Instructional Focus: High Level Questions

Again, we continue our discussion on metacognition. Metacognition - “The process of being aware of one’s own thinking and learning.” Keywords used for this area are Reflect, Wonder, Consciousness, Planning, Thinking, Learning, Intentional, Choices, and Goals.

In the article 9 QUESTIONS TO IMPROVE METACOGNITION, the author offers 9 simple questions that can help you get started with making sure you integrating metacognitive thinking questions within your lesson. Below I borrow their questions directly to share with you.

- **Before a Task** - Is this similar to a previous task? What do I want to achieve? What should I do first?
- **During The Task** - Am I on the right track? What can I do differently? Who can I ask for help?
- **After a Task** - What worked well? What could I have done better? Can I apply this to other situations?

These are all questions that we’ve seen in play in our classrooms. Being more intentional with questions like these will push your students’ thinking and help them to become better learners. **Challenge for the week:** Plan at least one metacognitive question within each lesson.

“I am not afraid of storms for I am learning to sail my ship”
~ Louisa May Alcott

Instructional Spotlight: Metacognition with AnneMarie Bobon

A visit to AnneMarie Bobon’s classroom highlighted the power of planning with metacognition in mind. When students are engaged in metacognitive thinking, they are aware of and reflecting on their own thinking and learning. Students plan what they want to achieve, evaluate their progress, and reflect on their performance.

During this lesson, students in Foundations of Art were focused on answering the question, “How do artist’s use multiple approaches to begin creative endeavors?” Students were introduced to the grid method as a way an artist can begin a creative project. The grid method helps students break down an image into smaller bites size pieces. Students learned how to create their own grid and enlarge an image. When students finished the grid project in class, they wrote an artist statement to reflect on their work.

Students were asked to describe the project, explain the steps they took to complete the project, and finally reflect on how well they think they did, what they could have done better, and what they might have changed if they completed the project again. Students were also asked to think of how the grid method applies to other aspects of our daily lives.

Great work Ms. Bobon! This lesson was a great use of metacognition! ~ Amanda Conley

AHS Vision
Developing critical thinkers and effective communicators for a global society.

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Achievement ~ Honor ~ Service
9 Questions to Improve Metacognition

Before
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- What do I want to achieve?
- What should I do first?

During
- Am I on the right track?
- What can I do differently?
- Who can I ask for help?

After
- What worked well?
- What could I have done better?
- Can I apply this to other situations?