

Key Questions to Improve Your Learning

At each stage in the learning cycle, there are key questions that you will ask yourself to support your learning process. In the chart below, you will identify the key question for each stage in the cycle, along with the other questions you will want to consider.

Use this worksheet as you begin a new course, topic, or module to guide your study plan.

Key question	Other questions to ask yourself
What do I need to learn? (Planning)	What are the Learning Objectives for this class? What do I already know about this topic? What are the concepts I need to master before my next test? What do I want to learn about this topic? How do I distinguish important information from the details?
How am I going to learn the material? (Planning)	How can I integrate textbook reading with lecture notes? What active learning strategies will support my learning? Will I study alone or with a study group? What charts or visuals will help me reorganize or process this material? What memory strategies can I use to remember key words and concepts? How can I connect with my instructor in office hours?
How am I doing at learning this material? (Monitoring)	What concepts do I understand well? What concepts are still confusing for me? Can I explain the material to someone else without referring to notes? Can I create and answer self-testing questions about these concepts? What other strategies could I use to learn this material? Am I using the supports available to me (e.g. office hours, tutors)? How can I make this material more personally relevant to me?
Did I learn the material effectively? (Evaluation)	To what extent did I meet the Learning Objectives for this unit? What in my exam preparation worked well? What in my exam preparation did not go well? What do I want to change? How did my exam answer compare with the suggested answer? What key components did I miss? How will what I have learned help me in my next courses?

Adapted from: Tanner, K. D. (2012). Promoting student metacognition. *Cell Biology Education*, 11(2), 113–120. <https://doi.org/10.1187/cbe.12-03-0033>