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Supplementary Information 4

TALK - Codebook

Name	Description
Metacognitive Awareness (MA-A)	This general code relates to items in which students indicate their awareness (or lack of) of the various concepts and strategies introduced.
1. MA A View of Success	Items here describe statements in which students discussed their view of success.
MA A1	Describes statements in which students indicate that they view success as a process.
MA A2	Describes statements in which students indicate that they view success as an outcome
MA A3	Describes statements in which students indicate that they now have a new Perspectives on Success
2. MA Brain growth and Mindsets (MA-B)	Students indicate their level of awareness concerning how the brain grows and about various mindsets
MA B-	Items here describe statements that students made which indicate that they were unaware of how the brain grows in response to stimuli
MA B+	Items here describe statements in which students indicate that they have an awareness of how the brain grows in response to learning and/or mindsets
MA B++	Items here describe statements in which students indicate that they previously had a vague awareness of mindsets/brain growth and that they now know more about the subject

Name	Description
3. MA C Cognition	Preconceptions, metacognition and the importance of deep conceptual understanding were discussed
MA C1 - deep factual understanding	Items here describe statements in which students discuss the importance of deep factual understanding. Students indicated that this aspect of learning resonated with them.
MA C2 - Metacognition	Items here describe statements in which students discuss metacognition. Students indicated that this aspect of learning resonated with them.
MA C3 - Preconceptions	Items here describe statements in which students discuss preconceptions. Students indicated that this aspect of learning resonated with them.
4. MA D Reading Strategies	Items here describe statements in which students indicated that they are aware of strategies and use them
Awareness MA D -	Students are unaware of most reading strategies presented.
Awareness MA D +	Items here describe statements in which students indicate that they are aware of most/all of the reading strategies but may or may not use them.
5. MA E Self-Evaluation	Students respond to whether or not they self-assess ("self-evaluate")
Evaluation MA E-	Describes statements in which students indicate that they are not currently self-evaluating when they study
Evaluation MA E+	Describes statements in which students indicate that they are currently self-evaluating when they study
6. MA F Previewing and Reviewing	Students discuss previewing and reviewing.

Name	Description
Aware MA F +	Describes statements in which students indicate that they are aware of previewing and reviewing as a strategy
Unaware MA F -	Describes statements in which students indicate that they are not aware of previewing and reviewing as a strategy
7. MA G Explicit Awareness	Items here describe statements that students make expressing the benefit of being explicitly aware of a strategy or concept
8. MA-H New Thought	Items here describe statements in which students express wanting to try a strategy that they had previously not been aware of
9. MA I New Awareness (General)	This describes items in which students express being made aware of a concept or skill for the first time.
10. MA J Elaboration and Translation	Describes statements in which students discuss putting things in their own words as a strategy
11. MA K Revisiting	Describes statements in which students discuss an idea/concept that was previously discussed.
12. MA L Deconstruction	Describes statements in which students discuss breaking material into chunks as a strategy to process it.
13. MA M Organizing and abstracting	Describes statements in which students discuss highlighting and extracting key ideas.

Name	Description
Metacognitive Experiences (ME)	This describes items in which students express any feelings associated with the strategies or concepts introduced.
14. ME A Encouraged	This describes items in which students discuss if they are "encouraged" or "hopeful" in response to a concept that was introduced.
Yes ME A+	This describes items in which students express being "encouraged" or "hopeful" in response to a concept that was introduced.
No ME A -	This describes items in which students express not being "encouraged" or "hopeful" in response to a concept that was introduced.
16. ME C Motivation	This describes items in which students discuss motivation.
17. ME D Negative Self-Thoughts	This describes items in which students make comments that diminish their intelligence or abilities, or, express being frustrated with their performance.
18. ME E Questioning grit	Students respond to whether grit is the only requirement for success
ME E-	Describes statements in which students indicate that grit is not the only thing necessary
ME E+	Describes statements in which students indicate that grit is the only thing necessary
19. ME F Questioning limits to brain growth	Describes statements in which students independently questioned the limits to brain growth

Name	Description
20. ME G Appraising	Describes statements in which students are apparently weighing the potential benefits of adopting a strategy or concept. This includes statements in which students evaluated the benefits of using a strategy, discussed the intentional use of strategies, or recalled a past academic challenge while discussing a strategy.
21. ME H Personalization	Describes statements which indicate that student connects with material in a personal way as demonstrated by recalling a previous experience or discussing how the concept/strategy is relevant to or could be integrated into their life.
23. ME K Makes Sense	Describes statements in which students indicate that a strategy/concept seems reasonable
Peer to Peer Interactions (P2P)	Items in this category contain instances in which students are interacting directly with one another to empathize, agree or exchange ideas with one another.
24. P2P-A Agree	This describes items in which students express general agreement with one another in response to a discussion post.
25. P2P-B Empathizing	Describes statements in which students express sympathy/empathy to another student in response to their post.
26. P2P-C I can relate	Describes statements in which students express relating to a challenge presented by a peer.
27. P2P-D I like that	Describes statements in which students indicate that they like a strategy described by a peer.
28. P2P-E I never thought of that	Describes statements in which students indicate that they never considered a strategy/opinion expressed by a peer.

Name	Description
29. P2P-F I should try that	This describes items in which students respond to a strategy posed by a classmate and express a desire to incorporate the strategy/mindset.
30. P2P-G Independently introduced strategy	This describes items in which students introduce a strategy that has not been discussed in the module.
31. P2P-H Supporting & Encouraging	This describes items in which students offer support or encouragement to one another in response to their post.
32. P2P-I Sharing a personal obstacle	Describes statements in which students share a personal concern or obstacle.