



Questionnaire for the identification and evaluation of key competence "learning to learn"



Original language:

Slovene

Country:

Slovenia

Source:

Andragogic centre Slovenia

Link:

<http://vpnz.acs.si/vprasanik/index.php/survey/index/sid/88328/lang/en>

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Target group

X **Teacher / trainer**

X **Counsellor**

Social worker

Youth worker

future employer

other:

Type of best practice

X **tool**

initiative/campaign

project

website only

programme

model

training

learning material

other:

Experiences

X **available for more than 5 years**

available for less than 5 years

pilot phase / testing

in development

unknown

Summary:

This is a questionnaire for the identification and evaluation of the key competence "learning to learn". It is a self-assessment questionnaire for adults, which help identify and evaluate different types and levels of competences in the field of "learning to learn". The aim is to enable adults to become more self-aware of how they need to learn to be to be successful in their professional and private lives.

Description:

The questionnaire has been developed within the framework of the project “Developing literacy and determine provision of non-formal learning and recognition” in 2011. Authors are Tatjana Ažman PhD, Gregor Jenko and Tea Sulič.

“Learning to learn” competencies include:

- motivational area with the social context of internal (values, attitudes, feelings) and external factors (social environment), which affects learning.
- cognitive and learning strategies: complex thinking skills, mental habits, direct learning of successful learning strategies, knowledge of learning at three levels: I know how to learn; I know why and when to use certain learning;
- metacognitive area, which covers the development of metacognitive strategies and the ability of metacognitive learning by showing if adults are able to reflect, monitor, control and navigate their learning.

The questionnaire consists of 60 claims, which are designed to assess all three areas of competence “learning to learn” in accordance with defined operational objectives: 15 claims are connected with a motivational area and the social context, 28 claims with the cognitive area and the last 17 with metacognitive abilities. The first 20 claims of the questionnaire relate to the preparation for learning other 20 claims on the implementation of learning and the last 20 on reflection on teaching. E-form of questionnaires enable better data analysis and interpretation of the results, because printout present achieved points for each competence and sum of competences in particular area. The electronic form is password accessible through the Adult Education Centre Slovenia at the web address: <http://vpnz.acs.si/vprasanik/index.php/survey/index/sid/88328/lang/en>.

The number of points in certain areas can indicate, if present educational goals are set properly and to what extent the individual is motivated and aware of his/her learning strategies. Detailed interpretation of the results in the questionnaire provide feedback about each competence: which are well developed and which of them need to be upgraded. One of the important aspects of the questionnaire is that it motivates adults to take responsibility for their lifelong learning.

The questionnaire helps (to):

- identify values and attitudes to education, learning and knowledge;
- identify characteristics of a good learning environment and become aware of how to create it;
- being aware of fundamental interests (desires, expectations regarding education and occupation);
- establish and maintain motivation for learning;
- cope with emotions and developing social skills;
- monitor and evaluate own learning and learning progress;
- explain the process of the own learning (structure, strategy, comparison of experiences, identifying gaps in knowledge, search for the causes of success and failure, knowledge of the internal mood and motivation)
- develop the ability of complex thinking and develop learning strategies (planning learning objectives, focusing attention on the task of selecting the appropriate cognitive strategies and structuring information, and memorizing and processing information, the use of appropriate means to show what has been learned)
- plan learning;
- and many more.

Contributing partner: INTEGRA