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# Navigating the River: Teaching and Metacognition for Challenging Times



# BECOMING A METACOGNITIVE TEACHER

A Guide for Early and  
Preservice Teachers



**Roya Q. Scales | Thomas DeVere Wolsey | Seth A. Parsons**

FOREWORD BY GERALD G. DUFFY

Being a Metacognitive Professor

During a Pandemic



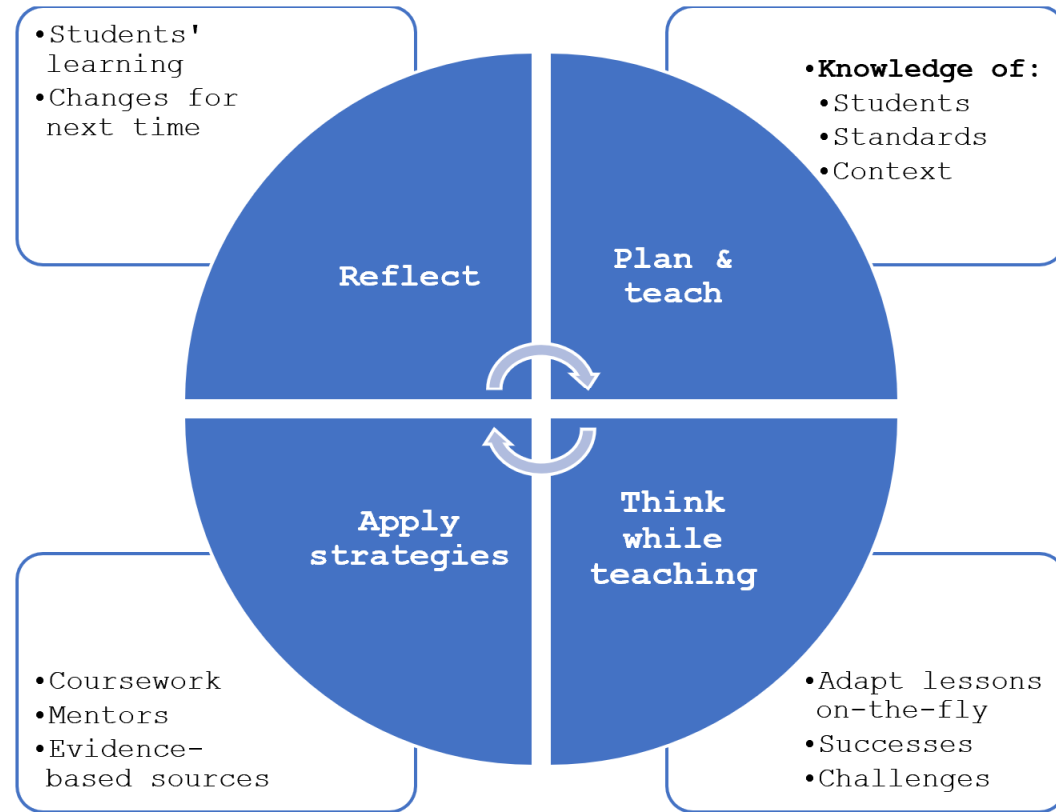


# Metacognitive Teaching as Knowledgeable Navigation

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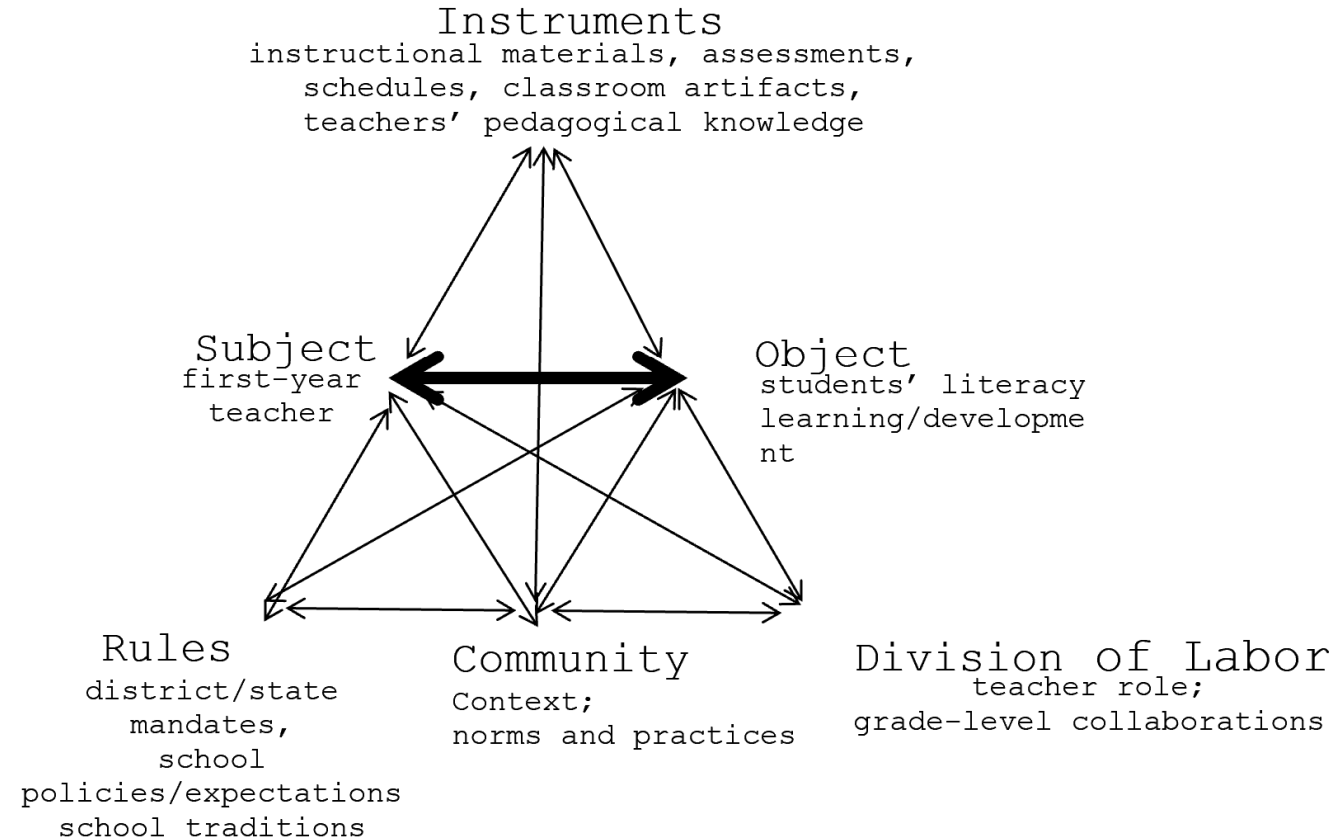
- Going with the Current
- **Encountering Whitewater**
  - Navigating Around Rapids
  - Navigating Through Rapids
  - Different Approaches to the Rapids
- **Paddling Upstream**
- **Looking for Spaces**

**Figure 3.6: The Metacognitive Teaching Cycle**



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**Figure 3.4: Factors Influencing Teaching, Visualized per Activity Theory**



Adapted from Engeström, Y. (2015). *Learning by expanding: An activity-theoretical approach to developmental research* (2nd ed.). Cambridge, UK: Cambridge University Press. Reproduced with permission of The Licensor through PLSclear.