

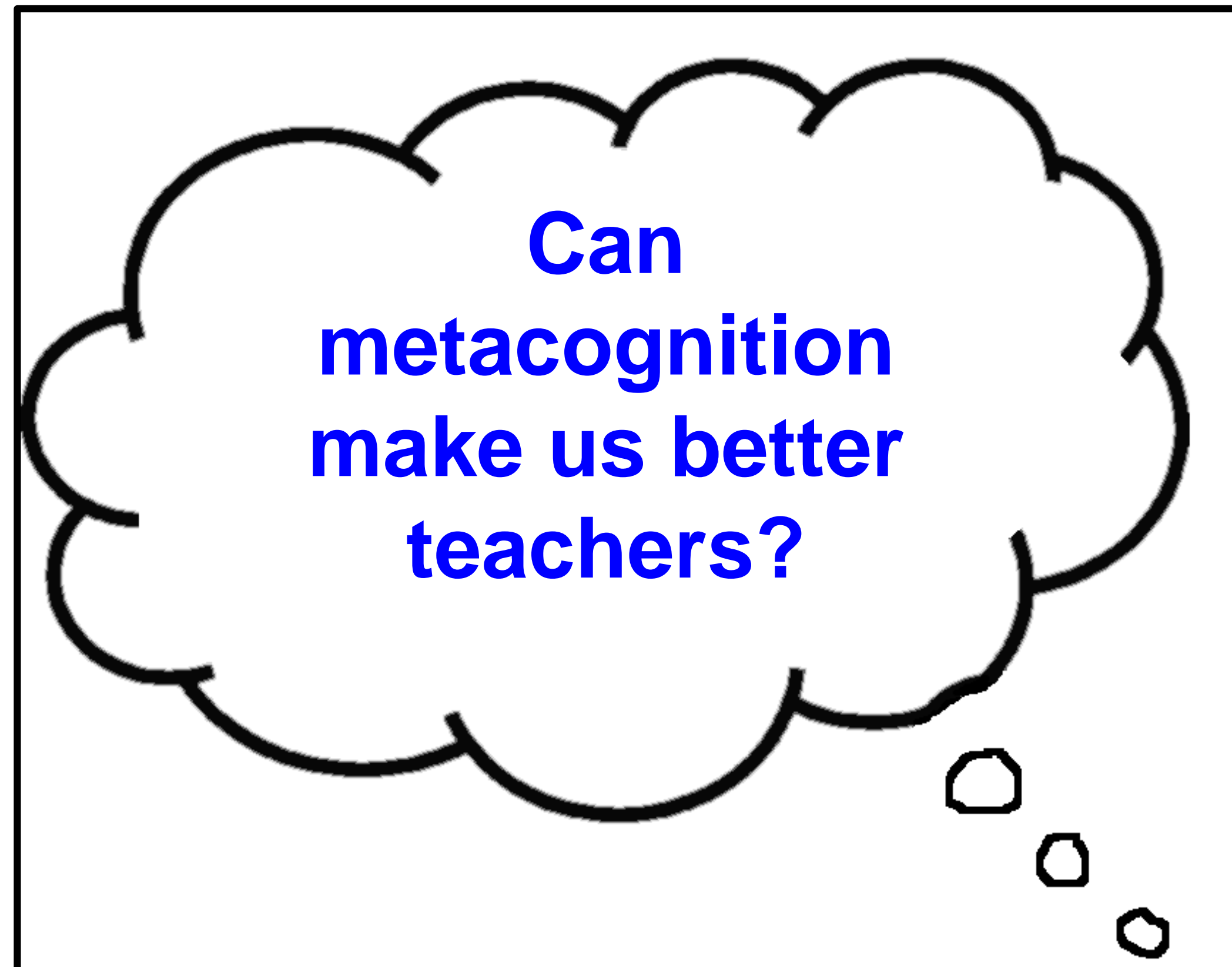


# Test-Driving a Cross-disciplinary Rubric for Faculty Metacognition



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## We were wondering . . .



## This is what we did . . .

- Implemented metacognitive strategies (2012)
- Created the *Academy for Metacognition* (2013)
- Created a rubric (2014)
- Tested the rubric (2014)**
  - **Wrote reflective journals**
  - **Collaborated with colleagues**
  - **Considered revisions**

## We focused on metacognitive strategies for . . .

Reflective Planning				
Descriptor	Novice	Apprentice	Practitioner	Master
<b>Plans classroom engagement activities effectively</b>	Planning classroom activities focuses on course content.	Planning classroom engagement activities occurs some of the time.	Planning classroom engagement activities is consistent and builds on students' prior knowledge and experience.	Planning classroom engagement activities reflects the ongoing needs of the students and builds on students' prior knowledge and experience.
Implementation of Lesson				
Descriptor	Novice	Apprentice	Practitioner	Master
<b>Creates interdisciplinary learning experiences</b>	The instructor occasionally utilizes time lines and makes relevant connections with concurrent events which are provided in texts and other sources.	The instructor frequently incorporates comparisons and contrasts from related disciplines.	The instructor regularly presents course concepts within broad context of diverse disciplines.	The instructor consciously incorporates cross-disciplinary connections and activities throughout class execution.
Reflection on Lesson				
Descriptor	Novice	Apprentice	Practitioner	Master
<b>Reflection is utilized to improve instruction</b>	Reflection is somewhat perfunctory and lacks clarity with respect to student learning outcomes.	The instructor reflects minimally upon the classroom experience and is able to define how adjustments could be made in future classroom experiences.	The instructor reflects on his/her own effectiveness and is able to identify activities that were successful and those that were not successful.	The instructor reflects on his/her own effectiveness and is able to clearly articulate activities that were successful and those that were not successful. The instructor embraces reflective practices by sharing, facilitating or modeling in professional learning communities.

Immaculata University Cross-disciplinary Rubric for Faculty Metacognition ©IU 2014

## What we learned . . .

S. Kathleen: “Through the Academy and use of the rubric, metacognitive thinking pervades all of my course preparation and professional activities.”



Elizabeth: “I focus on student engagement and interaction instead of relying on a pure lecture format.”



S. Judith: “I now actively seek feedback from students and go ‘off course’ when my planned presentation is not working.”



## Our next steps . . .

**Edit rubric** to include “Think about the unexpected.”

**Invite** each Academy member to mentor two **adjunct faculty members**.

**Create “How to” podcasts** based on the rubric.



“Thinking about thinking” – Academy for Metacognition members at work.