

## Syllabus of the training module on Willingness to learn

Module/Workshop Title	Willingness to learn
<p><b>Learning outcomes</b></p> <p>Indicate the knowledge (facts, principles, theories and practices that characterize the training) and skills (ability to apply such knowledge) that the student is expected to acquire by the end of the course. They articulate how students will be able to employ the material, both in the context of the class and more broadly.</p>	<p>It is expected that by the end of the workshop participants are able to successfully understand what is meant by “Willingness to Learn”, increase their receptiveness to learning moments, and to develop strategies to demonstrate their Willingness to Learn.</p> <p>A broader awareness of the relevance of this competence is to be developed through the analysis of hypothetical scenarios where this competence is approached, as well as through the analysis of the results obtained from the responses to said scenarios.</p> <p>A moment will be provided for participants to demonstrate their Willingness to Learn but also to teach.</p> <p>After the workshop, participants should have developed the following competences:</p> <ol style="list-style-type: none"> <li>1. Knowledge: to be able to identify the characteristics of a proactive person and the obstacles that might hinder the ability to learn from our daily experience and mistakes;</li> <li>2. Skills: to learn through self-evaluation questionnaire if there’s a pattern in the way one person approaches new things and not to be afraid of making mistakes</li> <li>3. Attitudes: to explore your own resources to understand how much people are prone to learn new things from daily experience and mistakes in order to reach continuous improvement.</li> </ol>
<b>Course content and objectives</b>	<b>Content</b>

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<p>Brief description of the course content, which skill(s) will be trained and the main topics covered that will allow students to achieve the expected learning outcomes.</p>	<p>This short workshop basically consists in guiding a reflection on the concept of willingness to learn through the use of a video and a self-evaluative questionnaire. The duration can be adapted from a minimum of 45 minutes to a maximum of 1 hour, 1 hour and 30, leaving more room to participant interactions</p> <p>Programme - Version A (shorter)</p> <ol style="list-style-type: none"> <li>1. What is Willingness to learn? - 5 minutes</li> <li>2. Analysis of a video on the subject to deepen the topic: - 10 minutes</li> <li>3. Completion of a self-evaluative questionnaire 10 minutes</li> <li>4. Discussion and guided reflection on the main concepts contained in the video and the results of the questionnaire - 20/35/65 minutes</li> </ol> <p>Programme - Version B (longer)</p> <ol style="list-style-type: none"> <li>1. What does it mean and how to show a “willingness to learn”? — 10 minutes</li> <li>2. How to identify and benefit from situations that provide moments of Willingness to Learn and subsequent reflection on the topic — 30 minutes</li> <li>3. How to demonstrate Willingness to Learn, but also to teach – practical example - 15 minutes</li> <li>4. Reflection and Conclusion - 5/35 minutes</li> </ol> <p>Goals</p> <ol style="list-style-type: none"> <li>1. Raise awareness of the concept of willingness to learn</li> <li>2. Provide examples of what it means to be proactive and willing to learn</li> <li>3. Reflect on our patterns in the way we approach new things and mistakes</li> </ol>
<p><b>Methodology</b> Specify what the teaching method is (workshop with a theoretic part and exercises, role plays, games, simulations, questionnaires...) and how the proposed</p>	<p>The methodology used in this module will have theoretical, practical and reflective components. The action starts with a theoretical presentation of the concept, putting it in contrast with the participants’ point of view on the concept (use of an</p>

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<p>training activities respond to learning objectives. Indicate if any specific software or applications will be used.</p>	<p>online polling tool such as menti.com or similar tool). After a brief introduction to the concept, several scenarios will be analysed through a self-evaluative questionnaire where the participants will be able to analyse the situation, to reflect on it, and to decide on how they would (re)act in each scenario. Each analysis and response will be followed by a moment of brief group reflection and, once the questionnaire ends, the participants' willingness to learn will be assessed according to the answers they provided.</p> <p>For the Version B, before finishing the module, participants will be able to demonstrate their willingness to learn by jotting down one or two competences they feel they lack and wish to acquire/develop, but they will also have the chance to take time to jot down one competence they felt they are able to teach others.</p>
<p><b>Bibliography</b> Indicate a short bibliography with reference texts, slides, tools etc.</p>	<ul style="list-style-type: none"> <li>● "How to show willingness to learn" Karlton Laing <a href="https://cometauckland.org.nz/resources/how-to-show-willingness-to-learn">https://cometauckland.org.nz/resources/how-to-show-willingness-to-learn</a></li> <li>● Self-evaluation questionnaire based on "Bring It On Life! A willingness to learn challenge" available on <a href="https://cometauckland.org.nz/assets/files/Bring-It-On-Life-a-willingness-to-learn-challenge.pdf">https://cometauckland.org.nz/assets/files/Bring-It-On-Life-a-willingness-to-learn-challenge.pdf</a></li> <li>● Amabile, T. M., Hill, K. G., Hennessey, B. A., &amp; Tighe, E. M. (1994). The work preference inventory: Assessing intrinsic and extrinsic motivational orientations. <i>Journal of Personality and Social Psychology</i>, 66, 950-967. doi:10.1037/0022-3514.66.5.950</li> <li>● Courtney, S. (1992). <i>Why adults learn: Towards a theory of participation in adult education</i>. London, United Kingdom: Routledge.</li> <li>● Dweck, C. S. (1986). Motivational processes affecting learning. <i>The American Psychologist</i>, 41, 1040-1048. doi:10.1037/0003-066X.41.10.1040</li> </ul>

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	<p>as a prerequisite for lifelong learning]. In F. Achtenhagen &amp; W. Lempert (Eds.), <i>Lebenslanges Lernen im Beruf: Seine Grundlegung im Lebens- und Jugendalter: Psychologische Theorie, Empirie und Therapie [Lifelong learning with regard to one's profession: Its foundation in adolescence]</i> (Vol. 3, pp. 54-75). Opladen, Germany: Leske + Budrich.</p> <ul style="list-style-type: none"> <li>● Krapp, A. (2005). Basic needs and the development of interest and intrinsic motivational orientations. <i>Learning and Instruction</i>, 15, 381-395. doi:10.1016/j.learninstruc.2005.07.007</li> <li>● OECD [Organisation for Economic Co-Operation and Development]. (2005). <i>Promoting adult learning: Education and training policy</i>. Retrieved from <a href="http://www.oecd-ilibrary.org/education/promoting-adult-learning_9789264010932-en">http://www.oecd-ilibrary.org/education/promoting-adult-learning_9789264010932-en</a></li> <li>● Renninger, K. A., Hidi, S., &amp; Krapp, A. (Eds.). (1992). <i>The role of interest in learning and development</i>. Hillsdale, NJ: Erlbaum.</li> <li>● Schaeper, H. (2008). <i>Lernen von anderen Ländern? Internationale Perspektiven zur Teilnahme an Hochschulweiterbildung [Learning from other countries? International perspectives on participation in higher further education]</i>. REPORT. <i>Zeitschrift für Weiterbildungsforschung</i>, 1, 19-29. <a href="http://d-nb.info/1014037425/34#page=19">http://d-nb.info/1014037425/34#page=19</a></li> <li>● Schwinger, M., &amp; Stiensmeier-Pelster, J. (2010). Zusammenhänge zwischen Self-Handicapping, Lernverhalten und Leistung in der Schule [The Relationship between self-handicapping, learning behavior and achievement in school]. <i>Unterrichtswissenschaft</i>, 38, 266-283. <a href="http://www.juventa.de/#">http://www.juventa.de/#</a></li> <li>● Steinmayr, R., &amp; Spinath, B. (2009). The importance of motivation as a predictor of school achievement.</li> </ul>
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