Navigating the River: Teaching and Metacognition for Challenging Times

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During a Pandemic
Metacognitive Teaching as Knowledgeable Navigation

• 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

- **Reflect**
  - Students' learning
  - Changes for next time

- **Plan & teach**
  - Knowledge of:
    - Students
    - Standards
    - Context

- **Apply strategies**
  - Coursework
  - Mentors
  - Evidence-based sources

- **Think while teaching**
  - Adapt lessons on-the-fly
  - Successes
  - Challenges

The cycle is illustrated with a circular arrow indicating the flow from Reflect to Plan & teach to Apply strategies to Think while teaching, and back to Reflect.
Figure 3.4: Factors Influencing Teaching, Visualized per Activity Theory

- **Instruments**: instructional materials, assessments, schedules, classroom artifacts, teachers’ pedagogical knowledge
- **Subject**: first-year teacher
- **Object**: students’ literacy learning/development
- **Rules**: district/state mandates, school policies/expectations, school traditions
- **Community**: Context; norms and practices
- **Division of Labor**: teacher role; grade-level collaborations