Activity:

1) Decide who is A or B.
2) Person A: Read scenario “The A Student (Melanie)” and identify areas in which the student improve upon.
   - Person B: Read scenario “The Hamster Wheel (John)” and identify areas in which the student improve upon.
3) All Persons A discuss together - decide 2-3 areas that the student can improve upon that you think are related to metacognition.
   - All Persons B discuss together - decide 2-3 areas that the student can improve upon that you think are related to metacognition.
4) Report out Person A, Person B (maybe one from each table).

The “A” Student
I was exhausted from reading and grading twenty - five papers over the past weekend, but I was glad to be able to hand them back so quickly. It was the first big assignment in my freshman seminar on immigration, and it required students to state an argument and support it with evidence from course readings and supplemental documents. After class, one of the students, Melanie, approached me and insisted that she needed to talk with me immediately about her grade (not about her paper, mind you!). Hers was a typical first paper in this course — it lacked a clearly articulated argument, and there was only weak evidence to support what I inferred was her argument. As we walked across campus toward my office, she began explaining that she was a “gifted” writer who had always received A’s on her high school English papers. She made clear to me that there must be some mistake in this paper’s grade because her mother, a high school English teacher, had read the paper over the weekend and thought it was wonderful. Melanie admitted that she had started this assignment the night before it was due, but insisted that she worked best under pressure, saying, “That's just how my creative juices flow.”
Professor Sara Yang

The Hamster Wheel Student
After I saw John’s grade on the second Modern Chemistry exam, I couldn’t help but ask myself, “How can someone attend every single lecture — sitting attentively in the front row — and go to every recitation and lab, no less, and still do so poorly on my exams?” I had explicitly told the students that my exams are designed to test conceptual understanding, and yet John seemed to be thrown for a loop. His first exam score had also been pretty low, but he wasn’t alone in that, given students’ first - exam jitters. By this time, however, I thought he would have learned what to expect. I asked John what had happened, and he too seemed perplexed. “I studied for weeks,” he said, flipping open his textbook. I could hardly believe how much of the text was highlighted. The pages practically glowed with neon yellow. He went on to describe how he had re - read the relevant chapters multiple times and then memorized various terms by writing their definitions on flashcards. I asked where he had learned this approach to studying, and he explained that it had always worked for him when he used to prepare for his science tests in high school.
Professor Gar Zeminsky