

A TRAINING HANDBOOK FOR UPSIM MENTORS



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INTRODUCING THE UPSIM MENTORVENTION CONCEPT

This publication explains the UPSIM concept structure and is designed for the purpose of UPSIM mentor training. It has been developed on the basis of the UPSIM Conceptual Framework (IO1), which includes demographic analyses of the UPSIM partner countries, qualitative studies of their focus groups, and insights into the theoretical foundations for the project.

This publication will help prepare UPSIM mentors for the facilitation of UPSIM Mentorventions with access to the behind the scenes and theories that will help to create an understanding on how to use the tools and processes necessary for the successful integration of foreign-born women to all levels of society.



The UPSIM project was born from a **primary sensitivity towards language** because language is one of the major barriers foreign-born people face when considering further education. Another factor can be a lack of learning-to-learn competence, which is key to successfully completing an upskilling journey. The lack of learning-to-learn skills in foreign-born women can be a result of the following:

- an education system that focuses on developing competences that do not fit in with 21st century European context
- financial & political situation in the country of origin
- normative attitudes towards women and work/education (in society as well as personal networks).

For many foreign-born women, dropping out of or choose not to follow an upskilling pathway can also be the result of ordinary adult life barriers, such as:

- time constraints
- lack of supporting networks
- jobs to keep
- bills to pay
- and childcare to consider.

Being a minority is categorised as a vulnerability in itself, and when we add being a financially dependent woman to the mix, her vulnerability levels are even higher. It can be challenging enough just to adapt to a new society with different social norms and societal structures, so imagine if the process is further garnished with an array of personal barriers.

Studies indicate that women who gain higher education are more financially independent and are also more often intrinsically motivated to seek out a dedicated career path. When foreign-born women with the above profile gain access to opportunities, we often

see a tendency for them to be less prone to staying or ending up in abusive relationships. Such relationships have a restrictive effect on their opportunities to live the life toward which they otherwise would be capable of leading. Here women, especially minorities, are less represented compared to their male counterparts. The UPSIM consortium, therefore, wants to invite foreign-born women to the decision-making table by removing some of the barriers and empowering them to especially gain access to the pathways that lead to further education. But how do we ensure that foreign-born women have what they need to get a foothold and gain access to education and become the designers of their own life paths?

To meet these challenges and create pathways that facilitate accessibility to education for foreign-born women, the UPSIM consortium has designed a suite of resources to support our target group in locating and pursuing their further education and career goals. This will be accomplished through a series of group mentoring sessions, where mentors and mentees get together to work on and develop the competences. The consortium experiences that the people who succeed in achieving their goals typically have the ability to stay focused and motivated in self-directed learning situations.

The UPSIM Mentorvention concept is designed to help foreign-born women with low to medium-length education and a minimum of A1 language proficiency in the host language gain access to upskilling pathways. For this purpose, a suite of resources has been created to assist professionals and volunteering organisations in their work of helping foreign-born women towards a financially independent life. Professionals and volunteers can use this guide to understand and use the UPSIM Mentorvention tools and resources, whereafter, they can start their own UPSIM Mentorvention program for foreign-born women.

The totality of the program is divided into different phases, each with its own sets of resources and tasks to complete. This is called the **Mentorvention Cycle**. The UPSIM Mentorvention Cycle, which unfolds through a series of mentor group meetings, activity phases, and extension meetings, will, in its entirety, support UPSIM mentees on their journey towards gaining better language proficiency and becoming competent life-long learners in the 21st century European educational context.

The totality of the resources helps to achieve this through the development of the following:

- Resilience and hope
- Long-term learning goals
- Locate meaningful learning targets
- Identify effective strategies
- Plan out steps
- Take responsibility for own learning
- Find driving questions
- Shape opportunities
- Seek input from others
- Seek out relevant resources and information
- Seek ways to support learning goals
- Refine strategies
- Maintain pace
- Reach short-term benchmarks
- Reach long-term goals
- Evaluate progress
- Adapt strategies
- Grow from mistakes

Furthermore, the resources will help them to attribute success to:

- effort
- persistence
- opportunity
- access
- help
- and time

And to evaluate and reflect on:

- past experiences
- strengths
- limitations
- motivations
- interests
- and aspirations

In the next chapters, you will be able to read more about the Mentorvention Cycle phases and the steps for Learning to Learn Languages, namely the Application phase of the Mentorvention process.

The UPSIM Platform: 2 Learning Zones - 2 Target Groups

The UPSIM platform contains two learning zones. The UPSIM Mentor Toolkit is for Professionals working with the social integration of foreign-born people, specifically, with a focus on women. Resources include theoretical knowledge and practical, ready-to-use tools for mentoring in a learning-to-learn context. The second learning zone contains the learning-to-learn languages resources for foreign-born people and guides users to find ways of learning languages “in the wild”.

This publication will prepare mentors to incorporate the UPSIM concept in their professional contexts. Reading this publication will help you understand all the theories and elements behind the UPSIM concept and the tools contained within the two platforms.

Are you foreign-born and want to further develop your host language skills?
Then this learn to learn languages self-mentoring toolkit will be useful to you.



Are you a social worker or a mentor/volunteer in the field of social integration of foreign-born women?
Then this Toolkit can provide you with the tools you need to successfully guide them towards higher education pathways.



LEARN-2-LEARN Languages Platform

Did you know...?

With some simple **strategies** and small adjustments in your **daily life**, you can **teach yourself** to become fluent in your host country language!

This platform will help you develop resilience and perseverance, through self-mentoring & reflection strategies. So come and discover the self-directed learner inside you, and learn how easy it is to make the people in your environment your teachers and your daily life routines your classroom!

Open up your **opportunities** for further education and being in control of your **career** opportunities with the **Learn-2-Learn Languages Platform**.

UPSIM Mentor Toolkit

Mentoring with a twist!

Social workers, guidance counselors, and volunteers have access to a platform containing a suite of resources, preparing them to facilitate **Mentorvention Circles**.

The training toolkit contains:

Insights into the **theoretical foundations** of the concept, with focus on **self-directed learning**, **personal**, **social & learning-to-learn competence**, and **transformational learning** for adult foreign-born women.

Access to the tools and processes, with instructions on how to use them with the target group.

The resources developed in the UPSIM project are presented on a digital learning platform, which consists of two learning zones.

The Toolkit for mentors resource platform:

- Provides professionals within the field of “social integration of foreign-born women ” with a concept and ready-to-use resources developed on the basis of transitional skills development and elements from the learning-to-learn competence.
- Provides mentors with ready-to-use resources that can be taken straight to the women with whom they work.
- Contains tools designed to introduce and guide professionals to focus on transitional processes, to help their clients’ subsequent achievement of intrinsic motivation, and the acquisition of necessary competences, to complete an education to achieve set career goals.
- Includes a complete toolkit and framework for guiding women through the implementation of the transformational learning processes, consequently guiding them towards resilience and mastery of self-directed learning. UPSIM mentors and the resources for self-directed learning will enable foreign-born women to not only become independent in their own language upgrade, but also become more adept at tackling responsibilities and overcoming challenges pertaining to upskilling and educational processes.

Although the learn-to-learn languages tool for foreign-born women is designed to provide users with language learning strategies, the internalisation of the self-mentoring processes can be adapted and transferred to other learning situations. Furthermore, the women who attend an UPSIM Mentorvention will be introduced to a group of women in so-called Mentorvention Circles. This group will act as extra support, someone to share progress and growth with. The tools and support on the platform act as a sort of scaffolding. These can be removed as the individual starts to master the techniques and strategies, inspiring and empowering foreign-born women to embark on realistic and achievable upskilling journeys.

The Stand-alone, Learn-to-Learn Languages platform (L2LL)

- Can be used independently by people with migrant backgrounds, but the main target audience is foreign-born adult women attending an UPSIM Mentorvention. The dual function means that it can both function as a “stand-alone” learning platform, from where anyone who wants to further develop their skills in any foreign language can gain access to resources and independently develop their ability to become self-directed learners.
- Contains a structured suite of self-mentoring tools to support women through different planning, learning, and self-evaluation processes. This helps users not only in becoming effective language learners, but also in acquiring strategies and processes which can help them in other contexts relating to attaining education and life/career goals. Through “self-mentoring” and internalising strategies, the user is invited to create her own learning plan, learn how to find her inner motivation, stick to it, and monitor and evaluate her own progress

The platforms and all UPSIM resources exist in English, Portuguese, Swedish, French, Danish, and Czech.

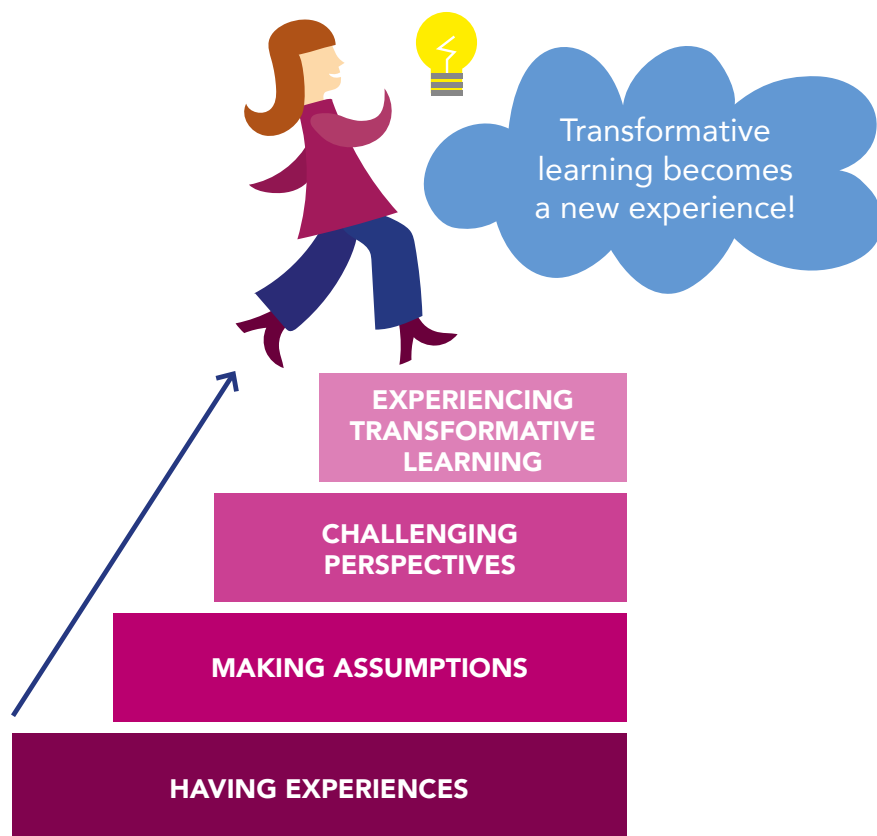
To provide more comprehensive support to the foreign-born women using the tools on their own, the partnership has translated the L2LL platform instructions and tool descriptions into Nepalese, Arabic, Gwada Créole, Somali, and Russian. These are “minority” languages prevalent among the target groups in the project partner countries¹ and have been included to further facilitate understanding of instructions and content during the stand-alone, self-learning, and self-development processes.

¹ In Guadeloupe Créole is not a minority language, it is a national language which is also closely related to languages spoken by women arriving from surrounding islands. You can read more about this in the UPSIM Conceptual Framework.

Mentorvention Cycles for Transformative Learning

Inspired by Knud Illeris' (Illeris, 2006) transformative learning and identity theory, the UPSIM Mentorvention Cycle is designed to empower people to see the social world differently so that they find the urge to challenge and adapt their current state as their own agents of change.

Basically, to achieve this, the concept divides and organises the learning that will take place during the mentorventions into four phases:



The Mentorvention Cycle, which you will learn more about a little bit further down in this publication, consists of 4 phases:

- 1) a formal meeting with a mentor, called the Foundation meeting;
- 2) a set of Mentorvention Circle meetings with a mentor and other foreign-born women enrolled by the mentor;
- 3) a period of self-directed learning, supported by a learn-to-learn language platform, which can also be a stand alone for others interested in developing their learn-to-learn languages competence;
- 4) and finally, an extension meeting with the other Mentorvention Circle participants.

The UPSIM consortium has redesigned certain elements in the typical concept of learning. Normally, when we think of learning, we associate this with something that takes place in a classroom based on a set of very specific learning outcomes. This learning would be led by a teacher. In our case, however, there is no classroom, nor is there a teacher. Here, it's the immediate environment which is the classroom, and the UPSIM toolkit plays the role of facilitator of self-directed learning. The L2LL platform provides the learners with a framework to follow and internalise a suite of resources containing learning strategies and processes, which are supported by the learning-to-learn competences through tools and external support from the UPSIM Circle network.

In order to facilitate learning as an UPSIM mentor, you need to have a grasp of some of the basics of transformational learning. The diagram below illustrates the UPSIM concept's adaptation of Illeris' dimensions of learning in the transformational learning process. When you study the diagram, you will see how we believe an individual acquires information, knowledge, and content, and combines it with emotions and feelings to interact, grow, collaborate, and share in society. For us, learning begins with what Illeris refers to

as “raw materials”, an ideology that has been incorporated into the platform’s resources:

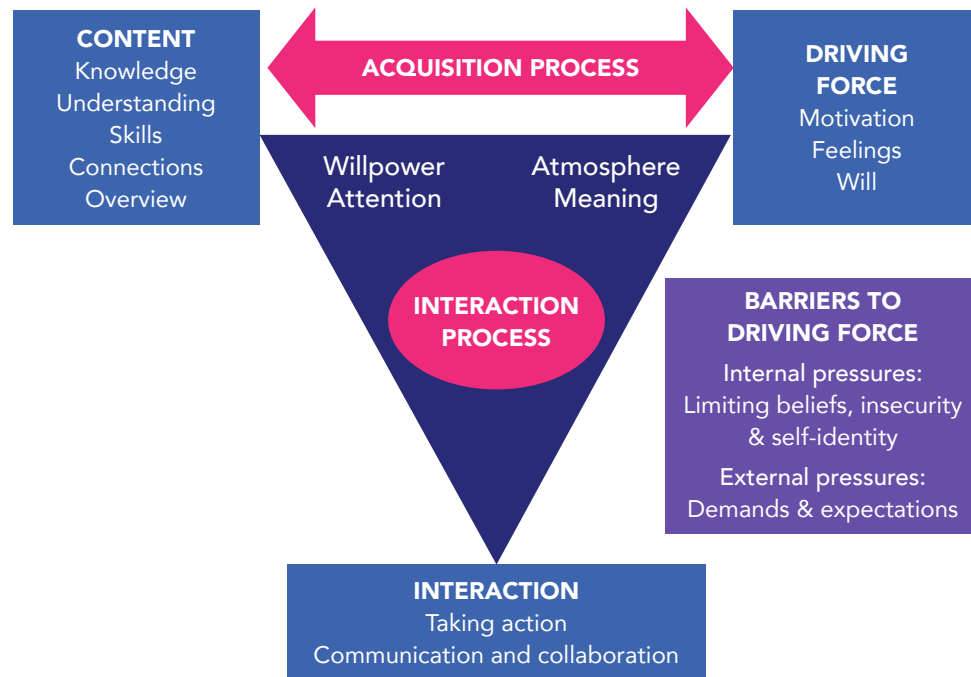
Perception: we work with the individual's impression of their surrounding world.

Transmission: we develop the transmission of ideas, thoughts, and/or perceptions.

Experience: we ensure the individual is not just receiving information but sees a benefit from an interaction.

Imitation: we provide scenarios for the individual to imitate or reproduce and a safe space in which to practise it.

Activity: we provide cues for the individual to insert herself into situations where she can become engaged in an activity that includes participation from others within the same community of practices.



The UPSIM transformational learning process: based on Illeris' three dimensions of learning (Illeris, 2017, p. 26)

The diagram illustrates how the UPSIM Mentorvention Cycle takes the mentees through the process of deep, constructive learning. This process helps them internalise methods and processes that develop their ability to acquire competence in a meaningful way that goes beyond simple knowledge acquisition. With the UPSIM resources, the mentees are guided through processes that support critical ways in which they can consciously make meaning of their lives and enable them to independently develop proficiency for life-long learning. This results in a fundamental change in the mentees’ worldviews, shifting mindless or unquestioning acceptance of available information towards more reflective and conscious learning experiences. Through this shift, the participants experience a feeling of true emancipation. As Mezirov puts it, *transformational learning is one’s becoming critically aware of unspoken assumptions/expectations and assessing their relevance for making interpretations.*

These processes potentially lead to a change in the way the learner thinks and feels, as well as affecting her perspectives, beliefs, and behaviours. But how does this actually work? According to Illeris, there are four different learning types in the transformational learning process: (Illeris, 2006), these are cumulative, assimilation, accommodation, and finally transformational learning, during which there is a shift of consciousness which permanently alters the way the learner is in the world.

CUMULATIVE learning most learners have already been introduced to this type of learning. It happens in many educational settings, but also in everyday life. This relates to the learning of and remembering the facts without any strategies, like memorising names, dates or a phone number.

ASSIMILATION is when the learner, for example, memorises facts such as dates by connecting the numbers to a birthday or some pre-existing system.

ACCOMMODATION is when the learner restructures schemas. This is a process which requires quite a lot of energy and focus. An example of this could be; a learner has been using a counterproductive problem-solving strategy, when a much more productive strategy exists. The learner will have to spend energy on relearning the new strategy and will need to focus on avoiding old habits. When the old schema has been replaced, accommodation has taken place.

TRANSFORMATION is significantly more complex than accommodation. In reality, there are more than one schemas put into play by learners, and many of these will have to be restructured. The schemas must also be restructured in relation to the different dimensions of learning. Transformation is characterized by the fact that this form of learning involves a so-called change in the organisation of the self. This means that the learner's entire personality changes in relation to the learning processes that she has been through.

When talking about developing learning, we need to understand how we define what it is. In our situation, learning aims at developing **competence**, which consists of:

- **knowledge**,
- **skills**,
- and **attitude**.

Knowledge refers to the knowing of facts, declarative knowing, or conceptual structures (Snow, 1990), and skill refers to knowing how, to the ability to apply knowledge or procedural knowledge (Snow, 1990). However, for the 21st century learner in a postmodernist society, the mere knowledge of facts or how to proceed is not, in itself, enough. This does not lead to the willingness to tackle a problem. This is where attitude comes in. To truly be competent, we need to include the act of exploration, the readiness to assess the situation, to set a goal, and to act on it with perseverance. (Hautamäki, A. & Hautamäki, J., 2001) The UPSIM concept, therefore, distinguishes between knowledge (to know), skill (to be able), exploration (to study), and hope (to hope) (Häyrynen & Hautamäki, 1977). The term *exploration* has its roots in the concepts of learning strategies and self-regulation. So, in addition to **knowledge**, **skill**, and **exploration**, the component of **hope** is an integral, but conceptually distinct, part of exploration in the Application phase and the mentorvention meetings.

The Mentorvention processes, therefore, intend to **motivate through the creation of hope because, when the mentee has hope, she will be able to accept and complete a task with effort and curiosity**.

The resources are therefore designed to support foreign-born women's willingness and readiness to direct themselves towards a task, form goals, self-motivate, and have the courage and self-confidence to face and deal with challenges and possible failures.

The Five Dimensions of Self-directed Learning

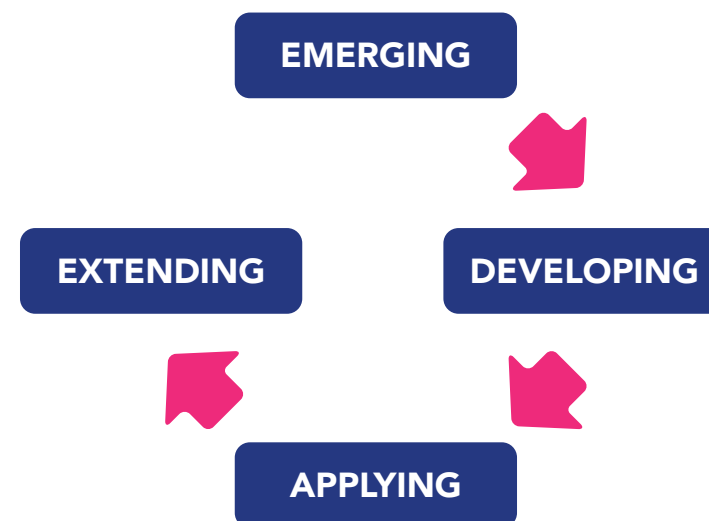


*inspired by: Lench, S., Fukuda, E., & Anderson, R. (2015). Essential skills and dispositions: Developmental frameworks for collaboration, creativity, communication, and self-direction. Lexington, KY: Center for Innovation in Education at the University of Kentucky

To ensure that the women taking part in the UPSIM Mentorventions go through a transformational process and learn to master self-directed learning, the concept bases the guidance on scientifically proven methods for the development of the learning-to-learn competence. This is based on five dimensions, which in their totality, support the individual through the transformational learning phases.

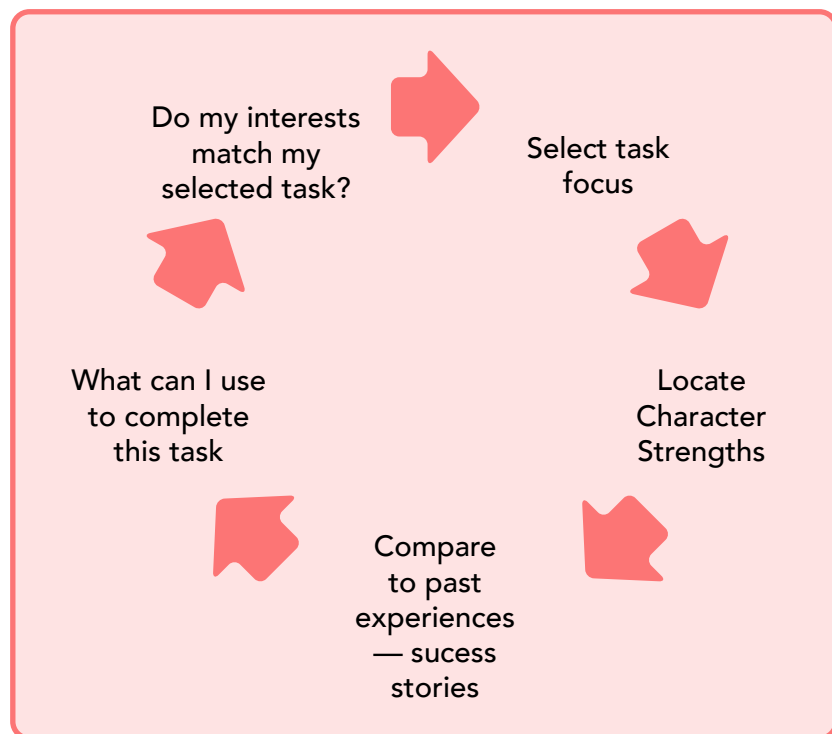
Self-awareness; **Goal setting & planning**; **Initiative & ownership**; **Engagement & management**; and **Monitoring & adapting**. These five dimensions, through which the women will be guided by the mentor, will help to implement situations that bring about

transformational learning. Each dimension is recognisable by the colour scheme and icons. The tools combine aspects from these dimensions and are structured in a way that lets the learner go through the following transformational stages.



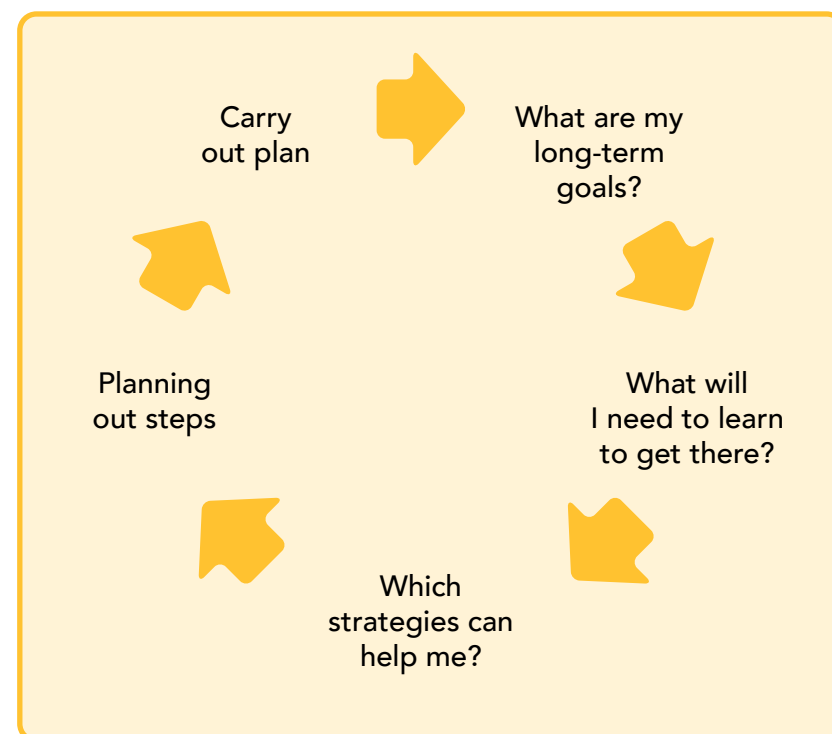
The transformational processes are kick-started through different phases during a Mentorvention Cycle, where tools and activities are presented and completed in a protected environment, before the mentees develop and apply them in real life during the Application phase. During Extension activities, mentees are supported with help and guidance from the mentor and fellow mentees to adjust to challenges, accept failure, and develop mastery of new competences.

The five dimensions are dispersed throughout the four phases of the Mentorvention Cycle. Each dimension has a progression, which moves through a process ranging from “emerging” to “extending”. We have combined the 5 dimensions of self-directed learning with the transformational process, which means that after the entire cycle has been completed, the participants will have developed competences in the below dimensions:



The **self-awareness dimension** will, throughout the transformational learning process, expose the mentee to tools primarily pertaining to gaining insights into her own goals and hopes in order to be better able to create realistic and achievable learning goals.

This is achieved by focusing on areas that are important to her, which tasks she wants to focus on and how she will prioritise them, where she has had successes before, and how to use her strengths and qualities to get to where she wants to be. This will include activities such as comparing with examples from the past, finding out what her interests are, and if these fit in with what she wants to achieve and her learning style.



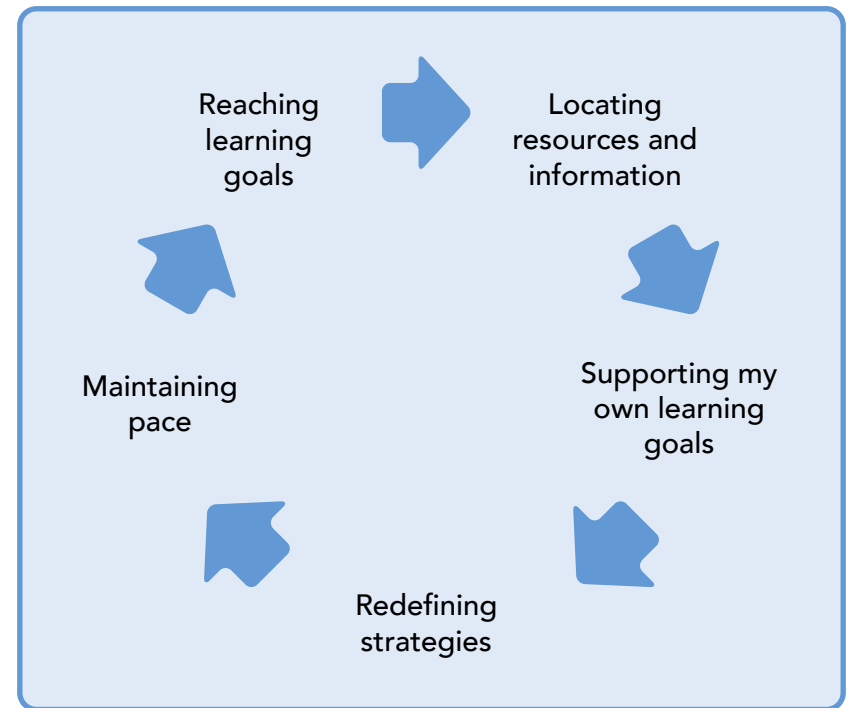
Tools for the **goal setting and planning** dimension work with the development of the mentee's ability to set realistic goals and carry them out.

This involves creating long and short-term goals, as well as considering what learning goals will be relevant and realistic to start with and which strategies and steps are necessary to take.



The tools for **initiative and ownership** pertain to helping mentees challenge themselves with something new!

Mentees will, through these processes, be introduced to strategies and methods to find out who can support them, such as people in their network and who can act as role models, by focusing on what characteristics she needs to look for. Also, this dimension helps to clarify what she has learned and how she can further develop this.



Tools for the **engagement and management** dimension focus on how the mentee can reach goals and how she can stay motivated and engaged throughout the process.

This means that she is introduced to strategies that help her locate information and resources that can help her achieve learning. This can be from platforms and apps and ways of finding relevant information while, at the same time, supporting her own achievements of learning goals and staying focused. When the mentee has a good or negative experience with strategies, she will also need to make adjustments to those who are less effective and be aware of what is working well, to adapt to these experiences. In order to stay focused and maintain pace, the mentee will also work on staying motivated through the development of inner hope and resilience.



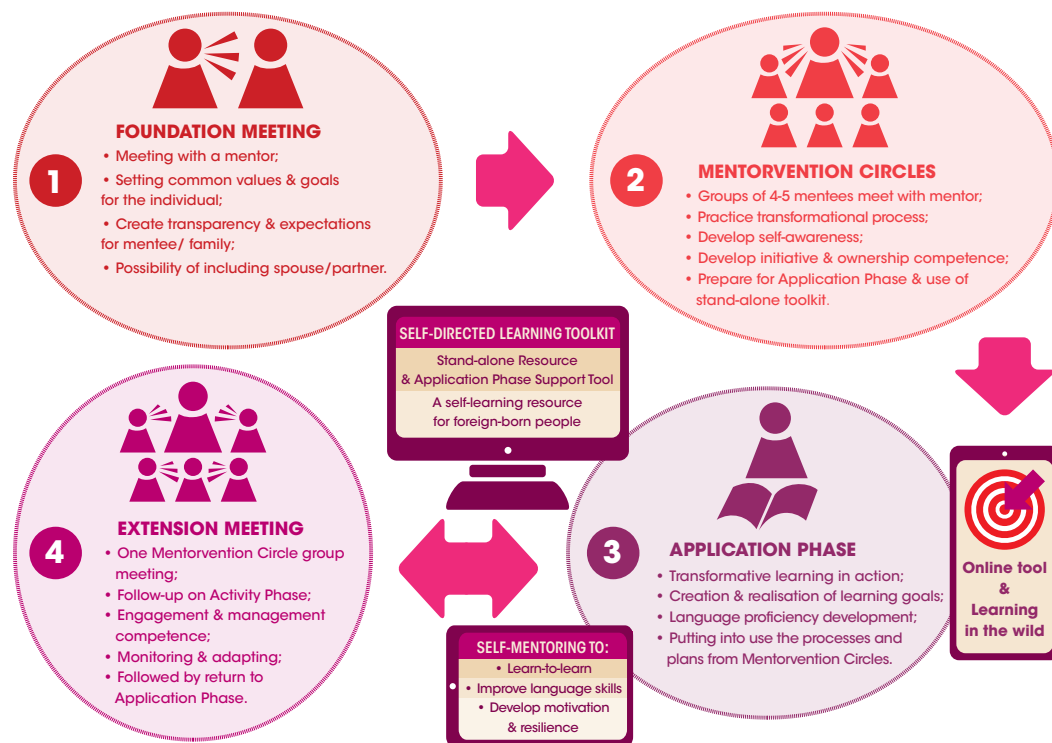
Tools for the **monitoring and adapting** dimension include working on the mentee’s ability to self-monitor her progress, to help her develop the ability to self-adjust where necessary, to recognise where effort, time, help, opportunity, and persistence made a difference...

... and to include these experiences in her future learning projects! As mentioned above, these five dimensions cannot stand alone. Their relevance differs depending on the different phases and processes the participant is in.

The sessions, therefore, start in the Mentorvention Circles, where certain activities are done together, and the mentee is introduced to activities that she can continue working on at home. The next chapters will take you through a more detailed description of the four Mentorvention Cycle phases and what these involve.

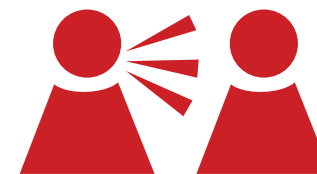
THE MENTORVENTION CYCLE

The previous chapters have taken you through the fundamentals of learning behind the UPSIM resources. The dimensions and transformational processes introduced above have been dispersed throughout the Mentorvention Cycle’s four phases:



An overview of the UPSIM mentorvention cycle

The following chapters will take you through each of these phases.



PHASE 1: Foundation Meeting Getting to know the mentees

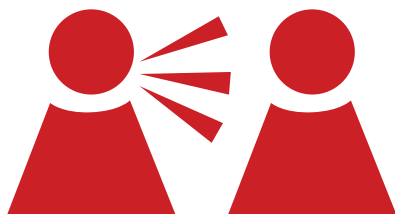
The **Foundation Meeting** is a one-on-one meeting between the mentee and the mentor. It starts with introducing the process to the mentee by setting the stage with her expectations. This will typically be a one-on-one meeting, but an added option can be to, also, include a close adult family member or support person, such as a life partner or spouse, if that could be beneficial for her situation. In some situations, transparency and a feeling that it's a family project with common goals can be helpful in order to gain the support of the spouse.

The Foundation Meeting will develop the mentee's ability to:

- Find her intrinsic motivation/hope
- Gain an overview of her journey
- Set her long-term goals
- Seek ways to support her own learning goals
- Seek input from others



PHASE 1 TOOLS OVERVIEW



1

Name of activity:
MY MIGRATION PATH TOOL



L2L topic: Gain an overview of my journey

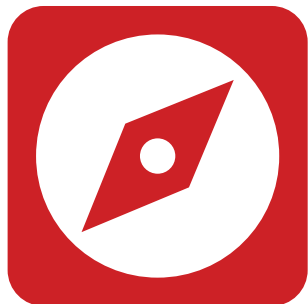
Dimension covered: Goal Setting & Planning

Summary: *The migration path tool gives foreign-born people a bird's eye perspective of the migration path and their integration process. The tool visually illustrates how the roadmap might look like when trying to reach goals. It also shows the path that has been followed and highlights what has already been achieved. Because the tool is graphic, it helps the mentee and the mentor to make a plan together, and the drawing of the path creates an overview, shows patterns, and minimises the need for writing. By drawing it together with the individual, it helps her visualise what to expect and can show if an expectation is unrealistic. It also shows that the path might be long and illustrates where attention needs to be for the best next step. The positive takeaway from using such a tool is that the mentor and the mentee are able to come up with a plan which is realistic, as it stimulates dialogue about the goals they want to achieve and what it will take to get there.*



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/foundation/tools.html>



2

Name of activity:
WHAT DO YOU WANT?

L2L topic: Explore what you want know and what you wish for

Dimension covered: Initiative & Ownership

Summary: *This activity will motivate the mentees to think about questions concerning their life, wishes, and goals and reflect on what is going well and what could be improved. It is the first step in establishing what the mentees want out of their life and establishing what a good life, success, and happiness mean for them personally. The questions they are supposed to answer shall invite and motivate them to think about their life, their views on a good life more generally, and their personal situation more specifically.*



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/foundation/tools.html>



3

Name of activity:
YOUR POWER

L2L topic: Finding common goal for my process (including spouse/partner in goal setting)

Dimension covered: Self-awareness

Summary: *This activity shall help participants to identify their own traits, be aware about their strengths, highlight those, and motivate them to think about their own traits and abilities in positive rather than negative terms.*

After the mentor circles, participants can also ask friends or family to describe them and include those to the list of traits.



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/foundation/tools.html>





4

Name of activity:
LIFELINE ILLUSTRATION

L2L topic: Overall goal setting

Dimensions covered: Goal Setting & Planning

Summary: *This activity will help participants to clearly illustrate their life experiences with the help of the lifeline exercise. The line itself represents a neutral ground from which the participants can draw in positive and negative experiences above or below the line, respectively, and write down specifically why something was negative or positive. This can help enable the participant to reflect on their life experiences, view the direction of their lives in an illustrated way and help them to direct their next choices and their life.*



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/foundation/tools.html>



5

Name of activity:
CAPABILITIES COLLECTION

L2L topic: Ways to support learning goals

Dimensions covered: Goal Setting & Planning

Summary: *This activity shall help the participants to be aware of and state their skills and capabilities in order to support their learning goals. Moreover, it shall aid the mentees in connecting their skills with capabilities that are often sought after in the job market and/or with their current work tasks. This can also help make the job market look less daunting, where any participant can find something that works with their skills and capabilities.*



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/foundation/tools.html>





6

Name of activity:
DRIVING FORCES



L2L topic: Seek input from others

Dimensions covered: Initiative & Ownership

Summary: *This activity shall motivate the participants to reflect on what drives them within different areas of life. These reflections and the exercise of the Driving Force Icon shall help the participants to discover what drives them to work and, in effect, the career pattern they have that shall aid in their goal setting and specification of what they want from a job.*



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/foundation/tools.html>



7

Name of activity:
BALANCE BEAM



L2L topic: Overall goals and Stress factors

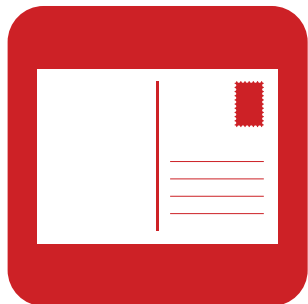
Dimensions covered: Self-awareness / Goal Setting & Planning

Summary: *In this tool, the mentee writes the different aspects of her life on a balance beam: activities that take effort and/or cause stress and activities that offer support and reduce stress. The beam represents the resilience of the mentee. With this exercise, the mentee can explore if his resilience is strong enough to take on another stressor (in this case, language learning) and how to support it.*



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/foundation/tools.html>



8

Name of activity:
POSTCARDS TO THE FUTURE



L2L topic: Overall Goals and Progress

Dimensions covered: Self-awareness / Goal setting & Planning / Monitoring & Adapting

Summary: By writing a postcard/letter to their future selves, mentees become aware of their aspirations and realise how studies can help in achieving their life goals. This activity also offers unique and personal feedback. The goal is to motivate mentees to plan their futures and achieve their goals.



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/foundation/tools.html>



9

Name of activity:
HOW MUCH DOES IT WEIGH?



L2L topic: Overall goals and Stress factors

Dimensions covered: Self-awareness / Goal setting & Planning

Summary: With this questionnaire, the adult learner can get an insight into how much 'weight' or stressors are present in her life. This tool can help her decide if she is able to take on a language-learning course and if she needs support or counselling during the course.



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/foundation/tools.html>



10

Name of activity:
MY LIFE VALUES

L2L topic: Creation of hope/motivation

Dimensions covered: Self-awareness

Summary: *To motivate the participants to reflect upon their present situation, various areas of life, and to what extent they are satisfied with each of these areas. Based on these reflections, the participants should prioritise one or two areas in their life to work on and improve by identifying and understanding the driving force of their values and motivations, setting specific goals and focus points for their future lives. A clear view of which areas in life need attention and change makes the accomplishment of the change wanted - and seeking it - more accessible.*



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/foundation/tools.html>



11

Name of activity:
MY SMARTE GOALS

L2L topic: Setting long term goals

Dimensions covered: Goal setting & Planning

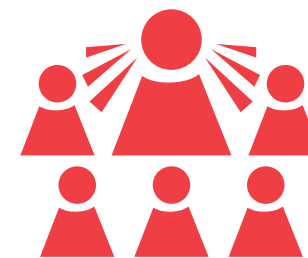
Summary: *The aim of this exercise is to make your goals smart, to become aware of why you want to aim at that specific goal, and the effect that the achievement of this goal will have on you. This exercise will motivate you in the process of reaching that goal.*



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/foundation/tools.html>





PHASE 2: The Mentorvention Circles From scaffolding to transformation

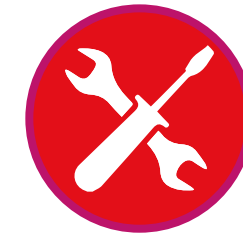
The second phase of the programme is the **Mentorvention phase**. This will provide mentees with a learning-to-learn “scaffolding”, which can be built up and taken down, depending on the needs of the mentee and her progression. The mentee is invited to attend Mentorvention circle meetings, which include at least one mentor and along with a minimum of 3 and up to 5 foreign-born women per circle. The circle will act as her support group throughout the different phases.

Discussions and processes in the circles will lead to sharing and reflecting on each mentee’s wishes regarding achievement, where they come from, and what their overall goals will be for the program. This stage takes the mentees through a series of activities that focus on strengthening their ability to set and plan out their goals, with an emphasis on developing self-directed learning.

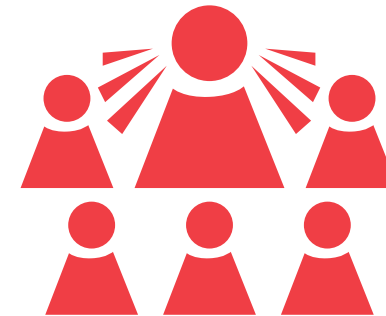
The Mentorventions consist of a series of sessions where the mentees and the UPSIM mentor meet up to work on developing self-awareness, structuring their mentees’ learning and ability to learn more about themselves, their plans for the future, and how they intend to get there.

The tools developed for these sessions will help the mentees develop the following:

- Reflect on and evaluate
 - past experiences
 - own strengths
 - own limitations
 - own motivations
 - own interests
 - own aspirations
- Develop long-term learning goals
- Locate meaningful learning targets
- Identify effective strategies
- Plan out steps
- Taking responsibility for own learning
- Finding driving questions
- Shaping opportunities
- Seeking input from others



PHASE 2 TOOLS OVERVIEW





1

Name of activity:
PRIORITISING AREAS OF VALUE

L2L topic: Prioritising

Dimensions covered: Self-awareness

Summary: *This activity shall help participants prioritise goals and what is most important in their life. The Philosophy Professor thought experiment, in particular, can be a great way to think about one's needs and wishes and how to prioritise these.*



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/mentorvention/tools.html>



2

Name of activity:
MY CHARACTER STRENGTHS

L2L topic: Strengths

Dimensions covered: Self-awareness

Summary: *This activity will help mentees identify and explore their personal Character Strengths, gaining insight into and knowledge about one's character strengths enhances the possibility of reinforcing these. Knowledge and awareness of personal Character Strengths are both motivating and useful when trying to create lasting improvements in life. An additional assessment of one's Character Strengths can be used for comparing and reflecting upon. This can strengthen a positive narrative and outlook on the opportunities in life.*



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/mentorvention/tools.html>





3

Name of activity:
MY STRENGTH SPOTTING INTERVIEWS

L2L topic: Strengths

Dimensions covered: Self-awareness

Summary: *This activity will help mentees explore their personal strengths and other resources and competencies by identifying strengths in themselves and in others based on their real-life experiences and situations. By doing this, mentees should gain insight into and knowledge about one's strengths and resources, enhancing the possibility of reinforcing these. Knowledge and awareness of one's strengths and learning how to recognise them are both motivating and useful when trying to create lasting improvements in life.*



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/mentorvention/tools.html>



4

Name of activity:
THE WHEEL OF LIFE SATISFACTION

L2L topic: My life values

Dimensions covered: Self-awareness

Summary: *This activity aims at motivating and inspiring the participants to think and reflect on their present situation in several areas of life and their satisfaction with these. Based on these reflections, the participants should prioritise one or two areas in their life to work on and improve by identifying and understanding the driving force of their values and motivations and setting specific goals and focus points for their future lives. A clear view of which areas in life need attention and change makes the accomplishment of the change wanted, and seeking it, more accessible.*



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/mentorvention/tools.html>





5

Name of activity:
VISIONS AND DREAMS

L2L topic: Learning strategies overview

Dimensions covered: Goal setting & Planning

Summary: *This activity shall motivate the participants to reflect on all the previous exercises and on all their visions and dreams after having thought about the qualities they're most proud of and their strengths, skills, and capabilities in a holistic way. The fulfillment matrix shall provide them with a general overview.*



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/mentorvention/tools.html>



6

Name of activity:
ACTION PLAN

L2L topic: Plan steps & strategies

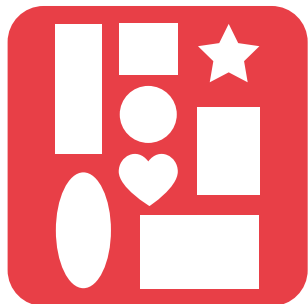
Dimensions covered: Goal setting & Planning

Summary: *To motivate and help the mentees to take action in reaching their goals by formulating a plan of action based on the learning and knowledge of strengths, values, skills, networks/ supporting persons, etc. gained throughout the programme. This way of anchoring one's goals motivates and enables the participants to focus on their resources and ability to reach them in their everyday life.*



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/mentorvention/tools.html>



7

Name of activity:
WONDERWALL



L2L topic: Creation of hope/motivation

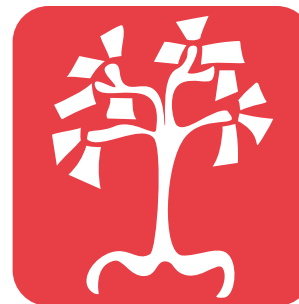
Dimensions covered: Self-awareness / Goal setting & Planning

Summary: *The goal of this activity is to help mentees to visualise their goals. This creates an inner motivation to strive for these goals and promotes positive thinking, which will help them stay on track. Knowing you are working on reaching your life goals is a strong motivator. Numerous studies have shown that mental practice (through visualisation) can effectively improve skills as real practice. When we visualise an action, the same brain regions are stimulated as when we perform it, and the same neural networks are created.*



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/mentorvention/tools.html>



8

Name of activity:
CONTACTS TREE



L2L topic: Supporting networks

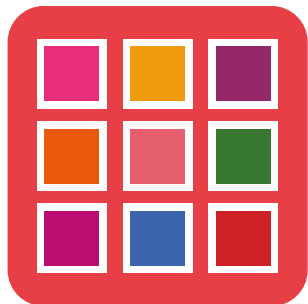
Dimensions covered: Initiative & Ownership

Summary: *This activity focuses on networking. By reconnecting with possible contacts and references, mentees may create networks with people and organisations who may be able to help them in their inclusion in the host country.*



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/mentorvention/tools.html>



9

Name of activity:
RANDOM IMAGES



L2L topic: Curiosity

Dimensions covered: Initiative & Ownership

Summary: *This warm-up exercise is an introductory game to understand how creativity works and how anyone can be creative. It is used to measure one of the basic creative skills: Fluency (the ability to produce many ideas).*



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/mentorvention/tools.html>



10

Name of activity:
DIFFERENT PERSPECTIVES



L2L topic: Curiosity

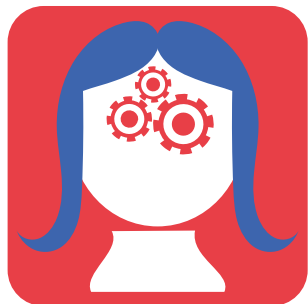
Dimensions covered: Self-awareness

Summary: *This short and simple warm-up activity focuses on motivating the participants to reflect upon how different perspectives affect how we read reality. Based on these reflections, the participants should understand and own the active role they are able to play in the learning process.*



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/mentorvention/tools.html>



11

Name of activity:
MIND MAP



L2L topic: Further development

Dimensions covered: Initiative & Ownership

Summary: A mind map is a good way to express the complexity of integrating into society, learning the language, and achieving upskilling dreams by drawing on their situation, ideas, and skills.



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/mentorvention/tools.html>



12

Name of activity:
"DREAM" JOB VS.
"NEVER IN MY LIFE" JOB



L2L topic: Finding hope and motivation

Dimensions covered: Self-awareness / Goal setting & Planning

Summary: The goal is for the participants to think about their dream for the future. For this exercise, mentees can dream big. There are no obstacles that might stand in the way of achieving their goal. At the same time, they will also think about what kind of job they would not want to do or will not be able to do in the future. Mentees often have a narrow or unrealistic view of their skills. This tool may help them broaden their view on what goal is reachable and make them conscious of their situation. The tool is often an eye-opener for mentees and a fun exercise to get to know each other better.



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/mentorvention/tools.html>



13

Name of activity:
**THE POWER OF
 THOUGHTS DIAMOND**



L2L topic: Overcoming internal pressure, limiting beliefs, and insecurity & working on self-identity

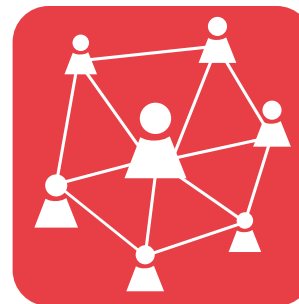
Dimensions covered: Self-awareness

Summary: *This activity helps the mentees increase their personal insights by becoming more aware of how their thoughts, emotions, and sensations related to certain behaviors or actions. This will help them take responsibility for their own lives and increase their personal agency, and to be able to complete tasks and projects that help them to achieve their goals. It also develops emotional self-regulation, flexible thinking, resilience, and optimism.*



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/mentorvention/tools.html>



14

Name of activity:
**THE NETWORK
 GENERATOR**



L2L topic: Selecting my network

Dimensions covered: Initiative & Ownership / Engagement & Management

Summary: *To help mentees achieve their learning goals by learning to locate the help available to them in their surroundings. The network generator helps to sort and select the people that she needs to either find ways to bring closer to her or from whom to create distance in order to stay motivated in her learning.*



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/mentorvention/tools.html>



PHASE 3: The Application Phase Experiencing the learning

The self-directed learner has the highest probability of achieving learning goals. Therefore, the totality of the **Application Phase** activities is based on the elements researchers have defined as the DNA of self-directed learners.

Whereas the focus in the **Mentorvention Circles** is providing external support, this phase lets them experiment and experience their own steps in moving forward in life with resilience and motivation. The **Application Phase** places emphasis on giving foreign-born women the tools needed to become successful learners, which will be achieved by making methods and strategies available directly to them. Furthermore, suggestions and leads on how to put them into use are an integrated part of the toolkit, facilitating the internalisation of these competences through their own processes and in their own time.

The **Application Phase** is where the mentees go out and do the learning, and it takes them through a series of steps that will support them along the way. The mentor needs to have a good grasp of the processes, but will not play an active role until they meet again for the Extension meeting. Here they can follow up on the activities and subsequent reflections from the individual's own learning-to-learn journey.

The UPSIM consortium has created a platform that is connected to the mentee's learning-to-learn journey, which can stand alone as an independent language learning tool for women who are not taking part in an UPSIM mentorvention or to be used as part of the Application phase in the UPSIM Mentorvention Cycle. The L2LL platform is situated on the UPSIM webpage, which contains the tools and self-mentoring resources necessary for completing this phase. The platform can be accessed from a laptop or mobile device, meaning it can be accessed by anyone, anytime and anywhere. The resources do not require a lot of technical expertise, and many of the learning activities can be carried out in connection with everyday life.

Before leaving the mentorvention Circles, the mentees will need to:

1. Have a list of contact info for the mentorvention circle group — how and when will they meet?
2. Be prepared for the self-directed learning / challenges; make sure they have understood the 4 steps on the platform and related tools.
3. Understand the self-mentoring activities - and to save and bring them to the extension meeting.
4. Be prepared to keep a (digital) learning diary, if possible, where the results from the activities can be saved, including the plans and activity results, etc.
5. Have tested the platform together as a group, so they can ask the mentor any necessary questions before embarking on their journeys.

The following sections will explain more in detail about the Application phase and the theories on which the 4 steps and the respective tools have been inspired.

What is Self-Directed Learning?

Learning a new skill on your own, such as teaching yourself to play a musical instrument or planting a vegetable garden, requires some form of self-directed learning. Also known as learning by oneself, self-directed learning is a process where individuals primarily take charge of planning, continuing and evaluating their learning experiences (Merriam et al., 2007). In self-directed learning, the responsibility to learn shifts from an external source (teacher/trainer/educator) to the individual. Control and active involvement of the learner in the learning process are crucial in this process (Boyer and Usinger, 2015; Grover, 2015).

Self-directed learning includes the conceptualization, design, implementation, and evaluation of learning guided by learners (Brookfield, 2009). It may be referred to as a method of organising learning in a way that enables learners to control the task. In addition to these, self-directed learning may also be viewed as a target that learners strive to achieve. In order to achieve it, individuals take responsibility for their own learning and embrace individual autonomy and preferences (Kaufman, 2003).

Self-directed learners have the following characteristics:

- set clear goals for themselves
- shape their learning process in line with goals and plans
- monitor their own learning process
- evaluate the outcomes of their own learning
- are autonomous
- have self-motivation
- are open to learning
- are curious

- are willing to learn
- value learning
- have self-control
- take initiative to learn

(Knowles, 1975; Knowles, 1977; Jennett, 1992 cited in Brockett and Hiemstra, 1991)

Furthermore, Knowles (1977) summed up several competences that self-directed learning requires. He lists that a learner needs to have the ability to:

- enter into a close, respectful and learning-friendly relationship with learners
- establish an environment which is physically and psychologically comfortable, open to interaction, based on cooperation, open and secure
- take responsibility for determining one's own learning needs
- set goals
- plan, implement and evaluate learning activities
- help learners to self-direct their learning
- be a facilitator and a source
- effectively use small group processes
- evaluate learning processes and outcomes

(Knowles, 1977 cited in Kasworm, 1983).

What is Learning-to-Learn Competence?

Self-directed learning can be employed for anything an individual is motivated to learn, whether for a hobby or more work-related, and requires a number of skills, including:

- Critical thinking
- Research
- Time management
- Communication
- Self-management

These skills enable individuals to improve their self-confidence, autonomy, motivation, and lifelong learning skills (O'Shea, 2003). It turns learners into active participants in the learning process and encourages them to become deep learners (Spencer and Jordan, 1999). Closely connected to self-directed learning competence, is the ability to learn-to-learn. The Council recommendations of 22 May 2018 on Key Competences for Lifelong Learning defines the "personal, social and learning to learn competence" as follows:

"... is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional well-being, to maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, empathise and manage conflict in an inclusive and supportive context."

Furthermore, essential knowledge, skills and attitudes related to this competence are described as follows:

"For successful interpersonal relations and social participation it is essential to understand the codes of conduct and rules of

communication generally accepted in different societies and environments. Personal, social and learning to learn competence requires also knowledge of the components of a healthy mind, body and lifestyle. It involves knowing one's preferred learning strategies, knowing one's competence development needs and various ways to develop competences and search for the education, training and career opportunities and guidance or support available.

Skills include the ability to identify one's capacities, focus, deal with complexity, critically reflect and make decisions. This includes the ability to learn and work both collaboratively and autonomously and to organise and persevere with one's learning, evaluate and share it, seek support when appropriate and effectively manage one's career and social interactions. Individuals should be resilient and able to cope with uncertainty and stress. They should be able to communicate constructively in different environments, collaborate in teams and negotiate. This includes showing tolerance, expressing and understanding different viewpoints, as well as the ability to create confidence and feel empathy.

The competence is based on a positive attitude toward one's personal, social and physical well-being and learning throughout one's life. It is based on an attitude of collaboration, assertiveness and integrity. This includes respecting diversity of others and their needs and being prepared both to overcome prejudices and to compromise. Individuals should be able to identify and set goals, motivate themselves, and develop resilience and confidence to pursue and succeed at learning throughout their lives. A problem-solving attitude supports both the learning process and the individual's ability to handle obstacles and change. It includes the desire to apply prior learning and life experiences and the curiosity to look for opportunities to learn and develop in a variety of life contexts."

The 4 steps of the Application Phase

How to prepare the mentees

The tools in the Application Phase have combined elements from the concept of self-mentoring for transformational learning with the Key Competence of "personal, social and learning-to-learn". These have been merged with elements from self-directed learning to create the five dimensions:



SELF-AWARENESS

- What am I able to do?
- What do I need to get better at?



GOAL SETTING & PLANNING

- What learning would I like to achieve?
- Setting my learning goals
- Planning my self-learning agenda



INITIATIVE & OWNERSHIP

- Understanding my learning limitations & possibilities
- Taking responsibility for my own learning
- Finding driving questions and analogies
- Seeking input from others



ENGAGEMENT & MANAGEMENT

- Understanding my learning strategies and how they affect my learning
- Select & seek out resources available to me
- Check my own progress



MONITORING & ADAPTING

- How did my approach change what I did?
- Work on tasks with encouragement from others
- Adapting what I do for future learning

The 5 dimensions and their elements are at the foundation of the concept and have specifically been in focus for the design of the Application phase resources. These intend to foster in the individual the ability to become independent lifelong learners. The activities are supported by user tips and explanations, which have also been translated into a selection of minority languages, to provide an extra assurance that users can grasp more of the nuances in the processes and enable them to transfer more complicated thought processes via their mother tongue at a meta-level.

The Application Phase consists of 4 steps:



These steps have been designed to help individuals become **self-directed** in **non- and informal learning contexts**, especially foreign-born women who have little educational experience from their home country and hence have yet to have the opportunity to **adapt existing** and **internalise** new healthy learning strategies. For those who have experience from an education system, but perhaps have internalised unhealthy or culturally different study habits, this can be a helpful foundation for **adjusting** and **internalising** these and further developing healthier and more efficient learning strategies.

How to prepare the mentees:

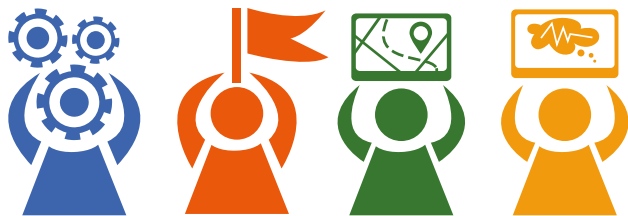
In the next sections, you can read more in detail about each step through which the users will be taken.

STEP 1 - PLANNING MY LEARNING: Planning my learning is about creating a personalised learning plan and focusing on locating and developing learning strategies.

STEP 2 - SETTING MY CHALLENGES: It's now time to set the challenges!! To make the learning-to-learn experience more specific to language learning, this step helps the mentee locate the language elements that she wants to develop. The predefined Challenge Cards help to make the process of setting language learning goals more tangible. The cards can either be used as are or as inspiration for further adaptation to suit the needs of the mentee!

STEP 3 - MAPPING MY LEARNING: We now have a plan for what we want to achieve, well, sort of... the next step is for the mentee to focus on the destination, surroundings, and the "how will I get there"! We especially want her to decide the route that the learning will take and where this challenge will take place.

STEP 4 - MONITORING MY PROGRESS: Once the mentee has had some time to follow up on some of her plans, she will need to stop up and check how she is getting on. And after having completed the planned tasks, she will want to take a retrospective look at the experiences she had. This will help her understand where her successes were and where she could make adjustments.



The 4 Steps Overview



STEP 1: PLANNING MY LEARNING

Planning my learning is about creating a personalised learning plan and focusing on locating and developing learning strategies.

Here the dimensions in focus are especially:



SELF-AWARENESS

- What am I able to do?
- What do I need to get better at?



GOAL SETTING & PLANNING

- What learning would I like to achieve?
- Setting my learning goals
- Planning my self-learning agenda



INITIATIVE & OWNERSHIP

- Understanding my learning limitations & possibilities
- Taking responsibility for my own learning
- Finding driving questions and analogies
- Seeking input from others



ENGAGEMENT & MANAGEMENT

- Understanding my learning strategies and how they affect my learning
- Select & seek out resources available to me
- Check my own progress

The focus is also to help the mentee find out where her strengths and weaknesses are in relation to her language level and set achievable learning goals. Once the goals are in place, she will also need to focus on the strategies that she can use and be aware of her and the environmental limitations and possibilities.

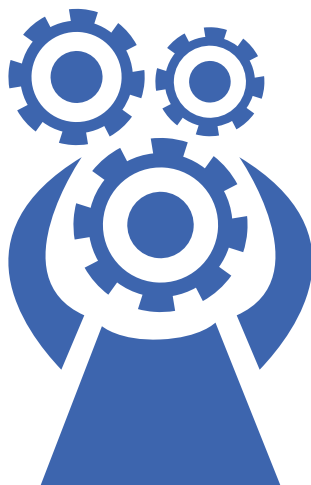
In order to **plan and organise learning goals**, the learner needs to find out which level she is **currently** at and also to gain **insights** into which categories of **language learning she needs** to focus on ameliorating. We operate with three levels of competence:

- a) That which she can do on her own, without the assistance of others,
- b) that which she can do with support from others or technical assistance (for example a guide, an example/case to follow, or some sort of scaffolding),
- c) and that which she cannot do in any of the above situations.



PHASE 3 STEP 1

ACTIVITIES COVERED AND DETAILS



1

Strategy Activity 1: COMPETENCE GRAPH



Dimensions covered:

- Self-awareness
- Goal setting & Planning
- Initiative & Ownership

Description of the activity:

This activity will help the mentee figure out which language learning categories she would benefit from focusing on. It shows her where she has her strong and weak points and helps her set realistic and achievable learning goals. The focus is on becoming acquainted with the CEFR framework and understanding where her learning needs to be, depending on her zone of proximal development. Elements placed in the middle circle are things that she can already do without the help of others, the elements in the external circle are things she cannot do on her own, and the things in the middle are things she can achieve with some form of assistance.

This will help her select the learning goals which are too easy (the green field), realistic and achievable (in the blue field) or to be put aside until other learnings have taken place (the red field)

This tool can also be re-used when evaluating the completion of a set of Challenges or when planning a new period of Challenges. As the user becomes more competent in an area, the competence area can be moved to the green field of the circle, and new items can be added to the blue or red fields.



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/application/step1/activities.html>



2

Strategy Activity 2: CREATING MY SMARTER GOALS



Dimensions covered:

- Self-awareness
- Goal setting & Planning
- Initiative & Ownership

Description of the activity:

The purpose of the Creating my SMARTER goals activity is to make the mentees' goals smart and make them aware of why they want to achieve it and what it will do for them when they have reached it and which effect it will have on them. This exercise will help motivate the mentees in the process of reaching a learning goal.



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/application/step1/activities.html>



3

Strategy Activity 3: MY PERSONAL LEARNING STRATEGY



Dimensions covered:

- Self-awareness
- Goal setting & Planning
- Initiative & Ownership

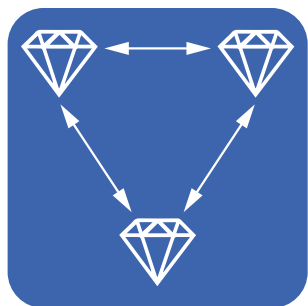
Description of the activity:

To make the most out of learning, the mentee needs to keep in mind what kind of learning strategies she can use and which work best for her in different situations. This activity introduces the user to different learning strategies and guides her through the selection and experimentation of these until she finds the ones that work best for her.



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/application/step1/activities.html>



4

Strategy Activity 4: MY LEARNING DIAMOND



Dimensions covered:

- Self-awareness
- Initiative & Ownership
- Engagement & Management

Description of the activity:

Understand the link between thoughts and behaviour, in order for the mentee to understand when her thoughts lead her away from learning. This activity helps her to identify and illustrate the interaction between her thoughts and actions, as well as to analyse the feelings and emotions that affect her behaviour.



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/application/step1/activities.html>



STEP 2: SETTING MY CHALLENGES

It's now time to set the challenges! To make the learning-to-learn experience more specific to language learning, this step helps the mentee locate the language elements that she wants to develop. The predefined Challenge Cards help to make the process of setting language learning goals more tangible. The cards can either be used as are or as inspiration for further adaptation to suit the needs of the mentee!

The Challenge Cards are structured around the Common European Framework/Reference for languages, meaning that the totality of the challenges is framed to touch upon each of the CEFR categories, which are as follows:

Comprehension challenge cards section:

i.e. understanding the language

- Oral comprehension
- Audio-visual comprehension
- Reading comprehension

Production challenge cards section:

i.e. speaking and writing in the language

- Oral production
- Written production

Interaction challenge cards section:

i.e. communicating with others

- Oral interaction
- Written interaction
- Online interaction

Mediation challenge cards section:

i.e. discussing or negotiating with others

- A concept
- A text
- Communication for and between others

The dimensions in focus are especially:



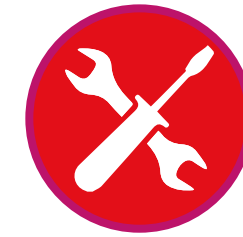
INITIATIVE & OWNERSHIP

- Understanding my learning limitations & possibilities
- Taking responsibility for my own learning
- Finding driving questions and analogies
- Seeking input from others



ENGAGEMENT & MANAGEMENT

- Understanding my learning strategies and how they affect my learning
- Select & seek out resources available to me
- Check my own progress



PHASE 3

STEP 2

ACTIVITIES COVERED AND DETAILS





5

Strategy Activity 5: SELECTING CHALLENGE CARDS

Dimensions covered:

- Initiative & ownership

Description of the activity:

Take on the challenge and start your language learning path. The Challenge Cards present language learning activities that mentees can integrate into their daily lives. They are organised into language categories covering all aspects of language complexity. Each card presents an activity that interconnects, inducing encouragement, integration, and language enhancement. These activities challenge mentees to step out of their comfort zone and start actively improving their language skills. The Challenge Cards can be used as are, or the users can find inspiration in them to create their own challenges.



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/application/step2/activities.html>



STEP 3: MAPPING MY LEARNING

We now have a plan for what we want to achieve, well, sort of... the next step is for the mentee to focus on the destination, surroundings, and the "how will I get there"! We especially want her to decide the route that the learning will take and where this challenge will happen.

Here the dimensions in focus are especially:



GOAL SETTING & PLANNING

- Planning my self-learning agenda



INITIATIVE & OWNERSHIP

- Understanding my limitations, my possibilities
- Taking responsibility for my own learning
- Finding analogies
- Seeking input from others



ENGAGEMENT & MANAGEMENT

- Select & seek out resources available to me

The Learning Map

Self-directed learning can happen anywhere. It is informal and therefore takes place in areas other than a classroom. There is no teacher setting tasks, providing instructions, or evaluating their progress. The learning, in the UPSIM method, takes place in different Arenas making use of different types of Networks. Therefore the user needs to decide “where would be the best place to go in search of my learning”; Arenas, and “who will be able to help me”; Networks. By combining Networks and Arenas, the mentee will create her **Learning Map**, including all the virtual and real locations with the respective interactions that will take place and learning opportunities that might present themselves.







ARENAS:	 On the web	 In the wild	 By myself
Antique shop	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Audiobooks	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Bars	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Bookclub	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Bus Stop	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Books	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Debate club	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Job Interview	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Coffee places	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Cultural events	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Diary	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Email	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Exhibition	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Facebook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Family	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Farmacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Forums	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Table: Examples of learning Arenas

ARENAS - CRITERIA			
	 On the web	 In the wild	 By myself
Learning (through):	Interacting with others online	Interacting with others in the real world	Just by myself
Social interaction:	YES	YES	NO
Type of learning:	Active	Active	Passive
Location:	Online	Offline	Online or offline
E.g.:	Discussion forums, online meetings,...	Going to a theatre, joining a book club,...	Reading a book, listening to a podcast, writing a diary, observation, ears dropping, language apps,...

LEARNING ARENAS*

The learning takes place in three different **Arenas**. This means the physical space in which the learning activity (using the Challenge Card) will take place. The learning Arenas are:

LEARNING IN THE WILD:

The learning that takes place in the public space. Especially with focus on active communication, but also on the language interaction that can take place in the public space. This can be on public transport, in a coffee shop, the grocery store or an open house event in your neighbourhood.

LEARNING ON THE WEB:

This is the learning that takes place online while interacting with others (directly/ indirectly). This includes i.e. forums, social media, online platforms, etc.

TYPES OF NETWORKS

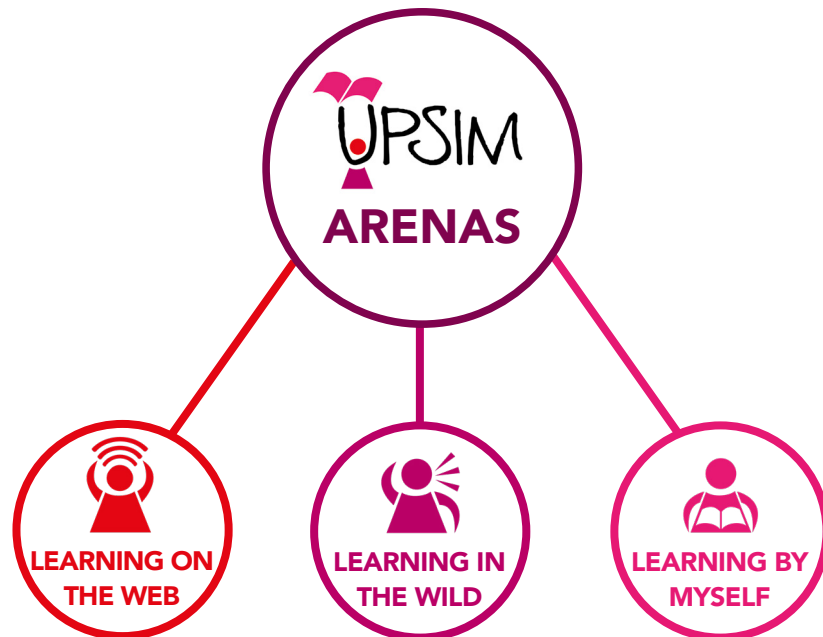
Who can help me achieve my learning goals?

VIRTUAL

Virtual networks represent interactions that take place in virtual environments.

REAL

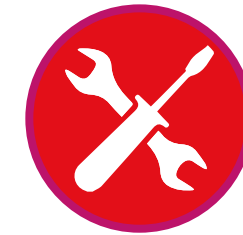
Real networks represent interactions that take place in the real world.



- SoMe groups/discussions
- podcasts
- blogs
- music
- apps

- cafés and bars
- shopping
- hobbies/interests
- events
- workplace
- public transport
- "on the street"

- series/movies
- news
- books/literature
- in my home



PHASE 3

STEP 3

ACTIVITIES COVERED AND DETAILS





6

Strategy Activity 6: NETWORKING - WHO CAN HELP ME?



Dimensions covered:

- Initiative & ownership
- Engagement & management

Description of the activity:

This activity helps the mentee locate the people who can help her achieve her learning goals. This tool will help her scan her immediate and extended surroundings and highlight who is there, who she can reach out to for support, and from whom to maybe create some distance in order to stay motivated. This tool can also be re-used when evaluating a challenging period or when planning a new period of challenges.



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/application/step3/activities.html>



7

Strategy Activity 7: MAPPING MY ARENAS



Dimensions covered:

- Initiative & ownership
- Engagement & management

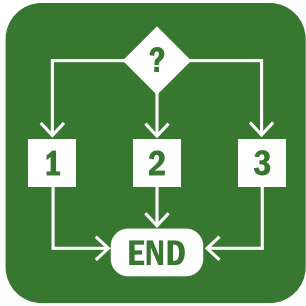
Description of the activity:

Find out where the mentee can improve her language. What are her opportunities to learn? Where can her learning take place, and with who? This tool will help her scan her immediate surroundings and highlight her learning opportunities - places, people, and interactions.



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/application/step3/activities.html>



8

Strategy Activity 8: LEARNING MAP CANVAS

Dimensions covered:

- Goal Setting & planning

Description of the activity:

This tool will help the mentee gather all the things she has reflected about in the previous activities. It is a sort of conclusion summary or even a contract that she writes up for herself.



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/application/step3/activities.html>

When she has a good idea of the processes, the mentee can use this canvas model to create a global overview of all her conclusions.

ACTION!

Once the plan is in place,
it's time to carry out the Challenges!

Now it's time to do the actual learning. The user goes about her daily life and integrates the challenges into her schedule. A time period should be set for the user to self-evaluate with tools from **step 4: monitoring my progress**. As the user becomes acquainted with the processes, the monitoring becomes more and more internalised and an integrated part of the learning process.





STEP 4: MONITORING MY PROGRESS

Once the mentee has had some time to follow up on some of her plans, she will need to stop up and check how she is getting on. And after having completed the planned set-up tasks, she will want to take a retrospective look at the experiences she had in order to understand where she was successful and where she could make adjustments. Here the dimensions in focus are especially:



SELF-AWARENESS

- What am I able to do now?
- What do I still need to get better at?



INITIATIVE & OWNERSHIP

- Understanding my limitations, my possibilities
- Taking responsibility for my own learning
- Finding driving questions and analogies
- Seeking input from others



ENGAGEMENT & MANAGEMENT

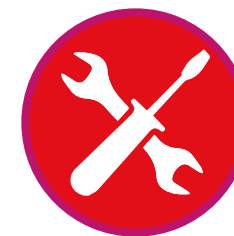
- Understanding my learning strategies and how they affect my learning
- Select & seek out resources available to me
- Check my own progress



MONITORING & ADAPTING

- How did my approach change what I did?
- Work on tasks with encouragement from others
- Adapting what I do for future learning

This step aims to help the mentee keep **track of what she is doing**, how she is **feeling** and to **self-evaluate** and **regulate**. It also helps her develop awareness about herself and her learning, so she can **adapt** and **adjust** her **strategies** along the way.



PHASE 3

STEP 4

ACTIVITIES COVERED AND DETAILS





9

Strategy Activity 9: MY LANGUAGE LEARNING STOCK MARKET



Dimensions covered:

- Self-awareness
- Engagement & management
- Monitoring & adapting
- Initiative & ownership

Description of the activity:

This activity will help the mentee check her progress and evaluate how her learning is connected to the tasks that she does and how this affects her motivation.



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/application/step4/activities.html>



10

Strategy Activity 10: MY LEARNING DIAMOND REPEAT 4 EVALUATION



Dimensions covered:

- Self-awareness
- Initiative & ownership
- Engagement & management

Description of the activity:

Understanding the link between thoughts and behaviour is key in order for the mentee to understand when her thoughts lead her away from learning. This activity helps her to identify and illustrate the interaction between her thoughts and actions, as well as to analyse the feelings and emotions that affect her behaviour.



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/application/step4/activities.html>



PHASE 4: The Extension Meeting Adapting and Adjusting

The extension phase takes place with the mentor and the mentorvention circle groups. This phase helps to support and strengthen the development of mastery of new skills. The main focus is, therefore, to support the mentees in evaluating progress, to show them how to adapt and change strategies that don't work, and to reinforce those that do.

The mentees are invited back to attend a series of meetings with their circles and mentor. The purpose of the extension phase is for the mentor to touch base with the mentees and the mentees to exchange experiences, follow up on each other's progress, and find out if they encountered any barriers or had any good achievements to share and learn from.

This phase gives the mentees an opportunity to adjust any faulty or counterproductive strategies and strengthen their support system between them as a group. It also helps them get back in touch with their hopes and motivations.

The focus is on:

- Refining strategies
- Maintaining pace
- Reaching short & long-term goals
- Evaluating progress
- Adapting strategies
- Growing from mistakes
- Attributing success to:
 - effort
 - persistence
 - opportunity
 - access
 - help
 - and time



PHASE 4 TOOLS OVERVIEW



1

Name of activity:
**ADJUSTING
MY LEARNING PLAN**

L2L topic: Further development of my work plan and strategies

Dimensions covered: Monitoring & adapting

Summary: *The aim of this activity is to help you ask the questions that will help you adjust your planning strategies and make you a more efficient self-directed learner. The activity is based on Questions That Self-Regulated Learners Ask Themselves (adapted from Schraw, 1998 and Tanner, 2012).*



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/extension/tools.html>



2

Name of activity:
ADJUSTING
MY MONITORING STRATEGIES

L2L topic: Further development of my work plan and strategies

Dimensions covered: Monitoring & adapting

Summary: *The aim of this activity is to help you ask the questions that will help you adjust your planning strategies and make you a more efficient self-directed learner. The activity is based on Questions That Self-Regulated Learners Ask Themselves (adapted from Schraw, 1998 and Tanner, 2012).*



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/extension/tools.html>



3

Name of activity:
ADJUSTING
MY EVALUATION STRATEGIES

L2L topic: Further development of my work plan and strategies

Dimensions covered: Monitoring & adapting

Summary: *The aim of this activity is to help you ask the questions that will help you adjust your planning strategies and make you a more efficient self-directed learner. The activity is based on Questions That Self-Regulated Learners Ask Themselves (adapted from Schraw, 1998 and Tanner, 2012).*



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/extension/tools.html>





4

Name of activity:
MY PROGRESS CHECKER

L2L topic: Mapping my learning

Dimensions covered: Monitoring & adapting

Summary: *The aim of this activity is to help you check your progress, evaluate how your learning is connected to the tasks that you do, and how this affects your motivation.*



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/extension/tools.html>



5

Name of activity:
MY LEARNING SUCCESS STORY

L2L topic: Measuring approach impact

Dimensions covered: Monitoring & adapting

Summary: *This activity aims to help participants further explore their personal strengths and other resources and competencies by identifying strengths in themselves and others based on their real-life learning experiences and situations. Gaining insight into and knowledge about one's strengths and resources enhances the possibility of reinforcing these. Knowledge and awareness of one's strengths are both motivating and useful when trying to create lasting improvements in life.*



LINK TO ACTIVITY:

<https://upsim.aidlearn.eu/en/mentors/extension/tools.html>



CONCLUSIONS/CLOSURE

The interchanging of extension and activity phases can continue as long as necessary, but as transformation takes place, the mentees will, through natural progression, automatically have internalised processes, resulting in less and less need for scaffolding. Until mastery has been achieved, the same tools can be used over and over again, and as confidence levels rise, the mentor can encourage the mentees to make more complex adaptations and changes to their different schemas.

The UPSIM concept suggests that activities and tasks should be saved from each session in order to revisit them and see progression throughout the phases. When one goal has been reached, the next goal can be set, and the process starts again. After a few mentorvention sessions, mentees should see a change in the way they go about their tasks, and their acquisitions will start to influence the development of their learner identities and personality.

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