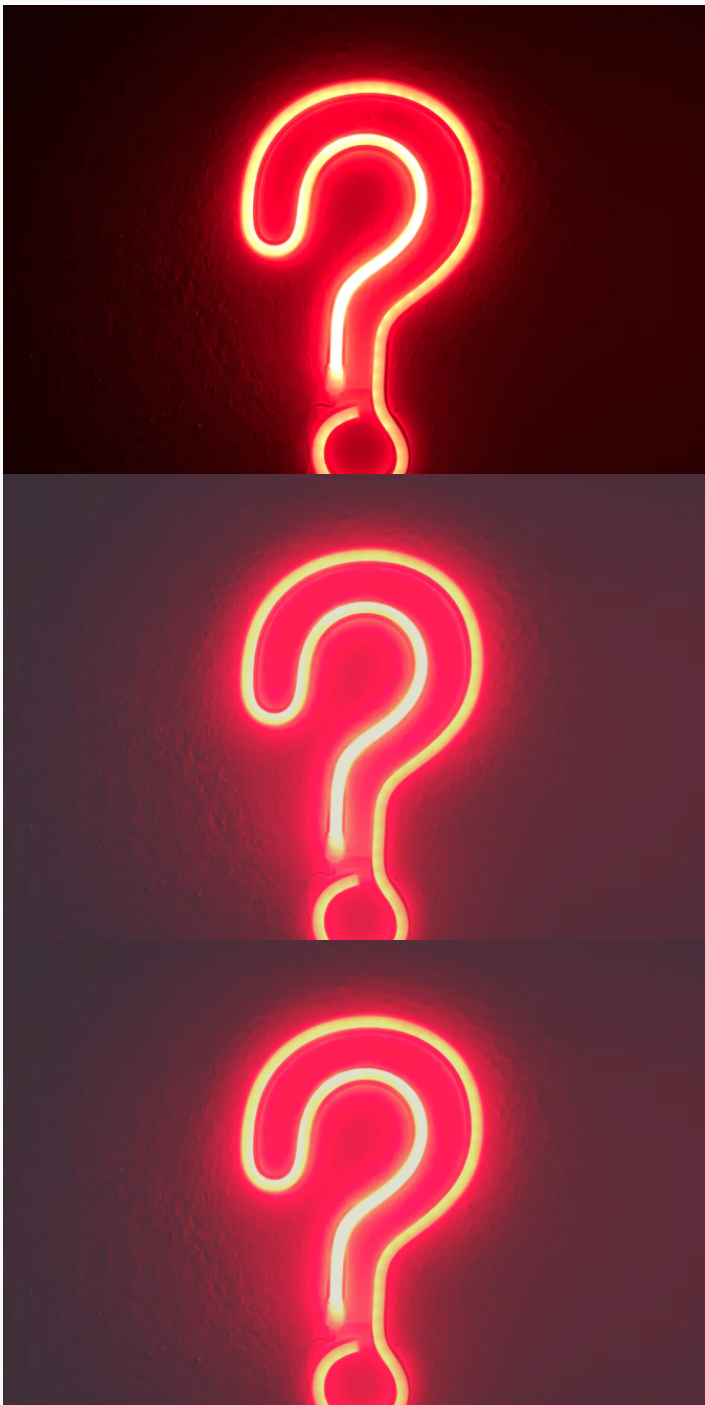


METACOGNITION

CENTER FOR TEACHING & LEARNING,
NYU SHANGHAI

NOVEMBER 2020



METACOGNITIVE
PROMPTS

SELF - MONITORING

POST - ENGAGEMENT
REFLECTION

"Education is not the learning of facts, but training the mind to think."

- Albert Einstein

METACOGNITIVE PROMPTS

PLANNING QUESTIONS -

1. What is the problem?
2. What am I/are we trying to do here?
3. What do I/we know about the problem so far?
4. What information has been given to me/us?
5. How can this help me/us/others?
6. What is the plan?
7. Is there another way to do this? What would happen if . . . ?
8. What should happen next?

MONITORING QUESTIONS -

1. Am I/Are we using our plan or strategy?
2. Do I/we need a new plan?
3. Do I/we need a different strategy?
4. Has the goal changed? If so, what is our goal now?
6. Am I/Are we on the right track?
7. Am I/Are we getting closer to my/our goal?

EVALUATING QUESTIONS -

1. What went well?
2. What didn't go so well?
3. What could I/we do differently next time?

REFERENCES -

Kolencik, P. L., & Hillwig, S. A. (2011). Encouraging metacognition: Supporting learners through metacognitive teaching strategies. (vol. 12) New York, NY: Peter Lang.

King, A. (1991). Effects of training in strategic questioning on children's problem-solving performance. *Journal of Educational Psychology*, 83, 307-317.

SELF-MONITORING

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DESCRIPTION -

Students are encouraged to take photos during the community engagement & later reflect on their experience to document their thinking and feelings.



SELF-MONITORING QUESTIONS -

1. How did this experience make me feel?
2. What did this experience make me think?
3. How has my thinking/opinions/ideas changed as a result of this experience?
4. What did I learn about myself?
5. What did I learn about others?
6. Were any stereotypes challenged?
7. What went well?
8. What could go better next time?

REFERENCE -

LaVaque-Manty, M., & Evans, E.M. (2013). Implementing metacognitive interventions in disciplinary writing classes. In M. Kaplan, N. Silver, D. Lavaque-Manty, & D. Meizlish (Eds.), *Using reflection and metacognition to improve student learning* (pp. 122-146). Sterling, VA: Stylus Publishing.

POST-ENGAGEMENT REFLECTION

POST-ENGAGEMENT REFLECTION

DESCRIPTION -

Students are encouraged to reflect on their preparation, performance & how they plan to prepare for next time.



QUESTIONS -

1. How did I prepare for this experience?
2. In retrospect, was I well prepared? If yes, explain. If not, why not?
3. What can/will I do differently to prepare for my next engagement?

REFERENCE -

Lovett, M.C. (2013). Make exams worth more than the grade: Using exam wrappers to promote metacognition. In M. Kaplan, N. Silver, D. Lavaque-Manty, & D. Meizlish (Eds.), *Using reflection and metacognition to improve student learning* (pp. 18-41). Sterling, VA: Stylus Publishing.
