



**information
matters**

**Providing Ownership:
Empowerment, Self-
Directed Learning
and Feedback
Management in Adult
Education**



BEST - AUSTRIA

**BEST Institut für
berufsbezogene
Weiterbildung und
Personaltraining GmbH**

**Short
Introduction**

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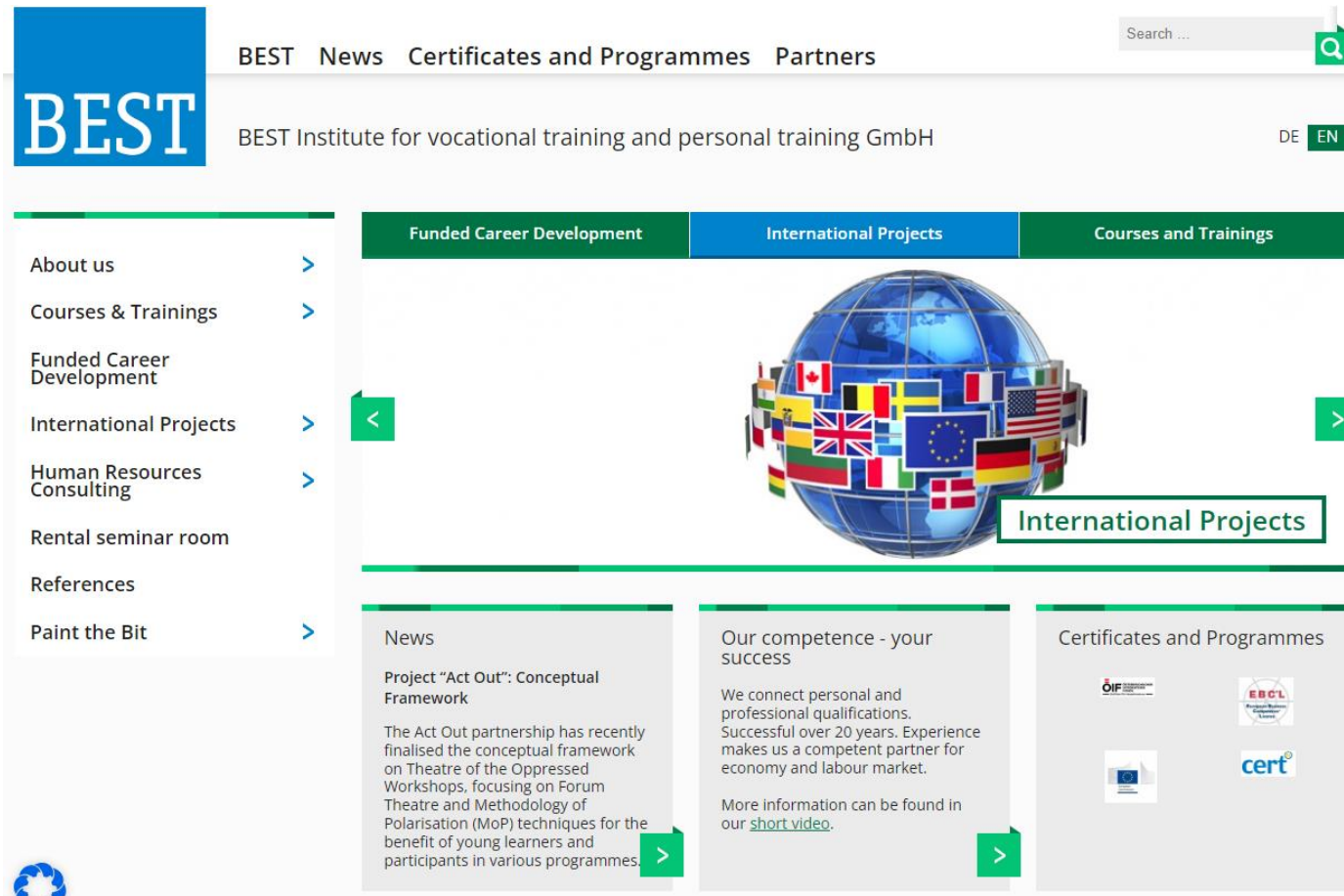
- ▶ Short video providing an impression of our work here in Austria:



<https://www.youtube.com/watch?v=0jcwPthMCPs>

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Work with us/Learn with us!



The screenshot shows the homepage of the BEST website. At the top left is the BEST logo. To its right are navigation links: BEST, News, Certificates and Programmes, and Partners. A search bar is located in the top right corner. Below the navigation is the text "BEST Institute for vocational training and personal training GmbH" and language selection buttons for DE and EN. A horizontal menu below features three tabs: "Funded Career Development", "International Projects" (which is highlighted in blue), and "Courses and Trainings". The main content area is dominated by a large graphic of a globe with various national flags wrapped around it, with a label "International Projects" overlaid on the right side. To the left of this graphic is a vertical sidebar menu with items: "About us", "Courses & Trainings", "Funded Career Development", "International Projects", "Human Resources Consulting", "Rental seminar room", "References", and "Paint the Bit". Below the globe graphic, there are three columns of content: "News" featuring a project titled "Project 'Act Out': Conceptual Framework", "Our competence - your success" with a paragraph about their 20+ years of experience, and "Certificates and Programmes" which includes logos for OIF, EBCL, and cert.

www.best.at



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Providing Ownership

**The idea of
empowerment by
self-directed
learning**

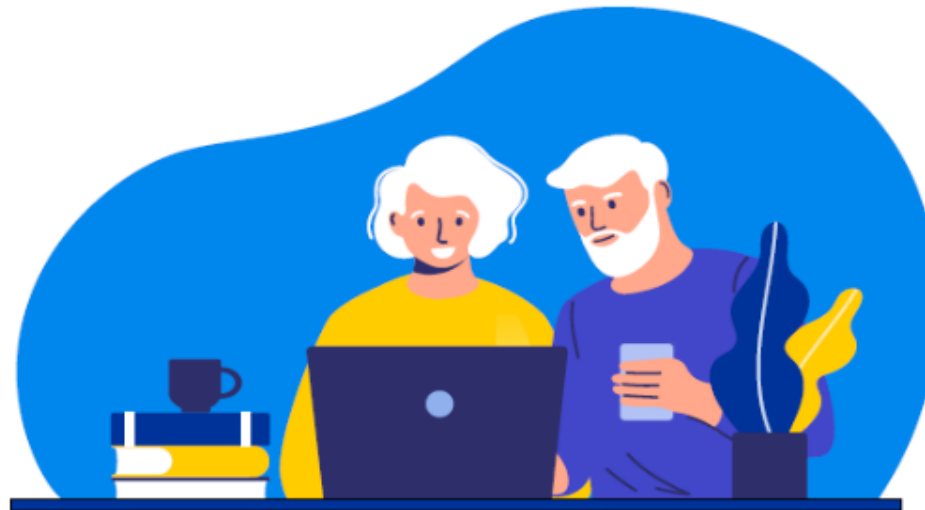
What does empowerment mean, when working with senior adult learners?

- ▶ Giving learners the tools, resources, and support they need to take control of their own learning
- ▶ Involving learners in decision-making processes, such as setting learning goals and choosing learning materials
- ▶ Providing learners with opportunities to apply their learning in real-life contexts (and based on their fields of interest), as well as encouraging them to reflect on their progress and achievements
- ▶ Focusing on learners' competencies, much more than "gaps" and deficiencies



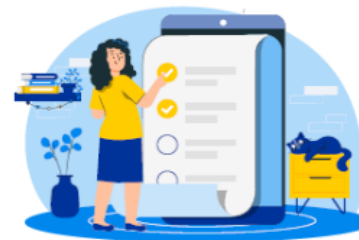
Empowerment: key benefits for senior learners

- ▶ Empowering senior learners can have a positive impact on their self-confidence and overall well-being, leading to improved learning outcomes
- ▶ It's important because it helps learners develop a sense of ownership and responsibility for their own education, leading to greater engagement and motivation



What do learners' self-planned, self-directed, self-decided processes involve? (1/2)

- ▶ Deciding what detailed knowledge and skill to learn...
- ▶ Deciding the specific activities, methods, resources, or equipment for learning...
- ▶ Deciding where to learn...
- ▶ Setting specific deadlines or intermediate targets...
- ▶ Deciding when to begin a learning episode...
- ▶ Deciding the pace at which to proceed during a learning episode...
- ▶ Estimating the current level of knowledge and skill one's progress in gaining the desired knowledge and skill...
- ▶ Detecting any factor that has been hindering learning or discovering inefficient aspects of the current procedures...



What do learners' self-planned, self-directed, self-decided processes involve? (2/2)

- ▶ **SDL is supported by a variety of methods**
- ▶ **SDL is about taking (more) responsibility for one's own learning**
For professionals (e.g. trainers, teachers, lecturers, tutors, counsellors) this means giving up responsibility and trusting more in the competencies of learners.
- ▶ **SDL is a more individualised form of learning, although not learning in isolation, but rather social and interactive learning (e.g. in groups of learners, in the class room, in tutorlearner relationships face-to-face and online)**
- ▶ **SDL is open to a variety of learning places**
- ▶ **Educators become facilitators and counsellors**
- ▶ **Professionals have to learn more about different learners' biographies. They have to get to know more about different support strategies and to apply them adequately and effectively.**
- ▶ **Harmonising SDL and assessment:** Assessment should be an enrichment for the learner him/herself.



Concepts/definitions from a previous project led by BEST:

www.learn-empowerment.org

Self-directed learning: key benefits for senior learners?

- ▶ **Increased autonomy and control:** Self-directed learning allows learners to take control of their own learning, enabling them to set their own goals and pace
- ▶ **Greater motivation and engagement:** When learners are in charge of their learning, they are more likely to be motivated and engaged in the process
- ▶ **Improved problem-solving skills:** Self-directed learning requires learners to take responsibility for their own learning, which can help them develop problem-solving skills and critical thinking abilities
- ▶ **Increased adaptability:** Self-directed learners are better equipped to adapt to new situations and challenges, as they are used to taking initiative and finding solutions
- ▶ **Greater confidence and self-esteem:** By taking ownership of their learning, self-directed learners can develop a sense of confidence and self-esteem that can benefit them in all areas of their lives
- ▶ **Furthermore, ownership in learning can help learners become more resilient and adaptable, as they learn to take responsibility for their own progress. Ultimately, encouraging ownership in learning is essential for developing independent, lifelong learners who are equipped to succeed in the rapidly changing world**





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Providing Ownership

Feedback Management in Adult Education

What do we want to consider and achieve?

- ▶ **Providing timely feedback that is specific, actionable, and focused on improvement rather than criticism**
- ▶ **Encouraging a growth mindset by framing feedback as an opportunity for growth and learning – important: making objectives, tools and processes transparent to learners and professionals (e.g. in the framework of audits)**
- ▶ **Using a variety of feedback methods, such as written, verbal, and peer feedback (feedback box, feedback talks/interviews, individual and group settings etc.)**
- ▶ **Providing opportunities for learners to reflect on and respond to feedback, and to incorporate it into their learning (e.g. learning diary/online chat function)**
- ▶ **Fostering a culture of continuous improvement by regularly seeking and incorporating learner feedback into the teaching process (two-way-system)**





Thank you for your attention!



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