

**Title: Thinking like a Sociologist, but how? Using Reflective Worksheets to Enhance Metacognition in a Classroom with Diverse Learners**

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**Appendix 1 – Typology of reflection prompts**

- the prompt order follows Bloom's cognitive and Krathrowl's affective domain of learning

<b>Type of prompt</b>	<b>Justification</b>	<b>Example</b> <i>(italics indicate answers)</i>
<b>Bridge</b>	Review of prior material  Making connections between lectures and units across the course within sociology (and cross-disciplinary)  Identifying missing information	Do you have a question from last lecture?
<b>Identifying own bias/incoming perceptions/assumptions</b>	Help students recognize their own biases and assumptions	On a scale from 1 to 10, do you agree with Canada legalizing marijuana?
<b>Paraphrasing key concepts</b>	Aid critical thinking, understanding, and memory  Paraphrasing as a metacognitive component: being aware of your novice voice / participating as a novice scholar  Ownership of the material	If you had to explain “medicalization” to a friend who skipped class, what would you say?

	Improve students' communication skills	
<b>Exemplifying</b>	Prepares students to connect abstract concepts to concrete examples within disciplinary and personal contexts	Locate the definition of "medicalization" from the textbook. Use the term "medicalization" in relation to child birthing processes. Come up with your own example of how "medicalization" connects to something in your own life.
<b>Interpersonal positioning</b>	Prepares students to identify any evaluative language that indicates an opinion or attitude from the writer	Describe two positive and two negative outcomes of "medicalization", using evaluative language.  Example: <i>"The dangerous trend of medicalization has led to the commodification of illness."</i>
<b>Comparing and contrasting terms, concepts and ideas</b>	Helps students see larger connections between course material  Ownership of material  Discover nuances  Makes cross-disciplinary intersectionality	Describe the differences between "race" and "ethnicity"  Describe the differences between the "biomedical" and "social" models of health  Describe the differences between "sex" and "gender"
<b>Making connections</b>	Connecting new knowledge to existing knowledge  Mind-mapping	What is one course concept this reminds you of or relates to "medicalization"?
<b>Summary and identifying core information</b>	Organizing information into knowledge hierarchies	If you were going to write a multiple-choice question based on the last 10 minutes of class, what would you write?
<b>Multidisciplinary thinking</b>	Clarify disciplinary assumptions, expectations, and boundaries	What is one question a psychologist might ask about "medicalization", and why?
<b>Affective learning</b>	Identify shifts in own perspective and assumptions	After unit X, on a scale from 1 to 10, do you agree with Canada legalizing marijuana?
<b>Role-taking</b>	Ability to empathize; appreciate others' lived	Describe five reasons why an individual may use marijuana.

	experiences	
<b>Shifting scales of analysis</b>	<p>Becoming aware that personal experiences are tied to social structures;</p> <p>Separate personal experience from societal trends (e.g. seeing both overlap and distinctions)</p>	Identify three reasons why Canadian provinces have different rates of marijuana use per capita
<b>Key Takeaway</b>	<p>Organizing information into knowledge hierarchies</p> <p>Begin planning for post-lesson studying</p> <p>Memory</p>	What is the main take-away from this lesson?