

PLENÁRIS ELŐADÁS/PLENARY SESSION

ÁPRILIS 23. (SZOMBAT) 12.30–13.50
Díszterem/Ceremonial Hall

**DEVELOPMENT OF LEARNING TO LEARN COMPETENCES DURING BASIC
EDUCATION: INDIVIDUAL, CONTEXTUAL AND SITUATIONAL
PREDICTORS****Mari-Pauliina Vainikainen**
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According to the Finnish definition, learning to learn means general cognitive competences and the willingness to apply them in novel learning situations. Cognitive competences – thinking and reasoning skills in different contexts, problem solving, reading comprehension – are trained in subject-specific studying throughout the school career and they are needed in all learning situations also later in life. The development of these competences is to some extent constrained by initial individual differences, but they could also be enhanced by schooling even if the training of them was just embedded in the curriculum without separate intervention programmes. This presentation gives an overview of the results of several longitudinal large-scale assessment studies on learning to learn. Pupils' test performance, questionnaire responses and log data have been linked to information provided by parents and teachers as well as to school level data of the contextual factors. The results have been analysed mainly by multilevel or multiple group structural equation modelling. At an individual level, the development of learning to learn competences is predicted by pupils' background and prior abilities, but also motivational factors play a role in this development. Moreover, situational factors such as effort put on the assessment tasks or interest in the task contents explain the development beyond the other predictors. The development of learning to learn competences is also linked to pupils' well-being and health behaviour. At a group level, the development seems to be slightly different in different schools and classes, indicating that schools succeed somewhat differently in enhancing these competences. However, school and class composition effects seem to be very small in the Finnish context even though some peer influences have been observed. Pupils who need support for their studies and pupils with an immigrant background have lower initial performance but the differences remain relatively stable over time, indicating that the extensive support system in Finland manages to keep the gap from increasing considerably. However, the gender gap increases and girls have a clear advantage when applying to upper secondary education after basic education.