### Questions That Self-Regulated Learners Ask Themselves
*adapted from Schraw, 1998 and Tanner, 2012*

<table>
<thead>
<tr>
<th>Planning before a learning or performance task (task analysis)</th>
<th>Metacognition (also Elaborative Rehearsal)</th>
<th>Meta-emotional</th>
<th>Environmental</th>
</tr>
</thead>
<tbody>
<tr>
<td>What kind of a task is this?</td>
<td>How interested and motivated am I to do the task, and how can I increase my interest and motivation if they are low?</td>
<td>What is the best environment for the task that I can create?</td>
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<tr>
<td>What is my goal? How will I know I have reached it?</td>
<td>What’s the value or relevance of what I’ll be learning?</td>
<td>Am I in a good physical place and position to do this task?</td>
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<tr>
<td>What do I already know about the topic?</td>
<td>How confident am I in my ability to learn this material? If not very, how can I increase my belief in my ability to learn it, without becoming over-confident? What similar tasks can I recall doing well in the past?</td>
<td>Is the temperature right for me? How about the background sounds?</td>
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<tr>
<td>What additional information, if any, will I need?</td>
<td>What material is challenging what I’ve thought about</td>
<td>Have I had enough sleep? Have I had the right amount of coffee today?</td>
<td></td>
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<tr>
<td>What strategies should I use? (actively listening, taking notes, outlining, visually representing the material, occasionally self-quizzing, reviewing, or writing a summary)</td>
<td>Should I try another environment to see if it works better?</td>
<td>Have I put potential distractions far, far away?</td>
<td></td>
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<tr>
<td>What strengths can I bring to the task?</td>
<td>How much time and what resources will I need? Are these resources handy?</td>
<td>How much time and what resources will I need? Are these resources handy?</td>
<td></td>
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<tr>
<td>What are my weaknesses and how can I make up for them?</td>
<td>Should I try another environment to see if it works better?</td>
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<tr>
<th>Monitoring during a learning or performance task</th>
<th>Am I sure I know what I am doing? Does my approach to the task make sense? Am I making good progress toward my goal? How focused am I? Am I getting tired? If so, how can I keep myself focused and alert? How well are my strategies</th>
<th>If my interest and motivation are sagging, how is what I’m learning relevant to my experience or my future?</th>
<th>Should I try another environment to see if it works better?</th>
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<td>Am I sure I know what I am doing? Does my approach to the task make sense? Am I making good progress toward my goal? How focused am I? Am I getting tired? If so, how can I keep myself focused and alert? How well are my strategies</td>
<td>If my interest and motivation are sagging, how is what I’m learning relevant to my experience or my future?</td>
<td>How about another physical position?</td>
<td></td>
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<tr>
<td>Am I making good progress toward my goal? How focused am I? Am I getting tired? If so, how can I keep myself focused and alert? How well are my strategies</td>
<td></td>
<td>How are the temperature and background sounds working out?</td>
<td></td>
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<tr>
<td>Working?</td>
<td>The subject? Am I resisting it?</td>
<td>Am I staying away from distractions? If not, I have to get further away from them.</td>
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<tr>
<td>What changes in approach or strategies should I make, if any?</td>
<td>Am I starting to get discouraged or give up? Am I thinking I’m just no good at this subject? How can I change this negative thinking?</td>
<td>Do I need a short break to refresh my mind and body?</td>
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<td>What material is the most important?</td>
<td>What similar tasks can I recall doing well in the past?</td>
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<tr>
<td>What material am I having trouble understanding?</td>
<td>How is my thinking on the topic changing?</td>
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<tr>
<td>How does what I am learning relate to what I already know?</td>
<td>How can I change this negative thinking?</td>
<td></td>
<td></td>
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<tr>
<td>How is my thinking on the topic changing?</td>
<td>What do I need to do differently next time I take on a similar task?</td>
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### Evaluating after a learning or performance task

<table>
<thead>
<tr>
<th>How well did I achieve my goal or master what I set out to learn?</th>
<th>How am I reacting emotionally to my evaluation of my learning?</th>
<th>How well did I avoid distractions and stay on task?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What can I recall and what do I need to review?</td>
<td>Being pleased reinforces a learner’s motivation and other positive emotions she generated about the material and her ability to learn it.</td>
<td>If not that well, how can I avoid distractions more effectively in the future?</td>
</tr>
<tr>
<td>What were the most important points I learned?</td>
<td>Being disappointed may lead either to improving her learning strategies or her defensively withdrawing her energy from task.</td>
<td>Do I need to experiment more with different physical factors to find the best working environment and break schedule for myself?</td>
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<tr>
<td>Can I see and organize the interrelationships among them?</td>
<td>This last reaction in turn undermines the positive emotions needed to begin the next learning or performance task.</td>
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<tr>
<td>What am I still having trouble understanding?</td>
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<tr>
<td>What questions do I have to ask my instructor?</td>
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<tr>
<td>How does what I learned relate to other things I’ve been learning or have experienced?</td>
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<tr>
<td>How has my thinking on the topic changed?</td>
<td></td>
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<tr>
<td>Which approaches and strategies worked well?</td>
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<tr>
<td>Which didn’t?</td>
<td></td>
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<tr>
<td>What do I need to do differently next time I take on a similar task?</td>
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</table>
Reading and Discussion on “Learning” and “Thinking”

12-page essay on the brain biology of learning; the difference between “understanding” and “remembering”; how to listen actively to a lecture and take notes; how to develop an interest in a subject; how to use out-of-class time productively; the difference between “knowledge” and “information” and how to use the former to make sense out of the latter; and how to prepare for and take exams. Leamnson gives wise, research-based advice on how to study and effectively drives home the point that learning involves work and effort for all students but can be very rewarding.

You might want to explore shorter (but less comprehensive and in-depth) readings such as these:

https://www.missiontolearn.com/improve-concentration-focus-attention/

https://ww2.kqed.org/mindshift/2013/12/05/age-of-distraction-why-its-crucial-for-students-to-learn-to-focus/

https://www.mindtools.com/pages/article/newHTE_78.htm

If you assign this kind of reading, leave time for in-class or online discussion the date it is due. The discussion may start out with some recall (recitation) questions that warm up students’ minds to the material, but a good discussion is an exchange of experiences and viewpoints, so it relies on asking questions with multiple correct answers, like these:

• What was the most important insight you gained from the reading?
• What surprised you most in the reading?
• What did you already know?
• Have you been taught how to learn before? Where? What did you learn about learning?
• What will you do differently during a lecture, if anything, given what you read?
• How will you prepare differently for exams, given what you read?
• Can you think of other good learning practices that the reading didn’t mention?
Self-Assessment Instruments on Metacognitive Skills

The first, designed by Cooper and Sandi-Urena (2009), is the 27-item “Metacognitive Activities Inventory” (MCAI) at http://pubs.acs.org/doi/abs/10.1021/ed086p240. While these researchers created it for chemistry students, it can measure metacognitive problem-solving skills in other STEM areas as well. A few sample items:

- When I do assigned problems, I try to learn more about the concepts so that I can apply this knowledge to test problems.
- Once a result is obtained, I check to see that it agrees with what I expected.
- I jot down things that I know might help me solve a problem before attempting a solution.
- I start solving problems without having to read all the details of the statement. (This item is phrased in reverse, like several others; agreeing indicates a lack of a metacognitive skill.

The second instrument, called the “Metacognitive Awareness Inventory” assesses general self-regulated learning skills across the disciplines and is accessible at https://www.harford.edu/~media/PDF/Student-Services/Tutoring/Metacognition%20Awareness%20Inventory.ashx. Schraw and Dennison (1994), it has 52 items that are classified by type of cognitive knowledge—declarative (DK), procedural (PK), and conditional (CK)—or by specific metacognitive process—planning (P), information management strategies (IMS), monitoring (M), debugging strategies (DS), and evaluation (E). Below are eight sample items, each representing a different classification:

- I have control over how well I learn. DK
- I am aware of what strategies I use when I study. PK
- I use my intellectual strengths to compensate for my weaknesses. CK
- I think about what I really need to learn before I begin a task. P
- I consider several alternatives to a problem before I answer. M
- I summarize what I’ve learned after I finish. E
- I draw pictures or diagrams to help me understand while learning. IMS
- I change strategies when I fail to understand. DS
Self-Regulated Learning References

Academic Advising and Support Services, Loyola University, Chicago. (n.d.). Available at http://www.luc.edu/advising/pdfs/postexam_survey.pdf


Nilson, L. B. (2013, October 18). The top ten reasons why we have to teach our students how to learn. Invited StylusPub blog posting. Available at http://styluspub.wordpress.com/2013/10/18/the-top-ten-reasons-why-we-have-to-teach-our-students-how-to-learn/


Wirth, K. R. (2008a). A metacurriculum on metacognition. Opening keynote address presented at the National Association of Geoscience Teachers (NAGT) Workshops: The Role of Metacognition in Teaching Geoscience,


