**Monitoring your learning**

Estimated time: N/A

**Learning outcomes:**

After you complete this activity, you will be able to:

* Practice thinking metacognitively while completing various learning tasks and activities
* Monitor your learning during various learning tasks and activities

**Instructions:** Use the scenario and questions below as prompts to help you think metacognitively as you monitor your learning.

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| --- | --- | --- | --- |
| ***During a class session*** | ***When you’re completing an active-learning task and/or homework assignment*** | ***When you’re studying for a quiz or exam*** | ***When thinking about your learning in the course, overall*** |
| * What insights am I having as I experience this class session? What confusions?
* What questions are arising for me during the class session? Am I noting them?
* Do I find this class interesting? Why or why not? How could I make this material personally relevant?
* Can I distinguish important information from details? If not, how will I figure this out?
 | * What strategies am I using that are working well or not working well to help me learn?
* What other resources could I be using to complete this task? What actions should I take to get these?
* What is most challenging for me about this task? Most confusing?
* What could I do differently mid-assignment to address these challenges and confusions?
 | * To what extent am I being systematic in my studying for all the material for this exam?
* To what extent am I taking advantage of all the learning supports available to me?
* Am I struggling with my motivation to study? If so, do I remember why I am taking this course?
* Which of my confusions have I clarified? How was I able to get them clarified?
* Which confusions remain and how am I going to get them clarified?
 | * In what ways is the teaching in this course supportive of my learning? How could I maximize this?
* In what ways is the teaching in this course not supportive of my learning? How could I compensate for or change this? Where can I get support?
* How interested am I in this course? How confident am I in my learning? What could I do to increase my interest and confidence?
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**Sources**

Adapted by PATHS, York University from: Promoting Student Metacognition. Kimberly D. Tanner CBE—Life Sciences Education 2012 11:2, 113-120. <https://www.lifescied.org/action/showCitFormats?doi=10.1187%2Fcbe.12-03-0033>

Common Self-Regulation Strategies. University of Connecticut, Renzulli center for creativity, gifted education, and talent development. <https://nrcgt.uconn.edu/underachievement_study/self-regulation/sr_section7/>



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