

Reflecting on Practice

Practice on Reflecting

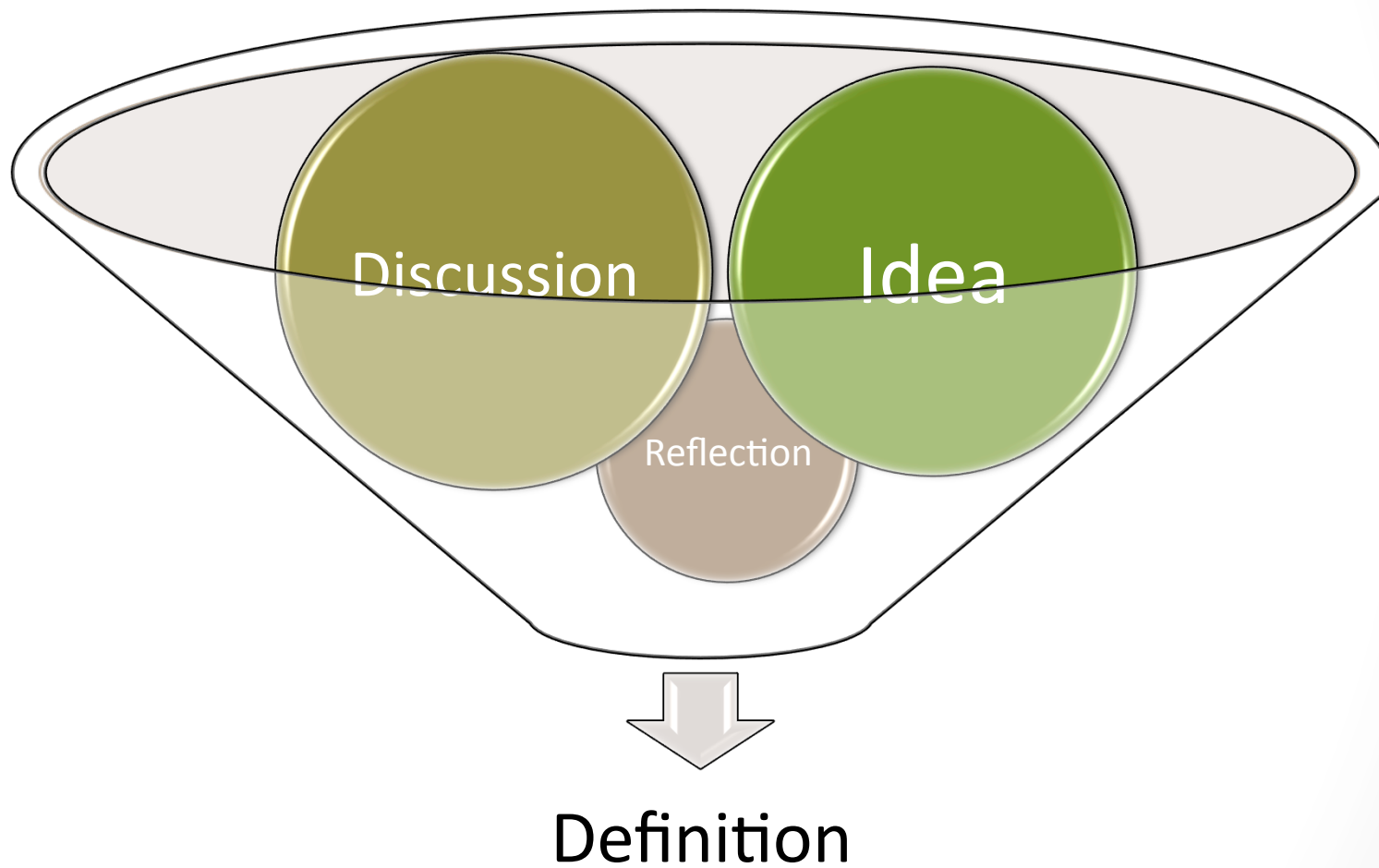
Week 3

Day 3

Metacognition

- Develop a common understanding of what metacognition is
- How do we find evidence for it in our students' behaviors?

Merging Ideas



Our Definition

- TBA

Groups

A	B	C	D	E	F	G

But don't move yet!

Group Setup

There will be:

- *the Problem-Solver*
- *the Listener/Prompter*
- *the Note-Taker*

Group Roles

- Problem-Solver
 - *solves the problem*
 - *must talk through their reasoning, continuously for 10 min*
 - *does not need to actually finish the problem.*
- Listener/Prompter
 - *allowed to ask clarifying or probing questions*
 - *cannot ask questions that would judge the problem-solver's approach or give the problem-solver any hints*
 - *encouraging the solver to explain his or her thinking.*
- Note-Taker
 - *take notes where they see or hear **evidence** of metacognition*

Instructions to the Listener:

The "Do's"

- Listen carefully, ask the speaker to repeat statements if needed, or to slow down.
- Encourage vocalization, ask, "What are you thinking?" and "Can you explain what you are writing?"
- Ask for clarification, for example, "What do you mean", and "Can you say more about that?"
- Check for accuracy by asking the solution to be restated for clarity.

The "Do Nots"

- Do not give hints.
- Do not solve the problem yourself.
- Do not tell the solver how to correct an error.

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DeBrief

So, any general feedback about your experience...

Be sure to say what your role was!

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DeBrief

Why is this metacognitive process important for student learning?

*Reinforce your opinion with any **evidence** you may have from this experience.*

DeBrief

- *What is metacognition's relation to formative assessment?*

DeBrief

What other strategies might you find useful in the classroom to encourage metacognition?

Fin

No Homework!