

Table B.4 Five basic questions to develop a learning contract

| Reflective moment | Leading question | Operationalisation |
|--|------------------------------------|--|
| Learning report... | | |
| 1 Problem definition | <i>Where am I now?</i> | 1 Strengths and weaknesses analysis: per skill (🌐 www.skillsheets.com ; → B2). 2 What is my skill level per skill (→ intros to Series A-G)? 3 Which skill profile is the teaching institute aiming at, or required for your job or organisation (if available)? How close are you to reaching that profile? |
| 2 Diagnosis | <i>What is my problem?</i> | 1 Which clear deficiencies still exist in my abilities (major weaknesses)? 2 More specific: how well do I perform regarding the five principles of self-managed learning (→ B1) and the eight principles of good research (→ A1)? |
| ...as the input for a learning contract | | |
| 3 Output and design | <i>Where do I want to go?</i> | State a mission definition for the next year. Write a few lines or invent a motto that can motivate you for the coming year. Always assign priority to tackling deficiencies in your minimum skills. Make priorities in which you favour writing and research skills (as your core skills). |
| 4 Implementation | <i>How can I get there?</i> | Define a portfolio of activities (→ B1). Make a distinction between curricular and extra-curricular activities. Which attitude and study style is required (→ B2)? Specify a realistic plan for the semester (→ B11). |
| 5 Evaluation | <i>How can I test my progress?</i> | Specify a strategy to generate feedback. Define the output aim, and the way that you would like to get feedback from peers, teachers, or others, systematically (→ B13). |