

Myself as a Learner

Final task: To reflect on oneself as a learner and understand one's needs for development. Developing self-evaluation skills.

Objectives in relation to the competence of learning to learn

- To reflect realistically on oneself as a learner in one's current circumstances in life
- To learn which aspects need to be developed without being discouraged about it
- To reflect on ways and methods to support and enhance one's own learning
- To learn to be proud of skills already acquired?

Framework of learning to learn descriptors

Time Management	Organization of the information	Motivation and self-esteem	Team work
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Descriptors:

- I am motivated when I set myself goals I want to achieve.
- I am motivated when I seek help if? I have difficulties
- I am motivated when I overcome challenges
- I am motivated when I know the purpose for which I carry out a task, project or activity.
- I am motivated when I know myself, my interests, what I like...

Areas of knowledge within Adult Education

Core skills	Communication and social skills	Science – Technology
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Objectives

This task aims to give learners as realistic a picture as possible about themselves as learners. Through this, learners are able to develop their learning skills and if they want, change their current ways of learning into more appropriate ones. This may result in the learning itself becoming more motivating, when one's own objectives are based on as realistic an understanding as possible of oneself as a learner.

Evaluation

The task is evaluated by participating in a discussion with the teacher or a tutor, where the participants try to find ways to support and enhance the learner’s learning skills.

Preparation

Timing	Materials	Activity to be done	Where
2 hours	A paper sheet (divided into four sections by lines) and a pen	Individually, with teacher or tutor	In class / at home

Process

- 0.- The teacher gives each student their own paper sheet, which is then divided into four sections by lines.
- 1.- The sections are named as follows: strengths, weaknesses, opportunities and threats.
- 2.- Each student reflects on him/herself as a learner through the four different aspects (my strengths, weaknesses, opportunities and threats) and writes or draws on the paper (in the appropriate sections) his/her own thoughts, feelings, experiences as a learner.
- 3.- After completing the task the students have a personal conversation with the teacher or a tutor about their understanding of themselves as learners and reflect on how they could modify their learning habits, skills or circumstances to be more fitting as far as learning is concerned. In addition concrete means to support learning can be discussed.
- 4.- Alternatively the discussion can be held with a fellow student in order that the learner gets peer support for their own learning.

Guidelines about learning styles

For the development of the task, the following learning styles will be considered:

- **Visual:** Learners can express their thoughts through pictures or illustrations in the task.
- **Auditory:** Learners can specify or add to the thoughts they have put on paper by verbally reporting them to the teacher or tutor.
- **Read / write:** Learners can write and describe their thoughts, experiences etc. and reflect on their learning through them.
- **Kinesthetic:** Because the task is done individually, learners have the opportunity to pause when completing the task and continue after a moment of exercise, for example.