Questions to Stimulate Metacognitive Reflection and Learning

These questions can be used in class discussion, as a basis for reflective writing (prompts), or as part of class activities (teams and groups) 1) for class, 2) for assignments, 3) for tests, 4) for the course overall.

Questions Promoting Planning

- What are the goals of the course that this class or assignment is advancing?
- What are the class goals (or my goals) for today’s class?
- What do I already know about this topic/issue?
- What should I do before class to meet class and personal goals?
- What should I do during class to meet class and personal goals?
- What questions do I have about this topic/issue?

- What are the instructor’s goals for this task?
- What do I need to know to complete the task?
- What resources do I need to complete the task?
- If I have done something like this before, what can I do better this time?

- What strategies can I use to study for the exam? (Higher impact choices: study groups, completing problem sets, use study guides to complete practice questions, meet with professor, attend review or SL sessions, plan study time in chunks, highlight/outline text and class notes for key ideas Over-used or poorer choices: Reread text materials, try to memorize possible answers, study in a long single session, pull an all-nighter)
- What elements to the exam material should I prioritize in preparing (and why)?

- Why is it important to learn the content and skills of this class?
- How does success in this course relate to achieving my career or personal goals?
- How will I know/monitor if I am doing well or not in this class?
- What do I most want to know or be able to do by the end of this class?

Questions Promoting Monitoring

- What insights am I having in class? What is confusing? Am I writing down my questions for follow-up?
- How is this material relevant to me? To what’s coming in the class?
- Am I able to tell what’s important and what is not so important? If not, why not?

- What strategies am I using for this assignment? Are they working well?
- What other strategies do I (or others) know that might be applied? What resources could I get?
- What is most difficult for me in this task? Most confusing? What can I change now to adjust to these?
Questions Promoting Monitoring, cont.

- Am I being organized and systematic in my studying?
- What learning resources/supports are available to me?
- If my motivation is flagging, why am I taking this course?

- How have I resolved confusion in the past? What's working now? What do I need to do to resolve remaining confusion?
- In what ways is the course/instructor modeling knowledge and skills I want/need?
- What is inhibiting me from learning well in this course? How can I change that?
- How confident am I of my learning? Does my confidence level match my performance?
- What interferes with my interest in the course material? What could I do to become more interested

Questions Promoting Evaluation

- What was class today about?
- What did I learn today that was new? Familiar? In conflict with previous beliefs?
- How did ideas in class today relate to previous class sessions/topics?
- What was most interesting to me today? Least interesting? Why?
- What can I do to resolve confusion or questions?

- To what extend did I succeed in completing each of the task goals?
- To what extend did I use resources well? Less well?
- What would the instructor say were my strengths and weaknesses?
- What will I do differently when I have a task like this in the future?

- What features of my exam prep worked well (to use again)?
- What study activities did not work well or were not worth the effort?
- How were my answers different from the correct/better answers? Why?
- Did my prep methods fit the kind of exam?

- What will I remember/should I remember from the class in 5 years?
- What advice would I give a friend about how to get the most from this class?
- If I taught the course, what would I do differently?
- What have I learned about myself and how I learn in this class?