Questions That Self-Regulated Learners Ask Themselves			
(adapted from Schraw, 1998 and Tanner, 2012)			
	Metacognition (also Elaborative Rehearsal)	**Meta-emotional**	**Environmental**
Planning before a learning or performance task (task analysis)	What kind of a task is this? What is my goal? How will I know I have reached it? What do I already know about the topic? What additional information, if any, will I need? What strategies should I use? (actively listening, taking notes, outlining, visually representing the material, occasionally self-quizzing, reviewing, or writing a summary) What strengths can I bring to the task? What are my weaknesses and how can I make up for them?	How interested and motivated am I to do the task, and how can I increase my interest and motivation if they are low? What's the value or relevance of what I'll be learning? 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?	What is the best environment for the task that I can create? Am I in a good physical place and position to do this task? Is the temperature right for me? How about the back-ground sounds? Have I had enough sleep? Have I had the right amount of coffee today? Have I put potential distractions far, far away? How much time and what resources will I need? Are these resources handy?
Monitoring during a learning or performance task	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?	If my interest and motivation are sagging, how is what I'm learning relevant to my experience or my future? What material is challenging what I've thought about	Should I try another environment to see if it works better? How about another physical position? How are the temperature and background sounds working out?

	How well are my strategies working? What changes in approach or strategies should I make, if any? What material is the most important? What material am I having trouble understanding? How does what I am learning relate to what I already know? How is my thinking on the topic changing?	the subject? Am I resisting it? 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? What similar tasks can I recall doing well in the past?	Am I staying away from distractions? If not, I have to get further away from them. Do I need a short break to refresh my mind and body?
Evaluating after a learning or performance task	How well did I achieve my goal or master what I set out to learn? What can I recall and what do I need to review? What were the most important points I learned? Can I see and organize the interrelationships among them? What am I still having trouble understanding? What questions do I have to ask my instructor? How does what I learned relate to other things I've been learning or have experienced? How has my thinking on the topic changed? Which approaches and strategies worked well? Which didn't? What do I need to do differently next time I take on a similar task?	How am I reacting emotionally to my evaluation of my learning? Being pleased reinforces a learner's motivation and other positive emotions she generated about the material and her ability to learn it. Being disappointed may lead either to improving her learning strategies or her defensively withdrawing her energy from task. This last reaction in turn undermines the positive emotions needed to begin the next learning or performance task.	How well did I avoid distractions and stay on task? If not that well, how can I avoid distractions more effectively in the future? Do I need to experiment more with different physical factors to find the best working environ-ment and break schedule for myself?