Metacognition in UGIA Pedagogy Training

Based on Meaders et al. (2025)

Focus of Summary

- This summary highlights the metacognitive components of:
- Meaders et al. (2025), 'An undergraduate biology pedagogy course curriculum for instructional apprentices'.

Where Metacognition Appears

- - Taught in Week 5 of the course
- - Paired with self-regulated learning and student feedback
- - Encouraged UGIA self-awareness and reflection
- - Focused on both student and UGIA thinking processes

How Metacognition Was Taught

- - Pre/post class reflections and guided readings
- - Weekly feedback activities to set and revise goals
- - Think-pair-share and group discussions
- - Use of Google Docs and collaborative tasks

Evidence of Metacognitive Impact

- - Week 5 rated among the most beneficial topics
- - Student quotes highlight reflection, feedback use
- - Emphasis on learning how to learn and teach
- - Shift from teacher- to learner-centered thinking

Why It Matters

- - Helps UGIAs adapt and reflect
- - Promotes growth mindset and ownership
- - Equips UGIAs to foster deeper student learning
- - Supports evidence-based, student-centered teaching