

Student As Learner

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Metacognition

Metacognition is 'thinking about thinking' which leads to students' understanding of their own learning processes. In the English Language Arts K to 7 the metacognitive strategies are woven throughout.

Metacognition involves:

- connecting new information to former knowledge
- analyzing and reflecting on tasks
- selecting strategies deliberately
- planning, monitoring and evaluating thinking process and own learning
- setting new goals

Beginning with the End in Mind with Students

1. Explain the lesson purpose and intent
2. Show samples - give mental image of success
3. Talk with students about the criteria/evidence of what their learning needs to look like
4. Students are provided with an opportunity to reflect on their learning and find the evidence of the criteria they set
5. Provide opportunity for students to be included in the conversation about their learning process and present evidence. of their learning

Learner Portfolio

"Help them understand what good readers, writers, and thinkers do in order to help them become good readers, writers and thinkers," p. 35, Student Diversity, Brownlie, Feniak, Schnellert.

"Students gain insight from explaining the learning that their work represents and what they plan to work on next" p. 40, Helping Students Understand Assessment, Jan Chappuis.

Feedback
That engages students and moves them forward is feedback that causes them to think.

Student Voice and Choice

Resources:

Student Diversity

English Language Arts

Experienced Voices

Pathways to Understanding

Assessment As Learning

1. Setting and using criteria
2. Self Assessment / Peer assessment
3. Feedback for learning
4. Setting goals
5. Collecting Evidence
6. Communicating Using Evidence of Learning
7. Students as instructional resources for one another

English Language Arts p. 28, 2006 and Assessment, 2006, Dylan Williams

Instruction- Gradual Release of Responsibility- Choose one or two strategies to model and guide the student learning that is facilitated by metacognition and self-regulation, p. 11, English Language Arts K to 7 2006.

Comprehension Strategies

Connecting - before reading - accessing prior knowledge

Processing - during reading - new connections. Revision of former understanding

Transforming and Personalizing- summarizing, synthesizing, evaluating, applying

(Brownlie, Feniak, Schnellert, 2006)

"Students benefit from direct explicit instruction especially in the area of comprehension", (Bienarosa & Snow, 2004).

Thinking - developing student's metacognitive capacity to identify and achieve goals for improving their reading.

Even very young students can develop metacognitive strategies and skills when teachers explain, model and help them practice talking about their thinking in systematic ways, p. 17 English Language Arts, 2006.

A couple of possibilities to consider in the planning and lesson sequence:

- Student Interview - Myself as a Learner
- A/B Partnership - Talking Partners- Stop and Talk / Say Something
- Focused Reading - students think while they read
- 3 - 2 - 1 - reflective journal about their understanding and or learning
- Ticket Out the Door - ongoing assessment/ learner journal