
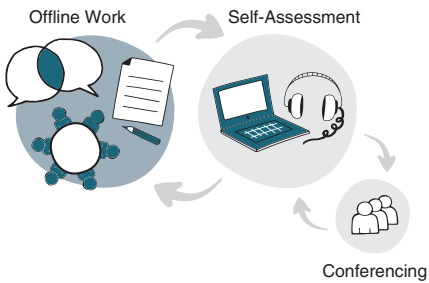
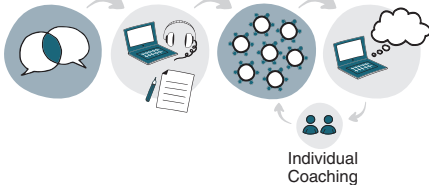
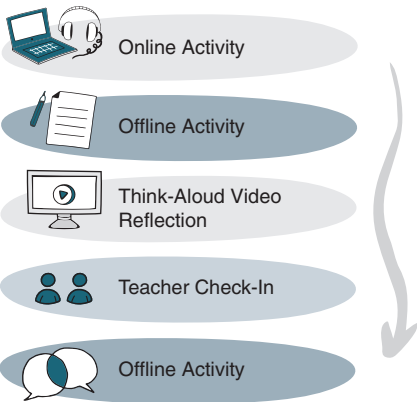


FIGURE 4.8 Infusing Metacognitive Strategies Into Blended Learning Models

BLENDED LEARNING MODEL + METACOGNITIVE STRATEGY	EXPLANATION
<p>The Station Rotation Model + Learning Log</p> 	<p>Teachers can dedicate an online station in a Station Rotation lesson to the practice of reflecting in an online learning log. This encourages students to think about a specific assignment in detail.</p> <ul style="list-style-type: none"> • What skills did they use to complete this assignment? • Did they struggle with any aspect of this assignment? • What did they learn from completing this assignment? • What questions do they have as a result of completing this assignment?
<p>The Whole Group Rotation Model + Ongoing Self-Assessment Document</p> 	<p>During the online portion of a Whole Group Rotation, students can update their ongoing assessment form, selecting 1–2 work samples from the week to assess and reflect on. The ongoing self-assessment asks students to</p> <ul style="list-style-type: none"> • Select a piece of work • Align it to a specific standard • Assess the quality of that work in relation to that skill using a 1–4 scale • Provide a written explanation for why they gave themselves a specific score <p>This practice encourages students to think critically about their skills and their progress as learners. The more they reflect on the quality of their work, the more likely they are to identify skills that require more practice and development.</p>
<p>The Flipped Classroom Model + End-of-the-Week Exit Ticket</p> 	<p>A teacher can add an end-of-the-week exit ticket to a Flipped Classroom lesson that encourages students to think about their learning that week and complete a series of questions.</p> <ul style="list-style-type: none"> • What did they learn? Identify at least one concept or skill. • How did they learn it? Describe their process. • What questions do they have? What was unclear? • What goals do they have for their learning next week? • If they could design an activity to help a classmate learn the concept or skill they learned this week, what would they have them do? <p>Not only does this activity get students thinking about their work, but it also provides the teacher with valuable data about what students are learning and what is still unclear.</p>

(Continued)

FIGURE 4.8 (Continued)

BLENDED LEARNING MODEL + METACOGNITIVE STRATEGY	EXPLANATION
<p>The Playlist Model + Think-Aloud Video Reflection</p>  <p>Online Activity</p> <p>Offline Activity</p> <p>Think-Aloud Video Reflection</p> <p>Teacher Check-In</p> <p>Offline Activity</p>	<p>The playlist model allows students to move through a series of learning activities at their own pace. Teachers can build planning, reflection, and self-assessment activities into a playlist. One strategy teachers can use is to ask students to record a think-aloud video reflection using a tool like FlipGrid to surface their thinking.</p> <ul style="list-style-type: none"> • What was the purpose of this assignment? • What process did they use to complete this assignment? • Where did they encounter bumps? How did they troubleshoot those issues? • What would they do differently if they were presented with a similar task in the future? • What did they learn and what skills did they develop? • What advice would they give someone else working on this assignment? <p>Some students prefer to explain why they used a particular strategy or followed a specific series of steps, while others enjoy writing. Mixing it up can keep students engaged in the process of reflecting on their learning.</p>