

SKILLS, Several Keys In Learning to Learn Skills

DESCRIPTION OF THE LEVELS OF
LEARNING TO LEARN COMPETENCE



SKILLS

PROGRAMA EUROPEO
DE FORMACIÓN PARA EL APRENDIZAJE
DE ADULTOS



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DESCRIPTION OF THE LEVELS OF *LEARNING TO LEARN* COMPETENCE

We have used 3 indicators or criteria as a basis to describe the levels of competence:

-Use of skills by the learner: do they use a variety of skills or not, do they have enough selection criteria to be able to choose what skill/s to use for each task or not.

-Autonomy: do they use the skills with or without help, do they know how to search for help or not...

-Context of use: do they use the learning to learn skills only in formal learning contexts –such as the classroom: only when they are in class or referring to what they have learned in class – or do they also use strategies from/in other contexts –for example, at home, on their own, at the library, museum...

Definition of terms:

- **Tasks:** what a person does in a given context: the educational context: solve problems, work as a team, analyze texts, propose ideas, do exercises, participate in class...
- **Skills:** the specific abilities a person uses or can use, it can be a very varied and wide number of them, in this case related to the learning to learn competence: outlines, summaries, set objectives, contribute ideas to a group,



coordinate with others to do something, use a diary or agenda, assign times, identify steps in a task...

- **Help:** guidance, support, guide... only from the educator, or from the educator, classmates, and others...
- **Context:** situations and places in which a person uses or applies the learning to learn skills; they can be:
 - formal learning contexts, for example a course or the classroom, they can be more or less structured with traditional or more flexible roles (what belongs to the educator, what to the learners, the relationship between the learners...)
 - or others more open or flexible: a work group, a film, a library, a museum...; the educator and learners share coordination, support, guideline, evaluation, development... roles

With regard to the context, the person's ability to transfer knowledge is also taken into account: for example, transferring abilities or skills used in the leisure time –planning to record a television programme- to the educational context –planning to do an exercise for a lesson or to write a paper-.

- **Basic, independent, proficient user:** these concepts help us to have a wide perspective of levels and profiles. The classification 1 to 5 is taken from the European Qualification Framework, where the competence levels are organized 1 to 8 as follows:
 - 1 to 3 basic education
 - 4 to 5 intermediate education
 - 6 to 8 higher education

As we are working a broad and cross curricular competence in which the persons may have developed or apply very varied strategies, we set 1 to 5 as possible levels with our target groups.

Basic user	1	<p>Use very limited learning to learn skills, not chosen by own judgement.</p> <p>Can carry out simple tasks using learning to learn skills in a strongly structured and guided context (i.e. in the classroom by the educator) and accepts a lot of help for doing it.</p> <p>For example: writes a fact on his diary if the educator, in the classroom, tells him to do it, where and how; that is to say, if it is the educator who selects for him the skill, the time and the way to do it (descriptor 9 of Time Management).</p>
	2	<p>Use some learning to learn skills but without a strong selection criteria.</p> <p>Can carry out tasks and solve ordinary problems in a structured context –a course, in the classroom...- using learning to learn skills, and asking the educator for help.</p> <p>For example: asks the educator for help him to organize in folders the learning materials used in class, such as photocopies, summaries, etc. (descriptor 16 of Organization of the Information)</p>

Independent user	3	<p>Use a range of learning to learn skills selected with a certain criteria.</p> <p>Can carry out tasks and solve problems selecting and applying learning to learn skills in a more flexible context and seeks guidance for that in different sources (educator, classmates, class notes, class materials ...).</p> <p>For example, in order to make use of the library (less structured or more flexible context) seeks help in different sources: educator, librarians, classmates, other library users ...; asks the appropriate questions to check out how to find the book he is looking for (descriptors 1 and 4 of Organization of the Information).</p>
	4	<p>Use a broad range of given skills selecting with own judgement which one/s to use.</p> <p>Can carry out tasks and find solutions to specific problems in a particular field of work or study using learning to learn skills without help, both in structured and open contexts, predictable and familiar (classroom, individual study, cyber cafe, library ...).</p> <p>For example: with regard to team work, accepts that each member of the team plays a role or does a different task to achieve the common goal, accepts and carries out the one that is assigned to him and shares his knowledge and experience so the team and the rest of persons can use them (descriptors 6 and 14 of Team work)</p>

Proficient user	5	<p>Use very varied learning to learn skills, combine and adapt them according to their needs.</p> <p>Can carry out tasks using a broad range of learning to learn skills to find creative solutions to abstract problems in different contexts, even unfamiliar, autonomously; take the initiative.</p> <p>For example: if planning a trip to the coast, writes a list of the information he wants to look for at the Tourist Office, on the Internet, asking to friends and acquaintances... so as not to forget anything (descriptor 3 of Motivation, 7 and 8 of Time Management and 3 of Organization of the Information).</p>
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In order to guide the learner when passing the test, these levels can be expressed as follows:

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



SKILLS



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