

Title: Student Self-Questioning

Goals / Description: According to the [AAC&U Integrative Learning Values Rubric](#), the bench-mark level of self-reflection involves students describing their “own per-formances with general descriptors of success and failure. ” You can find several examples of questions on [Vanderbilt’s Center for Teaching Metacognition page](#) to engage students in reflective, meta-cognitive practices before, during and after learning activities.

Example: Sample questions include:

Before	During	After
How could I best prepare for the class session/task?	What questions are arising for me during the session/task?	What do I need to do now to get my questions answered?
What are the goals of the class session/task?	What tools could I use to help me?	To what extent did I accomplish the goals?

Participant Level: I

Prep Time: S

Class Time: S

When: A

Submitted by:

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Code Legend:

Participant Level: **WC** (Whole Class); **GR** (Groups); **P** (Pairs); **I** (Individual Students)

Prep / Class / Results Analysis Time: **S** (Short); **M** (Medium); **L** (Long)

When to Use During Semester: **B** (Beginning); **M** (Middle); **E** (End); **A** (Any time)