

## **Grotzer Clip 1 Transcript**

TINA GROTZER: Good morning.

AUDIENCE: Good morning.

TINA GROTZER: Hi, folks. Thank you for being such troopers. Today we are going to have a little experience of metacognition together. We're going to be reflecting upon our thinking and metacognition, an individual reflection, a group experience, then we'll do a pair share, and then we're going to do some large group sharing out.

Then I'm going to step back, and look a little bit at the developmental perspective, historically speaking, and where we are now, and also a brief history of the teaching of thinking, so a mini lecture.

Then I'm going to have you work in groups, and think about what does the research say. I'm going to give you a research summary of some of the biggest and most important ideas. I also have some other resources online, if you want to go deeper.

This part-- what does the research say? One of the things I want to say about metacognition and the teaching of thinking, some of the research is not brand new. It is one of those bodies of research that has stood the test of time. We know that it really, really matters. We also know that it's often one of the first things that drops out of a classroom when you're busy, and you're trying to do all sorts of instructional activities, that you sometimes don't take the opportunity to leverage it.

Then we're going to take a break. That break might be somewhere in here, depending upon timing. And then we're going to look at two videos, to look at what it looks like in practice. And these videos are chosen-- they're very different from one another. And

they're chosen purposefully because one is a more grounded, emergent approach to teaching thinking, and the other is more top down.

And as you know, I say 2 plus 2 is-- or 1 plus 1 is more than 2. I can add here. 2 plus 2 may be more than 4, too. But 1 plus 1 is more than 2. And so by having two very different examples, it helps to surface the deep features.

I'll tell you about some examples that are online, to explore outside of class. And in section, you're going to be integrating metacognition into your projects. So you're going to be-- and the teaching of thinking. So, well, not necessarily, but the thinking that's in your project, and thinking about how that connects to your own project.

So before I push this to the next slide, I just want you guys to take a moment to go--

[EXHALES]

--put away all the logistics, all the stuff that's been going on. Take a moment to just start to focus. And this is the question I'm going to ask you to start to focus on.

So I want you to let yourself get there first, though. Just blow out any stress. Put away any logistics. Forget about people in the room.

[EXHALES]

And then take a few minutes to think about that question. You can reach all the way back into elementary school, if you want. You probably hear some things here too, right?

Does anyone want to share any of the things that you remember hearing, that just got said, in your early education or later, about thinking and the nature of thinking? Yeah?