



TEACHING TIPS OF THE MONTH FROM THE MC COMMUNITY



Brought to you by TIDES and PALS March 2018

The Faculty Program for Active Learning in STEM (GTSTEP/PALS+) (www.montgomerycollege.edu/gtstep), the Teaching to Increase Diversity and Equity in STEM (TIDES - <http://cms.montgomerycollege.edu/TIDES/>) grant project, and ELITE (<http://cms.montgomerycollege.edu/elite/>) are happy to bring you the "Teaching Tips of the Month." Both PALS+ (a fellowship to support active-learning in the classroom for part-time instructors) and TIDES (with its focus on active learning and culturally sensitive pedagogy) seek to incorporate highly engaging learning activities for diverse student populations into STEM courses. However, as you will see, many of these activities are not STEM-specific and can be applied to any course. We also welcome your general feedback about this publication, which you can send to tides@montgomerycollege.edu.

Integrative Learning: Focus on Self-Questioning/Metacognition

Tip 1: Student Self-Questioning

According to the [AAC&U Integrative Learning Values Rubric](#), the benchmark level of self-reflection involves students describing their “own performances with general descriptors of success and failure.”

You can find several examples of questions on [Vanderbilt’s Center for Teaching Metacognition page](#) to engage students in reflective, metacognitive practices before, during and after learning activities. Sample questions include:

Before	During	After
How could I best prepare for the class session/task?	What questions are arising for me during the session/task?	What do I need to do now to get my questions answered?
What are the goals of the class session/task?	What tools could I use to help me?	To what extent did I accomplish the goals?

Variations: 1) Post a self-reflection question on the board at the start of class, in the middle of the session, and at the end. 2) Have students answer the questions online before starting an activity and then after com-

pleting it. 3) Give students a sheet with the reflection questions and have them complete it as a warm up or exit ticket.

Tip 2: Instructor Self-Questioning

Metacognition and self-reflection are not only for students! Professors can benefit from self-questioning and reflecting on their practice daily. For example, at the end of each class session, ask yourself:



- How do I think today's class session went? Why do I think that? What evidence do I have?
- How did the ideas of today's class session relate to previous class sessions? To what extent do I think students saw those connections?
- How will what I think about how today's class session went influence my preparation for next time?

For more information on using self-questioning and metacognition in the classroom, contact: Anestine Theophile-LaFond: Anestine.Theophile-LaFond@montgomerycollege.edu.