

# Metacognitive activities integration in the classroom from skills to content and expert thinking

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## 1. From skills to content:

*Start of semester:*

Give general scenarios, before content knowledge is expected

Ex- mindset, study strategies, values affirmation, success & failure reflections

GOAL: To identify *past* habits, practice openness to others suggestions for change.

## 2. Content-specific questions:

*Transition to content focus:*

GOAL: To provide feedback on *present* thinking/strategies in your class

## Deliberate Scaffolding Model

1. Students individually describe how they would respond in given situation
2. Students trade papers and give peers feedback
3. Harvest answers from multiple students / groups
4. Lead discussion, emphasize good student-generated strategies
5. Give time to revise and reflect, explicitly prompt to incorporate peer feedback

## 3. Practice expert thinking:

*Mid - End of semester:*

Ask higher-level “think like a X” (scientist, biologist, etc.) contexts

Ex- related to abstract & complex issues applicable to your field / real-world

GOAL: To identify with *future* mindset and actions related to being an expert.

## Implementation / Practice

- After exams, revisit study strategies
- Can be on worksheets or in lecture slides
- Encourage to keep during class, time to reflect and revise + additional discussions during class activities

**Many Thanks:** This was developed as a result of attending and participating in the TRESTLE Scholars Communities: “How can I help students take charge of their own learning? *Developing metacognitive activities to develop students’ study and learning skills*” and “*Designing and facilitating group-worthy activities*” Facilitated by Rebecca Ciancanelli (SASC) and Jenny Knight (MCDB). Additional feedback and development took place at the Departmental Education Specialist Training Workshop at Stanford University.