

## **Metacognition activity: Putting together definitions and student behaviours**

*You have 15 minutes for this activity*

### **Task 1: Review definitions**

Many students wrote about metacognition in assignment 1. There is already considerable expertise available in the class. Discuss in your group what metacognition is. Does there even seem to be agreement about what it is? Make sure that everyone in your group can do the following:

- Give a short definition of the “main idea” of metacognition
- Explain why educators and ALE researchers may be interested in metacognition. *This should be at a general level, not the level of specific projects.*

### **Task 2: Consider examples**

For each example, your group should decide whether or not they think it counts as an example of metacognition. Be ready to give a 1-sentence explanation of why or why not. If your group cannot agree, the “yes” and “no” factions should each prepare an explanation. Assume that the learners involved are at college/university level.

1. Asking your human tutor/ your pedagogical agent a clarifying question about the course material
2. Repeatedly asking questions until you get the tutor/ pedagogical agent to give you the correct answer or demonstrate the relevant procedure.
3. Recognising that you made a misspelling, or a simple arithmetic error in your work.
4. Recognising that you made an error because of a conceptual misunderstanding
5. Realising that you do not have enough information to work out the physics problem you have been assigned
6. Spending the majority of your revision time on material that you think you don't know very well

### **Task 3: Come up with a new example**

Come up with ONE short new example of a common student behaviour or situation that requires metacognition. The context could be an ALE, a traditional classroom, honours project supervision, doing your readings... anything. Be ready to explain why that behaviour/situation requires metacognition.

### **If you have time: Open questions**

- Do you think that asking lots of questions is more likely to be the sign of a “good” student or a weak one? Would it depend on the questions?
- Do you think that it is possible to teach metacognition, or is it an inherent thing that some people are good at and some are not?