Finding Articles Is Not Enough

Developing Metacognitive Reading Skills in Information Literacy

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Today’s Outcomes

You will be able to...

• Define metacognition
• Define the four dimensions of literacy
• Use the Research Reading Log
• Use Talking to the Text (T4)
Reading Apprenticeship (RA)

- A framework for developing literacy skills in higher education
- Regional RA Conference at Renton Technical College
  – March 11-12, 2016
The Reading Apprenticeship Framework

Reading Apprenticeship instructional routines and approaches are based on a framework that describes the classroom in terms of four interacting dimensions that support learning: Social, Personal, Cognitive, and Knowledge-Building.

So, for example, teachers work with students to create classrooms where students feel safe to share reading processes, problems, and solutions. Students develop sturdy reader identities. They learn how to monitor their comprehension and how to restore it when it breaks down. And they use schema they have as they build new knowledge.

These four dimensions are woven into subject area teaching through Metacognitive Conversation — conversations about the thinking processes students and teachers engage in as they read. The context in which this all takes place is Extensive Reading — increased in-class opportunities for students to practice reading in more skillful ways.
RA FRAMEWORK

dimensions of literacy

Social
- safety
- literacy and power

Cognitive
- monitoring comprehension
- problem-solving

Personal
- reader identity
- fluency, stamina, and confidence

Knowledge-building
- world knowledge
- text knowledge

Metacognition
Metacognition

met·a·cog·ni·tion
/ˌme-təˌkägˈniSHən/
noun  PSYCHOLOGY

awareness and understanding of one's own thought processes.

Translations, word origin, and more definitions
Recommended!

Dr. Stephen Chew

“How to Get the Most Out of Studying”

HOW TO GET THE MOST OUT OF STUDYING

A VIDEO SERIES

Developing a Mindset for Successful Learning

This video gives an overview of the information presented in the

PIERCE COLLEGE possibilities. realized.
Social

Safety

Literacy and power
Personal

reader identity

fluency, stamina, and confidence
Cognitive

- Monitoring
- Comprehension
- Problem-solving
knowledge-building

* world knowledge
* text knowledge
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Research Reading Log
Research Reading Log

• Metacognitive routine to use with any text
• Can be used as an in-class activity in one-shot instruction
• Can be provided as a handout
Research Reading Log

Source Citation in MLA format:


<table>
<thead>
<tr>
<th>Page #</th>
<th>What the text says</th>
<th>What’s going on in my head (thoughts/reaction/paraphrase)</th>
<th>In-text citation</th>
</tr>
</thead>
<tbody>
<tr>
<td>135</td>
<td>“Rice is not grown in Germany but has long been imported”</td>
<td>I didn’t know that rice was imported, but this makes sense—we had a lot of potato dishes when I was growing up!</td>
<td>(Heinzelmann 135)</td>
</tr>
</tbody>
</table>
Research Reading Log

How to Use a Research Reading Log
Research Reading Log

On your own, practice using the Reading Log with “Black, First-Generation Graduates Take Out More Loans” article from *U.S. News & World Report*
Talk to the Text (T4)

• Metacognitive routine to use with any text
• Write all of your thoughts directly on the text
• Like annotating, but next level!
Talk to the Text (T4)

How to Talk to the Text
Metacognitive Bookmark
<table>
<thead>
<tr>
<th><strong>Predicting</strong></th>
<th><strong>Predicting</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I predict...</td>
<td>I predict...</td>
</tr>
<tr>
<td>In the next part I think...</td>
<td>In the next part I think...</td>
</tr>
<tr>
<td>I think this is...</td>
<td>I think this is...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Visualizing</strong></th>
<th><strong>Visualizing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I picture...</td>
<td>I picture...</td>
</tr>
<tr>
<td>I can see...</td>
<td>I can see...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Questioning</strong></th>
<th><strong>Questioning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A question I have is...</td>
<td>A question I have is...</td>
</tr>
<tr>
<td>I wonder about...</td>
<td>I wonder about...</td>
</tr>
<tr>
<td>Could this mean...</td>
<td>Could this mean...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Making connections</strong></th>
<th><strong>Making connections</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This is like...</td>
<td>This is like...</td>
</tr>
<tr>
<td>This reminds me of...</td>
<td>This reminds me of...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Identifying a problem</strong></th>
<th><strong>Identifying a problem</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I got confused when...</td>
<td>I got confused when...</td>
</tr>
<tr>
<td>I’m not sure of...</td>
<td>I’m not sure of...</td>
</tr>
<tr>
<td>I didn’t expect...</td>
<td>I didn’t expect...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Using fix-ups</strong></th>
<th><strong>Using fix-ups</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I’ll reread this part...</td>
<td>I’ll reread this part...</td>
</tr>
<tr>
<td>I’ll read on and check back...</td>
<td>I’ll read on and check back...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Summarizing</strong></th>
<th><strong>Summarizing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The big idea is...</td>
<td>The big idea is...</td>
</tr>
<tr>
<td>I think the point is...</td>
<td>I think the point is...</td>
</tr>
<tr>
<td>So what it’s saying is...</td>
<td>So what it’s saying is...</td>
</tr>
</tbody>
</table>
How do I use RA in the library classroom?

• Model your authentic reading processes for students

• Provide everyone with the same text (like a subject-specific encyclopedia entry)
  – Share the text using T4 or Reading Log

• Recommend RA routines as good research habits
  – Research requires careful reading!
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Discussion

Thank you!

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