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The Metacognitive Student: How to Teach Academic, Social, and Emotional Intelligence in Every Content Area

By Richard K. Cohen, Deanne Kildare Opatosky, James Savage, Susan Olsen Stevens, and Edward P. Darrah

Study Guide

This study guide is a companion to the book *The Metacognitive Student: How to Teach Academic, Social, and Emotional Intelligence in Every Content Area* by Richard K. Cohen, Deanne Kildare Opatosky, James Savage, Susan Olsen Stevens, and Edward P. Darrah. *The Metacognitive Student* provides practical strategies for enhancing student learning through the implementation of academic, social, and emotional learning into every subject and for every grade level.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote a healthy school culture.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to help and enhance student minds.

Chapter 1

Metacognition and SELf-Questioning: The Underpinnings of the Strategy

1. What is *metacognition*? Why is it important for students to learn?

2. What is the goal of *SELf-questioning*? What two approaches are essential to helping students learn to use SELf-questioning?

3. What is *modeling*? Why is it important to model SELf-questioning for students when teaching them to think metacognitively?

4. What is *gradual release of responsibility*? How can it be used to help students achieve independence with using SELf-questions?

Chapter 2

Structured SELf-Questioning for Academic Problem Solving in Mathematics

1. How can metacognition and SELf-questioning benefit students' mathematics education?

2. Examine the SELf-question set recommended for self-monitoring in mathematics on page 32. How might these questions help a student succeed in mathematics?

3. How can you *model* this SELf-question set in mathematics? How might you then *gradually release responsibility* to students as they begin to learn?

4. Is there a specific mathematical concept your students struggle with? How might a metacognitive approach, conveyed through SELf-questioning, help some students grasp this concept?

Chapter 3

Structured SELf-Questioning for Social Problem Solving

1. How does metacognition and SELf-questioning benefit students socially? What are the two advantages structured SELF-questioning has in social situations?

2. How does the same SELf-question set used for academic problem solving apply to social problem solving as well?

3. What is a scenario you have encountered in which the academic and social SELf-questioning set would have been beneficial? How might it have changed the outcome of the situation?

4. Which of this chapter's scenarios is most relevant to you? Have you run into a similar situation in your own classroom? How can you use SELf-questioning next time a similar scenario occurs?

Chapter 4

Structured SELf-Questioning in Reading Comprehension

1. How can metacognition and SELf-questioning benefit students' reading comprehension?

2. How does the academic and social SELf-question set apply to reading comprehension?

3. How can a teacher *model* each step of the SELf-question process for reading comprehension? How can they *gradually release responsibility* to students as they learn to think about their approach to understanding the meaning of what they read?

4. Based on your own situation and experiences teaching reading comprehension, are there any changes you would make to this SELf-question set?

Chapter 5

Structured SELf-Questioning in Reading Decoding

1. How does *reading decoding* differ from *reading comprehension*? Why is it important to have a metacognitive approach for both?

2. How can the academic and social SELf-question set apply to reading decoding?

3. How can a teacher *model* each step of the SELf-question process for reading decoding? How can they *gradually release responsibility* to students as they learn to think about their approach to decoding the words they read?

4. Which of this chapter's scenarios is most relevant to you? Have you run into a similar situation in your own classroom? How can you use SELf-questioning next time a similar scenario occurs?

Chapter 6

Structured SELf-Questioning for Inquiry-Based Research Writing

1. What is *inquiry-based research writing*? How can it benefit from a metacognitive process?

2. How can the academic and social SELf-question set apply to inquiry-based research writing?

3. How can a teacher *model* each step of the SELf-question process for inquiry-based research writing? How can they *gradually release responsibility* to students as they learn to think about their approach to research and writing?

4. Based on your own situation and experiences teaching research and writing, are there any changes you would make to this SELf-question set?

Chapter 7

Structured SELf-Questioning for Emotional Recognition

1. What is *emotional recognition*? How can it benefit from a metacognitive approach?

2. Examine the emotional SELf-question set on page 117. What changes have been made to the questions? How do these changes reflect a metacognitive approach to emotion and self-talk?

3. How can a teacher *model* each step of the SELf-question process for emotional recognition? How can they *gradually release responsibility* to students as they learn to think about what they feel?

4. What is a classroom scenario you have encountered in which SELf-questioning for emotional recognition may have changed the outcome?

Chapter 8

Structured SELf-Questioning for Emotional Regulation and Problem Solving

1. How do emotional regulation and problem-solving build on emotional recognition? What is the ultimate goal of emotional SELf-questioning?

2. In what ways does the emotional SELf-question set allow students to move beyond emotional recognition and into regulation and problem solving?

3. How can a teacher *model* each step of the SELf-question process for emotional regulation and problem solving? How can they *gradually release responsibility* to students as they learn to respond to their emotions and the motions of others?

4. What is a common emotional problem your students could potentially solve with SELf-questioning?

Chapter 9

Transfer Theory and SELf-Questioning

1. What is *transfer*? Why is transfer essential to student learning?

2. What is the difference between *near* and *far* transfer?

3. Both the academic and social and the emotional SELf-question sets were designed for transfer. What pedagogical techniques can teachers use to implement the SELf-question sets for transfer across a range of academic, social, and emotional applications?

4. What is a scenario you have experienced where SELf-questioning may have helped students transfer their learning from one domain to another?

Chapter 10

Structured SELf-Questioning for Social Studies

1. How can metacognition and SELf-questioning benefit social studies education? In what ways can metacognitive social studies transfer to real-world problem solving?

2. In what ways do the academic and social and the emotional SELf-question sets offer applications for a social studies curriculum? What aspects draw on elements from both SELf-question sets?

3. How can a teacher *model* each step of the SELf-question process for social studies? How can they *gradually release responsibility* to students as they learn to think about their approach to a social studies curriclum?

4. What social studies classroom activities or lessons could benefit from a metacognitive approach? How could something like a classroom debate change with the implementation of SELf-questioning?

Chapter 11

Structured SELf-Questioning and Metacognitive Components in Science

1. What are the three subcomponents of metacognition? What about the subcomponents of metacognitive regulation?

2. How do the components of metacognition relate to the academic and social SELf-question set for science?

3. In what ways does the academic and social SELf-question set accommodate Next Generation Science Standards (NGSS) and Common Core State Standards (CCSS) performance expectations and standards?

4. What lessons or science experiments in your curriculum could benefit from SELf-questioning and metacognition?

Chapter 12

Autonomous Use of SELf-Questioning and Metacognition

1. What is the difference between *external* and *internal mediators*?

2. What are Feuerstein's three phases of cognitive behavior? How are they integrated into new or modified SELf-questions?

3. What are the four steps for designing your own SELf-questions? How can this process be adapted for students?

4. What strategies or activities can you employ to help students develop their own SELf-questions?