

CVM TA members and friends,

I hope many of you will consider attending [next week's TA seminar and workshop](#).

However, I am also confident many looked at the title and thought, “*What the heck is this about? And what does it possibly have to do with what I do?*”

Very simply: **Metacognition refers to “the process of reflecting on and directing one’s own thinking”¹.**

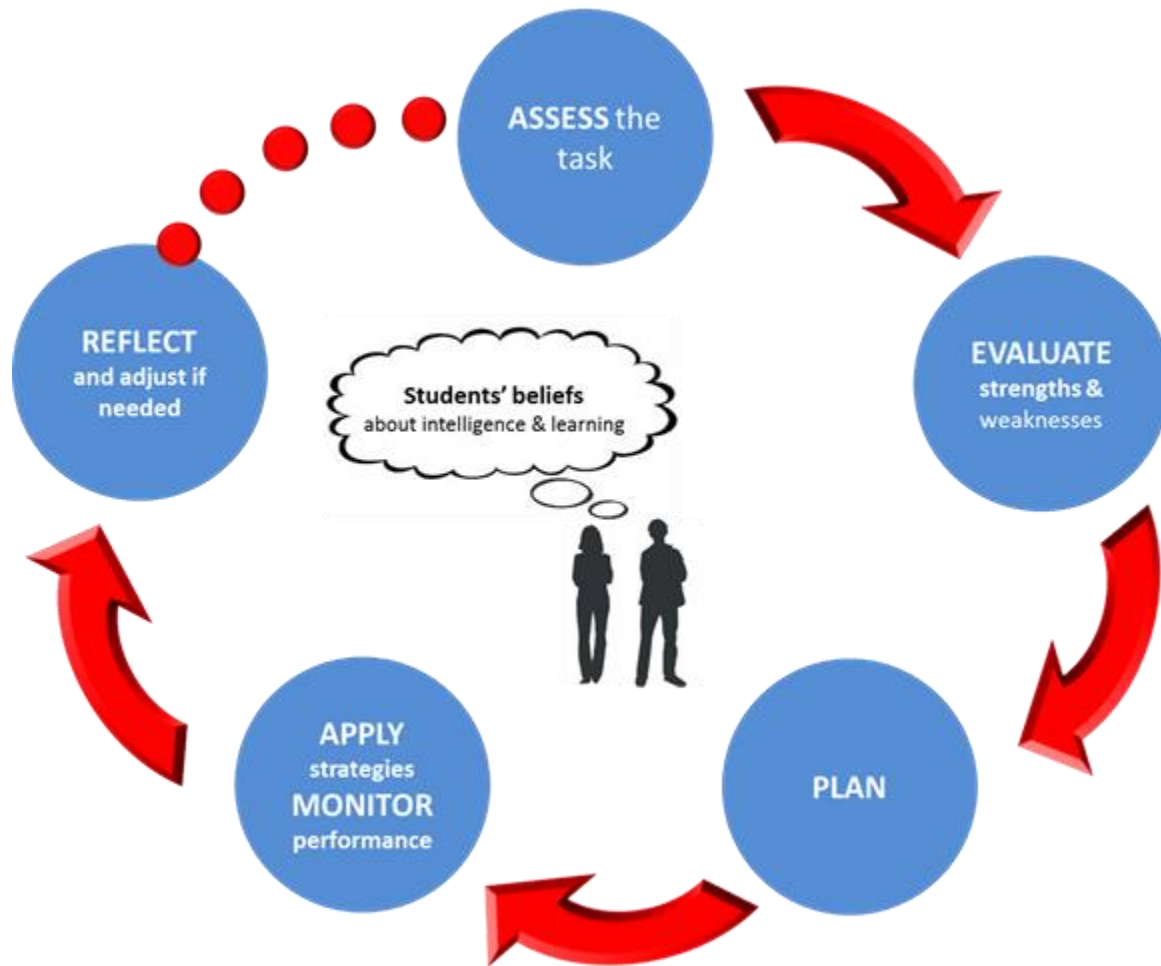
- It’s also the key to becoming a self-directed learner (see figure below) and so something we hope for in our students.
- For almost ALL of us, student metacognition certainly comes into play whenever we try to help a student who is struggling in our class or section.
- Metacognition seems to come easily for many of our best students. Many of the rest never seem to fully get it. Or it comes slowly and maybe only after they recognize that their previous studying methods aren’t working anymore.
- The research is clear, however; Teaching that helps students actively assess and direct their own learning promotes learning and engenders success.
- The same is true of practices that help students assess and adjust their beliefs about intelligence and learning. Students who look at learning as a lifelong, growth process have much better success and long term outcomes than those who view their abilities (e.g. intelligence) as a FIXED, unalterable trait (like their fingerprints).

Again, I hope many of you will take a few minutes to attend Amy Siegesmund’s seminar at noon on Thursday, and possibly participate in her 2 hour workshop on Friday.

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Figure below from “How Learning Works” Ambrose, et al: Chapter 7 – How do students become self-directed learners?

Figure 7.1 Cycle of Self-Directed Learning



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“Everyone leads: It takes each of us to make a difference for all of us.”

¹ National Research Council, 2001