



# SKILLS, *Several Keys in Learning to Learn Skills*

Notebook for the Educator



**SKILLS**



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Notebook for the Educator



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**SKILLS**, *Several Keys in Learning to Learn Skill*, has been funded with support from the European Commission. It provides adults with pathways to improving their knowledge and competences in a society in which knowledge is updated very quickly and the classroom can no longer provide the person with the large amount of knowledge necessary to shape the work, social and personal worlds. The educator must, as a result, focus on facilitating learning and assist in accomplishing objectives for the transfer of knowledge and skills between fields.

The main objectives of this project are, thus, to improve the learning to learn competence of adult learners from socio culturally disadvantaged sectors, and their educators and trainers competence to help them do so.

We have designed a number of tools to enhance this competence. But prior to the production of those tools, considerable amount of research and reflection was needed that resulted in the following useful papers described and presented to you further on in this Notebook:

1. Description of end users and other target groups needs and profiles
2. Analysis of the Portfolio and task-based teaching and learning Methodologies
3. Development of the learning to learn competence: identification of sub competences, list of descriptors, definition of levels of competence...
4. Analysis and description of learning styles and inventory of learning strategies

We have also developed 18 task-based activities, just a few examples of how to design activities for the classroom combining the task-based approach, the competence descriptors and the learning styles and strategies. These examples will help you to develop your own task-based activities specifically aimed at your learners, or you can also adapt our activities to your particular teaching context.

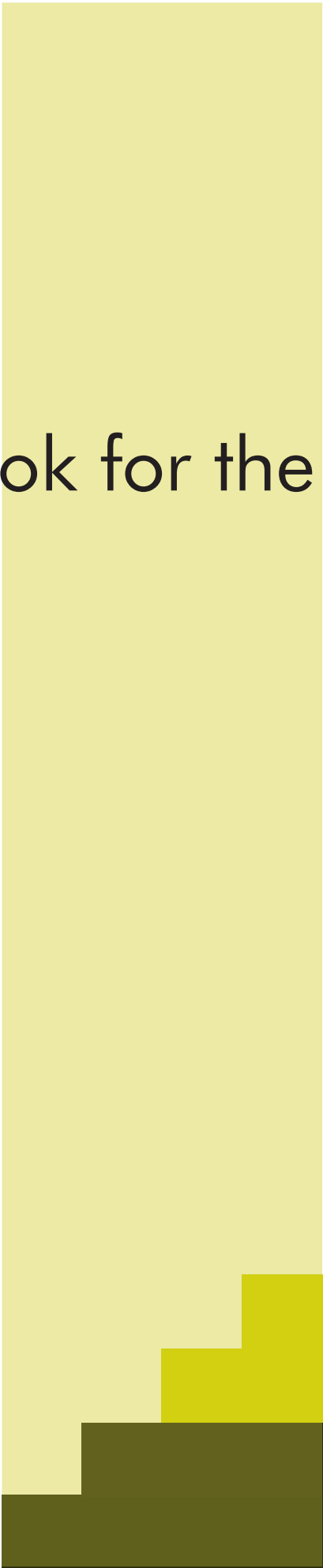
Lastly, the final outcomes and tools of **SKILLS** are:

- a test to measure and (self-)assess the level of competence held by learners, paper-based and computer application
- a learning styles test, paper-based and computer application
- this Notebook for the Educator and
- a Portfolio for the Learner

The Portfolio methodology has been chosen because it promotes autonomy, personal responsibility for the learning process and motivation; it encourages self-assessment and planning of new learnings.

We sincerely expect that these tools will be useful to you as an educator and help you and your organization to design an educational offer adapted to the actual needs of your potential learners.





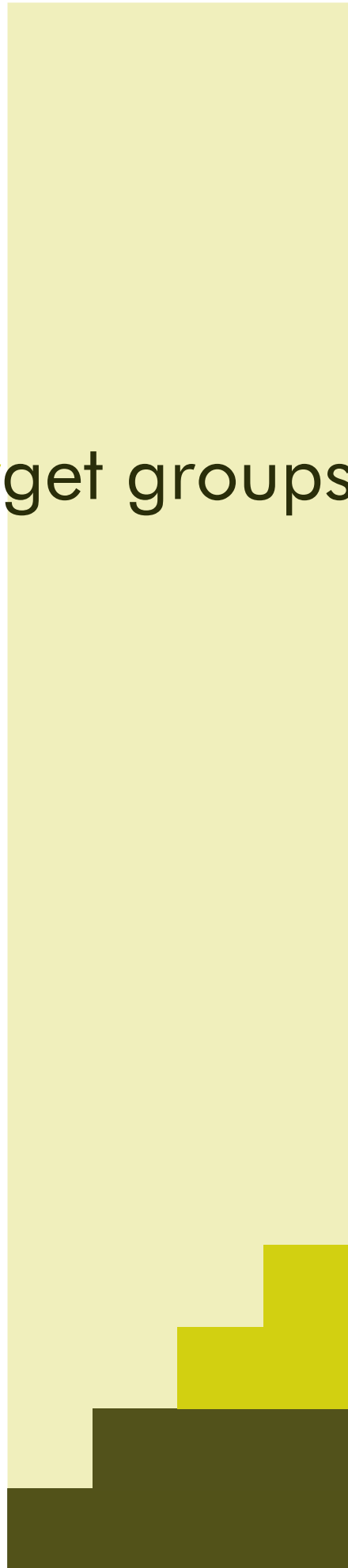
# Notebook for the Educator

This Notebook is a tool for you to get acquainted and make use of the materials concerning the Learning to Learn Competence developed during the life of the project SKILLS. Here you will find an overview of all the results of **SKILLS**; if you choose to do so, you can download and print the full documents, which you can find on the project's Website ([www.faea.es/G1\\_SKILLS](http://www.faea.es/G1_SKILLS)) and also on the attached CD-ROM, and file them for reference.

Learning to learn competence cannot be taught in 'traditional' ways but require new approaches in organizing learning. Instructional tools should be carefully and intentionally adapted to accommodate individual learners honoring diversity of individual learner's culture, family background, and socioeconomic level. We expect this Notebook will help you plan your teaching with your different learners and learners' groups, keep track of their learning progress and needs, and help you help your learners to shape their particular ways of learning.



# Target groups



The project addresses the widest possible range of adult learners, their trainers and educators and organisations.

To this end, during the development of the final outcomes (assessment tools and activities, etc.) the project has taken in to consideration, tested and validated its results on different kinds of learners and educators, giving priority to those learners having a low level of education and skills and at risk of social exclusion.

This was possible thanks to the variety of organisations composing the partnership of the project and their networks.

In general, this product can be particularly useful to the following target groups:

**Learners:**

- adults or young-adults attending courses to get their first degree or diploma;
- adults or young-adults entering/re-entering training in order to get specific vocational skills or qualifications;
- adults entering training in order to enrich their skills or to acquire new ones (vocational and social skills);
- adults, young-adults, young drop-outs at risk of social exclusion (16-18) who had experiences of failure during their regular studies re-entering the educational or vocational system.

**Educators:**

- working in the field of vocational training
- working in the field of adult education
- lower secondary education teachers
- working with low or non-qualified learners and people at risk of social exclusion.

This list, however, is not exhaustive and further target groups can benefit from the use of these tools. Its flexibility and adaptability makes these set of tools easily adaptable to the needs of a wider range of users.



# The Learning to learn competence



The key competence *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” (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).

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:** To manage and plan involve 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.
- 2. Organization of the information:** It is the capacity to handle, mentally or physically, the information, using certain techniques or strategies.
- 3. Team work:** It is the disposition and skill for exchanging and complementing 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.
- 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 a positive attitude towards problem-solving, curiosity to look for new opportunities to learn and apply learning in a variety of contexts.

For a deeper knowledge of the subject, you can find the complete development of the competence and the sub competences in the attached CD-ROM and on the project’s Website [www.faea.es/G1\\_SKILLS](http://www.faea.es/G1_SKILLS) (if you need assistance to use those, please see the explanations in the Description of the *Learning styles and strategies* paper)



## Descriptors Time Management

<b>Identify times and deadlines</b>	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.
<b>Order tasks</b>	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.

<b>Make time profitable</b>	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 thinking 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.
<b>Assign moments</b>	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.



## Descriptors Organization of the Information

<b>To search</b>	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.
<b>To understand</b>	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 to 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.
<b>To arrange</b>	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.



## Descriptors Team work

<b>To communicate</b>	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 their opinions are the same as mine and if not.
<b>To contribute</b>	6. I am able to share my knowledge and experiences with the team.
	7. I am able to identify knowledge, attitudes and skills new to me or better than mine and add them to my background.
	8. I am able to acknowledge, take into account and appreciate the team's contributions, both regarding contents and attitudes, whether small or big, regardless if they are useful to perform the task or 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.



<b>To accept</b>	12. I am able to accept being corrected by members of the team, consider what they offer 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.
<b>To cooperate</b>	16. I am able to identify the aim of the team's 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.



## Descriptors of Motivation

<b>To set objectives</b>	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.
<b>To handle obstacles</b>	5. I am motivated when I seek help in the event that 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.
<b>To apply knowledge</b>	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, therefore feeling 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.



# Portfolio Methodology and task-based approach



The document entitled ***Analysis of the Portfolio and task-based teaching and learning methodology*** presents different variations of the analysis of the portfolio and the task-based methodology. Its main objectives are:

- To serve as a guideline for the development of the outputs by the partners
- To present and reach a consensus about the methodological options.
- To guide adult education professionals with regards to suitable methodologies for evaluation and competence development.

The purpose of the portfolio is to increase transparency of person's learning process and the learning outcomes. It helps person to reflect and identify new objectives. In addition, the portfolio favours also self-learning and professional development. When using the portfolio as a method of person's self-assessment, it will encourage and promote responsibility and enhance motivation towards future learning.

The definition of the portfolio is always dependent on the purpose and uses of a portfolio and perspective of its assessment. The objective of the portfolio is to identify what one knows and can do by means of a selection of work samples or evidences of personal, educational or professional objectives and achievement which, ordered and presented in a given manner, promote reflection about each of the practices (educational, professional or citizenship-related). An evaluation system integrated in the teaching and learning and/or professional improvement process. Although several definitions and models exist, all agree that a portfolio is a very flexible evaluation tool, that leads to feedback between what a person does and what they are capable of doing, it encourages critical thinking, has a great educational impact that helps identify new objectives, it favours self-learning and professional development.

In the SKILLS project, we have decided to use a paper-based, formative, semi structured Portfolio with the following contents

How do I learn? What do I like, how do I prefer to learn?

What related experience and knowledge do I have? When and how I acquired these?

The competence, Sub competences, descriptors

Commented selected evidences

Plans for the future

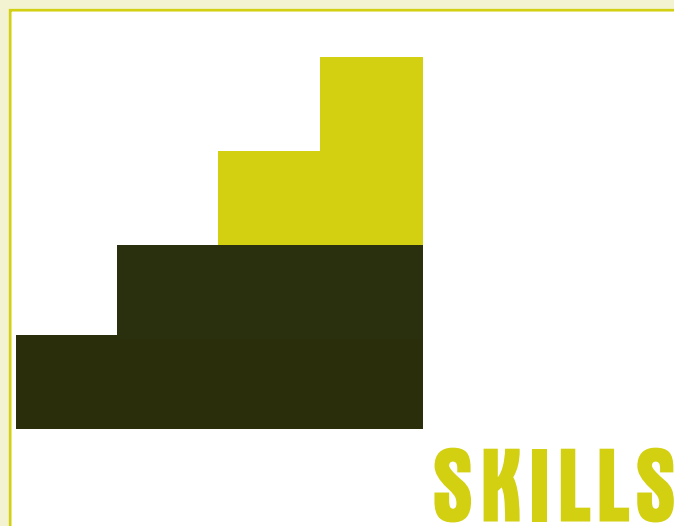
Activities related to the descriptors: they can be used for self assessment, to demonstrate what one already knows, to continue learning...

The task-based approach is aimed at the building of competence in the learner in all possible dimensions; it is focused on action, on the development of the ability to do things. Tasks work as organizational blocks for learning, and determine the content that needs be worked on.

More information and complete analysis of portfolio and task-based methodology is found from the SKILLS –project's Website [www.faea.es/G1\\_SKILLS](http://www.faea.es/G1_SKILLS) and Educator's CD material.



# Learning styles and strategies



The overall **Analysis of Learning Styles and Strategies** objective was to identify and analyse a main learning style by examining several recognized learning Models such as the Sensory Model (**VARK**) learning style, Multimode learning style, Left/right brain learning style, Social learning style, Solitary learning style, Kolb learning style, Honey and Mumford and Blooms Taxonomy learning style. Our study showed the **VARK** Model as the Model most closely fitting to the **Task Based Methodology** produced by the Finnish partner.

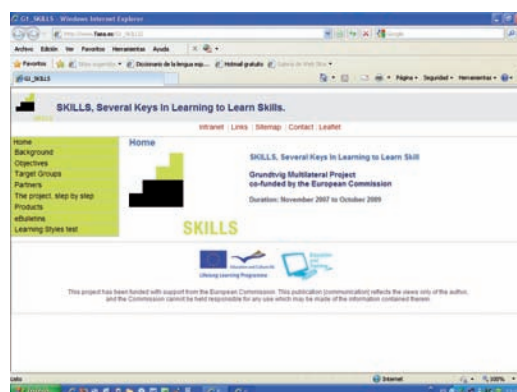
Also included is an inventory of strategies created for each mode to support learners in their favoured learning preference and guidance on how they can match these strategies to their needs. Additionally, explaining how these strategies can be transferred, strengthen and perfected. Finally, the production of a computer tool to help identify each person's preferred learning mode is included.

### The Full Paper

The **Analysis of Learning Styles and Strategies** full paper can be found on the projects CD-ROM which should autorun and provide you with a contents directory. This is also available from the projects website.

The website address is [www.faea.es/G1\\_SKILLS](http://www.faea.es/G1_SKILLS)

Enter this address into your Browser Address Bar and click on the **Go** button to reach the Website. You should see the following page appear.



From here you can see the links on the navigation bar at the left hand side of the screen.

- Select the **Products** link and you will be presented with the sub-navigation listing of preferred language modes.
- The products are available in all the languages depicted on the sub-level navigation bar.
- Selecting the required language to produce a screen displaying all the Products of the project in the selected language.
- From this screen click on the **Analysis of Learning Styles and Strategies** to download and save a copy, or alternatively, print a copy.





Learning to learn level  
of competence test

The test aims to assess learning to learn level of competence of learners and is levelled out by 4 sub competences (***Time Management, Organization of Information, Team work, Motivation and self-esteem***), according to a choice of descriptors previously identified and analysed. After an evaluation among the partners, a test of 20 questions has been validated. This test is useful in measuring the competence level of a user or a group of users, including their strengths and weaknesses. Knowing these will improve the quality and effectiveness of learning, being able to apply, control and direct them so they are useful when we need them.

Three indicators or criteria have been used to describe the levels of competences:

- *use of skills by learner*: use a variety of skills, have enough selection criteria to be able to choose;
- *autonomy*: use of skills with or without help;
- *context of use of skills*: use of learning to learn skills in formal contexts or also in other contexts.

In order to have a wide perspective of levels, the following result profiles have been identified:

- 1) **Basic**: use very limited learning to learn skills, not chosen by own judgement and without a strong selection criteria;
- 2) **Independent**: use a broad range of given skills selecting with own judgement and a certain criteria;
- 3) **Proficient**: use very varied learning to learn skills, combine and adapt them according to their needs.

Based on the validated test, we have designed a computer application for the use of learners as much as educators/trainers and Adult Education Centres. You can find the test on paper next and the computer application on the attached CD-ROM.





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## TEST OF LEARNING TO LEARN LEVEL OF COMPETENCE

Name (not required)

Test nr:

(to be filled in by the educator)

**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



	1	2	3	4	5
1. I am able to meet deadlines for tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am able to prioritize tasks, i.e. organize them according to importance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am able to use my timetable (diary) to remember, organize and plan my activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I am able to use my time effectively to perform a task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I am able to allocate the time required for demanding tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I am able to identify the resources available (Internet, library, etc.) to find the information I need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I am able to identify what is important from what is not	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I am able to sort information by subject, usefulness, interest...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I am able to file information so that I can access it easily when I need it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I am able to transfer learning from one situation to another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I am motivated when I achieve my goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I am motivated when I overcome challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I am motivated when I see myself progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I am motivated when I learn in different situations, in different ways...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I am motivated when I can encourage other people's progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I am able to express my opinion to the team even if it is different	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I am able to share my knowledge and experiences with the team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	1	2	3	4	5
18. I am able to participate actively in the team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I am able to accept the decisions made by the team, even if I do not agree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I am able to negotiate positively with the team in finding solutions to arising issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments, remarks:

# Learning styles test



The **Styles Test** is an interactive computer tool produced in five languages, English, Spanish, Finnish, Polish and Italian comprising of 28 short questions. The questions are based on the **VARK** Model, considering Visual, Audio, Read / write and Kinesthetic as the four main senses examined.

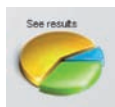
This **Styles Test** can be found on the projects CD-ROM which should autorun and provide you with a contents directory and also on the project's website.

The **Styles Test** will help the educator to identify the preferred Learning Style of the learner and help the educator guide the learner in relevant ways encouraging them to adopt learning strategies to support their particular learning needs. To access the **Styles Test** carefully enter the address [www.faea.es/G1\\_SKILLS](http://www.faea.es/G1_SKILLS) into your Browser Address Bar and click on the **Go** button to reach the Website.

Locate the links on the navigation bar at the left hand side of the screen. Select the **Learning Styles Test** link to open the **Home Page** displaying the flags of all the countries. Choosing a flag will start the Test in the language you require. Click on the arrow pointing to the right to move to the next page, introducing you to the test.

The following pages will require you to choose one option by clicking in the small circle next to the relevant answer. However, choosing the next button before selecting an option, will not work, you must indicate a choice on every page before progressing.

Once you have completed the test you will see a small chart appear at the bottom right hand side of the screen:



To see and print your results click on the chart. On the following pages you will see the reports for each preference, select the one most relevant to your results to print off, or alternatively read on screen.



## Test Questions

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1. When you think about a place you visited, would you remember it best by?
  - a. Imagining landmarks or images?
  - b. Talking about it to a friend?
  - c. Reading the notes in your diary?
  - d. Remembering what you did there?
  
2. When describing a trip to a group of friends, would you?
  - a. Show them your photographs of the day?
  - b. Talk about what you did that day?
  - c. Give them a brochure describing the trip destination?
  - d. Show them an interactive site about it on the Internet?
  
3. When trying to spell the name of a place, would you?
  - a. Try to imagine the place in your head?
  - b. Use a means to sound out the name?
  - c. Look it up in a dictionary?
  - d. Write the name down to see if it looks right?
  
4. When talking to your friends about a movie you have seen or a book you have read, do you?
  - a. Find yourself losing the thread of the conversation?
  - b. Enjoy the conversation feeling impatient to comment?
  - c. Feel that you want to write down what is being discussed?
  - d. Talk with your hands in an expressive manner?
  
5. When you are trying to concentrate on reading, which one of these would relate to you more; would you be?
  - a. Distracted if the room is untidy?
  - b. Distracted if the room was noisy?
  - c. Too absorbed in the content to be distracted?
  - d. Distracted if people are moving about?

6. When planning to meet up with a person for a second time; are you?
  - a. Likely to have forgotten their name, but remember where you met them.
  - b. Remember what you talked about, but vaguely recognise them?
  - c. Easily recall them from a communication such as an email?
  - d. Try to remember them by what you did?
7. If you wanted to learn a new skill such as a crossword; would you?
  - a. Prefer someone explained it to you?
  - b. Look at visual clues such as diagram detailing the before and after?
  - c. Read about it in a guide?
  - d. Prefer to watch someone complete it first?
8. When attending a presentation on a course you are interested in; which would you most like to be included?
  - a. Lots of diagrams, graphs and charts?
  - b. Questions and answers session with the presenter?
  - c. Receiving a handout along side the presentation?
  - d. Being shown a practical demonstration or given a real-life example of the contents of the presentation?
9. If you had to give a talk, would you?
  - a. Include visuals such as diagrams to help explain things?
  - b. Write out key words to help remember the content?
  - c. Read over your talk until you remember it?
  - d. Include various practical examples?
10. If you were to use a computer and the Internet for the first time to find specific information; would you prefer to?
  - a. Follow a step by step picture guide?
  - b. Talk to someone who has done it before?
  - c. Read the instructions guide that came with it?
  - d. Start by familiarizing yourself with the keyboard and mouse?

11. You have visited a zoo and are trying to remember the day's events; do you remember it best by?
- Imagining the animals and their compounds?
  - Telling a friend about it?
  - Reading a piece of literature you picked up whilst there?
  - By thinking about what you did when you were there?
12. If your friend was describing a place they visited to you and your friends; what would you prefer them to do?
- Be shown the photographs of the day?
  - Get them to tell you about what they did on the day?
  - Show you a piece of literature relating to their visit?
  - Want them to take you along the next time they went; so that you could experience it yourself?
13. When writing a letter you have difficulty in trying to remember the spelling of a word; would you?
- Be able to imagine the word in your head.
  - Sound out the word.
  - Get a dictionary and look it up.
  - Write the word down in several forms to see if it looks right.
14. You learn things best when you have the opportunity to;
- View and observe?
  - Listen and do according to verbal instructions?
  - Read about the subject?
  - Do and practise by yourself?
15. You find it easiest to remember situations when:
- You see people's faces and clothes they have worn?
  - Hearing their voices?
  - Writing and seeing their names on paper, e.g. a guest list?
  - Remembering things you have done or experienced with them?

16. Finding a new place unknown to you, would you?

- a. Look at a map?
- b. Ask for spoken directions?
- c. Write out the directions and follow them?
- d. Follow your nose and try to find the place 'trial and error'?

17. What you like most of all when relaxing is to;

- a. Look at beautiful scenery or watch TV and movies.
- b. Listen to good music or talk with your friends?
- c. Read a book?
- d. Play sports or build something with your hands?

18. When talking with others about a subject of your interest;

- a. You prefer listening and watching the speaker's expressions?
- b. You like to take part in the discussion?
- c. You want to write down what they are saying?
- d. You like to communicate using your hands a lot?

19. When spelling and understanding words;

- a. You see things as pictures or images?
- b. You sound out the word?
- c. You look up the word?
- d. You write down the word?

20. When presented with numerical information you prefer:

- a. Diagrams, charts or images?
- b. Someone to describe it in detail?
- c. To have it written down in figures?
- d. To listen to a lecturer showing a 3D real-life example?

21. When you are buying a new book, you are usually influenced by

- a. Its cover, the pictures inside...
- b. Its title?
- c. Your impression after reading a paragraph at random?
- d. The opinion of a friend who has read it?

22. If you were a teacher you would

- a. Use outlines, pictures, power-point presentations...
- b. Explain theories and ideas?
- c. Read articles, books?
- d. Present real life facts and situations?

23. When someone gives you oral directions, you

- a. Have trouble trying to remember them, you ask for a drawing?
- b. Easily remember the exact words and details they told you?
- c. Take notes?
- d. Start moving before they finish telling you what to do?

24. In class, you are more easily distracted

- a. By movement?
- b. By noise?
- c. If you are not allowed to take notes?
- d. If explanations are too long?

25. You are going to cook something special for visiting friends. You would

- a. Look for ideas from the pictures in a cookbook?
- b. Call a friend and ask him/her for help?
- c. Go to your favorite cookbook and choose a recipe that has caught your attention before?
- d. Cook a dish you know how to cook?

26. When you go shopping for clothes, you tend to

- a. Imagine what they would look like on you?
- b. Ask the shop assistant what s/he thinks?
- c. Read everything written on the labels?
- d. Try them on?

27. You have twisted your ankle. You'd like the doctor to

- a. Show you a diagram of what's wrong with it?
- b. Describe in detail what's wrong?
- c. Give you several sources of information where you can read about what's wrong with it?

d. Show you what's wrong using a plastic model?

28. During your free time, you mostly enjoy

- a. Going to museums and art galleries?
- b. Listening to music and talking to your friends?
- c. Reading books?
- d. Playing sports or doing handicrafts and do-it-yourselfes?

Task-based  
activities



**SKILLS**

This section proposes a sample of activities to be used in class.

They have been developed taking into account different learning styles and strategies and allow the teacher a certain flexibility in adapting them to the needs of the specific target group they are working with.

Each activity focuses on one (or more) of the specific sub-competences under which the "Learning to learn" skill has been analysed: Time management, Organisation of the information, Teamwork, Motivation and self-esteem. They provide a step-by-step description for the educator, information (timing, materials, etc.) and an evaluation questionnaire.

In addition, a guideline for educators suggests different pedagogical approaches to be used with learners having different learning preferences.

Moreover, various moments of open debate allow learners and educator to compare different working processes. These will help raise awareness among learners and educator about the different possible approaches to achieve the same final outcome.

These examples need to be adapted by you as educator/trainer to the particular context of your different learners' groups.

More information and the complete set of task-based activities are available on the attached CD and on the project Website [www.faea.es/G1\\_SKILLS](http://www.faea.es/G1_SKILLS)



## Catalogue of activities

### Title of the activity (sub competence)

SKILLS act1 Let's investigate (OI)

SKILLS act2 Multimodal representation (OI)

SKILLS act3 Life stories (OI)

SKILLS act4 Growing through self assessment (TW)

SKILLS act5 Discovering open spaces (TW)

SKILLS act6 What do you think? (TW)

SKILLS act7 Discovering EU countries (M&SE)

SKILLS act8 Myself (M&SE)

SKILLS act9 Success and motivation (M&SE)

SKILLS act10 Life cycle project (TW/OI)

SKILLS act11 Learning through experience (TW)

SKILLS act12 Myself as a learner (M&SE)

SKILLS act13 Let's create an agenda (TM)

SKILLS act14 A weekend in an EU country (TM)

SKILLS act15 The protection of the environment (TM)

SKILLS act16 Golf course design (TW)

SKILLS act17 Vote for us (M&SE)

SKILLS act18 Package holiday (OI/TM)



## Package Holiday Destinations

**Final task:** To research, evaluate and produce information on a holiday destination.

### Objectives in relation to the competence of learning to learn

#### Organising Information

- to select and classify information
- analyse information to be organised using techniques such as concept maps and outlines
- to identify the importance of organised information in any field
- to be able to transfer knowledge into different fields

#### Time Management

- to design and plan a series of steps to achieve a goal
- identifying the final goal and setting targets to achieve it
- to analyse any difficulties which may occur in order to overcome them
- to identify the time needed to perform each task and assign it
- 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 assign each task the best time, in order to ensure performance.

### Framework of Learning to learn descriptors

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

#### Organising Information

- 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.

9.- I am able to realize that I need to get more information when I listen to somebody speaking, watch a television program or read a piece of text

### **Time Management**

2.- I am able to assign a task or activity the relative time needed in order to complete it accurately.

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.

16.- I am able to use my time effectively to perform a task.

20.- I am able to look for help and use resources to fulfil my time targets.

Areas of knowledge within Adult Education		Level I/II/III
Core skills	Communication and social skills	Scientific – Technologic

### **Objectives**

The main objective is

- to discuss, identify and select appropriate destinations
- remain within a budget
- to gather and organize information
- to produce accurate information
- to present on the theme of a researched holiday destination for adventurers

## Evaluation

Evaluation of, at least, the following aspects:

- achievement of learning to learn objectives
  - which sections of the task did you find easiest?
  - which sections of the task did you find hardest?
- use of learning styles
  - are you now aware of a preferred learning style?
  - has this helped you in this task?
- achievement of content/knowledge objectives
  - did you manage to collect enough information?
  - did you know where to look for the information?
- procedures
  - Do you value planning for things?
  - Would you develop a plan in the future?
- satisfaction of learner
  - did you value working in a group?
  - do you think your group worked well together?
  - are you happy working in the group and on your own when needed?
  - Did you enjoy the task?

## Preparation

Timing	Materials	Activity to be done	Where
20 Notional hours:  14hrs Class work 4 hrs Field work 1 hr for Preparation 1 hr for Presentation	A4 binder paper, magazines, images Projector Internet Access	Individually, in pairs, in small groups, in large groups.....	In classroom or at home or at the library. Indoors and outdoors Travel Agency Internet Access

## Process

0.- Present the task and objectives to the group.

1.- The group has to identify and discuss with help from the tutor additional criteria such as, the length of the holiday, for example a week, two weeks or a few days. The other issue could be the budget, how much will they decide to allocate to the cost off the entire holiday excluding spending Money etc. - Group to discuss.

**2.-** Each participant notes how they have previously researched information on holidays. For example, Internet research, Holiday brochures, friend and family etc....

**3.-** In pairs they exchange their knowledge and develop a method on collecting and organising information. For example, you could use ideas generated from the group to produce a mind-map.

**4.-** Writing down personal experiences in contacting travel agencies: calling them on telephone or visiting them directly? What questions to ask? What information they provided? Is it within budget? Etc....

**5.-** Work through ideas within the group:

- decide who will research the information online
- decide who will go out and visit travel agencies
- decide who will ask people who have already been on similar trips
- decide who will collate the information
- decide who will produce the final report

**6.-** Each group will investigate the destination for example Theme park holiday or restful sightseeing break for mature couple and decide on which category of travellers to base their research and final task on. For example, a young family (2 Adults 2 Children), a group of teenagers, a young couple, a mature couple etc... Look for information to analyse and will then make a first draft of the findings.

**7.-** Each group compiles their findings and presents its first draft and ideas. Its main aim is for one person to present the information accurately on the researched materials. The others in the group will evaluate and participate by contributing ideas, suggestions with the aim of improving the draft.

**8.-** The draft should be modified to include the contributions of the group. Each contribution should be recorded next to the name of the person who thought of them for the purpose of evidencing participation of each group member.

**9.-** A meeting is planned to decide on whether to utilise other travel agencies or online resources to attain several options of various deals.... and further suggestions of which the group may have. During the visit to the travel agents brochures, leaflets and notes should be gathered to compile research for the final report once back at base.



10.- Each group makes a list of tasks to be carried out in the selling pitch to their peers, for example: to write a summary of the package deal destination and travel, costing details, etc...

- decide on who are going to prepare the materials for the sales pitch
- deciding what people are going to speak

11.- Groups can contact their marketing department to ask for advice on how to pitch a sale. (if they have one)

12.- Finally a group discussion to evaluate the final pitch



## Guidelines about learning styles

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

- **Visual:** The Visual learner needs to have a clear understanding of the learning goal presented as visual information therefore use of images, pictures, mind-maps, etc.) are all useful features and therefore strategies should be put in place for this. Their learning abilities are enhanced and they benefit from being able to visualise their goal in terms of the learning objective. It would be useful if the tutor made use of a whiteboard for this activity to help explain each stage of the activity for the learner in a verbal manner.
- **Auditory:** The audio learner needs verbal instruction and benefits from the likes of classroom debates (listening/speaking exchanges) and studying in a group setting. The tutor should read the task out to these learners ensuring that they are able to grasp the objectives of the task. For example, asking them to recap in their own words what they think the task is about. The tutor must ensure the group has a clear understanding of what the task is asking of them and they must be sure of each of their roles within the task. The tutor could also stimulate classroom debates with audio transcripts; these transcripts can then be given to the learner at the end of the debate to help them identify their role within the task.
- **Read / write:** Learners in this category learn best when using written words. This type of learner uses reading and writing in all its forms – for example PowerPoint, the Internet, lists, dictionaries, textbooks and magazines. The teacher could compose a PowerPoint presentation with notes and handouts to the class on the task. Read write learners like to work with lists, so ensuring the PowerPoint Presentation is formatted in such a way as to accommodate this learning preference would be largely beneficial.



- **Kinesthetic:** Kinesthetic learners learn best by doing things. They learn by experience, example and practice which include demonstrations, videos and movies of „real“ things, as well as case studies, practice and applications. By setting up a physical classroom activity to help demonstrate to the learners how they should tackle the task would be useful and allow the learner to tap into their natural ability to discovery more whilst doing will help with new realizations through doing, rather than thinking about a task prior to starting. Encourage classroom debate whilst in the process of practical demonstration. For example, have some brochures with holiday articles to show, cut out and discuss.
- **Multimodal:** Multimodal types are basically open to being able to suit themselves and adapt to the particular learning mode which is being offered. For example, they may have two or three strong preferences or they may have no particular strong preference, this will not influence how they absorb information. On a positive note it is common for multimodal types to go with the flow and adapt to what is being offered.



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