HANDBOOK
for facilitators

LEARNING TO LEARN
IN PRACTICE

Paul Kloosterman | Mark E. Taylor

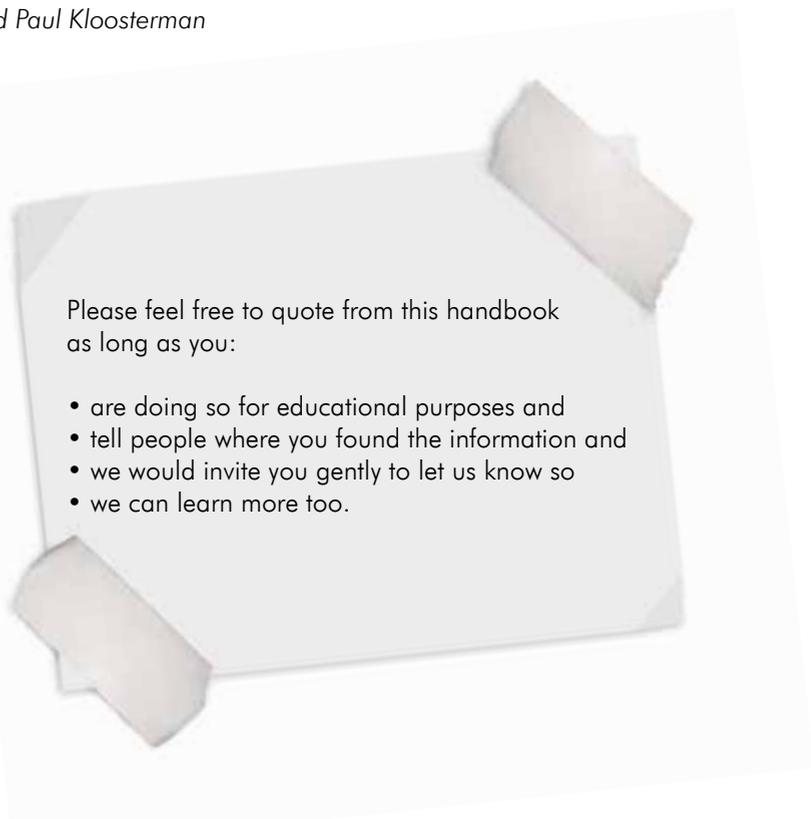unique
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This Handbook has been produced as a result of the two-year LEARNING TO LEARN project.

June 2012

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Mark Taylor and Paul Kloosterman

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INTRODUCTION

Between November 2008 and October 2010, a European network of seven organisations combined its efforts to develop, implement and analyse innovative approaches in the field of non-formal adult education aimed at the development of the competence enabling the learners to plan, organise, implement and assess their own learning.

The project considered learning to learn as the most crucial key competence for lifelong learning and, therefore, aimed to support educational staff to acquire and develop competences and methodologies needed for implementing this concept of learning. It has benefited from financial support through the Grundtvig Action of the Lifelong Learning Programme of the European Commission.

The project started out with a literature research, aiming to compile literature reviews on learning competence and how it is developed – learning to learn – in order to explore related concepts, theories and practices. During this phase, six literature reviews, investigating discourses on learning competence and learning competence development in different language domains, were produced and then summarised in a synthesis report. The reviews show that, the fuzziness of the concept notwithstanding, learning to learn is predominantly understood as a method-in-action: people have to engage in the activity itself – learning - to learn about it.

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Informed by the literature review, educational approaches were developed aiming to provide learners with the skills and knowledge needed to enable them to plan, organise and assess their own learning process. These educational approaches were tested in 7 pilot and 15 satellite projects, exploring and examining learning to learn as a method-in-action in the field of adult non-formal education.

The synthesis report provides the data gathered from the analysis of both satellite and pilot projects. This Handbook on the facilitation of learning to learn, addressed to educational practitioners, is the final product of the "Learning to Learn" Project.

This publication is not finished. It will be 'under construction' for the coming years. The concept of Learning to Learn is young and new. We want to go on exploring and bringing the results of that exploration to you with new insights, new questions and new methods.
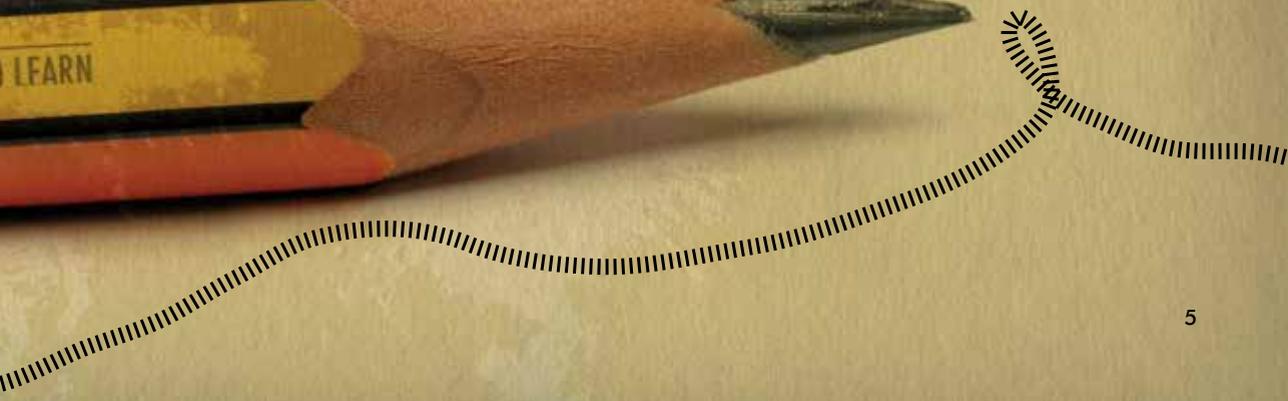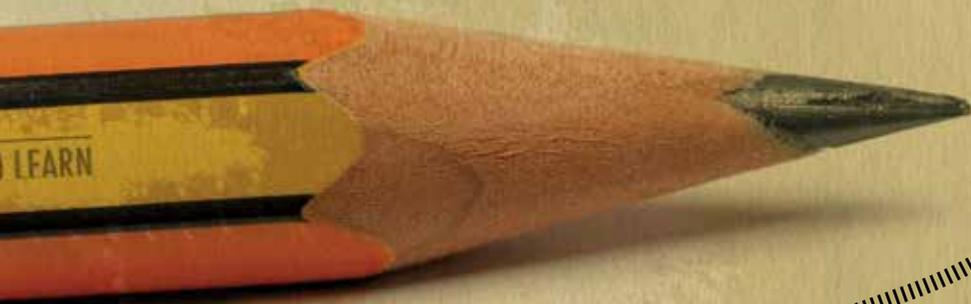
HOW TO READ THIS BOOK

Well… to be honest: that's up to you! If we promote one idea in this book it's that people learn in very many different ways and that they should decide, maybe with a bit of advice along the way, what serves them best.

Perhaps some information about how we built the book can help you in deciding how you want to go through it and how you want to use it.

The main aim of this publication is to give a hand, to offer ideas, to put some questions, to give inspiration to those who work in education and are searching for and exploring ways to assist and motivate learners to take responsibility for their own learning.

Don't expect THE answer here. Because THE answer doesn't exist. This publication wants to accompany you in finding different answers and solutions and in finding better questions.

The book is based on the experiences of the Learning to Learn Project that took place between November 2008 and October 2010. In addition to the practical experiences in the 22 educational projects that were carried out there are the results of the research that was done on these projects which gives us a broader and more scientific view. We will refer to the main results as we go along.

The first chapter describes the main components of what we understand as 'Learning to Learn'. What are the basic ideas behind it and what are the key issues within the approaches used.

Chapter 2 goes into the heart of the learning practice. What are ways to deal with Learning to Learn in educational practice? How can we assist learners to be aware of themselves as learners? How can learners plan and organise their learning? How to learn with peers? What can we offer to learners to help them in reflecting and assessing their learning?

Chapter 3 looks at you and me. What does this all mean for the facilitators of the learning process? What roles do they take? What are important attitudes?

In chapter 4 you will find methods and tools connected mainly to what has been written in chapter 2. We focus on methods and tools that have been developed and/or tested in the Learning to Learn project and assessed as valuable for learners.

We also give some hints and tips for those wanting to explore linked ideas through selected publications and websites.
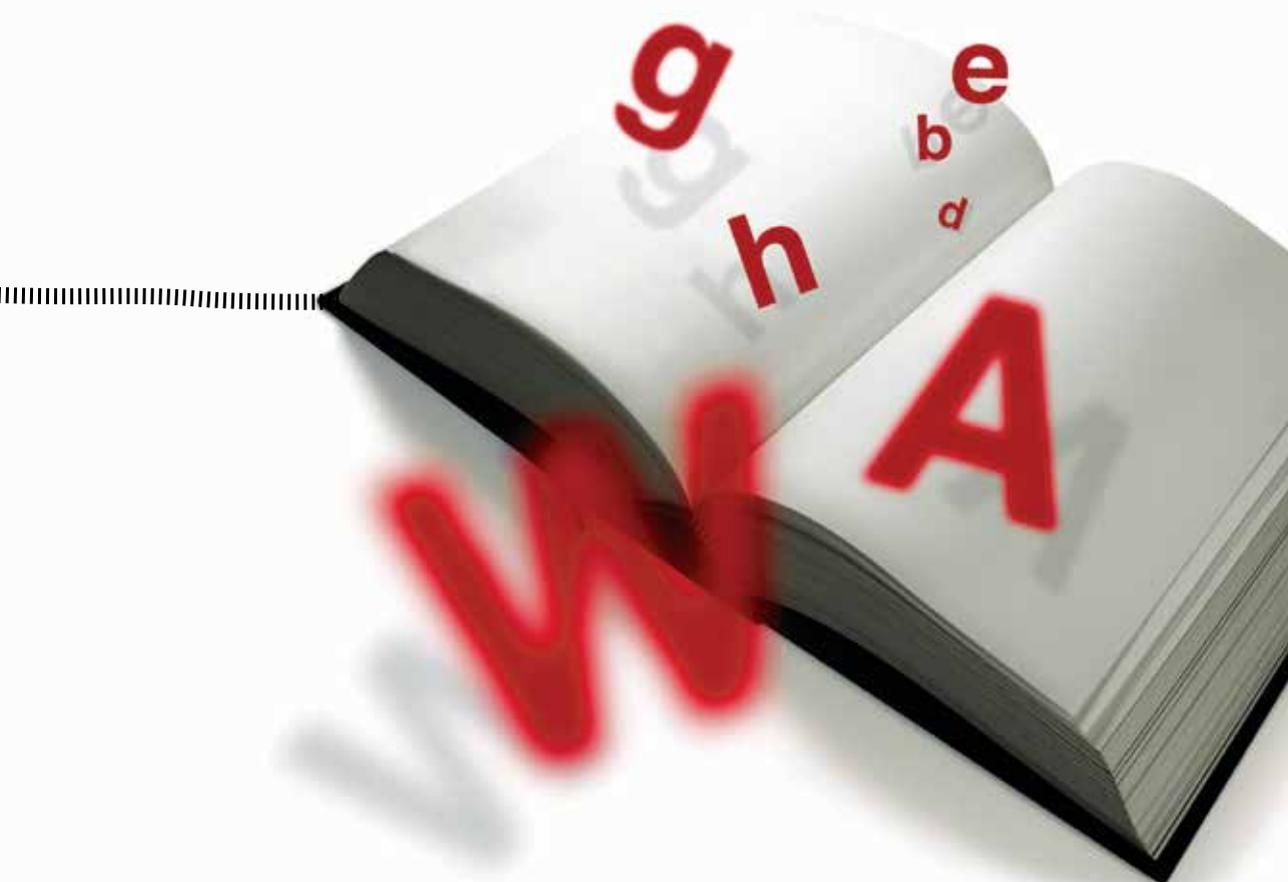
We've been through a lot of exciting debates within the L2L project about our concepts of learning and learning to learn as you can probably imagine. This has involved a lot of reading and researching and you can find many academic references by referring to our literature reviews and the synthesis reports of the practice research. So we made the decision not to make lots of footnotes and references here, relying on the back up from those documents and our own practice.

We wish you

exciting reading!

1. THE MAIN COMPONENTS OF LEARNING AND LEARNING TO LEARN

Learning is…

Learning is important for all living beings – that much everyone can agree on… there is even evidence that a baby starts to learn before being born! Going into great detail about just what learning is and how it happens can get all manner of scientists into big disputes.

As we have gone through this project, we have found out that "learning" is not just one thing. It can be looked at in many different ways, as you can see in the document we created after a few months in the project "Our growing understanding of the key competence learning to learn" where we were much influenced by the Swedish educational researcher Slj. Since then we developed from there and the main ways we have seen learning happening in the project are these, have a look and see what you think:

example: a formula to use in a maths test

example: the meanings of road signs for driving exam

memorising some facts

getting more knowledge about a certain topic

example: new facts about Egyptian ancient civilization

example: background information about intercultural learning in Italy

LEARNING CAN BE…

becoming more skillful in doing something

example: making a budget for a project

example: repairing a machine

example: being polite in the bus, how to judge about giving up your seat

altering behaviour in a certain way

cooperating with others

example: being able to decide about whitch topic to concentrate now!

example: getting feedback from others

example: getting to know each other in a group

The more you think, talk and read about 'learning' the more you realise what a complex thing it is. It's not a simple process that is easily planned and then just carried out step by step. There are many dimensions involved when people learn. Learning is about growing, about change. People don't grow or change in a standard, step-by-step procedure. You fall back or take big steps suddenly to the left or the right, you spend some time circling around, new things pop up which makes you change direction, you lose motivation for a while, you meet someone who inspires you… Learning is influenced by many things… by life… All of this makes it complicated to follow and understand a learning process… but also very exciting.

Especially when learning to increase competence, then we know attention should be paid to ensuring growth in a mixture of skills, knowledge and attitude. From your practice you can probably think of other ways to break down the concept of learning…

For both the process and the results of learning so much depends not only on the interest people have in what is being learned but also on the context in which the learning takes place. Within our project we have been working within a broad field of non-formal adult education, encompassing such subjects as training for trainers of human rights education; preparation for mobility placements; training for first time job seekers; and leadership workshops. For us, the main elements which would characterise such events as belonging to non-formal education and learning would be:

- voluntary participation – people choose to be involved and want to be there;
- curriculum is focused on the participant – their learning needs are central to the process;
- the group is a source of learning – in addition to the curriculum;
- assessment starts from self-assessment – people judge their own progress first before any external assessment;
- any certification of learning is only implemented if the participants want it.

Again, we are aware that we are navigating in waters which can become very muddy indeed if one starts to investigate very closely what is meant exactly by the terminology used: non-formal education and learning are the subjects of quite hefty debates around the field. We can but advise you to try sailing too!

Before this project began, a number of us had been working on related issues, including self-directed learning which also led to increasing interest in concepts of learning to learn. And here is the place to start looking at what we found out!

Learning to learn – what is it?

In a society where more and more learning is an unavoidable condition of life, one must learn to learn, i.e. learn to manage and economise one's own learning.
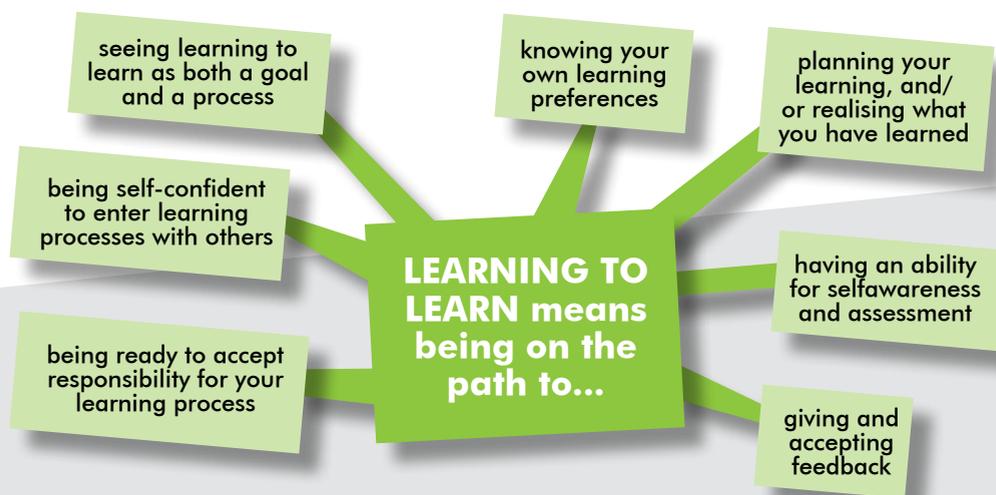
In a rapidly developing world in which the creation of knowledge increases exponentially, the crucial resource in 'knowledge economies' is the ability of people to respond flexibly and creatively to demands for new knowledge, skills and dispositions in continuously changing social and economic contexts. […] In this context, development of a capability to learn new things, throughout life, becomes essential.

These quotes chosen with care (not at random!) from our literature research show that learning to learn is important for educational and social **as well as** economic reasons – and you might even add philosophical grounds, depending on where you are coming from. It is clearly much more than a simple idea about learning how to study more efficiently…

In this section of the handbook we intend just to give an overview of the main elements to consider in learning to learn. As you read and experiment further you will get more into the interesting complexity of the subject.

We would say that learning to learn is a meta-competence – meaning that it provides keys for unlocking the doors to other competences. A powerful multi-faceted instrument! If you want to improve your learning to learn competence you should be looking at these skills and knowledge because:

seeing learning to learn as both a goal and a process

being self-confident to enter learning processes with others

being ready to accept responsibility for your learning process

knowing your own learning preferences

planning your learning, and/ or realising what you have learned

LEARNING TO LEARN means being on the path to...

having an ability for selfawareness and assessment

giving and accepting feedback

Those seven points might look quite small at first but
a) they have been arrived at after a lot of reflected experience, and
b) they bring with them a whole host of consequences which you will meet as we go along!

Learning to learn – how do we foster it?

This part could have a couple of sub-questions in the title, like: how do we encourage it? or, indeed, how do we facilitate that people get on one of the paths?

It is fair to say that one of the biggest reactions to the results of our research has been a powerful dose of recognition: the principles we have been developing over the years and working on for non-formal education provide much of the necessary groundwork for focusing on learning to learn!

From the research and practice stages of the project we have gone through our results in order to give special attention to those aspects of educational activities which foster learning to learn particularly. (Further details are of course given in the research synthesis report).

And these results have major consequences relating to the people, the principles, the environment and the conceptualisation of non-formal educational projects:

Educational principles and foundations

- a programme design and flow in consideration of diverse learning preferences;
- empowering learning spaces allowing to question one's own previous learning.

Educational structures and relations

- educators being competent learners and, thus, serving as models for learners, in particular about and in relation to learning to learn;
- transparency about roles, functions, hierarchies and power relations, and
- openness about and appreciation for questioning and changing roles, functions, hierarchies and power relations, allowing for and facilitating responsibility shifts.

Educational context and content

- complementing individual perspectives on learning with a collective dimension.

Educational approaches and methodologies

building on and/or relating to previous learning experiences – particularly allowing time and space to unlearn previously acquired ways of doing specific things;

reflection (individually and in groups) of what has been learned and, more importantly, how it has been learned, and of what has contributed to the learning, e.g. with respect to motivation, learning preferences etc.;

exploring and questioning assumptions

about learning directly and pro-actively;

choices of methods that do not exclusively reinforce learners' perceptions about their own and other people's learning;

avoiding generalisations about learning approaches and styles while acknowledging their relevance as well as contextuality;

building an experiential sequence of educational activities that take learning from implicit and accidental to tacit and deliberate – including an appropriate balance between action and reflection;

a diversity of methods, including:
- methods contributing to self-awareness, in particular with respect to one's learning preferences, one's strengths and weaknesses;
- methods providing for observing others in their learning and trying out their approaches and methods;
- methods daring to confront established learning patterns;
- methods encouraging trying out new learning approaches and strategies.

Educational environments and settings

- a learning environment inviting learners to explore, experiment with and reflect on diverse learning strategies, instruments, approaches and preferences.

It will help to refer back to this list from time to time as you go through the handbook.

References
Illeris, Knud (2007) How we learn. Learning and non-learning in school and beyond. Routledge, London;
James, Mary et al. (2007) Improving learning how to learn, Routledge, London.

2.1 AWARENESS OF SELF AS A LEARNER

What kind of learner am I? How do I learn best? Do I have a certain 'style' of learning?

Questions that many people don't ask themselves regularly. Most of us when thinking about our learning, will relate that to experiences we have in following lessons and courses, mostly in school. Some of us will rate ourselves as successful learners, for others learning in that kind of context was a negative experience. Many of us will be somewhere in between. Probably how people rate themselves as learners is very much linked to results in tests and examinations.

The problem is that many people who score poorly or badly in formal education draw the conclusion that they are 'bad learners'. For them the word 'learning' has a negative connotation, something they are not good in and try to avoid as much as possible. Which is a shame. The conclusion should never be that people are bad or poor learners. We believe all human beings have the wonderful potential to learn, that's what makes us unique. The problem however is that in many 'learning situations' the educational system is not set up to recognise, to follow or to adjust to the individual unique ways that people learn.

'I learn best when I'm interested'
(Evaluation Seminar L2L project June 2010)

The way we learn there is determined and set out to a great extent by those who offer education. We are supposed to follow the learning path as it is set out by others. We are not really supposed to think for ourselves about the way we want to learn.

'The basic attitude for me being a learner is to be humble and open minded, enjoying the process of learning'
(Evaluation Seminar L2L project June 2010)

In the concept of L2L we want to give the responsibility for the learning back to the learner. To take up that responsibility one of the essential things to do is to be able to look at, to reflect on and to learn about learning and your way of learning.

How do I learn?

We know that people learn in different ways. You will find a lot of literature describing different styles of learning, using a wide variety of terms and categories. When we want learners to take their learning into their own hands it is important to motivate them to find out what is their preferred way of learning, what suits them best. An awareness about your own learning helps you to plan and organise your learning accordingly.

But maybe the question 'How do I learn?' is too limited. It assumes that we all have just one way to learn. When people reflect and analyse how they have learnt so far they will probably be able to define what worked best till now. But it certainly does not help expand their vision about learning possibilities.

So we need to add to the question 'How do I learn?' by also looking at:
'How do I like to learn?'
'Which way of learning fits best to my passions and needs?'
'Are there other ways of learning that I'm not aware of?'
'How do I want to challenge myself in my learning?'.

You need to step back and look at yourself as a learner and at the same time to explore learning as such; to widen your view on and at the same time to broaden your options in learning.

'Listening to reflections of others and sharing thoughts during breaks helps me a lot'
Practice project Training of Trainers)

Tests and inventories

One fairly traditional way of helping learners to get more awareness about their learning is to offer them a learning style test/inventory. Most well-known are tests such as those based on the David A. Kolb model, the Honey and Mumford's model and Fleming's VAK/VARK model. But you will find many more of them when doing a simple search on the internet. One of the problems with these tests is that they have been the subject of quite some dispute over the last few years. According to many critics the scientific bases and theories on which the models are built are questionable. Even the word nonsense has been used to describe some of these models.

Apart from that the use of such tests runs the big risk that people put themselves in just one specific box and see the outcome of the test as their only way to learn. 'I'm an auditory learner so don't give me a book'. Our work points more to the conclusion that the way you learn is not something static. It can change and you can find new ways.

Or as the research Synthesis Report of the L2L project puts it: 'The experience of this project demonstrates that simplistic assumptions about learning styles of people are misleading. Learning differences do not exist between people, but rather between contexts and these go far beyond the modality of the content matter: they have to do with the learner and their current state of mind and mood, their level of exhaustion, the timing, the content, the educator, the relation and level of trust between the actors, the environment, the spoken and unspoken expectations and many more and equally relevant aspects.'

Still, the questions in some of the tests and inventories can be interesting to help people to start thinking and reflecting about their learning. But it is important to inform them about the risks as described above. A constructive idea could be to use just the questions part of the test and to skip the part that gives the outcome.

'I need an other person in order to experience learning moments'
(Evaluation Seminar L2L project June 2010)

Exchanging with others

As we said before most people don't ask themselves 'how do I learn?' Just making it a topic to discuss and exchange about is for many a first big step in starting that process. Relatively simple methods like the Learning River and the Learning Interview help create the possibility to start conversations and reflections about the topic. On the one hand they force people to think about and give words to their ways of learning up to now and on the other hand they provide the opportunity to explore the different ways of learning from others in the group.

A similar effect can be produced by offering the group an activity in which they learn something new. This could be dancing the

waltz or tango, juggling with three balls, a new board game etc. The common experience of learning something and the exchange afterwards about how it was for each individual opens the possibility to explore the different ways of learning.

Group climate allowing for difference

When working with a group of learners (from which we know by now that every individual has her/his own unique path of learning) it is essential to recognise and give space to all these different ways. Which is easier said than done!

Of course we can offer a wide variety of methods in the programme that we offer. But is that enough to cater to the needs of all the participants in our activity?

Some questions we could ask ourselves about the group dynamics and climate:

- Does the group allow people to have different timing/speed?
- Does the group allow and support learners to follow different paths?
- Do we as facilitators really accept and support all the different ways that people take?
- Are we ready to get away from our perception about what is 'good learning'?
- Is there space in the programme to reflect about and to deepen the understanding of learning?
- Is the group climate allowing for 'making mistakes' and 'being vulnerable'?

With Learning to Learn the topic of learning is an ongoing issue to discuss and exchange about. Speaking about your learning is quite a personal thing, including your way of dealing with things in life, the doubts you have, your passions and fears. That needs a group climate where open discussion is possible.

Learning to Learn is particularly fostered by a learning environment inviting learners to explore, experiment with and reflect on diverse learning strategies, instruments, approaches and preferences.
(L2L Research Synthesis Report)

2.2 Organising and Planning Your Learning

When some of us started working on approaches to self-directed learning a few years ago, we made some understandable mistakes – and how fascinating it is to look back at them! One major mistake was to think of all people as being capable of planning and organising their learning – we assumed they just had to 'learn' how to do it, have a bit of practice in discovering their needs and set up a plan, and they would be successful self-directed learners. There were three basic questions for people to answer:

- what do I want to learn?
- why do I want to learn it?
- when do I want to have finished?

That seemed relatively easy, apart from the fact that many people did not have a clue where to start on their own (have a look at 2.3 for tips about learning with others). So we added questions like:

- who do I want to learn with?
- who can help me learn this?

And things improved a bit. And we could even start giving people what can be called "Personal Development and Learning Plans" or PDLP's. And for many these PDLP's were quite useful in identifying what they wanted to do in the future and to check what they had achieved.

Clearly, it's not possible to put everyone into boxes, but our experience has shown that there seem to be four main directions people can take and you have to decide how to work with them:

– ACHIEVEMENT +		
+	**A** Good Plan No Result	**B** Good Plan Good Result
P L A N **–**	**C** No Plan No Result	**D** No Plan Good Result

A = They really made a good plan and they forget it/or lose interest in it as soon as they walk out of the educational activity;

B = They make a good plan, stick to it and can measure their results;

C = They don't really bother to plan and don't care;

D = They have hardly any plan, but they can look back and measure what they have learned.

If we want to help people learn to learn, then it seems to us that we need to at least open up possibilities for those in A or C to move into B or D.

The people in D and C are the ones who will most likely get the most out of an exercise like the "Learning River" in chapter 4. This is because they are pretty good at looking backwards and discovering what they have learned – even if they had no conscious plan to do so! And there seem to be many of us just like that, who need maybe some encouragement and help to try this out. Maybe we need to develop something which could be called "A Personally Learned and Developed Chart" which would include information about:

- what we have learnt;
- who we learnt it with (if anybody);
- when did we learn it.

With that information in their back pockets who knows what your participants might be encouraged to try in their learning to learn?!

Don't give up!

If there is something which our research has thrown up which needs to be underlined twenty times it is this: learning to learn takes time and needs time. We have grown up in systems which told us exactly what to learn, by when and (usually) how we should do it. So we need time to unlearn expecting that to happen always and to learn to do it differently for ourselves and with others.

As has already been pointed out, a lot of learning to learn competence is built on increased self-awareness. In the next part we look at how others can be helpful in building up this skill.

2.3 Learning with Others

Learning to Learn is a lot about deciding on your learning, planning your learning and assessing yourself. It might give the impression that Learning to Learn is something you do on your own, it's a solo thing. We think the opposite is true. Of course in the end you decide as a learner where to go and how to travel. But communication and cooperation with others is crucial in order to be able to take that responsibility.

When there are no others involved the risk is that the decisions taken are solely based on the self-perception of the learner. Although people might know themselves best still we have a limited view on ourselves. Others can broaden and deepen that perception by their view on the learning person. Many of us have the tendency to focus on those things we feel we are not good in and we seem to have blind spots for our talents and potentials. Others can help us to widen our self-perception. But others can be also of great value to us by asking supportive and critical questions. If we put that the other way around; supporting someone else in her/his learning can also widen the perspectives of the one who acts at that moment as supporter.

The exchange with peers is in our view essential when it comes to Learning to Learn.

to work together

to get support

to be questioned

Learning with others

to get confirmation

to exchange

to get other perspectives

because it's fun

willingness to share

active listening

appreciation for different perspectives

Skills and attitudes for Learning Together

asking good questions

willingness and appreciation for cooperation

ability to give and receive constructive feedback

readiness to support others

How to encourage learning together

For many people the idea of being supported by peers might be new or they even could have a sceptical view about it. When you are used to teachers, mentors and trainers who see it as their exclusive role to deliver all the knowledge and support you might have doubts about the ability of your fellow learners fulfilling that role.

'I need people, action, challenge, atmosphere between me and the group.'
(Evaluation Seminar L2L Project)

At the same time almost everyone has experienced a large number of situations in their lives in which they learned from and with others. Raising the awareness about these learning situations can help people to value the importance of others. In exercises where you look back on your learning, like the Learning Rivers and the Learning Interview, these aspects of co-learning could be emphasised.
Probably the best way to motivate people to take up and to consider the importance of learning with others is 'just doing it'.

Skills and attitudes

Learning together requires some necessary skills and attitudes. One could say that learning together has mainly two parts: learning with each other and learning from each other. In practice these two aspects go together very well and probably often take place at the same moment. But it does not just happen when you put two or more learners together. It needs an active approach and participation from the persons involved.

To encourage learning with and from each other it is important to pay attention to both aspects when working with a group of learners: skills and attitudes. Which means to plan in your programme time for exercises, activities and discussions to develop these competences in the group. Skills like active listening, giving feedback and asking questions can be practised by a wide variety of exercises.

The attitudes mentioned are not 'things you can practice'. You cannot train 'willingness' or 'appreciation'. Although attitudes are personal they can be stimulated or activated by the surroundings, by the atmosphere. Basically every person has the potential to be 'willing' and to 'appreciate'. So it is important to create a social climate in the group that is allowing for those potentials to come out.

Atmosphere

The facilitators can have, especially in the beginning an important role in creating the 'right atmosphere' for learning and especially learning together. Why not be explicit about your principles about a good learning climate in the group? Mentioning those can help the group to start thinking, reflecting and discussing about creating and sustaining a positive learning climate.

In the follow-up of an educational activity this kind of principle can come back as a reference to reflect on and evaluate whether the group climate was one that supported learning. It should be seen as a common responsibility of the group to create together and sustain a supportive learning climate. It's not something that can be taken care of solely by the facilitators of the group.
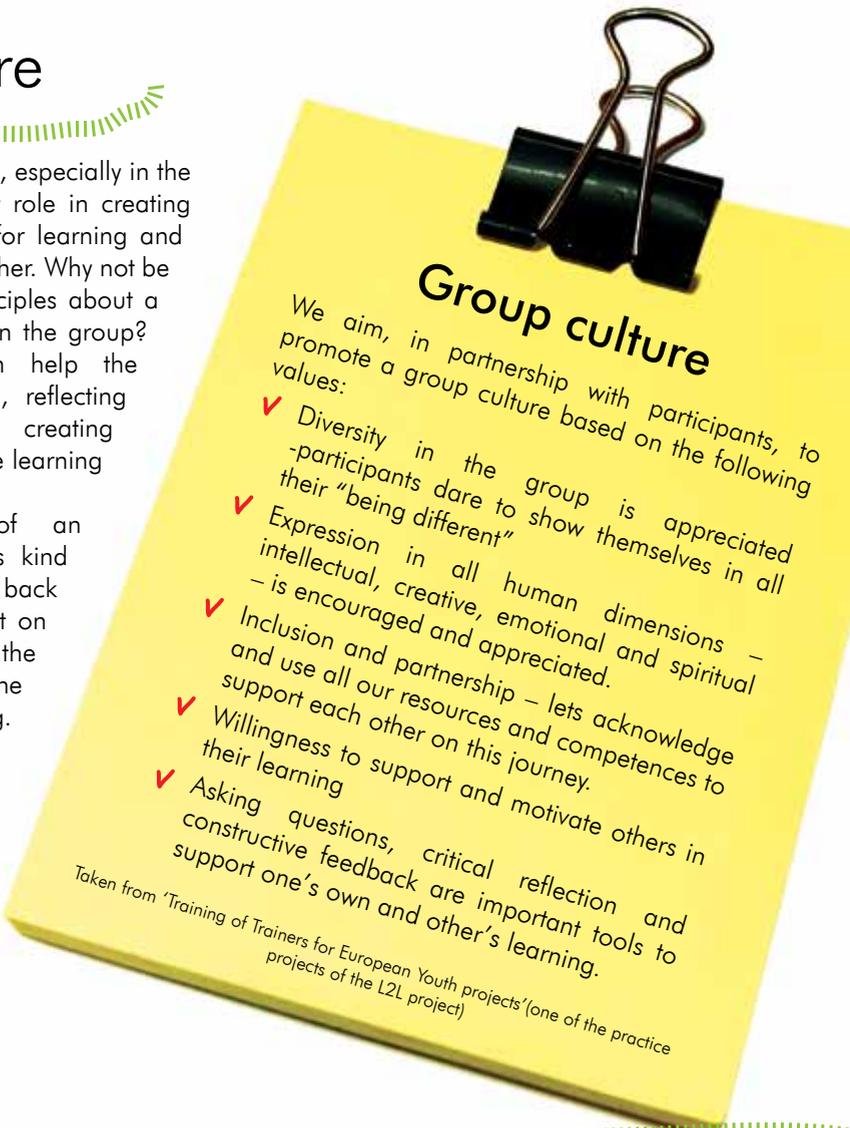
Group culture

We aim, in partnership with participants, to promote a group culture based on the following values:

✔ Diversity in the group is appreciated -participants dare to show themselves in all their "being different"

✔ Expression in all human dimensions – intellectual, creative, emotional and spiritual – is encouraged and appreciated.

✔ Inclusion and partnership – lets acknowledge and use all our resources and competences to support each other on this journey.

✔ Willingness to support and motivate others in their learning

✔ Asking questions, critical reflection and constructive feedback are important tools to support one's own and other's learning.

Taken from 'Training of Trainers for European Youth projects'(one of the practice projects of the L2L project)

Small groups

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There should be space and time where learners have the possibility to meet in small groups. These small groups can have different functions:

- to give the simple possibility for every person to speak and express opinions; to participate.
- to give those ones who are interested in the same topic the chance to work together.
- to allow people who want to try out ways/methods of working together.
- to reflect together on their learning.
- to support each other in learning as such.

In the programme

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The programme of the educational activity should of course allow for learning together.

Peer-duo's   Online

Having a fixed partner during the learning process with whom one can have regular talks in a safe one-to-one relationship can be very fruitful for learners. Installing peer duos (or trios) and giving them regular space and time in the programme to meet for support and exchange creates the possibility of having a 'learning friend'. Especially in the beginning it's important to give these duos some tools to shape the relationship such as basic methods to start their talk as well as topics to discuss.

Both during and after an educational activity we have found it useful to offer to participants different online tools which can be used to support each other in learning. This could be via Skype talks, online discussion platforms, blogs or even offering a wiki site for working further together.

'I really loved to get comment from other participants on my blog. So stimulating.'
Practice project Training of Trainers

'The experiences of this project suggest that social learning situations should attempt to accommodate personal starting points and augment them with a complementary collective dimension.'
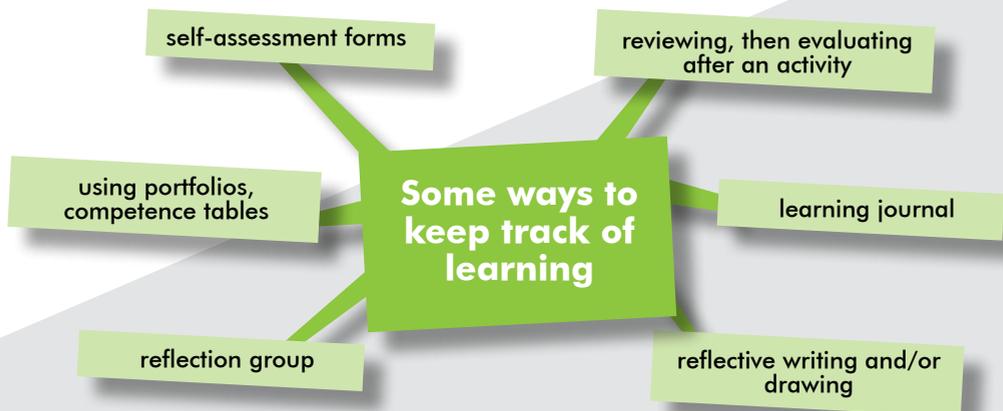L2L Research Synthesis Report

2.4 Reflection, Reviewing, Assessment

One of the advantages (and, at times, disadvantages!) of the formal education system is that you know what your results are at any given time because someone with responsibility in the system lets you know. Others also know. Jacques Chirac, ex-President and Prime Minister of France is **still known** for getting tenth place in his year at one of the higher education "grande coles" in 1959.

Within non-formal learning activities it is usually the learners who have the main responsibility for checking how they are doing at any given time. The 'only' problem is that few of us have ever been trained to monitor our own progress in learning and we need practice at it! Research shows that we tend to either over-estimate or under-estimate our learning at first, especially if we do it on our own. (Remember coming out of an exam and thinking you had done badly, only to get a good result later? Or ask yourself 'how good a driver am I?')

There are some methods and tips to help keep track of our learning:

self-assessment forms

reviewing, then evaluating after an activity

using portfolios, competence tables

learning journal

Some ways to keep track of learning

reflection group

reflective writing and/or drawing

How to know when you have learnt something is quite a complex subject. Looking back at what has happened and trying to identify what you did in order to learn can produce some 'aha moments' in the process – and give you some ideas for the next time you want to learn something.

One of our heroes, Roger Greenaway, has long been a supporter of facilitating learning to learn and he has been giving stimulating workshops for years on reviewing activities to help people in their learning. In reviewing, participants get to:

- look back at what happened;
- describe what happened in their own words;
- show what the associated feelings were;
- and only then to ascertain what has been learnt.

As we get deeper into concepts of learning to learn, it becomes more apparent that the step of reviewing activities before evaluation fits very well, especially when one bears in mind the essential difference between the two, as Greenaway explains:

- the main purpose of reviewing is to add value to the experience;
- the main purpose of evaluating is to judge value.

Polako polako (slowly, slowly), as they say in some parts of the Balkans…

A really useful avenue to explore further would seem to be that of **reflective writing** (and integrating imagery into that process) to help participants to fix what they are learning as they go along. Participants can use pictures, collages and other forms of expression which do not all have to rely on words. A simple little notebook, used cleverly, can be an incredibly powerful tool for learning. It is also possible to experiment with such notebooks by making use of what some have called "Random Diary Moments" – drawing inspiration from the work of Mihįly Cskszentmihįly – in which everyone just sits down and writes or draws what they were really doing, their feelings, the song in their heads and any learning that was taking place at that moment. Sharing such moments in reflection groups can help a great deal in helping to recognise when and what is being learnt!

Competence tables can help participants see if they are meeting the requirements of their chosen path. Experience shows that it is important for such tables to be tailor-made as far as possible – this allows participants to relate the questions or statements to their own realities. Again, there should be opportunities for participants to exchange their self-assessments and their feelings about the process. Remember that a portfolio can be a useful place to keep plans, checklists and proofs of learning.

As we wrote at the beginning of this handbook, we will continue to revise this over the coming years – so we are looking forward very much to hear what you think about applying some of these ideas. Good luck!

A question of balance

Perhaps we need to make sure we don't go too far in all this learning to learn business…

At a recent training for trainers in adult non-formal education, one group of participants were given the following scenario to debate and then present their ideas to the rest of the group:

Some participants complain to the team that you spend too much time in the programme on learning to learn and getting the participants to express their needs – they want the team to set the programme and "just get on with the reason we came for this training"!
Have you had similar experiences?
How do you react?
How would you react?

The group came back with a sketch in which a trainer tried to push the participants into a dialogue after an activity lasting "20 whole minutes": the trainer kept asking "so what did you learn?" or "come on, I have to fill in my form about what you learnt!". And to which the replies were all along the same lines: "nothing" or "how could we learn anything, we didn't have the chance?!".

Do you draw any lessons from this? ;o) If so, what?

References
Greenaway, Roger (1993) Playback – A guide to reviewing activities, Duke of Edinburgh's Award, Windsor

3. A New Role for Educators

'Educators become foremost facilitators of learning – sounds simple but it is not; because it means letting go of control. Facilitators of learning need therefore to develop specifically their competences to support the learning process of participants.

Essential to these competences are the necessary attitudes which, like an internal compass, can help to navigate and explore the field of learning to learn:

- Authentic willingness to support the learners on their way;
- Genuine trust that a learners knows best their own needs;
- Empathy in transparent relationships with learners;
- Awareness of the life-long learning context in which the learning activity takes place.'
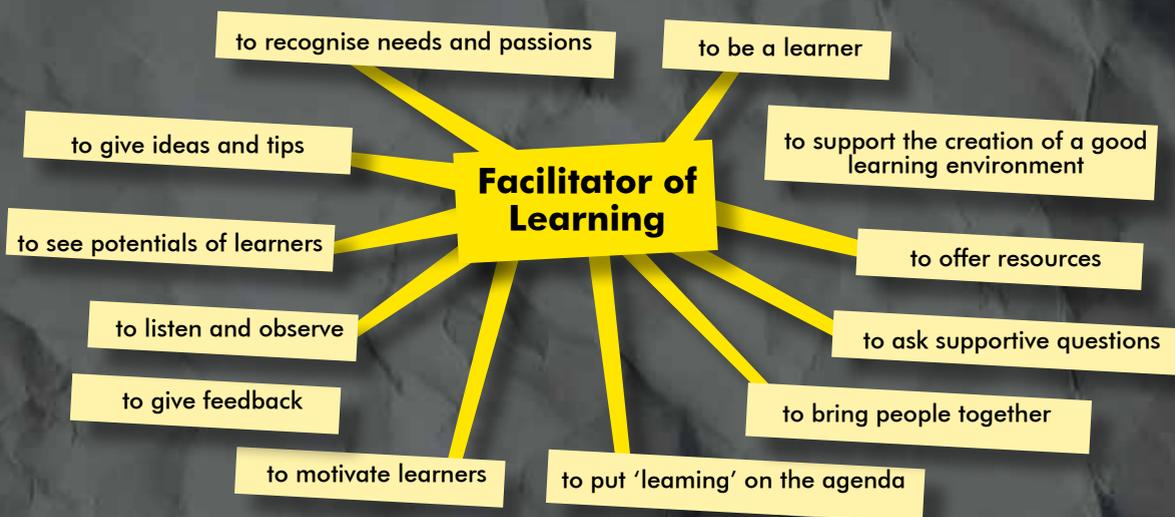
These sentences come from "Learning to Learn. A key competence for all adults?!" that we published in 2009 at the beginning of the Learning to Learn project. This document contained a number of assumptions about Learning to Learn which were further explored and tested during the project.

Educators becoming facilitators

What do we mean with the word 'facilitator'? The word originates from the French 'faciliter' and Italian 'facilitare' where 'facile' means 'easy'. In other words: a facilitator makes things more easy. This is probably too simple as an explanation of what we have in mind when speaking about a facilitator of learning.

The opposite of a facilitator of learning is somebody who directs the learning for the learner. A person that decides what should be learned, how that should be done and when it's finished. Traditional teachers take this role. They see themselves as the only ones responsible for the learning that should be done by the learner.

A facilitator doesn't take that responsibility but leaves it to the learner. The role of the facilitator is first of all to support the learner in taking that responsibility and to plan and organise his learning. That role can take very different forms:

Facilitator of Learning

- to recognise needs and passions
- to be a learner
- to give ideas and tips
- to support the creation of a good learning environment
- to see potentials of learners
- to offer resources
- to listen and observe
- to ask supportive questions
- to give feedback
- to bring people together
- to motivate learners
- to put 'learning' on the agenda

Creating a good learning environment

We mentioned in the previous chapter the elements which help to make a good learning environment. The facilitator has an important role to help to create the right climate for learning in a group. Being open and clear about your ideas on what makes a good learning climate can help the group to start thinking about their responsibility and role in the creation of this climate. To act according to your ideas and principles is of course crucial. If you want it or not (especially at the beginning of a new group) you are observed as a role model for behaviour in the group.

The L2L Research Synthesis Report gives a nice summary about the elements needed for a good learning environment for Learning to Learn:

- supported by a diverse group of learners;
- supported by transparency of learning objectives, planned methodology and learning process;
- confidentiality, meaning that learners can trust in particular confidentiality;
- safe learning spaces allowing for trial and error and learning without fear;
- trust, respect and appreciation between and among educators and learners;
- educators pro-actively accepting, while not abusing, their function as role-models;
- a mutual rewarding reciprocal partnership between educators and learners;
- clearly defined roles of educators and learners;
- a supportive and empowering role of educators;
- group norms that are openly negotiable, but also binding once negotiated;
- structures and relations allowing educators and learners to intervene and engage without feeling restrained by time pressure, group size or programme setting;
- openness about and appreciation for questioning and changing roles, functions, hierarchies and power relations, allowing for and facilitating responsibility shifts.

To offer resources

In order to support learners a crucial role for the facilitator is the ability to offer possibilities and tips for further learning. The facilitator acts as a 'resource centre', being aware of the limitations that the educational activity has and the necessity of follow-up and further deepening. A facilitator who has wide knowledge of websites, people, books, places, documents and the like can be a great help for learners.

To ask supportive questions

The role of the facilitator is not so much in offering answers to the learners but much more in asking those questions that help to get more clarity about own needs and passions, own goals and steps to take on the learning journey. The self-directed learner has a lot to reflect on and choices to make. The 'right' questions can be of great value to support this process.

'I see the trainers as a supporting and guiding team, giving impulses and questions and great support'
Practice project Training of Trainers

To bring people together

As said before directing your own learning is not a solo job. Learners need peers for support and co-operation. Learning with peers is something new for many people. The facilitator has an important role to bring people together and to stimulate them to learn together.

To put learning on the agenda

Directing one's own learning means thinking about the 'how'. Learners should be motivated to reflect on their learning so far, their strengths and challenges, alternative ways of learning and how they see their future learning. Learning has to be on the agenda. In every educational activity with the Learning to Learn approach time and space has to be created for learners to reflect, discuss and think about the 'how' of their learning.

'The trainers are important because of the many hints given during sessions'
Practice project Training of Trainers

To listen and observe

Sounds simple, but maybe one of the most challenging. Many learners, especially at the beginning of the process, are used to listen and expect the facilitator to talk. The critical element, however, for the facilitator is to listen carefully and observe attentively what learners say and do. To discover and recognise the specific needs, blocks and passions of the learners it is vital to listen and observe. This can be of great help for the role of asking supportive questions.

To motivate learners

This is a role which is difficult to describe concretely. Motivational problems can have many different backgrounds and reasons. Many people have a negative image about themselves when it comes to learning. This image doesn't help to

become a motivated learner. To bring back the fun of learning and to see it as something that is yours and what you can do in your way is a challenging and important task for facilitators.

To give feedback

As an observer of the learning process the facilitator is often in a good position to give feedback to learners in order to help them to broaden their self-perception and look at different options and possibilities. It might be good to mention here that feedback can only be given about those aspects that you can really observe. Learners sometimes have the impression that facilitators have special powers which enable them to provide feedback on all aspects of life – this is clearly not the case!

To see potential of learners

Many people are excellent in describing the things they are not good at. Connected to giving feedback it's important that the facilitator is able to see, or to help explore, the different potentials that all learners surely have. Giving the possibility to try out new tasks, roles and challenges can reveal potentials that people are hardly aware of.

To give ideas and tips

It's not forbidden to offer ideas and give tips to self-directed learners. Knowledge and experience of the facilitator doesn't have to be hidden. They can be very motivating to help learners to get more insight or to take new steps. The trick is to avoid that the facilitator takes over the steering wheel

in the learning process. It is important to be attentive to the balance between giving tips and ideas and the learner keeping the responsibility.

To recognise needs and passions

All people have needs and passions. Many of these needs and passions are hidden, not spoken out. Passions are not recognised or taken serious in a big part of the education system. Passions are seen as strange, silly or put in the box of dreams. Passions are however probably the most important drive for learning! A facilitator that can recognise and awaken these passions and help the learner to reconnect to them does a great job.

To be a learner

Educators are not only 'offering learning' but are also learners themselves. It's about knowing and showing yourself as a learner. How much are you aware of your own learning and to what extent do you see yourself as a learner? Awareness of your own learning can help a lot in assisting learners in their self-directed learning journey. According to the research educators have an important role as models for learning in Learning to Learn.

Learning to Learn is particularly fostered by educators being competent learners and, thus, serving as models for learners, in particular about and in relation to Learning to Learn.
L2L Research Synthesis Report

4. METHODS & TOOLS

Learning interview

The aim of the Learning Interview is to raise awareness on how, when and what you learn.

Aims   to raise awareness and reflect about one's own learning
               to share and exchange learning experiences
               to explore future learning

Time   2 – 3 hours

Group size any

Flow   The participants are introduced to the aims of the exercise and all receive a copy of the interview guide. It is made clear that not all the questions in the guide have to be used. The questions are there to help the interviewer and to give ideas for questions if needed. They should be seen as an inspiration. Also other questions can be added by the interviewer. The main aim of the interview is to help the one to be interviewed to reflect on his/her learning.

The group is divided into trio's. There are three different roles: the interviewer, the one being interviewed and the reporter. During the exercise roles will be changed and everybody will fulfil all roles. The reporter writes down the outcomes of the interview in such a way that it is understandable for others to read the interview later.

One interview takes at least 20 minutes.

The reports of the interviews are made available for the whole group. (flip-charts on the wall, journal etc.)

Debriefing/Evaluation
When the three interviews have been done a short debriefing takes place in the trio:
• How did you experience the different roles?
• What was surprising?

In the big group the next questions could be asked:

- How was it to be interviewed?
- How was it to interview?
- How was it to report?
- What did you find out about your own learning?
- What did you find out about others' learning?
- What were surprising differences or similarities?
- Did you get ideas for your future learning? Other ways, methods etc.?
- How did the exercise help you?

Tips   It is important to emphasise that the interview is not a little chat about learning – it really is an interview and the interviewer is supposed to concentrate on getting the interviewee to speak.

The Learning Interview often leads to very personal talks. Talking about your learning is very much talking about yourself. In some groups it might be good to make the participants aware about this before starting the interviews. This awareness can help them to make conscious choices during the interview. At the same time this personal element is also one of the strengths of the method; so the message should not be: don't get personal!

The reports from the interviews can be very valuable documents. To make them available helps to keep the discussion going on and makes it possible for participants to address people that were not in their trio for further talks. Later in the process the interviews can be taken up again to see how perspectives have changed.

As a fourth role the observer can be added. He/she can give adequate feedback especially to the interviewer about the style and quality of the questioning. This adds an extra dimension to the exercise which could be useful for some groups.

The Learning Interview Guide

The aim of the Learning Interview is to help the persons being interviewed to raise their awareness on how, when and what they learnt. To assist the interviewer in finding relevant questions and addressing all the different topics that come with learning you will find here around 50 questions that *could* be asked. Don't ask them all…it will be too much. The first thing is to listen to the person you are interviewing and to base your questions on what that person tells you. So you are really encouraged, invited and allowed to make your own questions! The questions provided here are there just as a help to give you some ideas and to bring you further if you feel stuck.

Being a learner

To what extent do you see yourself as a learner?
How does that show in your attitudes and actions?
Is 'being a learner' a conscious choice for you?
What are some positive results of being a learner?
Do you feel like a learner in general?
How would you describe 'being a learner'?

Being and Planning

Planning your learning

To what extent are you clear about what you want to learn (for example, from being in a project)?
Do you set objectives?
Or more a direction?
Or do you think you are just 'open to learn'?
Would planning your learning more help you?
      if yes: How?
      if no: Why not?
What or who could help you in better planning your learning?
To what extent do you feel that learning can be planned for you?

Learning moments

Can you recall moments where you felt 'Yes, now I'm learning'?
Can you describe that moment?
Did you realise you were learning at that particular moment or only later?
Do you feel you learn better in international groups?
What kind of moments do you recognise for yourself as learning moments?
Listening reading doing discussing walking

What do you need for something to become a 'learning moment'?

a certain atmosphere
a challenge
safety
to be on your own
others
'new input'

Doing It

How do you know you learned?

What makes you decide 'now I've learned something'?
Do you set criteria? In what way?
Is it more 'something you feel'?
Do you give 'words' to it? How?
Do you write it down? How? Where?
Do you tell others? When? What?
Do you need proof for yourself? How?
Do you test it out? How?
Do you ask others for confirmation?

Others

Do you need others for your learning?
How do others help you in your learning?
Do you actively search for others?
What do you need those others for?
    feedback/other perspectives/
    confirmation/ challenge...
Who are those 'others'?
    peer learners/friends/experts/
    trainers/facilitators/animals

Your way of learning

How would you describe 'I learn best'?
What makes learning a positive experience for you?
Are you satisfied with 'how you learn'?
What would you like to add to your 'learning repertoire' or the ways your learn?
How do you manage to overcome any difficulties when you learn?
How do you explain your idea of 'learning to learn'?

Your way and The Impact

Impact of your learning

Do you immediately implement what you learned?
Do you first reflect and evaluate?
Do you share your learning with others in your organisation? How?
Do you involve others in implementing your learning? In what way?
How do others know you learned something?
Do you plan 'follow up' / further learning? How?
In your last project: was the impact of your learning that you got answers, more questions, or maybe both?

Personal Development & Learning Plan

The Personal Development & Learning Plan offers the possibility to plan your learning in a structured way.

What do I want to learn? (and maybe why?)	How?	With whom?	When?	Notes

Some tips for using the PDLP

After going through a self-assessment exercise or just simply swapping ideas with other participants about what you feel needs to change in your competences, you may feel that there are some things you want to learn.

The above PDLP has proved useful for those who can see into the future and are prepared to invest some time and energy in checking how they go on.

Asking yourself what you want to learn and adding the reasons for that can strengthen your resolve to actually do it! Be as specific as possible in this. So instead of just writing "I want to learn Russian because we are going to visit the COUNTRY" think about adding some more detail for instance: "I want to learn how to speak enough Russian so I can make myself understood in shops and any campsites we might use".

Very often it can be very helpful to identify other people who can be of assistance in your learning – they will also help keep up motivation.

Try to fix yourself a realistic date for getting to the level of learning you desire.

Please note: for some people this kind of PDLP could also be useful in looking back at what you have learned over a set period of time.

UP, DOWN, RIGHT, MEXICAN WAVE, LEFT

Aim

to use a very short activity as a possible source of insights into learning, both individually and in the group.

Flow

Participants are shown a list of words (not necessarily in this order):

up
down
right
mexican wave (or some other term signifying movement, such as "shake")
left
front
back

Ask participants to move their arms in the direction according to each word.

Have a brief discussion about how they learned to connect words with actions in their lives.

Show a second list alongside the first one (the order is given as an example, you can play with it!)

up	=	left
down	=	back
right	=	up
mexican wave	=	right
left	=	down
front	=	mexican wave
back	=	front

and participants are asked to learn that, for example, when one says "down" the action for it is to point the arm "back". They should learn the list in 1 minute 10 seconds and there will then be a test.

want
to learn
something?
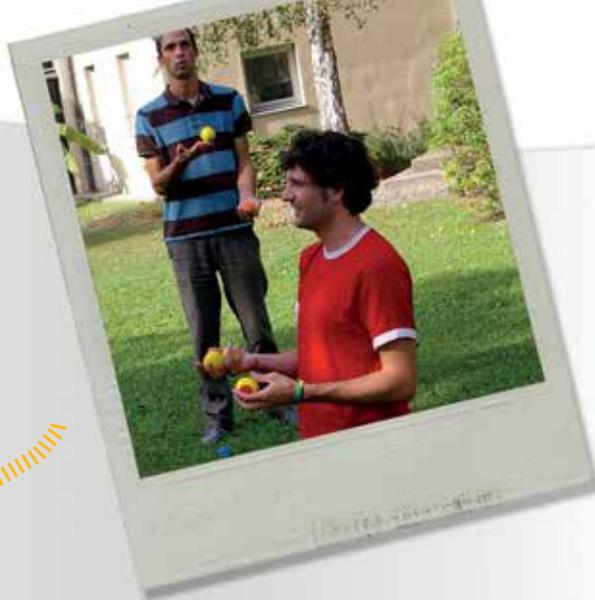
Debriefing/Evaluation

Debrief centres round, how was that to try and learn this? What type of learning was that? What strategies did you use? Differing learning styles? Where was motivation in all this? Did you use others as a resource? (Often with this activity, participants do not help each other, rather attempt to learn the list on their own).

Often in non-formal learning, we talk of learning through and with the group. So, let us try to experiment with learning as a group! The group is given 3 minutes to devise a strategy to learn as a group. Then there is a second test.

The debrief looks at process, was that "learning" as a group? What strategies did you use? What could be improved? How can we use our insights in the future?

Source: L2L project training course handouts for participants, adapted from "Games trainers play"

The River of Learning

The aim of The River of Learning is to look at and reflect on how and what you learnt till now.

Aims

to reflect on important learning moments in one's life;
to become aware of what and how one learnt;
to share and compare with others.

Time

2 - 3 hours

Group size

any

Flow

The participants are introduced to the aims of the exercise and get a big piece of paper and access to pens, pencils and paints. They are asked to look back over their lives and think about times or events where they really felt they learnt something. The result of this reflection should end up on the paper using the metaphor of a river. They get around half an hour to do so.

Debriefing/Evaluation

In small groups of two or three, people then share as much or as little as they want of their river with each other. Ask them to find out if there are any similarities as well as the major differences about what and how they learned.

In the big group these questions could be asked:
- How was it to use the metaphor for your learning?
- What was challenging in finding your most important learning moments?
- Was there anything surprising in your personal reflection?
- What were similarities and what were differences when you shared your river?

Tips

Depending on your group of learners you might have to address the topic of drawing something on a paper and sharing that with others. Some people might feel like that they cannot draw at all and might feel uncomfortable with the exercise. Or others could see themselves as not creative enough to turn their thinking into a metaphor in a drawing. It's important to take those fears away. Sometimes it might help to show one or two examples.

One of the 'surprising' elements for participants is often that the most important things they learned took place outside of traditional learning environments like schools, courses etc. This gives the opportunity to try to analyse what makes a situation or environment one that fits for learning. Which could also open the discussion and thinking about 'how we want to create our learning environment here in this course'.

Put the drawings on the wall after the exercise so that people can look at each other's rivers and continue their talks.

The Learning Journal

The aim of the Learning Journal is to keep track of your learning

Aims
to keep track about what you learn;
to give words to what you learn;
to reflect by writing (and/or drawing).

A Learning Journal can have different forms and various ways of using. The main idea is to give learners a tool to describe their learning, on both what and how they learnt. Probably the greatest value of writing a journal is simply the fact that you sit down, think about what you experienced and give words to that. It helps you to become aware of what you learnt.

Another benefit of keeping track of your learning is that after a period of time you can read about it again. It's a good way to remember your learning.
A Learning Journal can be a daily diary but in other situations it might function better as something you do every week. For sure it helps to have a rhythm.

The Learning Journal can be a nice-looking notebook that you give to participants in the beginning of a course. People can carry their journal with them during the course, make notes and use their notes when having talks with peers.
It's also possible to invite learners to write it on-line, in a personal blog. A blog can be kept strictly personal, there's the possibility to invite a selected group of readers and it's even possible to share your learning with the whole world.

Writing in the Learning Journal should have time and space in the course, meaning for example that half an hour in the programme (daily) is planned for the individual learner to work on it. Probably people will also write outside the programme but it is important to emphasise the importance of this individual reflection.

Tips

A very practical and simple tip: when you buy the notebooks to give to your participants be sure they have a quality which prevents them from falling apart after a few days. People carry them around in their bags, write in all kinds of positions and places and you don't want them searching everywhere for the fallen out pages.

To prevent them all looking exactly the same offer material and time to personalise the journals.

Give some tips/questions which help the reflection and paste them on the first page.

Encourage participants to use the journal when exchanging about their learning with peers.
For fixed peer duos the journal can be an excellent tool for exchange and supporting each other.

Questions for your Journal

What were important moments today? Why?
What surprised me?
What do I really feel good about today?
What blocked me?
What could I do to 'unblock'?
Who or what helped me most today?
What did I learn today?
What new questions came up?
What do I plan for follow-up?

Learning Something…

An exercise to start the talk about learning...

Aims
to experience learning
to reflect on your learning
to share and compare with others
to put the topic of learning on the table

Time
2 hours

Group size
minimum 6

Material needed
three juggling balls for each participant;
an instruction video on juggling with three balls (you can find them on Youtube);
a machine to show the video;
an instruction paper on how to juggle with three balls (you can find them on the internet easily).

Flow
The participants are introduced to the aims of the exercise and told that they will have a limited time-frame to learn 'how to juggle' (also other things can be chosen, here we focus on juggling).
They all get three balls and are invited to start to learn how to juggle.
They have different options to do that:

they can watch an instruction video
they can read an instruction paper
they can go to a teacher who will instruct them
they can find their own way how to learn it

They will have half an hour for their learning.

Debriefing/Evaluation

In small groups (4 - 6) look back at the experience:

How did you start to learn? Did you make a plan or did you just start doing?

Which of the different options did you choose and why?

Are you satisfied with how far you got?

What were the difficult moments?

How did you try to overcome these moments?

Did you ask for help from others?

Did you look at the others? Did they have different strategies?

Can you connect this experience to how you normally learn?

How do you think you can further improve?

What would be your next steps?

Tips

There is a big chance that in your group there are participants who already know very well how to juggle. One option then might be to offer them to go for a higher level in juggling (4 balls or variations with 3 different things). You then have to be prepared to have instructions for that higher level. Another option can be to invite them to function as a teacher for the others.

Here we took juggling as the learning challenge but of course you can take other things like a specific dance (waltz or tango...), working with origami, etc.

You need someone who can juggle (or dance or....) to be the teacher.

A variation to this exercise can be to work with board and card games. You need 6 to 10 (depending on the group size) of these games. Put them on separate tables and tell participants that they have 30 minutes to learn at least 3 new games. The same evaluation questions can be used afterwards.

5. The Learning to Learn project providing the bases for this handbook

Here we give a short overview of our project – a project in which we have researched, tried, tested, argued, demonstrated, reviewed, evaluated and perhaps even concluded a whole number of things! All based on our concern to get to the heart of learning to learn and the consequences of putting it into practice.

Between November 2008 and October 2010, a European network of seven organisations brought together its efforts to develop, implement and analyse innovative approaches in the field of non-formal adult education aimed at the development of the learning to learn competence. Here we meant to look closely at how to enable the learners to plan, organise, implement and assess their own learning, in particular in view of self-directed learning.

In the project we considered *learning to learn* as the most crucial key competence for lifelong learning and, therefore, wanted to support educational staff to acquire and develop competences and methodologies needed for implementing this concept of learning.

We have benefited from and are grateful for financial support through the Grundtvig Action of the Lifelong Learning Programme of the European Commission in addition to the human and financial resources contributed by the network organisations themselves.

The project started out with a literature research, aiming to compile literature reviews on learning competence and how it is developed – *learning to learn* – in order to explore related concepts, theories and practices. During this phase, six literature reviews, investigating discourses on learning competence and learning competence development in different language domains, were produced and then summarised in a synthesis report. The reviews show that, the fuzziness of the concept notwithstanding, *learning to learn* is predominantly understood as a method-in-action: people have to engage in the activity itself—learning—to learn about it.

Informed by the literature review, educational approaches were developed aiming to provide learners with the skills and knowledge needed to enable them to plan, organise and assess their own learning process. These educational approaches were tested in 7 pilot and 15 satellite projects, exploring and examining *learning to learn* as a method-in-action in the field of adult non-formal education.

Seeking to identify which educational approaches are successful in fostering *learning to learn*, all projects made use of online pre- and post-course questionnaires for trainees and trainers. The seven pilot projects were analysed in more detail through structured documentation and non-participatory on-site observation.

All that research into ideas, educational theories, projects and practice produced an enormous amount of material which has been used as the bases for this handbook, together with the combined reflected practice of the two authors.

A dedicated web site and virtual on-line platform supported the needs of practitioners and researchers across Europe to keep up to date with the project and to discuss findings and related matters as we went along.

Regular newsletters brought the project to the attention of thousands of educators and institutions across Europe and beyond.

It has been an exciting, challenging ride and one which has surely not finished yet as we go on to spread the word about our preliminary conclusions and continue our work in facilitating learning to learn.

Further Reading, Watching, Exploring...

Books/Publications

'The Complete Facilitator's Handbook'
John Heron
Facilitation committed to empowering whole people
ISBN: 0-7494-2798-1

'The Element' How Finding Your Passions Changes Everything
Ken Robinson
About the urgent need to enhance creativity and innovation by thinking differently
ISBN: 978-0-141-04525-2

'The Situation Is Hopeless But Not Serious'
Paul Watzlawick
Showing how we can (and do) make everyday life miserable
ISBN: 0-393-31021-3

'Finding flow: the psychology of engagement with everyday life'
Cskszentmihįlyi, Mihįly (1997)

'Apprendre a apprendre'
Giordan, A, Saltet, J (2007) Librio, Paris

How we learn. Learning and non-learning in school and beyond.
Illeris, Knud (2007) Routledge, London

'Improving learning how to learn'
James, Mary et al. (2007) Routledge, London

'A Handbook of Reflective and Experiential Learning – Theory and Practice'
Moon, J.A. (2004) Routledge Falmer, London

Learning to Learn - A Method in Action Research Synthesis Report of the Learning to Learn Project
Downloadable from: www.learning2learn.eu

'Learning to Learn; What is it and can it be measured?'
Bryony Hoskins and Ulf Fredriksson
Centre for Research on Lifelong Learning
EUR 23432 EN 2008
Downloadable from:
http://crell.jrc.ec.europa.eu

'Learning to Learn and Civic Competences: different currencies or two sides of the same coin?'
Bryony Hoskins and Ruth Deakin Crick
Centre for Research on Lifelong Learning
EUR 23360 EN 2008
Downloadable from:
http://crell.jrc.ec.europa.eu

'School's Over: Learning Spaces in Europe in 2020: An Imagining Exercise on the Future of Learning'
Riel Miller, Hanne Shapiro and Knud Erik Hilding-Hamann European Commission Joint Research Centre
Downloadable:
http://ftp.jrc.es/EURdoc/JRC47412.pdf

Websites

L2L website
www.learning2learn.eu
Website of the Learning to Learn project

Campaign for Learning UK
www.campaign-for-learning.org.uk
Working for a society where learning is at the heart of social exclusion

TED ideas worth spreading
www.ted.com
Interesting 'talks' on many topics... also education and learning

Self Direction
www.infed.org/biblio/b-selfdr.htm
Article on the complexity of self-directed learning

Pontydysgu Bridges to Learn
www.pontydysgu.org
Research, E-learning, Competence Development

Roger Hiemstra and Self-Directed Learning
http://www-distance.syr.edu/distancenew.html
Huge collection of articles and documents

Learn something every day
www.learnsomethingeveryday.co.uk/

SKILLS, Several Keys In Learning to Learn Skills
www.faea.es/G1_SKILLS
Grundtvig project on Learning to Learn

Video's on Learning/Education

Benjamin Zander, conductor of the Boston Philharmonic Orchestra, extols the virtues of positive thinking
www.teachers.tv/videos/benjamin-zander

Ken Robinson on Changing Education Paradigms - RSA Animate
www.youtube.com/watch?v=zDZFcDGpL4U

Sugata Mitra's new experiments in selfteaching
www.youtube.com/watch?v=dk60sYrU2RU&feature=channel

Ken Robinson, Do schools kill creativity?
www.youtube.com/watch?v=iG9CE55wbtY

Life Long Learning Programme - European Commission
www.youtube.com/watch?v=hwCwaGXzPiU

The Riddle of "Learning to learn"
www.youtube.com/watch?v=U0heZMYs1ss
L2L Teaser

Editorial Information

If you have enjoyed this handbook and are interested in exploring the issues around Learning to Learn in different ways, then we have developed different training and educational approaches which might be useful for you. So, please feel free to contact UNIQUE on info@unique-network.org
Of course you can also contact the authors directly using the e-mail addresses given next to their profiles.

Writing and Editing

Mark Taylor is a freelance trainer and writer concentrating on innovative approaches to learning and moving out of the comfort zone. As a founder member of the Unique network he has participated fully in the preparation and running of the L2L project and describes it as one of the highlights of his working life. Experiential learning is central to his search for flow and he is also happy to be associated with via Experientia and work as editor of Coyote magazine. He lives with his family plus two dogs and two ukuleles in Strasbourg.

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