

# METACOGNITION

## THINKING ABOUT ONE'S THINKING

Critical awareness of thinking and learning can affect educational performance. Create "a classroom culture grounded in metacognition." (Tanner 2012)

### License to Identify Confusions

Ask students what they find confusing through an annotation activity, anonymous survey, written reflection, question forum, etc.

**"The Muddiest Point"** is a good prompt to encourage students to reflect on what's unclear and why.

### Metacognitive Modeling

Model thinking processes through explicit instructions. Show students how to determine what to do first, check their work, determine when something is complete, etc.

**Modeling doesn't have to be written.** A video demonstrating how to think about an assignment can be effective, as can a rubric, checklist, or sample submission.

### Deep vs. Surface Learning

Ask questions that make students aware of themselves as learners. Not just WHAT and WHY but also HOW are they learning?

**"Exam wrappers"** ask students to assess their methods of preparation for an exam. How can they revise their approach for next time?

### Specific Learning Contexts

Students may use the same learning techniques regardless of context if they don't know other methods. Teach ways to explicitly connect and reflect on learning contexts of your course and how those differ from other fields.

**Model how to read text in your discipline.** How is the approach different than what they might do in another class?



# EXTERNALIZE MENTAL EVENTS