

Metacognition

"Thinking about your own thinking" — awareness and control of one's own learning processes

Flavell, 1979

WHAT IS IT?

The capacity to monitor, evaluate, and regulate one's own cognitive processes during learning.

Two Core Components



Metacognitive Knowledge

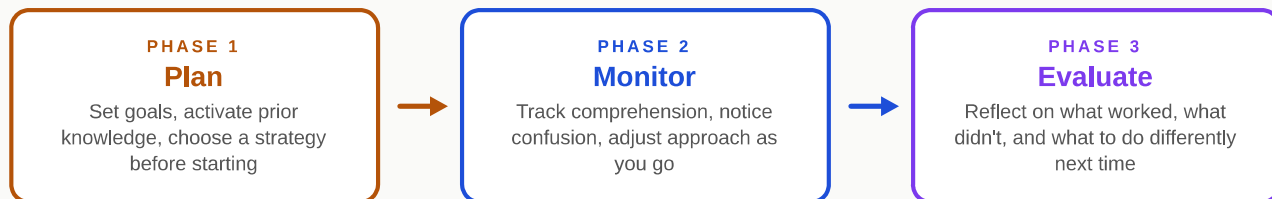
What you know about how you learn — your strengths, weaknesses, and strategies



Metacognitive Regulation

What you do to manage your learning — planning, monitoring, and evaluating in action

The Metacognitive Cycle



↻ Iterates back to planning for each new learning task

Types of Metacognitive Knowledge



Person Knowledge

Beliefs about how you and others learn
"I learn best by doing"



Task Knowledge

Understanding that task demands differ in difficulty and approach
Recognizing when a task needs more effort



Strategy Knowledge

Knowing which tactics to use, when, and why
Self-testing vs. re-reading

Why It Matters for Learning

Predicts academic achievement

Strong metacognitive skills are among the highest-impact factors on student outcomes

Builds learning independence

Learners who self-regulate rely less on external prompts and persist through difficulty

Improves strategy use

Metacognitive learners select more effective study methods and abandon unproductive ones

Classroom Strategies That Build Metacognition

Think-alouds & self-questioning

Model internal dialogue; prompt students to ask "Do I understand this yet?"

Goal-setting & planning prompts

Before starting a task, have students outline their approach, predict difficulties, and choose strategies

Reflection journals & exit tickets

Structured prompts to review what was learned and what is still unclear