Developing Your Metacognitive Skills - During Class

Metacognition is thinking about one’s own thinking, and refers to the ability to reflect upon, understand, manipulate, and regulate one’s cognitive activities during learning. Metacognition involves planning and goal-setting, monitoring one's progress, and adapting as needed. Your brain is like a muscle that when exercised your learning abilities can be enhanced. The following activity will assist you with exercising your brain and developing your metacognitive skills.

Beginning of Class - Planning & Goal Setting

1. What are the goals of the class session going to be?

________________________________________________________________________________________

2. What do I already know about this topic?

________________________________________________________________________________________

3. Where should I sit and what should I be doing (or not doing) to best support my learning during class?

________________________________________________________________________________________

4. What Questions do I already have about this topic that I want to find out more about?

________________________________________________________________________________________

Middle of Class – Monitor Learning Progress and Adapt – think about and answer in your notes during the class.

1. What insights am I having as I experience this class session? What confusions?

2. What questions are arising for me during the class session? Am I writing them down somewhere?

End of Class – Reflect and Evaluate Learning

Three most important ideas of the lecture were:

1. __________________________________________________________________________________________

________________________________________________________________________________________

2. __________________________________________________________________________________________

________________________________________________________________________________________

3. __________________________________________________________________________________________

________________________________________________________________________________________

1. What were the differences between your three most important ideas of the lecture and your professor’s ideas?

________________________________________________________________________________________