Technical sheet for mentors

3. ADJUSTING MY EVALUATION STRATEGIES

Mentorvention Phase	Dimension	Duration (mins)	Number of participants (min/max)
Extension meeting	**Monitoring & Adapting**	45 mins	2-5
Learning-2-Learn dimension elements	- Evaluating progress - Adapting strategies - Growing from mistakes - Attributing success to effort - Developing persistence, seizing opportunities, gaining access with help and over time		
Tags	learn to learn, adjusting learning strategies, efficient learning, interview, dialogue, mentoring		

The aim of the activity
This activity aims to help the mentees ask questions that will help them adjust their evaluation strategies and make them more efficient self-directed learners. The activity is based on Questions That Self-Regulated Learners Ask Themselves (adapted from Schraw, 1998 and Tanner, 2012

Preparation
Print the handout

Application

Read the questions on the sheet, and have them discuss in the circle and write down their answers.

Direct link to the activity handout on the learning platform	**Learn more**
https://upsim.aidlearn.eu/en/	*Inspiration source & where can the mentors learn more about this approach/method/type of tool? (if relevant)* *https://www.missiontolearn.com/improve-concentration-focus-attention/* *https://ww2.kqed.org/mindshift/2013/12/05/age-of-distraction-why-its-crucial-for-students-to-learn-tofocus/* *https://www.mindtools.com/pages/article/newHTE_78.htm*

Activity tool

Groups start by reading the first questions. Before answering, there will be a 1 minute of reflection time, where mentees note down their initial thoughts. Each mentee then shares these thoughts with the group. This can be the basis of a discussion about learning strategies.

Each person in the group thinks of a learning task that they gave themselves during the Application phase. (for example a challenge card) Talk about:

Evaluating - meta-cognition
Q: How well did you achieve your goal or master what you set out to do?
Q: What learning can you recall, and what do you still need to review?
Q: What were your most important learning points?
Q: Can you organise and see the interrelations between the learnings?
Q: What do you still have problems with learning?
Q: What questions do you need to ask, and who can you ask them to?
Q: How has your thinking changed on this topic?
Q: Which approaches and strategies worked well?
Q: Which didn't?
Q: What do you need to do differently next time?

Evaluating - meta-emotional
Q: How are you reacting emotionally to your evaluation of your learnings?
Q: How can you use this in your next task, if you start to lose motivation?
Q: Are you pleased about your learnings, and how can you use this with future learning tasks?
Q: Are you disappointed with yourself and your ability to learn? How can you counteract this feeling? What positive experiences can you draw from, to motivate yourself?

Evaluating - environment
Q: How well did you avoid distractions and stay on task?
Q: How can you avoid distractions in the future?
Q: Do you need to experiment more with different work environments and schedules? What options do you think you have?

After the discussions, share your main takeaways with the group. What will you do differently for your future tasks? Write a letter to yourself, to highlight the areas where you would like to become more efficient and reflect on the strategies that you could use.