Metacognition Bitesize Series

1. Understanding Metacognition

Metacognition has often been defined as 'thinking about thinking' but it is much more than this.



Meta means after, beyond or behind, which signifies a change or alteration

Cognition is the mental action or process acquiring knowledge or understanding through thoughts, senses and experiences

The Three Bridges of Metacognition

Metacognition is the bridge between:



Metacognition are:

a range of thinking skills and behaviours, which enables you to be in a better position to take control of your learning, through the detailed examination and evaluation of thought processes and cognitive potential.

The Five Rs of Metacognition

Relationships

Making connections between: Ideas | Concepts Knowledge Thoughts | Senses Skills | Experience Reflection

Being aware of the outcome and the degree of success of cognitive skills/ processes towards that outcome. Review

Assess something formally with the intention of initiating change when needed.

Re-evaluate

Evaluate something again with regard to changes or new information.

Resilience

Being adaptable / flexible in the face of challenge and being brave enough to change course or direction.

Five Metacognitive Strategies:

- Setting goals: Set clear and specific goals for what you want to achieve.
- Self-reflection: Take time to reflect on your learning experiences.
- Self-questioning: Ask yourself questions to deepen your understanding and clarify your thinking.
- Planning and organising: Develop a plan or a systematic approach to tackling a task or problem.
- Monitoring: Continuously monitor your own thinking and learning process.

What would you do less or more of?

How to teach metacognitive strategies:

The Direct Approach - use explicit instruction, dialogue and scaffolds with guided practise modelled by the educator.

The Inquiry Approach - create a conducive learning environment, including dialogue and scaffolds for pupils to create their own conceptual structures.