



# Wrapper

**What it is:** a self-monitoring activity that surrounds another assignment or activity.

**3 steps to teach metacognition:** (Lovett, 2008)

1. Teach students their ability to learn can change.
2. Teach planning and goal-setting.
3. Provide opportunities for students to monitor and adapt their learning.

**Wrapper benefits:**

- Students monitor their learning.
- Students get immediate self-feedback.
- Responses to wrapper may provide start to in-class discussion.
- Big impact for a short activity.

## Lecture Wrapper

(Lovett, 2008)

- ❖ Start of lecture: provide tips on active listening
- ❖ End of lecture: students list 3 key points of lecture. Instructor collects lists, and reveals 3 most important points for immediate feedback.
- ❖ Study: After 3 successive lecture wrappers, student responses increasingly matched the instructor's: 45%, 68%, 75%.

## Research Project Wrapper

- ❖ What did you learn about research and the topic through this project?
- ❖ What did you learn about your own research habits and preferences?
- ❖ When were you excited or frustrated during the project?
- ❖ If you did a similar project in the future, would you approach the project the same or differently?

## Exam Wrapper

(modified from Ambrose et al., 2010)

1. Approximately how much time did you spend preparing for this exam?
2. What percentage of your time was doing the following:
  - a. Reading textbook sections for the first time
  - b. Rereading textbook sections
  - c. Practicing problems
  - d. Reviewing notes
  - e. Reviewing class materials
  - f. Other (specify)
3. After reviewing your graded exam, estimate the percentage of points lost due to the following:
  - a. Lack of understanding the concept
  - b. Not knowing how to approach the question/problem
  - c. Carelessness
  - d. Other
4. Based on your responses above, how do you plan to prepare differently for the next exam?

## Reading Reflection

(Wirth & Perkins, 2008)

- ❖ What is the main point of this reading?
- ❖ What did you find surprising? Why?
- ❖ What did you find confusing? Why?

## References

- Ambrose, S.A., Bridges, M.W., DiPietro, M., Lovett, M.C., Norman, M.K. & Mayer, R.E. (2010). *How learning works: Seven Research Based Principles for Smart Teaching*. San Francisco, CA: Jossey-Bass.
- Lovett, M.C. (2008). *Teaching Metacognition*. Presentation to the Educause Learning Initiative Annual Meeting.
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- Wirth, K.R., and Perkins, D., 2008, *Learning to Learn*. [http://www.montana.edu/rmaher/barrier\\_courses/Learning%20to%20Learn%20Wirth.pdf](http://www.montana.edu/rmaher/barrier_courses/Learning%20to%20Learn%20Wirth.pdf)