Technical sheet for mentors

1. ADJUSTING MY LEARNING PLAN

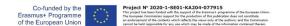| Mentorvention Phase	Dimension	Duration (mins)	Number of participants (min/max)
Extension meeting	**Monitoring & Adapting**	45 mins	2-5
Learning-2-Learn dimension elements	- Evaluating progress - Adapting strategies - Growing from mistakes - Attributing success to effort - Developing persistence, seizing 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 planning 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

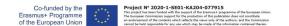ikf malmö · PELICAN · consat · AidLearn · M|C

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

https://upsim.aidlearn.eu/en/

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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:

Planning/task analysis - meta-cognition
Q: What kind of task was it?
Q: What was your learning goal for the task?
Q: What were your competences and what previous knowledge did you have before starting it?
Q; What additional information did you need to get started, if any?
Q: Which strategies did you use to complete the task? (i.e. actively listening, taking notes, outlining, visually representing the material, self-quizzing, reviewing, recording, summarising etc)
Q: What strengths did you bring to the task?
Q: What weaknesses did you envisage you would have in completing the task?

Planning/task analysis - meta-emotional
Q: How interested and motivated were you to do the task?
Q: Did you do anything to increase your motivation to do the task?
Q: What was the value or relevance of doing the task or what were you learning?
Q: How confident were you that you could complete the task/learn the material?
Q: What can you do to improve your self-confidence without becoming too over-confident?
Q: Do you remember other tasks that are similar to this, where you had a different experience?

Planning/task analysis - environment
Q: In what kind of environment did you complete the task in? (noise levels, surrounding people, comfort/seating, temperature/weather conditions etc)
Q: What was your state of mind when doing the task? (tiredness, quality of sleep, stress levels, mindset)
Q: What did you think were your potential distractions, and what did you do to avoid them?
Q: How much time did you plan to set aside for the task?
Q: What resources did you prepare to use to complete the task?

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.