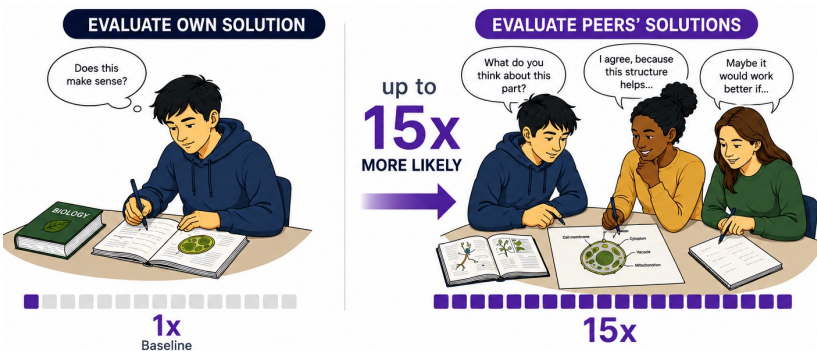


Peers shape life science undergraduates' metacognition



#1942318 CAREER: Characterizing the Development of Metacognitive Skills in Life Science Undergraduates and How They Use Metacognition to Learn Independently and Collaboratively

Life science students evaluate their peers' solutions to problems more than their own.



Group work gives students practice evaluating ideas and the chance to see this skill modeled by peers.

Sophomores turn to peers as they plan, monitor, and evaluate their learning.



Plan to study based on peer recommendations.

Monitor understanding while explaining ideas to peers.



Evaluate their learning in comparison to peers.

Across the first two years of college, peers increasingly influence how students think about their learning.



← Bremer, McKay & Stanton, 2025



Halmo, Bremer, Fuller & Stanton, 2022 ⇒

Methods

Qualitative

Longitudinal



Semi-structured interviews

Classroom recordings



Think-aloud interviews

Challenge overcome

Retention

Retaining participants across a four-year study

- We prepaid participants *before* yearly interviews to build trust.
- Every participant who was prepaid engaged in an interview!

