

A knight with dark curly hair and a beard, wearing chainmail and a yellow cloak, stands in a misty forest. The background is a dense forest with bare trees and a soft, hazy light filtering through the branches.

Sir Gawain and the Green Knight Can Make You a Better Student

Strengthening Transitions
and Metacognition
in Introductory Courses

Shannon Murray, UPEI
smurray@upei.ca



Three Principles



Transitions matter

High school to first year
Senior year to after



Metacognition matters

Giving students space to think
about their thinking



**Both of these will matter
more in 2021-2**





National Resource Center for The First-Year Experience and Students in Transition



NOW ACCEPTING PROPOSALS! »

Proposals for the 28th National Conference on Students in Transition are now being accepted for both in-person and virtual sessions! Submit your proposal today! The deadline for submission is June 15.

» National Resource Center

About Us

Events

The National Resource Center for The First-Year Experience and Students in Transition is the trusted expert, internationally recognized leader, and clearinghouse for scholarship, policy, and best practice for all postsecondary student transitions.



A Pretty Typical Lit Historical Survey Intro



English 1210: Heroes, Lovers, Gods, and Monsters

Dr. Shannon Murray

smurray@upei.ca

Tuesdays and Thursdays @ 10 am AST

Zoom link available on Moodle

Note: all times that follow are PEI times (so the Atlantic Time Zone)

Introduction: This is a perfect course to take if you want to know where the ideas, tropes, and genres of our own literature, TV, and film got their start; if you are interested in the roots of fantasy, hero stories, and tales of journeys; and if you just love to challenge your own assumptions and reading skills. We will work through a sort of sampler plate of imaginative writing from the Old English Period up to the end of the 18th Century. We'll focus on eight longer works (in whole or in part) as well as on a few representative shorter works that will introduce you to the Medieval Age, the Renaissance, and the Restoration and 18th Centuries, as well as to a variety of genres, from the sonnet to the epic. Our main goal will be to have great conversations about great literature, both together and online.

Threshold Concepts



**Literary
analysis**



**Canon and
Canon
Formation**



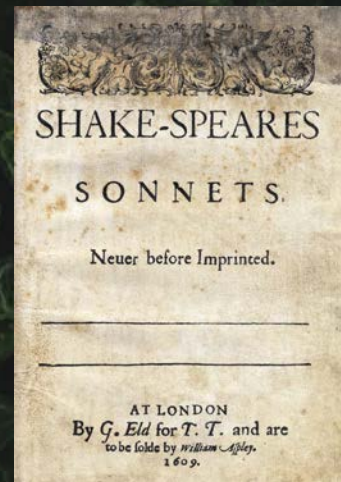
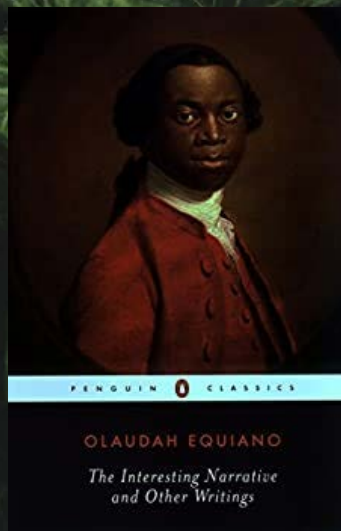
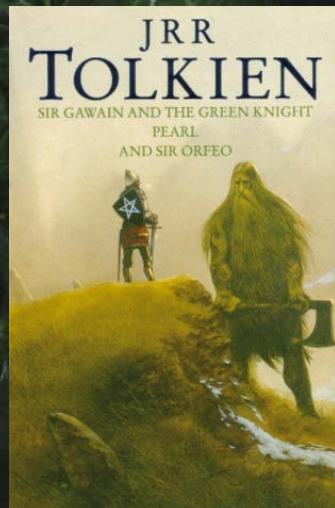
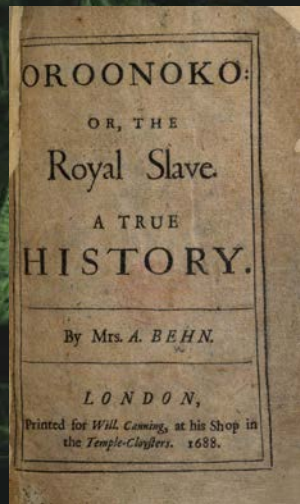
**Author vs
Narrator or
Speaker**

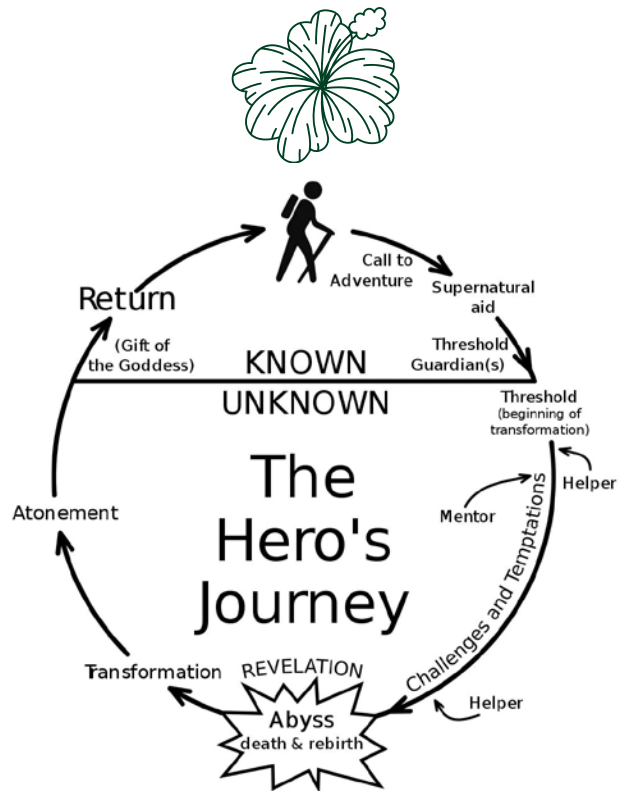


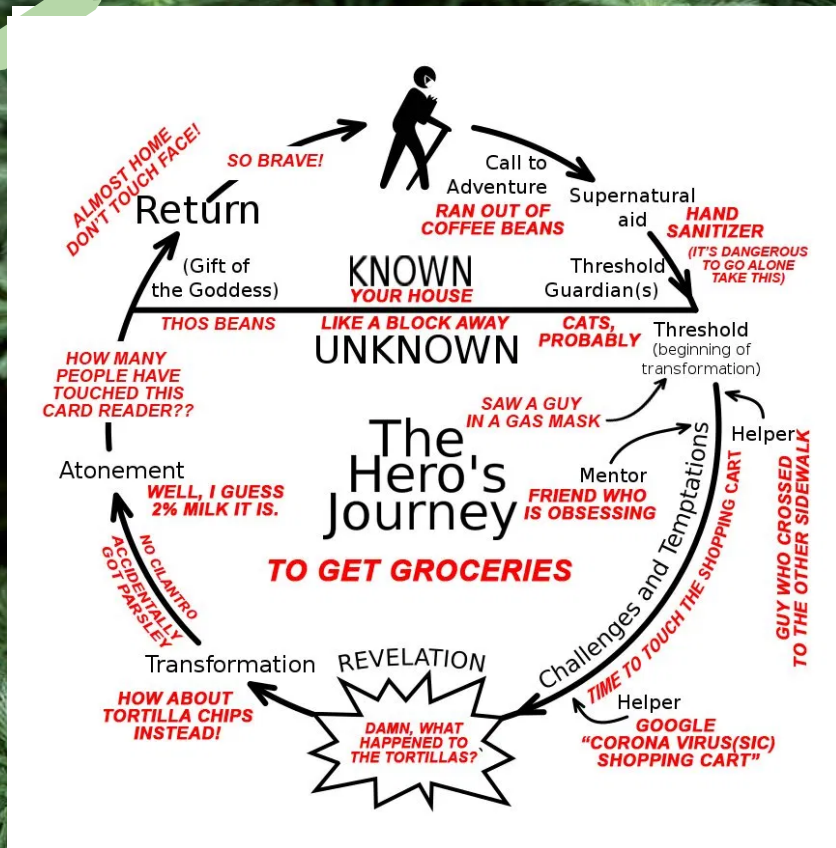
**Genre and
periodization**



**Welcome
to
University!**





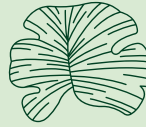


Two minute mentors



Campus Geography!

Writing Centre, Health
Centre, Library,
Lounges, Lockers



Opportunities!

Scholarships, Work on
Campus, Study Abroad,
Conferences and Journals



English and Arts Ahead!

Honours, Facebook
groups, English
Society, Advisors



Introduce failure into the lives of our 'fragile perfect' students, urges grit expert

Michael Shaw

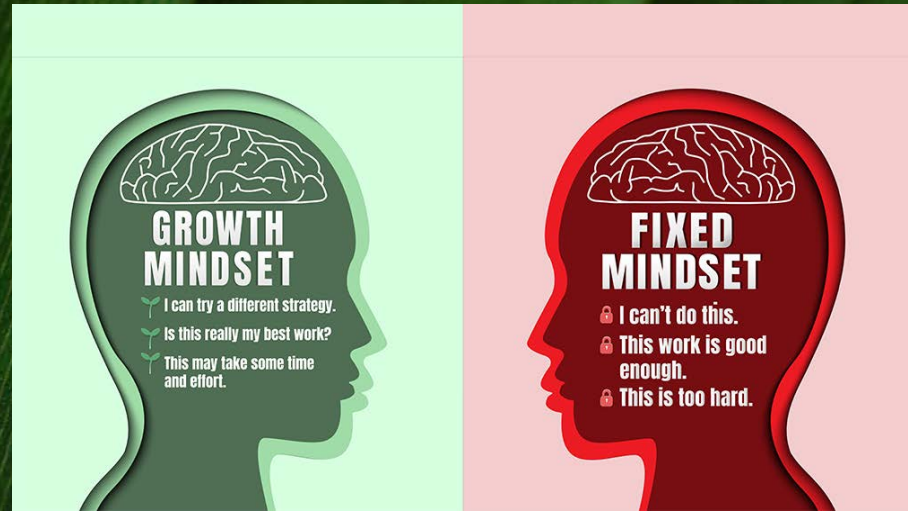
23rd January 2016 at 1:14pm

Share this



The straight-A pupils who do best at school can be the ones most lacking in the **grit** they need in adult life, according to a leading expert in resilience.

Angela Lee Duckworth, a psychology lecturer at Pennsylvania University, said she called such students "the fragile perfects" because they had not experienced failure before they arrived at university.



Threshold Concepts and Troublesome Knowledge

A Transformative Approach to Learning



Ray Land, University of Strathclyde, Glasgow

Lancaster Ed Res May 13 2009

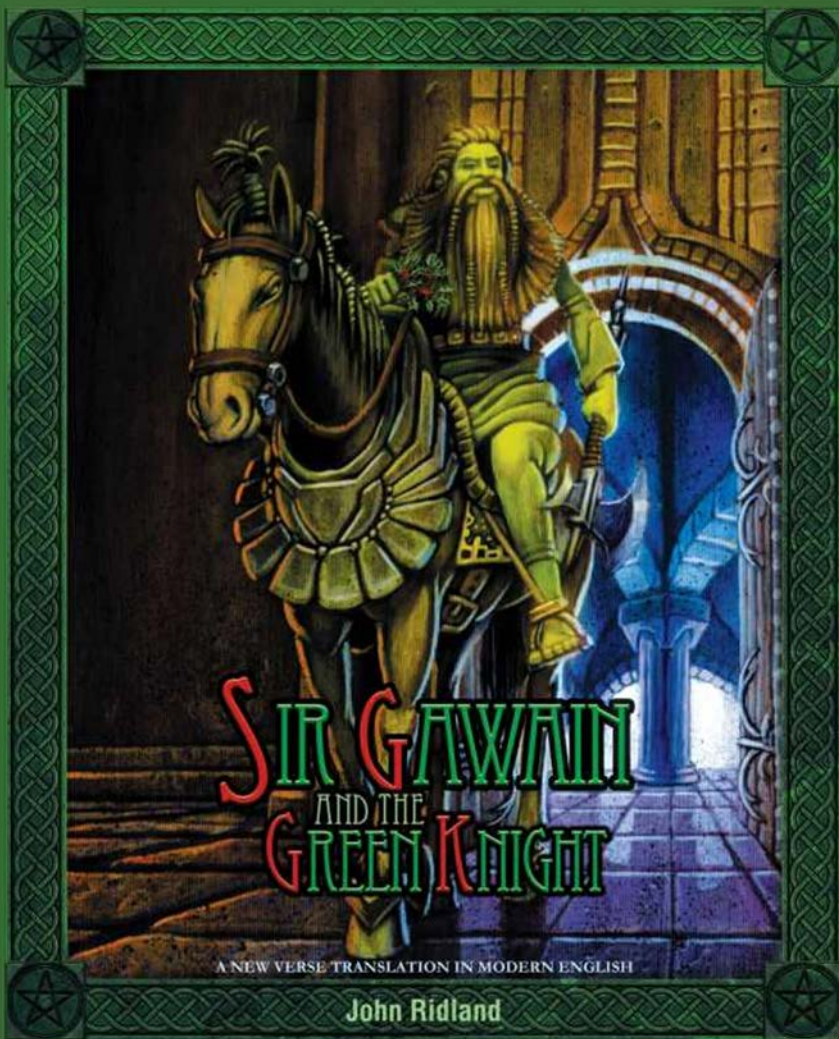
SIR GAWAIN & THE GREEN KNIGHT ∞



AS TOLD BY
MICHAEL MORPURGO

ILLUSTRATED BY
MICHAEL FOREMAN











Sir Gawain and the Green Knight's Wife





WHEN THE LORD RETURNS TO THE CASTLE THAT NIGHT, HE PRESENTS GAWAIN WITH A MULTITUDE OF WELL-DRESSED DEER, for which Gawain exchanges the kiss he's received from the lord's wife.



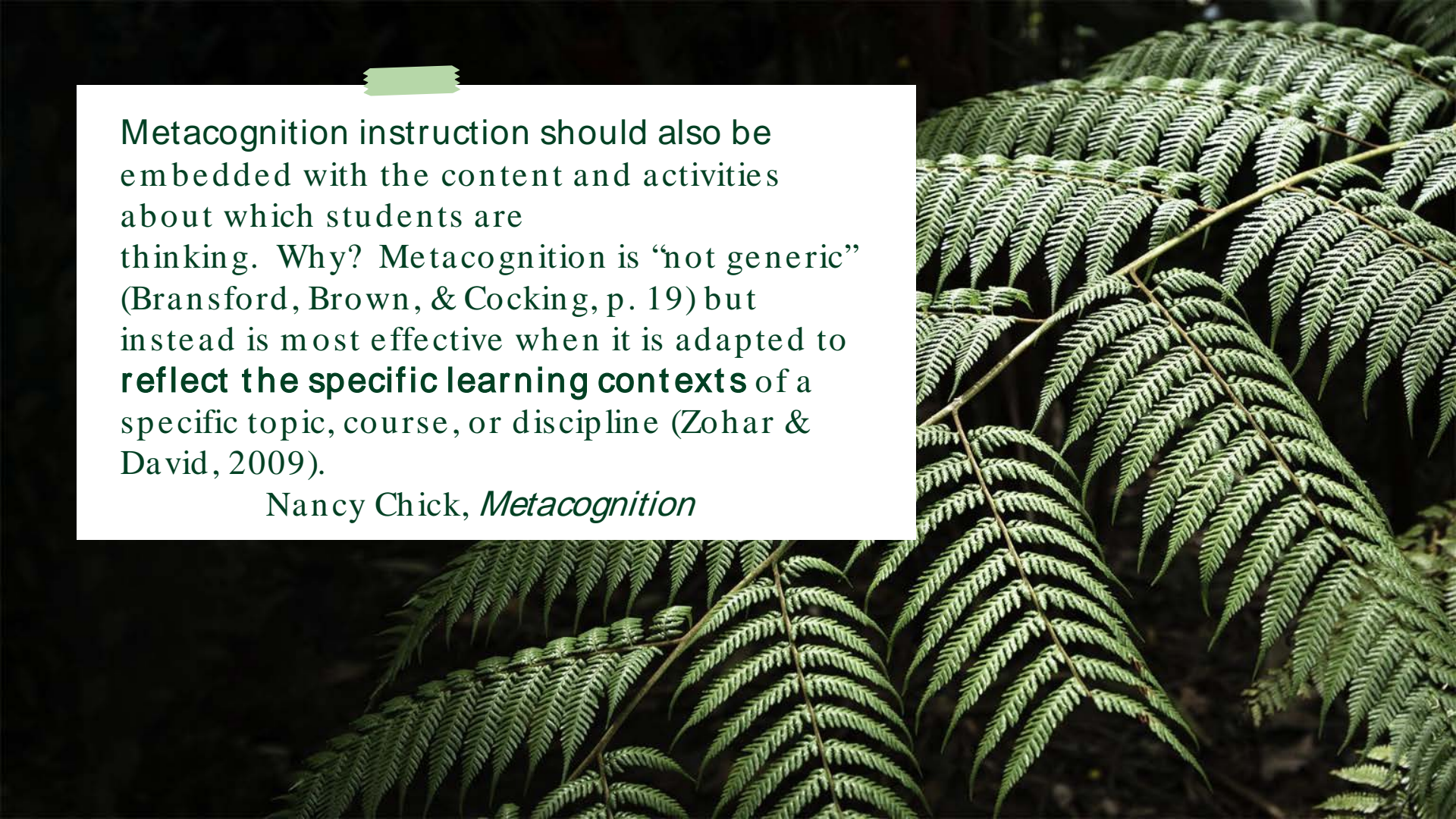


The ending



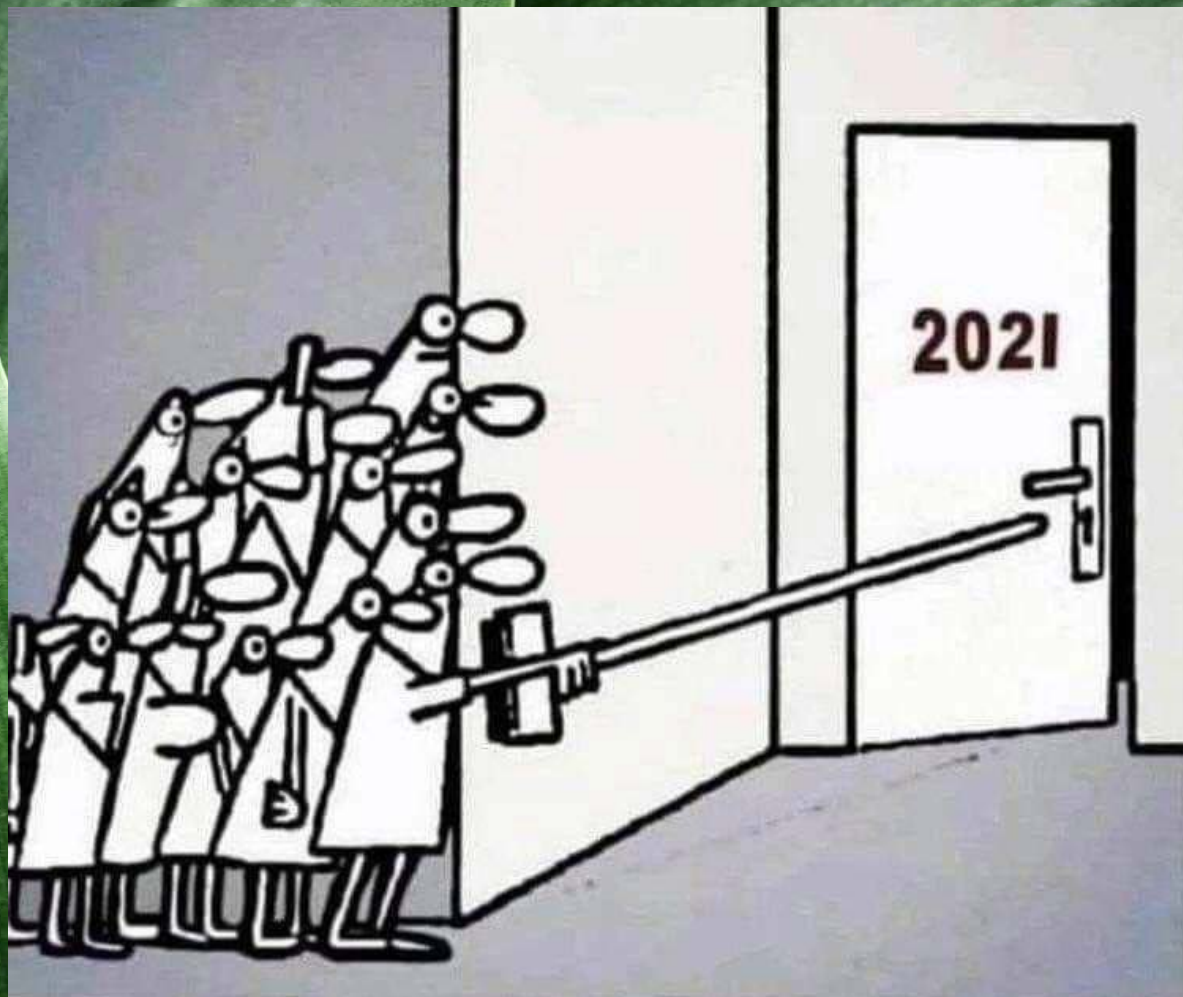
Þe kyng confortez þe knyzt, and alle þe court als
Lazen loude þerat, and luflyly acorden
Þat lordes and ladis þat longed to þe Table,
Vche burne of þe broperhede, a bauderyk schulde haue,
Abende abelef hym aboute of a bryzt grene,
And þat, for sake of þat segge, in swete to were.
For þat watz acorded þe renoun of þe Rounde Table,
And he honoured þat hit hade euermore after,
As hit is breued in þe best boke of romaunce.





Metacognition instruction should also be embedded with the content and activities about which students are thinking. Why? Metacognition is “not generic” (Bransford, Brown, & Cocking, p. 19) but instead is most effective when it is adapted to **reflect the specific learning contexts** of a specific topic, course, or discipline (Zohar & David, 2009).

Nancy Chick, *Metacognition*







Thank you!

Resources

- Chick, Nancy. "Metacognition"
<https://cft.vanderbilt.edu/guides-sub-pages/metacognition/>
- The National Resource Centre for First-Year Students and Students in Transition.
https://sc.edu/about/offices_and_divisions/national_resource_center/index.php
- Kuhn, Deanna and David Dean. "Metacognition: A Bridge Between Cognitive Psychology and Educational Practice." *Theory Into Practice*, 43: 4, 2004. 268-273.