**Helping students to take charge of their learning would be better if only…**

(Transcribed from post-its at my session at the Solstice Conference at Edge Hill University, on 5th June 2019, Phil Race)

* There was more time on this.
* They listened!
* They were better empowered at an early stage.
* I could see them on a regular basis to assess learning.
* I had a more informed and better understanding of how they learn in the context of pervasive social media.
* They knew what they wanted to learn.
* I could guarantee they would actually do it!
* They wanted to take charge of their own learning.
* We were both able to invest the time together.
* They didn’t come with the expectation that it is me who is responsible for this.
* I was supported and given the freedom and resources I need.
* They would cut my grass too.
* They read the handbook.
* They would engage with me.
* I was more tech-literate to engage them in a variety of ways.
* They were fully engaged on their programme, and interested in their own learning – a transition required from prior study.
* They didn’t expect us to do it all for them.
* They had confidence in their own abilities.
* They would listen!
* Improving their learning is for them, not me.
* They knew for sure what they need to do!
* I could understand what their aims/outcomes need to be.
* They shared and understood the value of independent learning.
* They came forward with ideas.
* They read to programme/module handbook.
* I didn’t fear chaos.