

# “HOW DO I LEARN?”

Psychological and generational  
aspects in supporting students'  
learning



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# AN EXPERT IN GROWTH

- Constant **learning** and learning with enthusiasm **has become a habit**
- Is **curious** and intellectually **open-minded**
- **Sets** high demands on yourself and others
- **Mistakes** are seen as **an opportunity for growth**
- Knows and wants **to learn independently for a lifetime**
- Plans and manages their cognitive process, **reflects** on it
- **What is learned applies in new real-life situations**
- Use ICT opportunities **competently and responsibly**

*From SCHOOL 2030 project*

- Knowledge and skills are/will be meaningful
- Professions will change ....
- Many jobs will disappear, but there will be new in place ...
- People need to be taught the desire to change!
- The world as slow as it is today will never be again
- When thinking about innovation, the **person** is always at the centre ....
- Ability to learn quickly
- Experimentation promotes growth and can deliver better results because we no longer know what can work



SEB conference “Economics, Digitalisation, Innovation”, 22.03.2019

# Top 10 skills of 2025



## Type of skill

- Problem-solving
- Self-management
- Working with people
- Technology use and development



Analytical thinking and innovation



Active learning and learning strategies



Complex problem-solving



Critical thinking and analysis



Creativity, originality and initiative



Leadership and social influence



Technology use, monitoring and control



Technology design and programming



Resilience, stress tolerance and flexibility



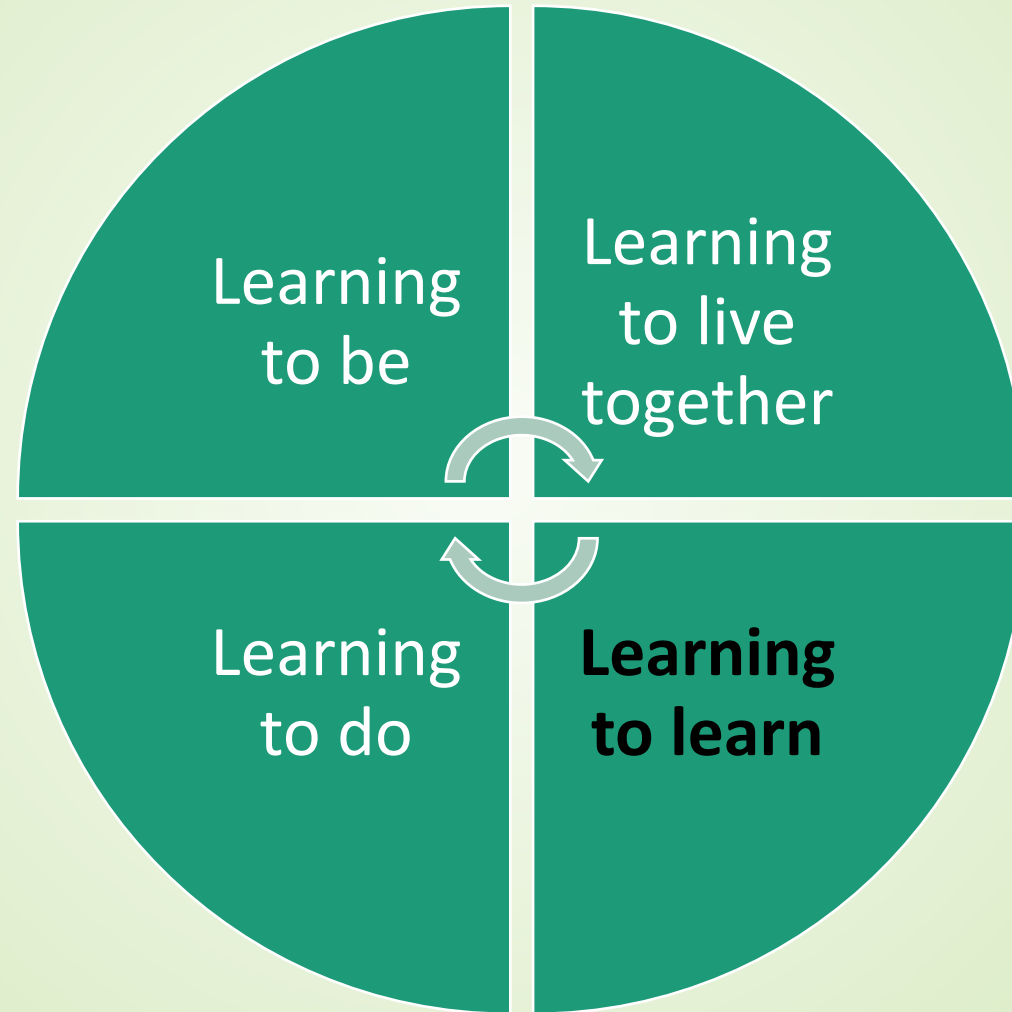
Reasoning, problem-solving and ideation

# 8KEYCOM quantitative research



- Research results within “8KEYCOM” project showed that nowadays young people would like that learning process would be educative, innovative and interesting
- Important **to do by themselves** - *practical learning and with game elements* – **this helps to learn easier and find out new things**

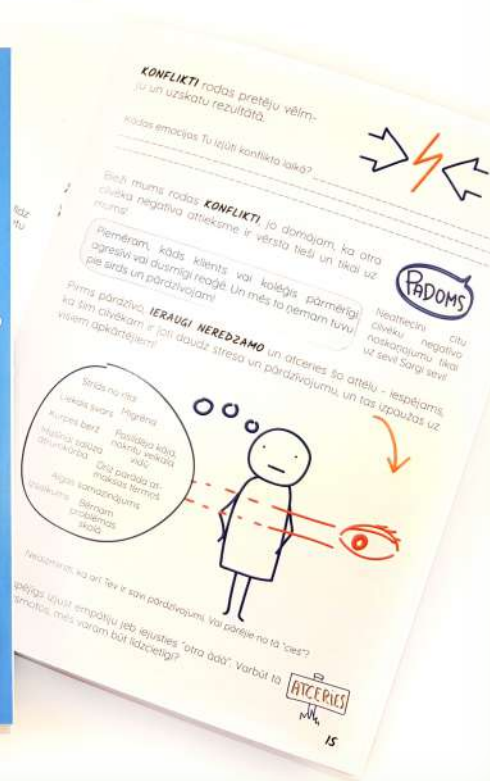
# 4 Pillars of Learning



**Learning to live together**, <https://unesdoc.unesco.org/ark:/48223/pf0000227208>

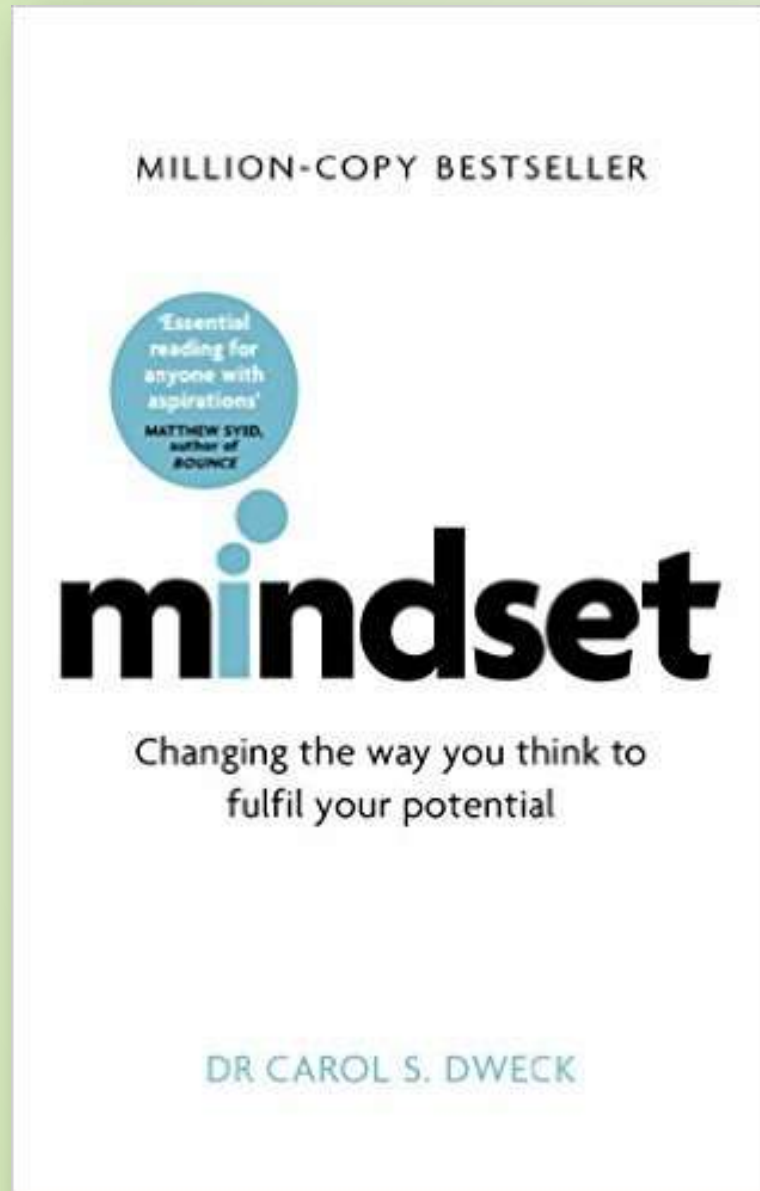


# Interesting learning



We often focus on content and not the «package»

Format has the meaning as well!



# Two Mindsets

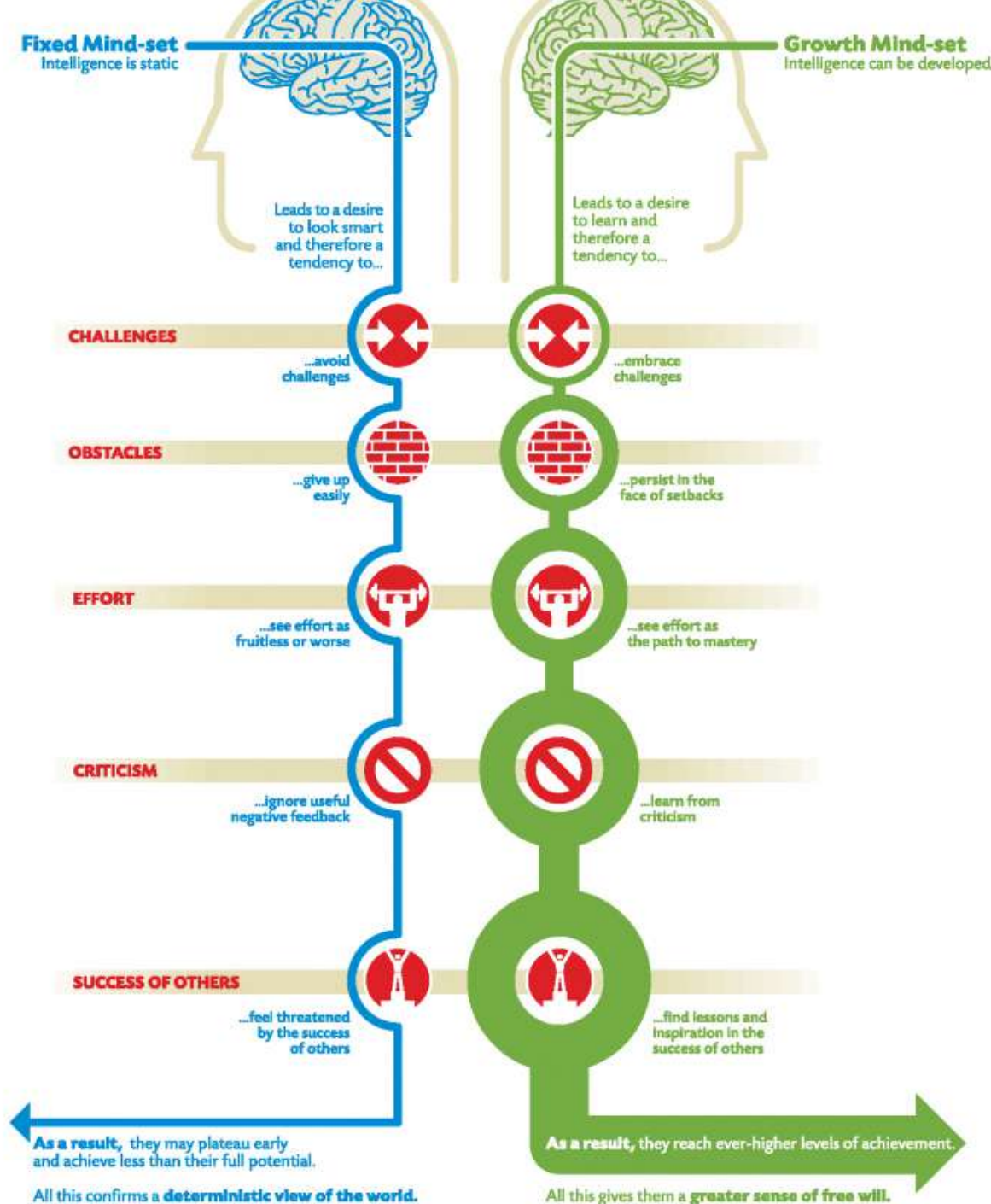
(Carol Dweck)

*Implicit theory of Intelligence*



## «Fixed mindset»

- I cannot
- Envy
- Effort is not welcome
- I cannot change
- Feedback is not acceptable
- It is bad to make mistakes
- I give up



## «Growth mindset»

- I can
- I learning from others
- Mastery comes with an effort
- I can change (change my habits)
- Accept feedback
- Learning from mistakes
- I will try another way

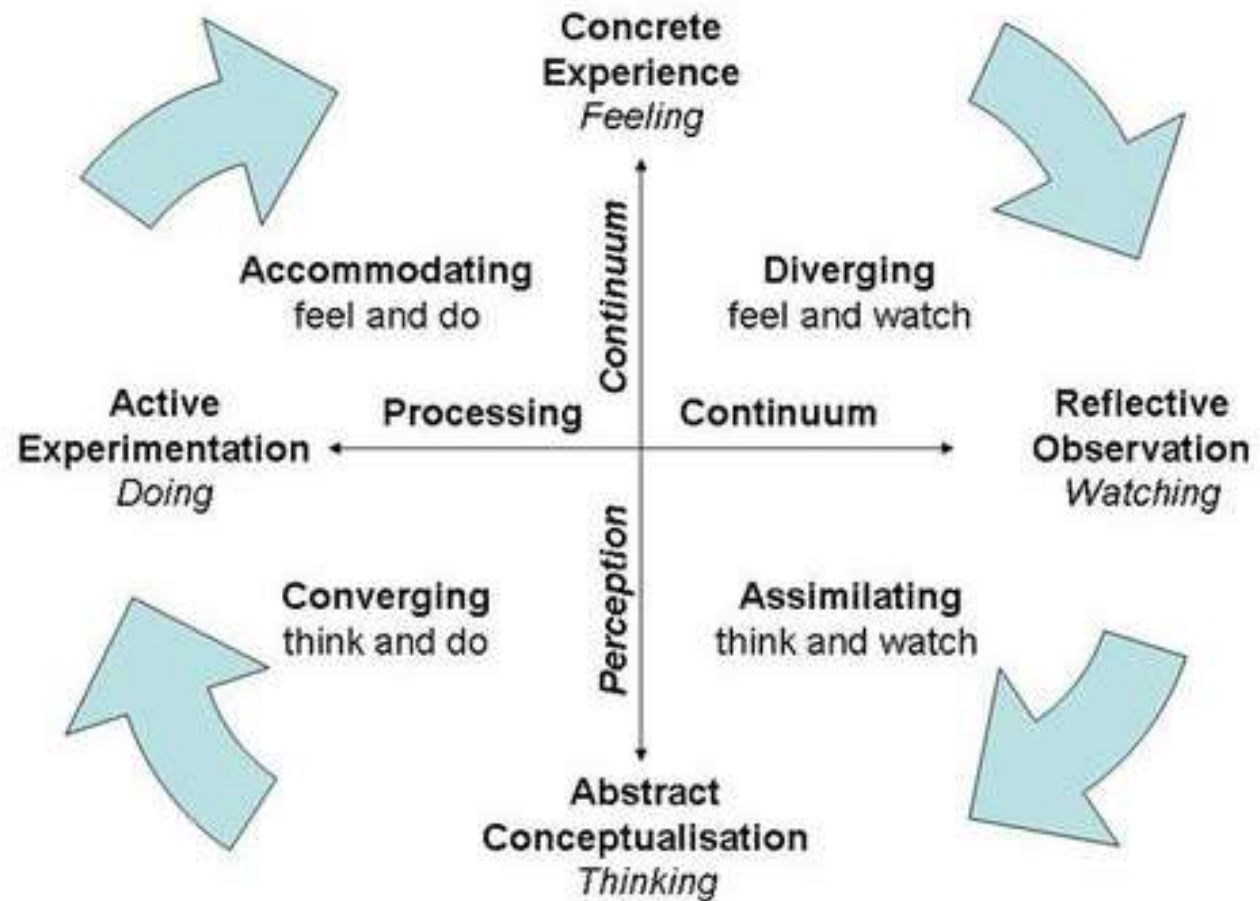
Carol Dweck is a professor at Stanford and the author of [Mindset](#), a classic work on motivation and "growth mindset."



How to develop  
growth thinking?  
*Ideas*

# Experiential learning cycle

D.Kolb





A black and white portrait of John Dewey, an elderly man with glasses and a mustache, looking slightly to the left. The image is partially obscured by text on the left and a green bar at the top right.

# Reflection in learning

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“ We do not learn from  
experience. **We learn from  
reflecting** on experience.

**John Dewey**, Educator and Philosopher

# Metacognitive skills and self-regulated learning

## 8 Ways to Develop Metacognitive Skills

by @inner\_drive | [www.innerdrive.co.uk](http://www.innerdrive.co.uk)



**Know You Don't Know it All**  
Knowing the gaps in your knowledge is key



**Monitor Your Performance**  
Don't wait until the end to see how you are doing



**Set Yourself Great Goals**  
Goals should be both challenging and realistic



**Seek Out Feedback**  
This improves your knowledge base, helping you make better choices



**Prepare Properly**  
5 minutes spent preparing is an hour saved later on



**Keep a Diary**  
This will improve self-awareness



**React Better to the Feedback You Get**  
Feedback that is sought but not actioned is a



**Ask Yourself Good Questions**  
'Is this similar to previous tasks?', 'what should I do first?' and 'what would I do





# Supporting questions for development of Self-regulated learning

**Planning:** what students wants to say and why it is so important to him and others?  
What are the steps to achieve aims and what are different ways to accomplish the task?  
What support they will need in order to accomplish the task and where/how they can get this support?

## **Monitoring:**

What needs to be changed in the initial plan, in order to accomplish the task?  
What does show us that the student is moving towards the aim?  
How to check if the accomplished is in line with initial aim?

## **Evaluation:**

What does show that the aim is achieved?  
Whether the initial plan has been accomplished?

How did student feel during the completion of task and after that?  
How proud a student is about the achievement and why?

What has helped and hindered learning and moving towards achievement of their plan and the aim?



# Transfer of learning

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Youthpass

handbook

## VALUED BY YOU, VALUED BY OTHERS

Improving the visibility of  
competences in Youthpass

An illustration featuring a diverse group of stylized human figures in various poses and outfits, representing different generations. The figures are arranged around a central white rectangular area containing text. In the top corners, there are illustrations of desktop computers. In the bottom corners, there are illustrations of hands holding smartphones. The background is a light blue gradient.

**GEN Y**  
**1980-1999**

**GEN Z**  
**2000- NOW**

Generational  
aspects in  
learning and  
communication

# Communication “Y” and “Z”

	Y generation	Z generation
<b>View</b>	Egotistical, short-term	No sense of commitment, be happy with what you have and live for the present
<b>Relationship</b>	Principally virtual, network	Virtual and superficial
<b>Aim</b>	Rivalry for leader position	Live for the present
<b>Self-realization</b>	Immediate	Questions the need for it at all
<b>IT</b>	Part of its everyday life	Intuitive
<b>Values</b>	Flexibility, mobility, broad but superficial knowledge, success orientation, creativity, freedom of information takes priority	Live for the present, rapid reaction to everything, initiator, brave, rapid information access and content search
<b>Other possible characteristics</b>	Desire for independence, no respect for tradition, quest for new forms of knowledge, inverse socialization, arrogant, home office and part- time work, interim management, undervalue soft skills and EQ	Differing viewpoints, lack of thinking, happiness, pleasure, divided attention, lack of consequential thinking, no desire to make sense of things, the boundaries of work and entertainment overlap, feel at home anywhere



A woman in a teal shirt and denim shorts stands barefoot on a paved surface, looking up at a massive globe. The globe is positioned on the right side of the frame, showing the Americas and the Atlantic Ocean. The text 'This is interesting.. I want more...' is overlaid in white, with a horizontal line underneath. The entire scene is framed by a white, hand-drawn border.

This is interesting..  
I want more...



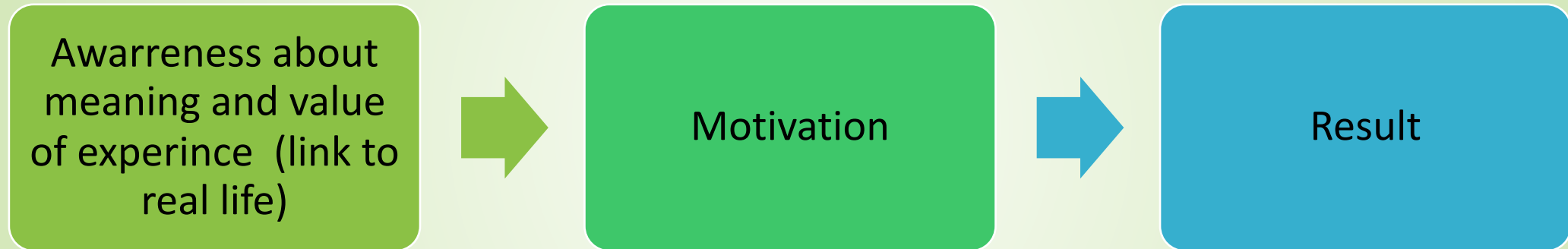
# An interest ...

- contributes to learning and achievement
- being interested in a topic is a mental resource that enhances learning, which then leads to better performance and achievement (Hidi, 1990).
- situational and individual interest promote **attention, recall, task persistence, and effort** (Ainley, Hidi, & Berndorff, 2002; Hidi, 1990; Hidi & Renninger, 2006).
- In meta-analysis (150 studies) that examined the relationship between interest and performance found that individual interest correlates with both academic performance (Schiefele, Krapp, & Winteler, 1992)



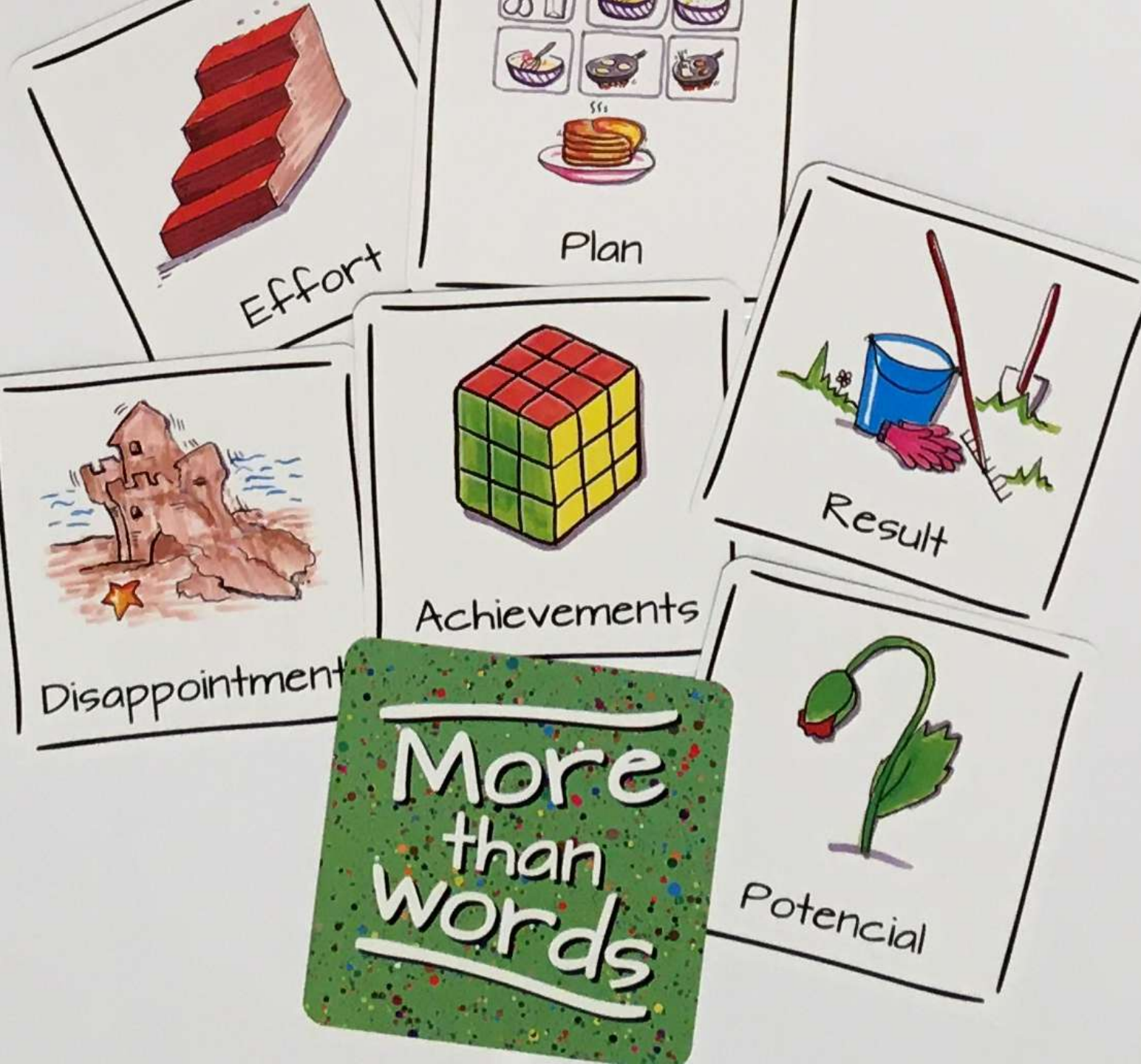
Pursuing activities and topics **that we find interesting** play an **important part** in determining how **fulfilled** we are with our lives, and not doing so leaves us with a feeling of unease and **discontent** (Sheldon & Elliot, 1999)

Harackiewicz, J., Hulleman, C.S.(2010) The Importance of Interest: The Role of Achievement Goals and Task Values in Promoting the Development of Interest



Harackiewicz, J., Hulleman, C.S.(2010) The Importance of Interest: The Role of Achievement Goals and Task Values in Promoting the Development of Interest





How to talk  
about values?



How to make  
communication  
interesting and  
engaging?





Thank you:)

**Wish you an  
interesting  
experience with your  
students! 😊**

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FB: Izglitojoso.spelu.metozu.asociacija

# Resources:

- Adamsone, I., Gudakovska, N., & Svence, G. (2020). Implicit theories of intelligence and academic achievement: Review of two studies in Latvia. *Problems of Psychology in the 21 st Century*, 14(1), 7-17.
- Bencsik, A., Juhasz, T., & Horyath-Csikos, G. (2016). Y and Z Generations at Workplaces. *Journal of Competitiveness* 6(3), p.90-106
- Harackiewicz, J., Hulleman, C.S.(2010) The Importance of Interest: The Role of Achievement Goals and Task Values in Promoting the Development of Interest
- Kolb, D., (2006). Experiential Learning: Experience As The Source Of Learning And Development. [https://www.researchgate.net/publication/235701029\\_Experiential\\_Learning\\_Experience\\_As\\_The\\_Source\\_Of\\_Learning\\_And\\_Development](https://www.researchgate.net/publication/235701029_Experiential_Learning_Experience_As_The_Source_Of_Learning_And_Development)
- <https://www.youthpass.eu/en/publications/handbooks/>
- [http://www.8competencesgame.com/?page\\_id=57](http://www.8competencesgame.com/?page_id=57)
- <https://unesdoc.unesco.org/ark:/48223/pf0000227208>
- <https://www.iespejamamisija.lv/pasvaditas-macisanas-celvedis>
- <http://www.tellyourstorycards.com>