

### Appendix G. Participants' Self-Reported Gains in Metacognitive Regulation Skills and Representative Participants' Responses

Metacognition Framework Dimensions	Reported Metacognitive Regulation Skills Gained	Representative Participants' Responses
Metacognitive Regulation: Planning  (N = 36 Responses)	Planning, preparing, or setting goals for lessons (16.5%, N=21)	-It [The metacognition lesson] helped me organize my thoughts and ideas. -[The metacognition lesson] helped me realize how much more I should be studying. -It [The metacognition lesson] allowed me to more easily identify what I needed to work on and what I needed to not do. -It [The metacognition lesson] helped me see what I need to do. -[The metacognition lesson taught me] not cram for exams the night before. -It [The metacognition lesson] helped me learn how to take notes and divide my time. -The metacognition lesson helped me recognized a good way to figure out how to prepare for exams. -It is a good idea to organize yourself and understand what works best. -It [The metacognition lesson] helped me realize that I needed to spread out my studying. -I learned I needed to study more days in a row before the test to exercise my brain memorization. -[The] Metacognition [lesson] helped me learn how to properly study and manage my time. -It [The metacognition lesson] just helped me pace myself instead of cramming. -It [The metacognition lesson] helped me get ahead of studying. -[The metacognition lesson] helped me study more than I would have.
	Improved thinking about learning (10.4%, N =12)	-It [The metacognition lesson] made me think more. - I thought about what I was doing more. -It [The metacognition lesson] made me think about the problem more critically and not cram for exams. -It [The metacognition lesson] made me think more in-depth about my usual study habits and really decide how I want to be successful in this class. -It [The metacognition lesson] encouraged me to think about things a little longer. -It [The metacognition lesson] helped me with my study skills and how to solve problems using critical thinking. -It [The metacognition lesson] taught me to try comprehending and reinforcing concepts rather than memorizing them.

Appendix G (Continued)

<b>Metacognition Framework Dimensions</b>	<b>Reported Metacognitive Regulation Skills Gained</b>	<b>Representative Participants' Responses</b>
	Reinforced self-reflection on learning (1.7%, N =3)	<ul style="list-style-type: none"> <li>- I learned how to reflect on my own timing.</li> <li>- It [The metacognition lesson] helped me reflect on what did and did not work in my study habits.</li> </ul>