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Significance of Adult Competence of Learning to Learn

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International researches on learning to learn helped to identify the significance of the learning to learn competence in adult's life (Hoskins, Fredriksson, 2008, Hautamaki, 2002, Hofman, 2009, Taylor, Kloostermann, 2010, Hoskins, Crick, 2008).

The competence of learning to learn is a lifelong competence (Rychen, 2003, 2004).

Learning to learn competence is understood as the ability to organize own learning, effective management of time and information, both individually and in groups. Learners based on prior learning, experiences in using and applying knowledge and skills in a variety of contexts - educational institutions, at work, at home.

(Key Competences for Lifelong Learning. European Reference Framework, 2007).

Research object

reflective experience of adult
learning to learn



Research aim

to reveal reflective experience of
adult learning to learn in different age
stages

Research tasks

- To highlight components of learning to learn through different abilities in adulthood
- To identify the opinion of adults' on learning to learn abilities

The following scientific research methods are used

- Scientific literature analysis
- Focus group interviews
- Structured survey – questionnaire

Reflections

- The results of the survey confirmed that the basic dimensions of the learning to learn competence are: the ability to organize own learning, activities; ability to learn and act individually; ability to learn, work in a group; the ability to solve problems and the ability to reflect on the learning activities

Reflections

While identifying the opinion on adult learning to learn activities, the results show, that:

- the respondents believe, that learning to learn competence is very important in the following spheres: personal development, professional activity, completing work tasks, career pursuit and fulfilling civil obligations
- To generalise results it can be noted that the importance of learning to learn is most obvious to adults in early adulthood when compared to middle and late adulthood. Middle-aged and older adults claimed that learning to learn is not so very important. However, certain trends of learning to learn were noted; thus it could be said that learning to learn remains important in late adulthood.

Reflections

- The results show that individuals are interested in developing the ability of learning independently not only in early but also in late adulthood. It has to be noted that individuals in late adulthood are even more interested in learning independently than people in middle adulthood.
- In early adulthood more respondents agree to develop the ability to organise own learning process than in middle and late adulthood.
- The greater part of the research participants would agree to develop the ability to learn in group: more in the early adulthood group, then accordingly in the late adulthood group and in the middle adulthood group.
- Encouraging learning to learn in different age groups important issue is that the development of the ability to reflect one's learning to learn distributed by age groups as follows: the early adulthood group, the middle adulthood group and the late adulthood group.