



**Strengthening Autonomous Learning
and Self-Awareness of Learners
in Basic Education**

Workshop Concept – Draft Version

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This publication has been developed in the project BeE-Be(com)ing European in close collaboration with Maryrose Francica, Ruth Gatt, Doris Horvath, Milena Iaffaldano, Kirsten Kampp, Ingrid Kawlowski, Kathleen van Landeghem, Margrit Lemkuhl-Wiese, Juan Carlos Ortiz Ordoñez, Sergio Pelliccioni, Nina Piniel, Koen DePryck, Peter Vestergaard.

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Multilateral Project BeE - Be(com)ing European – 527491-LLP-1-2012-1-DE-GRUNDTVIG

Project Website: www.becoming-european.eu

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0. Introduction

Objective of this workshops series

The workshop series deals with challenges and opportunities of basic education in a European perspective. Important questions that are addressed are: How can basic education be defined, which learning and teaching approaches are successful, how can (disadvantaged) learners be motivated to participate in courses and to learn autonomously, which specific challenges are teachers facing in basic education?

Depending on the concrete sequence of workshop sessions, the workshop will help achieve different objectives. Altogether it aims at finding applicable answers to the mentioned questions and will thus enable a flexible adaptation of course content and teaching/learning strategies to individual conditions: to various target groups and their learning styles, to diverse content areas. This concept thus stresses the relevance of everyday life issues for learners.

Therefore the objectives include:

- raising awareness for basic education as a necessary prerequisite of an autonomous or self-reliant conduct of adult life,
- fostering self-regulated learning, 'learning to be', embedding learning into the individual's life-world,
- develop key competencies of lifelong learning, particularly learning to learn as well as social and civic competences (active citizenship),
- raising awareness concerning learning resources: helping adults to find pathways to improve their knowledge and competences,
- improving access to adult education, particularly for individuals who have left education without basic qualifications,
- presenting such topics not only in addition to but also as potential fields of application for basic literacy and numeracy skills.

The main objective of this workshop series is a common learning experience by means of merging theoretical input with the experiences and perspectives of participants. It tries to help educational staff to reflect on and improve educational measures (e.g. course curricula, syllabi, methods) as well as student motivation.

The provided materials and suggested sequences, interview guidelines as well as discussion questions are to be understood as exemplary. The concrete local sequence

of workshop sessions and individual learning processes are to be adapted to the local conditions and objectives.

Core topics

The workshop series has four partly interrelated core topics:

- What is basic education – in Europe?
- What is European and what does this mean for basic education?
- Which competences do the learners already have and how can they be used as a starting point for educational measures?
- What is self-regulated learning and how can it be improved?

The first two workshop sessions provide background information for reflection about what is necessary, i.e. basic, to participate in European societies and what defines a European identity, i.e. its common basis.

The latter four are relevant in defining educational measures. They deal with the interrelated goals of adult basic education, i.e. on the one hand increasing autonomy by taking into account the identity of the learners, their individual learning background and life worlds, and on the other hand fostering self-regulated learning by focusing on learning abilities and learning related meta-competences. These workshop sessions support the reflection on measures used in class and foster discussions about methods that can support students in gaining a positive attitude towards learning.

Workshop 7 combines the results of all previous workshop sessions and leads to the design of an improved curriculum.

Target Group

The workshop series has a twofold target group: first and foremost it aims for persons working in the area of basic education (e.g. teachers, trainers, coaches, curriculum developers). On the other hand it targets learners in basic education courses themselves. Workshop sessions that are suited for and can highly profit from the integration of learners are Workshop 2 – What is European? and Workshop 6 – Interview

How to use this workshop series

The workshop series is designed in a way to be used within an actual course/workshop

for educational staff and learners, but it can also be used by self-learners (i.e. somebody wanting to prepare him/herself for the implementation of a workshop or somebody wanting to acquire some ideas and methods in relation to basic education in a European perspective). It is not necessary to always do the full sequence of workshop sessions. It is possible to choose those sessions that fit to the local requirements and conditions.

The workshops consist of different 'materials'. All the materials start with an introduction to the respective workshop including an overview of the used material. The materials are introduced with a short description of its objectives as well as suggestions for their usage within a workshop or in an autonomous learning setting. Subsequently, the material to be handed out to the participants of the workshop/course follows. For self-learners this material is the basis for self-reflection and engagement within a topic. The workshops end with guidelines for discussion and reflection, which aim to consolidate the common learning experience. Additional to each workshop session you find a number of recommended readings that are aimed at encouraging deeper understanding about the topic at hand.

Time requirements

The time allocated for the workshops depends on the number of participants present, their previous knowledge and their specific background. The time necessary to conduct the different sessions can therefore vary. It is however reasonable to calculate between 2 and 3 hours per workshop. It is useful to implement Workshop 3 (Student Competences) and/or Workshop 4 (Self-Regulated Learning) together with Workshop 6 (Interview). Regardless of whether you implement Workshop 6 or not, it is advisable to implement Workshop 4 (Self-Regulated Learning) together with Workshop 5 (Teaching of Learning Strategies).

Origin of the workshop series

The workshop series was developed by the project 'BeE – Be(com)ing European'. This project was formed by eight educational institutions from North, Central and South of Europe that are characterised by a broad variety of subject areas, teaching and learning styles and target groups. The project consortium worked closely together with teachers, curriculum developers and others working in (basic) education to develop and evaluate this specific concept of basic education. The project has been funded with the support of the LLP Programme/Grundtvig of the European Union.

1. Workshop – Introduction to Basic Education

Objective

The Workshop – Introduction to Basic Education mainly aims at generating a common ground concerning the issues and problems of basic education; in addition to e.g. highlighting the heterogeneity of the potential target groups, it also intends to bring relevant previous experiences of the participants to the table.

Workshop sequence

The Workshop – Introduction to Basic Education consists of the following materials:

- Concise Introduction to Basic Education
- Introduction to Basic Education in a European Perspective
- Guidelines for Discussion on Basic Education

a. 1 Material - Concise Introduction to Basic Education

Objective

The 'Concise Introduction to Basic Education' provides a first more theoretical overview about the objectives and problems in the field of basic education and helps guiding the discussions in this workshop.

For workshop moderators:

The 'Concise Introduction to Basic Education' is mainly meant for workshop moderators. The different issues might also give you hints concerning issues worth reading more about.

For self-learners:

If you go through the material by yourself you can either read the 'Concise Introduction to Basic Education' or the following 'Introduction to Basic Education in a European Perspective' or both. The different materials might also give you hints concerning issues worth further reading about.

Short Introduction to Basic Education

The workshop series tries to elaborate an approach to basic education, which is flexible enough to allow for a rather general applicability. For this reason it is necessary to distinguish different dimensions one needs to know in order to develop a curriculum (or syllabus) for a course in one's field of basic education.

There is a general tension within 'basic' education concerning what it means to become European. The tension is unavoidable and it leads on the one hand to the importance of meta-competences and on the other hand to the importance of recognising the complex backgrounds of the learners.

The general tension within 'basic' education results from the different requirements and expectations that – on the one hand – (European) society puts on a learner (and citizen) and – on the other hand – a learner might identify for him- or herself. These different perspectives on 'basic' (can) differ completely when it comes to the question: which knowledge, competences, skills and so on have to be gained now.

For the learner, 'basic' is – in a developmental sense – that part of education, which is gained first and so all other learning is based on it. This sequential dimension, however, is not without strain itself. There is the form of the easy before the difficult: e.g. mother tongue before second language, adding before multiplying, buying eggs and flour before buying a car and so on. And there is the form of the condition before the conditional, e.g. reading before signing a contract, calculating interests before deciding on a pension programme.

To determine what knowledge or skills are necessary for the learners they should be asked or, even better, the question should be discussed with them in order to help them in determining their situation.

For society, 'basic' is prescriptive in the sense that it is necessary to learn something fundamental for society. Otherwise proper participation in society would not be possible. Again, this is ambiguous. Participation means being able to act autonomously within society, which is a crucial dimension of democracy. Participation also means contributing to society on fundamental level, e.g. by acting on the labour market or by socializing with others (particularly at a young age).

To determine what is necessary or 'basic' in our society, e.g. knowing how to use an ATM or how to get information about political discussions, implies the questions, what constitutes our (European) society and how is it organised. Among other things – like democratic and universalistic, market-based and work-oriented, globalized and locally situated – it is (developing to) a knowledge-based or information society. Here again, learning is a basic constituent; i.e. a main function of basic education is enabling further learning.

Taking into account the complexity of our society, the general tension yields a further problem. What is necessary in a complex society is very unlikely to be easy and it is too broad to being reduced to basic literacy and numeracy. The requirements in our complex societies are so high and so dynamic that having the necessary competences to cope with them can hardly be classified as 'basic' in a sequential sense that learning just starts here.

To perceive basic education as a catalogue of simple skills that can be taught in a specific course is thus misleading. It is the ability – or meta-competence – to recognize one's further needs for learning that ought to be a major learning target of basic education. So, in addition to one's motivation and ability to learn, the student's awareness of their own knowledge and competences is a crucial element of basic education: I know that/how to ... thus I can learn that/how to ...

Teaching in the field of basic education, including the development of a course curriculum has to focus on learning related meta-competences and motivations and should embed learning into the life experiences/ background of the learners – what are their (direct) interests (learning numeracy/literacy by learning to buy the food for the family in the supermarket); what is effective feedback they can get from their peers e.g. at work or from friends (learning about the law by discussing one's working contract)?

So, when taking into account this level of meta-competencies, the different domains are not only to be seen as part of a necessary contextualisation but also as an incident for training these meta-competencies and thus particularly for motivating further. Not only basic literacy and numeracy are thus contextually embedded in these fields of application but also these basic learning competences. It is, however, a major didactical task to identify such potential in everyday situations and to highlight them during a course, so that they support learning in these fields. To be aware of one's competencies increases their usage.

Thus, to make the learning of adults sustainable, basic education has to be active (including motivation), self-directed, constructive, based on the individual's experiential background, situated in relevant contexts and social to include socio-cultural backgrounds and feedbacks. This meta-level of basic education includes not only the cognitive and reflective dimension (what do I need to know/learn) but also the motivational (I want to learn more in accordance with the dynamics of society) and the volitional (I do it).

b. 1 Material - Introduction to Basic Education in a European Perspective

Objective

The 'Introduction to Basic Education in a European Perspective' is to be read by the workshop participants as a basis for discussion. It provides an overview about the objectives and problems of basic education.

For workshop moderators:

If possible, the 'Introduction to Basic Education in a European Perspective' should be distributed to workshop participants in advance before the workshop starts so that they can read through it as part of the preparation for the workshop. Give the participants some time to have a second look and to refresh their memory.

Otherwise distribute the 'Introduction to Basic Education in a European Perspective' now among the workshop participants.

Ask them to reflect on what they are reading in relation to their work, their typical target group and so on and to mark potential issues for discussion.

It might be worth asking the participants to discuss the 'Introduction to Basic Education in a European Perspective' with a partner or within a small group first, i.e. before the plenary discussion starts.

For self-learners:

If you go through the material by yourself you can read the previous 'Concise Introduction to Basic Education' or this general 'Introduction to Basic Education in a European Perspective' or both.

Introduction to Basic Education in a European Perspective

1. The Objectives of the Workshop Series

The workshop series deals with challenges and opportunities of basic education in a European perspective. Important questions that are addressed are: How can basic education be defined, which learning and teaching approaches are successful, how can (disadvantaged) learners be motivated to participate in courses and to learn autonomously, which specific challenges are teachers facing in basic education?

Depending on the concrete sequence of workshop sessions, the workshop will help achieve different objectives. Altogether it aims at finding applicable answers to the mentioned questions and will thus enable a flexible adaptation of the course content to various target groups and their learning styles as well as to diverse content areas. The concept stresses the relevance of everyday life issues for learners as well. As a result, teaching/learning strategies will match the individuals' conditions.

Therefore the objectives include:

- raising awareness and stressing the issue that basic education is a necessary prerequisite of an autonomous or self-reliant conduct of adult life,
- fostering self-regulated learning, 'learning to be', embedding learning into the individual's life experience and background,
- developing key competencies of lifelong learning, particularly learning to learn as well as social and civic competences (active citizenship),
- raising awareness concerning learning resources: helping adults to find pathways to improve their knowledge and competences,
- improving access to adult education, particularly for individuals who have left the education system early without basic qualifications,
- presenting such topics not only in addition to but also as potential fields of application for basic literacy and numeracy skills.

2. Why Basic Education in a European Perspective

In our current knowledge-based societies, being or becoming a European adult implies a lot - a lot that every adult should be capable of. The generality of the knowledge and skills which are necessary to be a European adult makes their acquisition an

undertaking for basic education, as one definition of basic education is: basic is that part of education which everybody needs in order to live an autonomous life. There is – of course – no general agreement on how this can be determined or at least on more operational selection criteria.

However, a lowest common denominator can be found: Basic education in our societies surely includes cultural, political, economic and technological dimensions in addition to basic literacy and numeracy skills. It thus refers to a set of specific disciplinary competences and knowledge, but also simultaneously to general abilities of coping successfully with one's life. An important part of these skills is, for example, the ability to recognize one's further needs for learning (e.g. as a consumer, a citizen or an employee) and to learn in accordance with those needs.

Other significant skills, especially for deprived learners, are meta-cognitive skills, particularly those that are connected to learning. These competences can enable students to learn autonomously – meaning that students are able to plan, evaluate and regulate their processes of learning. With the use of metacognitive skills students become an active part of their own learning processes. Metacognitive competences can help them to overcome a negative attitude towards learning and increase their motivation to learn.

Taking into account all the described competences, basic education can therefore – in the words of the World Declaration on Education – be described as "... more than an end in itself. It is the foundation for lifelong learning and human development" (UNESCO 1990).

Challenges

One main challenge for a comprehensive concept of basic education is the necessity to keep the concept adaptable to different conditions – concerning content areas, institutional differences and the heterogeneity of the target groups. With regard to the participants, basic education has to be of direct practical use for the different target groups (migrants, school drop outs and so on), simultaneously it has to take into account their – at least at first – restricted learning potentials and occurring motivational problems. Thus the concept must be able to integrate the specific conditions of the target groups and their socio-cultural backgrounds. An important first step to overcome learning barriers is therefore to find methods that help in the changing of negative attitudes towards learning and the occurring motivational problems.

Another interrelated challenge is the mismatch between learning contents and learning potentials. There is a major problem in any concept of basic education: The amount and complexity of what is considered basic knowledge/skills/competences increases with the complexity of society, hence the learning needs increase permanently whereas the

learning potentials cannot keep pace therewith. This has to be taken into account as well.

To define the competences and skills, which should be included in a concept of basic education, the consortium assesses literature on basic education as well as several basic education projects. The literature review reveals the difficulties in the definition of basic education (see chapter on definitions of basic education). The analysis of projects in basic education illustrates that they are either focusing on specific target groups or on specific life situations which are mostly work-related. So far, an overall concept of basic education, which is transferable to different settings and neither content nor target group specific, is missing. To close this gap, the BeE-Project was brought into being.

3. The Workshop Series

In several workshops, which will be conducted within the lifespan of the project, the project's concept of basic education will be developed and discussed in close collaboration with teachers, curriculum developers and others working within the area of basic education. The workshops furthermore address innovative teaching and learning strategies that support and motivate disadvantaged learners.

What do the workshop participants gain?

The workshop participants will not only promote the development of a comprehensive concept of basic education and participate in an innovative European project; furthermore they will gain a deeper understanding of the specific challenges and opportunities that are connected to basic education. Besides that, the workshop participants will have the possibility to share experiences and enhance the cooperation between experts from the participating countries, which will broaden their existing pool of teaching pedagogies, and can be part of a growing European network of teachers and other occupation groups working in basic education.

Methodology of the workshop

The methodology during the workshop will be a mix of didactical approaches, which will – as far as possible – take into account the situations of the participants as a starting point. The use of various planning techniques and teaching styles that support the participants in educating disadvantaged adults will be discussed. This will allow participants to gain as much experience as possible. The workshop will include individual, partner and group work, discussions as well as interviews with students. Its focus will be on hands-on and innovative teaching styles that will directly relate to the requirements of the workshop participants.

4. Definitions of Basic Education

In order to define basic education, it is useful to have a look at different projects and international frameworks that define the key competences that adults should possess to successfully participate in society, a society which is shaped by constant change and that demands the permanent adaption to change from its citizens. As those competences are understood as basic competences everyone should possess, the acquisition of key competences should also be an endeavour of basic education.

4.1 Key Competences

Important definitions of key competences for adults living in knowledge-based societies have been made – amongst others – by the OECD, who initiated the DeSeCo (Definition and Selection of Competencies) Project in 1997, as well as by the European Council and Parliament, who defined key competences for lifelong learning in 2006. These two essential concepts are introduced in the following sections.

DeSeCo – Definition and selection of competencies

In the DeSeCo-Project, a competency is understood as “more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context” (OECD 2005, 4). Key competencies are in the framework’s definition “those of particular value, that have multiple areas of usefulness and that are needed by everyone” (ibid, 7).

Central for the definition of key competencies in the DeSeCo-Project is the ability of individuals to think and act reflectively, abilities which also rely amongst others on the use of metacognitive skills. The framework therefore states that “this requires individuals to reach a level of social maturity that allows them to distance themselves from social pressures, take different perspectives, make independent judgments and take responsibility for their actions” (ibid, 9).

In the DeSeCo-Project, three broad categories of interrelated key competencies were considered important (ibid, 10ff):

- using tools – like language, symbols, text as well as knowledge, information and technology – interactively,
- interacting in heterogeneous groups (including the ability “to relate well with others”, “to cooperate”, “to manage and resolve conflicts”),
- acting autonomously (including the ability “to act in the big picture”, “to form and conduct life plans and personal projects”, “to assert rights, interests, limits and

needs”).

The EU Reference Framework – Key competences for lifelong learning

The EU Reference Framework also defined competences that are seen as necessary for the participation in society as well as for lifelong learning. In the EU Reference Framework, competences are defined as “a combination of knowledge, skills and attitudes appropriate to the context”. Key competences are defined as those competences, “which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment” (European Communities 2007, 3).

The EU Framework defines eight key competences; each of them is divided in the required knowledge, skills and attitudes (ibid, 3ff):

- communication in the mother tongue;
- communication in foreign languages;
- mathematical competence and basic competences in science and technology;
- digital competence;
- learning to learn;
- social and civic competences;
- sense of initiative and entrepreneurship;
- cultural awareness and expression.

The detailed description of each of those key competences reveals the overlaps of the two concepts. The underlying themes in the European Reference Framework are – largely in common with the DeSeCo-Concept – “critical thinking, creativity, initiative, problem-solving, risk assessment, decision-making, and constructive management of feelings” (ibid, 3).

4.2 Selected Areas of Basic Education

Exemplary for basic education, two fundamental areas of basic education are

introduced in the following: economic and workplace related basic education. These are subject areas that are relevant for most adults, as more and more life spheres are economically shaped and earning a living is seen as an important factor of social integration and an essential part of an individual's self-concept.

Economic basic education

In a project on economic basic education, which was funded by the German Federal Ministry of Education and Research, the following definition was elaborated (Seeber et al. 2012, own translation):

“Economic basic education empowers individuals to successfully conduct their lives in situations, which are economically shaped (situations which require a rational and responsible dealing with the shortage of resources, e.g. the completion of a purchase contract). Economic basic education takes into account socioeconomic developments which might require that competences are adapted to those developments. The competences, which are defined within a framework of economic basic education, cannot be defined for actual problems, as they are subject to constant changes due to societal developments. Therefore they should refer to problem areas at a higher level, which are still closely connected to everyday life. With the acquisition of these competences many life situations can be managed. Economic basic education not only comprises declarative and procedural knowledge, but also practical knowledge (problem solving skills). Economic basic education furthermore facilitates to integrate one's own actions into the “bigger picture” of societal and economic developments. It encompasses the areas of consumer education (including financial and basic IT education), workplace related basic education as well as civic education (if related to the economy).”

Workplace related basic education

Based on the definition of the Conference board, an internationally accepted economic and business management research group organisation, the following competences belong to a workplace related basic education:

- prose, document, and quantitative literacy,
- communicating effectively,
- learning, understanding, and applying information and analysis;
- thinking critically and acting logically to solve problems;

- using technology, tools, and information systems.

To these a broader set of attitudes and behaviours are added, including

- working in teams,
- developing a positive attitude toward change, and
- a willingness and ability to learn for life (The Conference Board 1999, 5).

The descriptions of the selected areas of basic education reveal that besides actual competences that are relevant for the specific area of basic education, particularly social and personal competences and thinking/problem solving competences are seen as fundamental for the successful participation in society and for an autonomous conduct of life. These definitions have significant overlaps with the key competences outlined above.

5. Resume

As the aforementioned definitions illustrate, competences, which are seen as necessary for the participation in society – and are therefore also important for basic education, comprise a field that is quite broad. The described key competences not only include knowledge (like numeracy, literacy, IT skills), but also include social skills (e.g. teamwork), attitudes (e.g. motivation for lifelong learning) as well as metacognitive skills (thinking about thinking). The described (key) competences are based on the needs of everyday as well as work life and are therefore defined in a very practical way.

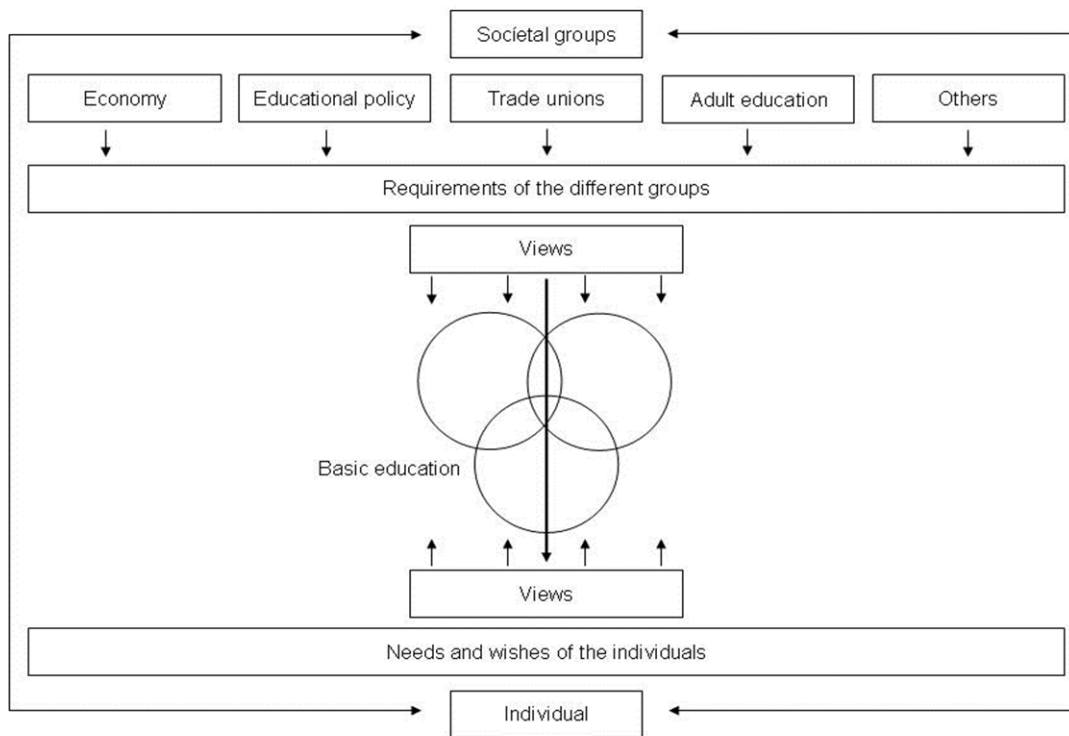
Basic education is a transformation from the state of need of basic education to a state of sustainable learning. This transformation can be understood as a cultural shift - with the target culture as one that includes learning. It should however be based on respect, i.e. the 'dominant' target culture should not be imposed. The fundamental pluralism of the European target culture eases such a transfer.

How do these findings impact basic education?

All the described key competences are important competences that should be included in courses of basic education. In addition to those competences, a definition of basic education has to take into account the specific needs and claims which different institutions and (societal/technological) developments put on the individuals (economy, politics, technical advances in everyday life and so on.) as well as the various demands of the individuals (migrants, school drop outs and so on).

Due to this, Monika Tröster, a German education expert, labels basic education as a “field of tension” and illustrates the different demands which are expected in basic education:

Field of Tension: Basic Education



Translated from Tröster 2000, 17

Her illustration clarifies that the overlap of the demands, which are made on basic education by different stakeholder, is only very small. This also illustrates, that a single definition of basic education is very difficult, if not impossible. Tröster states that “due to the developments of work and everyday life, basic education has changed. Basic education does not include solely specific competences anymore but increasingly includes skills, which are dynamic and flexible. Basic education loses thereby its formally defined clarity, because the mere availability of specific skills is no longer crucial, as above all the dealing with those skills is important” (Tröster 2000, 17, own translation). This outlines the challenges basic education is facing: a meaningful concept of basic education has to be adaptable to different content areas, which are relevant for the individual target groups, as well as to societal demands. A concept of basic education should therefore be processual and dynamic in order to satisfy the different requirements.

With regards to the implementation of courses in basic education this means that the actual situation/ background of the course participants has to be taken into account. As

many participants in basic education courses have already had negative learning experiences, teaching and learning strategies should be diverse and activating, promote responsibility concerning one's own learning and hence one's life (metacognitive skills), and need to have a clear connection to everyday life. The common learning objectives of courses in basic education therefore are – in accordance with the above described key competences: promotion of social inclusion, support of independent learning (learning to learn), development of communication skills and strengthening of self-awareness as well as competences in the handling of information. This means that “subject specific learning takes place together with methodical as well as social, self-aware and self-reflexive learning” (Steindl 2002, S. 48, own translation).

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c. 1 Material - Guidelines for Discussion on Basic Education

Objective

The 'Guidelines for Discussion on Basic Education' are intended to help create a common ground concerning basic education and an open ground for further discussions.

They consist of two dimensions:

- They present issues and questions that might be worth discussing after the workshop participants have read the 'Introduction to Basic Education in a European Perspective'.
- They give guiding questions for having the participants giving account of their experiences in the field of basic education – in contrast or in accordance with the Introduction.

For workshop moderators:

The 'Guidelines for Discussion on Basic Education' are mainly meant for workshop moderators. The set of questions is not to be understood as a list that has to be executed one question after the other. Due to different local contexts the questions are available to suggest potential issues for discussion that can be added to the questions raised by the participants.

For self-learners:

If you go through the material by yourself the 'Guidelines for Discussion on Basic Education' may give you some food for thought on the objectives and problems of basic education.

Guidelines for Discussions on Basic Education

What does 'basic' mean?

- What does 'basic' in the different domains of knowledge mean?
- What are the necessary skills in a European society?
- What knowledge, skills do individuals need to participate in society?
- How can one define what an individual is required to know (by politics, society, economy, teachers, individual him/herself)?
- How can it be justified as a kind of prescriptive measure for adults?
- What is a prerequisite for sustainable learning (also in other domains)?

What makes basic education problematic?

- Problems in relation to learning (general and specific) – what is learnable and teachable;
- problems in relation to motivation;
- problems in relation to resources;
- problems in relation to adulthood (full accountability from a universal/ European perspective);
- problems in relation to heterogeneity of target group;
- problems in relation to different backgrounds of students and teachers (cultural, linguistic, economic and so on).

What are your experiences concerning learning groups, success factors and so on?

- How are the learning groups composed in general (age, gender, social background, language, previous education)?
- How can the motivation of the participants be described (intrinsic, extrinsic)?
- What was the learning target?

- Did the learning targets include methods of self-regulated learning and key competences?
- How many hours did the course last?
- Did the course include self-regulated learning (e.g. homework)?
- What were factors for success?
- Where do you experience sustainability of learning – a successful transfer into real life?
- What made the course/transfer difficult?
- Share one incident that was considered a 'worst failure'/critical incident (focus on error-sensitivity from the beginning)?
- How did you deal with the dual role as a teacher, i.e. hierarchical, and as another adult, i.e. 'equal'?
- Could you integrate the specific conditions of the target groups and of the contexts they are acting in?
- Did you encounter mismatches between learning requirements and learning potentials?

d. 1 Recommended Reading

2. Workshop – What is European?

Objective

The Workshop – What is European? mainly aims at introducing the European idea and reflecting on how it finds its way into basic education. Furthermore it deals with the question what it means to be European and what promotes and what prevents the formation of a European identity. The workshop introduces the method World Café, which is an appropriate measure to reflect on these questions in groups whilst also gaining a deeper understanding of the issue.

This workshop is suited for trainers and learners equally. A crucial learning effect arises from the possible transfer of the acquired contents to the occupational and/or private life.

Workshop sequence

The Workshop – What is European? consists of the following materials:

- What is European?
- World Café
- Discussion Guidelines

a. 2 Material – What is European?

Objective

The material What is European? deals with the question what Europeans unites and asks if a European identity does exist (already). It furthermore examines the reasons for Euroscepticism and its connection with education.

For workshop moderators:

Distribute the material What is European? now among the workshop participants.

Ask them to reflect on it in relation to their work, their typical target group and so on and to mark potential issues for discussion.

It might be reasonable to ask the participants to discuss the material What is European? with a partner or within a small group first, i.e. before the plenary discussion starts.

Give the participants sufficient time to read the material.

If you plan to implement a World Café with your workshop participants as well, it is advisable to first implement the World Café to allow for an uninfluenced stream of thought and discussion. If you like, you can hand over the material What is European? to the workshop participants afterwards to read it for themselves or to use it as a basis for the conclusive discussion.

For self-learners:

If you go through the material by yourself, reflect on it particularly concerning if and how (basic) education can support the development of a European identity.

What is European?

*The perfect European should be...
cooking like a Brit, driving like the French, available as a Belgian,
talkative as a Finn, humorous as a German, technical as a Portuguese,
flexible as a Swede, famous as a Luxembourger, patient as an Austrian,
controlled as an Italian, sober as the Irish, humble as a Spaniard,
generous as a Dutchman, organised as a Greek, discreet as a Dane.*
(Postcard)

We probably all know at least some of the stereotypes that are behind this postcard. It makes fun of those stereotypes, which are ascribed to the different nationalities. Many stereotypes exist which are communicated more or less implicitly and which often stay unquestioned. They serve to simplify reality by overgeneralizing given characteristics or behaviours of a certain group (e.g. nationalities) while they do not take into account the varieties that might occur in this group. Stereotypes serve to differentiate the world into two groups, the insiders (“we”) and the outsiders (“them”), which are often perceived as quite different from each other: “Stereotypes are also an important part of our self definition, and hence of our identities; what we are, is defined in contrast to the important others, or more precisely – our stereotypes of the others.” (Bakke 1995,1)

Even so there are many stereotypes that are attributed to Italians, Germans, Polish and other (European) nationalities, interestingly so far no stereotype for Europeans in general exists – at least within Europe. This might be the case as no socio-cultural feature exists which can boil down the heterogeneity of the different nationalities that are part of the European Union. Another reason could be that a European identity has yet to be developed: “Apart from the geographic association, (which is also diffuse), it is not clear what unites Europeans, setting them apart from non-Europeans.” (ibid, 1) Is it now, almost 20 years after Elisabeth Bakke wrote this sentence, clearer what European unites? What is it that characterizes the European Union?

United in Diversity

The motto of the European Union is: ‘united in diversity’. In fact this is a true summary of the European spirit and tradition.

This motto implies the fundamental value that everybody may enjoy ones freedom as

long as he or she grants this freedom to others as well. This respect for diversity or otherness is present also in the 'Preamble of the Charter of Fundamental Rights of the European Union':

"Conscious of its spiritual and moral heritage, the Union is founded on the indivisible, universal values of human dignity, freedom, equality and solidarity; it is based on the principles of democracy and the rule of law. It places the individual at the heart of its activities, by establishing the citizenship of the Union and by creating an area of freedom, security and justice.

The Union contributes to the preservation and to the development of these common values while respecting the diversity of the cultures and traditions of the peoples of Europe as well as the national identities of the Member States and the organisation of their public authorities at national, regional and local levels; it seeks to promote balanced and sustainable development and ensures free movement of persons, services, goods and capital, and the freedom of establishment."

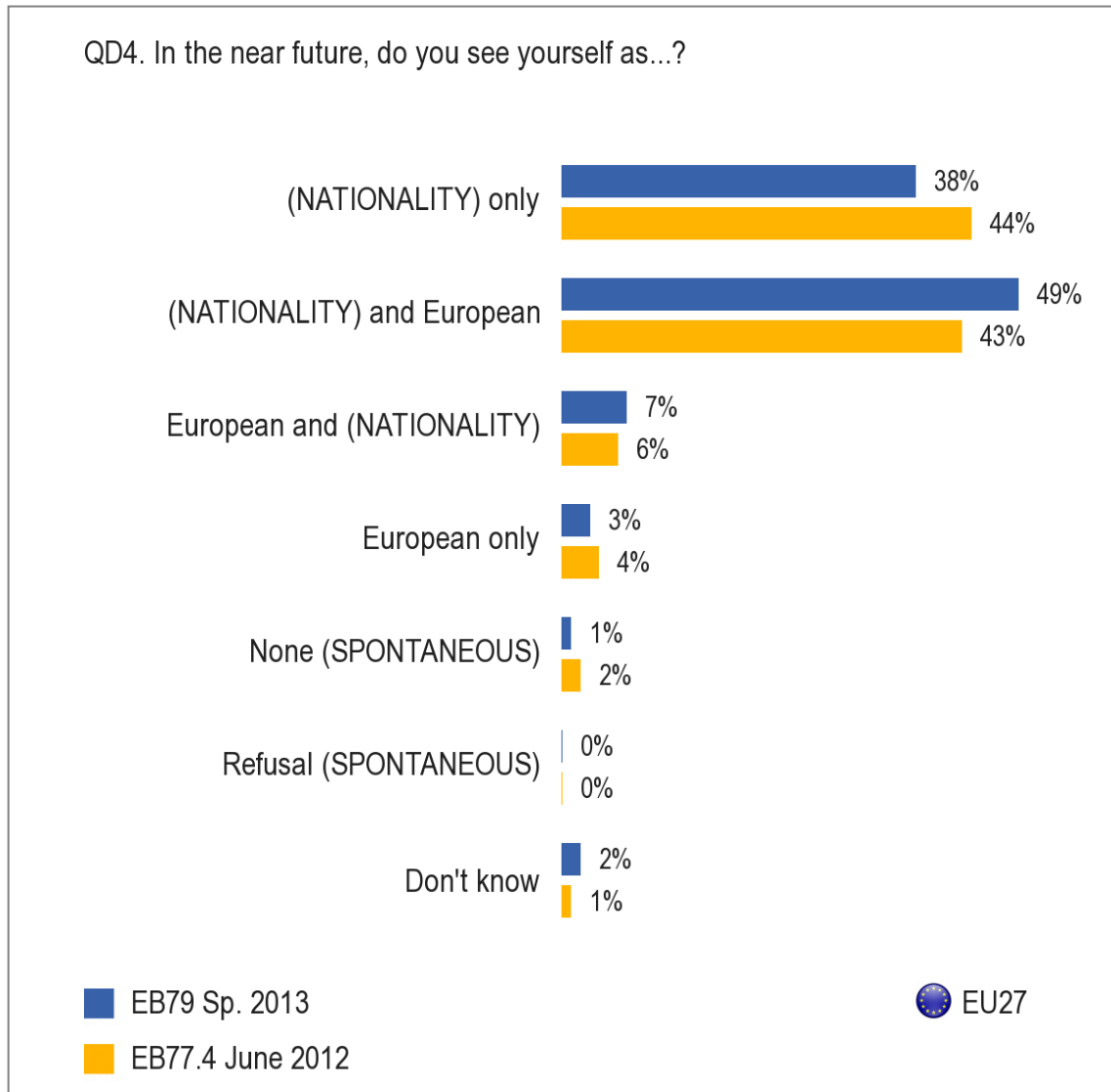
The charter also grants respective rights to all citizens of the European Union; e.g. Article 21 on Non-discrimination:

"Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited."

The Charter of Fundamental Rights points out some important values that are the fundament of the European Union. European institutions take care that the basic fundaments are respected and they carry out a common European policy. The belonging to the European Union is associated with advantages and specific rights for the members (like for example the freedom of movement, active and passive voting rights). To symbolize the togetherness, the European Union has several common symbols like the flag of Europe that stands for all people of Europe, a EU anthem, a Europe day (May 9th) and, not to forget, a common monetary unit, the Euro (Duftner 2001, 14). On a political and economic level there is no doubt that the European Union is in existence. But do these common values, policies and institutions already create a feeling of belonging to Europe in its inhabitants? Are they sufficient to create a European identity?

To examine if a European identity exists, it is useful to have a look at the Eurobarometer survey. Looking at the results of the survey, the answer turns out quite ambiguous. Asking for the dominant identity, the feeling of identity that includes a national as well as a European identity prevails. But still there is a percentage of almost 40% of the interviewees that feels only national. Since the 1990ies, the percentage of citizens who feel European did not increase: "the mix ratio between national and European identities stayed more or less constant, an obvious trend towards a "nationalization" or "Europeanization" of collective identities is not measurable."

(Oberkirch/Schild 2010, 24, own translation)



Source: European Commission 2013, 27

Taking a closer look at the results, huge differences become obvious between the different nationalities if asked whether they see themselves as Europeans or only as members of their own country (from UK “only national”: 60% to Croatia “only national”: 35%), but also sociodemographic discrepancies become evident. The majority of interviewees that opted to feel “only national” were women and unemployed persons as well as retirees. On contrary, managers and students were the ones that felt most often “national and European” (European Commission 2013, 27ff).

Another item that provides information about the sense of belonging to the European Union is the question about the attachment to different geographic entities (the own country, the own city, the own region, the European Union). The strongest feeling of

belonging is attributed to the country (91% total attached), followed by the city and the region (both 88% total attached). Concerning the European Union, one half says they feel “total attached” whereas the other half stated that they feel “total not attached” (ibid, 67).

The results show that the development of a sense of belonging to Europe and the evolvment of a European identity – additional to the respective national identities – is possible. But they also reveal that these feelings are closely connected not only to different national backgrounds, but also to sociodemographic features. As “exclusively national identities and self-definitions of citizens, which can be found in about 40% of the Union’s population, function as an important source of Euroscepticism” (Oberkirch/Schild 2010, 6, own translation), we will have a closer look at the roots and reasons for the phenomenon of Euroscepticism in the next paragraph.

Euroscepticism

Euroscepticism is a multilayered phenomenon with various causes. The term Euroscepticism “relates to the political-institutional formation and prospective development tendencies of the EU” and does not refer to a critical attitude towards the monetary unit “Euro” (ibid, 9, own translation). Euroscepticism can be found on the macro level of societies (for example in the party system) as well as on the micro level, the attitudes of the individuals. In the following, the focus will be on reasons of Euroscepticism in the European population.

Since the 1980ies the process of European integration progressed more quickly than before. This process was accompanied by an increase in Eurosceptic attitudes – the signing of the Maastricht Treaty in 1992 was a turning point in public opinion and Euroscepticism increased drastically, particularly amongst the lowest educated citizens. With the Maastricht Treaty, the European Union was founded and the European collaboration widened and deepened from a former particularly economic cooperation to a politically acting union and more power was given to European institutions:

“As such, Maastricht marked a transformation of the EU from an intergovernmental project to a multi-level polity, with its own currency, citizenship rights, and with supranational authority over an increasing number of policy areas.” (Hakhverdian et al. 2013, 9)

Associated with this process was also an enhanced public interest and politicization of the public debate. Nowadays, there are many points of criticism towards the European Union. In the following are some of the typical points of criticism that are often ascribed to the EU: democratic deficit, neoliberal / socialist policy, bureaucracy of Brussels, inefficient, non-transparency, too many compromises, unfinished nature of the European Union ... (Oberkirch/Schild 2010, 8; de Wilde 2010, 10f). These points of criticism mirror on the one hand difficulties of the European polity to make the policy

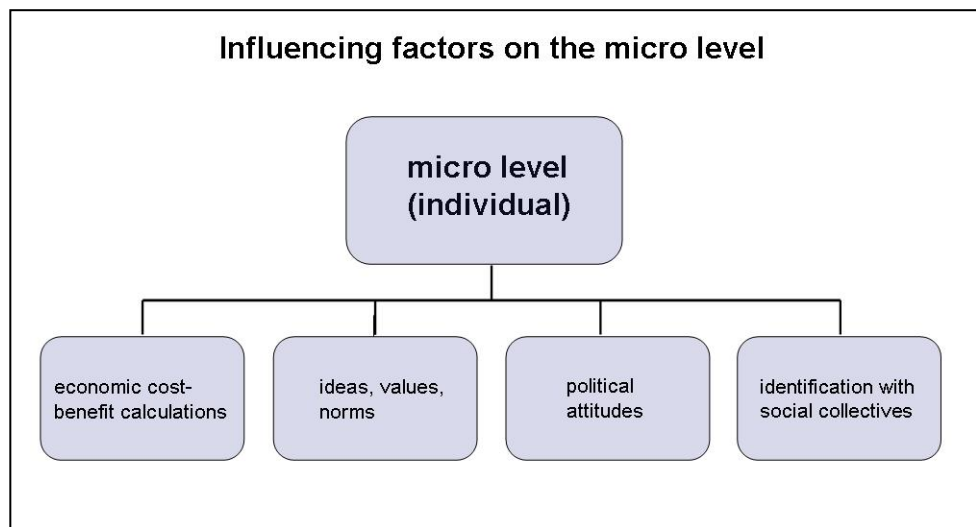
transparent and understandable for the population. On the other hand they reflect fears of losing national identity or worries concerning possible economic disadvantages that are connected with the enlargement of the European Union and their increased influence on national policies. The criticism can also serve as a basis for building a shared identity with “Europe” as the opponent.

Even though Euroscepticism is a wide-spread phenomenon, generally speaking people that are older, have a low educational background or are unemployed as well as individuals who live in rural areas tend to be prone for Eurosceptical attitudes. The level of education is therefore an important predictor for Euroscepticism:

“Inglehart (1970) argued that education leads to ‘cognitive mobilization’, meaning that through their education individuals acquire the ability to cope with such abstract and extensive political communities as the EU. According to Inglehart (1970), this ability is key to endorsing European integration. This is even more the case as national and European education policies increasingly emphasise a cosmopolitan, post-national model of society.” (Hakhverdian et al. 2013, 5f)

It is, for example, difficult to go beyond the one-man-one-vote model of democracy and to understand the EU as an institution in the global game of checks and balances, in which the EU provides protection against global players that many nation states cannot confront alone in a similar way.

What are the reasons for Eurosceptic attitudes on an individual level? At first, the influencing factors on Euroscepticism can be divided into two different levels: a micro and a macro level.



Source Oberkirch/Schild 2010, 13f, own translation.

As seen in the figure above, on the micro level – which mirrors the individuals’ personal attitudes as well as their socioeconomic/educational background – there are various

interconnected factors that can lead to Eurosceptic attitudes. Important factors are personal economic *cost-benefit calculations* (what do I win or lose through the process of European integration?):

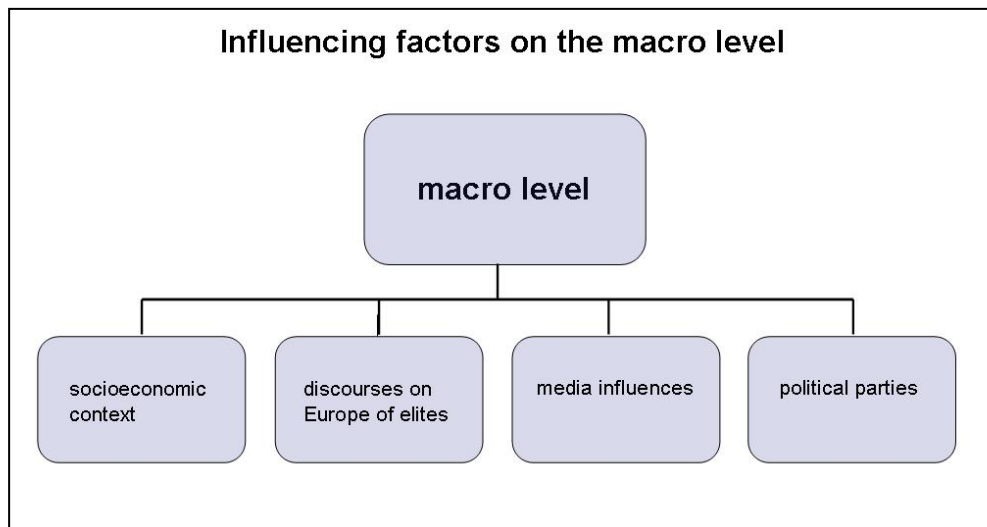
“Economic cost-benefit calculations and fears as reasons for Euroscepticism refer to possible individual economic disadvantages through market integration, for instance through job loss and relocation of a company, intensified competition, downsizing of services of the welfare state, but also on collective costs, for instance in the form of net payments of the own country to the EU-budget.” (Oberkirch/Schild 2010, 5f, own translation)

Not all citizens of the European Union benefit equally from the EU membership. Especially those with a low formal education can often not profit from the opening of the markets as they lack mobility and the skills that are needed in an information based economy. To profit from an open society, “transnational competences” (Hakhverdian et al. 2013, 3) are necessary, which are primarily acquired in formal education: “These include emotional, creative, behavioural and functional skills enabling individuals to remain flexible and to successfully interact in an internationalized environment.” (ibid, 3f)

Furthermore, own *ideas* (e.g. Europe as a society of peace, national sovereignty), own *values* and *norms* (e.g. democracy) as well as existing *political attitudes* can influence the attitude on European integration. They are influenced by historic and personal experiences and often deeply rooted (Oberkirch/Schild 2010, 15).

Another influencing factor is the sense of belonging to *social collectives* (like, for example, the own nation). If the identification with the own nationality is very strong and exclusive, it is difficult to develop another identity additional to the national one. The intensity of the national identity is, however, not only dependent on individual attitudes, but also on the respective national narratives: “How the nation state relates to Europe differs from country to country, depending on dominant stories about national history and the country’s relationship to Europe.” (de Wilde 2010, 6)

On the macro level, there are also different factors that can influence attitudes on Europe. These factors are closely intertwined with the factors on the individual level.



Source Oberkirch/Schild 2010, 14, own translation.

On this level, the *socio-economic context* of a country is important and how a country profits from the European integration. Another influencing factor is how the European Union is perceived in the public: the *discourse of the political and economic elites* (are successes ascribed to the own national policy or the cooperation within the European Union?) as well as the *media coverage* (if and how media report about European topics) affect the appearance of Euroscepticism. Furthermore, *political parties* can influence the attitudes about Europe. Especially parties on the left or right fringe tend to be more Eurosceptical. These parties can not only influence the direction of mainstream parties, but also the vote decisions especially of individuals with a low educational and socioeconomic background as they are often more easily susceptible to populist messages of left or right wing parties.

Conclusion

As the Eurobarometer results reveal, a European identity is something that can be developed additional to the respective national identities. The survey furthermore shows that a sense of belonging to Europe is not only dependent on the national background, but depends in large parts on the socioeconomic and educational background of the individuals. To fully take advantage of the European integration “transnational competences” that enable individuals to be flexible and capable to adapt to changes seem to be necessary.

In this respect, education on the European Union and European integration is highly relevant for basic education – not only in view of cognitive competences but also with regard to social skills. However, many individuals link their identity in large parts to a narrower, better understandable and more tangible region, with which they feel

connected from childhood age onwards. As a consequence, a European feeling of belonging is often not or only marginally perceived and further developed.

To open the door to Europe for more people and to prevent a further spreading of Eurosceptic attitudes, education and information on the European integration is an important first step. To recognize its benefits and disadvantages equally is important to be able to critically participate in the European society. But this seems not enough. It is also important to make Europe more social and experientable for those who cannot benefit from the mobilised European society so far. The *Europeanization* of the European society will be a pivotal challenge within the next decades – especially in times of the current socioeconomic crisis.

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b. 2 Material - World Café

Objective

A World Café is a method that brings together individuals in small groups to discuss and reflect intensively on specific issues. It is a useful method to encourage creative thinking that opens up for new ideas and out-of-the-box solutions for given issues. By means of a World Café, participants of a course or workshop come to know each other very quickly and get into conversation with the other participants very easily. Therefore it is also an appropriate method for the opening of a workshop or course.

It aims at

- bringing together individuals of different social/educational backgrounds, age or political beliefs to reflect on a given topic which is relevant for the participants;
- giving room for creative thinking processes;
- fostering argumentative skills;
- sensitizing for a willingness to compromise and the ability to find common grounds;
- creating a strong feeling of togetherness by displaying common knowledge and the advantages of cooperative thinking processes.

For workshop moderators:

The material World Café is mainly meant for workshop moderators. It gives you an insight into what is important to consider when conducting a World Café. The given implementation suggestions can be adapted to the actual situation. During the implementation of the World Café, it might be useful if you go from table to table and give some input to the participants if the discussion comes to a standstill.

The workshop series depends on local objectives so it might be useful to document the relevant results, e.g. in relation to the transferability into educational practice.

For self-learners:

If you go through the material by yourself read it closely. Reflect on its relevance to your work or your typical target group and think of potential changes, additions and so on.

World Café

What happens during a World Café? In several consecutive rounds of talks participants discuss one or several questions on a specific topic within small groups. After each discussion round, they are changing tables. Only one person, the host, is always staying at his/her table. He welcomes the participants who take part in the next discussion round and summarizes the discussion of the previous group to the new one. The preliminary results of the discussions are recorded either on a pin board or directly on the paper-tablecloth of the respective tables (like what you see in the “original” World Cafés) after each discussion round. You can finish a World Café either with the prioritization of topics by the participants on the respective pin boards or with a final discussion with the whole group.

You could also implement a modified version of a World Café. For this, you also divide the participants in several groups. In this version, they do not switch tables after the discussion rounds. At the end of each discussion round, each group brings their pin board to the front. If there is enough time, the participants can represent their views by means of an argument and then the whole group prioritizes the answers on the pin boards. If there is not enough time for representing their views, each of the participants could just prioritize the given answers. A group discussion can follow each discussion round before the next one starts. Each discussion round should take between 20 – 30 minutes (plus the process of prioritization and discussion as described in the 2nd version of a World Café).

Choice of discussion topics

Prior to the implementation of a World Café it is essential to reflect on the topics/questions the group will discuss. The questions should use easy vocabulary and should intrigue interest in the following discussion. The topics can be chosen at random, but it is recommended that they are of direct interest to the participants (e.g.: stimulation of interest in Europe; preparation of a foreign language course...). The discussion of 2 or 3 topics is advisable. The questions can become deeper and more thought-provoking with each discussion round.

Ideas for World Café Discussion Questions

1st round: “What kind of knowledge and skills is necessary to enable individuals to actively participate in the European society?”

2nd round: “How can learners be motivated to participate in Europe? What are

problems and challenges they might be facing?”

3rd round: “What is a good way to implement “Europe” into the lessons? What kind of material/methods might be useful?”

Implementation of a World Café – Summary

- Seat four or five people at small Café-style tables or in conversation clusters.
- Set up progressive (usually three) rounds of conversation of approximately 20-30 minutes each.
- Questions or issues that genuinely matter to your life, work or community are engaged while other small groups explore similar questions at nearby tables.
- Encourage both table hosts and members to write, doodle and draw key ideas on their tablecloths or to note key ideas on large index cards or placemats in the center of the group.
- Upon completing the initial round of conversation, ask one person to remain at the table as the “host” while the others serve as travelers or “ambassadors of meaning.” The travelers carry key ideas, themes and questions into their new conversations.
- Ask the table host to welcome the new guests and briefly share the main ideas, themes and questions of the initial conversation. Encourage guests to link and connect ideas coming from their previous table conversations—listening carefully and building on each other's contributions.
- By providing opportunities for people to move in several rounds of conversation, ideas, questions, and themes begin to link and connect. At the end of the second round, all of the tables or conversation clusters in the room will be cross-pollinated with insights from prior conversations.
- In the third round of conversation, people can return to their home (original) tables to synthesize their discoveries, or they may continue traveling to new tables, leaving the same or a new host at the table. Sometimes a new question that helps deepen the exploration is posed for the third round of conversation.
- After several rounds of conversation, initiate a period of sharing discoveries and insights in a whole group conversation. It is in these town meeting-style conversations that patterns can be identified, collective knowledge grows, and possibilities for action emerge.

c. 2 Material – Discussion Guidelines: Europe in Basic Education

Objective:

The aim of the Discussion Guidelines: Europe in Basic Education is to provide some guidance for the plenary discussion of the Workshop – What is European?.

For workshop moderators:

The Discussion Guidelines: Europe in Basic Education are mainly meant for workshop moderators. The ‘Guidelines for Discussions on Basic Education’ are mainly meant for workshop moderators. The set of questions is not to be understood as a list that has to be executed one question after the other. Due to different local contexts the questions are available to suggest potential issues for discussion that can be added to the questions raised by the participants.

Use the Discussion Guidelines: Europe in Basic Education to direct the discussion.

The workshop series depends on local objectives so it might be useful to document the relevant results, e.g. in relation to the transferability into educational practice.

After the plenary discussion the Discussion Guidelines: Europe in Basic Education could be delivered to the workshop participants/trainers. They can serve as a collection of ideas to integrate “Europe” into a basic education course.

For self-learners:

Use the Discussion Guidelines: Europe in Basic Education for a final reflection on the different materials of the Workshop – What is European?.

Discussion Guidelines: Europe in Basic Education

Do you perceive yourself as a European? Why / Why not?

What does it mean to be European?

Why are you curious/not curious about Europe?

What are specific European characteristics/values?

How can European values be developed?

What constitutes a European identity?

What competences do you need to participate in a European society?

What possibilities exist to 'create' and take part in Europe in daily life?

What is important to know about other European cultures? What do you know about other cultures?

Why do fears concerning Europe exist?

Why could it be beneficial to life in Europe?

What is a typical European experience for you?

What constitutes home?

How did the Workshop increase your knowledge about Europe?

Transfer to educational practice

How could the interest in Europe be stimulated in a basic education class?

Ideas (to be developed further)

- Experiencing European culture through cooking together (or talking about it); talk about art, movies, music/charts, sports and so on.; examine stamps and coins from other European countries
- Taking pictures of European traces in the own city

- Having a look at maps and travel virtually
- Playing language games
- Storytelling
- ...

d. 2 Recommended Reading

European Identity / Euroscepticism

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3. Workshop – Student Competences

Objective

The Workshop – Student Competences mainly aims at raising awareness about the importance of existing competences (also for motivation) and at developing a methodology to assess and understand one's own learners before a course is developed or adjusted.

Workshop sequence

The Workshop – Student Competences consists of the following materials:

- Introduction to Competence Orientation
- Interview Guideline
- Observation Sheet
- Guideline for Discussion and Reflection on Competences

a. 3 Material - Introduction to Competence Orientation

Objective:

The 'Introduction to Competence Orientation' gives an introductory overview concerning the concept of competences in education.

For workshop moderators:

Distribute the 'Introduction to Competence Orientation' now amongst the workshop participants.

Ask them to reflect on it in relation to their work, their typical target group and so on, and to mark potential issues for discussion.

It might be worth asking the participants to discuss the 'Introduction to Competence Orientation' with a partner or within a small group first, i.e. before the plenary discussion starts.

Give the participants sufficient time to read the material.

For self-learners:

If you go through the material by yourself, read 'the Introduction to Competence Orientation' closely. It will help you get familiar with the topic of competence orientation.

Introduction to Competence Orientation

Competence orientation might seem to be only a 'hype'. However in the field of basic education it is the adequate approach.

Competences are considered personal dispositions so that they can be activated in different situations. It boils down to 'being able to x-ing' with 'x-ing' being a rather general action.

As far as competences are acquirable this means that developing competences in one field can have an added value in another. Basic education has to be parsimonious in a certain sense. A given course is always limited in time, awareness and motivation, and all kinds of other resources and so on. So the learning that takes place in the framework of a given course has to be of maximized use, i.e. it has to be as multi-functional as possible. And this can only be achieved if the learning is transferable and (self-)sustaining.

So at the beginning of the course planning – even or particularly in basic education – there should be the analysis of the existing competences of the learners in relation to the target competences of the given course. Course planning should therefore not start with the deduction of some knowledge chunks from a general curriculum that ought to be present at the end. This approach does not make optimal use of the learning time.

Competence orientation implies taking account of a more individual approach on the one hand and a more social or socially embedded on the other.

From the individual perspective taking competences as a personal disposition makes teachers and learners aware of informal learning and of learning methods the learners already use. A salient way to discover these (often hidden) competences is by discussing this issue with the students or by a relatively open face-to-face-interview. By the way, such a form of recognition, of looking for the positive, improves learning motivation; it can be a kind of talking cure.

From the social perspective conceiving competences as something that is or has to be socially embedded means to give meaning to the learning process. Activating the social background of learning provides a resource of meaning and thus again of motivation.

b. 3 Material - Interview Guideline

Objective:

At first it is necessary to get familiar with the 'Interview Guideline' and if necessary to adapt it to the given conditions. It is to be used during 6 Workshop – Interview and it is designed to help structuring discussions with learners.

The aim of the questions is to find out how and which existing competences as well as personal experiences of learner(s) can be used to promote (further) learning and learning motivation.

The questions (and sections) are to be understood as orientation not as a strict questionnaire. The function of the following questions is only a guiding one; the actual questions have to be adapted to the learner and the situation. They shall help to guide interviewees through a positive narration of their learning. Accordingly some questions, like e.g. 'What makes you unique', are to be understood with regard to their intention and the wording is to be adapted to the situation – and probably there are rather few situations when this wording is adequate. For teachers it is helpful to be open and talk a bit about themselves as well and to try connecting to the student.

For workshop moderators:

Distribute the 'Interview Guideline' among the workshop participants.

Ask them to evaluate its relevance to their work or their typical target group and mark potential changes, additions and so on.

It might be worth asking the participants to discuss the 'Interview Guideline' with a partner or within a small group first, i.e. before the plenary discussion starts.

Give the participants sufficient time to read and potentially discuss the material.

For self-learners:

If you go through the material by yourself, read the 'Interview Guideline' closely. Reflect on its relevance to your work or your typical target group and think of potential changes, additions and so on.

Interview Guideline

Aims in life – One's dream of life

- Why are you here?
- Did you ever set specific goals for your life?
- When you were a child, what did you want to become?
- What are your dreams?
- What would you like to reach in your life? What in your prior knowledge will help you to reach this goal?
- What would you like to improve?
- What are you willing to invest for (money, time ...)?
- What would you do if you were completely free?
- What makes you unique?

General experiences of success:

- What are you proud of in your life (related to yourself, to what you did in your life)?
- Where are you good at (were you good in school)?
- What do you like to do?
- What are you interested in – no matter what (e.g. music, sports, politics)?
- And what makes you enthusiastic?
- What comes naturally to you? What is easy for you?
- What are things you like to use?
- Which games do you like to play?
- What did you like about school?
- How did you reach the goals you set for yourself (no matter in which area of

life)? What supported you therein?

Motivation¹

- When are you motivated? What motivates you?
 - when you can commit yourself completely to a task
 - when you can interact or collaborate with others
 - when you can compete with others
 - when you can achieve independence
 - when you are an expert in a specific field
 - when you see life built on your own values (which are they?)
 - when you can do something for others
 - when you have a vision and the ability to work with it
 - when you are praised for what you do
 - when you get money for what you do
 - when you get a degree/a qualification
 - when you can be a role model for your children/grandchildren

(Potential) social reference of success (and failure) – social resource of meaning

- Do you like to act in groups?
- Do you like to learn in groups?
- In which situations do you feel appreciated (by others)?
- Do you talk about your strengths with others? How could you better tell others of your strengths?
- What do you usually talk about with others?
- Do you discuss your mistakes with others?

Learning biography

- What does learning mean to you?
- How do you think about learning?
- Please think of chapters in your life in which you were in learning situations

¹ bbb Büro für berufliche Bildungsplanung, R.Klein & Partner GbR / BEST Institute of Continuous Vocational Qualification Training and Personnel Training Ltd. (eds.) (2011). BAGru Toolbox, 51.

(formal/informal). How did you perceive these situations?

- Which were the most important learning situations for you (in school and outside school)?
- Which experiences/competences did you acquire in your life?
- What was good in school and what was bad?
- When did learning obstacles occur? What did help to overcome them (regarding teaching/learning settings/institutions/learning methods)?

External circumstances for (successful) learning – general learning resources

- What is necessary for you to feel well?
- What makes/made you learn and like to learn?
- In which life situations are you encouraged to learn?
- How do you organise your learning (learning strategies/learning environments/informal learning)?
- Do you talk to somebody about your learning?
- What support for learning do you need from teachers /class mates / friends / family /institutions? How would an ideal learning situation look like?

Basic European Competences [if applicable in relation to the given course; this set of questions might be easier if discussed in a group]:

- Which key competences do you have/would you like to gain?
 - Speak/understand/read/write in which languages
 - Communicate with others
 - IT
 - Maths
 - Finances
 - Civic participation
 - Other?

c. 3 Material - Observation Sheet

Objective:

The 'Observation Sheet' is devised in a way to support documenting the results of an interview. Its structure refers to the 'Interview Guideline'.

The first column in the 'Observation Sheet' refers to the headings of the 'Interview Guideline'. It might be reasonable to use the 'Observation Sheet' *after* finishing the interview to structure the notes that were taken during the interview. The (shorthand) documentation of the answers on the 'Observation Sheet' is intended to help in developing the educational measures that will be designed or developed further.

For workshop moderators:

Distribute the 'Observation Sheet' among the workshop participants – together with or after the 'Interview Guideline'.

Ask them to evaluate its usefulness in relation to the 'Interview Guideline' and to mark potential changes, additions and so on.

It might be worth asking the participants to discuss the 'Observation Sheet' with a partner or within a small group first, i.e. before the plenary discussion starts.

Give the participants sufficient time to read and potentially discuss the material.

For self-learners:

If you go through the material by yourself, read the 'Observation Sheet' together with the 'Interview Guideline'. Try to imagine possible answers to the questions and think of how they would fit into the different fields of the sheet.

Observation Sheet

Notes are to be taken during/after the interview and then to be documented in the structured 'Observation Sheet'.

	Positive Issues to build on	Negative Issues to avoid
Sound (and problematic) aims in life		
Relevant experiences of success		
Motivation		
Dimensions of social embeddedness (of learning)		
Aspects of learning biography which can be developed further		
Positive/negative circumstances for learning		
Necessary and sought for (key) competences		
Necessary learning (for present and upcoming requirements)		
Other observations (potentials, ignorances, strengths, problems ...)		
Expectable relations to other learners		

d. 3 Material - Guideline for Discussion and Reflection on Competences

Objective:

The aim of the 'Guideline for Discussion and Reflection on Competences' is to provide some guidance for the plenary discussion of the Workshop – Student Competences and to improve the question set therein.

For workshop moderators:

The 'Guideline for Discussion and Reflection on Competences' are mainly meant for workshop moderators. The set of questions is not to be understood as a list that has to be executed one question after the other. Due to different local contexts the questions are available to suggest potential issues for discussion that can be added to the questions raised by the participants.

Use the 'Guideline for Discussion and Reflection on Competences' to direct the discussion.

The workshop series depends on local objectives so it might be useful to document the relevant results, e.g. in relation to the transferability into educational practice..

For self-learners:

Use the 'Guideline for Discussion and Reflection on Competences' for a final reflection on the different materials of the Workshop – Student Competences.

Guideline for Discussion and Reflection on Competences

The general educational paradox of modern societies is to steer the learner to become his own steersman; schools are educational systems based on heteronomy that tries to produce autonomy. This general paradox becomes even more salient in adult education, because the learners are – in contrast to under aged students – already to be considered as autonomous members of society.

Autonomy through heteronomy?

Hence the main question here is how far you can go in steering your adult learner to becoming what he or she already ought to be.

How can the guideline and the questions be improved?

What adaptations of the guideline and the questions should be made in relation to a given target group?

Is the observation sheet adequate for the documentation of relevant information about the learners?

How can the potential results of the documentation be used for the upcoming didactic decisions?

Transfer into educational practice

e. Recommended Reading

4. Workshop – Self-Regulated Learning

Objective

The Workshop – Self-Regulated Learning mainly aims at introducing methodologies of self-regulated learning (SRL) and meta-competences for competence-based teaching/learning.

Workshop sequence

The SRL workshop consists of the following materials:

- Introduction to SRL
- Questionnaire on SRL
- Observation Sheet
- Guideline for Discussion and Reflection on Competences

a. 4 Material - Introduction to SRL

Objective:

The 'Introduction to SRL' presents essential dimensions of the concept of self-regulated learning and learning related meta-competences in education.

For workshop moderators:

Distribute the 'Introduction to SRL' among the workshop participants.

Ask them to reflect on it in relation to their work and whether their typical target group seems to be using such methodologies.

It might be worth asking the participants to discuss the 'Introduction to SRL' with a partner or within a small group first, i.e. before the plenary discussion starts.

Give the participants sufficient time to read the material.

For self-learners:

If you go through the material by yourself, read the 'Introduction to SRL' closely. It will support you getting familiar with the topic of self-regulated learning.

Introduction to SRL

This session deals with learning strategies and teaching methods that help students to regulate their own learning.

To learn successfully, it is not only important to be motivated and aware of your own competences (Workshop 2), but also to know strategies to regulate your own learning process.

Why is self-regulated learning meaningful?

- If a learner is actually structuring a learning process by him-/ herself, he/ she is more actively involved in his learning process and therefore probably more motivated.
- A self-regulated learner can experience learning as meaningful as he/ she is in control of what he/ she is doing.
- Self-regulated learners are more often motivated and successful than students who do not use SRL strategies.

To start reflecting on self regulated learning (SLR), please find below some statements that illustrate what SLR involves.

Metacognition is at the core of SLR; and this “is recognized as an important predictor of student academic motivation and achievement. This process requires students to independently plan, monitor, and assess their learning. However, few students naturally do this well.” (Zumbrunn et al. 2011, 3)

“Self-regulated learning is a process that assists students in managing their thoughts, behaviors, and emotions in order to successfully navigate their learning experiences.” (Harkar 2013)

“... self-regulated learners also manipulate their learning environments to meet their needs ... self-regulated learners are more likely to seek out advice ... and information ... and pursue positive learning climates ... than their peers who display less self-regulation.” (Zumbrunn et al. 2011, 7)

Consequently, if possible “...classroom curriculum and accompanying assessment systems must be organized in ways that support and value autonomous inquiry and strategic problem-solving.” (Zumbrunn et al. 2011, 17)

A problem can be that being an effective learner is not always and everywhere socially appreciated: "...how students choose to approach and monitor their learning is usually consistent with their preferred or desired social identity ... Whereas students who believe getting good grades is inappropriate for their social group may disregard effective SRL strategies such as doing homework efficiently ..., students with identities consistent with intellectual curiosity may be more apt to engage in SRL learning." (Zumbrunn et al. 2011, 18)

The statements illustrated, that self-regulated learning implies strategies to structure a learning process as well as metacognitive, resource related, motivational and volitional requirements that make learning possible. And, of course, there are teaching and learning strategies that help internalising these strategies and requirements. The following work session will introduce these steps to help students become self-regulated learners.

To successfully learn in a self-regulated and autonomous way, learners have to be aware of different methods that will help them through their learning processes. These methods refer to the following dimensions:

Cognitive

Methods to help process information/knowledge, like organising information (e.g. with mind maps or (coloured) underlining, skimming, summarizing, paraphrasing, self-questioning), elaborating information (e.g. finding examples and analogies), testing knowledge (e.g. by turning the argument or looking at alternative explanations), systematic memorizing and so on.

Metacognitive

Methods to control the learning process, like defining a sequence of learning steps, differentiating relevant and irrelevant information/sources, testing ones success, attention control.

Resource related

Methods to create a learning friendly environment, e.g. defining a certain learning time, having all the learning materials ready, having a desk, seeking help, finding/ building up a learning group and so on.

Motivational

Methods to create and keep up learning motivation, e.g. setting specific proximal goals for oneself and offering incentives to oneself, attributing learning success to one's efforts.

Volitional

Methods to insure that learning is really done, e.g. suppressing other objectives (watching TV, talking with friends and so on)

To help structuring the learning process from its beginning to its end, the learning process can be divided into 3 different phases: prior to learning, during learning and after learning. For the respective phases of a learning process you can help your student to reflect on his/her learning by means of easy questions. These questions are a first step to get familiar with self-regulated learning (for example in the situation where students have to prepare themselves for a test, think about their learning and evaluate the results of the test):

Prior to learning²:

- What should I learn exactly?
- What knowledge do I have that could will assist me?
- What do I want to achieve?
- What should I do first?
- What should I do in order to learn?
- How much time do I have to complete the task?

During learning:

- How am I doing?
- Is it going well?
- What is important to remember?

² Learn.Empowerment. Self-directed Learning for Low-skilled Unemployed People (2006). Toolbox. Learning Materials, Methods and Implementation Models for Self-Directed Learning, p.72f.

- Do I have enough time?
- What do I need to do if I do not understand?

After learning:

- How well did I do?
- What did I learn?
- What could I have done differently?
- Do I need to revise my learning strategies in order to learn more?

b. 4 Material – Questionnaire on SRL

Objective:

At first it is necessary to get familiar with the 'Questionnaire on SRL' and if necessary to adapt it to the given conditions. It is to be used during Workshop 6 (Workshop – Interview) and it is designed to help structuring discussions with learners.

The guideline is made to detect the potentials of SRL before or during a course; it might also help to detect some development of SRL due to the methods used in the course. All methods should be designed in a way that they foster SRL and thus learning that is sustainable also after the given course has been finished.

The questions are taken from a standardized questionnaire³ and are adapted to a basic education target group. The questions can be used as guidelines in an initial or feedback meeting between the teacher and the student. It can help in structuring the course, e.g. concerning the use of certain methods or giving feedback during class, as well as in the evaluation of learning and teaching.

For workshop moderators:

Distribute the 'Questionnaire on SRL' among the workshop participants.

Ask them to evaluate its relevance to their work or their typical target group and mark potential changes, additions and so on.

It might be worth asking the participants to discuss the 'Questionnaire on SRL' with a partner or within a small group first, i.e. before the plenary discussion starts.

Give the participants sufficient time to read and potentially discuss the material.

For self-learners:

If you go through the material by yourself, read the 'Questionnaire on SRL' closely. Reflect on its relevance to your work or your typical target group and think of potential changes, additions and so on.

³ MSLQ (Pintrich, Smith, Garcia, & McKeachie, 1991). In Artino Jr., Anthony R. (2005): A Review of the Motivated Strategies for Learning Questionnaire, p. 14 f.

Questionnaire on SRL

Intrinsic Goal Orientation

- Is it important for you to learn new things in class?
- Do you want to understand the content as thoroughly as possible?
- Do you like course material that arouses your curiosity even if it is difficult to learn?

Extrinsic Goal Orientation

- Is it important for you to do well in class because you want to show your ability to your family, friends, employer, or others?
- Is getting a good grade in this class a satisfying aim for you?
- Is it important for you to do better in class in comparison with your classmates?

Task Value

- Is it important for you to learn the content of this class?
- Is the course material in this class useful for you?
- Are you interested in the content area of this course?

Control of Learning Beliefs

- Do you think it is your own fault if you don't learn the material of this course?
- Do you think you will understand the course material if you try hard enough?

Self-Efficacy for Learning & Performance

- Do you think you can understand the material presented in this course?
- Do you expect to do well in this class?

Test Anxiety

- Do you think about how poorly you are doing compared with other classmates when you sit for a test?
- Do you think of the consequences of failing when you sit for tests?
- Do you feel uneasy or upset when you sit for an exam?

Rehearsal

- Do you repeat tasks when learning for this course?
- Do you try to systematically memorize the course contents?

Elaboration

- Do you try to relate ideas in this class to things you already know?
- Do you make brief summaries of the main ideas when you learn for this course?
- Do you try to relate the things you learn in class to things you learn in other courses?

Organization

- Do you go through the material of the course to find the important aspects of the topic?
- Do you structure the material of the course to organize your thoughts?

Critical Thinking

- Do you think about what happens in the course and whether it is convincing?
- Do you try to develop your own ideas about the course material?

Metacognitive Self-Regulation

- Do you miss important points during class because you are thinking of other things?
- When you become confused about something do you try to figure out why this

has happened?

- Do you often find that you have been following an assignment but don't know what it was all about?
- Do you set yourself goals you want to reach when you learn?

Time/Study Environmental Management

- Do you usually study in a place where you can concentrate on your course work?
- Do you find it hard to learn regularly for this course?
- Do you make sure to do your homework for this course?
- Do you attend class regularly?
- Do you often find that you don't spend very much time on this course because of other activities?

Effort Regulation

- Do you often feel so lazy or bored when you learn for class that you quit before you are finished?
- Do you work hard to do well in class even if you don't like what you are doing?
- Do you either give up or only learn the easy parts when course work is difficult or uninteresting?

Peer Learning

- Do you (try to) explain course contents to a classmate or a friend?
- Do you work with other classmates to complete your homework?
- Do you talk with other classmates about the content of this course?

Help Seeking

- Do you try to do the work for this course on your own, without help from anyone, even if you have trouble learning the contents?

- Do you ask your teacher to clarify issues you don't understand well?
- Do you ask another student in this class for help when you don't understand the issue?

c. 4 Material - Observation Sheet

Objective:

The 'Observation Sheet' is devised in a way to support documenting the results of an interview done with the 'Questionnaire on SRL'.

The first column in the 'Observation Sheet' refers to the headings of the questionnaire. The (shorthand) documentation of the answers on the 'Observation Sheet' is intended to help in developing the educational measure that is to be designed or developed further.

For workshop moderators:

Distribute the 'Observation Sheet' among the workshop participants – together with or after the 'Questionnaire on SRL'.

Ask them to evaluate its usefulness in relation to the 'Questionnaire on SRL' and to mark potential changes, additions and so on..

It might worth to asking the participants to discuss the 'Observation Sheet' with a partner or within a small group first, i.e. before the plenary discussion starts.

Give the participants sufficient time to read and potentially discuss the material.

For self-learners:

If you go through the material by yourself, read the 'Observation Sheet' together with the 'Questionnaire on SRL' and try to imagine possible answers to the questions and think of how they would fit into the different fields of the sheet.

Observation Sheet

Notes are to be taken during/after the interview and then to be documented in the structured 'Observation Sheet'.

	Positive Issues to build on	Negative Issues to avoid
Learning motivations Intrinsic, extrinsic, task value		
Control of Learning Beliefs Self-efficacy and Anxiety		
Effort Regulation		
Rehearsal Elaboration Organisation		
Critical thinking Meta-cognitive Regulation		
Resource Regulation Time, Environment and so on.		
Social framing of learning Peer learning, Help Seeking		
Other observations (potentials, lack of knowledge, strengths, problems and so on)		

d. 4 Material - Guidelines for Discussion and Reflection on SRL

Objective:

The aim of the 'Guidelines for Discussion and Reflection on SRL' is to provide some guidance for the plenary discussion of the Workshop – Self-Regulated Learning and to improve the questions set therein.

For workshop moderators:

The 'Guidelines for Discussion and Reflection on SRL' are mainly meant for workshop moderators. The set of questions is not to be understood as a list which has to be executed one question after the other. Due to different local contexts the questions are available to suggest potential issues for discussion that can be added to the questions raised by the participants.

Use the 'Guidelines for Discussion and Reflection on SRL' to direct the discussion.

The workshop series depends on local objectives so it might be useful to document the relevant results, e.g. in relation to the transferability into educational practice.

For self-learners:

Use the 'Guidelines for Discussion and Reflection on SRL' for a final reflection on the different materials of the Workshop – Self-Regulated Learning.

Guidelines for Discussion and Reflection on SRL

Are the questions adequate (to analyse the learning potentials)?

Do they sufficiently reflect the different dimensions?

What further questions could be of importance?

Is the 'Observation Sheet' adequate for the documentation of relevant information about the learners?

How can the potential results of the documentation be used for the upcoming didactic decisions?

Potential transfer to educational practices

e. 4 Recommended Reading

Cleary, T.J. & Zimmermann, B.J. (2004). Self-Regulation Empowerment Program: A School-Based Program to Enhance Self-Regulated and Self-Motivated Cycles of Student Learning. *Psychology in the Schools*, 41(5), p. 537-550. URL: http://tccl.rit.albany.edu/knilt/images/7/74/Cleary_and_zimmerman.pdf [30.04.2014]

Harkar, Mayuri (2013): Motivation and Emotions in CSCL. Computer Supported Collaborative Learning. URL: <https://wiki oulu.fi/pages/viewpage.action?pageId=37787189>, zuletzt geprüft am [26.03.2014]

Wolters, C.A. (2008). *Self-Regulated Learning and the 21st Century Competencies*. URL: www.hewlett.org/uploads/Self_Regulated_Learning_21st_Century_Competencies.pdf [30.04.2014]

Zimmerman, B.J. (2002). Becoming a Self-Regulated Learner: An Overview. *Theory into Practice*, 41(2), p. 64-70. URL: www.commonseatheism.com/wp-content/uploads/2011/02/Zimmerman-Becoming-a-self-regulated-learner.pdf [30.04.2014]

Zumbrunn, S., Tadlock, J. & Roberts, E.D. (2011). Encouraging Self-Regulated Learning in the Classroom: A Review of the Literature. *Proceeding of Metropolitan Educational Research Consortium (MERC)*. http://www.mehritcentre.com/assets/documents/Self_Regulated_Learning.pdf [30.04.2014]

Useful compilation of exercises and worksheets:

Learn.Empowerment. Self-directed Learning for Low-skilled Unemployed People (2006). Exercises & Work Sheets for Self-Directed Learning.

5. Workshop - Teaching of Learning Strategies

Objective

The workshop 'Teaching of Learning Strategies' mainly aims at giving hints and discussing experiences and possibilities about how self-regulated learning strategies can be fostered when teaching.

Workshop sequence

The workshop 'Teaching of Learning Strategies' consists of the following materials:

- Teaching of Learning Methods
- Guideline for Discussion and Reflection on Teaching of Learning Methods

a. 5 Material – Teaching of Learning Methods

Objective:

The material 'Teaching of Learning Methods' presents a rough structure of ways about how self-regulated learning can be fostered while students attend a course.

The differentiation of the following SRL methods is designed to help choosing the ones adequate for the given circumstance (learning target, target group, resources and so on). Their usage can be guided/scaffolded or (later) be done independently.

For workshop moderators:

Distribute the 'Teaching of Learning Methods' among the workshop participants.

Ask them to reflect on it in relation to their work: do they use such methodologies in general? Do they use them with the intention of fostering self-regulated learning among their students?

It might be worth asking the participants to discuss the 'Teaching of Learning Methods' with a partner or within a small group first, i.e. before the discussion starts.

Give the participants sufficient time to read the material.

For self-learners:

If you go through the material by yourself read the 'Teaching of Learning Methods' closely. It will support you in finding adequate teaching strategies to foster self-regulated learning.

Teaching of Learning Methods

a) Elaboration methods, e.g.

- learning circles that have to be covered with free choices concerning the number and sequence of tasks, time to be allocated to the single tasks, whether done alone or with partners and so on.
- discussions that include all
- group puzzles or similar structures that require that all learners present their learning to others
- projects that require a division of labour and many decisions and learning occasions
- structuring/mapping a topic
- relating given arguments to the overall context
- mutual learning coaches

b) Presentation methods, e.g.:

- presenting in front of class
- visualising ones own learning task
- role play on the basis of role exploration

c) Expansive methods, e.g.

- discovery learning
- analysis of action settings
- future workshop

b. 5 Material - Guideline for Discussion and Reflection on Teaching of Learning Methods

Objective:

The aim of the 'Guideline for Discussion and Reflection on Teaching of Learning Methods' is to provide some guidance for the plenary discussion of the Workshop - Teaching of Learning Strategies.

For workshop moderators:

The 'Guideline for Discussion and Reflection on Teaching of Learning Methods' is mainly meant for workshop moderators. The set of questions is not to be understood as a list that has to be executed one question after the other. Due to different local contexts the questions are available to suggest potential issues for discussion that can be added to the questions raised by the participants.

Use the 'Guideline for Discussion and Reflection on Teaching of Learning Methods' to direct the discussion.

The workshop series depends on local objectives so it might be useful to document the relevant results, e.g. in relation to the transferability into educational practice.

For self-learners:

Use the 'Guideline for Discussion and Reflection on Teaching of Learning Methods' for a final reflection on the different materials of the Workshop - Teaching Learning Strategies.

Guideline for Discussion and Reflection on Teaching of Learning Methods

Do you already use strategies like the ones described in your class? Which ones work, which ones don't?

Do you use other strategies that force your students to work on their own?

What experiences do you have with introducing new methods in class?

Transfer into educational practice

c. 5 Recommended Reading

6. Workshop – Interview

Objective

The 'Interview' Workshop mainly aims at developing an understanding of how introductory or counselling interviews can be conducted. The Workshop is based on the 'Interview Guideline' in Workshop 3 and the 'Questionnaire on SRL' in Workshop 4.

During this workshop session learners are invited to participate. If no learners take part in the Workshop, the interview can be done in form of a role-play activity with teachers/staff acting as a typical learner.

Workshop sequence

The 'Interview' Workshop consists of the following materials:

- Approach to an Interview
- Example Role Play Cards
- Implementation of an Interview
- Debriefing Questions

a. 6 Material - Approach to an Interview

Objective:

The aim of the material 'Approach to an Interview' is to sensitize participants about the the problematic situation when somebody in need for basic education is interviewed taking into consideration the background of this perceived lack or blemish. The material 'Approach to an Interview' emphasizes how important it is to value the learners as they are and to focus on their strengths and competences. The material expresses the importance to build an equal relationship with the interviewee and to let him/her become more of a dialoging partner rather than a person who is being interviewed.

For workshop moderators:

Distribute the material 'Approach to an Interview' among the workshop participants'. Ask them to reflect on it in relation to their work: do they use interviews/dialogues to get to know their students in their work? How do they take place in general? It might be worth asking the participants to discuss the material 'Approach to an Interview' with a partner or within a small group first, i.e. before the discussion starts. Give the participants sufficient time to read the material.

For self-learners:

Read the material 'Approach to an Interview' closely. It will be beneficial for counselling interviews in general to reflect on trainer/learner interview situations.

Approach to an Interview

Before you begin to conduct an interview with a student, it is necessary to introduce the student to the interview situation to make him/her feel comfortable: Why are we doing this interview (to get to know you, to support you and not to judge you...)? What are we doing with the information gained in this interview (information will stay confidential)? ...

During the interviews it is important that the interviewers have an approach that is open and encouraging. The students who participate in basic education courses often have certain problems e.g. within their families or psychologically or in relation to social conditions caused by their status as refugees or immigrants and so on.

During the interviews these problems are not to be avoided, however the focus should not be on the problems but on the students' (hidden) competences and strengths and their aims in life.

It is important that the interviewer creates personal contact with the students to approach their competences/skills/interests/passions and to make the student aware of these treasures.

Later it would be ideal if the teacher remembers this information and makes notes of the more interesting information he/she has acquired.

Here are some topics that teachers should try to cover or to resolve during the interviews:

Self-esteem: a self-esteem process is fundamental for every teacher but it is, at the same time, very important for every student. A good teacher needs to have self-esteem, but we probably need to consider that for the students it is important as well to have, to build or to re-build his/her own self-esteem, and in this complex process the teacher's influence is in most cases extremely important.

Generational problems: several learning experiences demonstrated that there is often a "communicational gap" between the teachers and the students caused by the different age, the different experiences, the different social conditions, obviously by the different roles and so on. It could be positive if the teachers become more and more aware and conscious of this "communicational gap" and try not to consider students' closure, indifference or listlessness as conscious behaviour, but try to consider these behavioural dynamics as basic mirroring of the social context in which the students live in. It is possible to try to resolve this gap: "meeting" them where they are... where they live... so for example talking or creating a dialogue on how and why they use facebook or twitter or asking them to explain which videogames they like and why and so on.

Age identity: the age of students is often forgotten by the teachers, particularly in basic

education courses that often see the participation of different aged students, often times the teachers need to have a different approach for each of the students present in class. Only in this way will the teacher be open and ready to hear, particularly understand, the different characters that make up the class. Hear and understand, in an intuitive modality.

Autonomy: teaching somebody to become autonomous is quite a difficult objective, but this could be one of the topics to discuss during the interview with the students. This topic is quite similar to Self-Regulated Learning that represents a basic necessity for a student to become autonomous and independent.

Global vision: sometimes (basic education) students seem not to have a global vision of their own lives; it is important that teachers avoid giving an immediate judgment on this, and try to complete, through the interviews, a path that provides both new and helpful information. A gradual and careful analysis conducted by the teacher, in close connection with the student, will be a good way to make the “global vision” of the students more clear and understandable.

Contact: it is very important to come in contact with the student and start talking with him/her on different levels, personal/emotional in dialogue form.

Certainties: it is quite important to combat the monotony of our (teachers) certainties... remember that things change in our life, and more and more in the life of the students, maybe few times in a year and surely more frequently than ours.

Keywords: it is very difficult for many of them (students) and for many of us (teachers) to find the right “keywords” ... a good way is to become part of the class... so “me” (teacher) and “them” (the students) becomes “We” (teacher and students). The teacher and the students are in the same condition and they all need to come up with the best way to create a positive and constructive communication that gives value to the training program.

Open or close questions: during an interview, open questions have the power to create new relationships; close questions risk maintaining an original teacher-student role based on the strict connection between the teachers, who normally have the role of being the judge, and the students who have the role of the ones being judged.

Dreams: students need, first of all, to be helped by teachers and other fellow students to identify their own dreams. Later, one of the principal roles of the teacher is to convince the student that his/her dreams could be something that can be achieved, and that this dream during the course or during his personal learning path has a good chance of becoming real. Point 10 got us back to point 1, “self-esteem”; in fact it is by a gradual confirmation of their own “self-worth” that their dream will become a reality day after day.

b. 6 Material – Example Role Play Cards

Objective:

The 'Example Role Play Cards' provide some typical descriptions of adults in need of basic education. They can be used as such to take over the role of a learner, if no (potential) learners are present to be interviewed. They can also be used as an example to write one's own role play cards in accordance with the local context.

For workshop moderators:

As these role cards are only an example, you may amend them or write new ones that fit your local needs – in preparation of the whole workshop series.

Invite the workshop participants to do a role play (using role play cards).

Give the voluntary/chosen players their role play cards.

Interviews can be done one after the other or all at once. The basis to conduct an interview is described in Material Approach to an Interview.

For self-learners:

Read the 'Example Role Play Cards' closely as they might give you an idea of the potential background and hidden competencies of adult learners.

Example Role Play Cards

Teacher

Mr / Ms Smith

You are a teacher and adviser in a public adult education institution. It is your task to find an adequate course for the 'student' in front of you. However, you see your main task is to show the student that he/she is a human being with great potential that can only be discovered through specific learning efforts.

Students

FATIMA, female migrant

You come from a rather underdeveloped country. The language and many aspects of the European culture are foreign to you. Thus, also your language abilities during this interview are rather limited. You would like to be better integrated in society but you don't know how and where to start. You are taking part in a class for newcomers.

Specific skills:

In your home country, you made all the clothes for you and your family from scratch. Friends and neighbours came to ask you for support, since you were known for the colourful, valuable clothes that you made. You acquired all the necessary competences in a trial-and-error manner.

PHILIPP, analphabet

You often failed to get a job because you were hardly able to inform yourself about vacancies and because you never managed to send in all the necessary documentation.. You are quite depressed and don't know how to further proceed with your life. You decided to take part in a literacy course.

Specific skills:

Due to financial problems you have to repair and renovate everything in your apartment on your own. You have even repaired your electronic devices and those of friends. You never got any formal education to acquire the necessary skills.

PAOLO, male school drop out

You left school without any qualifications as you were not motivated enough to learn. No one supported you during your school years so as to overcome the learning difficulties and/or other personal problems. Now you want to try to acquire some kind of formal education and since this is probably the last chance for you, you are very afraid of failing again.

Specific skills:

To earn a living, you worked as a builder. You learned a lot as you were always curious on how the others did their job and you were eager to broaden your knowledge.

SARAH, young mother

You are at home with your two young children most of the time. Your husband has just recently lost his job. Your family has debts and you are quite overwhelmed with the whole situation. Now you enrolled in a class, which is aimed at supporting young families.

Specific skills:

You developed a passion for cooking. You like to check out new ingredients and try to prepare a variety of healthy food for your family. You never got any lessons in cookery.

c. 6 Material – Implementation of an Interview

The aim of the material 'Implementation of an Interview' is to guide the participants through an interview situation during a workshop.

For workshop moderators:

The material 'Implementation of an Interview' is mainly meant for workshop moderators. Use the material 'Implementation of an Interview' to direct the interviews.

The workshop series depends on local objectives so it might be useful to document the relevant results, e.g. in relation to the transferability into educational practice.

For self-learners:

Use the material 'Implementation of an Interview' for a final reflection on the different materials of the Workshop – Interview.

Implementation of an Interview

After a short presentation the learners and the workshop participants are paired for the interview in a way that all feel comfortable. A way to change the common routine is to give the learners the opportunity to choose their interview partner (teacher). You can also ask the learners if they agree to do an interview in groups of two or three with a teacher, for example if the learners outnumber the teachers. To work in bigger groups might also be a good practical test because in everyday teaching there might not be the time for one to one interaction. It is also time-consuming to interview a single student at a time.

Ask the participants to use the 'Interview Guideline' of Workshop 3 and/or the 'Questionnaire on SRL' of Workshop 4 during the interview; this depends on the kind of interview they want to try out. The notes taken during the interview can be structured using the respective Observation Sheets.

Remind the interviewers that the number, sequence and phrasing of the questions are open to change; where to start and where to end in practice is a pragmatic issue.

Build interviewer-interviewee-(observer) relations depending on the number of participants and students.

Ask for a documentation of the interview with the help of the respective Observation Sheets – potentially adapted during the previous workshops.

Give enough time for conducting the interview – it can take longer than one might think at first, because some might start telling their life stories. Usually a timeframe up to 1 hour is advisable.

d. 6 Material - Debriefing questions

Objective:

The aim of the 'Debriefing Questions' is particularly relevant for the role play option in order to return to a reflective mode. If the 'players' took their role seriously it implies some change in the emotional frame of reference due to the responsibility for the played character. To make this change convenient it is advisable to provide some kind of ritual.

Another objective is a practical test of the 'Interview Guideline' and the 'Questionnaire on SRL' as well as the Observation Sheets – at least in so far as they have been used.

For workshop moderators:

The 'Debriefing Questions' are mainly meant for workshop moderators.

Depending on how intense the interview(s) or the role play(s) have been, the questions help to leave the specific emotional state.

The workshop series depends on local objectives so it might be useful to document the relevant results, e.g. in relation to the transferability into educational practice.

For self-learners:

Use the 'Debriefing Questions' for a final reflection on the different materials of the Workshop – Interview.

Debriefing Questions

What were your feelings?

What was special – new – unexpected?

Did misunderstandings occur and why?

Has learning been identified?

Was motivation (new objectives) detectable?

Have students been made aware of their competences/skills?

What has to be improved in the materials?

e. 6 Recommended Reading

7. Workshop – Improving the Curriculum

Objective

The 'Curriculum' workshop mainly aims at developing or improving a specific educational measure. The basis for this are the results of the previous workshop sessions.

Workshop sequence

The 'Curriculum' workshop consists of the following materials:

- Compiling the Previous Results
- Consequences for Educational Design and Questions for Discussion

a. 7 Material – Compiling the Previous Results

Objective:

The material 'Compiling the Previous Results' aims at bringing together the results of the previous workshops with regards to their transferability into the local educational practice.

For workshop moderators:

Distribute the material 'Compiling the Previous Results' now among the workshop participants.

Ask them to reflect on it in relation to the local objective of the workshop series.

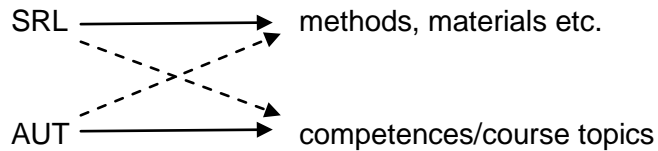
It might be worth asking the participants to discuss the material 'Compiling the Previous Results' with a partner or within a small group first, i.e. before the plenary discussion and exploitation starts.

Give the participants sufficient time to read the materials.

For self-learners:

If you go through the material by yourself, read the material 'Compiling the Previous Workshop Results' closely. It will support you in the reflection of the previous workshop sessions and by designing a curriculum.

Compiling the Previous Results



Reference to the core theme: individual background/autonomy

Remind participants of the results/concept of the learner interview they conducted and a positive perspective on learning.

If a case study session was made – remember Paulo Freire’s example or the ones’ own experiences discussed.

If not, give a short introduction about Freire and his concept of multifunctional basic education – using the real life examples for the learners and their problems for teaching literacy – thus generating significant motivation and transferability (references about Freire in the last section of this workshop).

Reference to the core theme: SRL and metacompetences

Remind participants that such multi-functionality in Europe is highly dependent on meta-competences, particularly self-regulated learning.

When taking into account the levels of meta-competencies, the different domains are not only to be seen as part of a necessary contextualisation but also as an incident for training these meta-competencies and thus particularly for motivating further. As a result basic literacy and numeracy are thus contextually embedded in these fields of application as well as basic learning-competences.

Consequences for developing a curriculum/syllabus/... for a given course

What are the conditions for such a multifunctional adaptation concerning the given target group, their background and their problems?

Which kind of basic education do they need (literacy, numeracy, IT, economy, civic and so on) – how are their typical fields of action (transfer) structured – how do answers to these question determine the choices for topics, methods, materials in the given course?

b. 7 Material - Consequences for Educational Design and Questions for Discussion

Objective:

The material 'Consequences for Educational Design and Questions for Discussion' aims at exploiting the results of the previous workshops with regards to their transferability into the local educational practice and to guide this transfer process.

For workshop moderators:

Depending on the local objective of the workshop series there are different options.

- You may distribute the material 'Consequences for Educational Design and Questions for Discussion' and discuss it with the workshop participants.
- You may use the questions and issues together with the documentation of the previous workshops in order to solve your specific problem, i.e. to design a specific educational measure.

For self-learners:

You may use the questions and issues together with the documentation of the previous workshops in order to solve your specific problem, i.e. to design a specific educational measure.

Consequences for Educational Design and Questions for Discussion

The following differentiations are to support you in developing an educational measure. It is to be based on a flexible orientation, which allows to take into account – in addition to the specific learning targets of the course – general learning targets (particularly meta-competences) as well as contextual specificities (learning spheres of the target group).

The (filled in) 'Observation Sheets' can function as major inputs for the development of a curriculum, a syllabus, a method and so on. The 'Observation Sheets' allow structuring the planning of a course in accordance with their categories. Starting from here fostering a student-centred educational measure: planning from the sustainably embedded learning (process) of the students and not from the limited viewpoint of teaching a certain topic. This enables us to answer questions like e.g.: How was learning (including learning motivation) already situated in the life situation and how can learning be situated further on in the life situation?

Further questions, which the educational planner has to answer, relate to the main planning dimensions: learning targets, learning organisation and learning control.

Defining learning targets: defining, ordering and justifying the learning targets

- Which are the really relevant competences to be taught?
- Which subjective, i.e. individual intentions, and objective, i.e. social claims, needs and goals exist?
- What would be elementary and significantly exemplary issues of your course topic?
- Are these learning targets really well justified?

Defining learning organisation: choosing adequate (contextualized) methods and sequences

- What is adequate in relation to your learning targets, the target group, resources and so on?
- What is relevant in relation to:

- the learners: their learning experiences and learning successes, their social backgrounds, their aspirations, their existing competences and so on;
- the specific and relevant societal context: social meaning of learning, values, resources of social recognition, labour market, education system and so on;
- the educational institution: its objectives, financing, course structures, teachers and so on.

Defining learning control: defining conditions for success

- Why was success achieved or not achieved?
- Which of a set of – more or less simple – issues can give an indication about the success, particularly the motivation of your students, e.g.:
 - the quality of teacher/student as well as student/student relationships;
 - the amount of meta-cognitive feedback you give to your students or students to each other;
 - the proportion of actual learning time during course;
 - the usage of targeted competences in practical life (transfer)?

The learning can also be ‘measured’ by exams. This is a usual but often misleading method to measure learning.

Final question

As sustainable learning is the target, are there any possibilities to ‘innovate’ your planning and teaching in the given structure?

How do you decide in your daily practice?

c. 7 Recommended Reading