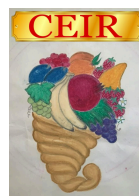




GOOD PRACTICES

Partner: CEIR

Practice's title: **Metacognitive Skills Project**



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1- BACKGROUND AND SCOPE

1.1 Background

Where does the practice come from? What is the context in which the practice was created and experimented first?

The “Metacognitive Skills for Adult Learners” project is an Erasmus+ project that aims to ensure that adult learners have relevant learning capacity throughout life with their metacognitive skills.

The European Union promotes collaboration between European Union (EU) Member States and key stakeholders in the area of the implementation of the EU Digital Education Action Plan. This cooperation intends to improve the monitoring of progress towards the achievement of their collective vision.

In the context of the COVID-19 pandemic, adult education organisations that were directly affected by the pandemic struggled with learner retention and ensuring educational continuity during the Covid-19 pandemic. Education organisations have to revisit their organisational digital provision and digital learning strategies during the pandemic to critically analyse the gaps in ICT provision, employee and learner training and support and peer-learning opportunities to ensure a stronger overall contingency plan is in place in the event of a second wave or a similar crisis in the future.

1.2 Main subject

What is the main subject at the heart of the practice? What are the themes developed in the practice?

The project creates a clear and direct upskilling pathway for vulnerable and low-skilled adult learners, improves their accessibility to uncommon, yet very important skills and ultimately will support the increase in take-up of adult education through the ability of adults with a low level of skills, knowledge and competences to successfully complete adult education courses and qualifications. This project results provide

- resources,
- training and support to provide effective outreach,
- guidance and motivation strategies to adult learners.

1.3 Target

What's the intended target group of the practice? Are there primary and secondary beneficiaries? (eg.: other teachers as primary beneficiaries and adult learners as secondary beneficiaries, or vice versa).

The target group of the practice is vulnerable and low-skilled adult learners who experience problems with digitised education.

2- OUTLINE OF THE PRACTICE

2.1. Description

Please describe the activities contained in the practice. If possible, try to divide them in Learning Units. Also, define how long the training practice will last (1 to 4 hours).

The project provides a complete learning experience for adult learners and educators with respect to metacognitive skills:

1. Metacognitive Best Practice Handbook - which will gather and analyse best practices in the use of metacognitive activities to support reflective and self-directed learning in adult education learning environments, specifically amongst low-skilled and NEET adult learners.

2. Metacognitive Competence Framework - an effective method to assess, maintain, and monitor learners' metacognitive knowledge, skills and attitudes and progress towards them.
3. Metacognitive Learner Interactive e-Course - which will provide a 30-hour course aimed at introducing, explaining and encouraging low-skilled/educated adult learners through a series of engaging, interactive modules which cover each competence of the metacognitive framework in detail.
4. Metacognitive Supporter e-Course - a 15-hour e-Course and supporting CPD resources will upskill, reskill and focus adult educators and trainers to have the skills and knowledge to be able to actively provide support and guidance to adult learners' self-directed and reflective learning activities relating to their metacognitive skills.
5. Metacognition Change Management Toolkit - which will provide key resources to adult education organisations and their leaders to support their teachers and learners to make a sustainable transition to the integration of metacognition within their existing adult education learning environment.

2.2. Aim/goal

Please describe the aim(s) and goal(s) of the practice: what are the objectives that the practice wants to reach?

The aim of the practice is to help learners those vulnerable and low-skilled adult learners who wish to successfully complete adult education courses and qualifications.

2.3. Training Approach

What kind of training/teaching methodology is implemented in this practice? Is there a literature/bibliography (not mandatory)?

The project offers practical and application-oriented training in metacognitive skills in learning environment:

- **Engaging and interactive learning** which cover each competence of the metacognitive framework

- Adult learners' **self-directed and reflective learning** activities relating to their metacognitive skills.

3- TOOLS

Which tools and materials are necessary for this practice to be implemented/to be successful?

A variety of tools are used:

1. Mutual/Reciprocal teaching
2. Self-assessment exercises
3. Round table technique
4. Reception strategy
5. Beyond the classroom strategy
6. Mentoring, including "Nearpod"
7. Peer constructive critical analysis
8. Use of challenges related with real life context
9. Demonstration of (digital) resources/materials in real time
10. Transferred Rubber Duck Debugging
11. Role play and Reciprocal teaching
12. Self-assess and self-question yourself
13. Active Reading
14. Active Listening
15. Metacognitive Journal
16. Metacognitive Scaffolds
17. Seven-step Model

4- OBSERVATIONS

This space can be used for all comments and observations, including what you couldn't fit in the previous sections of the template.

The project has had a positive impact on vulnerable, low-skilled, NEET adult learners:

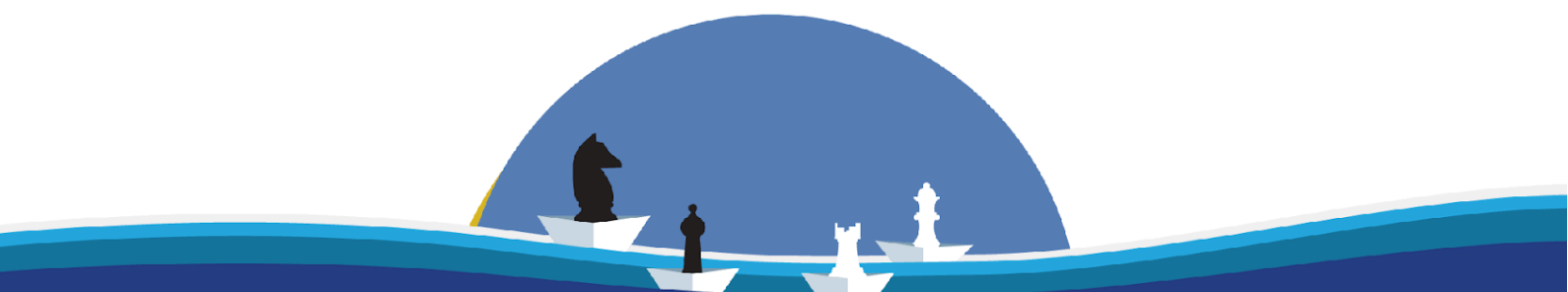
- Improved self-awareness,

- Heightened critical thinking skills,
- Improved personal development and management skills,
- Increased employability and productivity,
- Personal empowerment and independence.
- Impact on adult education staff and teachers:
- Deeper awareness of key metacognitive competences,
- Understanding of metacognitive regulation,
- Knowledge and practical application of how to manage a learner through planning, monitoring, evaluation and reflection phases,
- Increased awareness of types of metacognitive learners,
- Understanding of the limitations and appropriateness of metacognition,
- Increased accessibility to and awareness of a wider bank of training material and resources.

Links:

<https://metaskills.erasmus.site/about/>

<https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-RO01-KA220-ADU-000028211>



Including **C**hess **A**s a **R**e-education **U**p-**S**killing tool