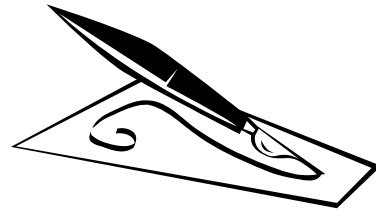


Self-Monitoring



Fran O'Malley
DRC Unit Development
May 7, 2010

Activity: Document Analysis



Dear Friend...

- Web the thoughts that entered your mind as you read the letter..

Self-Monitoring



Metacognition

Thinking about thinking

Engage students in “internal conversations” with themselves.

Principles: How Students Learn



1. Engaging Prior Understandings
2. Essential Roles of Factual Knowledge and Conceptual Frameworks
3. The Importance of Self Monitoring

Goals



Help students develop the ability to...

- take control of their own learning,
- consciously define learning goals,
- monitor progress toward achieving those goals.

Timing: Self-Monitoring



- **Before Instruction:**
 - What do I already know?
 - What do I want to learn?
 - What do I need to learn?
- **While Learning**
 - What challenges/problems am I encountering?
 - What strategies am I using to cope with the challenges? Are they working?
 - What do I already know that will help me solve this problem?
 - What strategies are others using?
 - What strategies do I need to learn?
 - How am I contributing to the group effort?
 - How could I be more cooperative?
- **After Learning**
 - What have I learned?
 - What do I still need to learn?
 - What goals should I set for myself?

Self-Monitoring Strategies (not exhaustive)



- K-W-Ls
- Think-alouds
- Anticipation guides
- Webs – map out the steps taken to solve a problem.
- Model strategies in the context of the problem (e.g. read a primary source– think out loud).
- Explain it to yourself.
- Error checks.

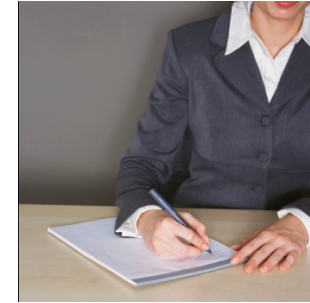
Discipline Specific



“To be optimally effective, some metacognitive strategies need to be taught in the context of individual subject areas.”

*Donovan and Bransford
How Students Learn (12)*

Application



- Create a metacognitive tool for the lesson, identify the point in the lesson where it fits best, and put it on the poster paper.
- Poster Organization
 - Where tool fits
 - Describe the tool (illustrated?).
- Be prepared to share.

Lesson -

“Fairy Tales Can Show Due”



1. Reader's Theater – Gold E. Locks
2. Activity Debrief – with which crime has Gold E Locks been charged?
3. Sentencing – students work in groups come up with an appropriate punishment for Gold E. Locks.
4. Sharing – groups share sentences.
5. Activity Debrief – was Gold E Locks treated fairly?
6. Mini-Lecture: Due Process – substantive v procedural.
7. Document Analysis: Students web the rights embedded in Amendments V & VI to flesh out the elements of due process.

Share Metacognitive Tools



Debrief: Thinking Metacognitively



Which question(s) should a unit writer ask themselves as they consider

WHERE

to insert a metacognitive strategy?

Conclusion



- Metacognitive activities enhance learning.
- Metacognitive activities are relatively uncommon in written social studies plans.
- Consciousness – include metacognitive activities at points in your units.



Opportunities: Register Online

- Democracy Project Summer Institute (\$500 stipend for participants)

www.ipa.udel.edu/democracy/institute

- Kalmar Nyckel Sail – May 16th

www.dcte.udel.edu/hlp2