



# TCB WELLNESS: CLASS PREPARATION, NOTES, AND SUMMARY<sup>1</sup>

## BEGINNING OF CLASS – PLANNING AND GOAL SETTING

1. What are the goals of the class session going to be?  
\_\_\_\_\_
2. What do I already know about this topic?  
\_\_\_\_\_
3. What questions do I already have about this topic that I want to find out more about?  
\_\_\_\_\_

**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.*

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.
	<p>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 <b>course material</b>), write those thoughts down.</p> <p>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.</p> <p>Monitor your level of understanding. Pay attention to whether you are “getting lost”.</p> <p>Note items to follow up on.</p>

<sup>1</sup> 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

**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:**