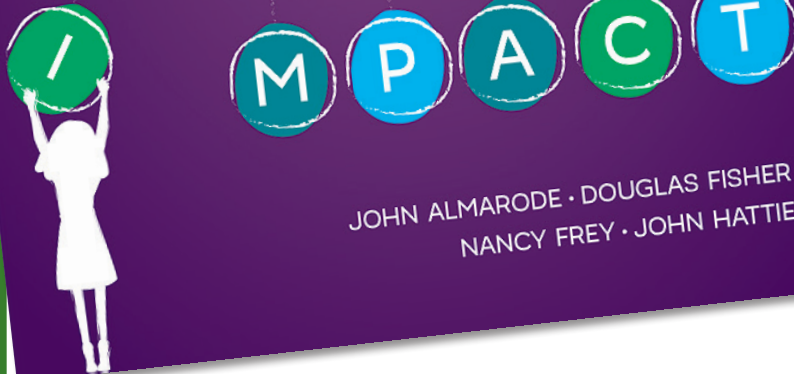




VISIBLE LEARNING FOR SCIENCE

What Works Best
to Optimize
Student Learning

GRADES K-12



JOHN ALMARODE • DOUGLAS FISHER
NANCY FREY • JOHN HATTIE

Thank you

FOR YOUR
INTEREST IN
CORWIN

Please enjoy this complimentary excerpt from *Visible Learning for Science, Grades K-12*, by John Almarode, Douglas Fisher, Nancy Frey, and John Hattie. Use this self-reflection model as a follow-up technique once a lesson has occurred that helps students understand where they were and where they are now.

LEARN MORE about this title, including Features, Table of Contents and Reviews.

PROMPTS FOR FACILITATING STUDENTS' SELF-REFLECTION AND METACOGNITIVE AWARENESS

- How well do I think I understand _____ now?
- Why do I think that?
- How has my understanding increased as a result of today's lesson?
- What questions do I still have about the science I learned today?
- What do I still need to work on? How do I know?
- How do I rate my effort during today's lesson? Why?
- How do I rate my teamwork today? Why?
- Did I ask for help? Did I offer to help others? Did I encourage my teammates?
- How did I contribute to my group's efforts?
- If I could do _____ over again, what would I do differently? Why?
- What advice would I have for another student who was about to start this same lesson?

Figure 4.5