# Metacognitive Strategies for Self-Regulated Learning at ZSOM

<table>
<thead>
<tr>
<th>Planning</th>
<th>Monitoring</th>
<th>Reflecting</th>
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<tbody>
<tr>
<td><strong>Pre-work</strong></td>
<td>• What are the goals of the week? &lt;br&gt; • What do I already know about this topic? &lt;br&gt; • How can I best prepare for the week?</td>
<td>• Does the suggested reading/work make sense to me? If not, how do I change it? &lt;br&gt; • Do I have a foundational knowledge of the general topics to be covered in the week? &lt;br&gt; • Have I looked at the learning objectives and determined where they might fall within the week’s sessions?</td>
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<tr>
<td><strong>Large group/PEARLS/R&amp;R</strong></td>
<td>• Where should I sit and what should I be doing (or not doing) to best support my learning? &lt;br&gt; • What questions do I have about this topic?</td>
<td>• What insights am I having? What confusions? &lt;br&gt; • What questions are arising for me? &lt;br&gt; • Do I find this interesting? Why or why not? How could I make this material personally relevant? &lt;br&gt; • Can I distinguish high yield information? If not, how will I figure this out?</td>
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<tr>
<td><strong>While Reviewing</strong> &lt;br&gt; <strong>At end of night or week</strong></td>
<td>• What are all the things I need to do to successfully review these notes? &lt;br&gt; • What resources do I need? &lt;br&gt; • How much time do I need? &lt;br&gt; • If I have done something like</td>
<td>• What strategies am I using that are working or not working well? &lt;br&gt; • What other resources could I be using? &lt;br&gt; • What is most challenging for me about</td>
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<tr>
<td>Prior to RIA week</td>
<td>Overall in Course</td>
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| • What strategies will I use to study (e.g., study groups, OAS, faculty, self testing...)?  
• How much time do I plan on reviewing? Over what period of time and for how long each time I sit down do I need to study?  
• What should I spend more or less time on, based on my current understanding? Where are my gaps in knowledge? | Why is it important to learn the material in this course?  
• How does success in this course relate to becoming a physician?  
• 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? |
| To what extent am I being systematic in my studying of all the material for the exams?  
• 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? | • 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?  
• How interested am I in this course? How confident am I in my learning? What could I do to increase my interest and confidence? |
| • What about my exam preparation worked well that I should remember to do differently? What worked well for me that I should use next time? | • What will I still remember 5 yrs. from now that I learned in this course?  
• What advice would I give a friend about how to learn the most in this course?  
• If I were to teach this course, how would I change it?  
• What have I learned about how I learn in this course that I could use in my future med school courses? In my career? |

(Adapted from Promoting Student Metacognition, Ertmer and Newby (1996), Schraw (1998), and Countinho (2007)).