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**TCB WELLNESS: CLASS PREPARATION, NOTES, AND SUMMARY**[[1]](#footnote-1)

**BEGINNING OF CLASS** – PLANNING AND GOAL SETTING

1. What are the goals of the class session going to be?

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1. What do I already know about this topic?

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1. What questions do I already have about this topic that I want to find out more about?

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**Middle of Class –** Monitor Learning Progress and Adapt – *set up your note-taking page differently (see below) so that you can think about your notes during the seminar.*

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| --- | --- |
| Notes  Use this column for taking traditional notes on what is being presented. | Monitoring Learning  Use this column for noting insights, confusions and questions that arise. |
|  | Record insights and “ah-ha!” moments. If you suddenly realise that you understand something, or you make a connection between the current material and something you already know (such as previous **course material),** write those thoughts down.    Write questions. Questions are the best evidence you have that you are actually thinking about the material. Note your response to the questions you have.  Monitor your level of understanding. Pay attention to whether you are “getting lost”.  Note items to follow up on. |

**End of Class –** Reflect and Evaluate Learning - *use the questions below to write a summary of the seminar.*

1. What were the most important ideas of today’s class session?

2. What did I hear today that is in conflict with my prior understanding?

3. How did the ideas of today’s class session relate to previous class sessions?

4. What do I need to actively go and do now to get my questions answered and my confusions clarified?

5. What did I find most interesting about class today?

**Summary:**

1. With thanks to Dr Peter Arthur, University of British Columbia, Okanagan, Visiting Fellow to UQ in 2017. Adapted from Stephen Carroll & Melissa Ganus with elements from Tanner D. *Promoting student metacognition*. CBE Life Sci Educ. 2012;11:113–120 [↑](#footnote-ref-1)