

Greetings, all



Who is this dashing young fellow?

- Travis, son of Tom, studied English, journalism and psychology at Albion.
- Travis completed his student teaching internship with Mrs. Tracie Mathis at Marshall High School.
- Travis taught four sections of English 10 Honors and one Yearbook class.
- Travis likes to talk about himself in the third person.



Why English?

- Not about the stories...at first
 - English was difficult - adaption was necessary
 - “Learning how to think.”
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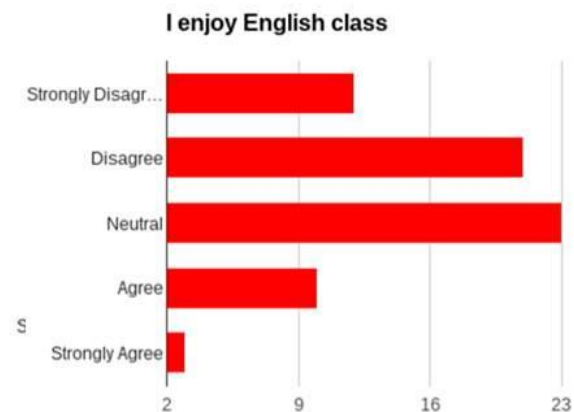
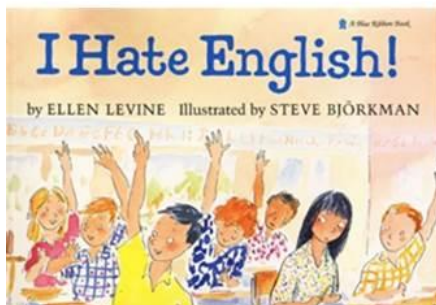
Thinking about thinking about literacy: promoting metacognitive awareness to increase student motivation

Part the First: What did I notice?

- Four groups of honors English students, but...
 - Only a handful of students who saw value in studying English
 - Many students expressed general antagonism towards the class:
 - “Why do we have to do this? I hate this.”
 - “I don’t see why we have to read such stupid stories.”
 - “I’m not good at English - it’s too hard.”
 - “How is reading a story going to help me in the real world?”
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Part the First: What did I notice?

- Survey validated my observations
- Antagonism is expected, but became problematic in class



Do I change the peg or the hole?

Decision time: do I change the content I taught, or do I try to change the students' mindset about the content?



Intro to Metacognition

- “One’s knowledge concerning one’s own processes and products or anything related to them.” (Schoenbach, 26)
- Metacognition = Thinking about your thinking



Metacognition in the classroom



- “Thinking about learning”
- Monitoring and adapting
 - Where is there a potential stumbling block?
 - Which of my strategies might not be working to well?
 - How can I change it?
- Awareness of strengths and weaknesses

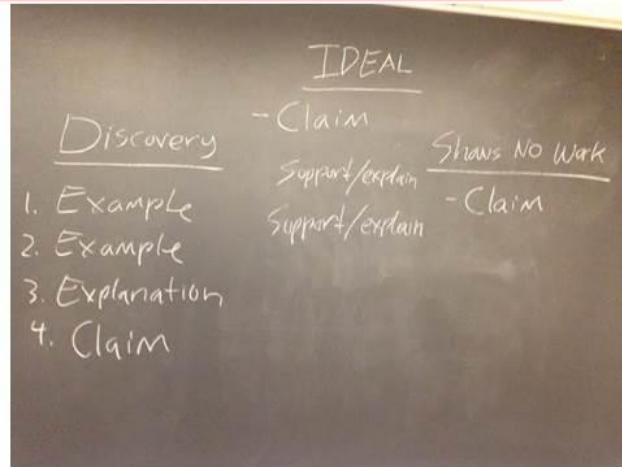
Part the second: Metacognitive impleventations

- Intentional use of “metacognitive language”
 - finding and deconstructing patterns
 - Logical fallacies
- In-class modeling
- Test modeling



Reflections of First Test

- Student essays took one of three forms:
 - Quality essay with argument and support
 - The “journal entry” test with thesis discovery
 - The stated thesis...and that’s it



Metacognitive Tasks

- Close Readings
 - Finding connections
 - Describe underlying thinking
 - Both logical and emotional language
- Replacing “Why” with “How do you know?”



Reading Logs

- Replaces the traditional “questions” to which they had become accustomed
- Asks students record summaries, questions, emotional reactions, and predictions
- Gives the students agency to identify and discuss what they think was important or interesting in their reading

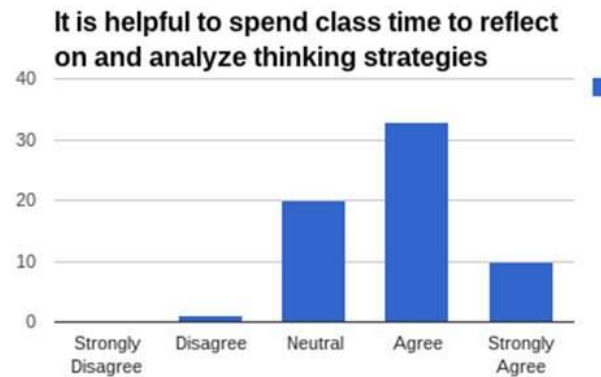
Name: _____	Date: _____	Block: _____
Animal Farm Reading Log		
Chapter 9		
Previous Chapter		
Summarize the major events of the previous chapter(s).		
List at least two questions or predictions you had after reading the last chapter.		
This Chapter		
Summarize the events of this chapter.		
Explain your questions were addressed or developed in this chapter.		
What was/were your emotional reaction(s) to the events of this chapter? Explain.		
Chapters to Come		
What do you predict will happen in future chapters?		

Part the Third: What I found

- Students began implementing metacognitive language in responses and in conversations:
 - “I **think** this is another example of an appeal to authority **because it fits the same pattern: he is saying something is true because it is, and there is no proof.**”
 - “I **made** a cheat sheet of names to keep track of the characters **because I had trouble** keeping track.”
 - Students showed more interest in the class and in their studies
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What I found

A majority of students found value in spending time on thinking skills in class:



Part the Fourth: What I learned

- Students really like to be asked about their learning and what they want to learn
 - Students excitedly volunteered likes and dislikes
 - Student input reflected in future lessons and improved lesson effectiveness
 - Students like feeling like they are learning a skill
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What I learned

- Metacognitive tasks must - at least at first - be intentionally built into the lesson
 - Label the practice as thinking about thinking/learning and define it as a helpful habit or even skill
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What I learned..

- Unless you have an extra 30 minutes of class time to spare, DO NOT try to teach 10th graders the term “meta.”
- A few will get it and love it - most will not and will subsequently hate you...



References

Schoenbach, Ruth, Cynthia Greenleaf, and Lynn Murphy. *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms*. San Francisco, CA: Jossey-Bass, a Wiley Imprint, 2012. Print.

Cabrera, Derek. "How thinking Works." *TEDTalks.org*. Web.

A great big thank you to...

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 - My mentor teacher, Mrs. Tracie Mathis
 - Marshall High School
 - My fellow student teachers (aka, my graduating class)
 - The Albion College English and Psychology departments
 - Brett de Bear (my "Radio Operator")
 - My friends, family and girlfriend Emily Ellison for their support
 - My Students!!!
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I will now accept your inquiries

Question Suggestions:

- Travis, how did you get so pretty?
 - On a scale of 1 to Watermelon, how well can you dance?
 - Do you believe that the realization of mortality is what gives meaning to life?
 - What if a dinosaur?
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- **Live long and Prosper**
 - **May the force be with you**
 - **May the odds be ever in your favor**
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