

LELLE2:
Let's learn
how to learn!

Learning skills development
for secondary school students

O1 – Best Practice Collection on Learning Skills Development

In the opening work package, the LELLE2 Team conducted a qualitative research on the good practices in skill development in secondary education.

Three skills were the targets of the research:

- Critical Thinking (CT),
- Problem Solving (PS),
- and Managing own Learning Processes (MOLP).

The research sample included 61 schoolteachers, 9 companies and colleagues from 3 research institutes in four countries. From the good practices collected in the research, the Project Partners selected 10 per each skill to be included in the further work packages.

The main goal of collecting best practices is to integrate the development of the 3 above mentioned skills into the curricula of general subjects in high schools.

Let's
Learn!
How
to
Learn!

What do you think can be improved in the school without you noticing it?

Have you ever wondered why it's sometimes difficult to learn? Who can support you?

Don't criticize, learn to think critically.

Did you know what your problem solving skill is? And can that be developed?



O2 – How to Teach How to Learn – Training for secondary school teachers

In 2019 O2 the first phase was to develop the “How to Teach How to Learn” training material based on the outcome of O1.

The O2 phase main aim was to give a methodological toolkit, “How to Teach How to Learn” training material, which helps teachers integrating the three skills (critical thinking, problem solving, managing own learning process) into different secondary school subjects lesson plan and latter into the school curriculum.

The best 10 learning skills improvement methods and techniques of each pillars (critical thinking, problem solving and managing own learning process) were developed and elaborated by experts from the University of Pannonia (UP), Hungarian Institute for Educational Research and Development of Eszterházy Károly University (EKU) and National Institute for Education (SPU).

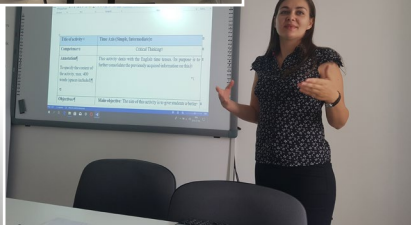


C1 – Short-term joint staff training event in Bratislava

The “How to Teach How to Learn” training material gave the base of the 5-day Training Activity in Bratislava 2019 July.

As the outcome of the training participants became familiar with their tasks in the next steps of the project. They got ready to the “teaching” of their colleagues at the beginning of the next academic year and had an idea on the mentoring of their participating colleagues in the implementation.

During the training week teachers prepared lesson plans based on the three learning skills. They created a strategic plan to implement the methods, improving the learning skills in their school.



O3 – Student measurements

In the falls of 2019 and 2020, the student measurements were carried out by the schools in the Project. We used an online survey to measure the skill development of high school students. The LELLE 2 team, led by TEGA and UP built on the concepts of the LELLE 1 project and modified it's questionnaire to be suitable for high school students. Also took measures to enhance the validity of the tool.

Three subskills were identified under the three examined competences:

Critical Thinking (CT):

- Reflect & handle task autonomously
- Make sound decisions & judgement
- Identify connections & recognise opportunities

Problem Solving (PS):

- Define & identify problems
- Identify possible solutions
- Make decisions & take actions towards a solution

Managing own Learning Process (MOLP):

- Strategy, training & time management
- Manage Information
- Organise & evaluate own learning process

Results

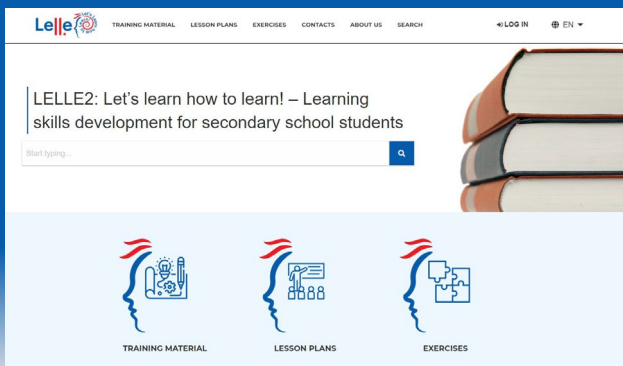
In the first measurement 577 students took part in the survey and – with the delay caused by the COVID-19 lockdown – 458 students completed the second measurement, because some students graduated or left the schools during the spring of 2020. Altogether, we can say that the two measurements were successful, but the results do not differ considerably, although we measured an increase of scores between 1% and 2,5% in all subskills, but one that showed a 0,01% decline which is way below the margin of error.

O4 – Pedagogical materials for learning skills development

During this period secondary school teachers were writing up their lesson plans in four languages based on the 3 skills: problem solving, critical thinking and managing own learning path. Furthermore activities and exercises were created to the lesson plans.

Each partner school had the curriculum prepared with the involvement of several teachers and through a number of subjects (e.g. literature, history, physics, and language lessons). The skills are thus not developed in a separate lesson, but integrated into different subjects.

In the 2019/2020 academic year, teachers from the schools taking part in the project tried out the lesson plans in their personal contact and/or offline classes. These material then were proofread and managed in order to upload them into the online platform Gateway.



O5 – European Learning Skills Development Gateway

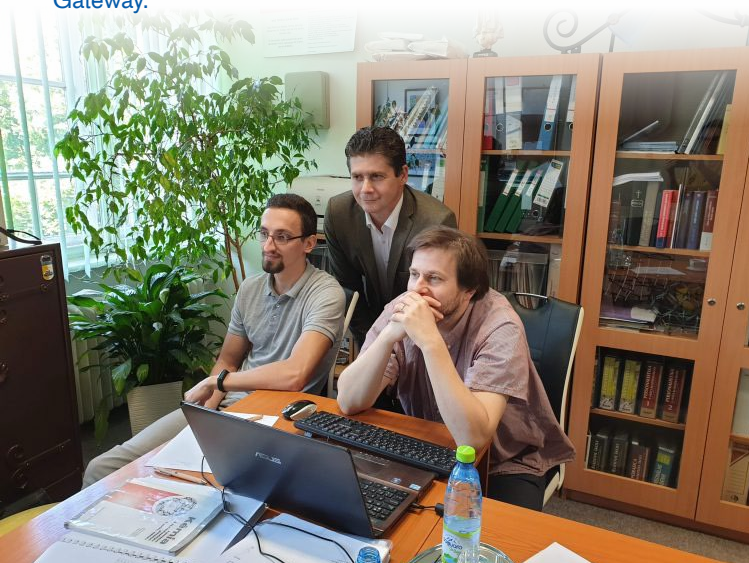
During the fifth intellectual output the project members started to develop the website called „European Learning Skills Development Gateway”.

Aim of the Gateway is to construct an open educational resource for learning skill development methods.

The partners' proofread lesson plans and exercises have been continuously uploaded in five languages. The uploaded exercises have been validated, and if they are linguistically and professionally appropriate they will be published, i.e. made available to the general public.



During the development of the portal, we took into account the development of an accessible and usable-friendly interface that can be easily applied by teachers participating and not participating in the project. Furthermore, students who want to develop their learning skills themselves can also use Gateway.



COVID-19 Pandemic

2019-
CORON

The outbreak of the novel coronavirus caused pandemic in Europe had a tremendous effect on our project as well. First of all, most European education systems were forced to switch to online education from mid-March 2020 and could not return to normal ever since. This brought a major issue to project goals and demanded thoughtful actions.

The Project's governing body decided to suspend O3 and O4 project activities from the 1st April to the 31st of May 2020 in order to give the Partners time to organize life and work, help teachers and students to prepare and run the semester in an online environment. In this timeframe leading partner UP discussed the possible solutions for this emergency with the National Agency and created alternatives for the upcoming and delayed activities. A modified timeline was created for the project and a suspense was asked and granted for the final deadline of the Project that is now August 31st 2021.

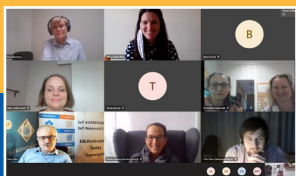
We also decided to hold further TPMs and gathering activities online unless there is a safe way to carry on in a personal way. As of January 2021, vaccines are rolled out, but there is no sufficient distribution and availability for every stakeholder and possible participant of our multiplier events. So according to what we know at this time, we continue with the online solutions.



nCoV AVIRUS

After the 31st of May, we kindly asked all of our Partners for a feedback on how they can cope with their duties and how they see they can manage the project tasks. An agreement was made on how we can carry on. At that time, we thought that the fall semester would be carried out in presence, so we postponed most activities including the O3 second measurement and O4 teaching activities to that time. Unfortunately, this was not the case, so a new re-planning had to be done in September 2020. Therefore most of the O4 activities could not be carried out, because the online tools weren't ready and all activities that we developed were suited for conventional education (where the students are present). This resulted in that we partly did not reach the goals that we intended and set up in the application form. However, there were a plus side of this extreme situation: the penetration of online tool usage skyrocketed and most of the teachers who were averse of the virtual world and the online solutions had to more or less take a different aspect and at least try to use them. According to our partners, they experienced a great deal of positive feedback from students and extended cooperation with them and their own colleagues during the lockdown. But at the same time teachers and school staff felt sorrow and hiatus about not having their beloved students at the school. Some of the students also told us that they miss being there and meeting their peers and teachers.

We do hope that our final conference where we will present all proceedings and results of our project can be held in both online and offline ways.





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This project has been funded with support from the European Commission. This publication (communication) reflects the views only of the author, and the Commission cannot be held responsible for any use, which may be made of the information contained therein. Project number: 2018-1-HU01-KA201-047839