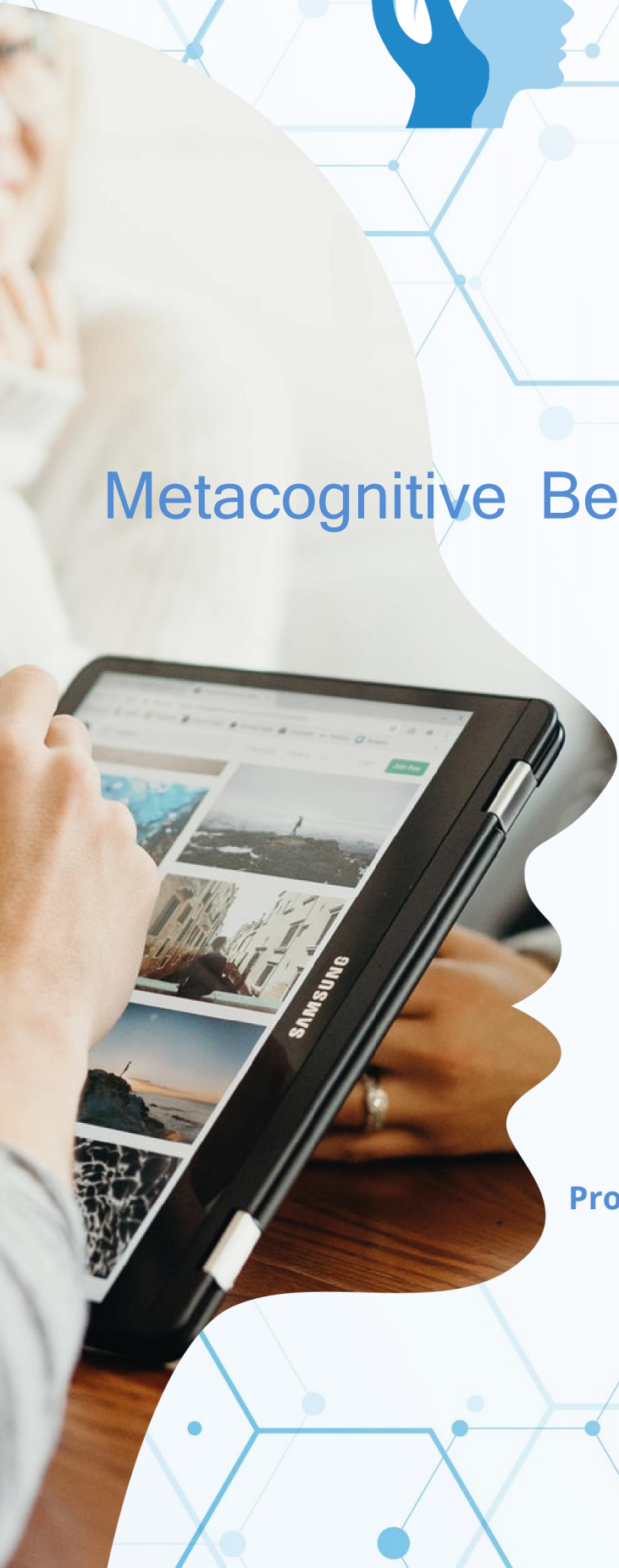




# Meta-Skills for AE

## Metacognitive Best Practice Handbook



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## CONTRIBUTORS

UNIVERSITATEA STEFAN CEL MARE (Romania)

KENTRO EREUNAS KAI ANAPTYXIS IERAS MHTROPOLIS SYROU (Greece)

DANMAR COMPUTERS SP ZOO (Poland)

E&D KNOWLEDGE CONSULTING, LDA (Portugal)

CESIE (Italy)

Asociatia de Dezvoltare Economico-Sociala (Romania)

Cuiablue OÜ (Estonia)

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## Executive summary

This Handbook aims to support adult educators to increase their awareness of the way metacognitive competences can facilitate self-learning, knowledge, and skills among adult learners to support adult education achievement and retention rates.

# Background and Context

Many adult education organisations and staff did not feel well prepared for online learning when Covid-19 struck Europe. The OECD15 reports a recent TALIS 2018 survey has shown that the use of information and communication technologies for teaching was the second highest area of professional development that teachers (18%) report a high need for.

However, only 56% of teachers across the OECD countries had participated in training in the use of ICT for teaching as part of their initial education or training, and only 43% of teachers felt well or very well prepared for this element when they began teaching.

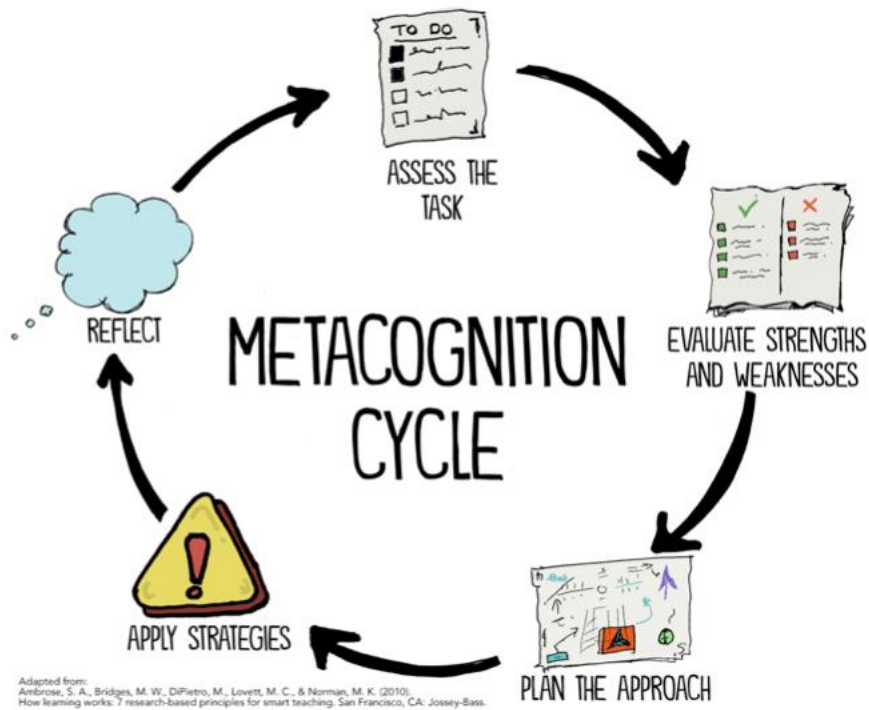
These weaknesses have been exposed since early 2020 when Covid-19 arrived in Europe. The COVID-19 pandemic's online distance learning as a solution to lockdown, is far from the reality of most adult education which, due to the nature of the learner profiles, depend on the learner being physically present in the classroom, particularly among vulnerable groups of learners such as low-skilled, upskilling and job seeking NEET adult learners.

Flexible delivery in adult education increasingly requires learner responsibility and self-direction in learning, which presumes a level of metacognitive skills. The Covid-19 pandemic and imposed distance learning has not only increased the need for adult learners to take responsibility for their own learning, particularly among low-skilled and low educated adult learners but has also changed the way many courses will likely be delivered in the future.

These developments present an increasing overlap between metacognition, flexible learning, responsibility for learning, self-direction in learning and lifelong learning, providing adult learners with more reason to understand the role self-reflection plays in managing their own education and subsequent career.

The main concerns for adult education teachers regarding distance learning was predominantly their own lack of ability to provide learners with sufficient support and guidance during digital learning. For learners, there is no digital inclusion without social inclusion, and vulnerable learners are less likely to be involved in distance learning, which in turn, increases their chances of dropping out of adult education.

# What is Metacognition?

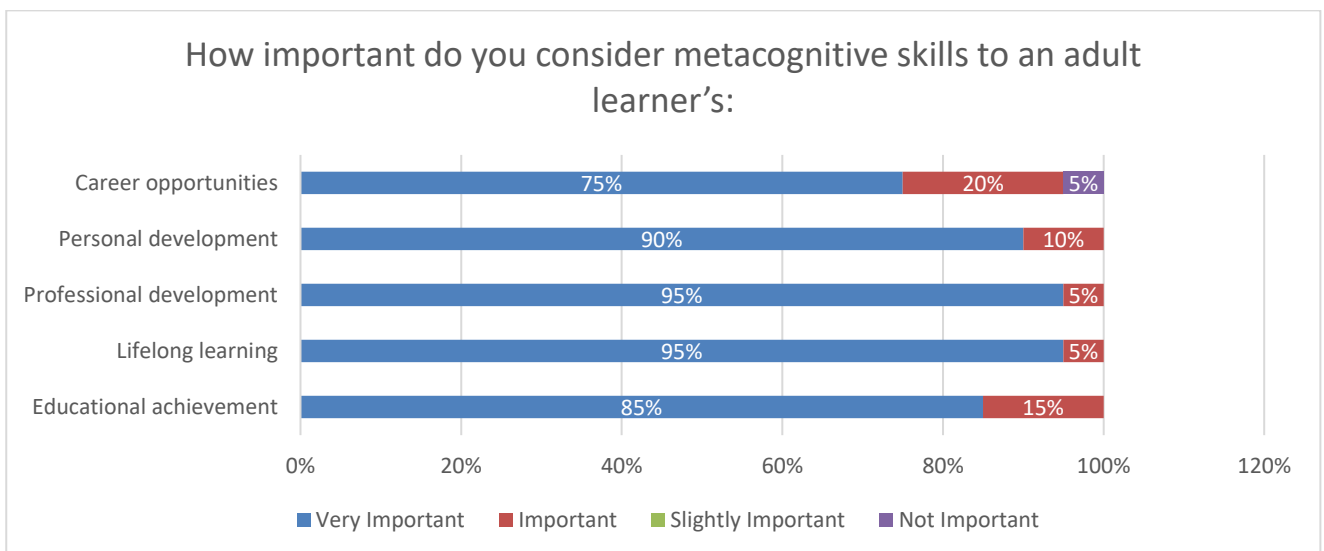
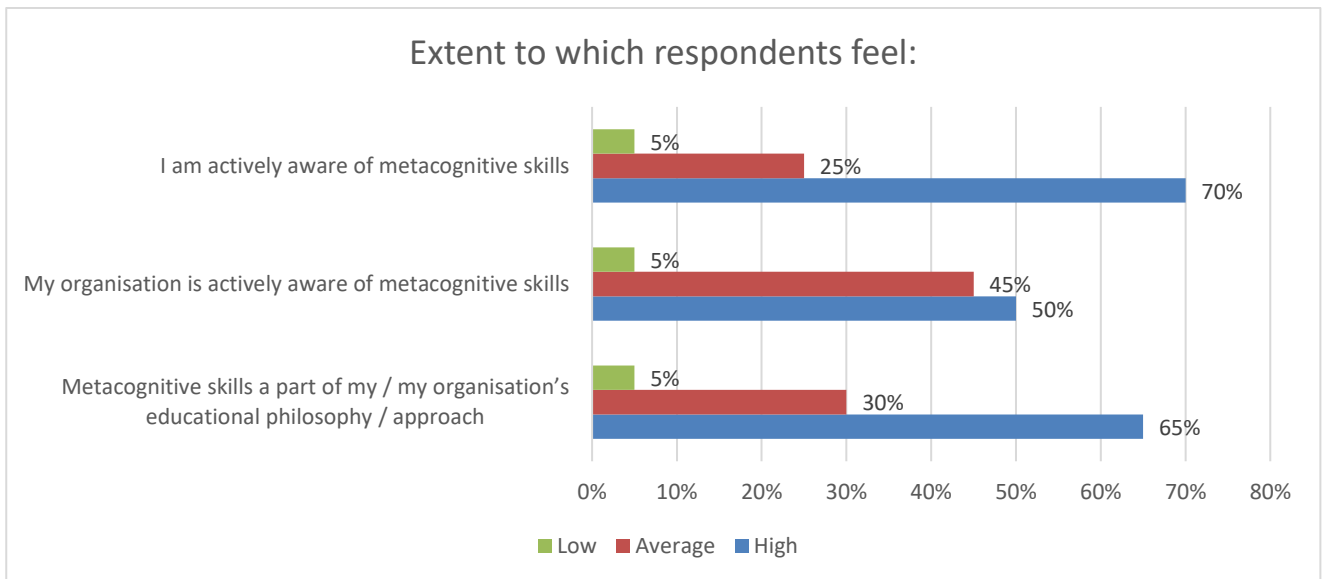


Credit: John Spencer (<https://spencerauthor.com/metacognition/>)

Metacognition is the processes involved when learners plan, monitor, evaluate and make changes to their own learning behaviours. Metacognitive awareness gives learners deeper knowledge of planning, monitoring and reflectively evaluating their own performance which creates higher levels of self-efficacy. By providing educators with metacognitive knowledge and theory, learners can receive guidance on how to foster metacognitive awareness for being more competent learners. Furthermore, it provides meaningful insights for curriculum developers to provide metacognitive awareness-based curricula.

# Methodology

The methodology for the development of this handbook focused on gathering feedback and input from adult learning and education organisations from within the professional networks of the project consortium partners. This was done using a standardised questionnaire which asked questions about awareness of metacognitive skills, whether metacognitive skills are part of the organisation’s educational philosophy / approach, the benefits of metacognitive skills and how important they are to an adult learners’ educational achievements, lifelong learning, professional development, career opportunities and personal development.



# Benefits

Aligned with the summaries above, the respondents of the partners' field research gave an extensive list of perceived benefits to metacognitive strategies among adult learners and as part of adult learning methodologies, which are summarised below.

- *Proactively making efforts to control internal or external factors to achieve their learning goals*
- *extend what they have learned to other contexts and different tasks.*
- *Increased knowledge of yourself*
- *Increased self-esteem*
- *Increased self-confidence*
- *Accurate and objective self-assessment*
- *Effective didactic methods and strategies*
- *Conscious personal and professional development*
- *Improved in learning and assessment results*
- *Understand how they learn best and how to learning*
- *Control their reasoning and critical thinking*
- *Increased chances of academic success and learning goals*
- *Stimulates higher cognitive processes and causes them to work together to process information appropriately*
- *Offers the opportunity to clarify your own thinking and actions and those of others.*
- *Increased learning autonomy*
- *Better organisation of work / study*
- *Easier adaptation to fast changing environments*



# Best Practice and Case Studies

Project partners then gathered best practices from their national context each – either from the adult education organisation or educator that answered the questionnaire or through desk research. As many of the interviewees during the field research provided not only best practices but also case studies relating to their experiences of implementing such best practices, both have been presented together below.

1. Mutual/Reciprocal teaching	
Description of strategy / technique:	The mutual teaching/learning method benefits from 4 learning strategies and can be applied both in free games and in face-to-face activity.
Why is this technique / strategy a success / best practice?	<ul style="list-style-type: none"> <li>- Actively involves students</li> <li>- Generates positive attitudes towards one's own learning</li> <li>- Develops a dominant cognitive style</li> <li>- Brings satisfaction</li> </ul>
How does the technique / strategy address a specific issue?	The specific problem addressed is the lack of attention and therefore the lack of involvement in understanding the topic that is being taught.
How is the technique / strategy applied in practice in your organisation, course, or specific learning environment?	<p>Throughout the course, the participants learn from different perspectives, depending on the group that they belong to. It is an active and at the same time creative learning method because it gives free rein to the imagination depending on the role assumed.</p> <p>The trainer gives a situation/problem and the group has to find the solution; the group is divided into 4, as follows:</p> <ul style="list-style-type: none"> <li>- Summarizers: extract the main ideas depending on the presentation of the situation/problem, make a clear and concise summary, decide on the ideas that will be presented, answer the questions;</li> <li>- Questioners: set the questions based on the text, ask questions about the content of the problem, analyse the answers received, fill in the answers;</li> <li>- Clarifiers: clarify terms, explain words and expressions, answer questions, reformulate explanations and reclarify</li> </ul>

	<p>unknown terms;</p> <ul style="list-style-type: none"> <li>- Predictors: make predictions about the solution of the presented situation, answer questions, find other solutions for the presented situation.</li> </ul> <p>After a first round, roles are changed and at the end an analysis is made concerning in which group everyone felt at ease, which group's actions brought them closer to finding the solution, etc.</p>
Which competences and skills are fostered through the technique / strategy for both learners and pedagogical staff, and what are the wider benefits?	<ul style="list-style-type: none"> <li>- Improves personal conduct;</li> <li>- Encourages the expression of opinions regarding the situation/problem presented;</li> <li>- Promotes correct understanding of the problem/situation;</li> <li>- Develops predictions regarding the evolution of the situation;</li> <li>- Levels learning within the group and between groups.</li> </ul>
How do you see the potential for this technique / strategy to be adapted to different adult learning and education contexts?	The technique is very engaging, it does not cause frustration because each group consists of several members, so there is no pressure on the individual, it is easily accepted by adults because it is perceived as a game.

<h2>2. Self-assessment exercises</h2>	
Description of strategy / technique:	<p>The reflection on the performance at the place of work or activity:</p> <ul style="list-style-type: none"> <li>- What improvements can be made?</li> <li>- Which part can be made easier for oneself?</li> <li>- Which part is harder for oneself?</li> <li>- What changes can be made to make the complications disappear?</li> </ul>
Why is this technique / strategy a success / best practice?	Self-assessment makes us aware of our own learning processes and this ultimately leads to performance.
How does the technique / strategy address a specific issue?	It involves control and supervision of our own cognitive processes when we learn.

<p>How is the technique / strategy applied in practice in your organisation, course, or specific learning environment?</p>	<p>Awareness of our own learning process, observation and analysis from the inside, motivation.</p>
<p>Which competences and skills are fostered through the technique / strategy for both learners and pedagogical staff, and what are the wider benefits?</p>	<ul style="list-style-type: none"> <li>- General learning ability – the ability to acquire new knowledge and work with it;</li> <li>- Verbal abilities – the ability to use the lexicon, syntax and understand written texts appropriately;</li> <li>- Decision-making skill – the ability to make correct and rational decisions;</li> <li>- The ability to communicate and establish social contacts and to use social rules to maintain relationships.</li> </ul>
<p>How do you see the potential for this technique / strategy to be adapted to different adult learning and education contexts?</p>	<p>Self-assessment, when done correctly, is the most objective way to check on how a task is actually being carried out as one can see at any time where and what they are doing wrong, and what areas they need to focus on to improve.</p> <p>Despite its advantages, self-assessment can be extremely difficult to apply successfully.</p> <p>This is mainly due to two issues: the need to familiarise ourselves with what we want to learn or do, and the difficulty of being objective.</p> <p>In order for a person to be able to self-assess their performance in a certain area, they must be already very familiar with the correct way to act in that area. Otherwise, it will be impossible to detect one's mistakes, and therefore one will not be able to change their behaviour to correct them. In addition, self-assessment presents the additional problem that even if we know what we should do at a given moment or what is the right way to act in each situation, it is extremely difficult to maintain objectivity when examining ourselves.</p>

### 3. Round table technique

Description of strategy / technique:	Personally, I apply the round table technique, which involves: placing all those involved in a certain process around a round table, regardless of age, level of knowledge, professional level or position held; presenting of a new concept/ a problem to be solved/ a new project; writing down on a sheet of paper (without naming anyone) all thoughts, ideas, opinions related to the subject; debating the results and centralising common ideas; presenting manager's/ leader's/ trainer's strategy; comparing the two strategies – the common one and that of the manager/ leader/ trainer; completing and modifying the strategy of the manager/ leader/ trainer based on the elements identified in the answers collected at the round table.
Why is this technique / strategy a success / best practice?	Those who participate will have better knowledge, there will be a common understanding of concepts, a common definition of terms, they will be more involved in the future as they feel that their opinion is heard and considered.
How does the technique / strategy address a specific issue?	The specific problem that this technique addresses and sometimes solves is that of the top-down communication, which has often proven ineffective, and it also addresses the misapprehension of terms, which can lead to the misapplication of methods and faulty or unsatisfactory results.
How is the technique / strategy applied in practice in your organisation, course, or specific learning environment?	Personally, I apply this technique whenever a new project starts, whenever I feel as if "we are talking to each other, but we understand each other separately", that is, when conflicts arise within teams/ classes/ work formations.
Which competences and skills are fostered through the technique / strategy for both learners and pedagogical staff, and what are the wider benefits?	Through the round table technique, the following are promoted: creative thinking, critical thinking, interpersonal communication, analytical thinking, taking responsibility, open communication.
How do you see the potential for this technique / strategy to be adapted to different adult learning and education contexts?	I believe that any person involved in a knowledge/ learning process is eager to be listened to and to feel that they can have an influence on how the process they are participating in unfolds. Moreover, this manner of seating people at a round table, in the same positions of power, facilitates more open and effective communication. This technique can also be

	supplemented with brainstorming, feedback, and follow-up sessions.
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4. Reception strategy	
Description of strategy / technique:	The teacher must create, choose a series of examples that are the same in some respects and different in others, so that there are several ways in which the examples can be grouped. These examples must be presented to the students in an order that they can control, at first directed by the teacher, then independently.
Why is this technique / strategy a success / best practice?	It helps students know different methods of acquiring new knowledge, expanding their vision, and choosing the most comfortable or practical method to learn.
How does the technique / strategy address a specific issue?	Following a SWOT analysis, we create strategies for the purpose of solving the specific problem uncovered and that urgently needs to be solved.
How is the technique / strategy applied in practice in your organisation, course, or specific learning environment?	I apply this strategy in the classroom and during the additional training classes, through individual and teamwork.
Which competences and skills are fostered through the technique / strategy for both learners and pedagogical staff, and what are the wider benefits?	Interaction skills, professional networking, communication, teamwork, accountability, adaptability. These skills and abilities can help students with their personal and professional development.
How do you see the potential for this technique / strategy to be adapted to different adult learning and education contexts?	It is a method available to all participants in the education system - teachers and students, it is a technique that gives quick results.

## 5. Beyond the classroom strategy

<p>Description of strategy / technique:</p>	<p>The metacognitive strategy allows learners to think about their own thinking. This awareness of the learning process increases their control over their own learning. It also increases personal capacity for self-regulation and managing one's own motivation for learning.</p> <p>In order to apply a metacognitive strategy, it is necessary to identify one's own learning style and needs, to plan a task, to gather and organize materials, to set up a study space and program, to monitor the task and evaluate the success of the task and, if necessary, to adjust it .</p>
<p>Why is this technique / strategy a success / best practice?</p>	<p>It helped me be more motivated and active in learning. At the same time, it increased my self-esteem and helped me develop other personal and professional skills.</p>
<p>How does the technique / strategy address a specific issue?</p>	<p>The proposed metacognitive strategy starts with reflecting on our own thoughts, thus being the way, we gain insight into our feelings, needs and behaviours. Thus, through this strategy we learn to manage and adapt to new experiences, challenges, and emotional failures, solving the specific problems that arise.</p>
<p>How is the technique / strategy applied in practice in your organisation, course, or specific learning environment?</p>	<p>The strategy is applied through several stages. First of all, trainees must know this strategy and what it entails. A schedule of metacognitive activities will be established. Trainees must identify what they already know. Goals will be set and progress will be monitored. Afterwards, the trainees will highlight what they have learned. If necessary, one's own activity will be evaluated and reviewed.</p>
<p>Which competences and skills are fostered through the technique / strategy for both learners and pedagogical staff, and what are the wider benefits?</p>	<p>Applying a metacognitive strategy increases one's chances of success in the job market, allows one to become a better teacher and a role model for others. It helps in achieving one's goals.</p>
<p>How do you see the potential for this technique / strategy to be adapted to different adult learning and education contexts?</p>	<p>Encouraging metacognition in the classroom is one way to ensure that students/ trainees learn effectively. This will help them throughout their lives, developing their resilience, memory, self-awareness, reasoning skills and problem-solving skills.</p>

## 6. Mentoring, including "Nearpod"

Description of strategy / technique:	To put together learners with more developed capabilities supporting learners with less developed capabilities with their learning process.
Why is this technique / strategy a success / best practice?	It allows the inclusion of disadvantaged learners; within the same profile (e.g., age) learners have easier communications as they speak the same language and understand behaviours, therefore it becomes easier to transfer messages.
How does the technique / strategy address a specific issue?	Reduces inequalities and decreases frustration levels among learners with less developed capabilities, promotes independent learning.
How is the technique / strategy applied in practice in your organisation, course, or specific learning environment?	Mentoring – support between peers; Nearpod – fostering independent learning, promoting curiosity (learners watch videos with learning contents followed by challenges (gamification) where knowledge is applied – challenges are a constant. In class they clarify doubts and raise questions. Search for independent learning is encouraged, i.e., learners should research answers).
Which competences and skills are fostered through the technique / strategy for both learners and pedagogical staff, and what are the wider benefits?	Autonomy, responsibility for own learning, accomplishment feeling for achieving the goals in an almost independent way. The trainer is not the one providing the knowledge, but the one that supports knowledge construction. The learner is an active element in the learning process.
How do you see the potential for this technique / strategy to be adapted to different adult learning and education contexts?	The technique can be adapted very easily. While it is very successful among young adults, it has the potential to be even more successful among adults due to their concentration and self-learning engagement capabilities.

## 7. Peer constructive critical analysis

Description of strategy / technique:	Learners are challenged with exercises to be presented to the learning group. The evaluation is not made by the trainers but by the group peers, who are challenged to present their feedback to help their peers to improve their result. The
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	trainer is just a support to validate and explain feedback, when necessary, and to help the creation of the collaborative mindset.
Why is this technique / strategy a success / best practice?	Each learner is not only challenged to develop a solution to the exercise but is also challenged to analyse results, putting in practice knowledge acquired and understanding how the knowledge connects with the practice.
How does the technique / strategy address a specific issue?	It helps learners to understand how knowledge works in practice, providing a real meaning to the knowledge contents, and fostering a critical thinking towards improvement.
How is the technique / strategy applied in practice in your organisation, course, or specific learning environment?	Learners develop exercises that are, then, presented to the learning peers. The analysis of the exercises results is, then, performed by each peer that will provide their feedback first individually and then, as group. It is requested feedback to support the improvement of the peer result which encourages peers to provide constructive feedback to support the improvement of the result. With the dynamic, the whole group becomes more collaborative, helping each other to become better, while applying in practice the contents learned.
Which competences and skills are fostered through the technique / strategy for both learners and pedagogical staff, and what are the wider benefits?	Critical thinking, independent analysis, collaboration, open communication.
How do you see the potential for this technique / strategy to be adapted to different adult learning and education contexts?	The technique/strategy can be especially useful among adult learners due to their ability to easier relate practice with real life experience; tend to look for the practical application of the knowledge.

## 8. Use of challenges related with real life context

Description of strategy / technique:	Use of challenges, for training purposes, where trainees need to solve real life problems, With the learning contents, the trainer engages the trainees in the resolution of real problems in the form of challenges.
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Why is this technique / strategy a success / best practice?	The trainees are put into real life situations and faced with daily work problems, to be solve. This allows trainees how to solve the problem in practice instead of owning just the theoretical knowledge. E.g., if we imagine the situation of changing a light bulb, the trainees are not told how to change it, instead they are put in a real situation of changing the bulb.
How does the technique / strategy address a specific issue?	Skills development: the learning process focus is put in the trainee not in the trainer. The contact with real life experiences has shown to impact the independency of the trainees in the learning process, which is a highly needed change in Portugal. The use of the online tools has been of high relevance for the transformation of the trainees in some specific areas.
How is the technique / strategy applied in practice in your organisation, course, or specific learning environment?	The trainees are put into real life situations and faced with daily work problems, to be solve. This allows trainees how to solve the problem in practice instead of owning just the theoretical knowledge. E.g., if we imagine the situation of changing a light bulb, the trainees are not told how to change it, instead they are put in a real situation of changing the bulb.
Which competences and skills are fostered through the technique / strategy for both learners and pedagogical staff, and what are the wider benefits?	For the trainee: autonomy, skills development; For the trainer: Change of the methods used and technical skills development; improvement of the learning quality.

<h2>9. Demonstration of (digital) resources/materials in real time</h2>	
Description of strategy / technique:	The technique is based on demonstrating the application of various digital/online materials so that trainees can learn them on the spot and reapply them later in their teaching activities.
Why is this technique / strategy a success / best practice?	This is good practice as it is easy to generalise it to various classroom situations. It is about acquiring potentialities of the studied tools to promote different uses of them in relation to those learned in the training context, promoting autonomy.

How does the technique / strategy address a specific issue?	The analysis of the characteristics of the digital tool allows it to be applied to different challenges, depending on the purpose to which the trainees want to respond.
How is the technique / strategy applied in practice in your organisation, course, or specific learning environment?	The practice is used in the different contexts of the cluster (and schools), not only in teaching activities, but also in those related to the administrative organisation and management of the cluster. By using these resources, through demonstration, it is evident a better use of time and reduction of the use of paper.
Which competences and skills are fostered through the technique / strategy for both learners and pedagogical staff, and what are the wider benefits?	The referred practice promotes autonomy, critical spirit, a greater development of their own capacities, self-learning and a greater perception of the learnt and reapplied resources.
How do you see the potential for this technique / strategy to be adapted to different adult learning and education contexts?	The technique/process can be applied to any educational context. It is enough to idealise the use of a digital resource and propose it, as a challenge, to the trainees.

<b>10. Transferred Rubber Duck Debugging</b>	
Description of strategy / technique:	when the trainee is trying to acquire a new knowledge and ensure he/she fully understands he/she should try not actually memorising the material but explain it out loud to a rubber duck.
Why is this technique / strategy a success / best practice?	Trying to explain the learning material/concepts to the duck helps to focus the learning process on practical aspects of the concept, helps to memorise in a more objective oriented way. Speaking out loud helps the process of memorisation and catching inconsistencies and the duck is a strongly proven in IT sector way to focus the process and build it into a learning habit.
How does the technique / strategy address a specific issue?	helps organising the learning process, focuses it on most relevant practical aspects, introduces elements of fun and can help overcoming the possible awkwardness of speaking to yourself during the learning process.

How is the technique / strategy applied in practice in your organisation, course, or specific learning environment?	Rubber Duck Debugging is broadly used technique for helping programmers deal with bugs in the system, which made it easy to convince IT staff to apply it in the support to learning, as it has a proven track of positive results.
Which competences and skills are fostered through the technique / strategy for both learners and pedagogical staff, and what are the wider benefits?	See section above.
How do you see the potential for this technique / strategy to be adapted to different adult learning and education contexts?	It is a cheap and easy to implement technique, which also is great conversation starter with all types of learners, I can imagine to be a great tool to reach out to young adults, kids, but even top management thanks to proven success of this unconventional method in IT sector are a target audience of it.

## 11. Role play and Reciprocal teaching

Description of strategy / technique:	As we learn from the literature, role-playing is a method/technique that stimulates self- and inter-knowledge, being defined as a method an active learning method, based on the exploration of the participants' experience, giving them a scenario in which each person has a specific role to play. Its main element is discussion and learning more from one's own experience and that of others. Reciprocal teaching is a meta-cognitive strategy usually used to develop reading comprehension. Each learner takes it in turns to teach the others.
Why is this technique / strategy a success / best practice?	These methods are active and revealing. The cognitive effort involved in explaining things to another person boosts meta-cognitive reasoning as it encourages insights into one's own approach to learning that material.
How does the technique / strategy address a specific issue?	The first method (the role-play) encourages exploration of diversity and empathy.
How is the technique / strategy applied in practice in your organisation, course, or specific learning environment?	I use this method (role-playing) in most of the courses I teach. On the other hand, peer teaching is a strategy that can easily be

	applied in any educational establishment, helping to eliminate functional illiteracy.
Which competences and skills are fostered through the technique / strategy for both learners and pedagogical staff, and what are the wider benefits?	Through this method (role-playing), awareness of one's own worldview is promoted, but especially the exploration and understanding of diversity. The skills developed through the reciprocal teaching technique are linguistic, social, and cultural.
How do you see the potential for this technique / strategy to be adapted to different adult learning and education contexts?	In the case of adults, referring to the role-playing method, it is good to ask for volunteers to play, but at the same time it can be useful to keep open the option of assigning roles to certain participants. Observers (those participants who did not take part in the scenario) should be asked to contribute to the activity and can provide useful and valuable input. Role-playing is a very good way of reviewing knowledge, getting feedback from learners and a good opportunity to test the limits of tolerance in intercultural learning sessions.

## 12. Self-assess and self-question yourself

Description of technique / strategy	Self-questioning or self-assess means that someone should stop during a task to positively assess and check its own actions.
Why is this technique / strategy is a success / best practice?	This technique could be very important. While performing a task, people could be tunnel vision towards the end, missing several details or issues. Also, it is great to avoid being presumptuous or without self-awareness.
How, if relevant, does the technique / strategy outlined above address a specific issue?	As mentioned above, the technique is great to address several issues, including abundance of self-confidence and lack of "quality" check of own activities and actions.
How is the technique / strategy is applied in practice in your organisation, course, or specific pedagogical setting?	It is applied to improve mental health of workers and their work performance in terms of quality and time management.

Which competences and skills are fostered through the technique / strategy for both learners and pedagogical staff, and what are the wider benefits?	Self-consciousness, self-assessment, and self- awareness. Wider benefits are to being able to apply this reasoning and skill in everyday life activities not only related to work or study. Taking a big decision and the step towards it with a more self-conscious approach is great.
In your experience of using this strategy / technique, how would you rank the potential for transferability to different adult learning and education contexts?	It is very easy to transfer and very important to do so.

### 13. Active Reading

Description of technique / strategy	Active reading strategies are the ones that ensure that a person is concentrating while it read and comprehend the information in order to use them efficiently and effectively.
Why is this technique / strategy is a success / best practice?	This technique is successful in helping people really understand the text their reading and with a wide range of practices it is easy to achieve.
How, if relevant, does the technique / strategy outlined above address a specific issue?	It is very relevant in addressing concentration issues or people while reading or to help them in improve the quality and speed of their studies.
How is the technique / strategy is applied in practice in your organisation, course, or specific pedagogical setting?	It is applied to increase performance at work.
Which competences and skills are fostered through the technique / strategy for both learners and pedagogical staff, and what are the wider benefits?	Self-consciousness, self- assessment and self- awareness again for sure. Wider benefits imply better time-management, better understanding.
In your experience of using this strategy / technique, how would you rank the	Very easy to transfer and to implement in other education context.

potential for transferability to different adult learning and education contexts?	
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14. Active Listening	
Description of technique / strategy	Active listening strategies are the ones that involve means and tools to help people make sure they are listening attentively and effectively.
Why is this technique / strategy is a success / best practice?	Active listening is a successful technique because it helps people to better recognizing other's perspectives and feelings and helps appreciate them. It is also very helpful during lessons or educational activities helping people really understand content and improve their education and quality of it.
How, if relevant, does the technique / strategy outlined above address a specific issue?	The technique helps address issues regarding education and other issues related to relationships.
How is the technique / strategy is applied in practice in your organisation, course, or specific pedagogical setting?	It is applied to improve performance in education and time management during training activities.
Which competences and skills are fostered through the technique / strategy for both learners and pedagogical staff, and what are the wider benefits?	Active listening is a very important skill, the use itself of the technique will foster it as a skill that will improve people capabilities.
In your experience of using this strategy / technique, how would you rank the potential for transferability to different adult learning and education contexts?	Easily transferable and important to do so. Easily adaptable to many educations' context.

## 15. Metacognitive Journal

Description of technique / strategy	Metacognitive journal is an active learning tool that encourages students to reflect on their thoughts and actions. A thinking journal can also encourage a learner to explore, question, connect ideas, and persevere in their learning.
Why is this technique / strategy is a success / best practice?	This technique can be a highly effective way for learners to develop their ability to plan, monitor and self-evaluate.
How, if relevant, does the technique / strategy outlined above address a specific issue?	Encourage a learner to explore, question, connect ideas and persist with their learning.
How is the technique / strategy is applied in practice in your organisation, course, or specific pedagogical setting?	It is used to help students improve their performance and as a self-monitoring tool during learning activities. The journal can be used in a variety of ways, including recording ideas for a lesson, essay, or other assignment, recording questions, summarizing, and restating, reflecting on, and connecting the ideas presented to other domains of knowledge.
Which competences and skills are fostered through the technique / strategy for both learners and pedagogical staff, and what are the wider benefits?	Self-consciousness, self-assessment, and self-evaluation are the most common. Furthermore, time management and planning skills are developed.
In your experience of using this strategy / technique, how would you rank the potential for transferability to different adult learning and education contexts?	This technique can be adapted very easily. While it is very successful among young adults, it has the potential to be even more successful among adults due to their concentration and self-learning engagement capabilities.

## 16. Metacognitive Scaffolds

Description of technique / strategy	Metacognitive scaffolding is temporary assistance provided by the teacher, more capable peers, or tutors to help students solve a problem or complete a task that they are unable to complete on their own. Expert modelling, expert advice, prompts, learner guides, and tools are all examples of scaffolds.
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<p>Why is this technique / strategy is a success / best practice?</p>	<p>Metacognitive scaffolding help students' problem-solving processes by assisting them in setting goals and deadlines, conducting research, organizing their ideas and thoughts, correcting misunderstandings, revising ineffective plans or strategies, avoiding procrastination, effectively using time, and monitoring and evaluating their progress.</p>
<p>How, if relevant, does the technique / strategy outlined above address a specific issue?</p>	<p>Metacognitive scaffolding helps guide learners about how to think. It guides learners to help them develop a plan for learning, strategies for monitoring themselves as they learn, and specific ways to evaluate their learning at the end of an activity.</p>
<p>How is the technique / strategy is applied in practice in your organisation, course, or specific pedagogical setting?</p>	<p>First, conceptual scaffolding instructs learners on what to consider and assists them in thinking about complex problems. Second, metacognitive scaffolds support metacognitive processes such as planning, monitoring, and evaluation by facilitating metacognitive thinking. Third, procedural scaffolding emphasizes the use of resources and tools. Finally, strategic scaffolding directs how to approach a learning task or problem. Provide structures to assist students in identifying their learning strengths and areas for improvement. Provide structures to assist students in developing actionable plans for improvement. Show students how to progress from reflection to action step by step.</p>
<p>Which competences and skills are fostered through the technique / strategy for both learners and pedagogical staff, and what are the wider benefits?</p>	<p>The use of scaffolding can provide important support to help learners develop greater confidence in their ability to successfully learn, which has a huge impact on persistence. It is critical to comprehend learners and the issues that may hinder their ability to persevere, such as a lack of time management, information literacy, or writing skills. Some of these issues can be addressed using scaffolding techniques.</p>
<p>In your experience of using this strategy / technique, how would you rank the potential for transferability to different adult learning and education contexts?</p>	<p>This technique it is adaptable. Is successful among researcher's young adult and it has the potential to help low skilled adult learners.</p>



## 17. Seven-step Model

Description of technique / strategy	The seven-step model is a scaffolding framework to deliberately shift responsibility for learning from the teacher to the learners. The seven-step procedure is a versatile way of organizing the collaborative learning process. The sequencing of the steps is recursive instead of serial and the time spent on each one of the steps is flexible
Why is this technique / strategy is a success / best practice?	The technique is helpful to identify confusions in the education process from the beginning and gives students a self-evaluated learning path.
How, if relevant, does the technique / strategy outlined above address a specific issue?	Encourage both educator and a learner to have a predefined educational schedule which benefits the learning process.
How is the technique / strategy is applied in practice in your organisation, course, or specific pedagogical setting?	The seven steps closely match the different stages in the empirical cycle of research and scientific inquiry: from formulating a problem statement and generating hypotheses to collecting data and reporting and discussing the findings. Although the seven-step procedure is used in different programs, it is not a defining characteristic of problem-based learning.
Which competences and skills are fostered through the technique / strategy for both learners and pedagogical staff, and what are the wider benefits?	The technique is applied to improve learning performance in advance for education and time management during training activities.
In your experience of using this strategy / technique, how would you rank the potential for transferability to different adult learning and education contexts?	The technique is used mostly in primary education system among children, but it can easily apply to adult educators.



# Meta-Skills for AE



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