

WHAT IS LEARNING TO  
LEARN COMPETENCE IN  
ERASMUS+?

IT'S CALLED  
META!COGNITION

MARY ROSE FORMOSA – JULY 2022

1. I ask myself periodically if I am meeting my
2. I consider several alternatives to a problem
3. I try to use strategies that have worked in the
4. I pace myself while learning in order to have
5. I understand my intellectual strengths and
6. I think about what I really need to learn before
7. I know how well I did once I finish a task
8. I set specific goals before I begin a task
9. I slow down when I encounter important
10. I know what kind of information is most important
11. I ask myself if I have considered all options
12. I am good at organizing information
13. I consciously focus my attention on important
14. I have a specific purpose for each strategy I
15. I learn best when I know something about the
16. I know what the teacher expects me to learn
17. I am good at remembering information.
18. I use different learning strategies depending

## AFTER COMPLETING A LEARNING INVENTORY....

Did you discover anything new about  
the way you learn?

What made you think about the way  
learn while you were filling in the  
inventory?



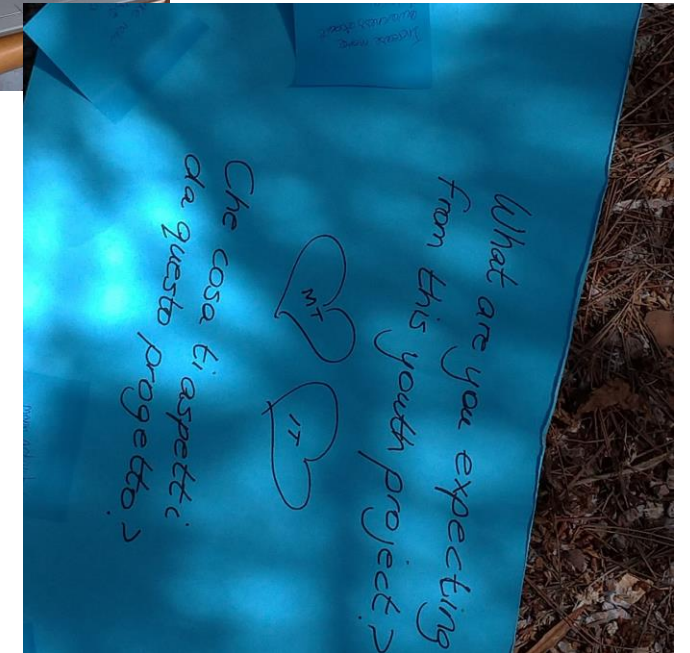
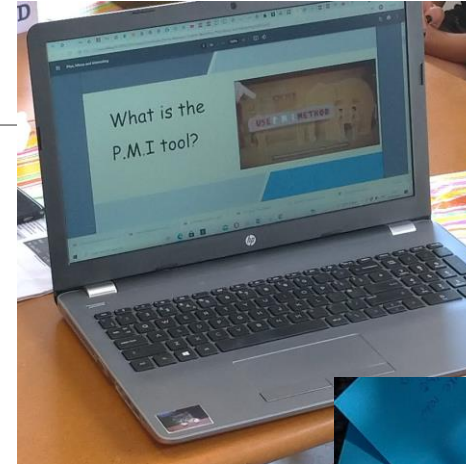
# WHAT IS LEARNING TO LEARN COMPETENCE?



# THE QUESTIONS WE NEED TO ASK

Working in teams to answer these questions:

- ❖ What do you think learning to learn/metacognition is?
- ❖ How you think it can be applied?
- ❖ Where can we use metacognition?
- ❖ Why do you think metacognition is useful in life?
- ❖ Let's discuss and share!



# METACOGNITION IS....

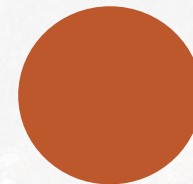
---



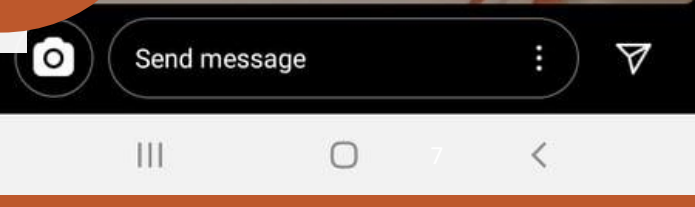
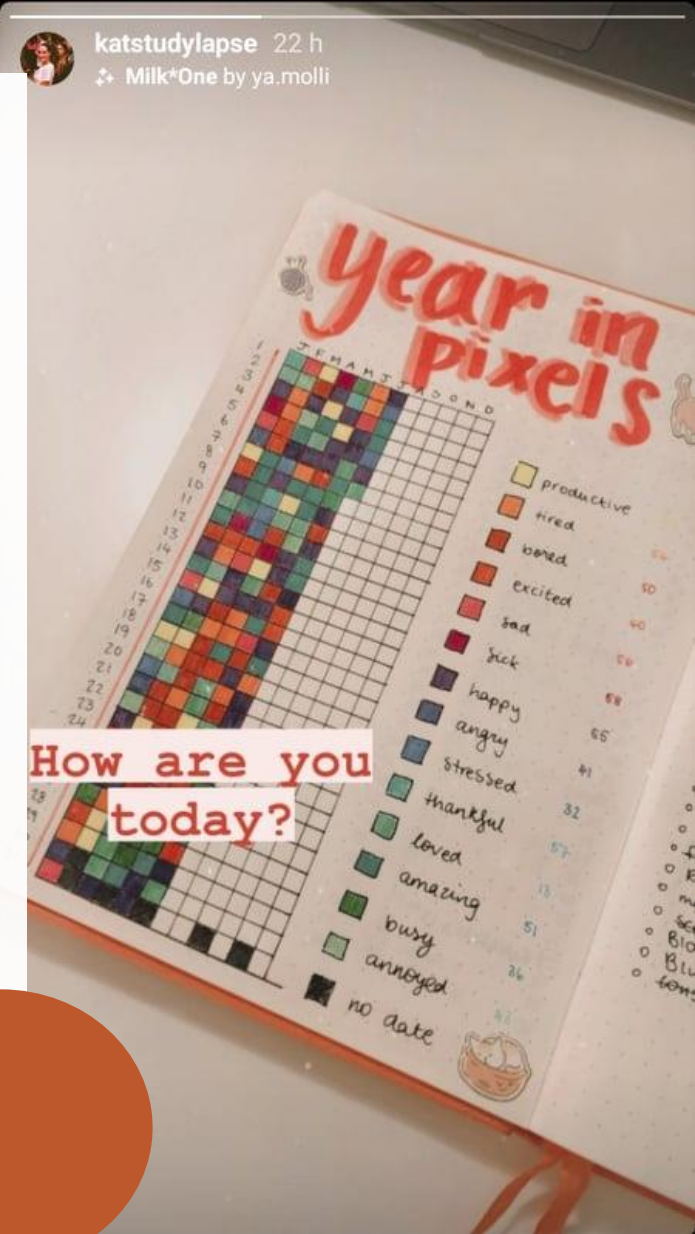
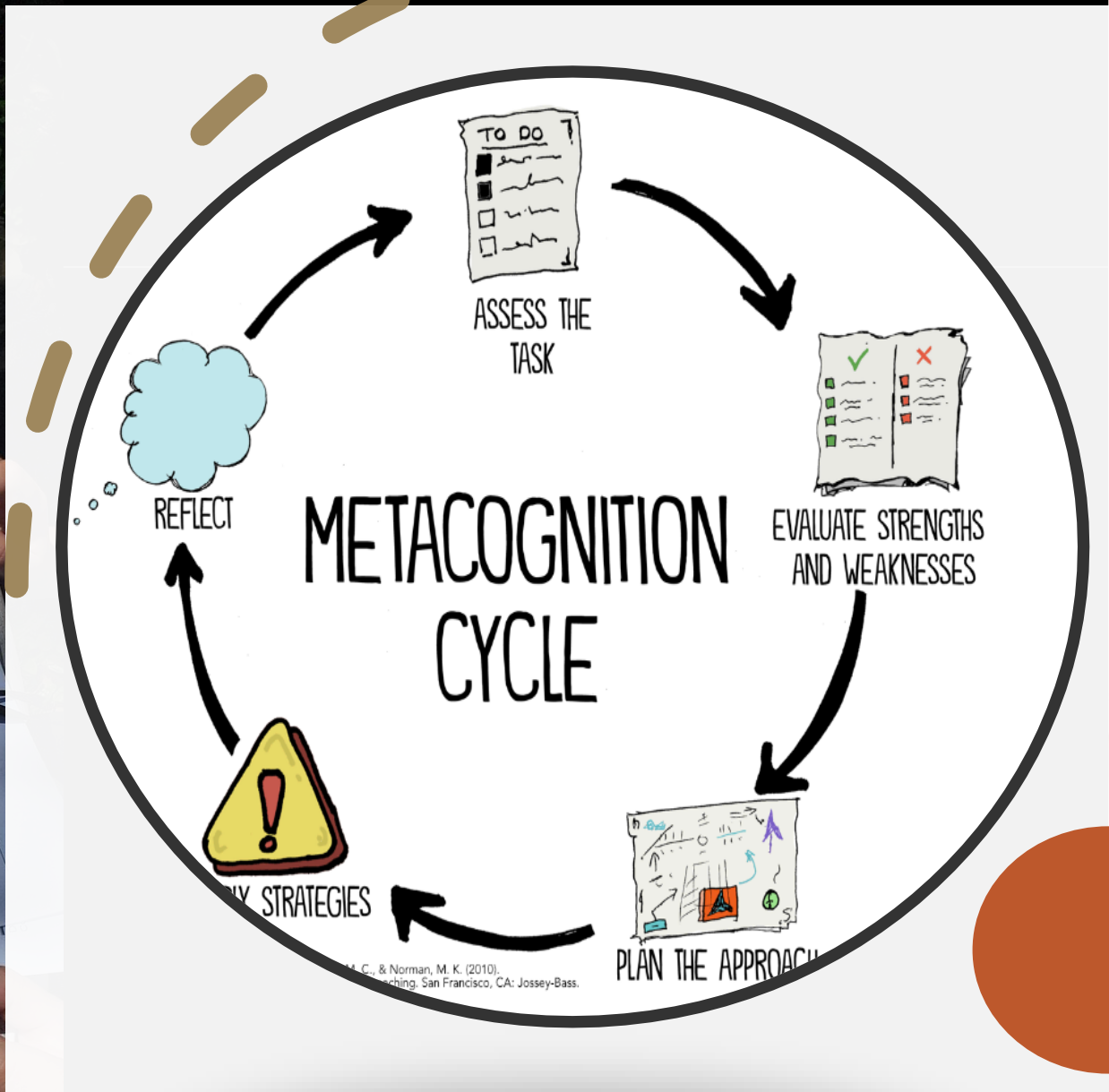
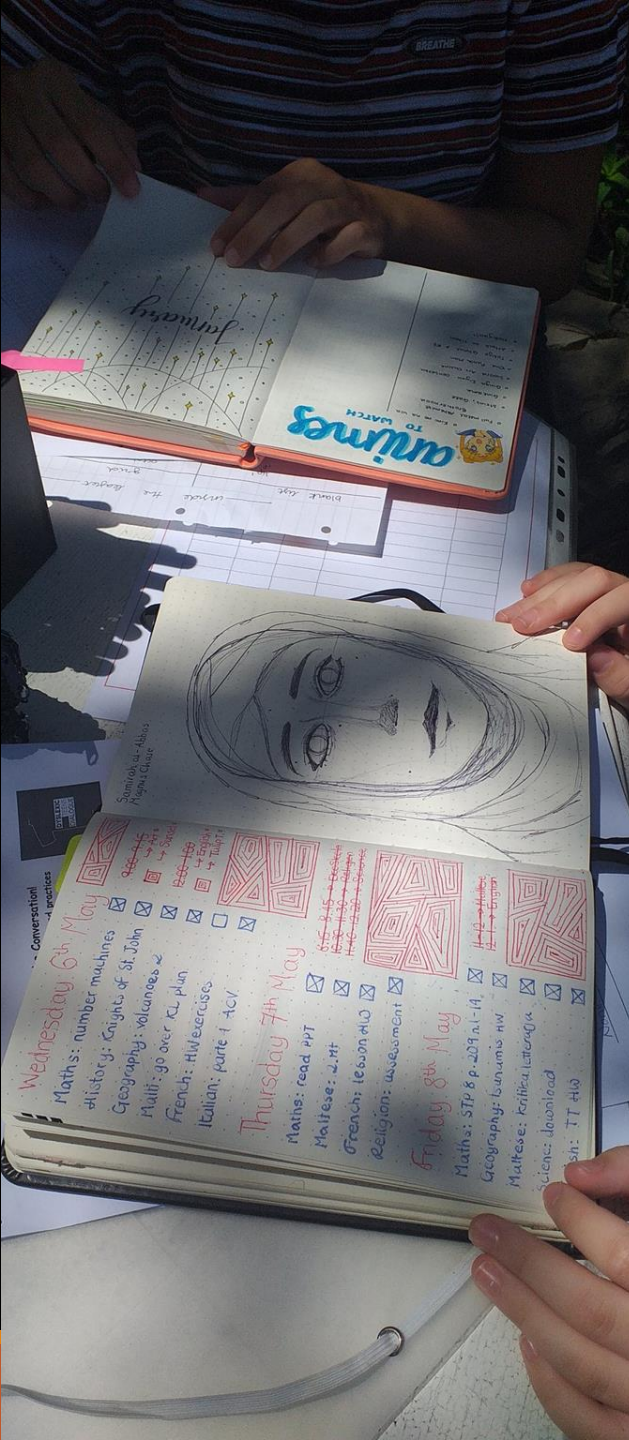


METACOGNITION  
INVOLVES AWARENESS OF  
HOW YOU LEARN, BEING ABLE TO  
EVALUATE YOUR LEARNING  
NEEDS, GENERATING STRATEGIES  
TO MEET THESE NEEDS AND THEN  
IMPLEMENTING THE STRATEGIES.

Hacker, 2009







# SCHEMA



# FIX UP STRATEGIES



# MAKING CONNECTIONS



# VISUALIZING



# ASKING QUESTIONS



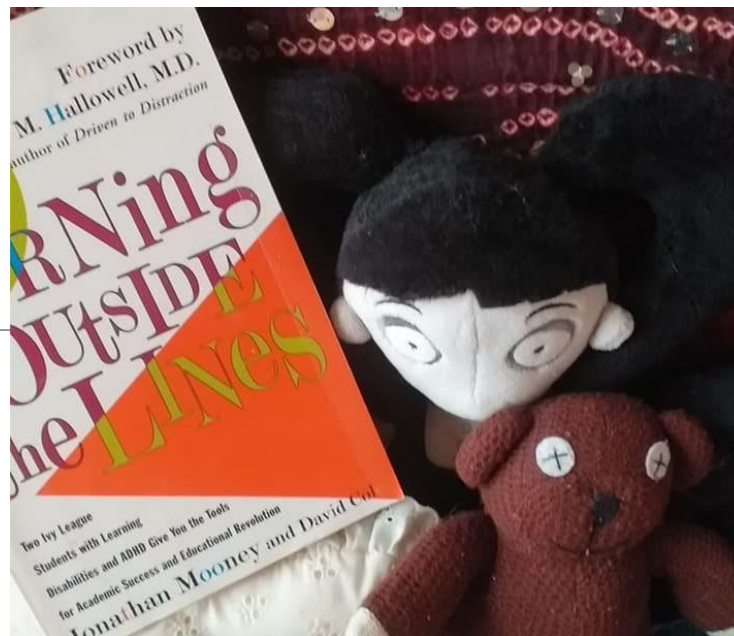
# INFERRING



# DETERMINING IMPORTANCE



# SYNTHESIZING



**DYSLEXIC**  
TEENS  
DIALOGUE



# TIMELINE FOR THINKING PROCESS – METACOGNITIVE APPROACH

---

1

Have I done something like this before?  
Think about existing strengths and strategies

2

Set goals

3

Trial and error

Reflection – is the strategy working for me?  
Can I change anything?

4

Am I meeting my goals?

5

What worked well?  
Is there anything I can improve or change?  
Include into your work  
Apply to different tasks.

# STRATEGIES

---

## Try these out!

Think Aloud

Practice your syllabus as a roadmap

Recall your prior knowledge

Figure out how you learn best

Test yourself by yourself and with others

Ask for feedback (mistakes are important information)

Review your exams

Organize your thoughts by Concept Mapping

Querying self-reflective questions

Remember previous mistakes

Reflect on your learning

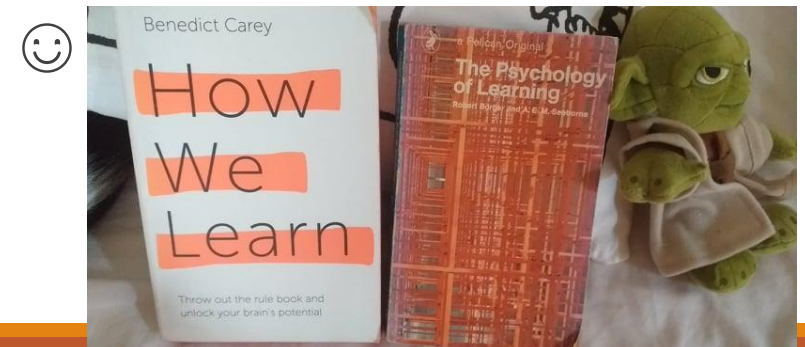
Pre-assessment (Self-Assessment) of Content

Practice Self-directed Learning.

Teach others

Resolve Problems with a Team

Explain Strategies Directly







We need to develop an awareness of what we are doing, where we are going, and how are we going there; we need to know what to do when we do not know what to do. Such self-regulation, or metacognitive, skills are one of the ultimate goals of all learning.

Hattie, 2012



- 
- During a task, what problems did you solve along the way?
  - What skills have you learned? How can you apply these to other contexts?
  - What concepts did you figure out?
  - How did you contribute to group projects? What were your roles? What collaborative skills did you learn along the way?
  - What did you learn about yourself in the process?

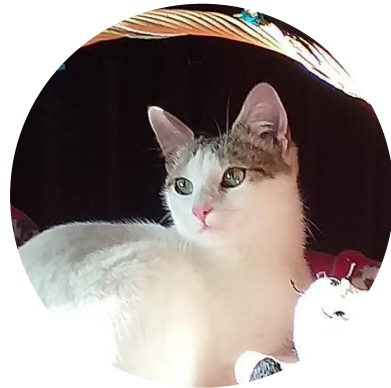


# THANK YOU/GRAZIE FROM THE TEAM

---



**Mary Rose**  
**Project Coordinator**



**Sally**  
**Pet**



**Mo Mo**  
**Emotional Support**



**Pancake**  
**Mascot**



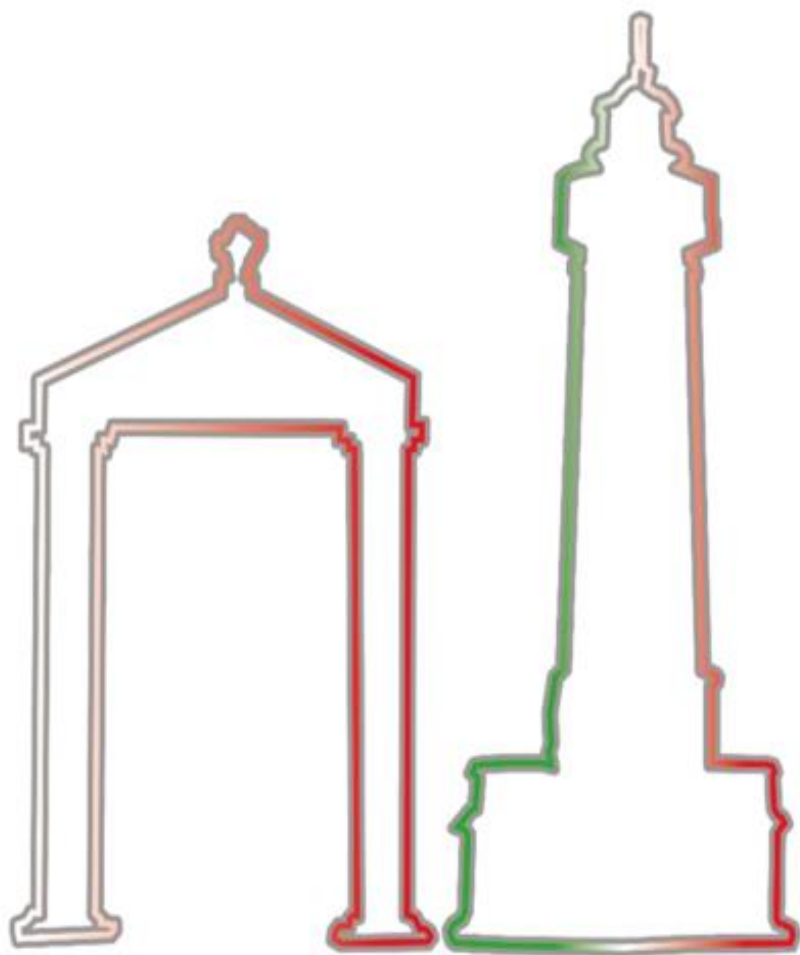
Visit our website at:

[www.mylearningtolearn.com](http://www.mylearningtolearn.com)

Sponsored by:







Our Journey: Let's Continue the Conversation!

Erasmus+ KA2 Transnational Youth Initiative: Exchange of Good Practices

2019-3-MT01-KA205-074043

Dyslexic Teens Dialogue - Malta

Dis...correre - Italy

2020 - 2023



Co-funded by  
the European Union

