

SKILLS, Several Keys In Learning to Learn Skills

DEVELOPMENT OF THE COMPETENCE
LEARNING TO LEARN:
SUB COMPETENCES, DESCRIPTORS



SKILLS

PROGRAMA EUROPEO
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DE ADULTOS



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DEVELOPMENT OF THE COMPETENCE LEARNING TO LEARN: SUB COMPETENCES, DESCRIPTORS

This is the definition of the **key competence *learning to learn***, extracted from the RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 December 2006 on key competences for lifelong learning (2006/962/CE):

'Learning to learn' is the ability to pursue and persist in learning. Individuals should be able to organise their own learning, including through effective management of time and information, both individually and in groups. Competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to handle obstacles in order to learn successfully. It 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.

Essential knowledge, skills and attitudes related to the competence:

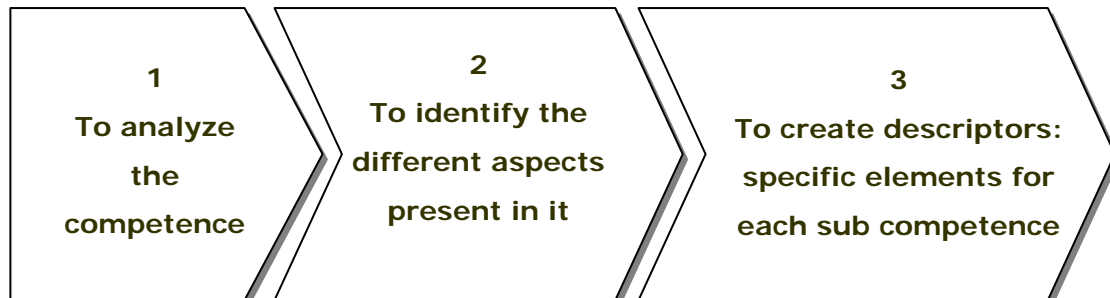
Where learning is directed towards particular work or career goals, an individual should have **knowledge** of the competences, knowledge, skills and qualifications required. In all cases, learning to learn requires an individual to know and understand their preferred learning strategies, the strengths and weaknesses of their skills and qualifications, and to be able to search the education and training opportunities and guidance/support available to them.

Learning to learn **skills** require firstly the acquisition of the fundamental basic skills such as literacy, numeracy and ICT that are necessary for further learning. Building on this, an individual should be able to access, gain, process and assimilate new knowledge and skills. This requires effective management of one's learning, career and work patterns, and in particular the ability to persevere with learning, to concentrate on extended periods and to reflect critically on the purposes and aims of learning. Individuals should be able to dedicate time to learning autonomously and with self-discipline, but also to work collaboratively as part of the learning process, draw the benefits from a heterogeneous group, and to share what they have learnt.

They should be able to evaluate their own work, and to seek advice, information and support when appropriate.

A positive **attitude** includes the motivation and confidence to pursue and succeed at learning throughout one's life. A problem-solving attitude supports both learning and an individual's ability to handle obstacles and change. The desire to apply prior learning and life experiences and the curiosity to look for opportunities to learn and apply learning in a variety of life-wide contexts are essential elements of a positive attitude.

In the SKILLS project, the partners decided to take the following steps, in order to manage to implement the competence in such a way that both learners and educators know what it means, what aspects are included in it, what they can do to develop it and how to identify what they know and what they can do to learn to learn:



Learning to learn implies awareness, management and control of one's own abilities and knowledge, it includes strategic thinking and the ability to cooperate, self-evaluate and effectively handle the resources and techniques of intellectual work, developed through learning experiences both individual and in group.

Considering that *learning to learn* is the ability to begin learning and persist in it, to **organize** one's own learning and to **manage time** and **information** effectively, both individually and in groups, and that motivation and confidence are crucial in its acquisition, in the framework of the SKILLS project we have identified 4 sub competences or dimensions within the competence:

1. Time Management
2. Organization of the information
3. Team work
4. Motivation and self-esteem

We have elaborated, for each of them, a brief description and a list of descriptors.

It must be born in mind that the descriptors and sub competences are just an approach to the competence of the many possible ones: each educator and each organization should identify those aspects necessary for and adequate to their respective realities.

SKILLS' list of descriptors, which we have limited to 20 per sub competence, are free from context, so they can be adapted to different realities and needs and, thus, become meaningful and appropriate in different contexts and for different purposes.

Implementation of the competence must be easy to use, accessible for professionals and must help to promote reflection on the meaning of the competence in its context.

1. Time management

The competence learning to learn includes *the ability to pursue and persist in learning, being able to organize one's own learning and effectively **managing time** and information, both individually and in groups.*

To manage and plan, in general, means to establish an integrated system of steps directed to achieving a goal. It involves being able to identify the final target, knowing how to set the objectives and tasks that will lead to its achievement, knowing how to put in sequence, assign and arrange times and resources, being able to analyze, assess and overcome difficulties as they appear, readjust the times and resources assigned and using the appropriate tools to perform each of those actions.

It involves deciding what, when and how something must be done, determining the way to follow and the methods to carry it out. It means identifying the resources to use and the steps to take, splitting the tasks, analysing each task to be able to assign it a duration and establishing an order of the steps in each phase.

General objectives:

- to identify the time needed to perform each task and assign it; to identify and assign deadlines, to meet those deadlines and establish mechanisms to evaluate and identify obstacles and overcome them,
- to put in a sequence, order and prioritize tasks in order to perform them depending on their urgency and necessity according to the final objective,
- to make time profitable, to evaluate the tasks as a whole and separately in order to be able to combine them.,
- to assign each task the best moment, in order to ensure performance.

Specific objectives:

- to identify time needs of each task, action, activity,
- to learn to assign times correctly,
- to know how to organised the assigned time correctly, to ensure effectiveness,
- to know how to establish and meet deadlines,
- to order tasks according to the time they need,
- to know how to order tasks according to their importance,



- to know how to combine, make tasks profitable, prioritize,
- to know how to evaluate the used time, readjust it,
- to know how to elaborate a time plan and carry it out,
- to know how to use the appropriate tools to do that (agenda, timelines, checklists, timetables...)

Blocks:**Identify times and deadlines:**

- identify the time needed to perform each task and assign it
- to identify and assign deadlines, meet the deadlines
- establish mechanisms to evaluate
- identify obstacles and overcome them s

Order tasks:

- put in a sequence
- order
- prioritize tasks depending on their urgency and necessity according to the final objective

Make time profitable

- evaluate the tasks as a whole and separately in order to be able to combine them

Assign moments

- relate effort and moment (of the day)
- relate performance and time

Descriptors Time Management		1	2	3	4	5
Identify times and deadlines	1. I am able to relate the way I use my time with the objectives I want to achieve.					
	2. I am able to assign a task or activity the relative time needed in order to complete it accurately.					
	3. I am able to meet deadlines for tasks.					
	4. I am able to analyze the reasons why I have not met the deadlines and find where the difficulties were and whether they were voluntary or involuntary.					
	5. I am able to carry out the strategies I set out to do in order to change whatever has prevented me from meeting my deadlines.					
Order tasks	6. I am able to prioritize tasks, i.e organize them according to importance.					
	7. I am able to split a big task into several smaller ones, so I can tackle those for which I have enough time.					
	8. I am able to break down and list the different steps in a certain task, in order to perform the task following a precise sequence which helps me to remember everything..					
	9. I am able to use my timetable (diary) to remember, organize and plan my activities.					
	10. I am able to develop and produce timelines to identify when each task begins and ends and take into account their deadlines.					
	11. I am able to make checklists to test my intermediate progress, especially when several tasks overlap or ones depend on others.					
Make time profitable	12. I am able to realize, when organizing my time, that unforeseen events can arise, and plan my time in such a way that I am able to do my tasks even if something comes up.					
	13. I am able to catch up if I can not fulfil an objective or planned task and reorganize my activities to fit in with what is pending.					
	14. I am able to optimize my time.					
	15. I am able to organize my time so I can do what I want without					

	interferences: when I finish studying I can relax without think of my studies; when I'm studying I don't want my family to interrupt me...					
	16. I am able to use my time effectively to perform a task.					
Assign moments	17. I am able to allocate the time required for demanding tasks.					
	18. I am able to understand what can help me become an effective learner when doing the things I like.and apply it to the things I do not like.					
	19. I am able to determine how I waste time when I tackle tasks that do not motivate me or demand a lot of effort... in order to find ways to get through them..					
	20. I am able to look for help and use resources to fulfil my time targets.					

2. Organization of the Information

It is the capacity to handle, mentally or physically, the information, using certain techniques or strategies.

It involves being able to select, classify, analyze, summarize, synthesize, understand, file ... new information, for which it is necessary to know how to use different techniques: semantic networks, concept maps, summaries, outlines ...

A good organization helps to invest less time in searching for information, to reduce anxiety, to be more efficient, to be more satisfied and motivated by learning, to transfer knowledge to different situations and contexts more easily.

General objectives:

- to identify the benefits of organization in all fields of life
- to encourage and develop personal autonomy and responsibility
- to learn how to transfer knowledge
- To learn how to search, obtain, understand and use the information needed

Specific objectives:

- to handle, mentally or physically, the information
- to use techniques to analyze, structure and systematize information, and re elaborate it as needed
- to reflect and become aware of what, how and where to organize
- to know how to transfer knowledge to a variety of situations and contexts
- to identify cognitive and manual strategies to organize information in the teaching and learning environment.
- to be able to tell what is important from what is incidental

Blocks:

To search:

- knowing where
- knowing how - strategies



- knowing how much - selecting

To understand:

- analyzing
- knowing what is important from what it is incidental
- reflecting

To arrange:

- classifying - strategies
- summarising, synthesizing - strategies
- filing, saving- strategies

To use:

- achieving objectives
- improving learning
- transferring to other fields

Descriptors Organization of the Information		1	2	3	4	5
To search	1. I am able to use the resources available in a library					
	2. I am able to search the Internet for the information I need					
	3. I am able to identify the resources available (Internet, library, etc.) to find the information I need.					
	4. I am able to ask the appropriate questions in order to learn about a situation, a procedure etc.					
	5. I am able to identify how I have to learn, I am aware of my learning style					
To understand	6. I am able to identify the key words and main concepts in a written text					
	7. I am able to identify the main message in a conversation					
	8. I am able to identify what is important from what is not					
	9. I am able to realize that I need to get more information when I listen somebody speaking, watch a television program or read a text					
	10. I am able to follow and/or elaborate a sequence of instructions, either written or made of images					
To arrange	11. I am able to arrange elements according to given criteria (alphabetical order, chronological order, etc.).					
	12. I am able to sort information by subject, usefulness, interest...					
	13. I am able to summarize a story, a tale, a movie, an article...					
	14. I am able to take notes in everyday life situations (for example during a telephone conversation) and during lessons					
	15. I am able to represent by means of outlines and concept maps the structure and content of a text					
	16. I am able to file information so that I can access it easily when I need it					

To use	17. I am able to organize all the available elements to identify the pros and cons of a situation in which I must make a choice					
	18. I am able to use simple memorising strategies: associations with dates and other relevant numbers, names...in order to remember everyday life data (telephone numbers, PINs, passwords, etc.)					
	19. I am able to use varied information to organize and elaborate a report					
	20. I am able to transfer learning from one situation to another					

3. Team work

Team work is part of the **Learning to learn competence**: it is the disposition and skill for exchange and complement ideas within a group of persons with different backgrounds, skills and aptitudes, who **communicate** and **cooperate** to achieve **common goals**, **valuing** the **team's objective over** their personal interests.

All the members of the team collaborate to achieve a **specific objective**. Working as a team does not mean working together: it requires the use of certain strategies, procedures and methods to achieve a common goal. It implies:

- identification of the common objective and aiming towards its achievement passing over personal interests,
- sharing ideas and work, contributing, collaborating in a coordinated way.

General objectives:

- To promote cooperative learning
- To develop social skills
- To improve, to learn and to be able to communicate
- To promote interaction among peers and among those who are different
- To learn to self evaluate and evaluate others and processes

Specific objectives:

- To identify, plan and carry out a task jointly
- To work to achieve a common objective
- To give out tasks to achieve the objectives
- To analyze processes, to identify what goes well and what doesn't
- To talk in order to identify problems, handicaps and solve conflicts
- To identify and assume different roles
- To make decisions, accept majorities-minorities, consensus
- To respect other people's opinions, diverse, equal or opposed to ours
- To be responsible to contribute and to participate in carrying out the common task

Blocks:**To communicate:**

- Own ideas, agreements and disagreements
- Listening to the others'

To contribute:

- Knowledge
- Effort, motivation, empathy
- Giving and asking for help

To accept:

- A variety of opinions
- Roles
- Rules
- Agreements, majorities/minorities; consensus
- To identify need for help
- Corrections

To cooperate:

- To solve problems
- To set common goals
- To work for the common objective

Descriptors Team work		1	2	3	4	5
To communicate	1. - I am able to explain my ideas and opinions to the team, to say what I think.					
	2.- I am able to listen without interrupting to the team members, pay attention when they are speaking and wait till they have finished before I say my opinion					
	3.- I am able to express my opinion to the team even if it is different					
	4.- I am able to listen and understand other people's point of view, both if it agrees with mine and if it does not					
	5. - I am able to network with the members of the team, show respect, mix with all the people, both if they their opinions are the same as mine and if not.					
To contribute	6. - I am able to share my knowledge and experiences with the team					
	7. - I am able to identify knowledge, attitudes and skills new for me or better than mine and add them to my background.					
	8.- I am able to admit, take into account, appreciate the team's contributions, both regarding contents and attitudes, small or big, both if they are useful to perform the task and if they are rejected.					
	9. - I am able to participate actively in the team					
	10. - I am able to accept and value help offered by the team members to perform a task, improve an attitude...					
	11. - I am able to motivate, encourage, support team members to get involved and cooperate in order to achieve the objectives set.					

To accept	12. - I am able to accept being corrected by members of the team, consider what they bring me and rectify a mistake.					
	13. I am able to admit that it is necessary to accept rules to make the team work and am able to follow them.					
	14. - I am able to accept that every member of the team fulfils a role or performs a different task with a view to achieving a common goal; I can accept and fulfil what I am assigned, both if it is what I want and if not.					
	15. - I am able to accept the decisions made by the team, even if I do not agree.					

To cooperate	16. - I am able to identify the aim of the team work, take on the team's activity as my own even if my work focuses just on a part of it.					
	17. - I am able to contribute, fulfil my responsibilities on time, get involved, overcome difficulties, make up for imbalance...work for the achievement of a common goal.					
	18. - I am able to put the team's needs before my own.					
	19. - I am able to negotiate positively with the team in finding solutions to arising issues					
	20. - I am able to choose between several proposals, take sides, support the action I find best.					

4. Motivation and self-esteem

Motivation is the basis that allows us to start and succeed at learning throughout our lives. People's ability to learn, handle obstacles and change, supports on a positive **attitude** towards problem-solving, curiosity to look for new opportunities to learn and **apply learning in a variety of contexts**.

Motivation is a socio-affective strategy, a temporal and dynamic state, an active, persistent and selective guidance that characterizes behaviour; at the same time, it impels to activity.

Motivation is built on interaction and is key to any achievement and progress.

General objectives:

- To analyze the **reasons, interests and expectations** of learners towards learning.
- To reflect on the learning **process**.
- To increase and develop motivation.
- To reinforce **self-esteem**.

Specific objectives:

- To better know and understand oneself.
- To identify one's own interests, wishes...
- To promote a realistic and positive vision of oneself and one's own possibilities.
- To accept oneself and accept others.
- To develop the ability to express one's wishes, emotions or requests.
- To develop the ability to accept or reject other people's requests.
- To help understand different points of view of a problem or conflict.
- To know how to face interpersonal conflicts.
- To acknowledge the values of oneself and one's environment.
- To understand how values affect behaviour.
- To be able to foresee the results of actions.
- To test a model for decision-making.
- To improve the carrying out of tasks by strengthening self-esteem.
- To increase task-involvement.
- To reinforce self-esteem to improve performance.



Blocks:**To set objectives**

- To set goals to achieve
- To identify future challenges
- To plan projects

To handle obstacles

- To face difficulties
- To seek help
- To make decisions
- To value the learning process

To apply knowledge

- To develop interesting subjects
- To use knowledge in different contexts
- To make good use of life experiences to be enriched, to learn more...
- To exchange learning

Self-esteem

- To know oneself
- To increase self-confidence
- To help other people
- To share knowledge, interests, objectives

Descriptors of Motivation		1	2	3	4	5
To set objectives	1.- I am motivated when I set myself goals I want to achieve.					
	2.- I am motivated when I think about my future.					
	3.- I am motivated when I believe in my projects, in my dreams					
	4.- I am motivated when I know the purpose for which I carry out a task, project or activity.					
To handle obstacles	5.- I am motivated when I seek help in case I have difficulties					
	6.- I am motivated when I overcome challenges					
	7.- I am motivated when I achieve my goals					
	8.- I am motivated when I see myself progress					
	9.- I am motivated when I am in a friendly and warm environment, where I know that if I make a mistake and get nervous, there are people to help me.					
To apply knowledge	10.- I am motivated when I develop subjects I like or I'm interested in.					
	11.- I am motivated when I make use of my learning: when I apply what I've learned in my everyday life to my studies or work or the other way round, when I use what I've studied in my everyday life...					
	12.- I am motivated when I learn in different situations, in different ways...					
	13.- I am motivated when I share and exchange my knowledge with other people					
	14.- I am motivated when I discover things by myself					
Self-esteem	15.- I am motivated when I know myself, my interests, what I like...					
	16.- I am motivated when I collaborate, work with a team in order to achieve a common goal.					
	17.- I am motivated when I help other people.					

18.- I am motivated when I know and learn things, so I feel more self-confident.					
19.- I am motivated to learn something new every day					
20.- I am motivated when I can encourage other people's progress					



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