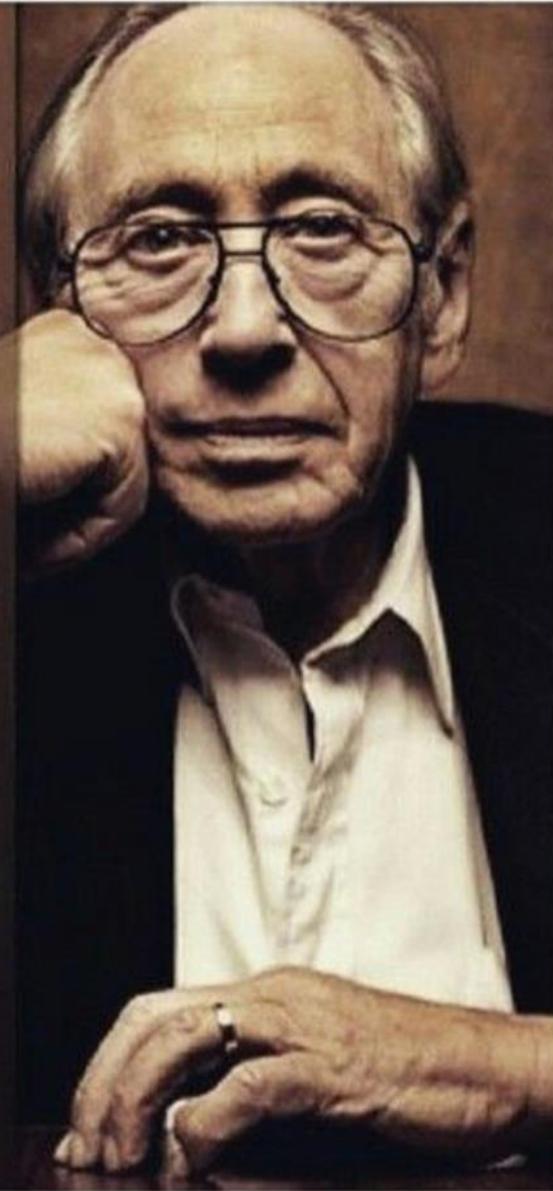


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**THE ILLITERATE OF
THE 21ST CENTURY
WILL NOT BE THOSE
WHO CANNOT READ
AND WRITE BUT
THOSE WHO CANNOT
LEARN UNLEARN
AND RELEARN.**

-Alvin Toffler





Key competences

Recommendation of the European Parliament and of the Council on key competences for lifelong learning

- 1) Communication in the mother tongue
- 2) Communication in foreign languages
- 3) Mathematical competence and basic competences in science and technology
- 4) Digital competence
- 5) Learning to learn**
- 6) Social and civic competences
- 7) Sense of initiative and entrepreneurship
- 8) Cultural awareness and expression.



History

- Several Keys In Learning to Learn Skills (**SKILLS**) project (2008-2009) (Finland, Italy, Poland, Spain, United Kingdom)
- Learn for Work and Life! One Step Up (2011 – 2014) project (UK, Estonia, Germany, Spain, France, Romania)
- Learn to Learn for Adult Returners (L2L4AR) project (2013-2015) (Estonia, Germany, Italy, Lithuania, Netherlands, Portugal and Sweden)
- Inspiring Guide for Learn to Learn (IG4L2L) (2017-18) project(Estonia, Germany, Lithuania, Spain)

Learn to Learn Competences

SKILLS

- Time management
- Management of information
- Team work
- Motivation and self-esteem

IG4L2L

- Motivation and self-esteem
- **Learning reflection**
- Time management
- Organizing information
- Group learning





SKILLS project questions

20 (firstly – 80) statements of the type:
„I am able to meet deadlines for tasks“

Choose from 1 to 5 the answer that better suits you:

1 = in the classroom, I need a tutor to help do it

2 = in the classroom, I ask the tutor to help me

3 = in and out of the classroom, if I ask for help: from classmates, tutor or notes...

4 = in familiar situations, without help

5 = in almost any situation, using my initiative

IG4L2L

We base the questionnaire on evaluation of learning behaviour.

„When I learn I use different sources of information“

Please tick the box at the evaluation of the statement which mostly corresponds with your behaviour when you learn something.

- Untrue of me
- Somewhat untrue of me
- Neutral
- Somewhat true on me
- True on me



Statement types

Positive statements as

„When I start learning something I establish myself learning objectives”

True on me – 5 points

Negative statements

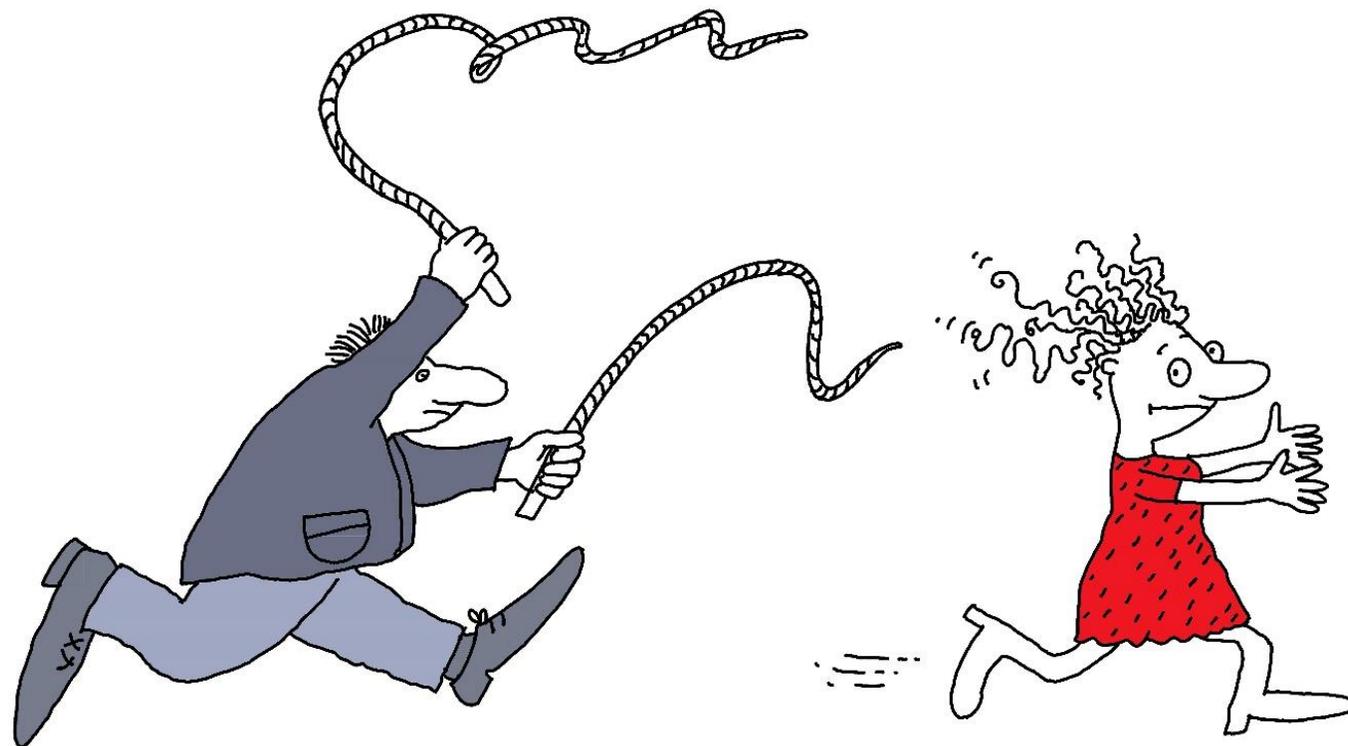
„When I am struggling with learning something I think that I'm not clever enough“

True on me – 1 point

Important! No 1, 8, 9, 13, 14 are negative statements with reversed scores. That is important if you will use PDF version of the questionnaire.



Motivation and Self-esteem





Motivation and self-esteem

To develop self-esteem

When I am struggling with learning something I think that I'm not clever enough

To set objectives

I understand why I am learning something (what are my goals in life).

To handle obstacles

When I have difficulties to start learning something I try to refer to what I want to achieve.

To apply knowledge

When I learn something, I try to imagine how I can apply this in real life situations.

To reward

When I reach my learning goals/objectives, I reward myself.



Learning Reflection





Learning reflection

To analyze former learning experiences

I often rethink my learning, what helps and what hampers it.

To understand the reasons of failure and success

When I have problems with learning I try to understand the reasons why.

To know own learning styles and how to apply them

I know how to study in the most effective way.

To plan learning activities based on former experience

I know how to amend my way of learning based on previous learning experiences.

To change the way of learning (change learning strategy) when necessary

When I have learning problems, I try different ways of learning.



Time management





Time management

To set learning objectives

When I start learning something I set myself learning objectives.

To prioritize

I never have time for learning.

To manage interruptions

When I just start learning different interruptions (phone calls, e-mails, colleagues, family members, time for coffee, etc.) occur.

To stick to schedule

I make up a timetable for remembering, organizing and planning activities.

To avoiding procrastination

Regarding learning I never say “I’ll get to it later”.



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Organizing Information





Organizing information

To search

When I need new information I know how to find reliable sources

To understand

When I do not understand something, I just skip it.

To arrange

I spend a lot of time finding information I already have somewhere.

To use

Out of the information obtained from different sources, I know how to select the most important.

To disseminate

I always speak with my friends and family members about what I have learned.



Group Learning





Group learning

| | |
|--|---|
| To understand value of group learning | I think that learning in groups is more effective than learning alone. |
| To communicate | I can express my opinion to my learning group. |
| To contribute | When I see that somebody has learning problems I offer my help |
| To accept | When I have learning problems I ask for help from my colleague learners. |
| To cooperate | I always find somebody with whom I can learn with. |



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Definition

(EU Recommendation 2006)

- Learning to learn' is the ability to pursue and persist in learning, to organise one's own learning, including through effective management of time and information, both individually and in groups.
- This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully.
- This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance.
- Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training.
- Motivation and confidence are crucial to an individual's competence.