

THINKING ABOUT YOUR THINKING



Metacognition means “*thinking about your thinking.*”

When instructors introduce strategies that promote metacognition, students have an opportunity to reflect on their own thought processes so they can become adept at monitoring, assessing, and improving their own thinking.

It’s often not enough for students just to do something well. *They also need to be able to explain and evaluate how they did it*, so they can transfer the skills to future situations and other settings.

INCREASING METACOGNITION IN STUDENTS

- Ask the student to complete a problem-solving activity.
- Describe the steps you went through to solve the problem. A flowchart might be helpful.
- Critique each step describing what you did, what was hard, what was easy.
- Describe how you would improve the process for the next time.

KWL (Know, Want, Learned)

Introduce the competency topic. Ask students to fill in the first two columns; give them about 5 minutes. Proceed with the delivery of the competency. After the competency work is completed, return to the grid and have students fill in the last column.

What I know	What I want to find out	What I learned (after you finish studying the competency)
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PMI (Plus, Minus, Interesting)

At the end of a learning session, ask students to write in their feelings and observations in terms of "plus" or benefits, "minus" or barriers, and "interesting" or other reflections.

Plus (+)	Minus (-)	Interesting??
Reflections		

Competency: _____

What I know	What I want to find out	What I learned

Plus (+)	Minus (-)	Interesting (?)

Reflections

Class/Course: _____

Date: _____

Circle one: *Lecture*

Discussion

Video

Written Material

1. Key ideas:

2. Questions I have:

3. Connections I can make with other classes in my program

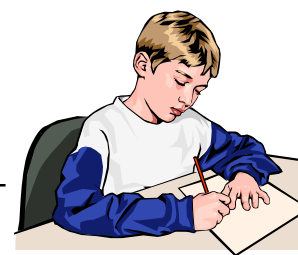
4. How I can apply these ideas to my work and/or my life outside school:

5. My insights or reflections from these ideas:

Self-Assessment Reflection

Class/Course: _____ Date: _____

Assignment: _____



1. What were you *supposed* to do?

2. What was your favorite part? *Why?*

3. What was your least favorite part? *Why?*

4. If you did this task over, what would you do differently? *Why?*

5. What grade do you think you deserve on this assignment? *Why?*

6. *What new goal can you set for yourself?*