**STYLES, BELIEFS, DISPOSITIONS AND EMOTIONS IN LEARNING PROCESS**

**EXPERTISE FROM: SPOK**

**DEVELOPED AND TESTED BY: SPOK**

| COMPETENCE - L3 MANAGING LEARNING |
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| L3.1 Awareness of one's own learning interests, processes and preferred strategies, including learning needs and required support |

| LEARNING OUTCOMES |
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| L3.1.4. One examines the styles, beliefs, dispositions and emotions that influence one's learning process |

| Knowledge | Skills |
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| Motivation (affective factor) | One is able to identify the learning outcomes or professional results one wishes to achieve |
| | Becoming aware of the reasons why you value these learning outcomes or professional results |
| | One is able to identify factors (such as perceived self-efficacy or causal attribution style) that influence motivation and the decision to act |
| Volition (affective factor) | One acquires awareness of the factors that influence one's perseverance in implementing a study or work plan |
| | Understanding the need to identify mechanisms to increase perseverance when it diminishes |
| Causal attribution style (affective factor) | Understanding to what causes one usually attributes one's success and failure (internal or external causes, stable or unstable causes, controllable or uncontrollable causes) |
| | Understanding the importance of acquiring the habit of formulating alternative hypotheses to explain one's success and failure |
| Perceived self-efficacy (affective factor) | Identifying the effects of perceived low self-efficacy on one's emotions and feelings (predicting negative outcomes of one's actions; refusing to perform a task; experiencing anxiety, nervousness, lack of perseverance etc.) |
| | Understanding the need to acquire the habit of formulating alternative hypotheses to explain one's successes and failures |
| | Understanding the need to address challenges that fall within one's area of proximal development |
| **Attitudes** | |

The trainee acquires the *habit* of analysing a failed task and identifying the *task conditions* and *cognitive conditions* to be modified in order to be more likely to succeed
(See document attached "Towards learning to learn)