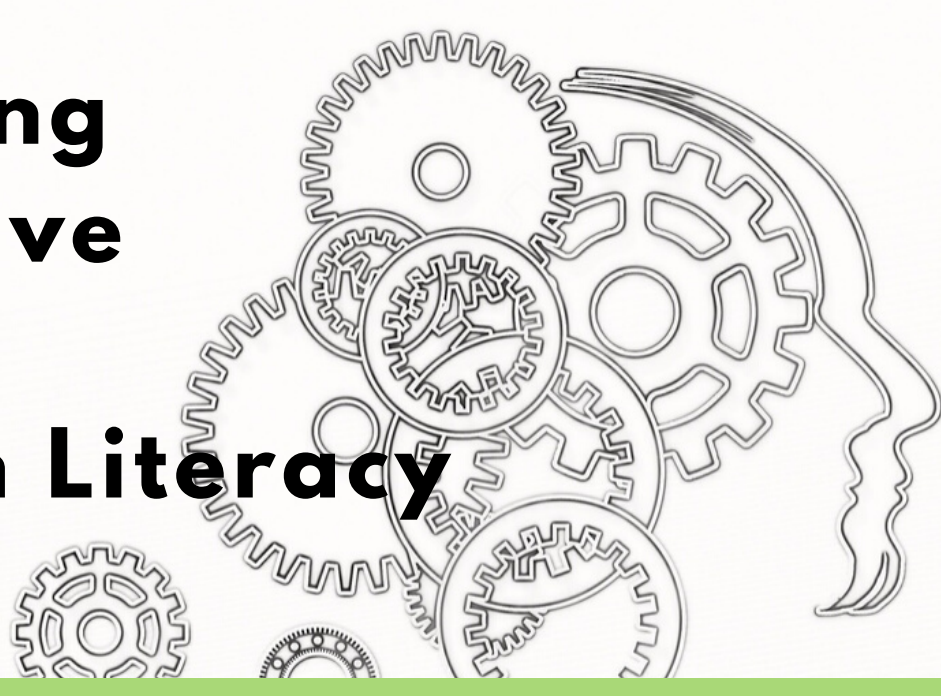


# Incorporating Metacognitive Thinking in Information Literacy Instruction



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### First Year Instruction at Sac State's University Library

Need for a sustainable program

#### WHY?

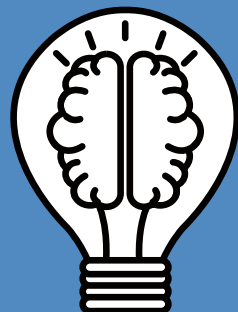
- Students were experiencing repeat instruction of IL concepts among their lower division courses
- To prevent librarian burnout and accommodate more class sections
- Wanted a consistent lesson for first year students across the English program to make it easier for multiple librarians to teach

#### HOW?

- Common lesson plan that is unique to FY English courses & consistent across all sections
- IL sessions distributed among librarians in the department rather than the majority of the instruction being done by 1-2 librarians
- Library Instruction Coordinator hired to coordinate program and ensure communication with English department

**With a common lesson plan being taught to a large number of first year students, there was an opportunity to incorporate more active and reflective teaching across the program.**

## METACOGNITION

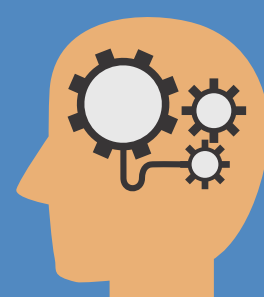


### What is it?

"Metacognition is, put simply, thinking about one's thinking...it refers to the processes used to plan, monitor, and assess one's understanding and performance" (Chick, n.d.).

### Why use it?

"A 'metacognitive' approach to instruction can help students learn to take control of their own learning by defining learning goals and monitoring their progress in achieving them" (National Research Council, 2000).



### How we incorporated it:

We created a searching activity that prompted students to reflect on their search process and think about their strategies, identifying what is working and what they might change (adapted from Heather Beirne at Eastern Kentucky University via ACRL Sandbox).

### Questions on the worksheet:

1. Which filters or other features of the database are you using and/or finding most helpful?
2. How are the different TYPES of sources you see in your search results helpful for your topic?
3. List at least 2 ways you are identifying new keywords.
4. What other aspects related to your topic are you noticing in your search results? How might these new ideas change your search strategy?
5. What is the most difficult thing about this search? What is not working, and what can you change to modify your approach?

## WHAT WE LEARNED...



### ...from the process

- We needed to see students' responses to know how to ask the questions. We adapted the wording of the questions throughout the process based on students' understanding of the language.
- Our assumptions were challenged: students had trouble either interpreting or implementing questions we thought would be easy; questions we considered more complex were answered in thoughtful and insightful ways.



### ...going forward

- **Being explicit about our pedagogical approach allows students to understand your goals and expectations.** By emphasizing the value and objective of metacognitive thinking, students know that monitoring their learning and engaging in reflection is a goal in itself.
- Student responses validated our focus on **research as inquiry**. The focus on process in the metacognitive thinking exercise helped facilitate an understanding of the iterative and sometimes messy nature of research.
- Even in a one-shot where task-based exercises feel more realistic, **there is value in qualitative data where students articulate their thought process as they research**. The data gathered helped us reflect on our pedagogical approach and learning outcomes, setting the stage for curriculum mapping and scaffolding information literacy learning outcomes.



## RESOURCES & REFERENCES

[csus.libguides.com/metacognition](https://csus.libguides.com/metacognition)