

Skilled Learners . . .	Vs	Unskilled Learners . . .
a determination to succeed; have a range of coping strategies that they employ independently.	5 4 3 2 1	have few coping strategies, prone to give up on tasks they perceive as too taxing.
look carefully to uncover and understand detail.	5 4 3 2 1	find it hard to pay attention for an extended period - butterfly attention.
show an insatiable curiosity and healthy scepticism.	5 4 3 2 1	do not like asking questions; expect to be told things which they accept uncritically.
are keen to see connections; create patterns; understand cause and effect.	5 4 3 2 1	see learning as unconnected 'facts' to be memorised.
create persuasive, well-reasoned arguments supported by evidence.	5 4 3 2 1	cannot explain what they are thinking or why they are thinking it.
are creative and imaginative; create original solutions to problems.	5 4 3 2 1	are unaware of using their imagination; produce predictable outcomes.
choose their own strategies and identify / find the necessary resources.	5 4 3 2 1	need to be told what to do and how to do it.
listen carefully to understand what others are saying, not saying, and feeling.	5 4 3 2 1	can hear, but do not listen; unaware that listening requires effort.
contribute effectively to group working; learn with and from others.	5 4 3 2 1	learn alongside others; lack the social skills necessary for effective group working.
take time to think ahead of taking action; plan what they will do and how they will do it.	5 4 3 2 1	rush ahead with the first thing that comes to mind; impulsive.
are open to change and act on feedback; unafraid of doing things differently when necessary.	5 4 3 2 1	are rigid in outlook; uncomfortable with change; prefer to stick with their usual methods.
are aware of their learning strengths / weaknesses; reflect on how they are learning.	5 4 3 2 1	are unaware of how they learn; do not think about the process of learning.