#1 Developing metacognition in learners

**Essential Function**

When presenting students with a task, the teacher promotes a metacognitive environment by...

- talking about their own thinking and learning in both general and specific terms
- modeling metacognitive practices before, during, and after learning
- providing opportunities for students to think about the best way to approach the task or accomplish the learning target by
  - connecting tasks to prior experiences and/or
  - posing questions such as
    - "Have I done something like this before?"
    - "Was I successful?"
    - "If not, what might be a different plan?"
- providing opportunities for students to determine if the learning target was met by
  - reflecting on what went well, what did not go well, and what they would do differently the next time and/or
  - posing questions such as
    - "Did I reach my learning target?"
    - "What worked well?"
    - "What didn’t work?"
    - "What would I do differently the next time?"

**Teacher/Classroom**

**Students**

When presented with a task, students can...

- answer questions that promote metacognitive thinking (e.g., "What questions are you asking yourself about?"
- assess the steps of the task
- evaluate their strengths and weaknesses related to the task
- answer question about the learning target (e.g., “What are you supposed to learn and be able to do?”)
- answer questions about possible strategies (e.g., “What strategy might best fit this task or learning target?”)
- monitor their own progress
- answer questions about their process, such as
  - "Which strategy is working/not working? Why?"
  - "What skills or concepts am I still struggling with in relation to the learning target?"
  - "What do I still need to work on?"
  - "What ideas am I still struggling with?"
- reflect on their learning and adjust strategies
- answer reflections questions such as
  - "What was the most confusing element of today’s lesson?"
  - "How has my thinking about (learning target) changed?"
  - "Which study habits or strategies were effective for my learning?"
  - "Which study habits or strategies were least effective for my learning?"
  - "What classroom activities made this content the clearest for me?"