

Student-led planning, monitoring and evaluating of their learning

Education in Chemistry

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Students can use these questions, set out in three phases, to help them answer questions. The three phases of questions support the metacognitive cycle.

Planning phase

- a. Have you done a question like this before? What did success look like?
- b. Do you know the scientific knowledge behind the question? Do you need to recap anything?
- c. Have you carried out the experiment, or a similar experiment before? Do you need to recap the method?
- d. How do you ensure that your experimental results are both accurate and precise?

Monitoring phase

- a. Are you sticking to what the question wanted?
- b. Have you addressed the safety aspects related to the practical?
- c. Have you outlined any equipment needed and explained what it is used for?
- d. Have you addressed what you will do with the data collected by saying what graph to plot or equation to use?

Evaluation phase:

- a. How did you do against the mark scheme?
- b. Have you structured your question in a way that someone could follow to complete the practical?
- c. Are there any key bits that you have missed?
- d. Did your chosen strategy work? Why?
- e. How will you approach a question like this in the future?