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Erasmus+ Programme  
of the European Union



## Newsletter No. 2

### Seminar for Learn to Learn Tutors successfully implemented 12<sup>th</sup> – 16<sup>th</sup> March 2018, Stephansstift ZEB, Hannover



For five days the future tutors for Learn to learn competence from Lithuania, Estonia, Spain and Germany got together in an intensive seminar to learn about the project objectives, methods for teachers and strategies how to enhance students learning performance. They got familiar with the [Online-tool for IG4L2L](#) and learned how to use it with their students.

The seminar took place in Stephansstift Center for Adult Education in Hannover. In the seminar house the participants had the chance to live and learn at the same place as they were accommodated in the guesthouse and have meals in the dining hall next door.



**After the arrival** of the international partners on Sunday, the participants dived freshly and active into the seminar on Monday morning. The trainers from the German partner started the week with an extended getting to know each other and warming up for the new learning experiences. The participants exchanged information about their professional life, their preferences in the leisure time and reflected together their former learning experiences.



After lunch the participants tried the online tool for the first time. They all took their learn to learn competence-tests and good their results printed out.

Even the most experienced teachers still have some weak points, when it comes to learn to learn competence.



In the final session of the day the topic was types of learners and the group explored together the model of VARK (visual-aural-read/write-kinesthetic learner).



**The second day** started with the Lithuanian trainer team, that activated the group with a chatty “morning tea”-method. Afterwards the project “Inspiring Guide for Learn to learn” was introduced: The idea behind it, former projects that led to the current project, the concept and the progress of working out the questionnaire for Learn to learn competence. The five sub-competences of 1. *Motivation and Self-esteem*, 2. *Time Management*, 3. *Organizing Information*, 4. *Reflection of former learning*, 5. *Group learning* were explained and it was shown how they appear in the questionnaire.

The rest of the morning the group visited the facilities of [Stephansstift Vocational Training Center](#) which is located also on the campus, next to the seminar house.

The afternoon began with a detailed look at the first sub-competence *Motivation and Self-esteem*. The Spanish trainer introduced methods for this and gave a presentation about the topic.



Afterwards the Estonian trainer team took the lead and introduced the sub-competence of *Time Management*. In small groups the participants drew their own “time pizza” and talked about their daily life and how extraordinary tasks could fit in.



**The third day** started also in the hands of the Estonian team. For activation the participants had to master the task of drawing a picture together in pairs and this without talking to each other.

Afterwards the group explored the seminar house of Stephansstift in order to improve their abilities for the sub-competence *Organizing Information*. Each group presented their outcomes on their investigations on information and showed how they organized and visualized the information.

Before lunch the Lithuanian team took over again and started on the topic of *Reflection on former learning*. In national teams former learning experiences were discussed and also how this influences new learning situations. Each group presented the results of their discussion after lunch, how obstacles can be overcome, how bad teaching can be overcome, how the learner can evolve himself to a better learner and how the tutor can help with that.



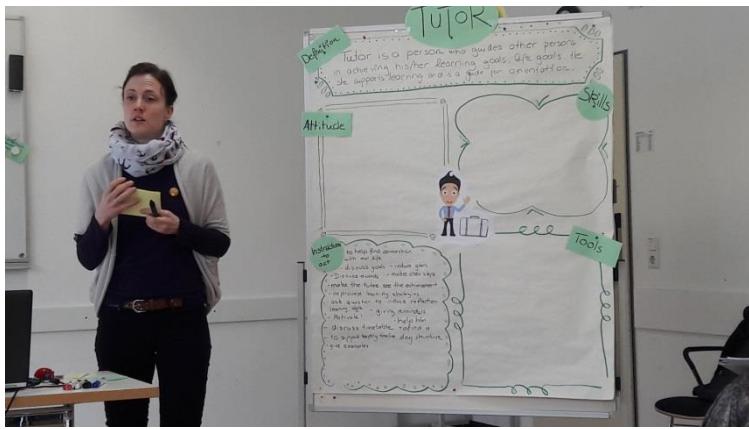
The afternoon was dedicated to the topic of *group learning*, presented by Spain. In a funny exercise it was clearly demonstrated that groups can have the better results than individual learners. The benefits of group learning were laid out.



**Thursday** started with a funny exercise on a "lonely island", where all participants needed to turn a blanket (the island) while staying on in.

Afterwards the morning was to focus on the role of the tutor, what do we mean by this term, what are the tutors attitude, skills and also his tasks to help the tutee. For this the national teams looked closer on the recommendations of the online tool and analyzed, what the tutor should do in order to help the learning process of the tutee. The German team implemented this topic and collected all the results.





There were good discussions on what it meant to be a tutor and what the term means in the different countries. The morning session was rounded up by an exercise to guide your tutee around obstacles by leading with a stick (see pictures). It was interesting to observe who was actually guiding – the tutor or the tutee? And what did the participants think, who should be guiding the progress of learn to learn competence?

In the afternoon it was focused on one important skill of the tutor: Communication competence. The German team introduced and summed up four different communication models, that could be helpful when talking with the tutee. The participants engaged on one model (4 sides of a message by Friedemann Schulz von Thun) and also tried out different communication techniques such as paraphrasing and questioning.



The evening was planned for a joint dinner, where all the participants had another chance to talk and exchange in a relaxed atmosphere. Everybody brought a speciality from their home, the Lithuanians and Estonians sang together and the Lithuanians made a small international quiz about Lithuania – educational and entertaining.



**The last day** completed the topic about the tutor. Different tools and methods that the tutor could use for each sub-competence were collected in smaller groups and presented to the whole group.

In a final group work the national teams got together and tried themselves as tutor in a role play. One person played the tutee, who brought his or her results from the online-tool-questionnaire, that we did on Monday and one person played the tutor, giving advise how to improve, guiding the tutee to better learning results. A third person acted as observer to give feedback to the tutor's performance.



It began to snow during the morning and some of the Spanish participants couldn't help but to start a small snow fight. "Perfect weather" they said.



After lunch the group took some time to evaluate the whole seminar week, give feedback and finally say goodbye.

Now it is the participants task as freshly educated tutor to bring the learn to learn competence to their students.