## Learning Outcome

Practice thinking metacognitively as you complete learning activities and tasks during the planning, monitoring and evaluation stages of self-regulated learning.

## Succeeding in a university course

## Planning: At the start of a new course

* What do I know already about the topics covered in this course?
* Why is it important to learn the material in this course?
* How does success in this course relate to my goals (e.g. this year, next year, for my career)?
* How am I going to actively monitor my learning in this course?
* What do I most want to learn in this course?
* What do I want to be able to do by the end of this course?

##  Monitoring: Throughout the course

* 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?

## Evaluating: At the end of the course

* What have I learned about how I learn in this course that I could use in my future courses? And in other areas (e.g., work placements, career)?
* What will I still remember a year from now that I learned in this course? What will I remember 5 years from now?
* What advice would I give a friend about how to learn the most in this course?

## Learning in-class

#### Planning: Before a class session, how will you prepare to learn?

* What are the goals of the class session going to be?
* What do I already know about this topic?
* How could I best prepare for the class session?
* What questions do I already have about this topic that I want to find out more about?
* Where should I sit and what should I be doing (or not doing) to best support my learning during class?

#### Monitoring: During a class session, will you think about how and what you're learning?

* What insights am I having as I experience this class session?
* What is hard to grasp or confusing as I experience this class session?
* 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?

#### Evaluating: After class, how will you track your learning and get clarity?

* What was today’s class session about?
* What did I find most interesting about class today?
* What did I hear today that is in conflict with my prior understanding?
* How did the ideas of today’s class session relate to previous class sessions?
* What do I need to actively go and do now to get my questions answered and my confusions clarified?

## Completing a task/assignment/activity

## Planning: Before completing a task/assignment

* What is the instructor’s goal in having me do this task?
* What are all the things I need to do to successfully accomplish this task?
* What resources do I need to complete the task? How will I make sure I have them?
* How much time do I need to complete the task?
* If I have done something like this before, how could I do a better job this time?

## Monitoring: While completing a task/assignment

* 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?

## Evaluating: After completing a task/assignment

* To what extent did I successfully accomplish the goals of the task?
* To what extent did I use resources available to me?
* If I were the instructor, what would I identify as strengths of my work and flaws in my work?
* When I do an assignment or task like this again, what do I want to remember to do differently?
* What worked well for me that I should use next time?

## Preparing for a test

#### Planning: Before studying

* What strategies will I use to study (e.g., study groups, problem sets, evaluating text figures, challenging myself with practice quizzes, and/or going to office hours and review sessions)?
* How much time do I plan on studying? Over what period of time and for how long do I need to study each session?
* Which aspects of the course material should I spent more or less time on, based on my current understanding?

#### Monitoring: While studying

* To what extent am I being systematic in my studying of 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?

#### Evaluating: After quiz/exam

* What about my exam preparation worked well that should remember to do next time?
* What did not work so well that I should not do next time or that I should change?
* What questions did I not answer correctly? Why? How did my answer compare with the suggested correct answer?
* What confusions do I have that I still need to clarify?

**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>
* Sources: Common Self-Regulation Strategies. Renzulli center for creativity, gifted education, and talent development, University of Connecticut. [https://nrcgt.uconn.edu/underachievement\_study/self-regulation/sr\_section7/#](https://nrcgt.uconn.edu/underachievement_study/self-regulation/sr_section7/)