

Self-directed Learning

Learn.Empowerment

Self-directed Learning for Low-skilled Unemployed People



Exercises & Work Sheets

for Self-Directed Learning



This publication has been developed in the project "Learn.Empowerment Self-directed Learning for Low-skilled Unemployed People" within the LEONARDO Programme funded with support from the European Commission. It 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 herein.

Project Number A/04/B/F/PP-158.133

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PROJECT PARTNERSHIP

The project consortium comprises 14 partners from 11 countries. The multi-actor partnership comprises, apart from the expert and development partners, labour market administration organisations and social partners.

- BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH (AT)
- Urad Prace Znojmo (CZ)
- Büro für berufliche Bildungsplanung (DE)
- Volkshochschule Cham (DE)
- Hessisches Sozialministerium (DE)
- IRFA Sud (FR)
- Győr-Moson-Sopron Munkaügyi Központ (HU)
- Città della Scienza S.c.p.a.-ONLUS (IT)
- Vytautas Magnus University (LT)
- Fundatia Romano-Germana (RO)
- Folkuniversitetet Kristianstad (SE)
- Urad Prace Dunajska Streda (SK)
- University of Glasgow Department of Adult and Continuing Education (UK)
- Bexley College (UK)

Detailed partner profiles and contact information: www.learn.empowerment.org

INTRODUCTION

"Self-directed learning (SDL) activates present competences, helps to develop perspectives and promotes the development of professional methodological, social and personal competences as tools for self-control..."

The partners of the project „Learn.Empowerment Self-directed Learning for Low-skilled Unemployed People“ have developed, a joint concept for self-directed learning.

Self-directed learning enables and supports the development of personally and socially relevant self-management competences. It strengthens self-confidence and leads thus to the ability to act in an emancipated and secure way in the social and work environment.

Especially target groups who have no affinity to and no experience with learning – and these are the target groups the project is focussing upon – connect “learning” with failure, imposition and with no perspective, because they could not experience learning as useful and valuable for themselves. It is at this point where self-directed learning can start, starting at the individual person and his/her interests and ideas: it activates activates present competences, helps to develop perspectives and promotes the development of professional methodological, social and personal competences as tools for self-control.

Self-directed learning imposes at the learner responsibility for his/her own learning process. They are integrated into the design of their learning process and thereby experience the fact that learning has something to do with them personally. If learners are supported and accompanied in their self-control by a trainer and/or by fellow learners in a learning group, learning can become a sustainable valuable experience.

The educational practice in the countries of the project partners shows that there is a need for supporting self-directed learning with structures, instruments and processes.

The **Handbook** identifies them, demonstrates which aspects should be taken into consideration when implementing self-directed learning and explains the underlying didactic concept of self-directed learning.

The **Toolbox** describes self-directed learning as didactic concept as it has been elaborated by the partners in this project. It reflects the situation and understanding of the partners and their “philosophy”, their ideas of teaching and learning on which this concept is based upon.

In addition, this collection of **Exercises and Work Sheets** offers a practical approach that can be used for various target groups (disadvantaged young people, migrants, long-term unemployed people etc.) and will give them the possibility for developing their competences.

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Education and Culture

Leonardo da Vinci

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