

Reading Strategies from a Metacognition Perspective

PREVIEW

Why to preview

- Develop background and context
 - The brain can't learn something new unless it connects with something you already know
 - Stimulate your interest in the topic and warm your brain up to thinking about it

How to preview

- Read the introductory and concluding paragraphs, primary headings, etc.
- Make a note of essential terms. Write down some definitions
- Preview charts, graphs, tables, or other informative graphics
- **Write a summary paragraph anticipating what you will learn and how it connects to what you have already learned.**

PREPARE TO READ

- Generate questions you genuinely want answered in this reading. Write them down.
- Based on the topics and subtopics, and on essential terms, theories, and major concepts that you found in your preview, write a list of learning goals (e.g., be able to explain important terms in your own words, be able to compare major theories in useful detail)

READ ACTIVELY!

- At the end of the first paragraph or equivalent section, summarize.
 - Ability to summarize indicates level of understanding (metacognition)
 - If you can't summarize, re-read, use other sources, find a classmate, meet with the professor, etc. (use your network!)
- At the end of the second paragraph, summarize, but this time fold in information from the first paragraph.
 - Repetition gets the active memory working
 - Folding in previous info helps you find connections in the material
 - Continue to fold in as you read and summarize more paragraphs
- When you find answers to questions you asked or meet your specific learning goals, write those down.

DOES THIS TAKE A LOT OF TIME?

- It takes as much as it takes. If learning is going on continuously, it is worth spending the time.
- If you do it well, taking good notes, focusing on the learning, you reduce the amount of time you need to spend re-learning or reviewing, and it creates deeper learning and higher confidence. Consider the value of spending time with your reading but not learning because you are not actively engaged in the material.

If you simply don't have enough time, a thorough preview (as described above) will allow you to participate in class to some degree and identify important material to return to for further understanding.

ALL TIME SPENT WITH MATERIAL SHOULD BE TIME SPENT LEARNING.