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|  | **Taking charge of your learning: a self-evaluation checklist (Devised by Prof Phil Race, June 2019)** | **I’m comfortable that I am doing this rather well** | **I’m pretty good at this on the whole** | **I would like to become better at this** | **I need to think more about this** | **Focus for action** |
|  | **I feel that I know why I’m here, what I’m here for, and how to go about realising my ambitions successfully.** |  |  |  |  |  |
|  | **I avoid just ‘collecting the stuff’ (notes, weblinks, handouts), and regularly get to grips with the material rather than leaving it for later.** |  |  |  |  |  |
|  | **I’m really keen to learn. I enjoy learning, and am willing to do my best with new topics, ideas and situations.** |  |  |  |  |  |
|  | **I really need to learn and succeed. I’m determined to be successful in my studies, and do everything I need to do, to excel at assessments.** |  |  |  |  |  |
|  | **I ask myself ‘what exactly am I expected to become able to do with this?’ for each class session, chapter, book, idea, web reference, and so on.** |  |  |  |  |  |
|  | **I tend to learn best by getting stuck in, and practising things until I can do them well.** |  |  |  |  |  |
|  | **I avoid putting off things which need doing. I’m good at keeping up with what I need to do, on a day-to-day basis.** |  |  |  |  |  |
| 1. **1** | **I manage time effectively, I’m normally punctual and I make sensible decisions about how much I can sensibly achieve at any time.** |  |  |  |  |  |
|  | **I feel best when I can really make sense of concepts and ideas, and keep up with the sense-making as I go, rather than hoping it will happen later.** |  |  |  |  |  |
|  | **When I get positive feedback on what I’ve done, I resist ‘shrugging it off’ and instead try to build on what I’ve done well.** |  |  |  |  |  |
|  | **When I get critical feedback on what I’ve done, I resist being hurt or defensive, and try to work out exactly what to do to make things better.** |  |  |  |  |  |
|  | **I find it really useful to explain things I’m learning to friends, relatives, and anyone who will listen – this helps me make sense of it better.** |  |  |  |  |  |
|  | **I self-assess everything I do for assessment before submitting it, so I internalise the criteria which others will use to assess my work.** |  |  |  |  |  |
|  | **I try to find out ‘what does a ‘good’ example of this look like, and what does a ‘poor’ example look like?’ for everything I do for assessment.** |  |  |  |  |  |
|  | **Always on my mind is the question ‘where does this particular bit fit into the bigger picture of my module, course, degree, life?’** |  |  |  |  |  |
| 1. **6** | **I monitor my stress levels as I study, and know when it feels as if things are getting on top of me, and seek help from people who can help.** |  |  |  |  |  |
|  | **I’m there! Except in emergency, I go to class sessions, rather than try to catch up from ‘captured sessions’, fellow-students’ notes, and so on.** |  |  |  |  |  |