KEYZAR DOMINGUEZ & MICHELLE RICHARDS-BABB, Dept of Chemistry, West Virginia University, Morgantown, WV, 26505. Student and Instructor Perspectives on Implicit Metacognitive Reporting in Organic Chemistry.

Development of metacognitive skills is important to optimize student learning in chemistry. Many students have focused on explicit teaching of metacognition where metacognition is defined to students before prompting them to use it. Fewer interventions have investigated the effects of implicit student practice of metacognition. The current study seeks to examine the effects of frequent implicit metacognitive reporting of learning on exam scores, sense of belonging, metacognition, and motivation in an undergraduate organic chemistry 1 course. Additionally, this study seeks to uncover whether instructors value the metacognitive reporting as formative feedback. Student voiced effects of metacognitive reports on learning will also be examined from post-survey and interview data. Analysis of data remains ongoing. The results of this study will deepen understanding of how implicit practice of metacognition can aid student learning in chemistry.