ASSESSING LEARNING TO LEARN IN THE 2020S – THEORY, METHODS, AND PRACTICE

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Learning to learn was included in the Finnish model for educational evaluation in the mid-1990s. It was defined as cross-curricular cognitive competences – thinking skills – and the willingness to adapt to and engage in a novel learning situation, which should develop as a result of subject-specific education. Due to limitations set by measurement tools of that time, the assessment model was mainly based on static multiple-choice cognitive items and self-report questionnaires. The adoption of technology-based tools in the mid-2000s did not immediately lead to changes in the assessment framework to maintain comparability with the earlier paper-based assessment cycles. The big steps of updating the theoretical frame have been taken first during the last couple of years. This paper presents the new theoretical framework for the Finnish learning to learn model, starting from a psychological view (Demetriou, Spanoudis & Mouyi, 2011) on the assessment and training of developing thinking skills. The effects of the context on the developing learning to learn competences are looked through the lense of Bronfenbrenners bioecological theory (1998), including a methodological perspective on analysing multilevel educational assessment data. A new measurement approach for the motivational and self-regulative aspect of learning to learn using log data analysis (e.g., Greiff et al., 2016) is presented as well. The introduction of the theoretical framework is complemented by providing examples of novel task types and analytical approaches applied in the recent assessment studies. The overall aim of the recent theoretical and methodological development is to bridge gaps, on the one hand between system level assessment and formative feedback for learning, and on the other hand between assessment and training of transversal competences.

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