

O1/A1 Concept paper. Designing and communicating L2L Self-assessment questionnaire.

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Introduction

In the context of importance of Lifelong Learning (Lisbon strategy (2000), Bologna (1999) and Copenhagen (2002) processes) the learning to learn (L2L) competence of adult persons becomes one of most important key competencies ensuring effective development of other key competencies.

"Learning to learn" is the ability to pursue and persist in learning, to organize one's own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. The L2L competence of adults is as important as of children and youth, but unfortunately, it is seldom analysed. Basic assumption is that L2L competence is acquired in primary learning and it is used during all life. If the L2L competence is not formed in primary learning the adult learns how to learn when he/she needs it. However the practice of adult teaching and some surveys (e.g., project "Learn to Learn for Adult Returners"), project manager Vilija Lukošūnienė doctor dissertation analysis shows that there are many adults coming to training courses with very weak learning skills, having no idea how to develop them and how to achieve better learning results. This is particular true when we talk about people from different disadvantaged groups. Developing of L2L abilities is not the part of the curriculum of education institutions. Therefore guidance and coaching becomes essential tool for developing L2L competences.

The problem with guidance and coaching on L2L competence is lack of instrument to measure the level of competence and its sub-competences and with lack of competences of adult teachers to guide and coach their learners for improving their L2L skills.

Several EU projects already addresses those problems. In 2008-2009 the consortium of 5 partners lead by Federación de Asociaciones de Educación de Adultos (ES) implemented Grundtvig Multilateral Project "Several Keys in Learning to Learn Skill (SKILLS)" (134012-LLP-1-2007-1-ES-GRUNDTVIG-GMP) and created the package of instruments and methodologies for testing and self-assessing four L2L competencies of adults (motivation, time management, team work and management of information), and for improving of L2L competencies.

In 2013-2015 the consortium of 7 EU countries (Estonia, Germany, Italy, Lithuania, Netherlands, Portugal and Sweden) lead by Lithuanian Association Adult Education implemented Grundtvig Learning Partnership project "Learn to Learn for Adult Returners (L2L4AR)" (LLP-GRU-MP-2013-LT-00063). Project further developed the definition of L2L competence adding two additional sub-competences: understanding of importance of L2L competence for learning and self-reflection. Project also implemented workshops of developing of L2L competences in all partner countries and made the e-publication of L2L learning methods.

In 2011 – 2014 the consortium of 6 EU countries (UK, Estonia, Germany, Spain, France, Romania) implemented the project "Learn for Work and Life! One Step Up" under the Grundtvig program and designed the training program and materials for L2L competence.

But none of the projects designed self-assessment instrument accessible to any learner: the on-line self-assessment tool which would explain the self-assessment results in such way, that adult person could understand and know what to do for developing certain underdeveloped L2L sub-competence.

Recommendation of the European Parliament and of the Council on key competences for lifelong learning

Key Competences¹

Competences are defined here as a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment.

The Reference Framework sets out eight key competences:

- 1) Communication in the mother tongue;
- 2) Communication in foreign languages;
- 3) Mathematical competence and basic competences in science and technology;
- 4) Digital competence;
- 5) Learning to learn;
- 6) Social and civic competences;
- 7) Sense of initiative and entrepreneurship; and
- 8) Cultural awareness and expression.

The key competences are all considered equally important, because each of them can contribute to a successful life in a knowledge society. Many of the competences overlap and interlock: aspects essential to one domain will support competence in another. Competence in the fundamental basic skills of language, literacy, numeracy and in information and communication technologies (ICT) is an essential foundation for learning, and learning to learn supports all learning activities. There are a number of themes that are applied throughout the Reference Framework: critical thinking, creativity, initiative, problem solving, risk assessment, decision taking, and constructive management of feelings play a role in all eight key competences.

Learning to learn

Definition:

'Learning to learn' is the ability to pursue and persist in learning, to organise one's own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and

¹ RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 December 2006 on key competences for lifelong learning 2006/962/CE). <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32006H0962>

assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence.

Essential knowledge, skills and attitudes related to this competence

Where learning is directed towards particular work or career goals, an individual should have knowledge of the competences, knowledge, skills and qualifications required. In all cases, learning to learn requires an individual to know and understand his/her preferred learning strategies, the strengths and weaknesses of his/her skills and qualifications, and to be able to search for the education and training opportunities and guidance and/or support available.

Learning to learn skills require firstly the acquisition of the fundamental basic skills such as literacy, numeracy and ICT skills that are necessary for further learning. Building on these skills, an individual should be able to access, gain, process and assimilate new knowledge and skills. This requires effective management of one's learning, career and work patterns, and, in particular, the ability to persevere with learning, to concentrate for extended periods and to reflect critically on the purposes and aims of learning. Individuals should be able to dedicate time to learning autonomously and with self-discipline, but also to work collaboratively as part of the learning process, draw the benefits from a heterogeneous group, and to share what they have learnt. Individuals should be able to organise their own learning, evaluate their own work, and to seek advice, information and support when appropriate.

A positive attitude includes the motivation and confidence to pursue and succeed at learning throughout one's life. A problem-solving attitude supports both the learning process itself and an individual's ability to handle obstacles and change. The desire to apply prior learning and life experiences and the curiosity to look for opportunities to learn and apply learning in a variety of life contexts are essential elements of a positive attitude.

Our approach to learn to learn competence

Following and continuing the approach of SKILLS project, we agree that Learn to Learn competence is based on following sub-competences (abilities)²:

1. Time management,
2. Management of information,
3. Team work,
4. Motivation and self-esteem.

We think that this list should be amended adding one more crucial sub-competence, mentioned in the EU Recommendation on key competences: reflection of the learning. Recommendation says: "In all cases, learning to learn requires an individual to know and understand his/her preferred learning strategies, the strengths and weaknesses of his/her skills and qualifications, and to be able to search for the education and training opportunities and guidance and/or support available". We believe that development of learning to learn is not possible without reflection of learning.

Working group also decided to group the sub-competences in different order than in SKILLS project and put motivation and self-esteem and learning reflection as first and most important learn to learn abilities on which other abilities are dependent. Without those two abilities learning will not happen.

² SKILLS, Several Keys In Learning to Learn Skills. Development of the Competence Learning to Learn Sub competences, Descriptors. 2008.

We also decided to change “Management of information” by “Organizing information” and “Team work” by “Group learning”. The reasons for those changes will be explained below.

Therefore our set of learn to learn sub-competences (abilities) is as follows:

1. Motivation and self –esteem
2. Reflection of learning
3. Time management
4. Organizing information
5. Group learning

SKILLS self-assessment questionnaire is built of 20 statements describing person’s abilities for five statements in 4 sub competences. For three competences (Time Management, Organization of Information and Team Work) each statement is constructed starting with „I am able to...” and for Motivation statements describe what motivates learner and each statement starts with “I am motivated when...”. As it was already said, this causes problems of system.

The person has to evaluate his/her abilities according five levels of abilities which are constructed in complicated way:

Choose from 1 to 5 the answer that better suits you:

- 1 = in the classroom, I need a tutor to help do it
- 2 = in the classroom, I ask the tutor to help me
- 3 = in and out of the classroom, if I ask for help: from classmates, tutor or notes...
- 4 = in familiar situations, without help
- 5 = in almost any situation, using my initiative

Those levels of abilities are quite difficult to apply for Motivation statements.

Respondents who used the questionnaire in fact did not apply this complicated descriptions of competency levels. They did not think that way. They evaluated their abilities based on simple 1-5 scale, where 1 is the lowest ability and 5- highest ability.

From the other hand there are problems with evaluation of own abilities. Analysing the levels of abilities in the questionnaires of learners of adult education schools where the level of learning abilities are not very high, Dr Vilija Lukošūnienė found that respondents evaluate their abilities much higher than it could be expected. That causes problems of distributing learners into three categories Low, Middle and High.

Therefore we suggest to base the questionnaire not on evaluation of abilities but on evaluation of learning behaviour. Statements describe certain behaviour reflecting the ability and respondents have to choose how much this behaviour is true of the respondent:

- Untrue of me
- Somewhat untrue of me
- Neutral
- Somewhat true on me
- True on me

Motivation and Self-esteem

According the SKILLS project, “**Motivation** is the basis that allows us to start and succeed at learning throughout our lives. People’s ability to learn, handle obstacles and change, supports on a positive **attitude**

towards problem-solving, curiosity to look for new opportunities to learn and **apply learning in a variety of contexts**".

Learning motivation is caused by external factors (changes in requirements of the job, financial and social pressure, etc.) and internal factors (positive emotions, socialization, achievement, self-actualization, fulfilling dreams, etc.). Learners are simultaneously motivated by both intrinsic and extrinsic factors³.

It doesn't matter what are the reasons why person is learning something, are they internal or external forces, it is important to be aware of them and from time to time to come back to them to regain the energy for learning or to make the decision to quit.

Learners' motivation is probably the single most important element of learning. Learning is inherently hard work; it is pushing the brain to its limits, and thus can only happen with motivation⁴.

Working for a longer period of time, especially after encountering numerous obstacles, is also associated with need for higher motivation⁵.

Considering learning motivation we need to distinguish two types of motivation: motivation FOR learning that is the factors, driving forces, reasons which moves person to learn something and motivation OF learning that is the factors which let person continue learning even if he/she lost the perspective, factors which make learning attractive.

In the SKILLS project motivation competency is described by four groups of abilities:

- To set objectives
- To handle obstacles
- To apply knowledge
- Self-esteem

We suggest to add one more ability: 'to reward'. Motivation determines what consequences are reinforcing and punishing. Of course, learners receive rewards and punishments for their learning results from their teachers, family members and colleagues. This shapes the behaviour of the learner and pushes to put more energy, but those factors are external and the learner has no direct control. The learner should be able to find the way to reward himself/herself.

Ability	Descriptor	Comment
To develop self-esteem	When I am struggling with learning something I think that I'm not clever enough	Score reflects the attitude of learner towards self, self-esteem and confidence in learning environment. Low score indicates that probably the learner had unpleasant or even bad experiences from earlier learning.

³ Educational Psychology Developing Learners, by J.E. Ormrod, 2008 edition, p. 384 -386.

<http://www.education.com/reference/article/motivation-affects-learning-behaviour/>

⁴ Motivating Learning. Carl Wieman Science Education Initiative. November 2013.

http://www.cwsei.ubc.ca/resources/files/Motivating-Learning_CWSEI.pdf

⁵ Melissa Hurst. The Importance of Motivation in an Educational Environment. <http://study.com/academy/lesson/the-importance-of-motivation-in-an-educational-environment.html>

To set objectives	I understand why I am learning something (what are my goals in life).	The score reflects learners' motivation to learn, why the learner decided to learn something. Low score indicates that the learner is learning something but is not sure why.
To handle obstacles	When I have difficulties to start learning something I try to refer to what I want to achieve.	The score reflects learners' ability to overcome obstacles reflecting personal goals and motivation to learn. Low score indicates that the learner possibly is losing perspective or does not have clear understanding why he/she is learning.
To apply knowledge	When I learn something, I try to imagine how I can apply this in real life situations.	The score reflects learners ability to apply the knowledge (apply what is learned). Low score indicates that the learner probably has low interest in what he/she is learning.
To reward	When I reach my learning goals/objectives, I reward myself.	The score reflects learners' ability to increase his/her motivation by awarding self for learning. Low score indicates that person rarely does that.

Reflection of learning

Reflection is ability to learn from previous learning and life experience through rethinking and making conclusions on what should be changed and planning how to use previous experience in future activities. Reflection involves recalling and describing previous experience, evaluation and understanding, analysis and designing the plan for application of previous experience⁶.

Reflection is associated therefore with "looking back" and examining the past in order to learn from what happened and perhaps not repeat mistakes. However, it is also increasingly associated with reflecting on action and encourages an exploring of thoughts and feelings; looking for insights; and maximizing on self-awareness which all tie the process closely to identity formation.

Reflection is part of person's progression and the development of reflective skills assists with the process of knowing how to learn, and the acceptance of the individual's centrality to their own learning. Reflecting on learning achievements can empower the learner to make intelligent decisions about how to move ahead with their learning needs.⁷

Descriptors of this competence was designed by Vilija Lukošūnienė in her doctor thesis⁸. She identified four major groups of abilities of reflection:

1. To recall former learning experiences

⁶ Vilija Lukošūnienė. Expression and development of the learning to learn competence of the adults perfecting their qualification. Summary of the Doctoral Dissertation. Lithuanian university of educational sciences, Vilnius, 2014.

⁷ Ruth Helyer, (2015) "Learning through reflection: the critical role of reflection in work-based learning (WBL)", Journal of Work-Applied Management, Vol. 7 Iss: 1, pp.15 – 27. <http://www.emeraldinsight.com/doi/full/10.1108/JWAM-10-2015-003>

2. To understand and evaluate former learning experiences
3. To analyse former learning experiences
4. To plan and implement learning based on former learning experiences

For the purposes of our questionnaire we slightly adjust those abilities. We delete the first ability “To recall”, because it is already in the abilities “To analyse” and “To understand” which could be impossible without recalling. We separate the last ability into two: “To plan” and “To change” (to act). We also add one more competency, which is stressed in the EU Recommendation on Key competences: knowing own learning styles and learning strategies. Therefore we suggest the following list of groups of abilities:

Ability	Descriptor	Comment
To analyze former learning experiences	I often rethink my learning, what helps and what hampers it.	The score reflects learners’ efforts to reflect his/her learning. Low score means that the learner does not try to reflect his/her learning and does not develop as the learner.
To understand the reasons of failure and success	When I have problems with learning I try to understand the reasons why.	The score reflect learners’ efforts to better understand his/her learning problems. Low scores means that the learner does not try to understand the reasons of failure and will be destined for repeating mistakes and wasting time.
To know own learning styles and how to apply them	I know how to study in the most effective way.	The score reflects how much learner is aware of his/her learning style and associated learning strategies. Low scores means that the learner does not know what the most effective learning strategy is for him/her in given learning environment. Learning in effective way means learning using adequate learning style VARK (Visual, Auditory, Read/Write and Kinesthetic).
To plan learning activities based on former experience	I know how to amend my way of learning based on previous learning experiences.	The score reflects how much learner learned from his/her previous learning experiences. Low scores means that learner does not reflect his/her learning and/or does not make the conclusions from that reflection. Knowing what and how to change is the first step to change.
To change the way of learning (change learning strategy) when necessary	When I have learning problems, I try different ways of learning.	The score reflects how much action learner puts in change his/her learning. Low scores means that learner does not try to implement changes in the way he/she learns. Knowing and understanding of

		learning problems is not enough, one needs actually to do something different based on that knowledge.
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Time management

The competence learning to learn includes the ability to pursue and persist in learning, being able to organize one's own learning and effectively **managing time** and information, both individually and in groups.

SKILLS project described this competency by general and specific objectives⁹, grouped into four blocks (abilities):

- Identify times and deadlines
- Order tasks
- Make time profitable
- Assign moments

We found those descriptors too complicated and were looking for descriptors which could be simpler and more directly related to learning situation.

Many authors agree¹⁰ that time management skills are related with:

- Having clear goals
- Being able to prioritize
- Managing interruptions
- Avoiding procrastination
- Being able to stick to schedule

Therefore we suggest to apply following abilities for describing time management competence:

Ability	Descriptor	Comment
To set learning objectives	When I start learning something I set myself learning objectives.	The score reflects learners' understanding of what he/she wants to achieve. Low score indicates that in most of learning situations learner does not have clear learning objectives – what he/she wants to learn and which level.
To prioritize	I never have time for learning.	The score reflects learner's ability to put learning into centre of his/her activities. High score indicates that learning has low priority among other choices (e.g., watching football match or movie on TV instead of learning).
To manage interruptions	When I just start learning different interruptions (phone calls, e-mails,	The score reflects learners' ability to concentrate on learning. High score indicates that the time which is

⁹ SKILLS, Several Keys In Learning to Learn Skills. Development of the Competence Learning to Learn Sub competences, Descriptors. 2008, p. 5-8.

¹⁰ https://www.mindtools.com/pages/article/newHTE_88.htm

	colleagues, family members, time for coffee, etc.) occur.	allocated for learning is used ineffectively and most of it is spent to other activities, not learning.
To stick to schedule	I make up a timetable for remembering, organizing and planning activities.	The score reflects ability to plan his/her schedule. Low score indicates that the learner is losing control of time.
To avoiding procrastination	Regarding learning I never say "I'll get to it later".	The score reflects learners' ability to avoid temptation to compromise with himself/herself. Low score indicates that learners' motive to learn has decreased and it has lower priority than he/she imagined before making decision to learn.

Organizing information

EC Recommendation on key competences for lifelong learning defines 'Learning to learn' as "the ability to pursue and persist in learning, to organise one's own learning, including through effective **management of time and information**, both individually and in groups". But later it do not specify what is meant by "management of information".

SKILLS project replaced 'Management of Information' by 'Organization of the Information' and describes it as follows¹¹: "It is the capacity to handle, mentally or physically, the information, using certain techniques or strategies. It involves being able to select, classify, analyse, summarize, synthesize, understand, file ... new information, for which it is necessary to know how to use different techniques: semantic networks, concept maps, summaries, outlines..."

A good organization helps to invest less time in searching for information, to reduce anxiety, to be more efficient, to be more satisfied and motivated by learning, to transfer knowledge to different situations and contexts more easily."

Good overview of problems related with the term Information Management is given by T.D. Wilson¹², who describes Information Management as "The application of management principles to the acquisition, organization, control, dissemination and use of information relevant to the effective operation of organizations of all kinds."

The competency of Organization of Information in SKILLS project is described by four groups of abilities:

1. To search
2. To understand
3. To arrange
4. To use

We agree with this set of abilities to deal with information. Information above points to one more ability: *to disseminate* which means to spread information, knowledge, opinions widely. Dissemination is usually a one-

¹¹ SKILLS, Several Information management I Keys In Learning to Learn Skills. Development of the Competence Learning to Learn Sub competences, Descriptors. 2008, p. 9.

¹² T.D. Wilson. Information management. http://www.informationr.net/tdw/publ/papers/encyclopedia_entry.html

way process¹³ in contrast with “exchange” or “share” information which are two way processes and in our questionnaire are covered in the part “Group learning”. Here “dissemination” takes place outside learning environment. Telling others (disseminating) what person has learned increases persons motivation, self-esteem and understanding of what he/she learned, helps to arrange information in persons head. Our list of sub-competences of Organization of Information is as follows:

Ability	Descriptor	Comment
To search	When I need new information I know how to find reliable sources	The score reflects learners’ ability to choose reliable sources of information for learning. Low score indicates that probably the learner needs assistance to find information.
To understand	When I do not understand something, I just skip it.	The score reflects learners’ ability to understand information. High score indicates that the learner does not put effort in trying to understand the information. It could lead to misunderstanding the topic and not being to do assignments.
To arrange	I spend a lot of time finding information I already have somewhere.	The score reflects learners’ ability to arrange information. High score on could indicate lack of knowledge of how information is classified or putting it easier- in which folder (computer or cardboard) it could and should be stored (and found).
To use	Out of the information obtained from different sources, I know how to select the most important.	The score reflects learners’ ability to estimate the value of information and to use the most appropriate. Low score indicates that probably the learner is lost between varieties of information.
To disseminate	I always speak with my friends and family members about what I have learned.	The score reflects learners’ desire to share the information which he/she learned. Low score indicates that probably learner does not see the value of what he/she is learning or lacks the interest of what he/she is learning or is losing motivation.

Group learning

According the SKILLS project Team work is part of the Learning to learn competence: it is the disposition and skill for exchange and complement ideas within a group of persons with different backgrounds, skills and aptitudes, who communicate and cooperate to achieve learning objectives common goals, valuing the team’s objective over their personal interests.

¹³ Disseminate <https://www.vocabulary.com/dictionary/disseminate>

We have some concerns regarding this description because there are very rare occasions when people learn as the team with common learning goals and objectives. In most cases people learn as the **group** of individuals with different goals, different learning objectives and different motives. Learning in the group requires to have common interest.

According contextual learning concept learning in the group is important because cognition is situated, social and distributed¹⁴:

- **Situated cognition.** Both the physical and social contexts in which an activity takes place are an integral part of the learning that occurs within these contexts. A relationship exists between the knowledge in the mind of an individual and the situations in which it is used. "Theories of situated cognition, which focus explicitly on this relationship, assume that knowledge is inseparable from the contexts and activities within which it develops".
- **Social cognition.** Learning is more than just the individual construction of knowledge. Interactions with others in learners' social environments are major factors influencing what is learned and how the learning takes place. Over time, individuals participate in a number of different social communities (known as discourse communities) that provide the cognitive tools (e.g., ideas, theories, and concepts) for them to make sense of their experiences.
- **Distributed cognition.** Related to both the situated and social nature of cognition is the idea that it is also distributed. Individuals often engage in collaborative learning activities and draw on resources beyond themselves in their learning. Researchers therefore, have suggested that cognition is also an activity "that is distributed or 'stretched' over the individual, other persons, and symbolic and physical environments".

In the SKILLS project team work competency is described by four groups of abilities:

- To communicate
- To contribute
- To accept
- To cooperate

Constructivist learning theory and contextual learning model argue that group learning is more effective than individual learning and it can provide understanding of how new knowledge works and how can be applied in different contexts.

One can argue that making an assignment in a group will take more time than doing this assignment individually, but in most cases, when an assignment is **about new subject in uncertain situation**, groups implement the assignment much faster than individuals, because group provides safer environment, allows to tackle more complex problems than they could on their own, provides social support and encouragement to take risks¹⁵. Informational social influence reduces the complexity of the situation for the individual and thus smoothes the decision process¹⁶. Implementing assignments individually in uncertain situation, persons

There are at least two problems with group learning: for some people it could be difficult to learn in group (or accept learning in groups) because of different personality types (introverts and extraverts) or because of different learning styles according David Kolb¹⁷ (diverging, assimilating, converging or accommodating).

¹⁴ Susan Imel. *Contextual Learning in Adult Education*. <http://www.calpro-online.org/eric/docs/pab00021.pdf>

¹⁵ What are the benefits of group work?
<https://www.cmu.edu/teaching/designteach/design/instructionalstrategies/groupprojects/benefits.html>

¹⁶ Steve Cooke, Nigel Slack. *Making Management Decisions*.- Prentice Hall.- 1991, P.63-64.

¹⁷ Kolb learning styles. <http://www.businessballs.com/kolblearningstyles.htm>

That means, that learners can have different attitudes regarding group learning. Therefore we suggest to add one more ability: 'to understand value of group learning' and have the five components of group learning ability:

Ability	Descriptor	Comment
To understand value of group learning	I think that learning in groups is more effective than learning alone.	The score reflects learners' attitude towards learning in the group. Low score indicates that learner prefers learning alone. It is proved that in many contexts learning in group is more effective than learning alone.
To communicate	I can express my opinion to my learning group.	The score reflects learners' ability to be active in the group. Low score indicates that the learner prefers taking the role of "silent partner" in the group.
To contribute	When I see that somebody has learning problems I offer my help	The score reflects learners' ability to contribute to learning of other persons in the group. Low score indicates that the learner prefers more to get than to give.
To accept	When I have learning problems I ask for help from my colleague learners.	The score reflects learners' willingness to accept the help of other persons in the group. Low score indicates that the learner tries to solve learning problems alone, without help.
To cooperate	I always find somebody with whom I can learn with.	The score reflects learners' willingness to learn in the group (to cooperate). Low score indicates that the learner often learns alone. This question controls the first question in the group.

The learn to learn competency self-assessment questionnaire

This questionnaire is about your learning to learn competency.

Learning is the acquisition of knowledge or skills through study, experience, or being taught. It can be learning in the school, college or any other institution, learning something by yourself or with your friends, learning something by doing, learning something in your work place, preparing yourself for an exam or simply doing homework or any other learning experience.

Learning to learn is the competency which helps you to learn. We will discuss this competency when you will fill in the questionnaire.

Please tick the box at the evaluation of the statement which most corresponds your behaviour when you learn something.

Description of the behaviour	Untrue of me	Somewhat untrue of me	Neutral	Somewhat true on me	True on me
1. When I am struggling with learning something I think that I'm not clever enough.	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
2. I often rethink my learning, what helps and what hampers it.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
3. When I start learning something I set myself learning objectives.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4. When I need new information I know how to find reliable sources.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
5. I think that learning in groups is more effective than learning alone.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
6. I understand why I am learning something (what are my goals in life).	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
7. When I have problems with learning I try to understand the reasons why.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
8. I never have time for learning.	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
9. When I do not understand something, I just skip it.	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
10. I can express my opinion to my learning group.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
11. When I have difficulties to start learning something I try to refer to what I want to achieve.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

12. I know how to study in the most effective way ¹⁸	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
13. When I just start learning different interruptions (phone calls, e-mails, colleagues, family members, time for coffee, etc.) occur.	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
14. I spend a lot of time finding information I already have somewhere.	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
15. When I see that somebody has learning problems I offer my help.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
16. When I learn something, I try to imagine how I can apply this in real life situations.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
17. When I have learning problems, I find different ways of learning.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
18. I make myself a timetable for organizing my day and learning periods.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
19. I always speak with my friends and family members about what I have learned.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
20. When I have learning problems I ask for help from my colleague learners.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
21. When I reach my learning goals/objectives, I reward myself.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
22. I know how to amend my way of learning based on previous learning experiences.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
23. Regarding learning I never say "I'll get to it later".	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
24. Out of the information obtained from different sources, I know how to select the most important.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
25. I always find somebody with whom I can learn with.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

The results

This questionnaire is based on evaluating your behaviour which reflects your learn to learn competency. Statements are grouped into five categories (sub-competences):

1. Motivation and self-esteem
2. Learning reflection
3. Time management
4. Organizing information
5. Group learning

Transfer your scores to the table. Count the sum and average in each category

¹⁸ Learning in effective way means learning using adequate learning style VARK (Visual, Auditory, Read/Write and Kinesthetic)

Visual learners have a preference for seeing (visual aids that represent ideas using methods other than words, such as graphs, charts, diagrams, symbols, etc.).

Auditory learners best learn through listening (lectures, discussions, tapes, etc.).

Read/write learners best learn through reading texts and making notes.

Tactile/kinesthetic learners prefer to learn via experience—moving, touching, and doing (active exploration of the world, science projects, experiments, etc.).

Motivation and self-esteem		Learning reflection		Time management		Organizing information		Group learning	
1		2		3		4		5	
6		7		8		9		10	
11		12		13		14		15	
16		17		18		19		20	
21		22		23		24		25	
Sum1		Sum2		Sum3		Sum4		Sum5	
Average (Sum/5)		Average (Sum/5)		Average (Sum/5)		Average (Sum/5)		Average (Sum/5)	

General evaluation of Learn to Learn Competency: Sum1+ Sum2+ Sum3+ Sum4+ Sum5/25 _____

Levels of learning abilities

Low		Moderate low		Moderate high		High	
1	1,5	2	2,1 2,5	3	3,1 3,5	4	4,1 4,5 5

So now, look at the answers, the level you indicated. Look at all your strong points, that is to say, those items you valued with 4 or 5. Then, and most important of all, look at all those questions to which the value ranges from 1 to 3. It is on these points that you need to focus your work. It is important for you to be aware of these “weak points” because they show you the precise area of intervention from where to start your progression.

First of all, analyse in which of the four sections listed above you evaluate yourself as having the lowest scores. That section possibly constitutes one of the obstacles, or difficulties, to the maximisation of your learning potential, and so, from here journey to enhance your skills begins. You can make your own decisions what and how to change or you can ask for help and support from your tutor/teacher.

Then, in a similar way you can work on the other areas in which you feel uncertain.

You can repeat this test after some months and see how you are progressing.