

LIFE SKILL EXAMPLE BOOK • 02

Learning to Learn

Direct, monitor and adapt how you build capability.

A WORKING DEFINITION

Learning to Learn means taking charge of the process.

It is the ability to organize and regulate your learning: identify what you need, choose strategies, monitor understanding, manage effort, use feedback and transfer learning into action.

IN PRACTICE

States a learning goal, tests current understanding, chooses a method, checks evidence, changes strategy and applies the learning elsewhere.

It is

Active and self-regulated.

Visible through learning behaviors.

Built through feedback and reflection.

Transferable across roles and domains.

It is not

Consuming more content.

Relying on one preferred style.

Knowing every answer.

Letting a tool do the thinking and checking.

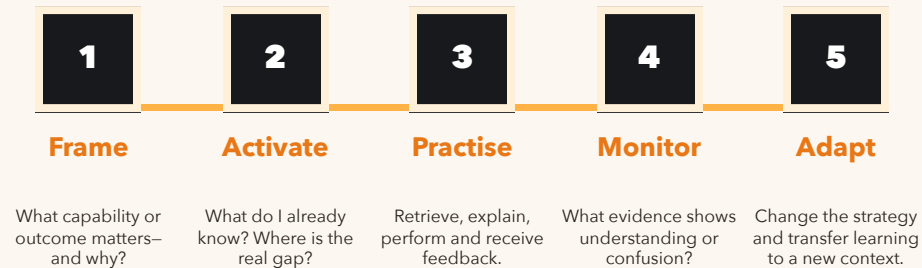
THE DECISIVE SHIFT

Move from “Did I finish the course?” to “What can I now explain, perform, adapt and use without hidden support?”

Learning becomes durable when confidence is calibrated against evidence—not against familiarity or speed.

THE LEARNING LOOP

Good learners do not only work harder. They steer.



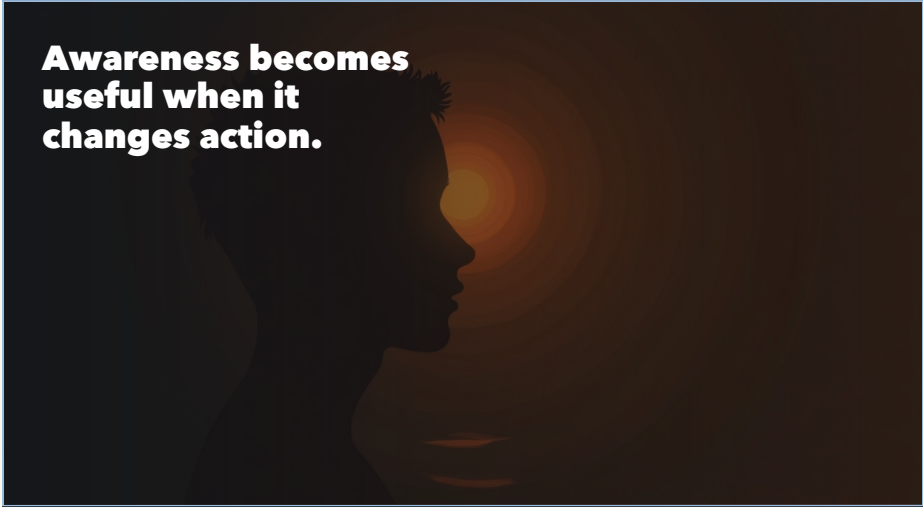
KNOWLEDGE Can I explain it? Recall the core idea and connect it to what I know.	PERFORMANCE Can I do it? Complete a realistic task with appropriate quality.	TRANSFER Can I adapt it? Use the learning when the situation, tool or constraints change.
--	---	--

BEHAVIOR CLUE

A capable learner changes method when the evidence says learning has stalled.

EIGHT CONNECTED CAPABILITIES

Learning to Learn is a system.



Metacognitive awareness Notices how thinking and learning are working.	Strategy selection Matches the method to the learning task.
Self-assessment Calibrates confidence against evidence.	Goal setting Defines a meaningful capability and success criteria.
Resource management Uses time, people, tools and information deliberately.	Self-regulation Manages attention, effort, emotion and persistence.
Transfer Applies learning across situations and domains.	Learning motivation Sustains curiosity, purpose and confidence.

The components reinforce one another: accurate self-assessment improves strategy choice; feedback improves calibration; transfer reveals what was truly learned.

WHY WE PROTECT THIS SKILL

Three signals—three different questions.

H

Human Core

How central should human agency, judgment and responsibility remain?



Human owns

Signal 5/5



Future Readiness

How strongly does this help people learn and act as roles and technology change?



Foundational

Signal 5/5



Safeguard Value

How strongly does this protect capability from over-reliance, deskilling and loss of agency?



**Critical
safeguard**

Signal 5/5

READ THESE AS STRATEGIC SIGNALS

They describe why the skill matters—not how advanced a learner is.

AI can support practice, feedback and access. The learner must still own the goal, evidence, strategy choice and transfer.

LEARNING PROGRESSION

Five stages of learning agency.

The stages describe increasingly independent, evidence-informed and socially enabling behavior. They are separate from the three strategic signals.



USE THE PROGRESSION WELL

Look for evidence of agency: goal choice, strategy adjustment, calibration and transfer.

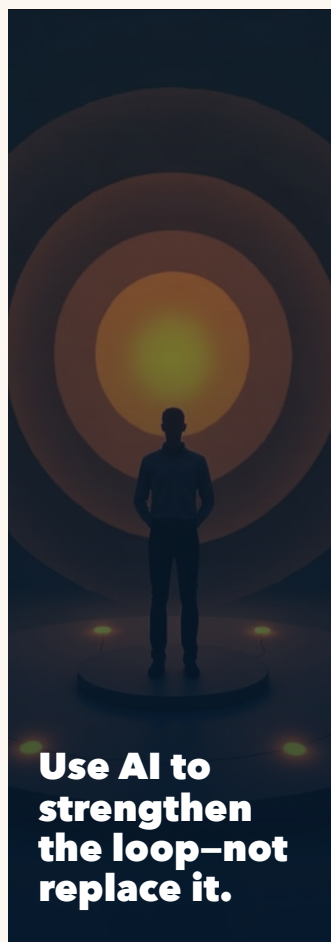
BEHAVIOR MAP

What capable learners do before, during and after.

01 Before Defines performance Names what they need to explain, do or adapt. Activates prior knowledge Retrieves what is already known before adding information. Chooses a strategy Matches reading, retrieval, modelling or practice to the task. Designs conditions Protects attention and identifies resources and support.	02 During Works from memory Explains or performs before checking the answer. Monitors confusion Notices gaps, errors and unproductive effort. Uses feedback Seeks evidence that can improve the next attempt. Regulates effort Adjusts attention, emotion, pace and support.	03 After Tests independence Performs without prompts or hidden tool support. Calibrates confidence Compares felt fluency with actual performance. Transfers learning Uses the capability in a changed situation. Updates the loop Records what worked and what the next practice needs.
--	--	---

CASE STORY · COMPOSITE

When the role changes faster than the manual.



The challenge. Mira must learn an unfamiliar AI-supported analysis workflow while continuing her client work. The available training explains features but not judgment.

1 • Define performance

She translates “learn the tool” into three observable tasks and quality criteria.

2 • Pre-test

She attempts a realistic case first, exposing gaps in both domain reasoning and tool use.

3 • Choose strategies

She studies one worked example, retrieves the logic from memory and practises on a new case.

4 • Give AI a bounded role

AI generates questions, counterexamples and feedback prompts. Mira makes and verifies the decisions.

5 • Transfer and teach

She applies the workflow to a different client context, documents failure points and teaches a peer.

LEARNING IN PRACTICE

Success is not faster output. It is independent, adaptable performance with transparent support.

A PRACTICAL PROTOCOL

LEARN with evidence.

Use for a new role, method, concept or tool. Keep the loop small enough to repeat.

L	E	A	R	N
Locate	Establish	Apply	Review	Next
What can I do now?	What outcome matters?	Which strategy fits?	What does the evidence show?	What changes in the next attempt?
Where does performance break down?	What would count as credible evidence of learning?	How will I retrieve, explain, practise and get feedback?	Where was my confidence inaccurate?	Where will I transfer the learning?
What prior knowledge applies?				

BEFORE CHECKING

Predict your result.

Confidence becomes useful when it can be compared with performance.

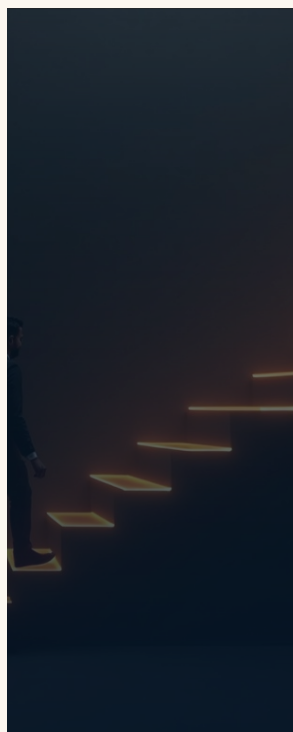
AFTER CHECKING

Explain the gap.

Change the strategy—not only the amount of effort.

LEADERSHIP AND LEARNING CULTURE

Build a learning system—not a training calendar.


MODEL Make learning decisions visible.

Leaders narrate uncertainty, feedback and strategy changes.

PROTECT Create time and attention for practice.

Capability cannot grow only in the margins of full workload.

SCAFFOLD Connect goals, practice, feedback and transfer.

Courses are inputs; performance in context is the outcome.

REWARD Value questions, calibration and updating.

Recognize people who reveal gaps early and improve the method.

CONNECT Turn learning into shared capability.

Use peer practice, teaching and mobility to spread transfer.

RESEARCH PULSE · 2021

A meta-analysis of 32 studies and 4,106 university students found self-regulated-learning training improved performance, strategies and motivation; planning and goal setting showed the largest specific effect.

Theobald, Contemporary Educational Psychology. [R1]

AI RESEARCH PULSE · 2025

A review of 14 higher-education studies found AI can support forethought, performance and reflection, while warning that integration should preserve learner agency and self-efficacy.

Lan & Zhou, npj Science of Learning. [R2]

SEVEN-DAY EXPERIMENT

Run one complete learning loop.

- Day 1** Choose one capability and define what competent performance looks like.
- Day 2** Pre-test with a realistic task. Record the actual gaps.
- Day 3** Retrieve and explain the core ideas without looking.
- Day 4** Practise in a changed example or context.
- Day 5** Seek feedback and compare confidence with performance.
- Day 6** Use AI as questioner, simulator or critic—then verify independently.
- Day 7** Teach the learning, name the transfer and design the next loop.

MY LEARNING CONTRACT

The capability I will build:

Evidence that would convince me:

The strategy I will test:

Where I will transfer it:

Keep an evidence trail: prediction, attempt, feedback, adjustment and transfer.

LEARNING TO LEARN • DIRECT • MONITOR • ADAPT

Do not just acquire answers.

Build the agency to recognize what you need, choose how to learn it, test what changed and carry the capability forward.

Source note. Built from the GMB Skillspathfinder Learning to Learn profile. [R1] Theobald (2021), *Contemporary Educational Psychology*. [R2] Lan & Zhou (2025), *npj Science of Learning*. Composite case created for learning use.

About This Material

WHAT THIS IS

This material is part of the Skills Pathfinder learning ecosystem developed by GrowthMindsetBuilder. It presents one or more human skills in a concise, practical format for learning, reflection and training.

It may be used as a standalone learning resource, but it is not a complete course. The broader learning experience—including facilitated activities, practice, feedback and progression—lives within the programmes and client projects from which this material was developed.

RESEARCH FOUNDATION

Skills Pathfinder profiles and frameworks synthesize extensive research, international models and established good practices. They bring together multiple perspectives to make complex ideas accessible and useful in real-life learning and development.

No individual model or study provides a complete answer. Skills Pathfinder should therefore be understood as an evidence-informed framework for reflection and growth—not as a universal or final definition of human capability.

RESEARCH NOTES AND SOURCES

Where used, research callouts marked [R1], [R2] and so on provide short summaries of published studies. Each callout identifies the authors and publication so that you can find and examine the original research.

Research on human skills, AI capabilities and future readiness is developing quickly. Findings may differ across people, tasks, technologies and settings—and conclusions that appear settled today may change as new evidence emerges.

Treat each study as one contribution to the evidence rather than a final verdict. Compare perspectives, explore the original sources and form your own view. Where a source is cited, the original publication—not this summary—should be treated as authoritative.

CONTEXTUAL USE

Every skill profile is contextual. Language, terminology, emphasis and interpretation should be adapted to the cultural, educational, professional and organizational setting in which the material is used.

Local knowledge—and the experience of the people using the framework—is essential for making the material relevant, inclusive and effective.

EDUCATIONAL USE AND DISCLAIMER

This material is provided for educational and developmental purposes. It is not medical, legal, financial, psychological or other professional advice.

Reflection tools and self-assessments are intended to support learning and conversation. They are not clinical, psychological or psychometric diagnostic instruments and should not be used as the sole basis for employment, education or other high-stakes decisions.

Unless stated otherwise, case stories are composites created for learning use and do not describe identifiable individuals.

Frameworks and concepts credited to other authors remain their intellectual work. The practice, reflection and progression language surrounding them represents GrowthMindsetBuilder's interpretation and application.

Markku Pelkonen

GrowthMindsetBuilder · Growth Resilience Oy

markku.pelkonen@growthmindsetbuilder.com

+358 45 318 7300

growthmindsetbuilder.com · skillspathfinder.com

© Growth Resilience Oy. Shared for learning and training use. If you quote or reproduce an extract, please retain the attribution and relevant source notes.