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A SCTCS Division of Academics, Student Affairs & Research Initiative

TLT

TEACHING & LEARNING TUESDAY

MOVING THE DIAL THROUGH METACOGNITION

June 20, 2023

2:30pm

About the Presenters

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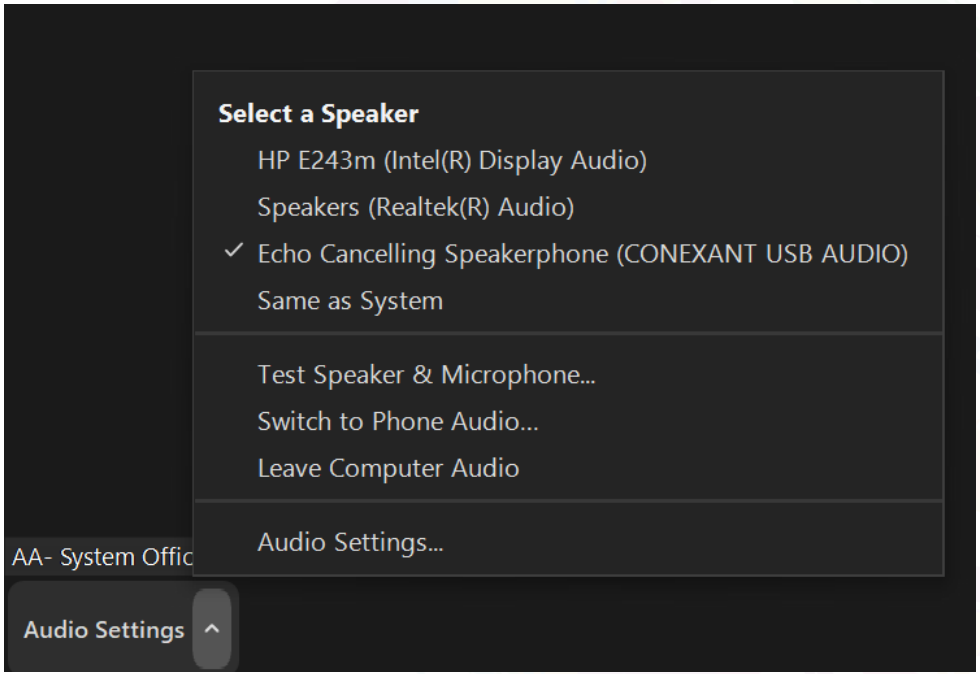
Zoom Webinar



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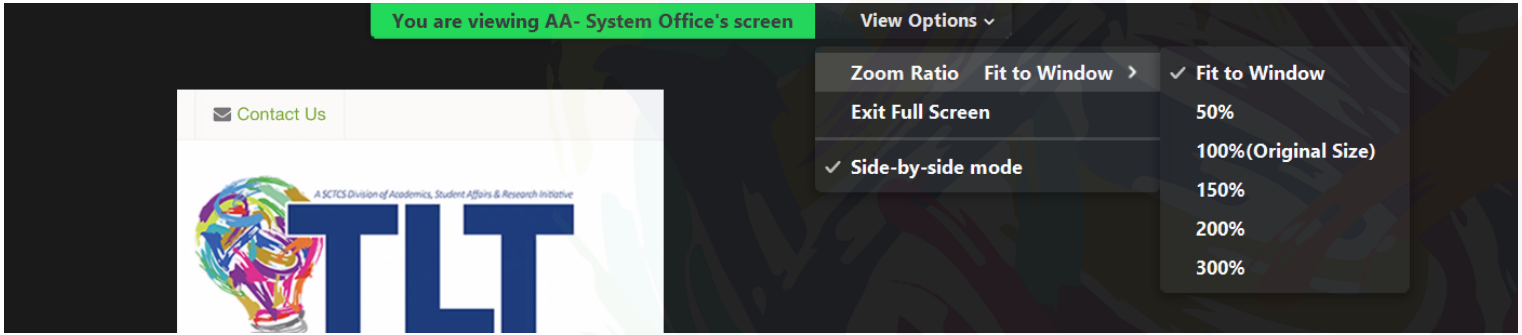
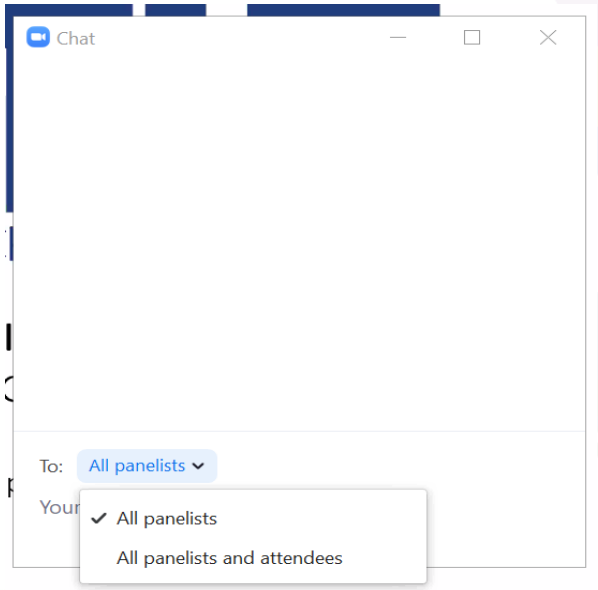
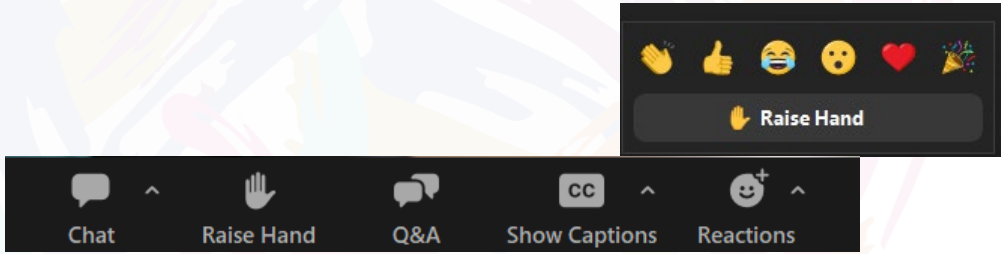


Zoom Webinar

Chat



Raise Hand and Q&A



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TEACHING & LEARNING TUESDAY

Moving the Dial through **Metacognition**

presented by Dr. Benita Yowe & Alicia Ramberg

Teaching and Learning Tuesdays Webinar Series
South Carolina Technical College System
June 20, 2023

Our Team & Project

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Table of Contents

Section I: Introduction 3
Section II: The Barrier 4
Section III: The Intervention 7
Section IV: Needs & Costs 13
Section V: Implications, Limitations, & Assumptions 13
Section VI: Conclusion 14
Section VII: References 16

SCTCS Retention Data

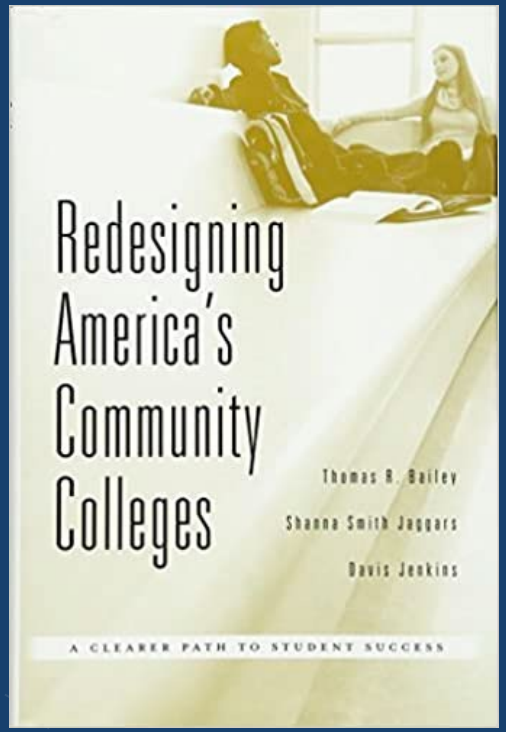
Semesters	Degree-Seeking Students Retained	Retention Rate
Fall 2018 to Fall 2019	25,866 of 65,202 students retained	**43.71%**
Fall 2019 to Fall 2020	25,178 of 63,939 students retained	**43.96%**
Fall 2020 to Fall 2021	22,861 of 58,691 students retained	**43.54%**
Fall 2018 to Spring 2019	43,733 of 65,202 students retained	**71.43%**
Fall 2019 to Spring 2020	43,266 of 63,939 students retained	**73.19%**
Fall 2020 to Spring 2021	38,550 of 58,691 students retained	**71.69%**

SCTCS Retention Data Financial Implications

Average In-State Tuition Cost per Student (2020-2021) *(Source: SC Commission on Higher Education, che.sc.gov)*	$4,723
Students enrolled Fall 2020	58,691
Students no longer enrolled Fall 2021	35,830
SCTCS Revenue Loss	$169,225,090
Average Annual Revenue Loss per Institution	$10,576,568

Note: Overall system-wide enrollment decreased 2% from Fall 2018 to Fall 2019 and 8% from Fall 2019 to Fall 2020, so retaining currently enrolled students is crucial.

Reasons for Attrition



"...when high-achieving students run into academic challenges, they try strategies…In contrast, when motivated but low-achieving students encounter problems, they often simply 'try harder,' with little clear conception of how to make their time and effort more fruitful. Qualitative studies of community college students suggest that many of them fall into this latter category: **they are willing to try hard to succeed, but they are not quite sure how to do so**" (p. 84).

*Students enter college **unprepared** for the transition and **unequipped** with study/learning skills, many starting in **remedial/developmental** courses due to their content skill level.*

The Barrier

- **unpreparedness** of students who enter / transition to college and do not know how to learn
- Some students who enroll at two-year institutions **do not enter college courses right away.**
- lack of investment into **faculty development** for full-time and adjunct faculty that equip instructors with tools on how to embed and implement metacognitive strategies
- Faculty development can be ad-hoc, and students don't typically see strategies for success applied **across disciplines**.

Teaching the Unprepared Students

Strategies for Success:

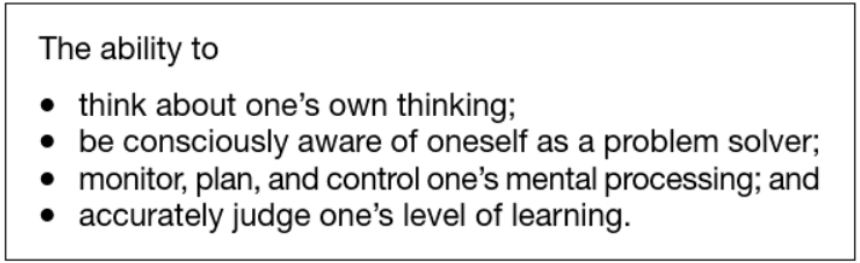
1. Establish High Expectations and Clearly Define Student Success
2. Interweave Assessment and Teaching
3. Meet your Students Where They Are
4. Clarify Student Responsibility
5. Stay Connected
6. Present Metacognitive Strategies to Your Student

What is Metacognition?

"Metacognition is **thinking about thinking**, or planning, monitoring, and assessing personal awareness and understanding cognition and thought processes… Learners learn actively, rather than passively, by **receiving material repeatedly and in multiple modes**, through testing cognitive processes in **retrieving information**, and when **material evokes emotional involvement**" (Lumpkin, 2020, p. 1).

Figure 3.2 is from McGuire, 2015, p. 17

Figure 3.2 Metacognition



Note. Figure shows four aspects of John Flavell's (1976) definition of *metacognition*.

Count the Vowels

Figure 3.3 Count the Vowels

Dollar bill	Cat lives
Dice	Bowling pins
Tricycle	Football team
Four-leaf clover	Dozen eggs
Hand	Unlucky Friday
Six-pack	Valentine's Day
Seven-Up	Quarter hour
Octopus	

McGuire, 2015, p. 22

Count the Vowels (cont.)

Figure 3.3 Count the Vowels

Dollar bill	Cat lives
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McGuire, 2015, p. 22

You have to know what you need to recall in order to study effectively!

Metacognition = Learning & Studying Effectively

- **Learning styles** (Visual, Auditory, Read-Write, Kinesthetic)
- **Multiple intelligences** (musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal and naturalistic)

Students are often unaware of how to study material effectively for their own personal learning/intelligence style.

Students start a class expecting to make an “A” – and when they miss the mark on their first test/essay, they experience **cognitive dissonance** and tend to withdraw or “spiral” *(self-fulfilling prophecy)*

Good Metacognitive Strategies for Students

The rest of this chapter lists and elucidates 10 metacognitive strategies, the first three of which are powerful reading strategies I have found particularly useful to teach my students:

1. Previewing
2. Preparing for active reading
3. Paraphrasing
4. Reading actively
5. Using the textbook even if it is not required
6. Going to class and taking notes by hand
7. Doing homework *without* using solved examples as a guide
8. Teaching material to a real or imagined audience
9. Working in pairs or groups
10. Creating practice exams

McGuire, 2015, p. 44

How Can Faculty Implement These Strategies?

- Assign previewing/paraphrasing/active reading activities to students
  - Quiz on material has different effect; it skips to recalling material
  - Use questions from textbook (or ancillary materials) if possible
  - Collect students' work to ensure they do it (low-stakes assignment)
  - Later in the semester or for an upper-level course, have students come up with their own previewing questions, etc.
- Provide guided lecture notes (or questions) for in-class (or recorded) lectures
  - promotes active learning and gives students a "study guide" for exams
- If giving study guides for exams, make them questions instead of just list of topics

How Can Faculty Implement These Strategies? (cont.)

- Have students present material to the class or teach it to each other
  - group work time in class to reinforce concepts
    - Jigsaw, think-pair-share, etc.
  - small group discussions in online class (instead of class-wide)
- Have students create their own practice exam questions
  - in-class group activity or homework assignment
- Have students work on “homework” in class
  - Give them practice problems with no/few notes (replicating the exam experience)
  - can allow them to work in groups here as well

Impact on Students

As a result of these embedded activities, students will

- engage in high-impact metacognitive practices
- reflect on the implementation of those practices with themselves and with their peers
- apply those strategies across courses in their core curriculum

Questions or Comments?

References & Resources

Bailey, T.R., Jaggars, S.S., & Jenkins, D. (2015). Redesigning America's community colleges: A clearer path to student success. Harvard University Press.

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2023 TLT Spring Sessions

August 15, 2023	**Chat GPT and Artificial Intelligence** George Abraham, GTC
September 19, 2023	**Student Mental Health** Crystal Edwards, ATC
October 17, 2023	**The Energy Bus** Chelsie Smith & Theresa Jordan, WTC
November 14, 2023	**Jobs for America's Graduates** Elaine Midkiff & Jennie Brantley, SCTCS

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