**Metacognition Jigsaw, Part 1: Theory**

For this activity, you will divide into two groups: an “expert” and “home” group. Your expert group will be randomly chosen, and your home group will be your disciplinary group (biology, chemistry, environmental science, and geology).

1. (10 min) In your expert group, read your assigned section of How Learning Works:

|  |  |  |
| --- | --- | --- |
| **Groups** | **Reading** | **Pages** |
| A, B | Assessing & Evaluating | 194-196 |
| Implications | 202-203 |
| C, D | Planning & Applying Strategies | 196-199 (top) |
| Implications | 202-203 |
| E, F | Reflecting/adjusting & Beliefs  | 199-202  |
| Implications | 202-203 |

2. (10 min) Individually write responses to the following prompts:

* How are the two facets of metacognition you were assigned related to self-assessment and/or self-regulation?
* Give an example of how you have been supported in engaging in each facet from C-Core summer institute(s), workshop(s), or PLC meeting(s).
* How might a focus on metacognition help increase equity for learning, in terms of “levelling” the playing field for all students?

3. (10 min) With your expert group, prepare a description of your two facets of metacognition to share with your home group, including one example of each from C-Core. Then, decide on the most important points of your reading to share with your home group and record below.

* Description of your metacognition facets + examples from C-Core:
* Most important points:

4. (30 min) Move to your home group. Summarize your reading and listen to the key points of the other readings. Take notes in the first column of the *Metacognition Organizer*.