Faculty-Librarian Collaboration: Applying Metacognitive Pedagogy to the Research Process

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Faculty-librarian collaboration: Applying Metacognitive pedagogy to the research process

Nicole Montgomery & Heather Beirne
EKU Libraries
What does the word ‘metacognition’ mean to you? How about ‘growth mindset’?

http://padlet.com/libraryeku/meta
What is Growth Mindset?

- In what areas do you have a fixed mindset? In what areas do you have a growth mindset? Is there a talent or ability you would like to have but don’t? How do you know you don’t have it? What’s the evidence? Can you name one thing you could do to develop that ability?

- Do most students have a growth mindset or a fixed mindset? How about faculty / staff?
ACRL Framework for Information Literacy for Higher Education

- Authority is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration

"Take chances, make mistakes, get messy!"

- Ms. Frizzle
"Instruction is not a service. We are co-educators." #LOEX2016
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<th>Responses to Many Situations are Based on Mindset</th>
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Helping Students Find Intrinsic Motivation for Optimal Learning

- Enhancing Autonomy
- Enhancing Competence
- Enhancing Belonging and Relatedness
- Enhancing Self-Esteem
- Enhancing Involvement and Enjoyment
The Study Cycle

- **Preview**
  - **Preview before class** — Skim the chapter, note headings and boldface words, review summaries and chapter objectives, and come up with questions you’d like the lecture to answer for you.

- **Attend**
  - **Attend class** — GO TO CLASS! Answer and ask questions and take meaningful notes.

- **Review**
  - **Review after class** — As soon after class as possible, read notes, fill in gaps and note any questions.

- **Study**
  - **Study** — Repetition is the key. Ask questions such as ‘why’, ‘how’, and ‘what if’.
    - Intense Study Sessions* - 3-5 short study sessions per day
    - Weekend Review — Read notes and material from the week to make connections

- **Assess**
  - **Assess your Learning** — Periodically perform reality checks
    - Am I using study methods that are effective?
    - Do I understand the material enough to teach it to others?

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**Intense Study Sessions**

1. **Set a Goal**
   - 1-2 min
   - Decide what you want to accomplish in your study session

2. **Study with Focus**
   - 30-50 min
   - Interact with material: organize, concept map, summarize, process, re-read, fill-in notes, reflect, etc.

3. **Reward Yourself**
   - 10-15 min
   - Take a break—call a friend, play a short game, get a snack

4. **Review**
   - 5 min
   - Go over what you just studied

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[Footer]

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Think / Pair / Share:

Metacognition in Library Instruction

- Brainstorm 1-2 things (even small things!) that you could do or are already doing to incorporate metacognitive strategies into your library instruction (one idea per post-it note).