



Students, teachers and parents' views about learning: learning support and strategies

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Learning to learn is still a burning question not only in education but in everyday life, and it has been for the last two decades. Although preparing students for lifelong learning is one of the main goals of the European Union and is a well discussed topic, there is still room for improvement in the everyday school practice. Not only in lessons but after school activities also provide great opportunities for that. The purpose of this study is to examine the teachers' beliefs and everyday practice in preparing students for lifelong learning. How do they help children step by step to become more and more effective individual learners? What learning techniques do children like to use and what do? In the quantitative pre-research we examined the learning concepts and habits of 3-7 graders with questionnaire (Cronbach alpha= 0,89). Our results reinforce the importance of parents' participation in students effective learning progress. It also shows that there is a gap between 4th and 5th grade where parents' help significantly notably lessen in Hungary. Due to the changes in families style of living and dynamics, and to prevent the early school leaving of children, there is an increasing need for schools that work with all day schedule pedagogical program. The role of schools in teaching learning and day care's role in general skill development have changed because of spending more time in schools. These have turned our attention towards the opportunities in learning to learn provided by after school activities. In the other part of our research we examined the views and everyday practices of primary school teachers in the subject of learning and learning to learn by online questionnaire (N=136). One of our hypothesis was that the learning techniques and methods that teachers consider important are used more frequently. Although this has been disproved by our results it may be suggesting the need for more opportunity to learn about and experience these techniques during teacher training. Our results also highlight the importance and necessity of preparing teachers for teaching learning in and out of lesson context.