Title and Code of Course: Developing Learning Abilities
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Credit Point Value:	Number of Lessons per Week:	Type of Course: **Seminar** ☐ **Lecture** ☐	Method of Evaluation: **Oral Examination** ☐ **In-Class Group Presentation** ☐ **Other** ☐

Course Description:

Knowledge is the main driving force of modern society, a source of power and competitive advantages in work and life. In modern school systems schools' effectiveness in fostering the development of transversal skills is evaluated through large-scale learning to learn (LTL) assessments.

However, the traditional education system, with its schools and universities, can poorly meet the growing needs for topical knowledge and skills. Scientific evidence suggests that development of complex problem skills is partly depending on pupils' initial learning preparedness and the development of their LTL skills

The course will present how long-term learning skills—general cognitive competences and learning-related motivational beliefs —develop during primary school and how they predict pupils' complex problem-solving skills. Students will identify examples of types of learning that takes place with school-age children, will explore their own assumptions about how and what school-age children should learn, and will discuss how children and youth explore their world and the opportunities for problem solving that are presented through new discoveries.

As practical activities, students will create experiences and activities that you can use with school-age children in your program and will Prepare a list of materials to spark cognitive development for school-age children in your program.

Bibliography:

Efklides, A., Schwartz, B. L., & Brown, V. (2018). Motivation and affect in self-regulated learning: does metacognition play a role?

Garside, C. (1996). Look who's talking: A comparison of lecture and group discussion teaching strategies in developing critical thinking skills.

Joseph, N. (2009). Metacognition needed: Teaching middle and high school students to develop strategic learning skills. *Preventing School Failure: Alternative Education for Children and Youth, 54*(2), 99-103.

Perry, J., Lundie, D., & Golder, G. (2019). Metacognition in schools: what does the literature suggest about the effectiveness of teaching metacognition in schools? *Educational Review, 71*(4), 483-500.

Vainikainen, M.-P., Wüstenberg, S., Kupiainen, S., Hotulainen, R., & Hautamäki, J. (2015). Development of learning to learn skills in primary school. *International Journal of Lifelong Education, 34*(4), 376-392.

Winne, P. H. (2018). Cognition and metacognition within self-regulated learning.