<table>
<thead>
<tr>
<th>Metacognitive</th>
<th>Meta-emotional</th>
<th>Environmental</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning</strong></td>
<td><strong>Monitoring</strong></td>
<td><strong>Evaluating</strong></td>
</tr>
<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>
</tr>
<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>
</tr>
<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 back-ground sounds?</td>
</tr>
<tr>
<td>• What additional information, if any, will I need?</td>
<td>• What material is challenging what I’ve thought about the subject? Am I resisting it?</td>
<td>• Have I had enough sleep? Have I had the right amount of coffee today?</td>
</tr>
<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>• Am I starting to get discouraged or give up? Am I thinking I’m just no good at this subject?</td>
<td>• Have I put potential distractions far, far away?</td>
</tr>
<tr>
<td>• What strengths can I bring to the task?</td>
<td>• How can I change this negative thinking? What similar tasks can I recall doing well in the past?</td>
<td>• How much time and what resources will I need? Are these resources handy?</td>
</tr>
<tr>
<td>• What weaknesses and how can I make up for them?</td>
<td>• How does what I am learning relate to what I already know?</td>
<td></td>
</tr>
</tbody>
</table>
| **Questions That Self-Regulated Learners Ask Themselves -- (adapted from Schraw, 1998 and Tanner, 2012)**

As you work, check in with yourself to see how you're learning!
TLC Thanksgiving Care Package for Learning

Effective Learning Approaches
Elaboration: How does this concept/problem/question relate to others?
Distinctiveness: How is this concept/problem/question different from others?
Personal: How can I relate this to my prior knowledge, motivation, &/or personal experience?
Appropriate to Retrieval & Application: How am I expected to use or apply this?

Good study strategies make you process information DEEPLY
Generate good questions – make them meaningful! (see above)
Draw a concept map showing nodes and links
Practice retrieving and using the information in the way the teacher expects
   Practice RECALL without referring to notes (written or out loud is best!)
   Practice USING the information in problem-solving or synthesis writing
Remember, recognizing a solution is not the same as solving a problem.
   Recognition → Understanding → Application & Mastery → Synthesis & Evaluation

Active Study & Practice Techniques
Re-read to find or write questions
Practice answering questions or solving problems
Then PRACTICE more
Think about specific concepts/ideas that confuse you, write Qs
Focus your attention/time on the hardest stuff
Make connections between material
Plan for likely test questions
Recite (talk through) what you know
Listen to others’ questions, and/or explanations; rephrase them!
Practice time limits w/ unfamiliar problems

→ Don’t study by reading unless you’re studying for a reading test