

Discovery Wheel Activity

1. Print this form and mark your answers for each statement
2. Add the marks for each category
3. complete the graph on the discovery wheel by filling in each section to the total points you calculated for each category
4. answer the reflective questions (please type your answers)

Motivation

Read the statements on this page and award yourself points for each one, using the point system below.

never true some times always true

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1 2 3 4 5

I start each term highly motivated, and stay that way.

I know what I want to get from my education.

I enjoy learning.

I study even when distracted by activities of lower priority.

I am satisfied with how I progress toward achieving goals.

I use knowledge of learning styles to support my success in school.

I am excited about the courses I take.

I have a clear idea of the benefits I expect to get from my education.

Time

Read the statements on this page and award yourself points for each one, using the point system below.

never true some times always true

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1 2 3 4 5

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|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I periodically refine my long-term goals. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I regularly define short-term goals. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I write a plan for each day and each week. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I assign priorities to what I choose to do each day. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I plan review time so I don't have to cram before tests. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I plan regular recreation time. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I adjust my study time to meet the demands of individual courses. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I have adequate time each day to accomplish what I plan. |

Memory

Read the statements on this page and award yourself points for each one, using the point system below.

never
true

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times

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true

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1 2 3 4 5

I am confident in my ability to remember.

I remember people's names.

At the end of a lecture, I can summarize what was presented.

I apply techniques that enhance my memory skills.

I can recall information when I'm under pressure.

I remember important information clearly and easily.

I can jog my memory when I have difficulty recalling.

I can relate new information to what I've already learned.

Reading

Read the statements on this page and award yourself points for each one, using the point system below.

never true some times always true

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1 2 3 4 5

I preview and review reading assignments.

When reading, I underline or highlight important information.

When I read, I ask questions about the material.

When I read textbooks, I am alert and awake.

I relate what I read to my life.

I select a reading strategy to fit the type of material I'm reading.

I take effective notes when I read.

When I don't understand what I'm reading, I note my questions and find answers.

Notes

Read the statements on this page and award yourself points for each one, using the point system below.

never true some times always true

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1 2 3 4 5

When I am in class, I focus attention.

I take notes in class.

I am aware of various methods for taking notes and choose those that work best for me.

My notes are valuable for review.

I review class notes within 24 hours.

I distinguish important material and notice key phrases in a lecture.

I copy material the instructor writes on the board or overhead projector.

I can put important concepts into my own words.

Tests

Read the statements on this page and award yourself points for each one, using the point system below.

never true some times always true

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1 2 3 4 5

I feel confident and calm during an exam.

I manage my time during exams and I am able to complete them.

I am able to predict test questions.

I can examine essay questions in light of what I know and come to new and original conclusions during a test.

I adapt my test-taking strategy to the kind of test I'm taking.

I understand what essay questions ask and can answer them completely and accurately.

I start reviewing for tests at the beginning of the term and review regularly.

My sense of personal worth is independent of my test scores.

Diversity

Read the statements on this page and award yourself points for each one, using the point system below.

never true some times always true

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1 2 3 4 5

I am aware of my cultural biases and open to understanding people with different backgrounds.

I build rewarding relationships with people from other cultures and races.

I can point out examples of discrimination and effectively respond to them.

I use campus-based services to support my success.

I use community-based resources to support my success.

I take specific steps to make a successful transition into higher education.

I am in regular contact with instructors and students who share my academic interests.

I effectively integrate schooling with my family and work lives.

Thinking

Read the statements on this page and award yourself points for each one, using the point system below.

| never true | | some times | | always true |
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| 1 | 2 | 3 | 4 | 5 |

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I have flashes of insight, and solutions to problems appear to me at unusual times.

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I use brainstorming to generate solutions to a variety of problems.

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When I get stuck on a creative project, I use specific methods to get unstuck.

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I see problems and decisions as opportunities for learning and personal growth.

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I am willing to consider different points of view and alternative solutions.

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I can state the assumptions that underlie a series of assertions.

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I can detect common errors in logic.

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I approach courses in mathematics and science with confidence.

Relationships

Read the statements on this page and award yourself points for each one, using the point system below.

never true some times always true

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1 2 3 4 5

I develop and maintain mutually supportive relationships.

I am candid with others about who I am, what I feel, and what I want.

Other people tell me that I am a good listener.

I communicate my upset and anger without blaming others.

I make and keep promises that stretch me to meet my potential.

I am able to learn from various instructors with different teaching styles.

I have the ability to make friends and create valuable relationships in a new place.

I am open to being with people I don't especially like in order to learn from them.

Writing

Read the statements on this page and award yourself points for each one, using the point system below.

never true some times always true

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1 2 3 4 5

I approach writing with confidence.

I can effectively plan and research a large writing assignment.

I create first drafts without stopping to edit or criticize my writing.

I revise my writing for clarity, accuracy, and coherence.

My writing affirms women and is free of sexist expressions.

When writing, I accurately credit ideas and facts from other people.

I know ways to prepare and deliver effective speeches.

I am confident when I speak before others.

Money and Health

Read the statements on this page and award yourself points for each one, using the point system below.

never true some times always true

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1 2 3 4 5

I budget my money and am in control of my personal finances.

I am confident that I will have enough money to complete the education that I want.

I repay my debts on time.

My sense of personal worth is independent of my financial condition

I exercise regularly and eat to maintain a healthful weight.

My emotional health supports my ability to learn.

I notice changes in my physical condition and respond effectively.

I am in control of any alcohol or drugs I put into my body.

Purpose

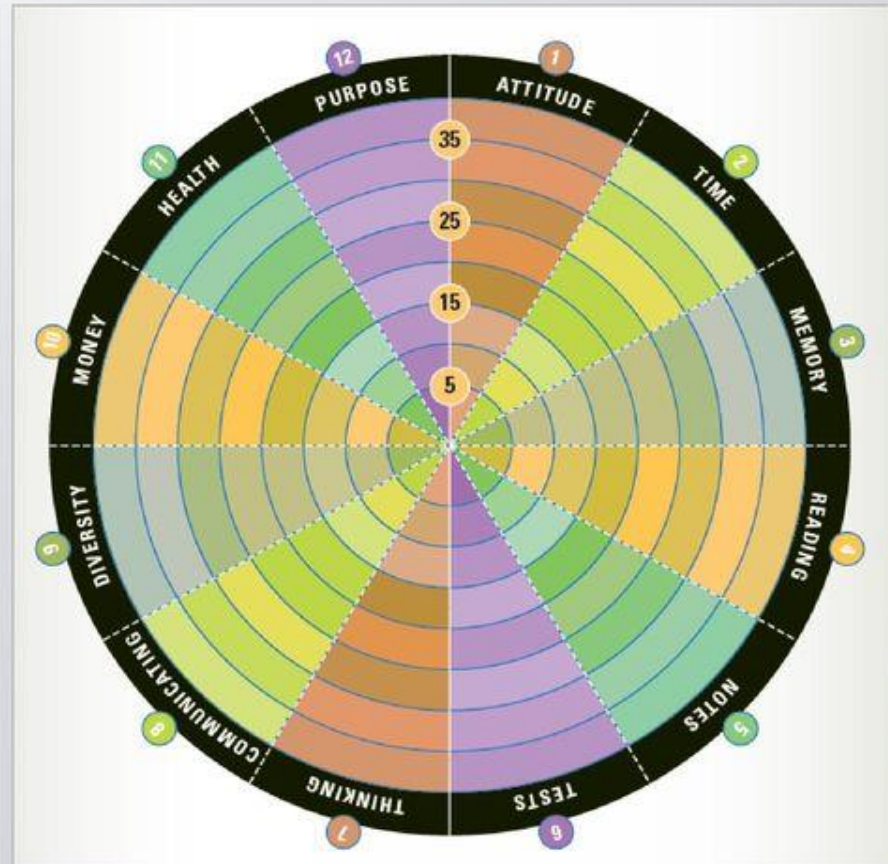
Read the statements on this page and award yourself points for each one, using the point system below.

| never true | | some times | | always true | |
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| 1 | 2 | 3 | 4 | 5 | |
| <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I see learning as a lifelong process. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I relate school to what I plan to do for the rest of my life. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I learn by contributing to others. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I revise my plan as I learn, change, and grow. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I am clear about my purpose in life. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I know that I am responsible for my own education. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I take responsibility for the quality of my life. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I am willing to accept challenges even when I'm not sure how to meet them. |

Graph Me

The **Discovery Wheel**

- What did you discover about yourself?
- What do you want to keep doing?
- What do you want to do differently?



Discovery Wheel Activity

Now that you have completed your Discovery Wheel, spend a few minutes with it. Get a sense of its weight, shape, and balance. How would you feel if you ran your hands around it? How would it sound if it rolled down a hill? How would it look? Would it roll at all? Is it balanced? Make your observations without judging the wheel as good or bad. Simply be with the picture you have created.

After you have spent a few minutes studying your Discovery Wheel, think about how you would complete the following sentences:

This wheel is an accurate picture of my ability as a student because...

My self-evaluation surprises me because...

The two areas in which I am strongest are...

The areas in which I want to improve are...

I want to concentrate on improving these areas because...