

Metacognitive Activity Descriptions

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The following are **samples of journal reflections** the students complete following more traditional lecture and class discussion of the topics. The intent of the journal reflections is to provide a metacognitive exercise on specific soft skill sets that students can incorporate into their academic goals and pursuits. Greater awareness lends itself to greater cognitive flexibility in self- assessment and application.

1. Complete the 'self – assessment' on pages 6-9 in the textbook. This self-assessment is designed to help you determine your strengths or challenges in 8 different non-academic skills areas, including accepting responsibility, discovering self-motivation, mastering self-management, employing interdependence, gaining self-awareness, adopting lifelong learning, developing emotional intelligence, and believing in yourself.
2. Write about an academic-related experience when you experienced happiness, joy, anxiety, frustration etc...(e.g. receiving a disappointing grade, losing your textbook, lack of interest in an assignment, having a positive interaction with a professor) How did you handle it? How do you evaluate how you handled it now looking back on the situation? What have you learned about your ability to recognize or regulate your emotions from the experience?
3. Think of something you need to do, something you want to learn, or a problem you have to confront in your academic life. What is it? Now make a concrete plan. When will you follow through on your plan? Where will you do it? How will you do it? Think about it in vivid detail. (Please see page 228 on Mindset.) Make a concrete plan, and visualize it. Think of what, how, when, and where to optimize the change of your follow through and chances of success.
4. What motivates you? What wisdoms have you acquired from the last semester about motivation? (e.g. Which classes tended to motivate you the most/least and why? What do you think you need to do the same and or differently to maintain the motivation to pursue your education? What advice would you give an incoming freshman about staying motivated in college?)
5. How do you think you can use the growth mindset (see text and mindset information attached to the syllabus) to gain self-awareness and limit the impact of limiting core beliefs? How do we make conscious those thoughts (the self-talk) that sometimes impacts our choices? Identify one of these limiting beliefs that may affect your academic life, and how you might address it using the growth mindset.
6. Reflect on how you have reevaluated your perception of success since the start of the course. Using the topics of the course over the course of the semester, what do you think are the elements of success, the roadmap to getting there? What have you become aware of since the start of this course in regard to your strengths and challenges to be academically successful?

Course Text: Downing, Skip. (2014). *On Course*. Boston, Ma: Cengage.

The final exam project is a culmination of a series of steps to prepare for the final paper and power point/oral presentation required. The project includes steps which include:

1. Selecting an individual whom the student has admired for an achievement or perceives as successful in their work, life, talent etc. Ask this individual if they can interview them.
2. Develop a series of questions based on the soft skill material learned about in class which will help the student discover what soft skills went into acquiring the observed success of their interviewee.
3. Conduct the interview
4. Write a paper identifying what they discovered about the soft skills that went into their interviewee's success. They are asked to include what they learned about the elements of success as it is related to soft skills, how it has inspired and impacted their own journey toward success, consider how it has made them think differently about achieving success and persisting towards goals.
5. Create a PowerPoint presentation to present to the class what they found throughout the interview and evaluation of the soft skills that were used to achieve success for the person interviewed. The focus is on how the soft skills interfaced with the academic and career track for the individual.
6. The student is to incorporate into the paper and the PowerPoint presentation how they have grown in their self-awareness of their own soft skill set. They are to identify those areas of strength, and those areas they need to develop further. The paper and presentation includes the metacognitive reflection of their personal development of soft skill sets and implementation into their academic goals and pursuits. Specific examples are to be provided with goals in regard to changes and improvements for their academic accomplishments.