

Teaching Metacognition to Improve Student Outcomes

CURRICULUM MAP

This course is designed to be an asynchronous professional development experiences for educators across school types and grade levels. After completing this course, students will be able to:

- describe the components of metacognition, given background reading and activities.
- discuss the value of teaching metacognition in the classroom, given background reading and activities.
- evaluate strategies for teaching metacognition, given a framework for assessment.
- generate methods to increase student motivation to use metacognition, given background reading and activities.
- develop strategies for incorporating metacognition in their classroom, given background reading and activities.

Unit 1

The purpose of this unit is to introduce students to the concept of metacognition, including the three components and the relationship to self-regulated learning.

At the end of this unit, given a multi-part model of metacognition, learners will be able to:

- describe the concept of metacognition
- outline the components of metacognition
- compare and contrast metacognition and self-directed learning

Activities

- Students will read a summary of metacognition.
- Students will write a reflection on the material from Module 1.
- Students will take a post-test.

Unit 2

The purpose of this unit is to provide a rationale for using metacognition in the classroom by outlining its impact on student achievement.

At the close of this unit, given a summary of research on the impact of metacognition on student achievement, learners will be able to:

- explain how metacognitive skills can benefit students
- summarize research on metacognition and student outcomes
- examine areas of future research in metacognition

Activities

- Students will list ways that metacognition benefits students in their classrooms.
- Students will read a summary of research findings on the impact of metacognition on student achievement.
- Students will write a reflection on the material from Module 2.

Unit 3

The purpose of this unit is to describe strategies for integrating metacognition in the classroom and to determine ways to evaluate those strategies.

Given examples of ways teachers have integrated metacognition in their classes, at the close of this unit, learners will be able to:

- compare and contrast effective strategies for integrating metacognition
- develop a set of guidelines for evaluating strategies of integrating metacognition
- evaluate the use of metacognition in the classroom

Activities

- Students will read summary briefs on success ways to integrate metacognition.
- Students will develop a checklist for evaluating their own and others' use of metacognitive strategies.

Unit 4

The purpose of this unit is to suggest strategies for increasing student motivation to use metacognition in academic activities.

At the close of this unit, given research on student motivation, learners will be able to:

- discuss barriers that deter students' use of metacognitive strategies
- outline features of a classroom culture that promotes metacognition

Activities

- Students will identify barriers that impede student motivation for using metacognitive strategies.
- Students will identify necessary resources for teaching metacognition.
- Students will write a reflection on material from Module 4.

Unit 5

The purpose of this unit is to apply strategies discussed in previous units to the class(es) taught by the learner.

Given the material from previous units, at the close of Unit 5 learners will be able to:

- organize concepts related to student use of metacognition
- develop a strategy for teaching metacognitive skills in their own classes

Activities

- Students will develop a lesson plan for the class they are currently teaching (or have taught in the past) that explicitly uses metacognition.
- Students will evaluate their lesson plan with the checklist developed in Module 3.