

Open Your Class with This Tomorrow- Powerful Teaching

Metacognition Sheets: Being Aware of What You Know

Directions:

1. Review with your students the concept of metacognition: being aware of what you know and what you don't know.
2. Have students fill out a metacognition [Google Form](#). A visual example is provided below. Please file make a copy for your students to respond, so you can check their responses. You can also use this as a hard copy exit ticket.
3. After reviewing responses, you may want to provide quick elaborative feedback.

Metacognition

Being aware of what you know and what you don't know.

* Required

On a scale of 1 (very unclear) to 4 (very clear), how would you rate your overall understanding of today's class? *

1 2 3 4

Very Unclear Very Clear

From memory, what are TWO things you learned in today's class? *

Your answer _____

On a scale of 1 (not confident) to 4 (very confident), how confident are you that the Two things you just wrote down are correct? *

1 2 3 4

Not Confident Very Confident

What concepts from today's class did you find difficult to understand? You can go back and look. *

Your answer _____

Specifically, what will you do to improve your understanding of the concepts that were difficult? *

Your answer _____

Submit

Books for Psychology Class

<http://www.weebly.com/weebly/main.php>

Summary of Supporting Research

This activity was from research conducted by John Nietfeld and colleagues. Researchers had college students listen to lectures in a real classroom. One group only listened, while the other group listened and completed a metacognition sheet. The group with the metacognition sheets scored consistently higher (almost a full letter grade higher) than students who only listened to the lesson.

Nietfeld, J.L., Cao, L., and Osborne, J. W. (2006). The effect of distributed monitoring exercises and feedback on performance, monitoring accuracy, and self-efficacy. *Metacognition and Learning* 1: 159-179.

Flash Forward: What do your students want to remember?

Directions

1. Ask your students the following question: Now that you have taken this course, what would you like to remember ten years from now and why?

Summary of Powerful Tools

By answering this one question, students are retrieving, spacing, and using metacognition. Student answers can help provide you with feedback about the topics meaningful to your students and allow for some self-reflection and inspiration for the next term.