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Inspiring Guide for Learn to Learn  
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# Concept of IG4L2L

Arūnas Bėkšta





# Why L2L is important?

- Most needed specialities 10 years ago did not exist
- 65% of children who started learning in primary school will have jobs which do not yet exist

(World Economic Forum)



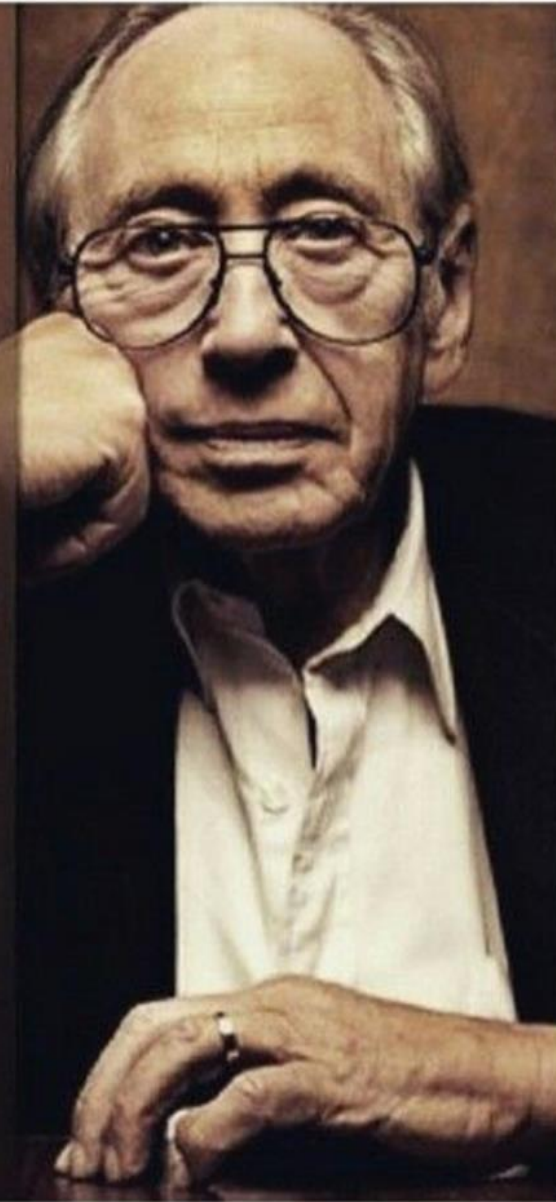


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**THE ILLITERATE OF  
THE 21ST CENTURY  
WILL NOT BE THOSE  
WHO CANNOT READ  
AND WRITE BUT  
THOSE WHO CANNOT  
LEARN UNLEARN  
AND RELEARN.**

-Alvin Toffler





# Key competences

Recommendation of the European Parliament and of the Council on key competences for lifelong learning

- 1) Communication in the mother tongue
- 2) Communication in foreign languages
- 3) Mathematical competence and basic competences in science and technology
- 4) Digital competence
- 5) Learning to learn**
- 6) Social and civic competences
- 7) Sense of initiative and entrepreneurship
- 8) Cultural awareness and expression.



# History

- Several Keys In Learning to Learn Skills (**SKILLS**) project (2008-2009 ) (Finland, Italy, Poland, Spain, United Kingdom)
- Learn for Work and Life! One Step Up (2011 – 2014) project (UK, Estonia, Germany, Spain, France, Romania)
- Learn to Learn for Adult Returners (L2L4AR) project (2013-2015) (Estonia, Germany, Italy, Lithuania, Netherlands, Portugal and Sweden)
- Inspiring Guide for Learn to Learn (IG4L2L) (2017-18) project(Estonia, Germany, Lithuania, Spain)

# Learn to Learn Competences

## SKILLS

- Time management
- Management of information
- Team work
- Motivation and self-esteem

## IG4L2L

- Motivation and self-esteem
- **Learning reflection**
- Time management
- Organizing information
- Group learning





# SKILLS project questions

20 (firstly – 80) statements of the type:  
„I am able to meet deadlines for tasks“

Choose from 1 to 5 the answer that better suits you:

1 = in the classroom, I need a tutor to help do it

2 = in the classroom, I ask the tutor to help me

3 = in and out of the classroom, if I ask for help: from classmates, tutor or notes...

4 = in familiar situations, without help

5 = in almost any situation, using my initiative



## IG4L2L

We base the questionnaire on evaluation of learning behaviour.

„When I learn I use different sources of information“

Please tick the box at the evaluation of the statement which mostly corresponds with your behaviour when you learn something.

- Untrue of me
- Somewhat untrue of me
- Neutral
- Somewhat true on me
- True on me





# Statement types

Positive statements as

„When I start learning something I establish myself learning objectives”

True on me – 5 points

Negative statements

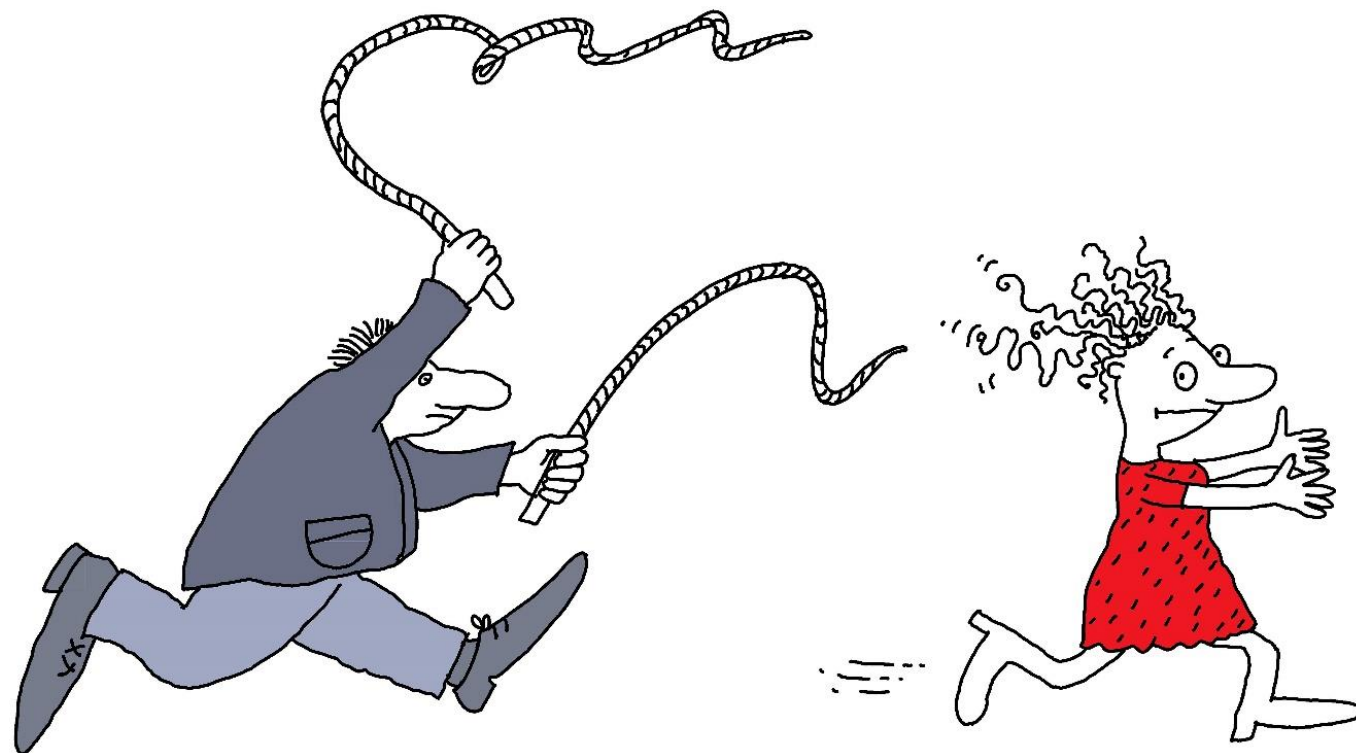
„When I am struggling with learning something I think that I'm not clever enough“

True on me – 1 point

**Important!** No 1, 8, 9, 13, 14 are negative statements with reversed scores. That is important if you will use PDF version of the questionnaire.



# Motivation and Self-esteem





# Motivation and self-esteem

**To develop self-esteem**

**When I am struggling with learning something I think that I'm not clever enough**

**To set objectives**

**I understand why I am learning something (what are my goals in life).**

**To handle obstacles**

**When I have difficulties to start learning something I try to refer to what I want to achieve.**

**To apply knowledge**

**When I learn something, I try to imagine how I can apply this in real life situations.**

**To reward**

**When I reach my learning goals/objectives, I reward myself.**



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# Learning Reflection





# Learning reflection

**To analyze former learning experiences**

**I often rethink my learning, what helps and what hampers it.**

**To understand the reasons of failure and success**

**When I have problems with learning I try to understand the reasons why.**

**To know own learning styles and how to apply them**

**I know how to study in the most effective way.**

**To plan learning activities based on former experience**

**I know how to amend my way of learning based on previous learning experiences.**

**To change the way of learning (change learning strategy) when necessary**

**When I have learning problems, I try different ways of learning.**



# Time management





# Time management

**To set learning objectives**

**When I start learning something I set myself learning objectives.**

**To prioritize**

**I never have time for learning.**

**To manage interruptions**

**When I just start learning different interruptions (phone calls, e-mails, colleagues, family members, time for coffee, etc.) occur.**

**To stick to schedule**

**I make up a timetable for remembering, organizing and planning activities.**

**To avoiding procrastination**

**Regarding learning I never say “I’ll get to it later”.**



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# Organizing Information







# Organizing information

**To search**

**When I need new information I know how to find reliable sources**

**To understand**

**When I do not understand something, I just skip it.**

**To arrange**

**I spend a lot of time finding information I already have somewhere.**

**To use**

**Out of the information obtained from different sources, I know how to select the most important.**

**To disseminate**

**I always speak with my friends and family members about what I have learned.**



# Group Learning





# Group learning

<b>To understand value of group learning</b>	<b>I think that learning in groups is more effective than learning alone.</b>
<b>To communicate</b>	<b>I can express my opinion to my learning group.</b>
<b>To contribute</b>	<b>When I see that somebody has learning problems I offer my help</b>
<b>To accept</b>	<b>When I have learning problems I ask for help from my colleague learners.</b>
<b>To cooperate</b>	<b>I always find somebody with whom I can learn with.</b>





# Definition

(EU Recommendation 2006 )

- Learning to learn' is the ability to pursue and persist in learning, to organise one's own learning, including through effective management of time and information, both individually and in groups.
- This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully.
- This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance.
- Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training.
- Motivation and confidence are crucial to an individual's competence.