Learning to Learn Competence in the Context of Adult Education

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The purpose is to provide a description of learning to learn competence, highlighting the issue of abilities that are needed

The object of this study is the structure of learning to learn competence

The tasks

* to characterize the necessary abilities, as components of learning to learn competence;

* to present a model of learning to learn competence;

* to discuss the main reasons for gaining learning to learn competence

Learning to learn competence: the theoretical background

Learning to learn engages learners to build on prior learning and life experience to use and apply their knowledge and skills in a variety of situations - at home, at work, in education and training

(Lifelong learning competence. European Reference Framework, 2007).

According to K. Iller (2003), the theory of learning is based on two fundamental assumptions. The first is that learning is a process consisting of interaction with the outside (external interaction) and the social, cultural and material base, as well as an internal psychological process, which plays an important role in current knowledge which is related to previous studies.

The second assumption is that learning involves three dimensions: the cognitive dimension, which includes knowledge and skills, the emotional dimension, that of feelings and motivations, and the social dimension, communication and cooperation, which involve the social context (K. Iller, 2003).
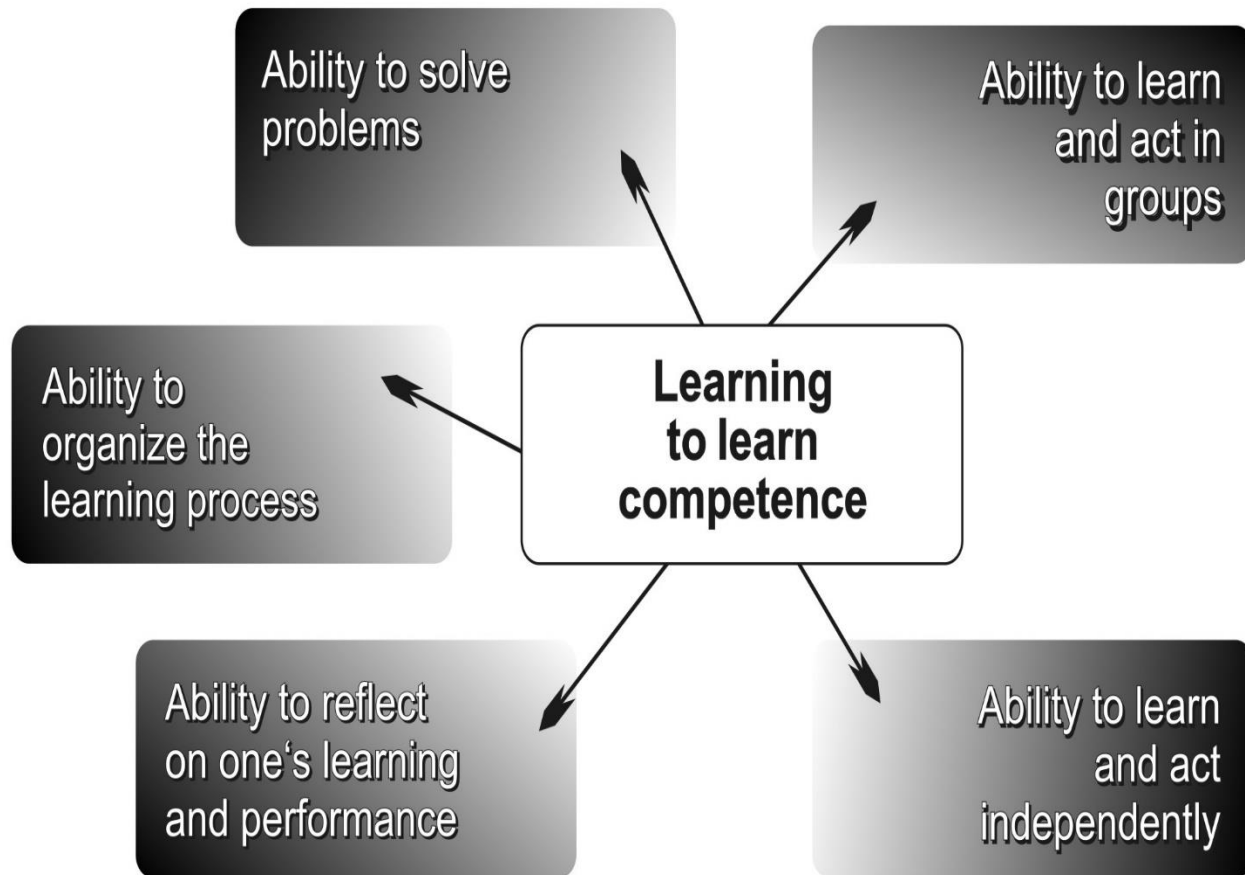
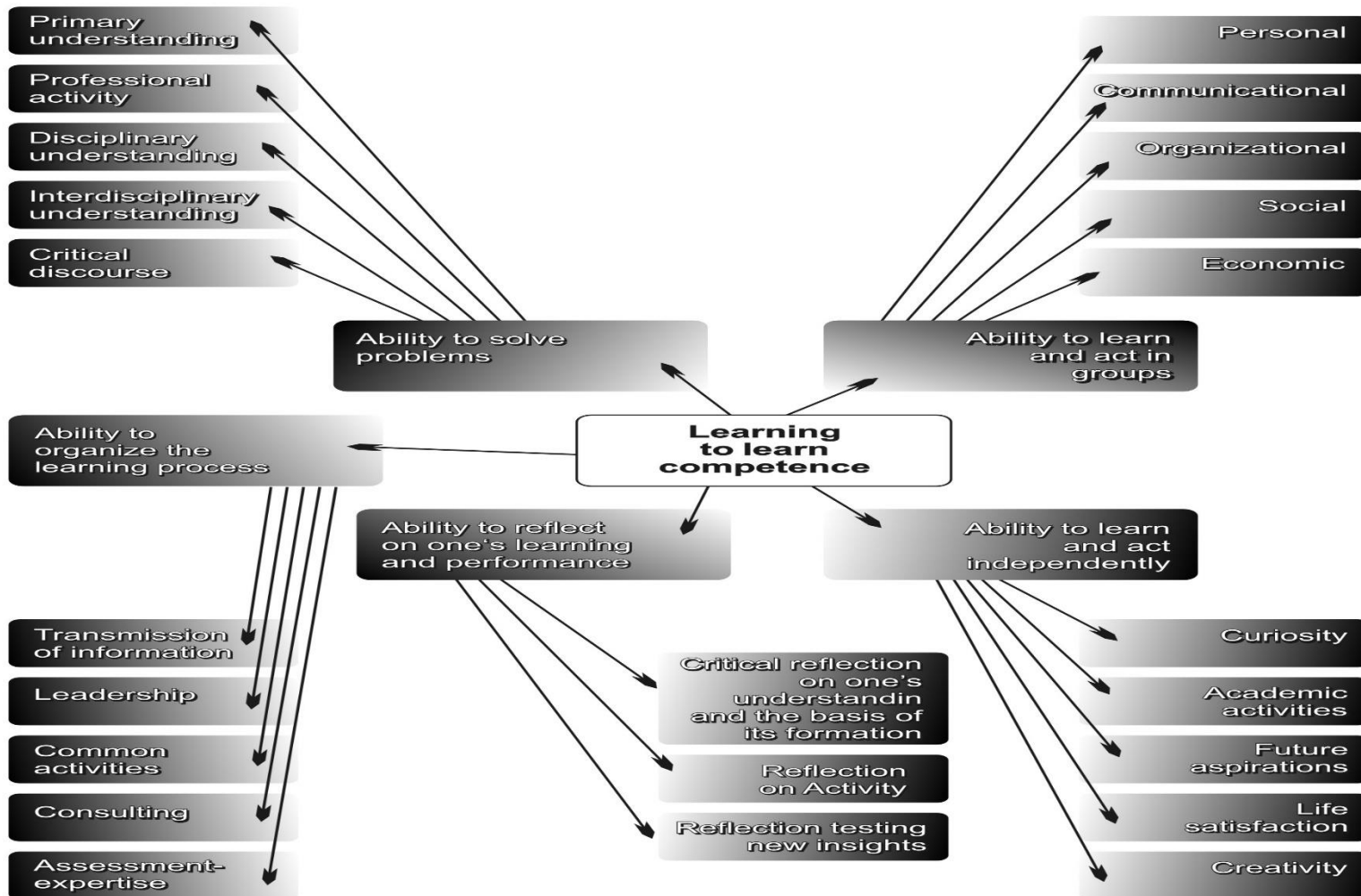Figure 1. The abilities, constructing learning to learn competence

Figure 2. The model of learning to learn competence

The results of the pilot research

The survey was organized in Lithuania. The questionnaire for the respondents was given in the paper form as well as in the electronic form. The total number of respondents in the pilot survey was one hundred forty adults. The main scientific point for this pilot research was to discuss the main reasons for gaining learning to learn competence. The pilot research helped to check the instrument – questionnaire, in the future to make changes for the national quantitative research.

Conclusions

The analysis of the scholarly literature reveals the following key abilities in the formation of learning to learn competence: to organize the learning process, to learn and act independently, to learn and act in a group, to solve problems, and to reflect on learning activities.

Conclusions

The model of learning to learn competence is presented.

Five scenarios help to see how learning is transformed into action, as well as being important in explaining the concept of learning to learn competence.

Conclusions

From the research survey it became clear that a learning to learn competence encouraged the desire to improve, self-realization, career possibilities, work requirements for learning. Therefore the desire to improve is the main reason for learning to learn. Participants in the survey also emphasized their need to realize themselves and career possibilities as helping them in this learning process.

Thank You!