

MANAGING LEARNING

Activity 2: Unlocking learning

Activities to promote adults' personal, social and learn to learn skills

Description of initiatives comprised in this handbook.

Title/name	Unlocking learning
LifeComp Skill approached	<input type="checkbox"/> Self-regulation <input type="checkbox"/> Flexibility <input type="checkbox"/> Well-being <input type="checkbox"/> Empathy <input type="checkbox"/> Communication <input type="checkbox"/> Collaboration <input type="checkbox"/> Growth mindset <input type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Managing learning
Duration ¹	The duration of the activity is variable depending on the participants and how the facilitator adapts it according to the specific needs of the group. Approximate minimum time between 40-60 minutes.
Type of activity	Self-reflection
Short description	The activity encourages the adult learner to reflect on how they manage their study time and which methods they use to achieve the content and what things they will change to improve. These learning activities will help them to develop and promote a proactive approach to managing learning effectively. This activity is designed to be done in small groups.
Objectives	<ul style="list-style-type: none"> • Develop self-awareness and critical thinking skills related to managing one's own learning process. • Increase adults' motivation and their engagement in their learning process based on their personal interests. • Know the strengths and weaknesses to know where you need to focus learning and improvement.
Setting ²	<ul style="list-style-type: none"> • 1 facilitator

¹ It can be continuously.

² Materials and resources needed to implement it, including financial, human resources and spaces. In case is needed a worksheet, please use the following document to prepare it.

	<ul style="list-style-type: none"> ● Pen ● Material for participants worksheet printed or digital
<p>Facilitators' Tips³</p>	<p>The table can be used as a learning diary and used regularly so the participants can record their achievements and challenges and their evolution. In the managing learning table worksheet, the facilitator encourages participants to set clear and specific learning goals. These goals have to be achievable and meaningful, helping the participants to be focused and motivated during the process. In the reflection column, it is important that the participants question themselves if the strategy used has been useful for them to achieve their objectives.</p> <p>Give constructive feedback and support during the activity to help the participant to evaluate their progress.</p> <p>Assist the participant to create a motivating and respectful learning environment.</p>
<p>Step by step</p>	<ol style="list-style-type: none"> 1. The facilitator introduces what the manage learning means and its importance in the learning process (please consult Material for facilitator worksheet) 2. The facilitator asks questions to have an idea of the participant's starting point and to know how they manage learning. The facilitator starts by reflecting on the current learning strategies and habits of the participants asking them some questions to create self-reflection. The facilitator asks questions such as: <p>What is your personal experience in terms of learning something new?</p> <ul style="list-style-type: none"> ● What do you like or would you like to learn at this moment (e.g. identify a topic that you love, an activity you would like to learn, a competence you would like to have)? ● What do you like or would you like to learn in the future (e.g. identify a topic that you love, an activity you would like to learn, a competence you would like to have)? ● Have you observed any pattern or moment of the day that makes it easier for you to concentrate? ● Do you think it is important to set goals when learning something new? ● Do you have a goal you would like to achieve? ● Have you ever experienced a situation that you felt motivated to learn? What motivated you? ● Do you think that the environment and personal situation affect our ability to learn? Why? 3. Participants are given some time to reflect 4. The facilitator distributes Table 1 and asks the participants to answer to the questions presented in the table, based on their previous self-reflection (please consult Material for participants worksheet). 5. Facilitator asks participants to identify, at least, three areas where they believe they can improve their learning management. The examples may include: <ul style="list-style-type: none"> ● Setting clearer and more achievable learning goals and actions done to achieve it. ● Improving note-taking strategies or finding alternative methods to retain information effectively. 6. The participants will share their reflections with the class, or with the teacher, depending on what the learner wants to share and with whom he wants to do it.

³ What a person needs to know to implement the activity.



	<p>7. Participants write their reflections in the <u>managing learning table</u> (please consult Material for participants worksheet).</p> <p>8. Facilitator asks participants to brainstorm and write down potential solutions or strategies for each area of improvement that can help them face the challenges they identified, depending on who they wanted to share with, the suggestions can be from the whole class or only from the teacher.</p>
Debriefing	<ul style="list-style-type: none"> ● What did I learn from this activity? ● How did this activity influence learning new things? ● Do you know how to apply what you have learned in your day to day? ● Can you name an example where prior learning has helped you understand and learn something new? ● Has learning new things brought you any benefit in your daily life or in your work/educational environment? ● What has been the impact of learning on your confidence to face new learning challenges?
References	<p>https://www.edutopia.org/</p> <p>https://www.teachthought.com/</p>



Unlocking Learning – Material for Facilitator

Worksheet – Managing Learning

Managing learning refers to the skills and strategies we use to organise, track and evaluate our own learning process. This involves setting goals, addressing weaknesses, planning dedication time and staying motivated. By developing strong managing learning skills, we can improve our ability to learn.

Managing learning refers to the ability to plan, regulate and evaluate our own learning process. This includes setting goals, being aware of our weaknesses, being honest with ourselves, adapting to our needs and selecting appropriate learning strategies. For that, it is important to do self-reflection in order to adapt more to our needs and design a good learning plan and improve. It's important that the facilitator emphasises that the participants have to be honest with themselves when answering the questions worksheet.

Managing learning competence plays an important role in making the learning experience effective. As a facilitator understanding and supporting the competence will improve the learning process.

Table 1

Question	Answer
How do you currently approach learning new topics or skills?	
What methods do you use to organise and manage your learning materials?	
How do you set goals and track your progress?	
Are there any challenges or areas for improvement in managing your learning effectively?	

Table 2



What do I want to learn in the near future?	What can I do to learn best?	Reflections and lessons learned

