

METACOGNITION

is thinking about your thinking.

HOW DO I PRACTICE METACOGNITION?

Consider context of knowledge.

- When is this information true and not true?
- What knowledge am I building on?
- What knowledge does this connect to?
- Where else can I apply this information?

Reflect on methods of learning.

- Flashcards
- Reading
- Writing
- Lists
- Outlines
- Mnemonics
- Teaching others
- Slides
- Songs
- Memes

After class activity: clearest & muddiest point

After each class, write down the concepts that were clear and muddy (unclear). Go to office hours to discuss your muddy points.

Map out your problem-solving strategies.

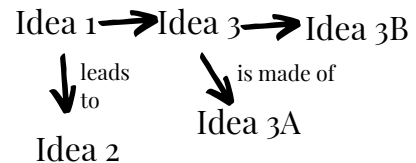
Use CER method

Draw a picture.

Make an outline:

- Idea 1
- Idea 2
- Idea 3
 - Idea 3A
 - Idea 3B

Make a concept map:



HOW TO ANSWER A QUESTION ON AN EXAM FOR FULL CREDIT:

What kind of triangle is this?



ANSWER USING THE **CER** METHOD

Claim: an assertion or statement

ex: this triangle is a right triangle.

Evidence: data

ex: the largest angle is 90 degrees.

Reasoning: logic or principle

ex: angles of 90 degrees are right angles.

Be concise.

Underline key words in your answer.

Unless prohibited, schematics & drawings often help.

Stay on-topic; irrelevant information is irrelevant.

Integrate learning objectives from syllabus into answer.

Number parts of question & corresponding parts of answer.

**PRO
TIPS**

ASK 'WHY?'

Why is my professor asking me this question?

ASK 'WHAT?'

What material related to this from class?

What information might my professor be looking for?

ASK 'HOW?'

How can I demonstrate my knowledge?