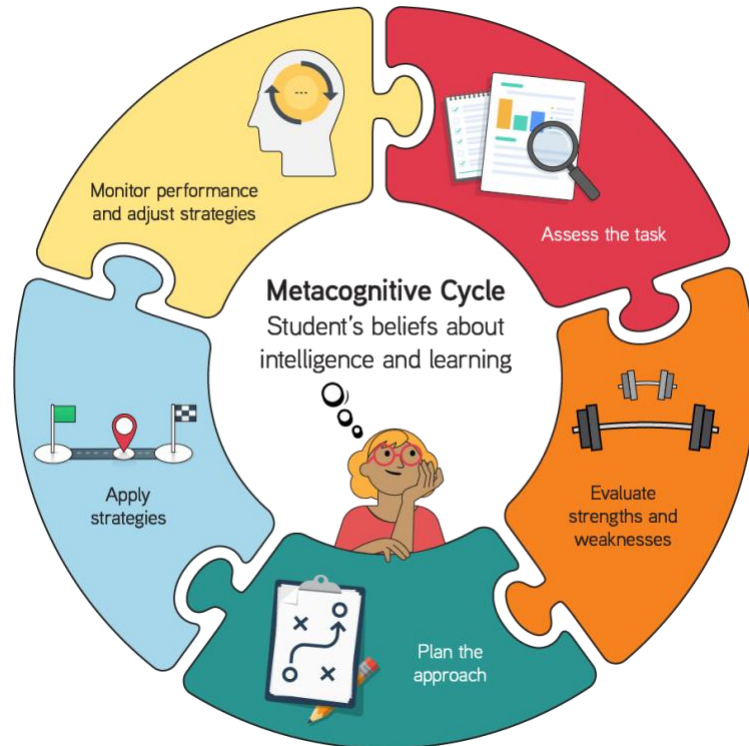


Applying the Metacognitive Cycle Worksheet [FSHN 101 Fall 2025]

As you are learning about and trying to put into practice the 5 steps of the Metacognitive Cycle, as well as examine your core beliefs about intelligence and learning, it can feel a bit overwhelming. So many things to remember, think about, and do. The **Applying the Metacognitive Cycle Worksheet** is a tool designed to slow things down a bit and help you intentionally and thoughtfully apply the Metacognitive Cycle to successfully accomplish a single task. The prompts below will help guide you through the Metacognitive Cycle process one step at a time for any task that you need to accomplish.



Many students report doing “bits and pieces” of the metacognitive cycle, but few report consistently putting it into practice on a regular basis. They see the value in it, but let busyness, distractions, and laziness get in the way. It is like eating our vegetables; we know they are good for us, but pizza and ice cream taste better! But just as when we eat our vegetables, we get healthier, implementing the metacognitive cycle will keep us focused and “in shape” academically. Consistently putting the metacognitive cycle into practice, that is making it a habit, will help us become more efficient and effective learners, and eventually we will do it without even thinking about it – well, since it’s metacognition, we can’t help but think about it!

Though you are strongly encouraged to employ the Applying the Metacognitive Cycle Worksheet to all of the tasks (assignments and assessments) in this course, we are including it as part of the required course work for credit only for Exam 1 and The Unwrapped Final Course Project. Extra credit opportunities are available for completing the Metacognitive Cycle Worksheet for Experiential Learning Activities (ELA) 1, 2, and 3 and Exams 2 and 3 (see the Extra Credit section of the Course Syllabus for details).

Applying the Metacognitive Cycle Worksheet

Name: _____ NetID: _____

What specific task are you going to focus on? TASK: _____

Carefully read over the instructions or directions for that task. Next, thoughtfully respond to the prompts below, as they guide you in thinking about the effective planning, monitoring, and evaluating aspects of the task. For assistance in completing the worksheet be sure to refer to the [Illinois Learning How to Learn eText](#), specifically the “Thinking About Your Thinking” and “Making Learning Stick” Chapters.

1. In your own words, briefly describe the: a) task and b) what you believe about your personal intelligence and learning and how that might impact (positively or negatively) your ability to successfully accomplish the task.

2. Assess the demands of the task.

3. Evaluate your strengths and weakness in conjunction with the different demands of the task.

4. Plan your approach to the task. Be as specific as possible.

5. What evidence-based strategies might you apply to the task? Refer to the Illinois Learning How to Learn eText for a list of specific strategies and frameworks (Making Learning Stick Chapter)

6. How will you monitor your performance and adjust your strategies **during** and **after** the task?