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CSUSB Pedagogy Forum 2021: “Strategies for Supporting Metacognition across the Curriculum through Reading, Writing, and Talk”

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CSUSB Pedagogy Forum 2021

“Strategies for Supporting Metacognition across the Curriculum through Reading, Writing, and Talk”

START - 00:00:00

Karen Rowan: hi everybody thanks for coming today hi Tom.

Karen Rowan: And Dalton some new names for me on Tom you're not new person.

Karen Rowan: But i'm carrying rowan my co presenter is Francesca CSR and we're both from the English department.

Karen Rowan: And i'm going to go ahead and share my screen, so that we can look at slides because I have no idea what the name of our talk is without looking at myself.

Karen Rowan: Okay, so our topic today is strategies for supporting metacognition across the curriculum through reading, writing and talk.

Karen Rowan: And our presentation today really evolved out of kind of a.

Karen Rowan: Many, many years long series of conversations that freshman Francesca and I have about teaching on a regular basis, you know, mostly in sort of informal.

Karen Rowan: Ways sometimes around kind of work related projects for designing curriculum, but just as people who talk about their teaching with each other, we teach some of the same classes, we also have taught in different places.

Karen Rowan: Across the campus and the curriculum and when we're thinking about you know kind of what stands out for us as.

Karen Rowan: You know something the thread throughout our teaching kind of ways of supporting metacognition kind of came to the forefront, and so we wanted to share some ideas and really just create a space for fellow teachers to talk about.

Karen Rowan: kind of what this looks like in their classes, or what possibilities, you see, for that and how you want to explore that.

Karen Rowan: And so, part of it is for us, we both teach writing and writing intensive courses from everything from first year COMP classes to upper division classes to coaching.

Karen Rowan: writers in.

Karen Rowan: graduate and professional programs and teaching that so that what we saw as a scene is the thinking about metacognition and writing and reading spans across that whole spectrum of teaching.

Karen Rowan: And we also know from our experience it, you know learning to write in new academic context and eventually new professional context.

Karen Rowan: requires the students learn new ways of defining are identifying strategies for assessing the particular demands they're working with and the possibilities and constraints of particular writing tasks and.

Karen Rowan: You know, assessing.

Karen Rowan: and planning for and revising their own plans reflecting on their work.

Karen Rowan: And thinking about what is room for further growth so metacognition is is the one thing, but it serves many roles and students learning and so there's no one size fits all for writing there's no one thing that.

Karen Rowan: We as writing teachers can teach students, that will be like, if you learn this one thing you'll be effective right or no matter what.

Karen Rowan: except the learning strategies for metacognition is kind of that one thing that will serve serve writers well, no matter of kind of what circumstances are going in so it's not as sort of.

Karen Rowan: One writing task they can do, but a kind of thinking and reflective strategy or set of strategies, you can do so that's kind of what we hope to focus on.

Karen Rowan: So today what we like to do is offer a couple definitions of metacognition and sort of some key concepts around metacognition.

Karen Rowan: offer some examples for how we've supported metacognition our classes and we'll refer to some examples, while we're doing a little bit of our talky bit, and we have some other examples that we can show you.

Karen Rowan: Depending on what we're interested in if folks don't want to see examples we won't pull those examples up, but we have them enter.

Karen Rowan: In our back pocket to pull out if we need to and, mainly, mainly, we hope that.

Karen Rowan: After we're done with our Turkey bits that we can invite you all to share examples, or to maybe brainstorm or maybe workshop possibilities for your classes in a bunch of different ways so we'll see what folks are up for with that.

Karen Rowan: So metacognition very broadly is often defined as thinking about thinking which is useful to the extent.

Karen Rowan: More precisely, we can think about metacognition is the ability to monitor and control or thinking and then even more precisely there's some some major categories of metacognition that we find useful one is Meta comprehension.

Karen Rowan: So I often see this in my classes in my teaching when.

Karen Rowan: Particularly around reading often when students can recognize and when we can talk about.

Karen Rowan: You know what does that experience, like a reading an article or reading a chapter in a textbook or something and realizing that you.

Karen Rowan: have been flipping through several pages and you have been taking in the words on the page, but you have been understanding Almost none of it or very little of it or snippets of that and so metacognition is really useful tool for thinking about.

Karen Rowan: What is our comprehension like in this moment.

Karen Rowan: And what what is causing maybe some of those abilities to comprehend, sometimes we also had the experience of life wow.

Karen Rowan: This is really challenging you're reading but i'm really getting it so metacognition is comprehension is not only identifying places where we're not understanding, but also places where we are understanding.

Karen Rowan: More but for this places where maybe we're not understanding, another aspect of Meta cognition is Problem Solving so if i'm reading a text, I have some strategies for maybe understanding.

Karen Rowan: What is it that I am not that i'm not understanding and so what are some potential solutions for working through that understanding do I actually need a snack.

Karen Rowan: Do I need to take a walk Do I need to define some key terms Do I need to go back and reread the introduction, or their preface and get a sense of the whole what are some some strategies that I can use to solve.

Karen Rowan: This problem and then finally there's critical thinking which from the sources that we were working with kind of define critical thinking as being able to assess the quality of our thinking and our ideas being able to assess clarity of ideas and relevance of ideas.

Karen Rowan: And so, part of that might be in this extended example is thinking about okay i've identified a bunch of examples and, yes, I want to snack because I kind of always want a snack.

Karen Rowan: But also, maybe what are some which of these other ideas for solving this problem are going to be the most relevant and useful for this context.

Karen Rowan: And then I implement the idea and assess did this work do, am I understanding this text, a little bit more, so these categories of metacognition are not mutually exclusive or distinct but they're also overlapping and have some ways of reinforcing.

Karen Rowan: The strength, the metacognition as a whole.

Karen Rowan: And you see, I keep moving my mouse there we go.

Francesca Astiazaran: Okay, so i'm going to jump in and talk a little bit about some of the emotional and motivational aspects of metacognition that can be really beneficial like these are one of the things that we can really send students away with the habits of mind almost.

Francesca Astiazaran: And a lot of that includes the idea of presenting students learning to them as a process.

Francesca Astiazaran: Rather than an event or a product right the product being the paper we usually right the event being like the tests that they sit down and take.

Francesca Astiazaran: And we think of all of it as a process and composition, we talked about writing as a process, a lot and I know that.

Francesca Astiazaran: You know sociology Professor is also think about their learning in the class as a process but do the students see it as a process or do they see it as.

Francesca Astiazaran: This thing that they have to do at a particular time that maybe they're not going to even think about until the day before two hours before.

Francesca Astiazaran: Well metacognition can kind of support us revealing this as a process to students right, so if we can kind of one way to do this is to kind of build benchmarks into things so.

Francesca Astiazaran: For example, that it doesn't even have to be for a paper, it could be for a test, but these things would work, the same way, like have something low stakes, where we can check in with students and say how's it going right like what's going well, what are you struggling with.

Francesca Astiazaran: It, what do you need to do next right, how can you help address the thing that you're struggling with sometimes even if we can anticipate what students might struggle with we might be able to give them.

Francesca Astiazaran: A little nudge like in a writing class, we might even be able to ask like you know, do you need to look back at the prompt Do you remember it right, did you read the reading that this thing is based on.

Francesca Astiazaran: but also an important thing that we can ask them how do you feel about the progress that you've made, how do you feel about what you have left to do.

Francesca Astiazaran: And then, this is where they can start identifying and and managing their emotions right like well I feel really good about this one part.

Francesca Astiazaran: I feel incredibly frustrated frustrated with this other or most often what I see when I have these kinds of.

Francesca Astiazaran: blackboard posts or in class things with students is that they have a great deal of anxiety.

Francesca Astiazaran: Around writing and it's probably very similar with test taking so whatever part of the paper that they're not looking forward to, they tend to have tremendous anxiety about, but when we start giving them avenues for solving the problem well, what can you do about this right.

Francesca Astiazaran: Then you can kind of see them managing the problem and then that's where these motivational aspects come in the feelings of motivation like.

Francesca Astiazaran: I can do this right like I did % of it, I just have this last % maybe I need to go to office hours right maybe I need to send my professor and email so.

Francesca Astiazaran: it's it's a really powerful tool to insert in a way that can show students, that this is a process right and so we're focusing on the process.

Francesca Astiazaran: In terms of getting a grade or completing a paper but we're also kind of planting seeds and habits that students can take with them generally just to know we have certain check ins i'm good Karen you can go on.

Okay.

Karen Rowan: No, that was me but yeah.

Francesca Astiazaran: No it's perfect we're good so um some particular benefits of metacognition in writing.

Francesca Astiazaran: is one of them is transfer right and that is where we can ask students to reflect on how what they are doing now.

Francesca Astiazaran: compares to something that they've done in the past how what they learned in the past and help them do what they're doing now right.

Francesca Astiazaran: How what they're learning now can be taken with them into the future, this can be even these again kinds of low state checking things as a paper comes do as a test comes do as an assignment comes do right like, how can this researcher doing benefit you in some other ways.

Francesca Astiazaran: etc so transfer is kind of one of those things that that is big for first year writing teacher like me.

Francesca Astiazaran: The students are obligated to take my class there's no way out of it right in plies that I should be arming them with some things that they can take with them.

Francesca Astiazaran: And so, this idea of just knowing how to take information with them from context to context is a really important idea and so.

Francesca Astiazaran: This kind of evaluating and monitoring this goes back to what I was talking about on the last slide like where are they in the process.

Francesca Astiazaran: how's it going right and that can be kind of process driven but that can also be more global so like if we're asking students to.

Francesca Astiazaran: write about how their life has changed since coven We might also consider asking them how do they feel about these changes right.

Francesca Astiazaran: How do they imagine the future being different so again, we can we can foster this in a lot of different ways.

Francesca Astiazaran: And then just again awareness of a process right and genre knowledge is really important again for this idea of transfer if you're writing if you're asking students to write a paper in a.

Francesca Astiazaran: Biology class which they don't write as many papers, as we do, but sometimes they have to write right.

Francesca Astiazaran: You might consider asking you know how is this different than the writing that you do in your other classes right why might some of these differences be important etc so i'm writing has some or metacognition has some particularly compelling benefits in writing.

Francesca Astiazaran: i'll pass it back to Karen.

Karen Rowan: And this is our last big text you slide um yeah is.

Karen Rowan: One model that i've control over the past couple years is to specifically address reading in my classes it's a reading apprenticeship model and part of the reason.

Karen Rowan: One of the reasons why I really like this model is that it really dovetails nicely with what we know about writing, and so it just helps me extend that into reading.

Karen Rowan: But this model identifies four dimensions that this that any of us are navigating when we're doing critical reading are engaged reading.

Karen Rowan: One of those is knowledge building so thinking about what kind of prior knowledge we have about the subject matter that we're reading about and how we might extend that knowledge in house in terms that knowledge is this discipline specific one dimension is personal so.

Karen Rowan: You know what kind of reading identity, do we have and bring to all kind of fluency and stamina do we have with the text and thinking about how that is context specific you know if i'm reading.

Karen Rowan: A really fun light novel my stamina for reading might be really extensive, but if i'm reading a text that is highly technical and outside my field of knowledge.

Karen Rowan: Then, my stamina for reading that particular text might be much shorter and just being able to develop.

Karen Rowan: sort of knowledge about that and know that that's just part of the package of reading different kinds of checks and it doesn't mean that I am less intelligent or a capable entertain that other texts, but that there's certain kinds of.

Karen Rowan: constraints and demands that are being put on me in different kinds of context, and so I can work on.

Karen Rowan: addressing those different kinds of demands there's a social dimension, which in this model really emphasizes focusing on sharing.

Karen Rowan: out or different processes, and this is something that we do a lot more teaching writing and writing related kinds of tasks where we're.

Karen Rowan: Having students workshop their writing process and their texts and thinking about kind of how How is this draft going what is working well what am I what am I.

Karen Rowan: struggling with, but we can do the same thing with reading as well, and think about.

Karen Rowan: You know what are different experiences are of texts and how those vary across the range of people in the classroom but also what are some strategies that we have in thinking about.

Karen Rowan: How can we notice and pay attention to the kinds of strategies that maybe my classmates or colleagues have and maybe one of those records do I want to appropriate or adapt.

Karen Rowan: or adopt as my own, and use those for addressing kind of a reading so.

Karen Rowan: And then, finally, the cognitive dimension is sort of thinking about how we engage with the text, do we kind of get the big picture of attacks, what are ways that we can break this down there we see monitoring comprehension that Meta comprehension.

Karen Rowan: Thinking about Problem Solving thinking about.

Karen Rowan: Setting and adjusting and the media settings and goals and strategies so there's there's three big sort of Meta comprehend Meta cognitive dimensions come back into the picture here really clearly.

Karen Rowan: And one of the things that this model also does is it says you've got these four dimensions, but the thing that connects all of this is is metacognition and Meta cognitive talk and so building ways that we can address.

Karen Rowan: Meta cognitive work into our classes can support students as readers it can support students as writers and just as learners and I have found over the past couple years that I borrow a lot of strategies and adapt that from this this reading apprenticeship model to both address.

Karen Rowan: Critical reading development and also writing development that's kind of where we start to get into some potential examples so.

Karen Rowan: As Francesca in our preparing today and we were compiling a bunch of examples from Roman teaching.

Karen Rowan: What we noticed for some patterns in the ways that we incorporate Meta cognitive work, and these are categories that we developed for ourselves to kind of describe what we're doing it's not something that's sort of out there in the world.

Karen Rowan: But one of things we noticed that we have different places in the process or different times in the process.

Karen Rowan: Sometimes it's before an activity, sometimes it's during a kind of learning activity in some senses are reflected after the activity, but the Meta cognitive or it can show up.

Karen Rowan: In all of those places We also notice kind of range of scope, sometimes we're really asking students to focus in on sort of a micro aspect of the work, and sometimes we're asking them to look at bigger picture more macro.

Karen Rowan: kinds of perspectives on their learning and their writing and reading and in terms of the context, sometimes our approaches are standalone so the Meta cognitive work is the thing that they're doing there sometimes metacognition is woven into other activities and assignments so.

Karen Rowan: It is part of the thing, but not the only thing they're doing and there's also like in class and out of class there's also written and and and conversational or talk like.

Karen Rowan: Discussion based kinds of activities that we can do so that's the kind of activities that we have and that's kind of where I believe we get to desert sources, we get to the end of our slides and.

Karen Rowan: As I said, we we have some examples of kind of Meta cognitive prompts that we could show, but we also just want to check in and see.

Karen Rowan: What kinds of ideas folks are having what kinds of.

Karen Rowan: Strategies if you've used or experienced or you know wanted to play with or what kinds of possibilities which you might maybe want to explore with folks a little bit more.

Francesca Astiazaran: I think, in addition, we were kind of wondering does any of this already sound familiar to you, is there any of this that you do intuitively.

Francesca Astiazaran: That you know you might decide to make more like purposeful or over it now, or do you like it just the way it is.

Francesca Astiazaran: we'd like love to hear from you guys.

Dalton Marsh: So, I guess, maybe what i'm working on is so it's like trying to get a better rubric maybe.

Dalton Marsh: So so like you know when I have have so I have like discussion, so I have my so first of all, so i'm in math.

Dalton Marsh: And math for teachers and you know I think metacognition is really important for students to because one of the big issues in math and students are.

Dalton Marsh: Like you mentioned Problem Solving is a Meta Meta cognitive an element of metacognition and and you know I want to say, like sort of realized that the way they're approaching math is like.

Dalton Marsh: Not the best and try not to memorize everything right.

Dalton Marsh: So, like in to do that through like metacognition and.

Dalton Marsh: Is what i've been been trying to do so, I teach courses for the future math teachers to.

Dalton Marsh: And so I have like a rubric but I don't know it seems to be that students kind of just.

Dalton Marsh: are more we're just would rather kind of just write in their own way and and I don't know it is a rubric too much like structure, how I want them to write it.

Dalton Marsh: Any thoughts on that.

Karen Rowan: yeah i'm wondering if i'm.

Karen Rowan: Part of where good ideas that i'm sort of thinking of some prompts that I haven't given it's very different in thinking about math versus reading with some ways it's not that some of the prompts that I asked students to write when they're like doing reading journals in a class.

Karen Rowan: is to think about I asked them to.

Karen Rowan: Look at a text and I have a very set sort of series of prompts room as him to to review the whole reading.

Karen Rowan: You know preview the whole reading look at the title look at the section headings look at the citations, how is it structured and do a little bit of preview work with thinking about.

Karen Rowan: what's familiar about this text was familiar about this subject matter what's what maybe seems like it may prompt new learning for them.

Karen Rowan: And what might they be wanting to be paying attention to while out there actually reading the text so they're doing a little bit of preview work.

Karen Rowan: And they read the text, and then they write a reflective response about always is like where were their predictions true Where were they surprised Where do they feel more confidence.

Karen Rowan: Where do they feel less confident what continue learning and that seems to me like maybe even approach that could be adapted for math right if you're thinking about approaching Problem Solving for math rather than.

Karen Rowan: You know, asking students to postpone the diving in to like solving the problem just start to figure out the numbers and thinking about Okay, what is this problem that i'm being asked what is the situation, how what are some.

Karen Rowan: Some maybe kinds of, and this is where you're going to have to help me out a little bit because I am an English professor, not a math Professor but thinking about what kinds of formulas what kinds of.

Karen Rowan: Strategies do they anticipate needing to use to solve this problem, what makes them think that what kinds of experiences have they had in the past, like what kinds of similar problems if they had that they they might.

Karen Rowan: Before at least have the you asked him to do a little bit of pre thinking about that and then do the thing and then reflect on to what extent, where their predictions assumptions right obviously they're not going to do that fully blown out.

Karen Rowan: kind of process for every kind of math home but but taking some some experience like that maybe it's an in class activity that you ask them to do, and then they parent share with Okay, you know how did this go what which of my predictions were true.

Karen Rowan: Where did I try and maybe even prompting explicitly what kinds of resources might need to consult to remember or call recall the kinds of.

Karen Rowan: of knowledge that he that he said me and tried to get them not just to memorize things, but what kinds of things that might they need to consult and then to reflect on that that it could build some.

Karen Rowan: Some Meta cognitive processing into the experience and really like explicitly supporting it and talking about that so that then.

Karen Rowan: You know, maybe you're asking them to do a little less of that in active classwork or exam work, but really asked him to explicitly articulate their thinking process and their response process to that does that make any sense at all for your time.

Dalton Marsh: yeah no I like the idea of like i've tried, something I haven't tried is doing a pre right and then do like the task, or the reading and then do like a reflection like post right kind of thing.

Dalton Marsh: yeah I haven't I haven't thought about that, but so i've used i've used it like in a math Problem Solving but also in just like for teachers reading about how to teach math to so like when they do a reading assignment and then.

Dalton Marsh: reflect on the reading assignment but yeah I think a pre right would seems like a good idea to try.

Karen Rowan: yeah I think I have a I have a friend I don't know if this is partly what you're thinking about she said.

Karen Rowan: fester of math education as well University of Delaware and.

Karen Rowan: She has a book called rough draft math revising to learn and it's kind of engaging with some of these processes of of explicitly supporting students reflection on the learning process and teaching teachers to support that process as well.

Dalton Marsh: Okay yeah definitely heard that both.

Karen Rowan: yeah and I think that it's it involves talking and writing about the process of reasoning through math and so it's definitely in this this this neighborhood of thinking about.

Karen Rowan: How do we because because reflecting Meta cognitively is a learned thing you know we sometimes stumble into it intuitively but really being able to explicitly.

Karen Rowan: engage in Meta cognitive reflection we often need to to learn that and it's helpful to have it structured, sometimes in ways that are more.

Karen Rowan: Explicit so that then once we kind of practices, it becomes a little bit more ingrained it becomes more.

Karen Rowan: part of our everyday way of doing things but for those of us who are teachers, you know it's you know, having teachers do the thing themselves helps them understand how they can teach it.

Karen Rowan: To students as well.

Francesca Astiazaran: I am, I had a question Dalton I was wondering if.

Francesca Astiazaran: Your rubric is it a rubric that covers, like all the blackboard posts across the board, or is this like a rubric for an essay or.

Dalton Marsh: I can show it here's the here's the rubric.

Dalton Marsh: So this is like I wanted them to reflect on like how did your view of mass change from grade school to college math and like, how is that going to affect your teaching.

Dalton Marsh: This is one of my favorite reflections, because you know, in my opinion, the.

Dalton Marsh: The.

Dalton Marsh: way we a biggest thing I think we can do to improve math education is improve the way students kind of like approach math so maybe I need to zoom in here and to not just try to memorize everything but try to understand.

Dalton Marsh: So this is the rubric I have, and these are like the parts that I want, I would like, so I showed him but it's sort of like a compound of like yeah you describe, if you just described things like that you know what that.

Francesca Astiazaran: Is.

Dalton Marsh: But then there's other.

Francesca Astiazaran: yeah one suggestion.

Francesca Astiazaran: That has worked for me in the past, is when I know that a particular area or aspect of a prompt is going to be difficult, I will support it with lower stakes things.

Francesca Astiazaran: So I might have a blackboard post, where in a really low stakes way I asked students to do the same thing that I asked them to do in the prompt or or rubric.

Francesca Astiazaran: So, at least at that point, I can assess where they are with it and sort of make changes if I need to.

Francesca Astiazaran: But also then it's like I also really encourage later i'll be like oh guess what you already sort of did that in your blackboard posts like you can use that right, so if you feel like there's one particular.

Francesca Astiazaran: Part of the rubric or the prompt where students are getting hung up, then you can.

Francesca Astiazaran: support that with a lower stakes more metacognition embedded it's sort of like this into the abyss like metacognition of metacognition.

Dalton Marsh: Right yeah cuz i'm also like teaching metacognition sort of right yeah.

Dalton Marsh: I always make it low stakes, by the way.

Dalton Marsh: yeah I never have any high stakes writing and my my mouth lucky.

Francesca Astiazaran: I wish I could figure out how to do that.

Dalton Marsh: yeah I get away with it by saying this is a mask.

Francesca Astiazaran: yeah there you go.

Dalton Marsh: yeah.

Francesca Astiazaran: You can just separating it out into something else low stakes, because I think it's really normal to have some aspect of what you're asking students to do to be more difficult and to need more unpacking yeah.

Karen Rowan: But I mean if your classes, one of those classes, where.

Karen Rowan: it's a very much writing to learn kind of space that the writing is there to support the rest of the learning that's happening.

Karen Rowan: And it's not a place from what you're describing this is really the writing is the thing that's being taught in the same way of the perhaps, or so I think it's totally makes sense to have that be.

Karen Rowan: More low stakes, and I, I have learned over the years that having students do meaningful reflective work takes practice.

Karen Rowan: And so that if I want them to do something, what maybe this sounds like is maybe a more comprehensive kind of bigger picture reflection at the end of the course that they have to have been practicing this in smaller ways throughout the rest of the class.

Karen Rowan: And so, if they're, then I can see kind of what Francesca was saying that.

Karen Rowan: If they're not if they're not getting to that kind of reflection or Meta cognitive worth and i'm hoping to get to I can see that earlier on the course and I can give some some very small but targeted feedback.

Karen Rowan: To help them kind of deep in their thinking and that they know that the reason why we're doing this is because the kinds of reflection and Meta cognitive your work doing is really important for these other reasons.

Karen Rowan: That it's not just it's low stakes, but it's not unimportant it's still very meaningful and I think finding that balance between the stakes of the grading but the meaningfulness of the work.

Karen Rowan: You know, take some some is different for every group of students in practice but.

Karen Rowan: Having them practice doing that maybe in some so much more focused places throughout the course concerns lead to much better reflection at the end.

Karen Rowan: The other folks have some experiences questions.

Karen Rowan: Ideas want to share some examples of ways that you're engaging with Meta cognitive writing and work.

Emily McKellar: At Dr rowan.

Emily McKellar: And they have Oh, thank you for both of you for doing this, this presentation I work as a like a graduate assistant for a public admin class right now.

Emily McKellar: And I think what you're talking about can really be applied to Tutoring.

Emily McKellar: I think like during the sessions it's so important, and like helpful to get students to like me to cognitively think and like they don't have to write it down, but they can just kind of tell you.

Emily McKellar: And so lately what i've been trying to do with each of my sessions is kind of ask the students, how did you feel writing this this paper.

Emily McKellar: Like What was your thought process or like you know was how was it different from the last one you wrote and that kind of helps me gauge like not only what the students are struggling with but also.

Emily McKellar: helps them like unpack what they're feeling like especially like towards the very end of the Semester when they have their big papers I kind of help them unpack how they're feeling and then.

Emily McKellar: I can recommend things but usually i'm very just kind of like listen and be supportive and be like, yes I go through that the same i'm a student to.

Emily McKellar: But yeah I really like the Meta cognitive elements and I think like it's super useful to us in Tutoring as well as in the classroom.

Karen Rowan: you're describing that i'm remembering this.

Karen Rowan: session I had with a student a Tutoring session this years ago and two jobs ago so it's like the last century.

Karen Rowan: But everyone had a session with a student who we just were butting heads until I was able to ask a question like that.

Karen Rowan: They sort of allowed her to articulate some frustrations and some blocks issues, having with alerting and so we just.

Karen Rowan: backed up and we stopped focusing on the Paper itself and we're able to have a conversation about those kinds of things and then that was able to kind of allow us to get back to the paper and the task at hand, but if we pretend, like those things aren't happening, then.

Karen Rowan: yeah it's it's really unproductive.

Emily McKellar: yeah I find like right now students really kind of need that like relation with their a tutor or something, especially because their class doesn't meet at all it's just like all asynchronous and so it's nice for them to kind of like check in with me so.

Francesca Astiazaran: And I think it's a great way to show how.

Francesca Astiazaran: Talk can support writing right like just because it's about writing doesn't mean that everything has to be written.

Francesca Astiazaran: there's so much benefit just to having conversations and I think it's really in the conversations, where a lot of times what you find out is it's not really.

Francesca Astiazaran: The writing it's something that was supposed to happen again in the process right like.

Francesca Astiazaran: researching not understanding completely what you're supposed to do, or maybe it's something situational like students don't have enough quiet space or whatever, but at the same time it's helpful for them to.

Francesca Astiazaran: Talk through that right like is there anything they can do to mitigate mitigate it it kind of opens up this space for problem solving right.

Emily McKellar: yeah yeah yeah I like I leave feedback on their work.

Emily McKellar: And if I if i'm stuck somewhere i'll ask them in the session like what were you thinking here, or like, can you tell me what did you mean right here, and I find that a lot of students are able to talk through it and say what they mean.

Emily McKellar: Better and then I say okay write that write that down like what you just told me so yeah I agree talking, is it really helps.

Karen Rowan: And that social touches really important one strategy that sometimes I use with.

Karen Rowan: One able to I have found an effective way to do this in zoom classes, but in my in person classes.

Karen Rowan: Say we're getting you know going into work shopping with dress and as students Okay, what is working well for you and where do you have concerns.

Karen Rowan: And i'll ask students to share something from one of those questions, with the full group so they do that quick rates they have that you know Meta kinda reflection there.

Karen Rowan: Then they have to share one of those things, and what often emerges is that something that one student feels really confident or happy about is the same thing that another student is struggling with.

Karen Rowan: and vice versa, and so that allows us to have a kind of a group Meta kind of conversation about.

Karen Rowan: We all feel confident about some things and we all feel like we're because it's a part of the process it's it's not like.

Karen Rowan: almost never do people just sit down and write and just have a happy loving experience the whole time they're writing and everything is joyful and wonderful and in the end, they have a perfect paper.

Karen Rowan: Knowing the experiences writing like that, and if they do we don't want to hear about it, but we all struggle right, so we can have that shared experience of struggle and then that shared conversation of.

Karen Rowan: How do we then navigate this what are some strategies, when you get to that point where you're struggling stuck with organization or you feel like.

Karen Rowan: You don't know how to explain to another reader the details of stuff or whatever it is like what are strategies that we have a working through this problem and start.

Karen Rowan: Sharing Problem Solving strategies and then they go apply that in the workshops right but there's it works at that one to one level with the tutor or professor and writer, but also that.

Karen Rowan: That collective flooded with that peer to peer kind of space and sounds like you're doing really important work with those students because you're they don't have that engagement with each other, it sounds like.

Karen Rowan: They don't have that ability to see that they're all in it, you know there's all do the same sorts of things.

Emily McKellar: yeah they'll they'll ask like if you have any other students asked, and so I kind of, say, like yes like to reassure them like everyone is feeling the same.

Emily McKellar: But yeah this this presentation is making me want to kind of do like a like a wrap up because, like scene of the Semester so kind of asking students like how do I think Dr.

Emily McKellar: i'm sorry, how do I see you as.

Emily McKellar: Francesca i'm sorry, but when you said, like howdy, how do you feel about the progress you've made I need to kind of like I want to kind of ask.

Emily McKellar: Students and questions, the last time I see them, because this is like the writing intensive course and then they're kind of going to be writing for other programs so.

Emily McKellar: I like that question and making sure that they have like the skills to carry with them and also have to kind of like work through any issues they have in the future when they won't have a graduate assistant and their course.

Francesca Astiazaran: that's a great point yeah and I feel like questions are so important in these writing intensive classes, because, again, the the university says, you must take them right and the program say you must take them, and so we want you to go away with with things that are helpful.

Francesca Astiazaran: and

Karen Rowan: they're sort of like a wrap up at half and do with writing courses is sort of asked him to think about Okay, where were you with this where were you in terms of your thinking

about yourself as a writer and about your writing these kinds of things at the beginning of this course.

Karen Rowan: You know how do you think you've been approved for the course where you see that improvement like I don't always frame in the in the language of improvement, but.

Karen Rowan: it's not as important to recognize, you know what have we learned and whenever we improve and also always frame ask them to think about what what continued learning might you want to do, because no one course can can teach all the things.

Karen Rowan: and ask them to sort of imagine what are some strategies or approaches or a ways of doing things that they want to carry forward into other contexts so it's like looking at a couple of different, you know that reflective looking back and then also looking forward to think about.

Karen Rowan: kind of what yet is to come and how they might support that and like how they, how can they continue to support that does it look like.

Karen Rowan: You know, continue to work with a writing tutor through the writing Center they wanted to have a writing assistant, but the writing Center will be there, or.

Karen Rowan: What kinds of a specific strategies have they practiced or develops in the course that they might want it to be mindful of to continue using those kinds of things.

Karen Rowan: To in some ways, take those small moments of metacognition every reflection that you were prompting and thinking about you know, maybe, asking them.

Karen Rowan: Because, for whatever you saying was how did you feel when you're reading this and also what were you thinking when you were writing this.

Karen Rowan: And maybe even prompting them to think about how does paying attention to kind of our thinking and feeling and sort of you know, various sort of like embodied and emotional and cognitive processes, help us move our writing forward right sometimes treat ourselves is like.

Karen Rowan: brains on a stick, you know but emotions are real, like our bodies are real, you know the like those things affect the process so even if you think about.

Karen Rowan: The kinds of questions you found yourself asking students how might that be built into a broader kind of.

Karen Rowan: Prompt for them to think about.

Francesca Astiazaran: More globally thinking of what they learned and I just want to note too.

Francesca Astiazaran: That these these same reflections work with anything like we could ask students to think about this, what they learned in a semester or biology or math or social work or it just you know.

Francesca Astiazaran: It still it's like the same it's the same deal, you know it's just you adjusted a little bit, but it's sort of that reflection of like realizing that you have something of value to take with you into a new concept, and you can keep building on that.

Karen Rowan: Absolutely yeah with.

Karen Rowan: Your weekend Francesca I tend to think talk about these things in terms of writing and reading processes, because that's what we teach.

Karen Rowan: But in terms of thinking about what kind of content, if people learned, you know kind of new knowledge and sort of new information and new kinds of ways of thinking through or new practices if you've learned in different disciplines and how they continue to practice that in those contexts.

Karen Rowan: Foster gravitated.

Karen Rowan: In recent teaching to to framing and highlighting what what is meaningful about our learning.

Karen Rowan: And I am teaching a first year seminar where that's the idea of meaningful learning is the central focus of the class.

Karen Rowan: And it's asking students and think about what makes with different kinds of ways of learning and different things in different contexts and different relations of learning makes things meaningful to folks and so that's that's another kind of.

Karen Rowan: Like Meta cognitive or reflective element to build into classes.

Karen Rowan: You know, regardless of, and I know there's a question i've seen this floating on the Internet, you know, sometimes when people I have never designed or given a test in my life really except for in fifth grade.

Karen Rowan: My math teacher, let me design a math test that I was able to give to all of my classmates and it was questions long.

Karen Rowan: And I gave it to them, they had to take it accounted for nothing they didn't get any grade or points for it, but I was also not a deeply popular person in fifth grade but anyway.

Karen Rowan: yeah I don't know why she did that to me and to my classmates but um.

Karen Rowan: But part of what i've seen folks say is you know thinking about energy this with writing to sometimes is what aspects of your growth or your learning is not reflected in this particular project.

Karen Rowan: So if there's a writing project, maybe that culminating writing project, the students do.

Karen Rowan: And you know time is short, energy is short, we don't always accomplish our full goal for project and the timeframe that we have.

Karen Rowan: And there may be things that they know that they've learned or ways that they know that they've grown that they don't feel a reflected in a particular writing project and so.

Karen Rowan: Trying to give space to do that, you can do that also on test sometimes tues right like what.

Karen Rowan: What did you want to be asked about on this test and what kind of things did you learn the don't feel like we're necessarily captured in this exam and so thinking about kind of providing that kind of reflection or.

Karen Rowan: engagement with learning is another way that can be adapted for other kind of context.

great idea.

Karen Rowan: We are just about out of time.

Francesca Astiazaran: We were right on the nose.

yeah.

Karen Rowan: I think everybody for coming I didn't get a chance to thank everybody is they were here and coming, but I know that.

Karen Rowan: It taking the time out of our schedules.

Karen Rowan: Week of any semester, but definitely at the end of the year, plus of pandemic learning and teaching is a lot to ask so really appreciate you being here.

Francesca Astiazaran: Yes, thank you so much, thanks for your questions to.

Emily McKellar: Thank you take.

Francesca Astiazaran: Care we're almost through.

Francesca Astiazaran: it's everybody say.

Francesca Astiazaran: bye.

Karen Rowan: Have a good rest of the Semester. Okay.

END - 00:45:36