**QEP Workshop Evaluation**

**Metacognition: A Key to Cultivating Critical Thinking**
Facilitated by Dr. Nathalie Franco
October 23, 2015

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**Survey Participants**

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Faculty</td>
<td>9</td>
<td>42%</td>
</tr>
<tr>
<td>Part-time Faculty</td>
<td>5</td>
<td>24%</td>
</tr>
<tr>
<td>Staff</td>
<td>4</td>
<td>19%</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100%</td>
</tr>
<tr>
<td>Administrator</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Did Not Specify</td>
<td>2</td>
<td>10%</td>
</tr>
</tbody>
</table>

*95% of respondents said they would recommend this workshop to others.

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As a result of the workshop, I am better prepared to:

**Average Rating:**

<table>
<thead>
<tr>
<th>Request</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define metacognition skills</td>
<td>4.33</td>
</tr>
<tr>
<td>Recognize BC’s definition of critical thinking</td>
<td>4.52</td>
</tr>
<tr>
<td>Recognize at least two of the critical thinking learning outcome statements</td>
<td>4.33</td>
</tr>
<tr>
<td>Discuss strategies that foster metacognition and critical thinking skills</td>
<td>4.45</td>
</tr>
<tr>
<td>Model metacognitive strategies in the classroom or in my position at Broward College</td>
<td>4.48</td>
</tr>
</tbody>
</table>

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To what degree did the presentation:

**Average Rating:**

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide valuable teaching and learning strategies related to metacognition</td>
<td>4.62</td>
</tr>
<tr>
<td>Meet my expectations</td>
<td>4.48</td>
</tr>
</tbody>
</table>
What was the key take-away you learned?

How to incorporate strategies in the classroom.

Work with peers to achieve positive results.

Need to explain tasks from student's point of view - hamster discussion is very good...

The importance to reinforce metacognition.

How to improve students' learning and thinking.

It is positive and worthwhile to reflect and adjust your methods of teaching/learning and hone in on others' expertise or experience.

Use of exam wrappers (especially in the first exam/assessment of the semester to set them up for success going forward).

Techniques to apply metacognition.

You learn when you reflect on your experience.

Clarification of what is metacognition. How I can use it to improve learning in class.

The importance of reflection in the learning process.

Aiding students in metacognition has a noticeably positive impact on learning.

Understanding of metacognition and how to apply in classroom.

Collaborative exams; Exam Wrapper

How to improve and apply the process of critical thinking in the classroom.

Peer interaction ideas

I developed a critical thinking activity for my instruction that I can apply right away.

Assessment of where a student needs to be reflective in their learning; need to provide more reflection after exams (post survey perhaps).

I need to evaluate my meta-cognitive skills where communicating to students is concerned.

How to apply this concept in the classroom to help students.

Ways to design/write Poll Everywhere questions to utilize metacognition skills.
Please use the following space to provide any additional comments you may have.

Increased my understanding of these concepts in relation to Critical Thinking.

Suggest giving examples more relevant to teaching - not speeding and traffic tickets. I still don't know the difference between punishment and negative reinforcement. Don't use clichés - talk real classroom examples.

“Adjusting” the workshop on the next step to increase motivation to implement strategies to improve academic success.

Great presentation.

Thanks for these gems: *Reflection is so important before going on to new concepts! Thanks for reinforcing that. *In a class that primarily teaches with peer instruction it makes sense to test the same way.

For a non-faculty, this was very helpful and valuable to my role as an Academic Advisor to guide students with their curriculum. Many come in confused, undecided, and this workshop sparked skills that I can use to better assist our students and influence the right decision.

It would be better if you make this presentation considering the constraint in class time, the amount of material to cover, and student interest and preparation.

More time on how to create a class application. Process.

I look forward to exploring the resources.

Consider a session to address “Motivation for Learning.”

This was an amazing workshop. It has improved my thinking as a professor and will improve my students' thinking process.

I liked the activities but time was short - perhaps this should be a 2 hour session (short breaks included) as it extended over the time. The activities were very good and should be included.

It still seems daunting to monitor everyone's process of learning each stage. I've such little time class - I'm nervous giving more control to the students with peer instruction, or more Constructive Teaching.

Responses to 2, 3, and 5 are not “A great deal” because this is a 90 minute seminar. This is a positive and a negative - having a 90-minute seminar.

Great workshop but time was too limited!

It would be great to offer this workshop as a series with even greater amounts of applications.