**LOEX 2013
*I meta friend of yours today*: using metacognition theory to make your library instruction session a hit**

**The inspiration for today’s workshop**

Lang, James M. (January 17, 2012). Metacognition and Student Learning. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/MetacognitionStudent/130327/>

This article discusses the work of Stephen Chew, professor of Psychology at Samford University, whose work focuses on cognitive research for learning and instruction. As Lang states:

*Cognitive psychologists use the term metacognition to describe our ability to assess our own skills, knowledge, or learning. That ability affects how well and how long students study—which, of course, affects how much and how deeply they learn. Students with poor metacognition skills will often shorten their study time prematurely, thinking that they have mastered course material that they barely know.*

Describing some personal correspondence that he had with Chew in preparing this article, Lang states:

*I asked Chew to give readers a basic definition of metacognition … "Metacognition," he explained in an e-mail, "is a person's awareness of his or her own level of knowledge and thought processes. In education, it has to do with students' awareness of their actual level of understanding of a topic. Weaker students typically have poor metacognition; they are grossly overconfident in their level of understanding. They think they have a good understanding when they really have a shallow, fragmented understanding that is composed of both accurate information and misconceptions."*

*That leads weak students, he said, to make poor study decisions: "Once students feel they have mastered material, they will stop studying, usually before they have the depth and breadth of understanding they need to do well. On exams, they will often believe their answers are absolutely correct, only to be shocked when they make a bad grade."*

Lang also points out that Chew has produced a series of five videos, created for students, about how to study effectively. These videos are widely available; for example, a 2012 *EdTech* blog post, “The Importance of Metacognition”, has all five videos embedded within it: <http://smgworld.bu.edu/edtech/2012/10/23/the-importance-of-metacognition/>

Stephen Chew’s faculty bio page from Samford University (including a list of publications) is available here: <http://howard.samford.edu/psychology/bio.aspx?id=2147485427>

A brief video of Stephen Chew, reflecting on his selection as 2011 U. S. Professor of the Year for Master's Universities and Colleges by the Carnegie Foundation for the Advancement of Teaching, is available here: <http://www.youtube.com/watch?v=RbutsU2fpqw>

**The *other* inspiration for today’s workshop**

**I Met a Friend of Yours Today**

Yes I know I'm late gettin' home tonight
Can supper wait, I guess I've lost my appetite
Yeah you can fix me a drink, oh anything's okay
Oh, by the way, I met a friend of yours today

I was workin' on the other side of town
And comin' home I thought I'd stop and have a round
And in this bar I heard someone speak your name
And that's how I met a friend of yours today

I listened for a while and I could tell
That that stranger there, he knew you much too well
And I introduced myself and you should have seen his face
Oh what a shame I met a friend of yours today

Please don't cry woman 'cause it's too late for tears
Yeah, I'm sorry too 'cause it hurts after all these years
And ain't it sad a love like ours should end this way
And all because I met a friend of yours today

*Lyrics by Wayland Holyfield and Bob McDill*

Recorded in 1976 by **Mel Street**, and in 1994 by **George Strait**.

 