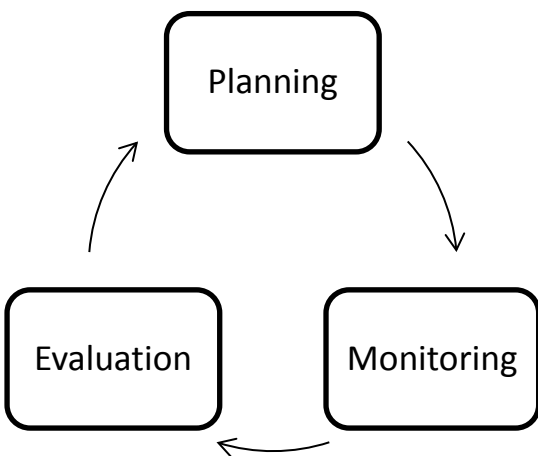


Evaluate Your Learning

“We all need people who will give us feedback. That’s how we improve.” – **Bill Gates**

During the learning process, we have many opportunities to receive feedback about the quality of our learning and work. In the university environment, this often comes in the form of grades and Instructor comments on assignments and exams. By using this feedback to evaluate your learning strategies in light of your goals, you will be able to make adjustments to move you towards your goals in current and future courses.

Thinking about your learning occurs in a cycle:



1. In the planning stage, you determine what you need to learn and what strategies you will use for your learning.
2. In the monitoring stage, you consider how well your current strategies are working, and add new strategies as needed. You also carefully track what you have successfully learned, and what content is still challenging for you.
3. In the evaluation stage, you respond to feedback you receive about your learning. You reflect on how successful your learning has been, and consider the changes that you wish to make in your current or next courses in order to achieve your goals.

Reflecting Mid-Course

An excellent time for self-evaluation is after you have received feedback on your first midterm exam or major assignment. Consider the following reflection questions at this stage in your course:

What grade do I hope to achieve in this course? _____

To what extent am I meeting my goal for the course at this point?

What about my exam/assignment preparation worked well?

What in my exam/assignment preparation did not go well? What do I want to change?

How will what I have learned help me in the second half of the course?

Evaluate Your Learning

Use Evaluation to Support Planning

After completing your reflection and evaluation, use the insights gained to support your ongoing planning. Consider your use of learning strategies (e.g. self-testing, flash cards, critical questioning, notetaking strategies, time management methods). The Learning Centre's *Learning Aids* page is an excellent resource for discovering new strategies: <http://www.kpu.ca/learningcentres/learning-aids>.

Next, consider your use of learning resources. These include instructor office hours, online resources that supplement your textbook, peer tutors, and Learning Strategist consultations.

Use the Stop-Start-Continue method to make your plan. If any of your current strategies are ineffective, you may wish to stop them and replace them with other study methods. Continue strategies that are currently effective, and start new strategies that you feel will support your success.

	Learning Strategies	Learning Resources
Stop		
Start		
Continue		

Reflecting at the End of a Course

The completion of a course is also an excellent time for reflection and evaluation. In addition to the questions in the midterm evaluation, consider the following:

1. How will what I have learned help me in my next courses?
2. How will I use what I have learned in my future career and other aspects of my life?

By reflecting on feedback and evaluating your learning regularly, you will avoid getting stuck in unproductive patterns. You will contribute to your own ongoing personal growth and development, supporting your success in future courses and other life endeavours.

References: Chen, P., Chavez, O., Ong, D. C., & Gunderson, B. (2017). Strategic Resource Use for Learning: A Self-Administered Intervention That Guides Self-Reflection on Effective Resource Use Enhances Academic Performance. *Psychological Science*, 28(6), 774–785. <https://doi.org/10.1177/0956797617696456>; Tanner, K. D. (2012). Promoting Student Metacognition. *Cell Biology Education*, 11(2), 113–120. <https://doi.org/10.1187/cbe.12-03-0033>