In-class Metacognitive/Reflective Grade Check Activities

*You have all checked your grade online for today. Based on your experience with this class so far, describe what you think would be successful study habits?*

The students then shared what they thought would be successful study habits.

*Now reflect on your OWN study habits so far. Take a few minutes to outline three strategies in your notebook that you can implement right away to become more successful. Then share these strategies with the class.*

Sharing in this instance was helpful because it gave students ideas they had not previously implemented.

Student responses included:

* set my alarm clock earlier so I actually get up and do my homework first thing in the morning
* transpose my due dates from CANVAS into my general calendar
* put sticky notes of important dates on my computer screen, as I look at that screen throughout the day
* chunk my homework and note due dates on my calendar
* complete my homework before I check Social Media and get side-tracked

We then discussed that students often understand what they need to do, but are lacking the reminders to actually do them. They agreed that they simply didn’t remember their newly formed intentions by the time they got home. So one student shared the tool of setting alerts on her phone to check CANVAS when she got home at night. We took time for all the students to take out their phones and set an alert for the same evening to review the week’s homework. At home, students then set themselves reminders for the rest of the week’s due dates.

We repeated these activities after all 4 grade checks to remind the students that time management continued to be important.

In our final meeting, I asked the students how these activities had influenced their study habits:

all 8 students used the CANVAS calendar to review their homework

5 students increased their weekly chunking of homework

4 students set up phone alerts that they felt contributed to their success

5 students set up alerts within CANVAS

1 student increased her use of a paper calendar into which she transcribed due dates from CANVAS