



It Works for Me, Metacognitively: Shared Tips for Effective Teaching

Hal Blythe Phd, Charlie Sweet PhD, Russell Carpenter

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We hope readers will consider these threads when reviewing the teaching tips in this collection: 1. Teaching metacognition demands intention and modeling of the strategies. 2. Using metacognition in the classroom requires establishing the students as willing and interested learners in the first place. 3. Teaching students how to apply metacognitive strategies also means that we are teaching students to learn about the learning process. 4. Teaching metacognition encourages students to become active, critical, and creative learners. In short, metacognition offers a way for you to rethink instruction while also, as the authors learned at their own institution, reconsidering the relationship between teaching and learning. As you read, however, we encourage you to think differently about the ways you apply metacognitive strategies in your teaching and the ways you ask students to incorporate these concepts in your assignment, course, and service or administrative work on campus. No doubt you'll develop your own effective metacognitive strategies, and referring to this title will go a long way in the right direction.



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