

Metacognition – Thought Vectors and Nuggets

Instead of aging yourself, and possibly running the risk of having students *not* understanding the lesson you've just eloquently delivered (and, of course, had them participate in!), you might instead try a Classroom Assessment Technique (or CAT, if you prefer), a "simple tool for collecting data on student learning in order to improve it" (Angelo & Cross, 1993, p. 25). – **Patch 4, Check Check 1-2 – Checking in With Students**

This passage really piqued my interest, given our new hybrid delivery model. One of my biggest concerns about teaching online is that I will miss when a concept is not understood. I have always relied heavily on reading the room for facial expressions and body language to reveal clues as to how information is being received. With Zoom, this is difficult at best and can be impossible if students choose to turn off their video feeds. This passage has inspired me to move past the old "does anyone have any questions?" approach and try some CAT techniques on a regular basis. I have used some of these before, but it never occurred to me to employ multiple examples in a single class. I think this will be a great way for students to actively engage with content, as well as providing formative feedback for me. I have included a link to an [MGH Institute Web Page](#) that has some great examples.