



Pan-European policy experimentations with tablets
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SUMMARY LEARNING STORY: LIBERATING LEARNERS (INDEPENDENT LEARNERS)

For policy makers in Lithuania, Portugal and the United Kingdom, the aim of this scenario is “The development of independent learning and thinking skills through real life (authentic) tasks and learning beyond the classroom walls.” They expect activities for students aged 7 to 18 to include:

- Peer to peer sharing/mentoring
- Students developing a learning vocabulary
- Development of positive learner attributes and preferences and dispositions
- Project work with an authentic basis
- Developing guidelines for teachers to ‘let go’
- Assessment tools including self-assessment
- Reflection

POLICY-MAKERS SUGGESTED THIS POSSIBLE NARRATIVE:

Mrs. Franco has a class of 25 students for her geography class. At the start of term she asks them to complete a self-assessment to help her understand their learning style, and approach to their learning. Using this information she designs a programme of learning that will encourage the students to take responsibility for their own learning. Students are not confined to the classroom, and are encouraged to find resources and information from within their own family and their local community as well as digital resources such as the Internet, etc. Her role is to define the objective or goals of the project, to encourage and assist, to feedback regularly, but not to spoon-feed the students. Students can choose to work alone or in groups but are expected to be ready to present their work at an agreed point. The teacher will have briefed the parents in advance of what the project will be about, what the students are expected to do, and how parents can help. The role of the teacher is to support at an individual level.

The [Learning Story](#) turns these ideas into concrete learning activities either in a series of lessons specifically on independent learning or embedded in a topic in the curriculum (mathematics, science, geography, language, etc.).



Dream

In the Dream stage, students are encouraged to think about how they learn best, what helps them learn, and to hear about how others learn successfully, and then imagine how they could be more independent learners.



Explore

In Explore students complete a baseline self-assessment to discover their strengths and weaknesses as independent learners, find out about different learning styles (using, if necessary, by CCL resource lists to be provided to teachers) and the vocabulary used to describe them, and think about designing their own learning path. The topic in which the skills will be developed is also discussed, as well as the different ways to reach mastery of the topic.



Map

The Mapping unit involves students interpreting individually and in groups the self-assessment to better understand their strengths and to identify areas for improvement. Based on this, and with help from peers and parents, they map the techniques they will use to develop skills as they work through the topic.



Make

In the Making (and practising) phase, students work on the topic, applying the techniques chosen previously to develop independent learning competences.



Ask

The Ask activity takes place before the Re-make phase and is about getting feedback from others on students' planned learning journeys, and retaking the self-assessment to see if there is any change from the baseline test and if so consulting other on how to proceed.



Re-make

Remaking is the time when students further practise their learning skills in the context of the topic, with the aim of further raising their self-assessment score.



Show

Finally in the Show phase, students present to others what they have learnt, and how they learnt it (with examples) and take the self-assessment a third time.

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