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1.2. Learning to Learn and Experiential Learning

MODULE 1 - Basic Guidelines for Adult Facilitators and Educators

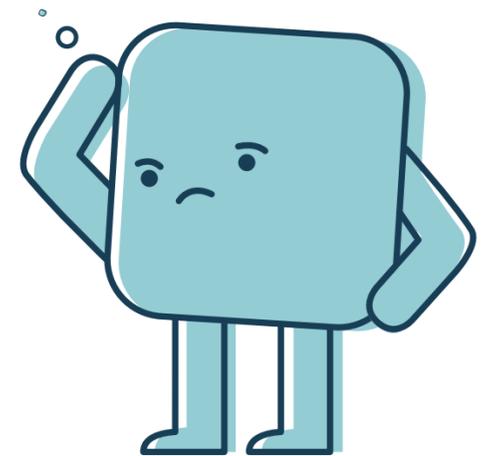




LEARNING TO LEARN

"Ability to organise one's own learning"

- Through efficient time and information management.
- Awareness of one's learning process and needs, identifying available opportunities, and ability to overcome obstacles to learn.
- "Learning to learn" encourages learners to build on prior knowledge and life experiences.
- Motivation and confidence are crucial to one's competence.
- Some questions to help the learner reflect:
 - What does learning mean to me in general?
 - What are/were my learning goals? Did they change? How? How will/did I reach them?
 - How do I want to learn? How did I learn?



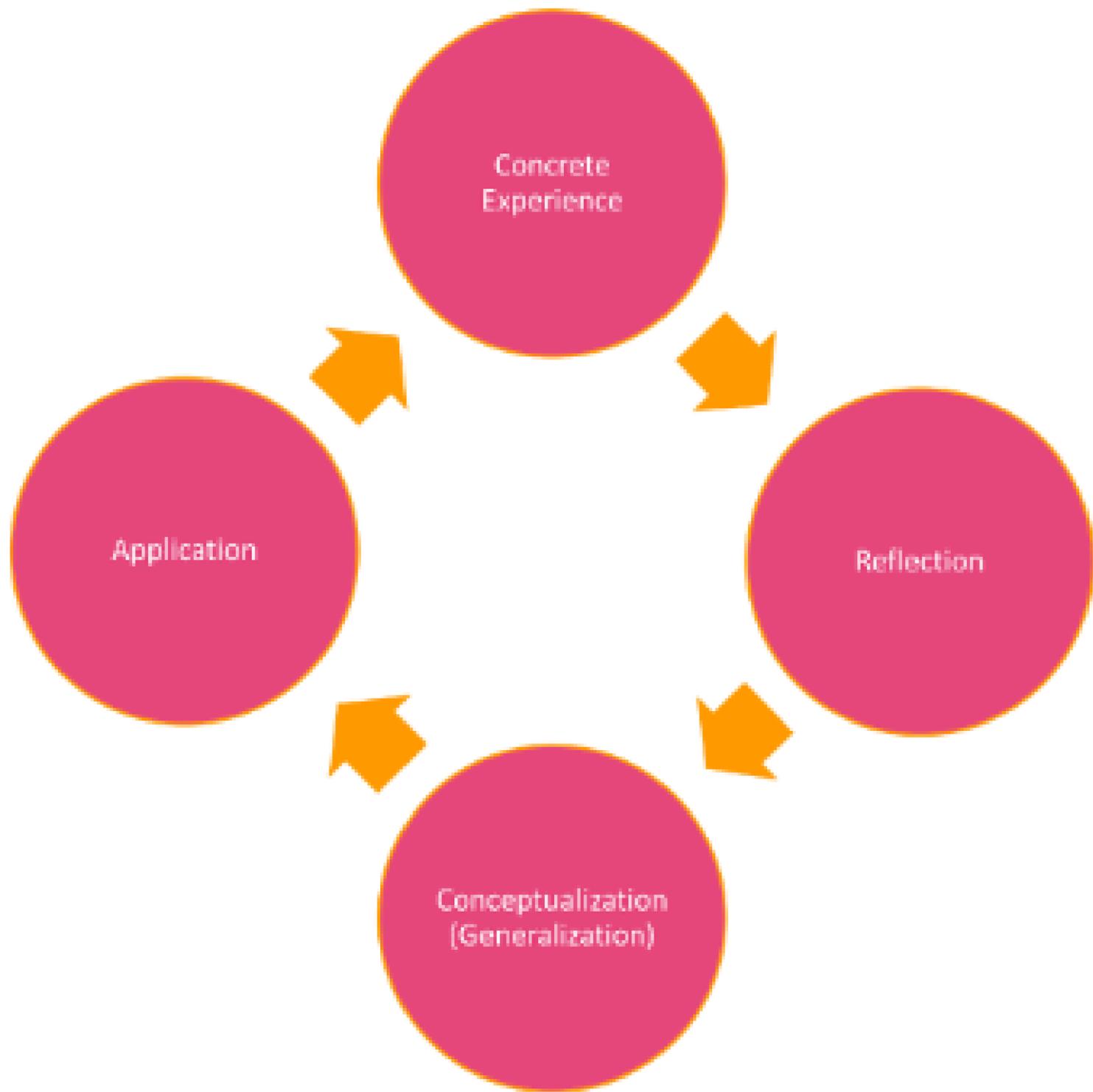
EXPERENTIAL LEARNING

- In order to learn, it is not enough to have an experience. We need to reflect upon it
- From this reflection, we create generalisations and/or concepts
- From generalisations and concepts, we can respond to new situations effectively
- Behavior should also be changed accordingly.
- By planning for an action, a link is established between theory and action.





Learning from experience:

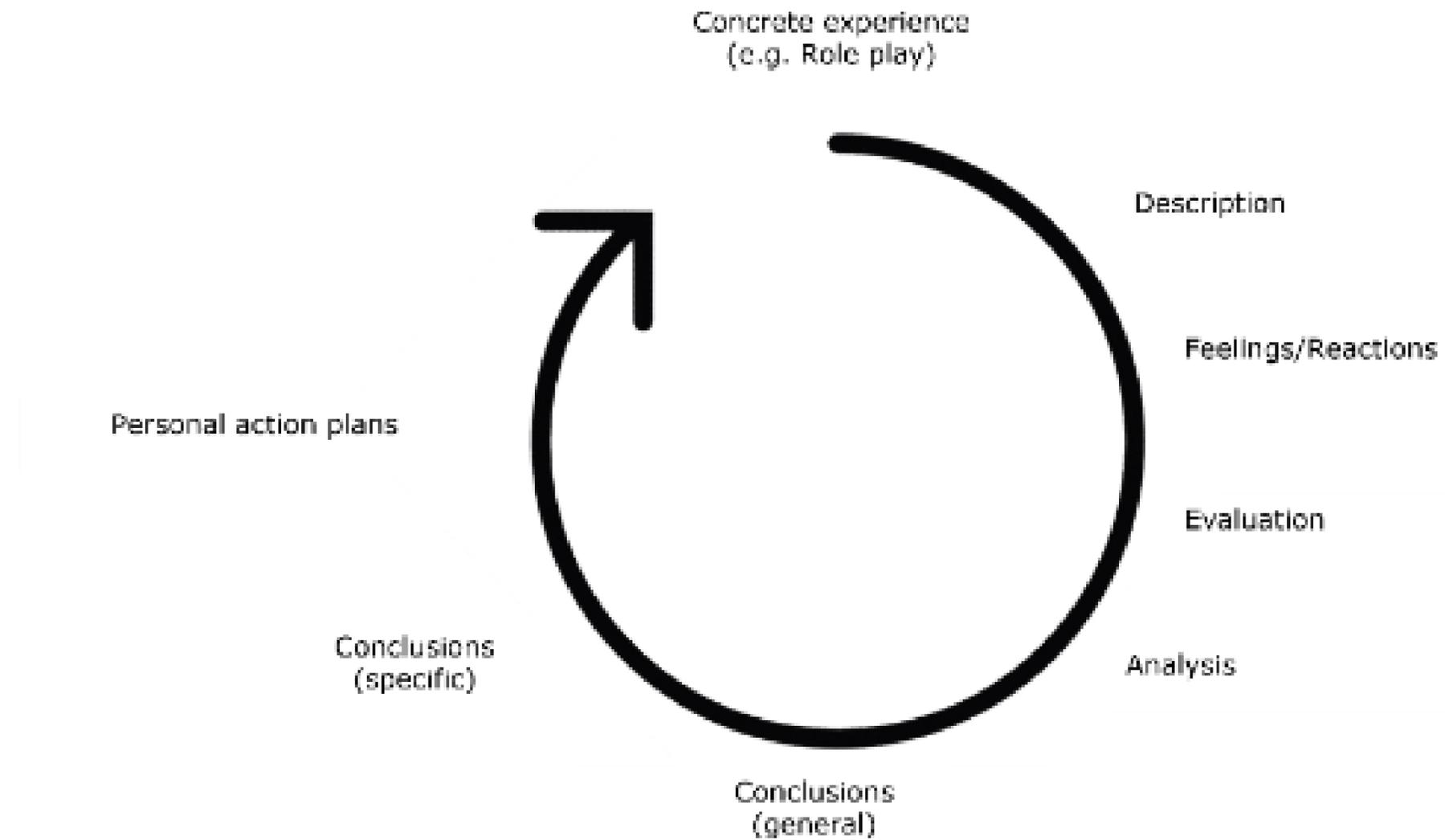




- Concrete experience: learner actively experiences an activity (lab session, field work)
- Reflection: learner consciously reflects back.
- Conceptualization (generalization): learner tries to conceptualize a model.
- Application: learner tries to plan how to test the model.



Stages of a full structured debriefing



LEARNING TOOLS

"Something that creatively and inventively initiates or supports an action or process that leads to a learning result or outcome"

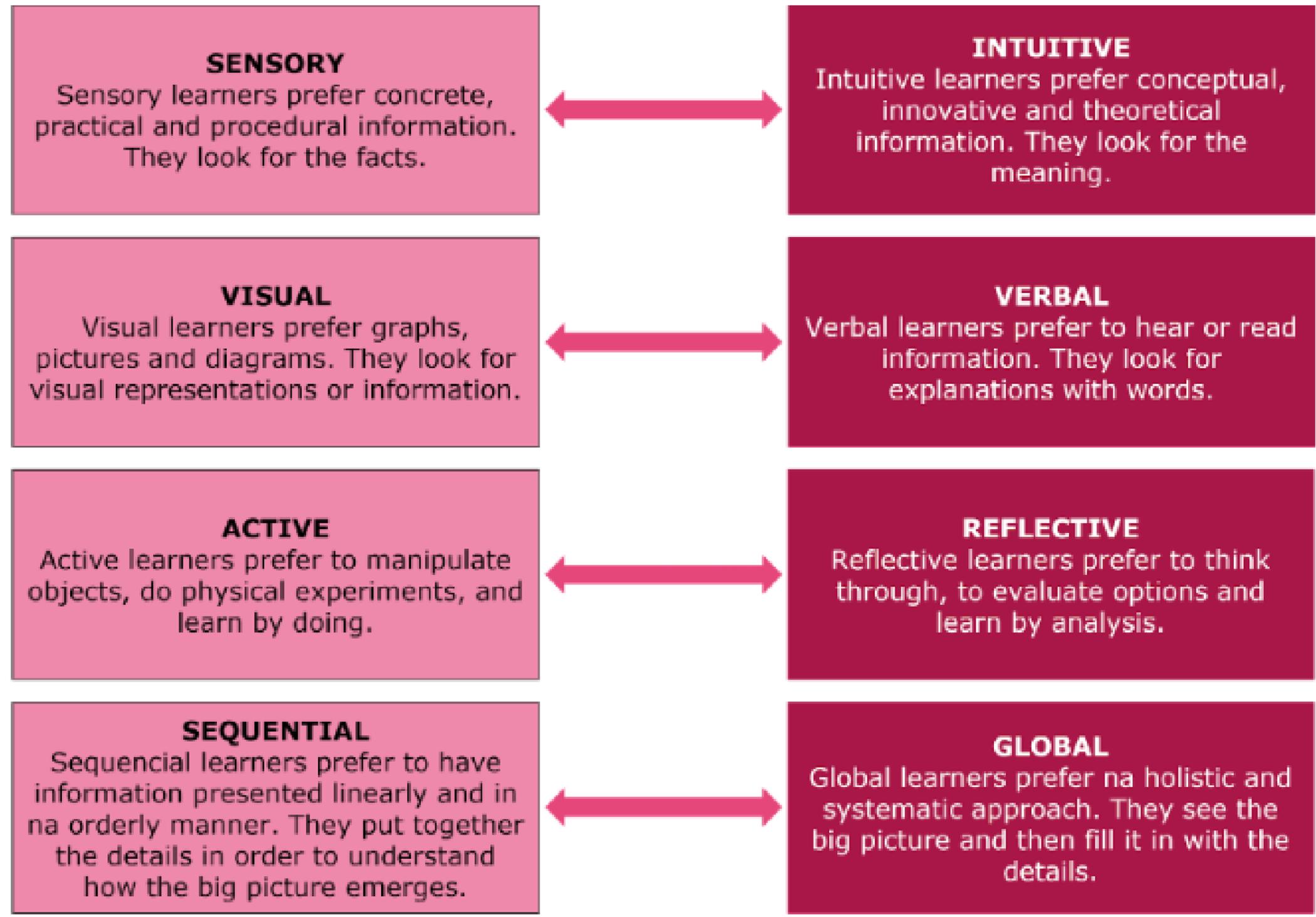
- Educator/facilitator must adapt them to the context, objectives and target group, but most importantly must own skills to turn them into something powerful.
- The learning tool:
 - Can be transferable and capable of change and development.
 - Results in identifiable learning outcomes.
 - Can be adaptive to learning methods.
 - Can support participants in identifying their learning needs.
 - Engages participants
 - Should be user friendly.



A man with a grey beard and glasses is shown in profile, looking at a tablet device. He is wearing a dark sweater. The background is blurred, suggesting an outdoor setting.

COMMUNICATION AND LEARNING PREFERENCES

- Learning preferences vary for each person and in different situations.
- Understanding people's preference improves communication.
- One of the most widely used models of learning styles is The Index of Learning Styles





- Avoid own personal preferences and encourage learners' preferences.
- Provide a balanced and well-adjusted learning experience by:
 - Sensory-intuitive: provide both hard facts and general concepts.
 - Visual-verbal: incorporate visual and verbal cues.
 - Active-reflective: allow both experiential learning and evaluation/analysis.
 - Sequential-global: provide structured detail and the big picture.