

Individual recommendations for developing L2L competences

General feedback

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

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)	

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 five 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 the 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.

Your score is low (between 1 and 2)

Learning to learn competency is a combination of several important aspects: the ability to find the reason to learn (motivate yourself) and being confident that you will be able to learn; the ability to rethink your learning experiences and learn from them; the ability to manage your daily activities and find time for learning; the ability to work with different sources of information and organize the information; the ability to learn together with somebody and to ask for help. Therefore, learn to learn competence is mostly about motivation, self-organization and attitudes towards learning than about concrete learning techniques.

You score is low in all five L2L sub-competences. It could be very difficult to participate in learning and to learn without assistance, support and encouragement from teacher/trainer, colleague learners, and your home and work environment.

You need more direction and clear instructions on how to learn and how to implement your assignments. Don't be shy and ask for assistance.

You should not think that you cannot learn, but you should first answer yourself why you need to learn, what are your motives and goals. Talk with your family, your colleagues at work, teachers and other learners. Without clarifying this question it will be very difficult to go forward because you do not see why you should learn something.

Check your learning style and find out if you are visual, aural, read-write or kinaesthetic (VARK) learner and how to improve your learning strategy. You can find the VARK learning style questionnaire here: <http://vark-learn.com/>. If something is not clear, ask assistance of your teacher or trainer.

Your score is Moderate Low (between 2,1 and 3)

Learning to learn competency is a combination of several important aspects: the ability to find the reason to learn (motivate yourself) and being confident that you will be able to learn; the ability to rethink your learning experiences and learn from them; the ability to manage your daily activities and find time for learning; the ability to work with different sources of information and organize the information; the ability to learn together with somebody and to ask for help. Therefore, learn to learn competence is mostly about motivation, self-organization and attitudes towards learning than about concrete learning techniques.

Scores of at least three of your sub-competences are equal or less than 3.

First check your Motivation score. If this score is below 3 you should first answer yourself why you need to learn, what are your motives and goals. Talk with your family, your colleagues at work, teachers and other learners. Clarifying your motives and goals will help you to cope with learning difficulties. Your learning effectiveness depends on more assistance from teachers or colleagues learners. Don't be shy, ask for assistance. It will help you to learn much more effective and fast.

Check your learning style and find out if you are visual, aural, read-write or kinaesthetic (VARK) learner and how to improve your learning strategy. You can find the VARK learning style questionnaire here: <http://vark-learn.com/>. If something is not clear, ask assistance of your teacher or trainer.

Your score is Moderate high (between 3,1 and 4)

Learning to learn competency is a combination of several important aspects: the ability to find the reason to learn (motivate yourself) and being confident that you will be able to learn; the ability to rethink your learning experiences and learn from them; the ability to manage your daily activities and find time for learning; the ability to work with different sources of information and organize the information; the ability to learn together with somebody and to ask for help. Therefore, learn to learn competence is mostly about motivation, self-organization and attitudes towards learning than about concrete learning techniques.

Score means that your learning abilities are higher than average and you do not have major problems with learning. Your attitude towards learning is positive. You don't need much assistance of teachers or trainers, mostly you need encouragement. Therefore from time to time you need to refer to your motives and goals and talk with your closest environment about your future plans. Reflection of former successful learning experiences will strengthen your confidence.

For strengthening your confidence you could also check your learning style (visual, aural, read-write or kinaesthetic), reflect your learning strategy and change it if necessary. You can find the VARK learning style questionnaire here: <http://vark-learn.com/>.

Your score is High (between 4.1 and 5)

Learning to learn competency is a combination of several important aspects: the ability to find the reason to learn (motivate yourself) and being confident that you will be able to learn; the ability to rethink your learning experiences and learn from them; the ability to manage your daily activities and find time for learning; the ability to work with different sources of information and organize the information; the ability to learn together with somebody and to ask for help. Therefore, learn to learn competence is mostly about motivation, self-organization and attitudes towards learning than about concrete learning techniques.

Your score means that you have very high learning abilities, your motivation is high and attitude towards learning is very positive. You have very few scores lower than 4. You don't have learning problems, but you still can improve your learning abilities by addressing some issues.

Also, you could check your learning style (visual, aural, read-write or kinaesthetic), reflect your learning strategy and adjust it if necessary. You can find the VARK learning style questionnaire here: <http://vark-learn.com/>.

Individual recommendations

Low Motivation and Self-esteem

Motivation and self-esteem are represented in the questionnaire by the following statements:

Statement No. 1. When I am struggling with learning something I think that I'm not clever enough.

Statement No. 6. I understand why I am learning something (what are my goals in life).

Statement No. 11. When I have difficulties to start learning something I try to refer to what I want to achieve.

Statement No. 16. When I learn something, I try to imagine how I can apply this in real life situations.

Statement No. 21. When I reach my learning goals/objectives, I reward myself.

Low score of Motivation and Self-esteem means that scores of at least three statements under this competence are equal or less than 3.

Positive attitude towards learning is necessary to start learning something. A positive attitude includes the motivation and confidence to pursue and succeed at learning throughout one's life. Motivation is the basis that allows us to start and succeed at learning throughout our lives.

It is important to know your learning capacities, to face obstacles and to be willing to change. That will give you a positive attitude that will help you to solve problems, to look for new opportunities to learn, and to apply that learning in many contexts.

Learning requires effort, perseveration and remembering your learning objectives.

If learner has low motivation and self-esteem, it will be very difficult, if not impossible to solve learning problems including time and information management, reflect learning and learn in a group.

Statement No. 1. When I am struggling with learning something I think that I'm not clever enough.

Your score reflects your attitude towards yourself, your self-esteem and confidence in learning environment. Low score (3 and less) indicates that you lack confidence in your learning abilities. All human beings are able to learn. Maybe it could be difficult to reach some levels (not all of us are able to get PhD),

but learning is part of human nature. Some people are more gifted in one area, others are more gifted in the other. Important is to find your area where you can realize yourself. The most important is motivation. If you have strong and sustainable motive and goal, you will be able to learn successfully.

Recommendations:

1. You could first try to reach a lower goal or reduce the amount, what you want to achieve. It is important to feel satisfaction with yourself and success. That will encourage you to go for a higher level or to more learning.
2. If needed consult your teachers and specialists from VET and other consultancy services available in your municipality. They will help you to realistically evaluate your goals and possibilities.

Statement No. 6. I understand why I am learning something (what are my goals in life).

Your score reflects your motivation to learn. Low score (3 and less) indicates that you are learning something but you are not sure why.

Motivation is related with intrinsic or 'pull' motives (I want it) and extrinsic, or 'push' motives (I need it). Strongest motives are those which combine both 'I want it and I need it'. In real life situations a person is acting in a field of intrinsic and extrinsic forces and is not able to do (to learn) only what he/she wants. A person has to recognize those forces and make the decision which forces to accept and which to reject.

For example, a person is going to learn something to get a higher salary because of the financial situation of the family not that he/she likes very much what he/she is doing. Or in contrary person goes for learning because he/she loves what he/she is doing and wants to be the best in doing that. Of course, it will be nice if this will increase his/her salary also, but this is not that important.

Motives are very different and personal.

From the other hand it could be just some subjects which you feel are not relevant for you to learn because you do not see why you should learn this, how it is connected with your goals and how it can be applied.

Recommendations:

1. Check your learning of something with your goals of your life: What do you want or need to achieve and how this learning will help you to achieve that.
2. When you feel resistance of learning some subject because you do not understand why you should learn it, ask this question your teacher and discuss this with your colleague learners. Their answer can help you understand why you should learn it, but they also can strengthen your opinion of uselessness of the subject. In that case check how much this subject is important for getting the positive certification. Depending on the answer, you can increase or decrease the level of energy for learning that.

Statement No. 11. When I have difficulties to start learning something I try to refer to what I want to achieve.

Your score reflects your ability to reflect your goals and motivation to learn. Low score (3 and less) indicates that you possibly are losing your perspective or you do not have clear understanding why you are learning. To learn something, to achieve your learning objectives takes time and effort. Sometimes you start ask yourself questions: 'what I am doing here?', 'why do I spend my time learning this instead of doing something more interesting or pleasant?' You need to regain your perspective, to remind yourself what your goals are. Without this it could be very difficult to continue learning. Sometimes a big goal seems very difficult to achieve: it requires too much effort, too much time and changes in your everyday life.

Recommendations:

1. Break the task down into smaller, achievable goals like focusing on a test in a few weeks. After completing this task you will get more confidence in achieving your next goal.
2. After achieving the goals reward yourself. It could be going for dinner or watch your favourite movie with friends, buy new clothes. Important is, that you link the reward to your achievement and indulge yourself in something.

Statement No. 16. When I learn something, I try to imagine how I can apply this in real life situations.

Your score reflects your ability to apply your knowledge (apply what you learn). Low score (3 and less) indicates that you probably have low interest in what you are learning (low motivation). One of the important learning objectives is the ability to apply the knowledge. One of the demotivating factors of learning is not to understanding why this is necessary and how it can be applied.

Recommendations:

1. When you are learning some subject and you do not understand why you should learn it, ask this question your teacher and discuss this with your colleague learners. Knowing it will increase your motivation.
2. It would be very useful not only to imagine how to apply what you learn but actually apply your knowledge e.g. how much Euro you will save buying something worth of 423 EUR with 12% discount, ordering food and drink in the language of the airways in a plane or simply greeting your friends and saying some phrases in a language you are learning. That will increase your self-esteem.

Statement No. 21. When I reach my learning goals/objectives, I reward myself.

Your score reflects your ability to increase your motivation by rewarding yourself for learning. Low score (3 and less) indicates that you rarely do that. We all know that behavior can be modified by distributing awards and punishments. In too many cases demotivation for learning is created by applying too many punishments and too little of rewards.

Recommendations:

1. Maybe you receive rewards for learning from your family members, from teacher, from your colleagues, but it is equally important that you reward yourself, celebrate your small and big achievements, and do not wait for diploma or certificate ceremony, that is too far away and too long to wait. Make a plan with clear goals and reward yourself after reaching every small goal.
2. Reward yourself from time to time for learning. Rewards can be very different, it depends what you value. It could be inviting your boyfriend or girlfriend to dinner or to the cinema, taking your family to the zoo or outside for barbeque, buying something not expensive, but what you need or wanted for some time but had no reason to buy it, it can be just sitting in the café and having nice coffee and ice-cream. Smaller rewards could be after a period of learning to have a chocolate bar or watch your favourite TV-show for a while.
3. It is also helpful to make achievements visible. Learning can be exhausting because you don't immediately see the results of your effort. Put a small stone or coin in a glass on your desk every time you worked through parts of your learning objectives or every half an hour you concentrated on the subject. While filling up the glass, you will make your efforts visible. You can be proud of yourself and enjoy your reward.

Low Learning reflection

Learning reflection is represented in the questionnaire by the following statements:

Statement No. 2. I often rethink my learning, what helps and what hampers it.

Statement No. 7. When I have problems with learning I try to understand the reasons why.

Statement No. 12. I know how to study in the most effective way.

Statement No. 17. When I have learning problems, I try to find different ways of learning.

Statement No. 22. I know how to amend my way of learning based on previous learning experiences.

Low score (less than 3) means that scores of at least three statements under this competence are equal or less than 3.

Reflection is the 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 experience.

Reflection is associated therefore with 'looking back', examining the past, learning from your positive experiences and do not repeat mistakes.

Statement No. 2. I often rethink my learning, what helps and what hampers it.

Your score reflects your efforts to reflect your learning. Low score (3 and less) means that you do not try to reflect your learning. Reflection is part of a person's progression and development.

Recommendations:

1. Use any medium (learning diary (see an example [here](#)), suitable applications or just a sheet of paper) and at least once a week write down your learning experiences, what helped and what hampered your learning. Before writing new notes, read what you already wrote. That will refresh your memory about former learning experiences and will stimulate your writing.
2. Talk with somebody about your way of learning. For many people talking about a certain subject helps to understand it. Also you may gain new perspectives on the learning subject.

Statement No. 7. When I have problems with learning I try to understand the reasons why.

Your scores reflect your efforts to better understand your learning problems. Low scores (3 and less) means that you not try to understand the reasons of failure and will be destined for repeating your mistakes and wasting your time.

Recommendations:

1. Stop repeating the same learning action (activity) and think why you cannot move forward.
2. Think of the reasons of the problem. Write down your ideas into any medium (learning diary (see an example [here](#)), suitable applications or just a sheet of paper). Writing the problem and ideas helps to solve the problem.
2. Talk with somebody (colleague learners or teacher, friends or family members) about your problem. In many cases talking about the problem helps to find the solution yourself or to get the advice. You can ask others about their way of learning, what hampers it, what improves it. This way you can learn from each other.

Statement No. 12. I know how to study in the most effective way.

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

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

Your score reflects how much you are aware of your learning style and associated learning strategies. Low scores (3 and less) means that you do not know what the most effective learning strategy is for you in a given learning environment.

Recommendations:

1. Check your learning style and find if you are a visual, auditory, read-write or kinaesthetic (VARK) learner and how to improve your learning strategy. You can find VARK learning style questionnaire here: <http://vark-learn.com/>.
2. If something is not clear, ask assistance of your teacher or trainer.

Statement No. 17. When I have learning problems, I try different ways of learning.

Your score reflects how much action you put into changing your learning. Low scores (3 and less) means that you do not try to implement changes in the way you learn. Knowing and understanding of your learning problems is not enough, you need to actually do something different based on that knowledge.

Recommendations:

1. Choose what to change in your learning. Do not try to change too many things at once. That could be too difficult and it can create demotivation.
2. Implement that change and reflect how it influences your learning (e.g. with a learning diary, see an example here).
3. Do not give up if the first attempts do not give positive results. You need to practice to adapt to a new way of learning.
4. Ask for help from your teachers, colleague learners, family members or friends. Ask about their successful way of learning, exchange ideas of ways to learn.

Statement No. 22. I know how to amend my way of learning based on previous learning experiences.

Your score reflects how much you learn from your previous learning experiences. Low scores (3 and less) means that you do not reflect your learning and/or do not make the conclusions from your reflection. Knowing what and how to change is the first step to change.

Recommendations:

1. Write down your ideas how you plan to amend your learning. It will help you to put your ideas in a logical sequence and in a realistic time frame.
2. Share your ideas with those whose opinion and support you value: your teachers, colleague learners, family members or friends.

Low Time Management

Time management is represented in the questionnaire by the following statements:

Statement No. 3. When I start learning something I set myself learning objectives.

Statement No. 8. I never have time for learning.

Statement No. 13. When I just start learning different interruptions (phone calls, e-mails, colleagues, family members, time for coffee, etc.) occur.

Statement No. 18. I make myself a timetable for organizing my day and learning periods.

Statement No. 23. Regarding learning I never say "I'll get to it later".

Low score of Time Management means that scores of at least three statements under this competence are equal or less than 3.

Strictly speaking a person cannot manage time, one can only manage his/her behaviour in time. All of us have 24 hours a day. How much and what we accomplish during the given time depends on us, not on time.

So, time management ability is the ability to manage yourself in time but for the sake of convenience we call it Time Management.

Statement No. 3. When I start learning something I set myself learning objectives.

Your score reflects your ability to set learning objectives. Low score (3 and less) indicates that in most of the learning situations you do not set yourself clear learning objectives.

Recommendations:

1. To start managing time effectively, you need to set your objectives. For example, if you are going to foreign language courses, you have to decide which level (A1, A2, B1, B2, C1, and C2) you want to achieve. Of course it depends on your current level. Both too low and too high objectives are demotivating. For achieving something, you need to put an effort but it should not be too high and does not create demotivation.
2. You need to set your learning objective in a given time, e.g., “every day I will allocate 1 hour of my evening time for exercising a foreign language.”
3. You need to set a clear objective for how much you need to learn during this hour, e.g., “I will read and summarise one chapter every evening” or “I will go over 20 new vocabularies every evening”.

Statement No. 8. I never have time for learning.

Your score reflects your ability to prioritize. Low score (3 and less) indicates that learning has low priority among other choices (e.g., watching a football match or movie on TV instead of learning).

Recommendations:

1. If you decide to allocate 1 hour every evening for learning (e.g., English exercises), you have to decide what of routine evening activities you will skip (delete from your to do list).
2. Do not compromise with yourself. Try to avoid temptation to listen to your inner voice saying “today I watch football, but tomorrow I will spend 2 hours for my learning”. It will not happen. Better allocate one hour for learning before the football match and reward yourself for learning by watching the match.

Statement No. 13. When I just start learning different interruptions (phone calls, e-mails, colleagues, family members, time for coffee, etc.) occur.

Your score reflects your ability to manage interruptions. Low score (3 and less) indicates that the time which you allocated for learning is used ineffectively and most of it is spent to other activities, not learning. That is happening because learning requires additional effort and we are looking for any pretexts to avoid it, e.g., just when you start learning, immediately you remember that you need to fix the lock of the door which you promised your wife two months ago. This shows that your motive to learn has decreased and it has lower priority than you imagined before making the decision to learn. Also it can indicate that the environment is not supportive to your learning. On the other hand it is important that learning becomes your routine, **automatic**, without having to have constant fights with your mind to get the task done. Studies show that person needs at least 18 days (it is highly individual) to form a new habit.

Recommendations:

1. Find the place for learning where nobody could disturb you. (e.g., go to the library).
2. Switch you mobile and e-mail off. You can call back and write replies to e-mails after learning. You have the right to be “off”.
3. Ask your family members to not disturb you when you are learning. You will take care of their problems when you finish (and do so).
4. Create your learning rituals (make coffee or tea before learning, light the candle, switch on music or similar). That will help you to concentrate on learning. It is also important as symbolic part of preparation for learning.
5. Make learning a part of your everyday routine.

Statement No. 18. I make up a timetable for remembering, organizing and planning activities.

Your score reflects your ability to plan your timetable. Low score (3 and less) indicates that you are losing control of your time (in fact losing control of yourself in time). Most people have a "to-do" list of some sort. The problem with many of these lists is that they are just a collection of things that need to get done.

Recommendations:

1. Making a timetable is part of organizing your learning process. Allocate some time for making a timetable.
2. Make a to-do list and make sure you have enough time for priority/essential tasks and anchor them in the timetable. Arrange other activities around those anchored tasks.
3. If some unexpected events happen, move other activities and leave priority/essential tasks untouched. Important is not to stick to your timetable, but to stick to your priority/essential tasks in your timetable.
4. Consider also repetition of learning objectives in your timetable.

Statement No. 23. Regarding learning I never say "I'll get to it later".

Your score reflects your ability to avoid procrastination. Low score (3 and less) indicates that your motive to learn has decreased and it has lower priority than you imagined before making the decision to learn.

"I'll get to it later" has led to the downfall of many good intentions. Too many "I'll do it later" leads to accumulating more and more unfinished assignments and to the feeling that any further learning is insurmountable. Procrastination is as tempting as it is deadly. The learner starts avoiding going to classes, starts lying to his family and teachers and colleague learners about reasons of his/her absenteeism and finally quits learning.

Recommendations:

1. The best way to beat it is to **recognize** that you do indeed procrastinate.
2. Then you need to figure out why. Maybe you are afraid of failure, afraid of making mistakes, maybe this because of loss of perspective?
3. Once you know why you procrastinate then you can plan to get out of the habit. Discuss this with your teacher (trainer).
4. Reward yourself for getting jobs done, and remind yourself regularly of the horrible consequences of not doing those boring tasks!
5. In the worst case scenario consider quitting learning. But before doing this first talk to your family, teacher/trainer and your colleagues. Maybe together you will find different solutions.

Low Organizing information

Organizing information is represented in the questionnaire by the following statements:

Statement No. 4. When I need new information I know how to find reliable sources.

Statement No. 9. When I do not understand something, I just skip it.

Statement No. 14. I spend a lot of time finding information I already have somewhere.

Statement No. 19. I always speak with my friends and family members about what I have learned.

Statement No. 24. Out of the information obtained from different sources, I know how to select the most important.

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 (create), understand and file new information.

Low score of Organizing information means that scores of at least three statements under this competence are equal or less than 3.

Statement No. 4. When I need new information I know how to find reliable sources.

Your score reflects your ability to choose reliable sources of information for learning. Low score (3 and less) indicates that probably you need assistance how to find information. Usually a learner needs more information when he/she faces some problems with learning and usual sources of information do not help to solve it.

Recommendations:

1. Ask your teacher, social worker, librarian or another competent person what information resources (library, learning apps, websites, programmes etc.) and student (learner) learning assistance services are available and how to use them.
2. Ask your colleague learners about sources of information they use.
3. Try to refer to different sources of information, try to find information in the library, in the internet, through friends and books. You can always ask for assistance if you are not sure how to use the library for example.
4. Don't copy-paste information from the internet, try to find different sources for the same information, try to find decent websites (from the ministry, not only Wikipedia etc.).

Statement No. 9. When I do not understand something, I just skip it.

Your score reflects your ability to understand information. Low score (3 and less) indicates that you do not put effort in trying to understand the information. It could lead to misunderstanding the topic and not being able to solve assignments (problems) or not being able to apply the knowledge in another context. It also usually leads to wasting time because in many cases you will need to return back and start learning again.

Skipping not clear information can save some time for you now, but if you skip too much, that will inevitably lead to big problems in the nearest future.

Recommendations:

1. If you do not understand something, try to refer to another source of information: go to the library to find another textbook (maybe it will provide a clearer description or illustration), ask your teacher, and call a friend or search on reliable (decent) websites in the Internet.
2. When you think that you already understood the information, try to apply it for solving one more similar assignment but from a different context. If you really understood the information (the concept), this will be no problem. If no – return to the first recommendation.

Statement No. 14. I spend a lot of time finding information I already have somewhere.

Your score reflects your ability to arrange information. Low score (3 and less) could indicate lack of knowledge of how information is classified or in which folder (computer or cardboard) it could and should be stored (and found).

For example, when you save something on your computer, you can use the file system which is already there (Documents, Pictures, Movies, Music etc.), or saving it to some specific folder. Of course, under those broad categories, or '*primary keys*' as Documents, Pictures or similar you will need to create your own system of folders: *secondary and tertiary keys*. For example in Pictures you can have a secondary key as different types of activities: Travel, Children, Friends etc., and as tertiary key- the date or/and place.

Problems appear when for any reasons a person starts putting the same type of information into different folders or putting everything into one folder, for example on the Desktop of the computer or collecting printed documents on the table or in the drawer of the desk. Obviously it will lead to wasting time finding information. In many cases the person starts making extra copies of the documents and put them into all possible folders increasing the level of the mess.

Recommendations:

1. Take time to create your system of sorting of information starting from most general criteria (key) to more specific.
2. Most popular classification keys are: alphabetic, topical, by place (geography) and time.
3. Stick to your system. Any system is better than no system.
4. When you get new pieces of information, you need to answer questions:
 - a) Is this information important and useful?
 - b) If no, delete it or throw it to the basket.
 - c) If yes, decide where it belongs in your information system and put it there that you can easily find it when you need it.

Statement No. 19. I always speak with my friends and family members about what I have learned.

Your score reflects your desire to share the information which you learned. Low score (3 and less) indicates that probably you do not see the value of what you are learning or you lack the interest of what you are learning or loose motivation.

Recommendations:

1. Find somebody who is genuinely interested in your learning (members of the family, friends or colleagues) and from time to time talk about things you learned. It is useful in several aspects:
 - a) Helps to memorize the subject
 - b) Helps to understand the subject
 - c) Increases your motivation to learn
 - d) Helps to maintain social relations
2. Talk with your teacher/trainer if nobody else is interested.

Statement No. 24. Out of the information obtained from different sources, I know how to select the most important.

Your score reflects your ability to estimate the value of information. Low score (3 and less) indicates that probably you are lost between varieties of information.

Recommendations:

1. Ask your learning provider what information resources and student (learner) learning assistance services are available and how to use them.
2. Ask your teacher (trainer) to give you list of most important sources of information.
3. When you look for information or choose between available sources answer yourself the following questions:
 - a) Is it directly related with the topic you are studying?
 - b) Does it give the answer to your question or problem?
 - c) Does it help you to understand the topic and/or to do your assignment?
 - d) Is the information presented in a way that corresponds to your learning style (more text, more graphs, more pictures, more formulas or more practical examples?)
 - e) Is the source of information reliable?
4. Choose the source of information which gives the most positive answers.

Low Group Learning

Group learning ability is represented in the questionnaire by the following statements:

Statement No. 5. I think that learning in groups is more effective than learning alone.

Statement No. 10. I can express my opinion to my learning group.

Statement No. 15. When I see that somebody has learning problems I offer my help.

Statement No. 20. When I have learning problems I ask for help from my colleague learners.

Statement No. 25. I always find somebody with whom I can learn with.

Group learning ability is the disposition and skill for exchange and complement ideas within a group of persons with different backgrounds, skills and aptitudes. A group can be a very important resource for developing other learning to learn abilities.

Low score of Group Learning means that scores of at least three statements under this competence are equal or less than 3.

Statement No. 5. I think that learning together with somebody is more effective than learning alone.

Your score reflects your attitude towards learning in the group. Low score (3 and less) indicates that you prefer learning alone. It is proved that in many contexts learning in group (or at least in pair with somebody) is more effective than learning alone. This is because of several reasons. First, knowledge is distributed which means that in the group there is always a variety of different knowledge, different experiences and sharing of them is an important aspect of learning and constructing your knowledge. Second, knowledge is contextual and each person in the group can provide different contexts and situations regarding the learning subject and sharing those situations and solutions is an essential part of learning. Third, knowledge is a social phenomenon and learning in the group satisfies a person's needs for safety, belonging and recognition. If you have learning problems, learning alone can increase your frustration and stress level which can significantly reduce your learning effectiveness.

Of course, preference of learning in the group or individually is shaped by the personality type: some people prefer learning in groups and others prefer learning individually. But even those who prefer learning alone need to join the group from time to time and should be able to behave adequately in the group.

Recommendations:

1. Even if you prefer learning individually, remember that a group can provide you with positive emotions, increase your motivation and help to solve your learning problems.
2. Find somebody in the group with whom you are comfortable to share your learning experiences.
3. Make an effort from time to time to join the group for learning and socialising. This can reduce your stress level and can help you to relax and continue learning.

Statement No. 10. I can express my opinion to my learning group.

Your score reflects your ability to be active in the group. Low score (3 and less) indicates that you prefer taking the role of a "silent partner" in the group. Of course everybody needs somebody who listens, but speaking loudly your ideas and opinions is essential for constructing your knowledge. Problems with sharing ideas can be a result of two major reasons: first, yourself and secondly, the group. While acting together, the group develops certain morale of the group which can create a creative and open atmosphere (high morale) but it also can develop the morale which creates the atmosphere in which a person does not want to express himself because of the reaction of other members of the group (low morale).

Recommendations:

1. Ask the group to give you a voice to express your opinion.
2. Express your opinion in a calm voice and address the topic but do not criticize the person who has a different opinion.

3. If you see that morale of the group is low, leave the group. It can be difficult, but the longer you will stay, the bigger problems you will have, unless you rather decide to fight and change the morale of the group. That will be even more difficult.
4. Staying in the group which do not allow you to express your opinion freely won't allow you to advance in your learning process.

Statement No. 15. When I see that somebody has learning problems I offer my help.

Your score reflects your ability to contribute to the learning of other persons in the group. Low score (3 and less) indicates that you prefer taking the role of a “silent partner” in the group and prefer more to take than to give. Learning in the group always requires sharing: giving and taking.

Recommendations:

1. Do not forget that you as everybody else have something valuable to share: leadership, field of expertise, skills, attitude or encouragement (emotional support).
2. If you see that somebody has learning problems offer your help. A positive result of explaining things to others is that you repeat the learning subjects, sum them up and improve your own learning.
3. If you know the solution you can give it immediately, but in some cases instead of direct advice better ask questions that the person himself/herself could find the solution. It will increase the person's learning to learn ability.

Statement No. 20. When I have learning problems I ask for help from my colleague learners.

Your score reflects your willingness to accept the help of other persons in the group. Low score (3 and less) indicates that you try to solve your learning problems alone, without help. The reasons can be different: high level of ambitions and self-esteem, introversion and low morale of the group. Solving the problem yourself could be rewarding ('I did it'), but it also can be frustrating and time consuming.

Recommendations:

1. If you see that efforts to solve the problem yourself are too high and too time consuming, better ask for help from persons who have the necessary expertise (your teachers, colleague learners, family members or friends). People usually like to give advice – it increases their self-esteem, they feel recognised for their knowledge.
2. When asking for help, explain your problem and why you ask that person (you see that he/she already finished an assignment, you know that he/she is good in that area, etc.).
3. Follow the advice even if you aren't sure that it may work. Trying new options can give us unexpected results.

Statement No. 25. I always find somebody with whom I can learn with.

Your score reflects your willingness to learn in the group. Low score (3 and less) indicates that you often learn alone. There can be several reasons for that: you prefer learning alone, you don't feel safe asking for help, you are not sure what will be the reaction of the person or of the group.

Recommendations:

1. There is always somebody somewhere who will be willing and even happy to help you. Try to find him/her.
2. Even if you are uncertain regarding the reaction, ask for help anyway. This will make the situation certain and you will know how to behave next time and who will be willing and not willing to help you.

3. Even if you prefer learning individually, remember that learning with somebody else can provide you positive emotions, increase your motivation and help to solve your learning problems.