



LEARNING TO LEARN FOR WORK AND LIFE

LeWel Up Toolkit

Editors

Maria TOIA

Jim BRADLEY

Learning to learn for work and life



TOOLKIT



LeWeiUp Toolkit

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Contributors: Maria Toia, Jim Bradley, Françoise Grudler Mayolet, Nils Bernhardsson, Tiina Jääger, Erle Nõmm, Javier Diez

Editors: Maria Toia and Jim Bradley

Graphic design: Ioana Trușcă

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Project Coordinator:

University of Stirling, UK

Partners:

- Romanian Institute for Adult Education (IREA), Romania.
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FOREWORD

WELCOME TO THE LeWel Up MANUAL!

This resource book is aimed at those who wish to introduce a learning to learn provision or embed the learning to learn approach in their teaching. This pack contains ten units, each unit with a series of learner centred activities. In addition, a DVD with videos and a number of worksheets with case studies are meant to support the implementation of a learning to learn process.

The LeWel Up toolkit has been designed and developed by adult learning professionals (both practitioners and researchers) from the partner organisations. The pack is designed for flexible and adaptable use in order that it suits the needs of the learners in the programme. The activities in the toolkit can be used for designing a stand-alone programme, by implement all units from 1 to 10, or use and embed only those activities that best meet the needs of the learners and the specific teaching programme or activity. We would also encourage those who use the manual to develop their own activities.

The training pack *Lewel Up – Skills for work and life* is aiming to help training providers and trainers, teachers or other practitioners in adult learning, to plan and implement a 'learning to learn' course for low skilled adults, migrants and other disadvantaged groups of learners, or simply embed different elements and activities in their daily practice.

Finally, end users of this material should be aware that the language used in the pack reflects the existing terminology used in adult education in the different partner countries.

We hope you will find the LeWelUp Toolkit useful for your attempt to support adults in engaging with learning to learn processes.

The project partnership

2014

BACKGROUND OF THE LEWEL UP PROJECT

LeWel Up is a transnational project carried out between 2011 and 2014 under the Grundtvig programme, with the financial support of the European Commission's Lifelong Learning Programme. The project was developed by a consortium of partners from 6 European countries and its main aim was to design an innovative training programme and materials for developing the learning to learn competence of disadvantaged adult learners, by enabling them to develop their skills for life and work.

Learning to learn is an approach which enables young people and adults to get the best that they can from their learning. Learning to learn enables learners to update and improve their skills in order that they can return and progress with, their learning. These skills could be adult literacy skills; information and communication (ICT) skills; developing critical analysis and critical reflection skills; problem solving; working with others; developing action planning skills and skills to improve and direct their own learning to enable them to become autonomous learners.

The LeWeL UP Project facilitates a model of learning that will help learners develop individual learning pathways, essential for critical thinking, problem solving, emotion management or for constructive attitudes to change.

WHY LEARNING TO LEARN?

The Level Up project stresses the fact that disadvantaged adult learners should be assisted more extensively in developing and updating their competence of learning to learn. 'Learning is learnable' must become a reality for these groups too. Learners with lower levels of mainstream education should become a priority for education and training providers, as well as for employers. For instance, in some cases trainers of vocational training focus only on developing professional competences, without trying to create a wider concept of learning.

The development of key competences for work and life can be done in a new coherent model of learning based on a functioning training concept, and implemented by means of resourceful training materials. In this learning and teaching approach, lower-educated learners can develop critical curiosity, creativity, strategies for learning or growth orientation in short; their competence of learning to learn will be developed. In this way, education for these learners will acquire a life-wide learning dimension, with specific focus on their attitudes and beliefs, values, and the construction of social inclusion.

By developing a learner-centred approach in training and also quality criteria for the competence of learning to learn, the training opportunities can make operational the current definition of learning to learn.

The learning to learn approach developed within the LeWelUp Toolkit aspires to achieve the following in respect to the learners:

- **Motivation:** Inspiring interest and motivation for learning
- **Recognising their own opportunities:** Making learners aware of the opportunities available to them to further their learning and change their life.
- **Recognising their own potential and competences:** Helping learners recognize and acknowledge their existing resources and strengths, and develop ideas as to how they can enhance them and acquire new ones.
- **Taking their own responsibilities:** Promoting learners' reengagement with learning, in order to overcome personal, social, economic barriers
- **Acquiring skills:** Supporting learners to upgrade their skills and be given the opportunity to experiment with new skills and behaviours in the protected environment of a training course.
- **Self – worth:** The activities aspire to support learner's sense of self-worth and install the feeling of self-efficacy, which is a fundamental precondition for the remainder of the learning process.
- **Empowerment on the learning process:** Empowering learners to plan and implement their own individual learning process independently and on their own authority.

When working with the LeWel Up toolkit, teachers and trainers might look for the following learning to learn outcomes, in terms of their learners' achievement:

- Learners will become more responsible for their own learning.
- Learners will develop critical attitudes to newly acquired knowledge.
- Learners will develop an inventory of their skills based on previous life, work and learning experiences.
- Learners will develop critical analysis skills to enable them to analyse their skills and identify gaps.
- Learners will be able to develop an action plan to meet their objectives and address their skills gap.

Also, when referring to the competences acquired by learners – as a corpus of knowledge, skills and attitudes – there are several developmental dimensions to keep in mind:

KNOWLEDGE AND UNDERSTANDING

The learners will:

- become aware of the importance of learning
- understand the process of learning
- identify their learning styles and preferred learning strategies
- analyse critically and compare different learning situations, in order to enhance the development of learning to learn competence

APPLIED AND INSTRUMENTAL SKILLS

The learners will:

- select and plan what they want to learn
- develop their action plan to reach their learning goals
- measure their progress with learning

ATTITUDE AND MOTIVATION

The learners will:

- make sound decisions about future actions and targets
- reflect on their work, life and learning experiences
- develop positive attitudes towards learning
- become motivated to engage continuously in learning activities

HOW TO IMPLEMENT A LEARNING TO LEARN APPROACH IN ADULT TEACHING

LeWel Up TOOLKIT - THE MODULES LIST

All the units share the same layout and structure consisting of the following elements:

- rationale
- objective
- theoretical background - general presentation of the particular aspect on the competence of learning to learn envisaged in the unit
- pedagogical approaches - teaching guidance and advice on best pedagogical approaches and practices in training sessions for lower-educated learners
- practical sessions –concrete training activities to be implemented under each unit.
- learning diaries - tool used at the end of each training session and meant to develop the trainee’s self-reflection strategies on learning

Steps of the training

The training should be perceived as a three stage process of developing the learning to learn competence.

Stage 1: Where am I now?

Unit 1 *What is learning?*

Unit 2 *Learner’s biography*

Unit 3 *Learning strategies*

Stage 2: What are my challenges?

Unit 4 *Aspirations and expectations*

Unit 5 *Exploring options and challenges*

Unit 6 *Focussing on challenges*

Unit 7 *How to address the challenge*

Stage 3: How to reach my goals?

Unit 8 *Action planning*

Unit 9 *Monitoring milestones*

Unit 10 *Moving forward*

THE ASSESSMENT STRATEGY

The assessment strategy has two components:

- Assessing newly acquired competences, knowledge and skills (using grids, questionnaires, essays, practical activities, portfolio, etc.) as part of practical sessions within each unit;
- Assessing personal experiences of the learners (using reflective stories, comments and statements, etc.) through reflective learning diaries, at the end of each unit.

METHODOLOGICAL APPROACH

Social practice and contextualised approach: Learning to learn activities should be placed into the local context and personal history and aspirations of the learners (e.g. activities should be based on learner's personal experiences and on the very specific demands of their work and life).

Competence based approach: The activities should be described in terms of competences to be acquired by the end of the learning session; all the competences consist of a cognitive component –‘to know’; an affective component - ‘to feel’ and a skill component –‘to be able to do something’.

Reflective approach: The activities and the discussions around and about activities and materials used in the course should enable the participants to develop themselves as reflective learners.

Experiential learning: Activities should be adapted as to maximize the use of learner's experiences. The training course offers learners the opportunity to rethink their personal experiences and practices in light of newly acquired knowledge, skills and attitudes as a result of embedding learning components into their work and life.

Student focused training: The modules are designed from a student focused approach of teaching, emphasizing the importance of adapting teaching methods and materials to the particular features of each learner.

Learning by doing: All the sessions and the activities presented in this pack have a ‘to do’ stage (exactly what the learner will do within the training sessions), including suggestions for parallel activities, criteria for adapting the activities to the characteristics of the trainees, of the trainer, of the learning content or context.

UNIT 1

WHAT IS LEARNING?

RATIONALE

In this first unit adults are introduced to the idea of “learning to learn”. One important aspect of this is their own experience and how they have already learned to do a wide range of things throughout their life.

It is important to acknowledge what, and how, adults have learned in the past and the influence this can have on what they want to learn today.

OBJECTIVES

In this unit Trainers/educators will help adult learners:

- understand what learning is and how they learn
- recognise and acknowledge different learning situations
- to select and plan what they want to learn

THEORETICAL BACKGROUND

What is learning? Is it a change in behaviour or understanding? Is it a process?

For all the talk of learning amongst educational policymakers and practitioners, there is a surprising lack of attention to what it entails. In some cases, theories of learning do not figure strongly in professional education programmes for teachers and those within different arenas of informal education. The lack of attention to the nature of learning inevitably leads to an impoverishment of education. It is not simply that the process is less effective as a result, but what passes for education can actually diminish well-being.

Here we begin by examining learning as a **product** and as a **process**. The latter takes us into the arena of competing learning theories - ideas about how learning may happen.

LEARNING AS A PRODUCT

In this case, learning can be defined as a change in behaviour. In other words, learning is approached as an outcome - the end product of some process. It can be recognized or seen. This approach has the virtue of highlighting a crucial aspect of learning - change. Its

apparent clarity may also make some sense when conducting experiments. However, it is rather a blunt instrument. For example:

- Does a person need to perform in order for learning to have happened?
- Are there other factors that may cause behaviour to change?
- Can the change involved include the potential for change? (Merriam and Caffarella 1991: 124)

LEARNING AS A PROCESS

In this case we can see learning appearing as a process - there is a concern with what happens when the learning takes place. In this way, learning could be thought of as “a process by which behaviour changes as a result of experience” (Maples and Webster 1980 quoted in Merriam and Caffarella 1991: 124). One of the significant questions raised is the extent to which people are conscious of what is going on. Are they aware that they are engaged in learning - and what significance does it have if they are? Such questions have appeared in various guises over the years - and have surfaced, for example, in debates around the rather confusing notion of 'informal learning'.

Learning as process – learning theory

The focus on process brings into the discussion the learning theories - ideas about how or why change occurs. Thus, four different orientations can be distinguished (the first three taken from Merriam and Caffarella 1991):

- The behaviourist orientation to learning
- The cognitive orientation to learning
- The humanistic orientation to learning
- The social/situational orientation to learning

The four orientations can be summed up in the following figure:

Four orientations to learning (after Merriam and Caffarella 1991: 138)

Aspect	Behaviourist	Cognitive	Humanistic	Social/situational
View of the learning process	Change in behaviour	Internal mental process (including insight, information processing, memory, perception)	A personal act to fulfill potential	Interaction /observation in social contexts.
Locus of learning	Stimuli in external environment	Internal cognitive structuring	Affective and cognitive needs	Learning is in relationship between people and environment.
Purpose in education	Produce behavioural change in desired direction	Develop capacity and skills to learn better	Become self-actualized, autonomous	Full participation in communities of practice and utilization of resources
Educators' role	Arranges environment to elicit desired response	Structures content of learning activity	Facilitates development of the whole person	Works to establish communities of practice in which conversation and participation can occur.
Manifestations in adult learning	Behavioural objectives Competency - based education Skill development and training	Cognitive development Intelligence, learning and memory as function of age Learning how to learn	Andragogy Self-directed learning	Socialization Social participation Associationalism Conversation

PEDAGOGICAL APPROACHES

As adult educators, we have some responsibility to provide a learning environment where students can learn as effectively as possible, feel comfortable and have their say about what and how they learn. This approach helps learners to take control of their own learning and to become full partners in the learning process. Learner involvement since the initial stage helps to ensure that the programme engages their interest and uses relevant materials.




When adults return to learning as an adult and find that they have to organise their work and thoughts effectively, it can be quite a daunting task. One of the aims of this pack is to break down the process of learning into manageable chunks, so that you can work with the learners on different aspects of their learning, as required.


Common anxieties amongst adult returners include their ability to fit their new workloads into already busy lives. Therefore included in this unit are a range of activities on concentration, memory, stress and approaching learning in a positive way.

When starting something new, adults can be bombarded with information, ideas and advice. To be an effective learner they must first look at information critically and to assess whether it might be of use to them, or not. This unit offers some methods to assist learners' critical thinking.

PRACTICAL SESSIONS

1.What is learning?

	PARTICIPANTS	➤ 10-12 Low skilled adults
	MATERIALS AND RESOURCES NEEDED	➤ Pen ➤ Paper
	SUGGESTED TIMING	
	➤ 60 minutes	

	LEARNING OUTCOMES	
	Learners will understand how they:	
	<ul style="list-style-type: none"> ➤ learn new things ➤ how to make sense of new ideas 	

DESCRIPTION / METHODOLOGY

Learners think of something they have successfully learned to do recently, and the different stages involved in the process.

For example:

Learning to drive, dressmaking, servicing own car, programming a video recorder, learning a new language, cooking a new recipe, learning a new procedure at work.

They put down their ideas and discuss the different stages with a colleague.

Learners' lists may look something like this:

- read instructions to get started
- demonstration from a colleague or friend
- check you have everything needed to complete the task
- keep instructions handy
- practice until happy with the result
- get some feedback of how successful you have been, e.g. family enjoyed
- the meal, car running smoothly, spoke in the new language, supervisor
- satisfied with work, passed driving test

Afterwards they have to think about what helped them to successfully complete the activity:




- Did you have clear instructions to refer to?
- Have you had any similar experiences which made this learning easier?
- Was the feedback from others helpful?
- Did you ask friends or colleagues for advice?
- Did you practice?


GUIDELINES FOR ASSESSMENT

If learners answered yes to any of the above questions, then they have some understanding of what learning is about and how to be an effective learner.

PRACTICAL SESSIONS

2. Learning, Memorising and Understanding

	PARTICIPANTS	➤ 10-12 Low skilled adults
	MATERIALS AND RESOURCES NEEDED	➤ Pen ➤ Paper
	SUGGESTED TIMING	
	➤ 30 minutes	

	LEARNING OUTCOMES	
Learners will understand:		
<ul style="list-style-type: none"> ➤ how memory works ➤ the difference between memorising and learning 		

DESCRIPTION / METHODOLOGY

Participants read the list of activities below. In learning them, they are asked whether they need to Memorise, Understand or Dothem?

Afterwards they have to tick M.U. or D. for each of the sentences below:

1. Learn multiplication tables.
2. Write a story.
3. Plan a letter.
4. Learn to ride a bike.
5. Bake a cake.
6. Explain the advantages of the Euro
7. Plan a sowing programme for a garden.
8. Explain why some young people are homeless.
9. Produce a data base on a computer.
10. Fill in an application form.

If possible, participants are encouraged to discuss their answers with a partner. They should find that they have more activities which require understanding than memorising or doing.

GUIDELINES FOR ASSESSMENT

The Trainers ask the following questions:




Think back to some work you have recently completed. Your mind cannot record every detail, so how did you attempt to learn it? What did you do?

How effective was this?

What different methods would you like to try?

PRACTICAL SESSIONS

3. My school experience

	PARTICIPANTS	➤ 10-12 Low skilled adults
	MATERIALS AND RESOURCES NEEDED	<ul style="list-style-type: none"> ➤ Large sheets of drawing paper ➤ Coloured pens
 SUGGESTED TIMING		

- 40 minutes

LEARNING OUTCOMES

At the end of this activity learners will:

- clarify their ideas of learning and studying
- clarify the roles of tutor and learner
- become aware of any barriers they may have to learning
- become motivated to develop new study methods

DESCRIPTION / METHODOLOGY

The Trainer gives the following task:

- Think of the word 'SCHOOL'
- What does it bring to mind?
- What do you see?
- What do you hear?
- What do you feel?

Learners take paper and coloured pens and draw some of their school time memories (about 10 minutes to do this).

When they have finished drawing, they are encouraged to discuss the following questions within the group:

- If you are studying something new, what do you expect from the tutor?
- What do you expect to be responsible for?
- What did you learn at school that is of use to you now?
- Did you have any school experiences which you now feel prevented you from learning or developing? If so, what were they?
- Do you feel more, or less, able to study now? Can you explain why?

Learners take a large sheet of paper and write the words "I can do" in the middle. Afterwards they should write down things that they feel able to do. Start with basic skills such as reading, budgeting, talking to people, riding a bike, driving, etc. Include things that they do because they have to as well as things that they enjoy doing. Learners keep adding things as they occur to them and their mind opens up to the task.

Take about 10 minutes to complete this.

Eventually learners take turns in the group to present what they have written and discuss

PRACTICAL SESSIONS

the various skills each person has.





GUIDELINES FOR ASSESSMENT

Evaluation questions

- How did you feel doing this activity?
- What have you learned about yourself?

PRACTICAL SESSIONS

4.I want to learn

	PARTICIPANTS	➤ 10-12 Low skilled adults
	MATERIALS AND RESOURCES NEEDED	➤ Paper ➤ Coloured pens
	SUGGESTED TIMING	
	➤ 60 minutes	
	LEARNING OUTCOMES	

In this section learners will:

- consider their personal goals and put them in order of importance
- use a study group to plan common work and goals

DESCRIPTION / METHODOLOGY

Everyone in the group is provided with five small pieces of coloured paper and has to write down one learning task on each piece of paper. The learning tasks don't have to be connected with study or any particular course content but can be anything learners want to learn (e.g. driving a car, swimming, cooking, a new language, getting along with other people etc). Key words or short sentences are used.

Once learners have written their learning tasks, they arrange them in order of importance.

Activity

Learners write "I Want to Learn" in the middle of a large piece of paper. The learners are suggested to make a yellow circle in the middle, just like the sun. The group then makes the sun rays by attaching their pieces of paper, with the most important learning goals nearest to the centre. Learners take it in turn to tell the rest of the group what they have written.

They look at the sun together and discuss the following questions:

1. What type of learning tasks are there?
 - skills
 - knowledge
 - personal development
2. Which tasks could be carried out in the group you are working with just now?
3. Are there any common goals? These could provide a starting point for planning group work.
4. Write down any comments. If there are decisions to be made, these can be used in the next phase of the group's activities.

PRACTICAL SESSIONS

5. If you included personal goals, which cannot be achieved within the group activities, think about how you can achieve them.

GUIDELINES FOR ASSESSMENT

Evaluation questions

- Which parts were you most pleased with?
- What problems did you have?
- What have you learned from this experience that you can use again?

Learning diary Unit 1

WHAT	Learners make brief notes of what they did during the practical session of the unit.
WHY	Learners make brief analytical notes after completing the unit. Emphasis should be put on the usefulness of their learning activity and measurement of learning outcomes. Knowing why one is doing something will help learners moving from being a passive to an active learner.
REACTION	<p>Learners make brief notes on their emotional response to the activity: the effect on them as a learner should be noticed. This will allow them to build a picture of themselves as a learner and as a student.</p> <p>This reflection allows learners to notice what and how they like to learn: the subjects and topics they enjoy – and the ones they do not like so much; whether they like lectures or reading, whether they enjoy group work or independent study.</p>
LEARNED	Learners make brief notes on all they think they have learned from the activity. This is the part where learners make their learning conscious, which improves both the quantity and quality of their learning.
GOAL SETTING	Learners make brief notes of what they will do next in respect with their learning.

UNIT 2

LEARNER'S BIOGRAPHY

RATIONALE:

In the second unit the learners are introduced to the concept of biographical learning. Biographical learning provides learning to learn processes with a framework. It helps to develop a positive attitude towards learning and towards developing skills.

OBJECTIVES:

In this unit Trainers/educators will help adult learners:

- to recognise and reflect on inner strategies used in the past
- organise experiences
- develop new strategies which the learners are aware of

THEORETICAL BACKGROUND

For developing learning to learn as a transversal competence, we adopt the approach of biographical learning. Biographical learning allows the development of skills as well as a positive attitude towards learning.

The main focus of biographical learning is on facilitating an ability called “biographicity”. Biographicity is the learners’ ability to utilize “intuitive knowledge about life opportunities that we have not put into practice (Hallqvist et al., 2012, p. 72), also named as “unlived lives” (Alheit, 1994, p. 289)

To facilitate biographicity in terms of biographical learning processes the teacher asks the learners to focus on both social structures which they are living in - like employment market, work surrounding and family - and their own subjectivity. The aim is to recognize the interconnections of the social structure and the individual’s subjectivity and how the learners have handled struggles between both in the past. According to Hallqvist et al. the aim of biographical learning is to “recognises people’s sense of being able to control their own lives interacting with biographical and structural conditions” (2012, p. 71). By recognising and reflecting on these inner strategies used in the past the learners get the opportunity to develop new strategies they are aware of. It is about reflexively organising one’s experiences to meet future challenges.

Due to this perspective biographical learning is considered as being helpful to handle transitions in the life-course like job loss or other transitions in a person's private and working life. In the case of job loss biographical learning would be for example about ensuring one's professional competence or employability through including identity issues and decision making that affects one's biography.

According to Alheit and Dausien biographical learning processes can be characterised by three main aspects:

- Individuals engaged in biographical learning make use of their "biographical stock of knowledge", which can be described as a totality of experiences memorised by the individual. This totality is seen as a subordinate structure of action and knowledge within the individual. This structure can be activated in situations when people face challenges to which they have no immediate answer. When facing those challenges people must call on reflexivity and choice – the core-activities of biographical learning. Alheit and Dausien describe the experiences the learners have when facing challenges as "moments of self-education". Within these moments the biographical structure of the learners is opened to be changed through reflexive efforts. This is when biographical learning takes place. Alheit makes clear that those learning processes are not only about incorporating new knowledge into an existing corpus of knowledge. Instead biographical learning aims also to transform the whole corpus of knowledge. Due to this perspective, learners' biography is used and changed within the learning process.
- Central to biographical learning is that it takes place within interaction and communication with other learners who are also relating their challenging experiences to their biography.
- A vital part of biographical learning is unexpected experiences and unanticipated events. For this reason biographical learning can be described as intentional but not teleological.

PEDAGOGICAL APPROACHES

The following description of the biographical method is taken from Susanne Braun (1996, p. 109-122).

According to Braun (1996, p. 109-122) we distinguish between three different levels of approaching biographical learning:

Understanding of own experiences

Understanding of own experiences includes remembering, which also includes oppressed emotions. Next to cognitive processes, emotional and physical processes are also initiated. This is how the reconstruction of one's own life history is being facilitated.

Analytical Understanding

Analytical understanding is supposed to access deep structures of subjective experiences and consequently facilitate self-reflection. In connection with theoretical and scientific

interpretations, common processes of reflection of individual experiences within different contexts should be initiated.


Development of opportunities to change and perspectives of action.

The understanding of one's own experiences and life history helps to outline new opportunities and chances for actively shaping one's own life.

1. Warming up – Life experience on a big paper bag

	PARTICIPANTS	➤ 10-12 Low skilled adults
	MATERIALS AND RESOURCES NEEDED	<ul style="list-style-type: none"> ➤ Big unprinted paper bags, ➤ Various news papers and magazines, ➤ Markers and pens ➤ Scissors and glue
	SUGGESTED TIMING	

- 45-60 minutes for creating the paper bag
- 40 minutes for having a look at all of the paper bags and for completing the questionnaire
- 20 minutes for each paper bag: presentation according to questions

	LEARNING OUTCOMES	
<ul style="list-style-type: none"> ➤ Learners will get to know each other. ➤ Learners will decide which biographical experiences will be shared with the group and which experiences they prefer to keep to themselves. 		

DESCRIPTION / METHODOLOGY

To do this project, each learner gets a big unprinted paper bag, various newspapers and magazines, markers, scissors and glue. The learners should put the paper bags in front of them and the tutor gives them the task of reflecting on and noting experiences which can be revealed to all group members on the outside of the paper bag. Inside the paper bag they should not be experiences which they do not want to share with others.

The learners should start with the design of the outside and should then move to the inside. The design is made with the materials mentioned. After this creative step is completed, the learners should close the bag in silence.

Then all paper bags get name tags and are placed together. All learners should have access to all of the paper bags and should get the opportunity to have a look at all of the bags. For this procedure the learners get 40 minutes. After having a look at all of the individual paper bags, the learners should comment on them. This is done on the basis of a questionnaire, which was prepared by the teacher. The questionnaire includes questions such as:

- What remained in my memory?
- Which bag would I like to look inside?
- What is similar to my bag?
- What would I like to ask or what would I like to know more about?

Afterwards each learner gets the opportunity to explain her/his customized paper bag. Here

PRACTICAL SESSIONS

the learners are not forced to share their personal experiences, which are inside the paper bag, as these are often associated with fears or insecurities. If they want to, they can however talk about the experiences inside the bag. To help the learners explain their paper bags, they can use the following questions:

- What is particularly important/not important to me?
- What can develop and become more significant, what should be less significant and not so important?
- What have I already achieved?
- What are my wishes for the future?
- What are the aspects of my life I am "reconciled" with?
- Why do I not like to talk about certain things?
- On what issues would I like to work?

The model may be modified as desired. Instead of a paper bag a coat of arms of my life on a flipchart or my life as a map or as a landscape on a wall, etc.




GUIDELINES FOR ASSESSMENT

This is the first activity in the biographical learning unit. In this exercise the individual group members should get to know each other. It will be used after explaining what biographical learning is about.

WORKSHEETS

Two questionnaires on paper or on flipchart (questions see above)

2. Self-image Empowering Self-worth

	PARTICIPANTS	➤ 10-12 Low skilled adults
	MATERIALS AND RESOURCES NEEDED	<ul style="list-style-type: none"> ➤ A4 Paper ➤ Flipchart ➤ Pens
 SUGGESTED TIMING		

- approximately 45 min for doing self-assessment
- approximately 20 min for evaluation (each learner)

LEARNING OUTCOMES

- Learners will understand the assessment differences regarding their image
- Learners identify the qualities and deficits they have in their view and in outsiders view.
- Learners will accept their deficits and value their qualities and opportunities

DESCRIPTION / METHODOLOGY

Learners need paper and a pen. An A4 sheet is divided into two by a thick horizontal line in the middle of the sheet. On one half of the paper the learners should write down "What I like about myself?" and on the other half "What I do not like about myself?" After that, the learners get a short time to think about these points and to write down their thoughts in bullet points.

In the same way learners create another paper. Now the task will be to answer "Why others like me?" and "Why others do not like me?" The task of the learner is now to put themselves in the position of people who are important to them. They should consider what these people value most about them and also what they value least or dislike about them. These points should also be noted on the pre-prepared sheet with two halves.

Afterwards the self-image is to be compared with the results of the imagined external perceptions. If the results of the self-assessment and external assessment are different the learners should ask themselves the following questions:

- How do I feel with this assessment?
- Is it acceptable to me?
- What makes it difficult for me to understand this assessment?

Moreover the learners get the task to give answers to the following questions:

- How do I get on this assessment?
- Where does it come from?
- From whom I have taken something?
- Which phrases or sayings do I remember from my own family, concerning my value, virtues and my skills?

PRACTICAL SESSIONS





Afterwards the evaluation should take place in small groups (2-4 people). Every learner is asked to present her/his self-image and imagined external assessment. The listeners listen paying close attention to the following aspects:

- In which area are the mentioned qualities and deficits mainly located (body, character, intellect)?
- What areas are not mentioned?
- How do you see yourself?
- How do I see you?

GUIDELINES FOR ASSESSMENT

This activity can be used after the warming up activity (see Activity 1). It can be seen as preparation for the third activity "Learners biography"

3.Learners biography

 <p>PARTICIPANTS</p>	<ul style="list-style-type: none"> ➤ One learner or a group of low skilled learners
 <p>MATERIALS AND RESOURCES NEEDED</p>	<ul style="list-style-type: none"> ➤ Long string ➤ Lots of small objects (like toys, small figures, scissors etc.) ➤ Pens in different colours ➤ Paper- Flipcharts
 <p style="text-align: center;">SUGGESTED TIMING</p> <ul style="list-style-type: none"> ➤ 1 to 2 hours for producing timeline ➤ 30 minutes for reflection/discussion of one timeline 	
 <p style="text-align: center;">LEARNING OUTCOMES</p> <ul style="list-style-type: none"> ➤ Learners will become aware of their previous experiences ➤ Learners will learn to reflect and appreciate the skills and knowledge gained from a past event. 	

DESCRIPTION / METHODOLOGY

The learners get the task of presenting their learning biography in the form of a timeline or pathway on the floor. This can be done by using different colours, objects, or a long string (which will be laid on the ground; in some passages the string will be straight and in other passages there will be curves and turns). The stages where the learners had important experiences will be marked. When this is done the tutor goes with the learner(s) along the path/line and asks the learner what she/he has learned at this stage. If the timeline was painted or contains pictures the learner or the whole group can discuss these points in the line.




This conversation can be prompted in two ways:

1. At first an external observer (from the group or tutor) looks at the pictures and says what she/he sees there. Afterwards the “artist” comments on the statements of the external observer and talks about the experiences and impulses she/he had in mind when creating the timeline/picture.
2. The “artist” describes the experiences and impulses she/he had in mind when creating the timeline/picture and the observers ask questions.

GUIDELINES FOR ASSESSMENT

After the learners get to know each other, have experienced what they wanted to share with the group (Activity 1) and have worked on their self-image (Activity 2) the learners will be able to go more deeply into their learning experiences in order to reorganise them (this activity).

4. Alternative to activity “Learners biography”: Life Copybook

 <p>PARTICIPANTS</p>	<ul style="list-style-type: none"> ➤ One learner or a group of low skilled learners
 <p>MATERIALS AND RESOURCES NEEDED</p>	<ul style="list-style-type: none"> ➤ One copy book for each learner ➤ Scissors, glue ➤ Newspapers and magazines to cut letters from ➤ Coloured photos or bits and pieces to customize and illustrate tastes and origins. ➤ We can provide a drawing of the pathway or let them draw it.
 <p>SUGGESTED TIMING</p>	

Usually it is done in different phases :

- Customize the book so it reflects who you are, where you are from, and what your tastes are.etc. It can take a whole session of 3 hours depending on the skills of the learners.
- Then draw the pathway and start remembering all of the different learning experiences you went through, when and where they took place, and when this is completed write them down in the pathway. This is another session, which with unskilled learners can take 3 hours. It takes time to discuss what learning is (we want all types of learning) and for learners to remember and place experiences in chronological order. For some of them the writing might take some time.

LEARNING OUTCOMES

- Learners will become aware of the different learning situations experienced
- Learners will become aware of the competences that a (child) learner is developing during his life.

DESCRIPTION / METHODOLOGY

The learners get the task of presenting their biography in a customized book

The procedure follows these steps

- Discuss the learners experiences of learning
- Put them in order and help learners to write them down
- Start to customise the life copybook, use magazines, brochures, maps and photographs etc
- Include a pathway/timeline and help learners to write down the different stages and dates
- Opportunity to reflect on each other’s work

A task used for producing a life-copy book could be to describe a day in the life of the

PRACTICAL SESSIONS

learners children:

- Observe your child for one day
- Map this by using clocks
- Include parent and child shared activities
- Discuss how parents help their children to learn

Draw up a list of these competencies

WHAT	Learners make brief notes of what they did during the practical session of the unit.
WHY	Learners make brief analytical notes after completing the unit. Emphasis should be put on the usefulness of their learning activity and measurement of learning outcomes. Knowing why one is doing something will help learners moving from being a passive to an active learner.
REACTION	<p>Learners make brief notes on their emotional response to the activity: the effect on them as a learner should be noticed. This will allow them to build a picture of themselves as a learner and as a student.</p> <p>This reflection allows learners to notice what and how they like to learn: the subjects and topics they enjoy – and the ones they do not like so much; whether they like lectures or reading, whether they enjoy group work or independent study.</p>
LEARNED	Learners make brief notes on all they think they have learned from the activity. This is the part where learners make their learning conscious, which improves both the quantity and quality of their learning.
GOAL SETTING	Learners make brief notes of what they will do next in respect with their learning.

RATIONALE

Learning strategies refer to methods that learners use to learn, consciously or unconsciously. Learning styles refer to the preferred way in which a person processes information.

The learning strategies will depend very much on the learning styles used by different learners to process information.

The learner should know which is his preferred way so that he can rationalise it, make it more efficient and more permanent so as to obtain sustainable results in the learning.

These learning styles are known as cognitive styles, and metacognition is the monitoring and regulation of the cognitive process by the learner himself.

Learning to learn will illustrate this learner centred pedagogical approach, in which the teacher provides the guidance, the environment and the opportunity for the learner to gain knowledge on how to organize learning and become an effective manager of his skills and learning opportunities.

Therefore, it is necessary for the learner to discover his or her learning processes and there are simple and easy ways to become aware of one's own strategies.

OBJECTIVES

In this unit Trainers/educators will help adult learners:

- Discover learning styles: the way of processing different categories of information
- Use the preferred way, and regulate it.

THEORETICAL BACKGROUND

There are quite a number of historical references to metacognition, and its learning to learn approach.

It springs from the works of psychologists like Lev Vygotski, in the first part of the twentieth century who himself knew of the works of Piaget, and will benefit from the cybernetic revolution and the emergence of the cognitive sciences in the second part of the twentieth century. This revolution will place the learner at the centre of the learning environment: it will be proved that he has interactions with his environment which are the factors that develop his intelligence. It will change the way teaching is envisaged.

METACOGNITION

John Flavell, Stanford University, 1976 "In any kind of cognitive transaction with the human or non-human environment, a variety of information processing activities may go on. Metacognition refers, among other things, to the active monitoring and consequent regulation and orchestration of these processes in relation to the cognitive objects or data on which they bear, usually in service of some concrete goal or objective."

John Flavell based his research on the works of Jean Piaget.

Metacognition represents the "executive control" system that many cognitive theorists such as George Armitage Miller, Jerome Bruner, Newell and Simon... have included in their theories and the processes involved in metacognition are central to planning, problem-solving, evaluation and some aspects of language learning.

Learning to learn will be used as a means to operate metacognition in a practical way, and lead the learner to monitor actively and concretely his learning activities. It requires the skill from the teacher to evaluate the learner's cognitive skills, to propose a mental activity well pitched so as to allow the learner to grasp the knowledge involved and learn. As Vygotski put it Tasks that are set for the learner need to be pitched at the right level. It is as useless to propose tasks that are outside the person's Zone of Proximal Development, as one which is too easy for the person to be motivated. In this approach, the teacher is a guide.

PEDAGOGICAL APPROACHES

The teacher will proceed so as to address each and every learner individually, even though the environment is collective. (Tour de table). He will propose a well pitched learning activity such as mentioned in the section above to as to make it possible for the learners to perform it. The importance of the level of difficulty of the chosen task is fundamental, as learning to learn will require for the learner to be able to retrace the way he proceeded to perform it. So the activity must have happened.

The teacher announces what the process to come will be, its name, its aims, how much time to perform it, and indicates what is expected precisely from the learner with clear and detailed instructions.

The teacher will remain as neutral as possible in the guidance so as not to influence the learner's rendition of his mental processes when performing the task.

The teacher can use a list of questions to help the learner go back on how he or she processed the task, but should be aware that they are helping the learner to look back on the process, not evaluating it.

The learning to learn approach usually brings the lower-educated learners to discover that they are not as hopeless as they thought. The teacher should make them realise this without commentating on it. The teacher is responsible for the learners to succeed, and to make them aware that they have succeeded. The self-confidence should build on repeated success and not on congratulations.

The teachers should use various types of materials (written, drawn, spoken...) so as not to favour a particular learning style.

Whatever the material used for the activity, be it oral, graphic, written, some learners will preferably use images to memorise new data, while others will use words even to process images. Each learner can discover their preferred way, whilst at the same time discovering that this is not the sole and only way to process information.



It is relevant however to become conscious of one's learning strategies, to improve them, maybe by borrowing from others' strategies or by falling back on them deliberately when finding it difficult to concentrate.

It is central that the teacher refrains from favouring the quickest procedures. It is known that the learners who can easily process data visually do so much quicker than those who have to go through verbal processing. However, it does not mean that the former perform better than the latter. Therefore, the teacher must wait for those who take more time to have completed the task to call the activity over.

Some learners will prefer to move around so they can come nearer to the poster when doing the graphic data and have a closer look at it.

Or have them come and draw on the blackboard what they already remembered on a sheet of paper.

1. Listening to an oral message such as a short and easy poem

 <p>PARTICIPANTS</p>	<ul style="list-style-type: none"> ➤ 5 to 12 low skilled learners who can write.
 <p>MATERIALS AND RESOURCES NEEDED</p>	<ul style="list-style-type: none"> ➤ A short poem or message with words which are not too difficult to understand, as the meaning is not the main aim. Not too long for learners who are not used to reading long texts, but long enough to be a stimulating challenge. ➤ Ask them to remember it in the way that it is possible: it can be related orally if writing is not an option. ➤ There can be a questionnaire to be used orally by the teacher. Provide example. ➤ One can use a template to write down the learners answers to the questions. Provide example.

 **SUGGESTED TIMING**

Depending on the number of learners a tours de table for remembering and relating will take more time if the group is large.

- 90 minutes for a group of around 5-8
- 180 minutes for a group of 10 to 12

 **LEARNING OUTCOMES**

- Learn to look back on the processes used
- Discover one's learning processes for an oral message
- Compare it with the other learners' processes

DESCRIPTION / METHODOLOGY

Give precise instructions: I am going to read a short poem to you once, and only once, and when I am finished, I will ask you to remember as much of it as you can in writing. Do not think of spelling as relevant.

This will not be timed. Tell me when you think you are done.

Reading takes place.

Then, ask the learners to write down whatever they remember from the poem.

When they are finished, the teacher asks them to tell the group in tour de table way, one by one, what they could remember. The whole sequence will be done by tour de table.

Then ask them to go back to the moment the reading stopped, and they looked for the

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traces of it in their memory.

Then question how it all came back to their conscience.

Did images come to your attention? Images that illustrated the poem. If so, tell the group what sort of images you produced.

Did you hear sounds, noises that went with the poem? If so

Did you hear voices? Yours? The reader's? Somebody else's.

Ask the learners what they have discovered during this activity; about themselves, about the others' way of taking in information.

Ask them if your reading pace was too slow, too quick. If they were hindered by it. Make them express this so they become aware of it.

GUIDELINES FOR ASSESSMENT

Assessment is made by learners as one of the aims of learning to learn is self-assessment.




In four de table, before the end of the session: recollect the whole activity: ask the participants to recall and relate every step of the activity from the beginning (instructions) and the text of the poem read.

The learners realize how much they have done, how they each remember a different portion of the sequence, they put into words the discoveries of the sequence (how they each have proceeded, how different it was from the others, although they all listened to the same message at the same time).

This memory exercise is


- a first step towards memorization,
- enables learners to recall and orally relate details of the exercise
- a first way to measure what we have achieved

2. Processing of graphic information

 <p>PARTICIPANTS</p>	<ul style="list-style-type: none"> ➤ 5 to 12 low skilled learners who can write.
 <p>MATERIALS AND RESOURCES NEEDED</p>	<ul style="list-style-type: none"> ➤ A poster/painting/geography map, diagram of the human body.... suitable for the group of learners. ➤ No words which are too difficult to understand, as it is the strategy to memorize that is of interest. ➤ Provide an example in each language. ➤ One can use a template to write down the learners answers to the questions. Provide example.
 <p>SUGGESTED TIMING</p>	

Depending on the number of learners a tours de table for remembering and relating will take more time if the group is large.

- 90 minutes for a group of around 5-8
- 180 minutes for a group of 10 to 12

 <p>LEARNING OUTCOMES</p>
<ul style="list-style-type: none"> ➤ Learn to look back on the processes used ➤ Discover one's learning processes for graphic information ➤ Contrast it with the other learners' processes ➤ Compare it with processes used in Activity 1

DESCRIPTION / METHODOLOGY

Give precise instructions :

I am going to let you look at a poster/painting/geography map, and for as long as you need, please check by closing your eyes from time to time how much you already have in your head; when you think you are ready, I will remove the material from the wall, I will ask you to remember as much of it as you can by drawing and writing if there are words on the material. Do not think of quality of the drawing or the spelling as relevant.

This will not be timed. Tell me when you think you are done.

Paste the material on a wall or on a blackboard. Then remove it when every one of them is ready.

Then, ask the learners to draw and write whatever they remember from the poster.

When they are finished, the teacher goes around the table to ask them how they proceeded to put this poster in their head. The whole sequence will be done by tour de table.

PRACTICAL SESSIONS

Did you organize yourself consciously to save all the data?

Did you talk to yourself, describe the images to yourself, describe the way the poster was distributed in space?

Or did you have the impression that your eyes took a photograph of the poster?

What came back first to your mind when you started looking for the traces of the poster in your memory? Sounds... images...

Ask the learners what they have discovered during this activity; about themselves, about the others' way of taking in graphic information.

Did they find this type of material more difficult than the oral message or less difficult?

Make sure they compare the results from Activity 1 and those from Activity 2.

Do they think they did better on the oral material or on the graphic material?

Make them compare the processes they used on both sequences. Were they similar or different?

Which gave a better result?

Were the instructions sufficiently clear for them to perform the task?

What conclusion can be drawn? Some learners have a visual capacity to process graphic information, some will need to go through words, to describe, comment, and will need to make it conscious to be able to discover it and re-use the process deliberately.

Compare with the others' strategies: which are quickest, which take more time? What about the results: how true to the model, how much is missing?

GUIDELINES FOR ASSESSMENT

Assessment is undertaken by the learners as one of the aims of learning is to develop self-assessment skills.




In tour de table, before the end of the session: recollection of the whole activity: ask the participants to recall and relate every step of the activity from the beginning (instructions) and again about the poster drawn.

The learners realize how much they have done, how they each remember a different portion of the activity, they put into words the discoveries of the activity (how they each have proceeded, how different it was from the others, although they all looked at the same image at the same time).

This memory exercise is

- a first step towards memorization,
- enables learners to recall and orally relate details of the exercise
- a first way to measure what has been achieved

3. Testing and validating our learning strategies

 <p>PARTICIPANTS</p>	<ul style="list-style-type: none"> ➤ 5 to 12 low skilled learners who can write.
 <p>MATERIALS AND RESOURCES NEEDED</p>	<ul style="list-style-type: none"> ➤ Prepare a list of words from concrete to abstract.... Again suitable for the group of learners. ➤ Some preferably unknown by the learners for Part 2. ➤ For Part 3, words which are easy to understand, even if difficult to write. ➤ Provide an example in each language. ➤ One can use a template to write down the learners answers to the questions. Provide example.
 <p>SUGGESTED TIMING</p>	

Depending on the number of learners a tours de table for remembering and relating will take more time if the group is large.

- 90 minutes for a group of around 5-8
- 180 minutes for a group of 10 to 12

LEARNING OUTCOMES

- Assessing if the learner can use these skills
- Understand one's operational strategies : describe them, step by step
- To be able to reproduce them in new problem situations
- Become an active learner by deliberately starting the processing of information in a chosen way
- Become aware of the importance of the instructions as a starting point to the processing of information

DESCRIPTION / METHODOLOGY

Checking out sequence :

Part one:

I am going to pronounce a word and you are going to tell me what immediately springs to your conscience start with very concrete words like : house, horse, table, man, church...and slowly move to abstract words like : religion, difficulty, strangeness, strong, remote....

Have the learners check and say what comes to their mind first is it an image of the meaning, or an image of a written word, or do they hear an associated sound, or do they hear their own voice repeating the word...

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Another series of words on the same progression from concrete to abstract: they deliberately process as they did spontaneously previously

See if it works and how it works.

Part two:

Write a word on the blackboard, preferably one that they would not know. They cannot write whilst the word is shown.

They try out whatever strategies they used while looking at the poster. Describe the word, look at it and imagine underlining the difficult part, or counting the letters, or putting colour on the difficult spelling....

Then you remove the word. They write it down.

They look at the result, comment and say out loud how they proceeded so as to become aware of it as a procedure.

Part three :

I will give you a word and you will try to create an image of the meaning in your head and underneath the image see the word as I have written it down for you.

This is a way to secure the learning of a new word that includes meaning and spelling at the same time.

The teacher does a whole sequence with five words, one at a time (seven different items are a maximum number to be memorized in the same activity).

At the end of the 180 minutes, remember each of the words included in parts 2 and 3, in any order. This can be done orally in a collective way, or in writing, discussing as a group as to the correctness of the spelling and the meaning.

GUIDELINES FOR ASSESSMENT

Assessment is made by learners as one of the aims of learning to learn is self-assessment.

In tour de table, before the end of the session: recollection of the whole activity: ask the participants to recall and tell every step of the activity from the beginning (instructions) and of course the words learnt.

The learners realize how much they have done, how they each remember a different portion of the activity; they discuss the discoveries of the activity (how they each have proceeded, how different it was from the others, although they all looked at the same words at the same time).

This remembering activity is

- a first step towards memorization,
- enables learners to recall and orally relate details of the exercise
- a first way to measure what has been achieved.

Learning diary Unit 3

WHAT	Learners make brief notes of what they did during the practical session of the unit.
WHY	Learners make brief analytical notes after completing the unit. Emphasis should be put on the usefulness of their learning activity and measurement of learning outcomes. Knowing why one is doing something will help learners moving from being a passive to an active learner.
REACTION	<p>Learners make brief notes on their emotional response to the activity: the effect on them as a learner should be noticed. This will allow them to build a picture of themselves as a learner and as a student.</p> <p>This reflection allows learners to notice what and how they like to learn: the subjects and topics they enjoy – and the ones they do not like so much; whether they like lectures or reading, whether they enjoy group work or independent study.</p>
LEARNED	Learners make brief notes on all they think they have learned from the activity. This is the part where learners make their learning conscious, which improves both the quantity and quality of their learning.
GOAL SETTING	Learners make brief notes of what they will do next in respect with their learning.

RATIONALE

The problem is that adults with low qualifications may have had negative experiences of formal learning. They may also have a lack of self-confidence in their own academic capacities, despite having very valuable knowledge, experiences and abilities which are transferable to other areas including academic and formal learning. That is why we have to start to work with the person as a whole, integrated human being, not just from learning to learn as a poor technical skill. We move from empowerment to competence, from a person as one whole or biographical entity to concrete learning skills and self-analysis.

OBJECTIVES

Learners

- formulate their core expectations
- formulate their values
- formulate their future expectations

THEORETICAL BACKGROUND

Learning to learn cannot be taught directly. It is not an instrumental skill and is very much based on core values and general attitudes of learners. One of the most practical contemporary approaches in adult education is biographical learning (see also Unit 2).

According to one of the most-cited definitions, biographical learning is: a self-willed accomplishment on the part of active subjects, in which they reflexively “organise” their experience in such a way that they also generate personal coherence, identity, a meaning to their life history and a communicable, socially viable life world perspective for guiding their actions.

When engaged in biographical learning, the individual is utilizing his other “biographical stock of knowledge”. This pre-reflexive totality of an individual’s experiences as layered in his or her memory forms an important resource when people face changes in their life course. It consists not only of numerous separate experiences but also forms a supra-ordinate structure of action and knowledge. Mostly people use it in a ‘taken for granted way’ without reflecting upon it.

However, it can be retrieved when people face challenges to which they have no immediate answer and must call on reflexivity and choice – that is, when “we find ourselves stumbling, or at a crossroads, or we feel as if the ground is slipping away from beneath our feet. Albeit

and Dausien describe such experiences as “moments of self-education“, believing that the “biographical knowledge structure“ itself can be changed through reflexive efforts. Thus, biographical learning processes not only incorporate new knowledge into an existing corpus of knowledge, the corpus itself is also transformed. In this way, learning and biography are intertwined: biographies used and changed in the learning process.(Biographical learning takes place in social space, i.e. in interaction and communication with others, making those relations and processes central parts of the learning process.)Biographical learning is a process that includes intentionality, but with no naive faith in the “autonomous learner who has a reflexive and strategic “grip” on his own education and training”(see Hallqvist et. al).





PEDAGOGICAL APPROACHES

The educator proceeds from a self-cognitive communicative approach. All learning activities are aimed at learners’ awareness of learning process and its results. It stimulates the ability to analyse and view things from a different point of view.

The teacher

- encourages learners to reflect and analyse the learning activities during practical sessions (self-reflection)
- gives the opportunity to work in groups to enhance learners’ social/communication skills and responsibility; ability to share roles
- monitors and evaluates learners’ activity through whole practical session and
- gives supportive feedback both to individuals and the group
- the teacher highlights both – strengths and weaknesses and encourages learners to fulfil their potential on the bases of interest and discovery

1. The creative project “Celebration of me”

 <p>PARTICIPANTS</p>	<ul style="list-style-type: none"> ➤ 10-12 low skilled learners
 <p>MATERIALS AND RESOURCES NEEDED</p>	<ul style="list-style-type: none"> ➤ Magazines ➤ Newspapers ➤ Pictures ➤ Pencils ➤ Paper (white and coloured) ➤ Scissors ➤ Glue
 <p>SUGGESTED TIMING</p>	
<ul style="list-style-type: none"> ➤ 1.5 hours 	
 <p>LEARNING OUTCOMES</p>	
<ul style="list-style-type: none"> ➤ Learners will be able to reflect on their own activity (self-reflection) ➤ Learners will be able to present their own work in the group (self-confidence, communication skills) 	

DESCRIPTION / METHODOLOGY

“Celebration of me” shows how the learners see themselves today. The description of the situation is given as following: You are sitting in the airport and are ready for departure. You can take only four suitcases with you. These suitcases are filled with:



- your knowledge (my formal and non-formal and informal education);
- your skills (what am I able to do? what practical skills do I have?);
- your first aid package (my friends, my character, my attitudes, values i.e. everything/everybody that can support me in hard times);
- your “black suitcase” (my bad habits, character features etc what I will “drop” when we will fly over the ocean).
- Please describe what you put into your suitcase.

After finishing the task individually the learners will get into pairs and introduce themselves to each other. Later peers introduce each other to the rest of the group. Everybody can ask questions and everybody can add to suitcases.

GUIDELINES FOR ASSESSMENT


Friendly feedback from teacher and learners.

2. The collage “Dreaming about the future”

 <p>PARTICIPANTS</p>	<ul style="list-style-type: none"> ➤ 10-12 low skilled learners
 <p>MATERIALS AND RESOURCES NEEDED</p>	<ul style="list-style-type: none"> ➤ Magazines ➤ Newspapers ➤ Pictures ➤ Pencils ➤ Paper (white and coloured) ➤ Scissors ➤ Glue

 **SUGGESTED TIMING**

- 1.5 hours

 **LEARNING OUTCOMES**

- Learners will be able to reflect on their own activity (self-reflection)
- Learners will be able to present their own work in the group (self-confidence, communication skills)

DESCRIPTION / METHODOLOGY




We use a creative method (collage) to visualize how the learners see their lives in five years. When the pictures are ready they talk to each other, the group can ask questions. What have they achieved in their personal life and in their work life; their family life; what have they learned; who are their friends etc.

The learners present the results in the group. They explain their work and give the background information.


GUIDELINES FOR ASSESSMENT

Friendly feedback from teacher and learners.

3. My values

	PARTICIPANTS	➤ 10-12 learners
	MATERIALS AND RESOURCES NEEDED	➤ Pencils ➤ Paper
	SUGGESTED TIMING	

- 2 hours

	LEARNING OUTCOMES
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- Learners will be able to reflect on their own thoughts and decisions (self reflection)
- Learners will be able to discuss and express themselves (self-confidence, social skills)
- Learners will be able to make choices (decision-making, responsibility)
- Learners will be able to analyse and assess their own decisions/choices (self-analysis, self-assessment)

DESCRIPTION / METHODOLOGY

Learners work in pairs.

Tasks:

- 1. The learners formulate a list of 5-6 values that are the most important to them.
- 2. Every learner must give away one value – everyone makes the choice.
- 3. Learners give away the values until they have one which is the most important and which they never give away.
- 4. Learners explain their choice


GUIDELINES FOR ASSESSMENT

The Trainer evaluates the process and using directing questions guides the learners during decision making. She/he indicates that these decisions influence the learners' future life (see the previous activity) and core values are also connected with work-life determining our choices of working environment and even speciality.

PRACTICAL SESSIONS


4. Future scenarios

 PANTS	➤ 10-12 learners
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 MATERIALS AND RESOURCES NEEDED	➤ Pencils ➤ Paper
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 SUGGESTED TIMING

- 1,5 hours

 LEARNING OUTCOMES
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- Learners will be able to reflect on their own activity (self-reflection)
- Learners will be able to present their own work in the group (self-confidence, communication skills)
- Learners will be able to assess their own decisions (self-assessment)

DESCRIPTION / METHODOLOGY

Learners write 3 different future scenarios consisting of:

- My role in society
- My work
- My family
- My friends
- My economic situation
- Etc

The first stage was dreaming, now learners should be very concrete. It is very important to have more than one scenario.

Each learner compares the dream, values and scenarios and makes decision about which is the most realistic scenario. He/she identifies the strengths and weaknesses; the gaps in skills and knowledge.

This task gives answers to the questions: what must I do to fulfil my dreams? Do my core values meet my future needs? What are my learning needs for becoming the person I described?

GUIDELINES FOR ASSESSMENT

Teacher and learners give feedback. The learners assess themselves.

Learning diary Unit 4

WHAT	Learners make brief notes of what they did during the practical session of the unit.
WHY	Learners make brief analytical notes after completing the unit. Emphasis should be put on the usefulness of their learning activity and measurement of learning outcomes. Knowing why one is doing something will help learners moving from being a passive to an active learner.
REACTION	<p>Learners make brief notes on their emotional response to the activity: the effect on them as a learner should be noticed. This will allow them to build a picture of themselves as a learner and as a student.</p> <p>This reflection allows learners to notice what and how they like to learn: the subjects and topics they enjoy – and the ones they do not like so much; whether they like lectures or reading, whether they enjoy group work or independent study.</p>
LEARNED	Learners make brief notes on all they think they have learned from the activity. This is the part where learners make their learning conscious, which improves both the quantity and quality of their learning.
GOAL SETTING	Learners make brief notes of what they will do next in respect with their learning.

UNIT 5

EXPLORING OPTIONS AND CHALLENGES

RATIONALE

Unit 5 presents ways of how to explore options and challenges of individual learning processes. By exploring options and challenges the learner's ability to learn should be enhanced. The aim is to foster transformative learning processes within which the learners develop new perspectives on their lives and the ways they learn.

OBJECTIVES

In this unit Trainers/educators will help adult learners:

- raise awareness of their perceptions of past negative/ positive learning experiences
- identify their challenges and options
- develop problem solving skills

THEORETICAL BACKGROUND

Central to the idea of exploring options and challenges is the theory of transformative learning. This theory has been first initiated by the American adult educator Jack Mezirow (1978). It gives a framework to the aim of developing new perspectives on one's own life, which is seen to be a precondition to develop future strategies for handling future challenges and options. So far the transformative learning theory has been most discussed and further conceptualized in North America but is also becoming increasingly relevant in Europe (cf. Taylor et al., 2012, Kokkos 2012).

According to Mezirow, learning is the process of making meaning of experiences. Interpretations of former experiences are used to interpret new experiences. The way we interpret is determined by our frames of reference. Frames of reference are mostly uncritically adopted during socialization; therefore they mirror our culture as well as the ways people responsible for our socialization interpret the world. People always strive towards interpreting the world in a way that it makes sense to them and therefore they usually tend to interpret the world with their existing frames of reference.

During adult life, frames of reference can be called into question through catalysts like "disorienting dilemmas" (major life crises like job loss or loss of a significant other). Disorienting dilemmas have a disorienting impact because they do not fit with the existing frames of reference. People strive towards understanding their experiences. A disorienting

dilemma can lead to a transformation of frames of references and consequently to a changed world view.

Looking at the target group of low qualified learners, one way of calling existing frames of reference into awareness is through exploring options and challenges. This way, a process can be initiated that enhances the learners' ability to learn. It can eventually lead to a transformative learning process within which critical frames of references are being transformed. This is closely linked to the description of biographical learning processes where the whole corpus of knowledge gets transformed (see Unit 2).

It needs to be stressed that transformative learning is a process that can only be facilitated by an educator and never guaranteed. Also, the frames of references that are called into awareness individually differ and therefore offer a great variety.

PEDAGOGICAL APPROACHES

There are different elements that are central for facilitating transformative learning: the most prevalent are critical reflection, critical discourse and taking "action" (action here means to make autonomous decisions).




According to Mezirow, there are three different dimensions of critical reflection: reflection of the content, process, and premises of a problem. Most significant learning (transformative learning) occurs, when learners reflect on their premises. For example when a learner wants to decide if she/he should change their profession. Reflecting on the content means collecting evidence for this decision, reflecting on the process means questioning whether or not she/he has enough information for making this decision and reflecting on the premise means questioning the question (do I want to change my profession) why am I thinking about changing my profession?

In the unit the Trainers must enable the learners to explore their attitudes towards learning and their previous experiences of learning including the barriers they previously faced. The learners' attitude to learning will be informed by their previous learning and life experiences. These previous experiences can be both positive and negative. The Trainer must take care to ensure that when the learners are examining their previous experiences that they do not feel forced to reveal aspects of their previous experiences which may be of a very personal nature. The Trainer must also be aware that when learners are discussing previous barriers to learning that they may unveil negative aspects of their life which did inform learning attitudes and experiences. The Trainer cannot ignore these points if raised. However, the Trainer may not have the skills and knowledge to address an issue of such a personal nature if it is revealed. The Trainer then should ensure that they are aware of the range of

support agencies in their area to which they can signpost a learner if required. A referral to any of these agencies must be up to the learner and not the Trainer. It is also important that the Trainer leaves time at the end of this unit to enable learners who may wish to, the chance to discuss a personal matter which is relevant to their progression on the Learning to Learn programme.

PRACTICAL SESSIONS

1. Positive and negative learning experiences

 PANTS	<ul style="list-style-type: none">➤ 10-12 low skilled learners
 MATERIALS AND RESOURCES NEEDED	<ul style="list-style-type: none">➤ Pens➤ Paper➤ Flipchart➤ A safe and secure learning environment
 SUGGESTED TIMING	

- 60 – 90 minutes

 LEARNING OUTCOMES
--

- Learners become aware of their perception of their past negative/ positive learning experiences.
- Learners discover their own learning experience by sharing it with others.

DESCRIPTION / METHODOLOGY

This activity is learner centred and learners must take the lead in highlighting those experiences which they wish to share. The Trainer must ensure that learners feel safe in the learning environment. Learners must not feel under pressure to reveal experiences that they do not wish to share.

The first part of this activity is an individual one; then it is a paired interview session; the activity finishes off with a large group discussion

Activity One: Write down five positive and five difficult things about previous learning experiences. The previous learning experience does also not have to refer to a formal learning experience but could refer to an informal learning experience or leisure learning and the positive and difficult aspects do not need to relate to the same event. Among the previous learning experiences you could focus on are things like:

- Learning to drive a car
- Learning to ride a bike
- Learning to cook
- Learning to swim
- Learning in school or in VET
- Learning at work
- Teaching yourself to use your new mobile phone
- Teaching yourself to use Facebook or Twitter
- Undertaking an exam
- Becoming a parent

After the learners have listed these ten experiences (and it does not need to be five of each) place them with a partner and ask them to discuss their experiences. Emphasise to the

PRACTICAL SESSIONS

learners that they only have to highlight those experiences which they wish to share. Ask each pair to write down two or three words or phrases which summarise their discussion.




Then bring this back to the large group and discuss the findings from the paired discussions. Highlight those experiences which are similar and, if appropriate, discuss why some of the experiences are similar and why some are fairly unique. (However, at each stage of this discussion ensure that the learners are comfortable to discuss these issues.)

Finally, the Trainer should encourage the large group to highlight the key components of their previous positive learning experiences. The learners should then identify at least five components that their next learning programme should have (such as supportive tutor, childcare facilities, learning that leads to a qualification etc.) which would enable the learners to have a positive learning experience. The Trainer should then write these up on a flipchart and these components can act as a guide when the learners are developing their action plans.

GUIDELINES FOR ASSESSMENT

This activity will be used at the end of the unit as part of an overall unit assessment.

2. Guess the job

 PANTS	<ul style="list-style-type: none"> ➤ 10-12 low skilled learners
 MATERIALS AND RESOURCES NEEDED	<ul style="list-style-type: none"> ➤ Job title cards ➤ Question cards ➤ Pens ➤ Paper ➤ Flipcharts ➤ PCs ➤ Internet access
 SUGGESTED TIMING	

- 60 minutes

LEARNING OUTCOMES

- Learners will undertake role play
- Learners will start to develop problem solving skills
- Learners will begin to focus on future work or study choices
- Learners will develop their ICT skills and start to develop their information gathering skills

DESCRIPTION / METHODOLOGY

This role play is the start of the process of the learners' progress with their plans to re-enter learning or returning to work. Some of the learners may have found the first activity emotionally difficult or challenging and so this activity focuses on moving forward. This is designed to be a fun activity which may relieve some of the tension from the previous activity.

The learners will also undertake an Internet activity. This enables the learners to start to develop their ICT and information gathering skills.

Task: The Trainer should make up cards which detail job titles. These jobs can be

- Astronaut
- Lion Tamer
- Trapeze Artist
- Dolphin Trainer
- Juggler
- Magician
- Lumberjack
- Owner of a Flea Circus
- Pet Food Tester
- Knife Thrower's Assistant

Next the Trainer should make up questions cards. These cards should enable one learner to interview the other and try to determine what job it is that they have. These questions

PRACTICAL SESSIONS

can be:-

- Does your job involve working with people?
- Does it involve working with animals?
- Does it take place on land?
- Do you put yourself in danger in this job?
- Does it involve heights?
- What skills do you need for this job?

The Trainer splits the group into two teams. One half of the group is given the job title cards and the other is given the question cards. Learners then go into pairs where one learner interviews the other and tries to determine what job it is that the person has. At the end of this part of the activity the cards are re-issued and the roles are reversed.

At the end the learners should come back together into the larger group. The Trainer should then ask both teams how successful they were in each role and the winning team should be acknowledged in some appropriate way.

Next, the Trainer should discuss with the group certain questions related to this activity. These can be:

- Were any of these jobs attractive?
- Is it realistic to look to aim for one of these jobs?
- Why are they/are they not realistic?
- If it is not realistic how do people get these jobs?

What other work is there in one or more of these areas that may be more achievable?

Task: This last part of this activity requires Internet access. The task involves the learners in an information gathering activity using ICT skills.

The group should be split into pairs. With support from the Trainer each pair should pick one of the jobs from the cards and try to find out as much as they can about this job or a similar job which may be more achievable. The learners can focus on such questions such as:

Does such a job exist and, if not, what is a job similar to this one

- Where does the job exist?
- Who undertakes work like this?
- How did they get this job?
- Was this information hard to find?

The tutor should then bring the group back together. The Trainer should discuss with the group how easy/difficult it was to find this information? Using the flipchart the Trainer should highlight those difficulties that the learners encountered when trying to find this information.

The Trainer should also encourage the learners to highlight the things that the group have learned from searching for information on the Internet. The Trainer should then take these points and produce an information sheet that highlights the positive aspects of finding information on the Internet. This will then act as a guide for the learners when they are using the Internet during the rest of the course.

GUIDELINES FOR ASSESSMENT

This activity will be assessed as part of the evaluation at the end of the unit

Learning diary Unit 5

WHAT	Learners make brief notes of what they did during the practical session of the unit.
WHY	Learners make brief analytical notes after completing the unit. Emphasis should be put on the usefulness of their learning activity and measurement of learning outcomes. Knowing why one is doing something will help learners moving from being a passive to an active learner.
REACTION	<p>Learners make brief notes on their emotional response to the activity: the effect on them as a learner should be noticed. This will allow them to build a picture of themselves as a learner and as a student.</p> <p>This reflection allows learners to notice what and how they like to learn: the subjects and topics they enjoy – and the ones they do not like so much; whether they like lectures or reading, whether they enjoy group work or independent study.</p>
LEARNED	Learners make brief notes on all they think they have learned from the activity. This is the part where learners make their learning conscious, which improves both the quantity and quality of their learning.
GOAL SETTING	Learners make brief notes of what they will do next in respect with their learning.

RATIONALE

In this unit the focus is on enabling the learners to begin to develop skills that enable them to look to address the challenges that they face when moving onto further learning opportunities or into employment.

OBJECTIVES

The learning objectives in this unit are to introduce the learners to problem solving skills. In addition, the unit will also enable the learners to explore the notions of critical reflection and critical analysis.

THEORETICAL BACKGROUND

For many low skilled adult learners and young people their previous experience of learning may well have been negative. These previous experiences will impact on how the learner views learning and how they view themselves as a learner. This can result in them viewing learning as having too many challenges and barriers for them to consider returning to learning. In order to encourage and enable the learner to re-engage with learning s/he needs support, encouragement and strategies to identify, address and overcome these challenges.

One of the strategies to be used is critical reflection. Critical reflection is an approach to problem solving where the learner, having identified a problem, can analyse it to identify its key factors; the learner then looks to determine a solution or solutions to enable them to meet and overcome these challenges. By using problem solving exercises learners can develop transferable problem solving skills that they can then use to address the challenges and barriers they face which may negatively impact on their return to learning.

PEDAGOGICAL APPROACHES

The Trainer who is delivering this session should use the material provided to enable the learners to explore and develop their problem solving skills. The pedagogical approach in this unit is learner centred where the Trainer should facilitate and guide the learning process. By using individual and group work exercises and by making use of peer evaluation and assessment methods the learners are encouraged to take more control of their learning. This

approach also introduces the learners to the notion of critical analysis and critical reflection and both are part of the problem solving and peer review exercises employed in this unit.





In the unit the Trainer should, firstly, introduce concentration exercises which will encourage the learners to be more focused on the problem solving exercises. The Trainer can then introduce the learners to the concept of critical analysis through the problem solving exercises. Learners then use peer assessment activities which help to evaluate their solutions to the problem solving exercise and then use critical reflection techniques to review their problem solving solutions after this peer evaluation.

The learners will conclude by making use of self-assessment techniques to assess and review their performance in this unit.





PRACTICAL SESSIONS

The practical sessions are focused on enabling the learners to complete the tasks using a range of skills. The Trainer should highlight to the learners the skills used and updated when undertaking these tasks and the list of skills used by the learner in this unit are highlighted below.

1. How good is your concentration?

	PANTS	➤ 10-12 low skilled learners
	MATERIALS AND RESOURCES NEEDED	➤ See Unit 6 Worksheet 1
	SUGGESTED TIMING	
	60 minutes	
	LEARNING OUTCOMES	
	<ul style="list-style-type: none">➤ Learners will exercise their attention by simulating problem solving situations➤ Learners will develop concentration improvement techniques	
DESCRIPTION / METHODOLOGY		
This task focuses on the development of your concentration as part of developing problem solving techniques.		
GUIDELINES FOR ASSESSMENT		
This unit makes use of a learner self-assessment exercise to enable the learner to gauge their progression in the unit. By reviewing their skills both at the beginning and the end of the unit the learners will be able to evaluate their performance and numerically assess their skills development in the unit.		

2. Developing your concentration

 <p>PARTICIPANTS</p>	<p>➤ 10-12 low skilled learners</p>
 <p>MATERIALS AND RESOURCES NEEDED</p>	<p>Improving your concentration for problem solving</p> <p>One of the difficulties with problem solving is not allowing enough time to focus on a problem and find a solution. The concentration quiz that you completed in Task One may have highlighted that there are some of the aspects of your concentration skills that you wish to improve and this task sheet will look to enable you to develop these skills.</p> <p>Task:</p> <p>Count backwards from 100 to 1. Focus only on the numbers and try to imagine them in your head. Do not think of anything else. If you find your mind drifting stop and start counting backwards from 100. Try this exercise for five minutes and see what number you reach each time. The more you focus on the task the easier it should become to reach the last number.</p> <p>After you complete this part of the task go onto the Internet and using Google search for other concentration exercises that you think would help you to improve your concentration skills.</p> <p>If you do not have access to the internet try working with a partner to design another concentration exercise similar to the one that you have already completed. It does not have to be a complicated exercise but it should enable you to gauge your success each time that you undertake it.</p> <p>When you have finished this move onto Task 3</p>
	<p>SUGGESTED TIMING</p> <p>➤ 30 minutes</p>
	<p>LEARNING OUTCOMES</p> <ul style="list-style-type: none"> ➤ The learners will be able to do simple exercise of attention ➤ Learners will become aware of their difficulties of attention ➤ Learners will find ways to exercise their attention ➤ Learners will be able to measure their progress
<p>DESCRIPTION / METHODOLOGY</p> <p>This task is both an individual and a task with peers. Learners are encouraged to look to</p>	

PRACTICAL SESSIONS

both undertake and then develop exercises for developing their concentration. The Trainer should time this task to suit the level of learners' activity in this task.

GUIDELINES FOR ASSESSMENT

This unit makes use of a learner self-assessment exercise to enable the learner to gauge their progression in the unit. By reviewing their skills both at the beginning and the end of the unit the learners will be able to evaluate their performance and numerically assess their skills development in the unit.

PRACTICAL SESSIONS

3. Problem Solving and perception



PARTICIPANTS

➤ 10-12 low skilled learners



SUGGESTED TIMING

➤ 60 minutes



MATERIALS AND RESOURCES NEEDED

Task:

Skills Inventory Activity

How good are you at problem solving? Answer the following questions on your problem solving skills and rate them using the guide below:-

- I can identify problems when they present a challenge
- I can analyse problems
- I can understand the way to solve a problem
- I can focus on the problem solving task
- I am motivated to solve a problem
- I can be creative and innovative in solving the problem
- I can utilise different resources to enable me to solve the problem
- I can be effective when solving problem s
- I can solve problems

Guide

1. I don't think I am very good at this
2. I think I could do better
3. I can do this satisfactorily.
4. I can do this fairly well.
5. I can do this very well.

Total Score:

Perception Activity – A man in an elevator

A man lives in an apartment block and his house is on the 18th floor. Each morning he goes to work and when he enters the elevator to go down he presses the button for the ground floor. However, when he returns to his home from work he enters the elevator to go up to

PRACTICAL SESSIONS

his apartment. If he is alone in the elevator he presses the button for the 12th floor and walks to the 18th floor from there. However, if he is on the elevator with other people he travels to the 18th floor. Why does he, at times, only travel to the 12th floor when returning from work?

Answer:

The man is very small and cannot reach the button for the 18th floor when he is alone in the elevator. However, when other people are in the elevator with him they can press the button for the 18th floor.

This task is designed to show that sometimes the solution to the problem is fairly straightforward but we can over complicate things by not looking for easy solutions in the first place.

Perception Activity – Car Crash

A boy and his father are involved in a car crash. The man and his son are both unconscious and taken immediately to hospital where it is discovered that the boy needs emergency surgery and he is taken straight to the operating theatre. However, as he is wheeled in for his operation the surgeon states that they cannot perform the operation as the boy is the surgeon's son. Who is the surgeon?

Answer:

The surgeon is the boy's mother but since women are in the minority in many of the senior professional jobs we are inclined to perceive the surgeon as a man.

The objective of this task is to enable the learners to question their own assumptions when tackling problems.

Perception Activity - Count the Fs.

The Trainer should write this sentence on a flipchart or on a smart board and then let the group look at it for 15 seconds. Then you should ask everyone to say how many Fs they counted in the sentence.

FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF YEARS.

Answer:

There are five Fs in the sentence but often people will only count four. This is because we are inclined to ignore those words like 'of' because the word doesn't start with an F.

The objective here is to encourage the learners to pay attention to all the parts of a task and, again, not just assume that they have covered all aspects.

Now move onto Task 4



LEARNING OUTCOMES

By the end of these tasks the learners will have:

- Explored problem solving
- Undertaken problem solving tasks

PRACTICAL SESSIONS

- Developed initial problem solving skills

DESCRIPTION/MÉTHODOLOGIE

The tasks in this section contain both individual and group tasks which enable the learners to develop problem solving techniques. These tasks encourage close reading, challenge perceptions and working with others.

GUIDELINES FOR ASSESSMENT

This unit makes use of a learner self-assessment exercise to enable the learner to gauge their progression in the unit. By reviewing their skills both at the beginning and the end of the unit the learners will be able to evaluate their performance and numerically assess their skills development in the unit.

4. Critical Analysis Task



PARTICIPANTS

➤ 10-12 low skilled learners



SUGGESTED TIMING

➤ 30 minutes



MATERIALS AND RESOURCES NEEDED

Critical Analysis Task

Critical analysis is a technique by which we can look at a problem and, by careful examination of each part of the problem, find a solution. As we examine any problem we need to ask ourselves questions which enable us to carefully check our understanding of the problem and evaluate each stage of our solution to the problem to ensure that the solution we are presenting is workable, is achievable, presents the best solution to the problem and solves the problem we are facing. This process of critical thinking involves asking questions of ourselves as we go through the problem solving process.

When we are first faced with a problem we should ask ourselves what do we know about this problem and what do we not know? Do we have all the facts and information about this problem to enable us to solve it? Do we need further information and, if we do, where will we get the information? Can this problem be solved without further information? If there is limited information on this problem it may be that we need to find multiple solutions until we can gather further information that provides further clarity on the problem itself.

Group Activity

(Split the learners into small groups for this task.)

You have a family member who has gone to a town 400 kilometres away from their home for a job interview. However, the family member has forgotten something they need for this interview, which is taking place in the next 24 hours, and you must get it to her.

What is your solution to this problem?

NB. You are not permitted to discuss this task with anyone outside your group. You are also not permitted to ask the Trainer any questions



LEARNING OUTCOMES

➤ Learners will develop concentration improvement techniques

DESCRIPTION/MÉTHODOLOGIE




This task introduces the learners to critical analysis.

GUIDELINES FOR ASSESSMENT

This unit makes use of a learner self-assessment exercise to enable the learner to gauge their progression in the unit. By reviewing their skills both at the beginning and the end of the unit the learners will be able to evaluate their performance and numerically assess their skills development in the unit.

PRACTICAL SESSIONS

5. Peer evaluation and critical reflection

 PANTS	➤ 10-12 low skilled learners
 MATERIALS AND RESOURCES NEEDED	➤ See Unit 6 Worksheet 2
 SUGGESTED TIMING	➤ 60 minutes

LEARNING OUTCOMES

By the end of this task the learners will have:

- Undertaken a peer analysis task
- Explored critical reflection
- Further developed group working skills

DESCRIPTION / METHODOLOGY

This first part of this activity is a peer review task. It introduces the learners to the concept of peer review. The second task is a critical reflection task where learners reflect on their solution to the previous activity given their feedback from their peers.

GUIDELINES FOR ASSESSMENT

This task contains a self-assessment exercise for the learners where they can assess their progression with problem solving techniques.

Learning diary Unit 6

WHAT	Learners make brief notes of what they did during the practical session of the unit.
WHY	Learners make brief analytical notes after completing the unit. Emphasis should be put on the usefulness of their learning activity and measurement of learning outcomes. Knowing why one is doing something will help learners moving from being a passive to an active learner.
REACTION	<p>Learners make brief notes on their emotional response to the activity: the effect on them as a learner should be noticed. This will allow them to build a picture of themselves as a learner and as a student.</p> <p>This reflection allows learners to notice what and how they like to learn: the subjects and topics they enjoy – and the ones they do not like so much; whether they like lectures or reading, whether they enjoy group work or independent study.</p>
LEARNED	Learners make brief notes on all they think they have learned from the activity. This is the part where learners make their learning conscious, which improves both the quantity and quality of their learning.
GOAL SETTING	Learners make brief notes of what they will do next in respect with their learning.

RATIONALE

Once the learner has identified his needs and challenges (Unit 5) and acquired basic process skills to address them (Unit 6,) he will need guidance to use these means to achieve his own objectives.

This unit is about finding ways to reach one's goals, gathering information to be able to do so, exercising one's new skills, identifying, without restraining themselves to the obvious and expected, the person they would like to be in the future, and preparing the action plan to become that person.

OBJECTIVES

The learner will

- envisage the future he wishes for himself
- measure the distance between where he stands now and where he wants to go
- Make the necessary provisions for the action planning of his future.

THEORETICAL BACKGROUND

This refers to the project methodology (J.P. Boutinet) that explores the differences between what you desire in terms of aspirations and what you will actually make concrete and real. (project –intention and project-programme, Jacques Ardoino).

To define the notion of project:

- Hachette Dictionary: What we propose to do. Design, implement a project.
- Larousse Dictionary: Idea of something to do, which is presented in outline.
- Petit Robert Dictionary: Picture of a situation, a condition that one means to reach.

The concept of project always refers to the definition of a coherent whole:

- To set goals on one hand.
- Means and actions to reach them on the other hand.

The methodology of the project will help:

- explore images of the future that the learner can draw, make it feasible,
- discriminate real objectives from wishful thinking,
- visualise a path to reach the main objective,
- build the stepping stones to reach the objectives,
- take into account the environment all along the path, anticipating obstacles, delays, resistances,
- assess the progression towards the objective, to make sure the learner is getting near,
- verify the aim is reached.

PEDAGOGICAL APPROACHES

We will approach the aim of the unit: how to address the challenge, in three phases that are to be followed as proposed in terms of chronology. The first phase will focus on identifying the learner's own challenge. It is of major importance that after getting trained on skills such as problem-solving and critical reflection, the learner applies them to his own history and needs.

The second phase will explore the limits of the aim identified in phase 1, i.e. is it a concrete project that will lead to a better life, or is it more of a dream project that would not stand the test of reality. Is it reachable within acceptable time frames? Do I really want the change it would bring to my life and the lives of my relatives? If yes is the answer to the questions in phase two, then we move on to phase 3.




What do I need to get there? This phase is about getting the tools and means to get there. It is about inference. Learning to find solutions to challenges, and then applying them to new ones.

Find the relevant information. Do I need a qualification? Where can I get it? Do I have the level required to get into training? How much time is needed for each of the steps? Build a retro schedule, and a path with stepping stones that lead to my future situation. Anticipate every step and its duration. Make the goal possible.

This leads to actual action planning and moving forward.

PRACTICAL SESSIONS

1. Imagine your future, identify your challenge

 PANTS	<ul style="list-style-type: none">➤ 10-12 low skilled learners
 MATERIALS AND RESOURCES NEEDED	<ul style="list-style-type: none">➤ Have ready A3 paper sheets, one for each learner.➤ Collect old magazines and free publicity flyers to cut from➤ Glue➤ Scissors➤ Markers
 SUGGESTED TIMING	<ul style="list-style-type: none">➤ 3 hours

LEARNING OUTCOMES

- Learners will have a clear idea of the aim, so that the milestones to reach it will be logical and obvious in the next activities.
- The image of the future is the challenge the learner will focus on.

DESCRIPTION / METHODOLOGY

First task : individual work

Give the learners precise directions, help with suggestions.

Picture yourself in 3 (4-5) years' time depending on situation and age of the learners. You have one hour.

If it is difficult to get the learner started, have him first answer these :

- What do you look like, (haircut, tanned, pale, fit...)
- Imagine your outfit (uniform, suit,)
- Picture your working surroundings (outdoors, indoors, office, school, garden, works....)
- You might be using a tool,
- What do you see yourself doing (task, activity ...)
- Then have them make a poster of themselves.

GUIDELINES FOR ASSESSMENT

The assessment for the teacher and the learner for this activity is simple: the aim is for the learner to identify a job that they would/wish to secure. Take as much time as necessary to reach this result. Help the learner as much as necessary to imagine his own self in a few years without inducing or suggesting a working activity or job.

WORKSHEETS

First task :

Picture yourself in 3 (4-5) years' time (depending on situation and age of the learners).

Then make a poster of yourself.

You have one hour.

Then compare your poster to the one you did in unit 4.

What are the differences?

Second task : 2 hours

Turn this poster into your future objective. Interpret what you draw.

Location: where are you working? Name of a work place or surrounding?

What: what do you seem to be doing?

What could be the name of the job? Or working sector?




In small groups (2 to 3) :

With the help of others, can you name the job you want to be doing?

If access to the internet is available, verify this information.

Do the same for the other two learners' projects.

2. Building a path to the future

 PANTS	<ul style="list-style-type: none"> ➤ 10-12 low skilled learners
 MATERIALS AND RESOURCES NEEDED	<ul style="list-style-type: none"> ➤ Internet access
 SUGGESTED TIMING	

- 3 hours

LEARNING OUTCOMES

- Learners will explore how reachable their goals are
- Learners will plan a strategy taking into consideration all the necessary steps and resources
- Learners will be able to identify the potential risks in reaching their goals

DESCRIPTION / METHODOLOGY

As a small group again (3 are ideal): the other two can help in phase 1 and play contradictors in phases 2 and 3.

Phase 1:

- Consider the objective you have identified, the name of a job if this is the objective:
- Find out what is required in terms of qualifications, diplomas, certifications, or skills.
- You can use the internet, visit employment agencies sites,
- Find out where this job is available: which type of firms, institutions, administration, places...
- You can phone a local firm and ask the head of staff what he would require in terms of a CV.
- If a qualification is required: find out where the appropriate training is available, how long it lasts, how much it costs, what is the level of entry...
- If you can meet all the above requirements then go to the second phase.

Phase 2:

- Then imagine yourself accepted in the course (picture yourself in your head) what would you need? Money to live whilst doing it? Money to pay for the fees? Money to pay for transport if needed,
- Is your environment ready? Is your family OK with your decision? Is it supportive?
- Will you last the length of the training? Be realistic.
- What if you do not pass your exam/qualification/diploma?

PRACTICAL SESSIONS

- Is there another way to proceed, a way to access the training without the diploma?
- When will you have gone through the training, exam and be looking for a job (be realistic)? Give it a date.

Phase 3:

- Once you have passed your exam, how will you look for a job? Where? Are there opportunities locally, or is it obvious you will have to move?
- How will your life be different if you pass your exam?
- Date it.
- Imagine yourself with your new job: picture yourself, your surroundings, and your new life. Is your family ready and OK with the expected change? When is that? Date it.
- Is every aspect of the change positive for you? For your family? Are there any drawbacks?
- Are you happy in this new life? Is everyone else included too?
- Then GO AHEAD!!!

Learning diary Unit 7

WHAT	Learners make brief notes of what they did during the practical session of the unit.
WHY	Learners make brief analytical notes after completing the unit. Emphasis should be put on the usefulness of their learning activity and measurement of learning outcomes. Knowing why one is doing something will help learners moving from being a passive to an active learner.
REACTION	<p>Learners make brief notes on their emotional response to the activity: the effect on them as a learner should be noticed. This will allow them to build a picture of themselves as a learner and as a student.</p> <p>This reflection allows learners to notice what and how they like to learn: the subjects and topics they enjoy – and the ones they do not like so much; whether they like lectures or reading, whether they enjoy group work or independent study.</p>
LEARNED	Learners make brief notes on all they think they have learned from the activity. This is the part where learners make their learning conscious, which improves both the quantity and quality of their learning.
GOAL SETTING	Learners make brief notes of what they will do next in respect with their learning.

UNIT 8

ACTION PLANNING

RATIONALE

In this unit the learners are encouraged to look to their future actions and plan for these actions. Many low qualified learners will be unfamiliar with setting future goals and plans and so this unit enables them to further develop their learning to learn skills.

OBJECTIVES

The unit has two main objectives:

- To enable the learners to develop an action plan which details their future objectives and steps for achieving these objectives
- To further develop their critical analysis and critical reflection skills through the review, evaluation and further development of their action plans.

THEORETICAL BACKGROUND

Action planning is part of the development of the autonomous learner. The use of action planning enables and encourages the learner to take control of their learning and of their future. Many adult learners and young people with low level qualifications will have had little choice in their lives in terms of post school learning, career and career development opportunities and employment. Therefore taking control of their future direction in learning of work represents a major step for many low qualified people.

Action planning then enables learners to plan and direct their future and this may involve further learning or moving onto employment. In action planning the learner plans their future objectives using a mixture of short and long term goals; identifies the barriers to achieving their goals (this may be the lack of qualifications or the lack of skills); develops steps that will enable them to overcome these barriers and sets out an evaluation strategy which enables them to measure their success in reaching their short and long term goals. It is crucial to this exercise that the learner sets their goals and takes ownership of them.

As Malcolm Knowles said:-

There seems to be a law (or, at least, a tendency) of human nature that goes like this: human beings tend to feel committed to a decision (or an activity) to the extent that they have participated in making it (or planning it). Teachers of adults who do all the planning for

their students, who come into the classroom and impose preplanned activities on them, typically experience apathy, resentment, and probably withdrawal. This imposition of the will of the teacher is incongruent with the adult's self-concept of self-directivity. Accordingly, a basic element in the technology of andragogy is the involvement of the learners in the process of planning their own learning, with the teacher serving as a procedural guide and content resource. The function of planning consists of translating diagnosed needs into specific educational objectives (or directions of growth), designing and conducting learning experiences to achieve these objectives, and evaluating the extent to which these objectives have been accomplished. In andragogy, responsibility for performing this function is a mutual one between the learners and the teacher.




Knowles M, The modern practice of adult education (1975)

PEDAGOGICAL APPROACHES

In this unit the Trainer should support the learner in the development of their action plan. The Trainer should act as a signpost directing the learners towards appropriate information which they require in the development of their action plan. The trainer should also act in a support role where they work with the learner to enable them to develop, review and set goals. The Trainer in this unit is a resource for the learner and the learning activities in the unit are designed to enable the learners to complete them with the minimum training input from the Trainer

PRACTICAL SESSIONS

1. Action Planning

 PANTS	➤ 10-12 low skilled learners
 MATERIALS AND RESOURCES NEEDED	➤ See worksheet 3
 SUGGESTED TIMING	

- 2 / 3 hours

LEARNING OUTCOMES

- Learners will develop short term objectives
- Learners will develop and consolidate long term objectives
- Learners will complete their action plan
- Learners will develop an evaluation strategy

DESCRIPTION / METHODOLOGY

Where possible learners should be given access to the Internet and where this is not possible the Trainer should provide suitable information to support the learner in the development and completion of their action plan. The learners should be encouraged, and time should be allocated, to review the Action Plans at the end of the Level Up course. The learners should then be encouraged to transfer their action plan objectives to their Learning Diary where they can review and update them on a regular basis.

GUIDELINES FOR ASSESSMENT

The learners will produce an action plan of their future learning and employment objectives. This plan should be developed by the learner but the Trainer should review the plan with the learner as the plan is developed. The Trainer should use SMART objectives (i.e., Specific, Measurable, Achievable, Realistic and Time scaled) to enable the learner to review and evaluate their action plan. The Action Plan should be used in conjunction with the Learning Diary

Learning diary Unit 8

WHAT	Learners make brief notes of what they did during the practical session of the unit.
WHY	Learners make brief analytical notes after completing the unit. Emphasis should be put on the usefulness of their learning activity and measurement of learning outcomes. Knowing why one is doing something will help learners moving from being a passive to an active learner.
REACTION	<p>Learners make brief notes on their emotional response to the activity: the effect on them as a learner should be noticed. This will allow them to build a picture of themselves as a learner and as a student.</p> <p>This reflection allows learners to notice what and how they like to learn: the subjects and topics they enjoy – and the ones they do not like so much; whether they like lectures or reading, whether they enjoy group work or independent study.</p>
LEARNED	Learners make brief notes on all they think they have learned from the activity. This is the part where learners make their learning conscious, which improves both the quantity and quality of their learning.
GOAL SETTING	Learners make brief notes of what they will do next in respect with their learning.

RATIONALE:

When learners are assisted to delve into their own thinking and learning processes, they are drawn to think about the effectiveness of the strategies they used to achieve the learning goals they set. Planning what to do, monitoring progress towards achieving it and evaluating the outcome can help learners take more control over their thinking and learning processes and equip them with learning to learn skills.

OBJECTIVES:

This stage of the process consists of a self-assessment that will enhance a learners' capacity:

- to reflect on past experience
- to remember and understand what took place
- to gain a clearer idea of what has been learned and achieved
- to share responsibility for the organisation of their work
- to keep records of activities undertaken
- to make sound decisions about future actions and targets

THEORETICAL BACKGROUND

Within the framework of a process, a milestone is an event that receives special attention. It is often falsely put at the end of a stage to mark the completion of a work package or phase. Rather, milestones should be put before the end of a phase so that corrective actions can be taken, if problems arise, and the deliverable can be completed on time.

In addition to signaling the completion of a key deliverable, a milestone may also represent an important decision or the derivation of a critical piece of information, which outlines or affects the future of a project. In this sense, a milestone not only represents *distance travelled* (key stages in a process) but also indicates *direction of travel* since key decisions made at milestones may alter the route through the process plan.

Monitoring requires reflection. Reflection leads to conclusions about the extent of success or improvement, and allows for explanations for lack of improvement. It also provides a basis for establishing future goals and a sense of achievement.

PEDAGOGICAL APPROACHES

When teachers help learners reflect on and monitor their progress towards achieving their learning goals, they are asking learners to think about their learning.

Learners also need to build an informed and insightful understanding of their own behaviour and learning.





Learners need a straightforward way to regularly review and record their progress throughout the process, and they need to develop strategies to easily identify what counts as evidence of progress towards a goal. Evidence needs to be both specific and manageable.

Teachers need to allow time for learners to reflect on their progress and prepare their report. It is important that this becomes an exercise that helps learners to think about:

- what they have achieved
- their learning process
- their strengths in the learning process
- Areas for improvement and the next steps to take in their learning.

PRACTICAL SESSIONS

1. The success tree

 PANTS	<ul style="list-style-type: none">➤ 10-12 Low skilled adults/Migrants
 MATERIALS AND RESOURCES NEEDED	<ul style="list-style-type: none">➤ Cardboard➤ Pen➤ Coloured pens/pencils➤ Post-it notes and a blackboard
 SUGGESTED TIMING	<ul style="list-style-type: none">➤ 2.5-3 hours
 LEARNING OUTCOMES	<ul style="list-style-type: none">➤ Learners will be able to understand/reflect what they have achieved➤ Learners will be able to understand/reflect their strengths and weaknesses in the learning process➤ Learners will be able to take decisions about future actions in order to improve their learning process.
DESCRIPTION / METHODOLOGY	

This activity can be undertaken individually or in a group as will be explained. The aim of the activity is to produce a mirror effect and to spur motivation through sharing experiences. The similarity of these experiences among participants is particularly relevant, as they will perceive them as important facts.

The activity has three parts: first, the definition of success will be built up; secondly, participants will work on the file of the success tree and thirdly, participants will share their files and experiences.

Part 1

To start the activity, participants sit down forming a U in the class and are asked to write on a sticky note what success means to them. To help and promote their reflection, the facilitator will read the following quotes:

- In this world there are two types of people, those who sit under a tree and wait for the fruit to fall into their hands, and those who stand up to grab the fruit they want.
- You are successful from the moment you start moving to a worthy objective.

Sticky notes will be picked up and gathered to build up a collective definition of success on the blackboard. The facilitator will include the key words suggested by participants. If words such as personal achievement, fulfilment, goal, challenge, effort, etc. have not been included, the facilitator will write them on the blackboard.

PRACTICAL SESSIONS

Part 2 (2hours)

Participants are given a blank page, where they will have to remember and recognise the successful experiences of their learning process.

Participants will choose three successful experiences that are covered by the statement “I have achieved something important to me” and share them with the group. Then, they will create the “successes tree” freely, but with three branches, each one representing a success. The fruits of the branches will represent the benefits obtained with the experience and the trunk of the tree will represent the abilities that contributed to achieving the success. The roots will represent what was indispensable to reach the success in terms of knowledge and attitudes.

The facilitator will support participants during the process to develop and organise their ideas.

Part 3

Once all participants have finished their “successes tree”, one by one they will have 10 minutes to present it to the group. The facilitator will explain that these trees are alive and can grow and be nourished by new experiences.

The group can ask questions about the trees. They should pay attention to the skills and knowledge that they hear in each story.

To end the activities, participants will choose one, two or the three success experiences and fill in the handout “My means for success are...” The centre of the handout will include the success experience and the triangles around will include the aspects associated to achieving this success.




GUIDELINES FOR ASSESSMENT


Assessment will take place during the activity. The following aspects will be assessed.

- Ability to reflect
- Communication
- Autonomy
- Active participation

PRACTICAL SESSIONS

2. The river of learning: conclusions of vital objectives

 PANTS	<ul style="list-style-type: none">➤ 10-12 Low skilled adults/Migrants
 MATERIALS AND RESOURCES NEEDED	<ul style="list-style-type: none">➤ Blackboard➤ Paper➤ Pens➤ File of wheel of life➤ River of life worksheet (optional)➤ laptop➤ Paper of several colours for the circles
 SUGGESTED TIMING	<ul style="list-style-type: none">➤ 1 hour for each sphere

 LEARNING OUTCOMES	<ul style="list-style-type: none">➤ Learners will reflect about the different dimensions of learning➤ Learners will identify and plan the achievement of vital objectives through decision-making processes and actions➤ Learners will be engaged and motivated in taking future actions
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DESCRIPTION / METHODOLOGY

The facilitator asks participants to draw a river representing their learning in the future (see example attached).

The river will have several tributaries, each representing a sphere of learning. As a suggestion, four spheres of learning may be included (personal, social, family and work), but learners are free to include the spheres they like.

The facilitator explains that learners have to think how they would like their learning to be in the future. They have to think in the long term and progressively reduce the visualisation time, using questions as shown below:

- How do you imagine that your learning will happen in 10 years? (You will be XX years old)
- How do you imagine that your learning will happen in 5 years? (You will be XX years old)
- How do you imagine that your learning will happen in 3 years? (You will be XX years old)
- How do you imagine that your learning will happen in 1 year? (You will be XX years old)
- What do you have to do NOW to reach the objective/scenario you have planned for a year from now?

Each river tributary is divided with several marks signalling the period of 1, 3, 5 and 10

PRACTICAL SESSIONS

years.

Participants are distributed papers of several colours and cut out circles of different colours to mark different elements in each river tributary:

- Desired results will be labelled with red circles
- Obstacles to be found will be labelled with blue circles
- Time devoted to each project will be labelled with green circles
- Support they will have will be marked labelled lilac circles

After all learners draw their river and have thought about their future for a while, later, individually or in groups, the facilitator can help participants to make a list specifying the steps they will have to take in each learning sphere. They can organise the information in a table for each learning sphere with the following columns to be filled in:

- Objectives to reach next year, but also at mid term
- Actions to be taken in order to reach the objectives
- Time needed to reach the objectives
- Resources needed (of one's own or external ones)
- Acknowledgment of the reached objective

Additionally, participants can also summarise this information and prioritise the events in the table included in Worksheet 4.

The facilitator explains that participants have to enter the events they have previously identified in the table included in Worksheet 4 for each sphere and then evaluate the degree of importance for each event.

For the evaluation, learners can use a scale of 1 to 5, where:

5 = completely important

4 = very important

3 = somewhat important

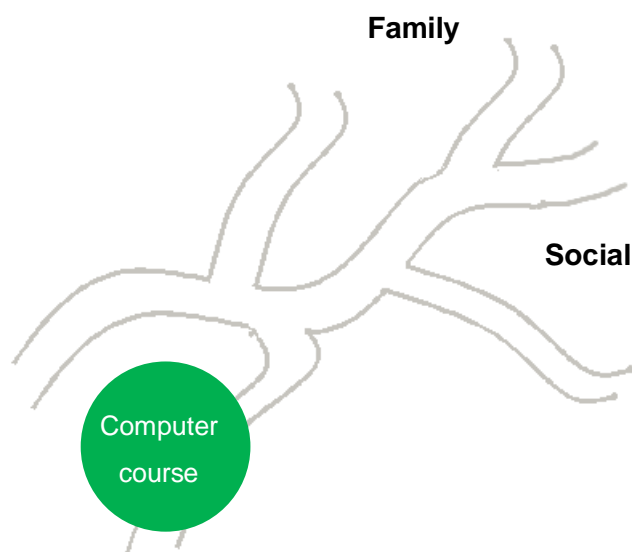
2 = a little important

1 = not at all important

At the end of the session, the facilitator can ask participants how they feel about the vital challenges they have planned and comment on how the process for reaching them can be (e.g. long, complicated, at some point frustrating, etc.).

This is an opportunity to end the session with an optimistic feeling and talk about the competences that may be helpful in the process of reaching the objectives.

PRACTICAL SESSIONS



GUIDELINES FOR ASSESSMENT

Assessment will take place during activity.

The following aspects can be assessed:

- Active participation
- Communication abilities
- Raised awareness on their learning process
- Reflection
- Acting with autonomy and knowledge of oneself

GUIDELINES FOR ASSESSMENT

- See Worksheet 4.

Learning diary Unit 9

WHAT	Learners make brief notes of what they did during the practical session of the unit.
WHY	Learners make brief analytical notes after completing the unit. Emphasis should be put on the usefulness of their learning activity and measurement of learning outcomes. Knowing why one is doing something will help learners moving from being a passive to an active learner.
REACTION	<p>Learners make brief notes on their emotional response to the activity: the effect on them as a learner should be noticed. This will allow them to build a picture of themselves as a learner and as a student.</p> <p>This reflection allows learners to notice what and how they like to learn: the subjects and topics they enjoy – and the ones they do not like so much; whether they like lectures or reading, whether they enjoy group work or independent study.</p>
LEARNED	Learners make brief notes on all they think they have learned from the activity. This is the part where learners make their learning conscious, which improves both the quantity and quality of their learning.
GOAL SETTING	Learners make brief notes of what they will do next in respect with their learning.

RATIONALE

Often when we discuss a successful adult learning experience we do so in the manner of measuring or evaluating that experience and many authors have written on this topic. (See Avis et al, 2010, Hillier, 2012 and Jarvis, 2010). For many learners who are the focus of the Level Up project their successful completion of a Learning to Learn programme using the Level Up Toolkit maybe the first time that they have had a successful conclusion to any learning programme in which they have taken part.

It is important then that the learners celebrate their achievements. This helps to bring this learning process to an end; it helps the learners to build confidence by valuing and celebrating their achievement and it encourages learners to progress with their learning to their desired level.

OBJECTIVES

- To celebrate the learners' achievements
- To promote a positive and proactive attitude to present and future learning

THEORETICAL BACKGROUND

While there is no specific theoretical background or approach to this unit the celebration of learning is a process that takes place across the range of learning from kindergarten to higher education. It is not only important to celebrate their learning achievement but also to reinforce for the learners the competences they have gained on the programme. One of the theoretical approaches we can focus on then is Transformative Learning Theory. Transformative learning theory does focus on enabling the development of critical reflection skills and autonomous thinking in learning and its leading exponent, Jack Mezirow said:

Often, adult learners' immediate focus is on practical, short-term objectives—to be able to qualify for a driver's license, get a job or promotion, or teach a child to read. It is crucial to recognize that learning needs must be defined so as to recognize both short-term objectives and long-term goals.

(Mezirow, 1996, p 12)




It is the job of the adult educator to enable the learner to recognise and value this achievement. Since the learner will be aware of the use of other forms of learner celebration, such as the awarding of diplomas, degrees or other such certificates, presenting the learner with an award which recognises their achievement on the learning to learn programme may help to strengthen the learner's recognition of success. This does not necessarily mean that the learner has to be tested in some way to gain this certificate, diploma or award as, at times, a certificate that simply reflects their attendance on their programmes, or one of the other suggested activities below will be enough. However, the recognition and valuing of the learners by the individual learner, the wider group of learners who undertook this programme and the adult educator is crucial to the learners' success.

PEDAGOGICAL APPROACHES


Celebration helps learners to value their learning and this, in turn, can help to maintain learning in the future. As with all activities in the LewelUp Toolkit it is vitally important that the learner is at the centre of the process. With some groups of learners it may be beneficial to them to be involved with the planning and execution of the celebration. With others, if it is appropriate, you may look to use notion of celebrating learning as a motivating tool from the beginning of the programme. The activities listed below are some suggestions for celebrating learning achievement but whatever, method or activity is used to celebrate this learning achievement this celebration is a critical part of valuing current achievements and encouraging future learning activity.

PRACTICAL SESSIONS

1. Celebration

 PANTS	➤ 10-12 low skilled adults
 MATERIALS AND RESOURCES NEEDED	➤ As required
 SUGGESTED TIMING	

- 1.5 hours

 LEARNING OUTCOMES
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- Learners celebrate their learning achievement

DESCRIPTION / METHODOLOGY

1. Take a trip together and combine this with a party where the learners receive a diploma which details their achievement on the programme.
2. Encourage students to bring food and drink and plan their celebration
3. Have a picnic
4. Take photographs of each learner receiving their diploma. Make a scrapbook for the learners.
5. Giving learner a free ticket to future learning programmes or opportunities. You could plan this as a competition
6. Learners who complete the course are given access to another cultural activity.
7. Learners could bring money each week of the programme to pay for pizza or other take away food at the end of the programme as part of their celebration.




At the beginning of the programme the learners sign a coaching agreement which details what they hope to achieve on the programme. At the end of the coaching agreement the trainer then works with the learner to reflect on, and review, their achievements.

GUIDELINES FOR ASSESSMENT

- Smiles, laughter and learners celebrating their achievement.

PRACTICAL SESSIONS

2. Ideas to help sustain future learning

 PANTS	➤ 10-12 low skilled adults
 MATERIALS AND RESOURCES NEEDED	➤ Worksheet 6 for each participant.
 SUGGESTED TIMING	

- 1.5 hours

LEARNING OUTCOMES

- Learners become motivated to continue with their learning
- Learners will be supported to maintain and progress with their learning

DESCRIPTION / METHODOLOGY

- Encourage the learners to develop a Facebook group in order that learners can support each other after learning programme is completed.
- Develop a learning group that helps the learners to support each other's learning in the future
- Swap email addresses
- Use Twitter to enable the learners to keep in touch with each other
- Encourage the learners to have a monthly cafe meeting. The adult educator can, if required, arrange and attend the first meetings and then encourage the learners to take control of the organization of these monthly meetings.
- This learners list a summary of the things they like, things they hate, things they have to overcome and then plan how to do this. The adult educator encourages the learners to view these things as allergies and plan for how they would avoid this allergy after the programme finishes. This is written down and the learner is given a copy of this to take with them in order that they can refer to this list as and when required and they then take this with them into their further career.
- Each learner lists five key things they take away from the programme and a second list of five things they want to sustain after the programme is finished. The learner then writes their address on two envelopes. The adult educator takes the first list and posts this to the learners two weeks after the programme ends. This is repeated after 4 weeks when the adult educator posts the second list to each. This can also be done using email.

GUIDELINES FOR ASSESSMENT

It is difficult to assess how these activities will help to sustain learning in the future. The adult educator though should look to contact each learner, if possible, six months after the learning to learn programme has ended to ascertain how they are progressing with their learning or their employment. This helps to provide additional support to the learner and also provides feedback which can be used to help assess the success of the learning to learn provision itself.

Learning diary Unit 10

WHAT	Learners make brief notes of what they did during the practical session of the unit.
WHY	Learners make brief analytical notes after completing the unit. Emphasis should be put on the usefulness of their learning activity and measurement of learning outcomes. Knowing why one is doing something will help learners moving from being a passive to an active learner.
REACTION	<p>Learners make brief notes on their emotional response to the activity: the effect on them as a learner should be noticed. This will allow them to build a picture of themselves as a learner and as a student.</p> <p>This reflection allows learners to notice what and how they like to learn: the subjects and topics they enjoy – and the ones they do not like so much; whether they like lectures or reading, whether they enjoy group work or independent study.</p>
LEARNED	Learners make brief notes on all they think they have learned from the activity. This is the part where learners make their learning conscious, which improves both the quantity and quality of their learning.
GOAL SETTING	Learners make brief notes of what they will do next in respect with their learning.

WORKSHEET 1

Unit 6. Focussing on challenges

Activity 1. How good is your concentration?

Score yourself as follows:

- 4 points for every “Strongly Disagree” answer
- 3 points for every “Disagree” answer
- 2 points for every “Agree” answer
- 1 point for every “Strongly Agree” answer

	Strongly agree	Agree	Disagree	Strongly disagree
People constantly interrupt me				
When I am interrupted it is hard to return to the task in hand				
When people interrupt me it's hard to cut them off so I can get back to the task in hand				
My attention wanders frequently				
I find it difficult to concentrate				
I often have to ask people to repeat what they say				
I daydream a lot				
I often feel frustrated at the end of the day because I feel I have not achieved anything				
I often feel scattered and ineffective				
People feel comfortable in my home				

Interpreting Your Score

If your score is 40-30:

You have strongly developed concentration skills. Keep up the good work!

If your score is 20-29:

You have developed some concentration and focus skills, but may be distracted too easily. You could become more productive and effective.

If your score is less than 19:

You are losing productivity. You need to strengthen your concentration skills so that you can control your time more effectively and not give it away. You need to learn how to apply focus, momentum, and energy to your work.

WORKSHEET 2

Unit 6. Focussing on challenges

Activity 5. Peer evaluation

Pass your solution to the problem posed in Task 4 to one of the other groups. Next read their solution to the task and see how if, and how, it differs from your solution. You can use these questions to help you in this process. It might help to write down your answers so that you can pass them onto the other group:

- Is their solution to Task 4 the same as your solution?
- How many ways did they consider to solve the problem?
- Were all of their solutions workable?
- Were all of their solutions achievable?
- Can you highlight any innovative approaches the group have used to solve their problem?
- Can you highlight any difficulties with their solutions?

Critical Reflection Activity:

Critical reflection is an approach that enables us to detect a problem, apply a solution to that problem, test that solution to determine if it works and then apply it to the problem. Often this works well if you involve others who are not part of the problem solving activity. You can also use guidelines to help you with the critical reflection process or follow this link to a model of critical reflection that you may find helpful.

<http://www.hawaii.edu/intlrel/pols382/Reflective%20Thinking%20-%20UH/reflection.html#>

Now review your problem solving solutions to Task 4 from the feedback from the other group. Use the questions below to help with your critical reflection on the feedback from the other group. You can use the questions below to guide your review of the feedback.

- What have you learned from the feedback to your problem solving process?
- Based on the feedback from the other group what do you think you should have done differently to solve this problem?
- What did you think your group did well in the problem solving task?
- What information, media or other things did you use to help you to complete the problem solving task?
- If you were to undertake the problem solving activity again what, if anything, would you do differently?

Skills Assessment Activity

Based on the problem solving task experience that you have just completed and using the numbered list below assess your own skills again as you did previously. Calculate your total by adding each score together (1,2,3, etc.)

- I can identify problems when they present a challenge
- I can analyse problems
- I can understand the way to solve a problem
- I can focus on the problem solving task
- I am motivated to solve a problem
- I can be creative and innovative in solving the problem
- I can utilise different resources to enable me to solve the problem
- I can be effective when solving problem s
- I can solve problems

1. I don't think I am very good at this

2. I think I could have do better

3. I can do this satisfactorily.

4. I can do this fairly well.

5. I can do this very well.

Total Score –

Difference from first score –

Has you score changed and, if so, why? Discuss this change with your Trainer or another learner or in a large group discussion.

Transferable Skills Activity

How can you now use these new skills that you have identified through these exercises to address the challenges that prevent you moving forward to new learning opportunities or onto work? Discuss this with your Trainer.

WORKSHEET 3

Unit 8.Action planning

Activity 1. Action plan

Name:

Date:

LEARNING GOALS:	
CAREER GOALS:	
SHORT TERM OBJECTIVES	INFORMATION REQUIRED
LONG TERM OBJECTIVES	INFORMATION REQUIRED

Targets to Achieve Goals	Target Date	Date Completed	Achieved

Signatures:

Learner:

Trainer:

Date:

Date

Use the questions on Page Three to review your short and long term goals with your Trainer.

Activity 2: End Of Course Action Plan Review

Date:

Please use the questions below to review your Action Plan at the end of the Level Up course. You can do this in conjunction with your Trainer if you would find that helpful.

- 1. Are your goals specific enough or do they need to be revised?**
- 2. How are you going to measure your success?**
- 3. Are the goals you set yourself easily achievable? Do you need to set more ambitious goals?**
- 4. Are both the short term and long term goals realistic as you have listed them?**
- 5. Will you be able to achieve both your short and long term goals in the timeframe you have set?**

Achievements: Have you reviewed your goals?

--

Have you made any changes to your goals? List any changes

--

What do you need to work on next?

--

New Targets

By date:

Achieved

--	--	--	--

--	--	--	--

--	--	--	--

Signatures:

Learner:

Trainer:

Start Date:

Date of next review:

WORKSHEET 4

Unit 9. Monitoring milestones

Activity 3. The river of learning: conclusions of vital objectives

The event/action should happen within:

6 months	DEGREE of IMPORTANCE	1 year	DEGREE of IMPORTANCE	2 years or more	DEGREE of IMPORTANCE

Reclassification scheme of temporal perspective

Time importance	Anything	Just a little	Enough	Much	Completely
Within 5 months					
Within 1 year					
Within 2 years					

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Learning to learn for work and life



VIDEO - WORKSHEETS

The following video worksheets are designed to be used with the DVD which has been supplied with the LevelUp Toolkit. The DVD and worksheets can be used to support the units in the Toolkit or can be used as a standalone resource with making use of the Toolkit units. Staff delivering a learning to learn programme are also encouraged to use a mixture of the DVD videos and worksheets and if it suits the needs of their learners.

All the units and the DVD and worksheets have been developed to provide a resource to enable adult educators to both develop their own skills in the delivery of learning to learn and to enable them to provide learning to learn training for their learners.

However, it is important that adult educators adapt and develop the Toolkit units and the worksheets and unit activities to suit the needs of their learners and the developers see this as central to the development of the concept of learning to learn across all adult education provisions in the European Union.

Glossary for Level Up Videos

Easterhouse	Large working class housing estate in Glasgow
Bridgeton/Dalmarnock	Large working class housing estate in Glasgow
Drumchapel	Large working class housing estate in Glasgow
The Big Plus	Scottish national adult literacy project
College	Scotland's vocational education and training sector (known as the further education sector in Scotland and referred to as FE) constructed around large colleges (up to 25,000 learners) which are available for learners between 16 and 55 years of age for both vocational and educational study. Learners are referred to as college or FE students. Courses are full and part time up to EQF Level 5/6. Clydebank, John Wheatley, Coatbridge Stow and Annesland colleges are all part of the Scottish further education sector.
Computing	Information technology
HNC	Higher National Certificate - Scottish national qualification offered mainly in further education colleges in Scotland and equivalent to Year One of a Bachelor's degree course
HND	Higher National Diploma - Scottish national qualification offered mainly in further education colleges in Scotland and equivalent to Year Two of a Bachelor's degree course
SVQ	Scottish Vocational Qualification - EQF Level 3
VTCT	Industry based vocational qualification
Returning to Education	

Video Introductions

The people in the videos are all from the Glasgow area (Scotland, UK) who have returned to education as adults. They talk about why they wanted to go back into learning and progress to a further education college, which is the major vocational and education sector for post-16 year old learners in Scotland. The learners also discuss how they returned to learning and what it was like.



Jade

- **Jade**, age 25 from Bridgeton
- Single mum of one (age 4)
- “I was so **ashamed of my exam results**, I was so embarrassed, I was too scared to apply for college. I didn’t think I was good enough.”
- VTCT in Makeup Artistry at Clydebank College



Gary

- **Gary**, age 42 from Easterhouse
- In recovery from drug addiction
- “**Taking drugs became more important** than doing well at school. All my dreams of trying to better myself went right out the window.”
- SVQ in Social Care through John Wheatley College



Maria

- **Maria**, age 52 from Coatbridge
- Married mother of two (ages 24 and 14)
- “**I just wanted to be able to write things down** – it wasn’t about a career or anything. Once I had (learned to write), then I could start thinking about what else I wanted to do.”
- HNC Social Care at Coatbridge College



Regis



- **Regis**, age 38 from the Congo, resident in Glasgow since 2002
- Married father of two young children
- **“It is a challenge**, but at the end of the day you’re going to be getting something good.”
- HND in Hospitality & Management
- HNC in I.T. and Comp TIA A+ Certification at Stow College

Alex



- **Alex**, age 45 from Drumchapel
- Single, no children
- **“Football, football, football.** I was like any young boy that likes his football. I dreamed I was going to play for my team – I never had any other goals!”
- ECDL (European Computer Driving License) at Anniesland College







Jackie



- **Jackie**, age 50 from Bridgeton
- Single mum of two (ages 26 and 23)
- “I had **no belief in myself.** I could go out and help other people but if you asked me to talk in a group, just to say my name, I couldn’t do it.”
- Facilitates the “Steps to Excellence” course in Bridgeton/Dalmarnock

SESSION 1 – Worksheet C

You can use the spaces below to jot down any thoughts, feelings or ideas that pop into your mind as you watch the videos. These can be questions that you want to ask or just things you want to talk about.

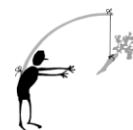
<input type="checkbox"/> Jade		<hr/> <hr/> <hr/>
<input type="checkbox"/> Gary		<hr/> <hr/> <hr/>
<input type="checkbox"/> Maria		<hr/> <hr/> <hr/>
<input type="checkbox"/> Regis		<hr/> <hr/> <hr/>
<input type="checkbox"/> Alex		<hr/> <hr/> <hr/>
<input type="checkbox"/> Jackie		<hr/> <hr/> <hr/>

Session 2 – Worksheet A: Thinking About It

Returning to Education

Why do you want to return to education? (You may tick more than one)

- | | |
|---|---|
| <input type="checkbox"/> To get a better job | <input type="checkbox"/> Family/friends tell me that I should |
| <input type="checkbox"/> To earn more money | <input type="checkbox"/> To get out of the house/socialise more |
| <input type="checkbox"/> To learn new things | <input type="checkbox"/> I just want a qualification |
| <input type="checkbox"/> To change careers | <input type="checkbox"/> To do something useful with my time |
| <input type="checkbox"/> I just want a change | <input type="checkbox"/> Other reason: _____ |



Are there things that you think might get in the way? (You may tick more than one)

- | | |
|--|--|
| <input type="checkbox"/> Problems reading, writing or spelling | <input type="checkbox"/> There are no colleges near me |
| <input type="checkbox"/> Problems with maths | <input type="checkbox"/> I can't afford it |
| <input type="checkbox"/> I hated school / I didn't like studying | <input type="checkbox"/> I would not fit in |
| <input type="checkbox"/> I'm not clever enough / I might fail | <input type="checkbox"/> I'm too busy / not enough time |
| <input type="checkbox"/> I am too old | <input type="checkbox"/> I don't know how to get in to college |
| <input type="checkbox"/> I have no IT. or computer skills | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> I am too shy / I don't like groups | |



What types of things might help you reach your goals? (You may tick more than one)

- | | |
|--|--|
| <input type="checkbox"/> Improving reading, writing, spelling | <input type="checkbox"/> Money to pay fees |
| <input type="checkbox"/> Getting better at maths | <input type="checkbox"/> Finding a college near me / convenient |
| <input type="checkbox"/> Studying in a place other than school (such as college or university) | <input type="checkbox"/> Having a friend to go to classes with |
| <input type="checkbox"/> Learning how to study again | <input type="checkbox"/> Having support from family/friends |
| <input type="checkbox"/> Being able to study in a class with other adults (not school-leavers) | <input type="checkbox"/> Finding out how to apply to college |
| <input type="checkbox"/> Learning some computing skills | <input type="checkbox"/> Getting some advice on what to study |
| <input type="checkbox"/> Finding out if I have a learning disability (such as dyslexia) | <input type="checkbox"/> Taking a course just for fun (no marks) |
| <input type="checkbox"/> Being able to study on my own (not in a classroom) | <input type="checkbox"/> Getting help with child care |
| | <input type="checkbox"/> Something else _____ |



What would be your first step if you decided to return to education?



- I want to get help with reading, writing, spelling or numbers first
- I would contact a friend or family member who knows something about ?????
- I would contact an education service
- I would ask at a community centre near me
- I would contact a ???? directly
- I would contact someone else: _____

Thinking about your first step, how would you prefer to make contact?



- I would prefer to make a telephone call
- I would drop-in to the ???to collect information, not to speak to anyone
- I would make an appointment to visit the ??? so that I could speak to someone in person
- I would prefer to visit a website site to collect information
- I would prefer to send an email
- I would rather ask a friend to contact the??? for me
- Other: _____

Returning to Education

Session 3 – Worksheet A: Academic Work

You may complete this worksheet on your own or simply discuss your answers in a group or with your advisor.



“(I’m excited about) the things that I’m learning like group facilitation, counselling skills – a lot of things.” - Gary

Choosing the right subject is key to your success in studying. What subject(s) would you feel excited about studying? Just for a moment, set aside any concerns you may have about getting a job or doing what you think you think you “ought” to do. What would you LIKE to do?

What are your hobbies?

What would you happily do “for free” if you didn’t have to work for a living?

Thinking about all of the work you have done in the past, is there a common thread running through all of them? For example, do you tend to take jobs that are outdoors? Jobs that involve giving out information or advice? Job that require you to help people? Physical jobs? Creative jobs?

If you have only ever worked at jobs that you disliked, that information is useful, too. Knowing what you *don’t* enjoy is as important as knowing what you do enjoy. Is there anything in particular you would like to avoid?



"My first essay was for 500 words and I thought I would never do that." - Alex

How confident do you feel about doing written work (for example, essays or reports)?(Circle one)

1 2 3 4 5 6 7 8 9 10

I do not like being marked

**Not sure
marked**

I like getting my work



"The very first time I felt like walking out (was because) the teacher said I would have to hand in my work to be corrected. I said 'I don't want you to correct it!'"—

Maria

How do you feel about having your work corrected and marked?



"I enjoy it most when something is difficult...because I like a challenge!"- Regis

Do you prefer to do things that come easily and naturally to you, or do you prefer to push yourself and work outside of your "comfort zone"?

Are you living and working in your "comfort zone"? Do you enjoy it? If not, how do you feel about facing new challenges for the chance of doing something more rewarding?



"I'm not shy. I'm not scared of asking for a hand if I feel I need it." - Gary

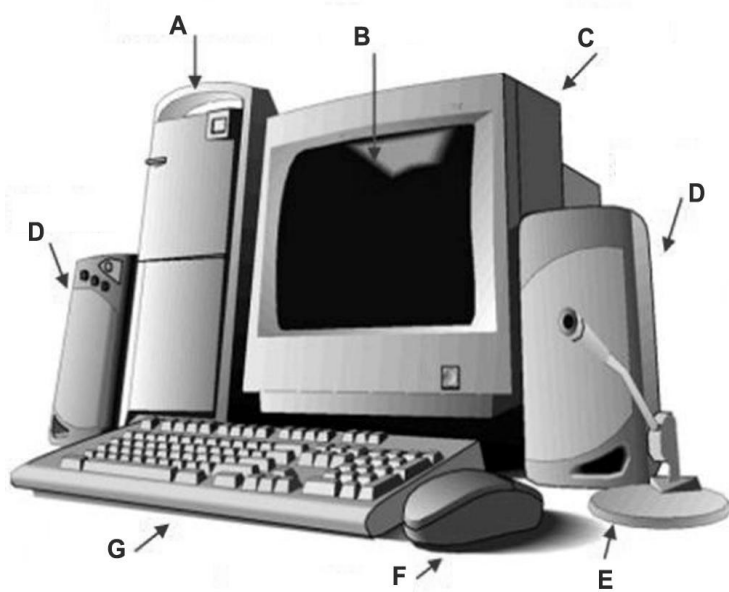
How do you feel about asking someone for help with academic work?

1	2	3	4	5	6	7	8	9	10
	Prefer not to			I don't mind			Happy to ask for help		

Thinking back to your school days, you may feel reluctant to admit when you don't understand something. However, college is a very different environment. How do you feel about saying, "I don't understand" or "I need some help"? Would you be more willing to ask your questions in private?

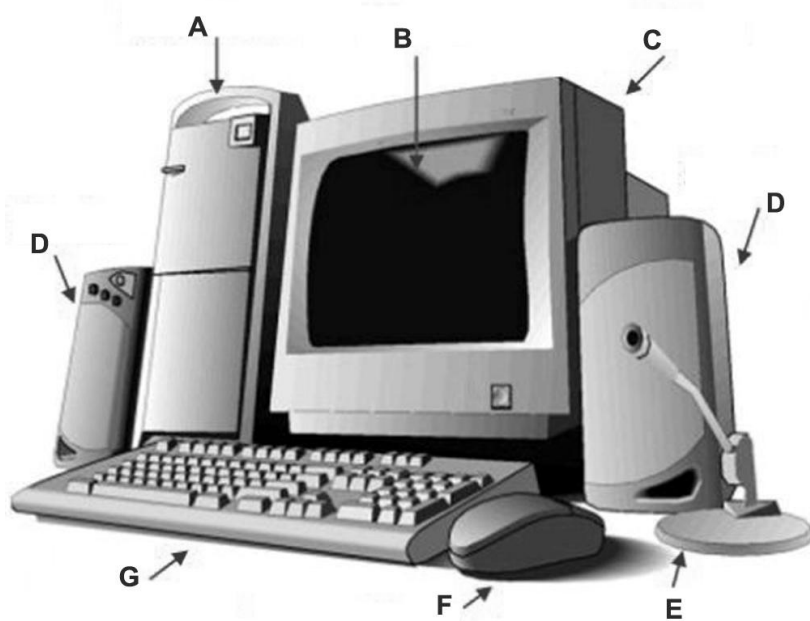
SESSION 3 – Worksheet B – Computer Parts

In the spaces on the right, write in the letter that matches to the computer part in the picture.
If you don't know, take your best guess!



Name	Letter
Microphone	
Mouse	
Keyboard	
Screen	
Computer/CPU	
Monitor	
Speakers	

SESSION 3 – Worksheet B – Computer Parts



Name	Letter
Microphone	E
Mouse	F
Keyboard	G
Screen	B
Computer/CPU	A
Monitor	C
Speakers	D

Returning to Education

Session 3 – Worksheet C: Using Computers / I.T.

I.T. Skills: Which of the following do you know how to do? (Tick all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Turn on a computer | <input type="checkbox"/> Print from a computer |
| <input type="checkbox"/> Shut down a computer properly | <input type="checkbox"/> Download files (<i>for example: download music files or photographs</i>) |
| <input type="checkbox"/> Find a specific file on a computer | <input type="checkbox"/> Upload files (<i>for example: add a photo to a web site such as Flickr or Facebook</i>) |
| <input type="checkbox"/> Go online / Use the internet | <input type="checkbox"/> Write a letter (<i>using word-processing software such as Microsoft Word</i>) |
| <input type="checkbox"/> Search online (<i>for example, find information using Google</i>) | <input type="checkbox"/> Create a spreadsheet (<i>using spreadsheet software such as Excel</i>) |
| <input type="checkbox"/> Check emails / Send an email | <input type="checkbox"/> Create a Power Point presentation |
| <input type="checkbox"/> Attach a file (such as a picture or a document) to an email | |
| <input type="checkbox"/> Shop online / make purchases | |
| <input type="checkbox"/> Copy and paste | |

Give yourself 1 point for every item you ticked. What is your score? _____

RESULTS:

If you scored 0 points: That's good to know! Even if you did not tick any of these skills, you have done something very important: you identified a starting point. Check with your local library to find out when the next "introduction to computing" class will begin and sign up. They only require a few hours per week and they're usually free of charge.

If you scored 1-5 points: Believe it or not, that's probably enough! Most introductory-level college courses aren't going to require you to be able to do amazing tricks with computers and since you already know some of the basics you should not have trouble picking up new skills as you go. In addition, the "learning support" staff at colleges will be able to teach you any new skills you need to know for your course.

If you scored 6-10 points: You are already well-prepared with the I.T. skills you will need as a college student. If you want to boost your skills even more, sign up at your local library or college to study for your ECDL (European Computer Driving License). It's a great qualification to have, whether you aim to progress into work or study.

If you scored 11-15 points: Well done! You could perhaps teach others a thing or two about computers! You certainly have nothing to worry about in terms of using computers

Returning to Education

Session 3 – Worksheet D: How do you feel about Computing/IT?

Read the quotes and answer the questions below or discuss them with your advisor.



“I hated the computer. I didn’t think it should have had the space in my living room. It was just a mess. But now I couldn’t live without it.” - Maria

Maria hated having to use computers. How do *you* feel about it?

“Computers make everything easier.” Do you agree or disagree with this statement?

Are there any particular IT skills that you don’t have that you would *like* to have?

“I know how to use my email, which is very nice. Instead of writing a letter, I just send an email. **It brings families closer together, I think.**” - Alex



Do you agree (or disagree) that email can bring families closer together?

Which specific IT skills do you think are the most useful to have?

Alex started out by attending one class per week. Do you know of any “introduction to computing” classes near you? Do you know the location of your nearest learning centre?

Returning to Education

Session 3- Worksheet E: Impact on Family and Friends

Returning to formal education will almost certainly have an impact not just on yourself but on other people in your life. Place a tick next to all of the people who might be affected in some way if you decided to return to learning or work:

Who?

How would it affect them?

My partner or spouse

My children

My parents

My brothers and/or sisters

My grandparents

Others (co-workers, boss, etc.)

Friends

Getting support: Is there anyone on your list (above) that you would like to talk to about returning to education and/or work, before you take any action?



“I’ve got a good family for support.”

Who do you think would be most supportive of your decision?



“There’s no better gift you could give your children than to show them that you’re learning.”

If you have children or grandchildren, what would *they* think if you decided to go back to learning?”

Learning to learn for work and life



VIDEO - TRANSCRIPT

Alex - Transcript

I'm Alex Johnstone

I come from Drumchapel and I am aged 45. When I was a kid I was very active. I was always playing football, football, football and walking. I loved the outdoors.

Primary school, I was a bit of a rogue, I wasn't a good listener at primary school. Me and my friend would always be disappearing and enjoying ourselves. I enjoyed sciences, geography and history and because I wasn't good at Maths, I wasn't allowed to take physics after my third year at school, so I had to drop out of my sciences. I dropped out of higher English and Maths so I was in dummy classes for the last two years of secondary school. I was like any young boy, I liked football. I dreamt I was going to play for my football team. I never had any other goals and after secondary school, I didn't bother. I was flat minded as to what I read. I would just read papers, mostly about sport. I was always one track minded, it was sport, sport and more sport. I didn't bother about anything else. I am still not convinced that I was a great reader until I started these courses later on in my life. I am now reading two or three different books a month now.

I really have enjoyed my time at college so I am really looking forward to going back their in August to start this computer course.

Gary - Transcript

Hi, I am Gary. I am 42 and I am from the east end, Easterhouse.

The experience I had at school, that I didn't like, was not getting prepared for it. When I was four or five, I remember getting taken to school one morning, being dragged to school by my mum, screaming. I didn't like it. There wasn't a problem with bullies, it wasn't an issue. There wasn't a problem with teachers, the problem was me, I just didn't take to school. This carried on through my education, through primary school and secondary school. I just didn't like it, so I would play truant. One subject I was good at, at school, was Maths. That was the subject that I really took to. The subject I didn't like and I don't why, was English, communications. I seemed to be quite good at that but putting stuff onto paper, I didn't like it - full stops, apostrophes, commas, new paragraphs. I can do it but I just don't enjoy doing it. My secondary schools, I got expelled from three schools and the last school that I attended was one in Charing Cross and I was made to go because if I didn't go, I was being sent to a Children's Home. I would have got qualifications if I had applied myself to education but other things, like taking drugs, became more important than going to school and not being able to make decisions for yourself and wanting to fit in with the crowd, that sense of belonging instead of being autonomous and saying no. Drugs came first.

Dreams of trying to better myself and being able to make decisions for myself and wanting to fit in with the crowd, that sense of belonging instead of being autonomous and saying no. Drugs came first.

My dreams were trying to better myself, wanting to achieve things at school but it just went right out of the window. Because I didn't apply myself at school and getting expelled from the schools I went to, I went back to college at 25. I felt I could be educated and I did five out of seven ECDL Modules. I felt I could have finished that but my mum passed away so that was blown out the water. Giving something back and not just taking, that selfish side of you. Sometimes you can lose that self-belief in yourself, confidence but I went for it and I had to do a presentation on a Legislation and tie it in. I felt I done really badly, I did, so I went home and went to bed, feeding into the negative that "I was rubbish". Apparently I did okay because I got it. I started that in April, three days a week and one day studying.

Jackie - Transcript

I'm Jackie Ewing and I work for Bridgeton Community Learning Campus as a facility receptionist.

I come from Bridgeton, I have two boys, one is 23 and one is 26. I have been a lone parent of all their lives. I am the youngest girl of six children. I have an older and younger brother. I would say I am the quietest of them all.

My dad was a welder and my mum was a cleaner and a barmaid. My dad left when I was about 7 and then there was my mum and the rest of my family. My mum, I can honestly say, never gave us any confidence or love or showed any love. That is sad because it carries on and then you are conditioned into becoming that way. I really had no belief in myself.

I worked as a family supporter for years and could go out there and help any family – drug addiction, alcohol, mental health – that was my past jobs. I absolutely loved it but put me in a group to say my name, I couldn't do it and that is when I went to find out why I was like that. I think I always knew I wanted to help people. I think I always knew that. In that time, I realised that I didn't have the confidence to share my experiences or go out there and talk to Social Work that I had to do or talk in a group. Seriously, I couldn't talk in a group and I always knew I wanted to learn more stuff, but I knew this was stumping me. I started to question, why I am like this. What is stopping me from doing the things I want to do? I was taking a client to Bridgeton Community Learning Campus and I heard about this course and I thought this is something I really want to do. I did the STEPS Course and then left and didn't remember anything about it but it was a couple of weeks later, something hit me and I thought, there is something in this. I went back and studied it and decided that this was really what I wanted to do, I want to go out there and deliver this course to the ordinary people of Glasgow and I have been doing it very since.

Jade - Transcript

I'm Jade Madden, I am 25 and I stay in Bridgeton.

It's just me and my wee boy, Carson, he's 4 and he is going to school in August.

As a kid, I was happy go lucky. I always wanted to be a Policewoman and I have always been interested in make-up artistry. I would always tell my mum that I wanted to be a Policewoman and after that, I was going to work in films.

I found it quite hard to learn and my dad never had a lot of patience to help me. He used to get angry and I don't know if that's what made me find it harder because instead of learning, I was panicking. If I didn't know something I would panic in case I got into trouble and when I got to High School, I had built this attitude of "I don't know and I will never know so what's the point" and when I took my exams I didn't do well at all. That is something, still to this day, I hate. When I got my exam results, I ripped them up because I was so ashamed of myself. My brother and sister did great with their exams, really good marks and I had not done well and I was so embarrassed about it, so, so embarrassed. I was too scared to apply for college because of the bad results I had at school.

For while, having a break was good but then a lot of my friends were working, going holidays and doing nice things. I never had any of these nice things. I didn't even have £20 that I could say, I am taking Carson to the pictures today. I had absolutely nothing. I had to start from scratch again and I thought sitting about the house was not for me. I didn't have the confidence then, my confidence had been knocked. I knew I wanted to do something with myself but it was finding the confidence to say, "right, I really do want to go to college" and I knew I really wanted to but deep down I thought nobody will listen to me, nobody will help me but when I met Jackie and I went to the Centre, everything changed. From the day I met her, I said to her I wanted to go to college to do make-up artistry and she kept telling me that I would be there, by this time next year, I would be in college. I kept thinking the same way as Jackie was thinking and before I knew it, boom, college.

Maria - Transcript

My name is Maria Lynch, I'm from Coatbridge and I am 52. I live with my husband and I have two daughters, one is 24 and one is 14.

My dad was quite well educated and my mum wasn't. My oldest brother was quite good at school but the rest of us all had problems with school, with spelling etc. but we all went on to get jobs. My older brother, as I said, was the best but my dad was really highly educated and had Grammar School education. In those days, you had to win that and he thought that we should be able to do the same as him. My mum struggled with her education.

As a kid, I was quite confident and never shut up. At school, I was always last in the class, always a disappointment to myself and my parents, as I thought. I had lots of friends so there was no problem that way and I could always do things but academically, no, that was the thing I couldn't do. I wanted to be able to write things down, that was my main thing. It wasn't about a career, I had to do that first, I had to get over that. That was my biggest hurdle, was being able to write things down. Once I could do that, then I could start thinking about what I wanted to do, as I couldn't do the smallest of tasks. All my jobs were jobs where I didn't have to write anything and that was the main thing in my jobs that I had to make sure that I didn't have to write anything down. I have always, always wanted to have an education. I have always admired people with an education. When I was at school, when we were leaving school, they would say "right, now you are going on your big journey, you will do this and do that" and I was listening to the teachers thinking that's not for me. They are saying this and I wish that was for me, that my journey was starting but my journey wasn't starting because I couldn't do those things. That speech, by the teachers, that we were going on to do what we were going to do is always in my head and then I took the chance as soon as I thought I was going to be able to go college. I actually went to the Big Plus and I did a few courses with them and the encouragement from the lecturers and teachers there encouraged me to go on and to try to go to college, which I did do. Once I was in college, I went from step to step, done one step, the next step and on I went and I did my HNC.

Regis– Transcript

I am Regis, , I am originally from the Congo. I am married with two kids. I have been in the UK for nine years now.

After studying at the Bridgeton Community Centre, I was referred to the college where I did my HND in Hospitality Management. I decided to change again, so I did HNC in IT but now I am doing A Plus Computing.

This country is a great country, so education is there and it is up to you to make a decision what you want. I know the first time is not easy but getting qualifications is a good idea. It is a challenge, it is a challenge, but at the end of the day you are going to be gaining something good.

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