

METACOGNITION

Session 3

Discussion



After 2 sessions, what do you understand **Metacognition** to be?



A metacognitive learner is one who has knowledge and control over cognitive skills and processes.

They understand how learning happens and they are able to actively and independently apply this to help them learn and sustain learning.

Metacognitive regulation

This is about your ability to plan and monitor your learning whilst completing the task.



ON YOUR OWN- ON PAPER/POST-IT

- How successfully have you used your independent study this week?
 - Why has it been successful/unsuccessful?
- How can you improve this use of time for the remainder of the week?
- How can you keep motivated in your independent study?

3 mins

3 different types of metacognition

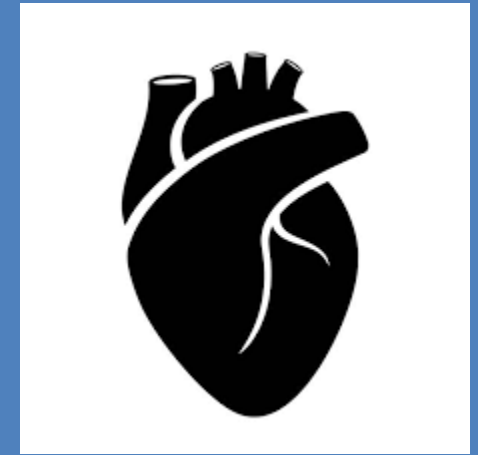


Metacognitive knowledge

Knowledge that you have about a task, what you know about yourself as a learner and what strategies you know that will help you complete the task

Metacognitive regulation

This is about your ability to plan and monitor your learning whilst completing the task. This is about actively applying your metacognitive knowledge in real time



Metacognitive motivation

This is how much you want to perform the task, linking to your interest and your belief that you can do it.

Today and next session we are looking at motivation



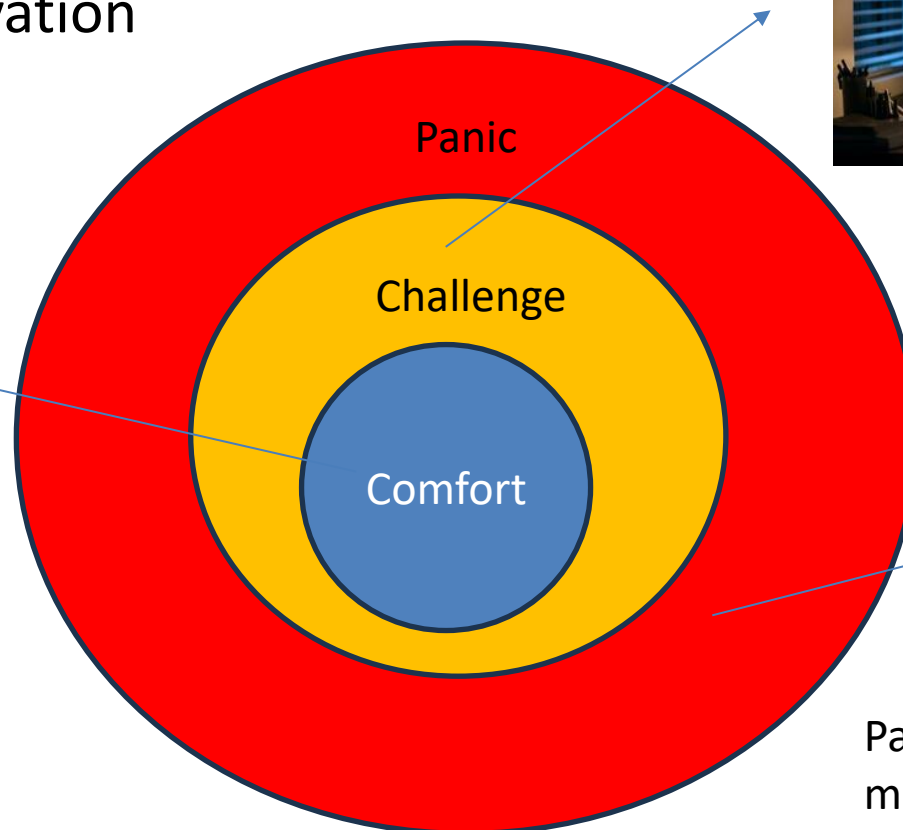
Today we are going to look at Metacognitive motivation

To understand our motivation, we need to recognise the links **between comfort – challenge – panic** and the impact on our motivation

Challenge = motivated
and feeling of success



Comfort =
demotivated/can't be
bothered



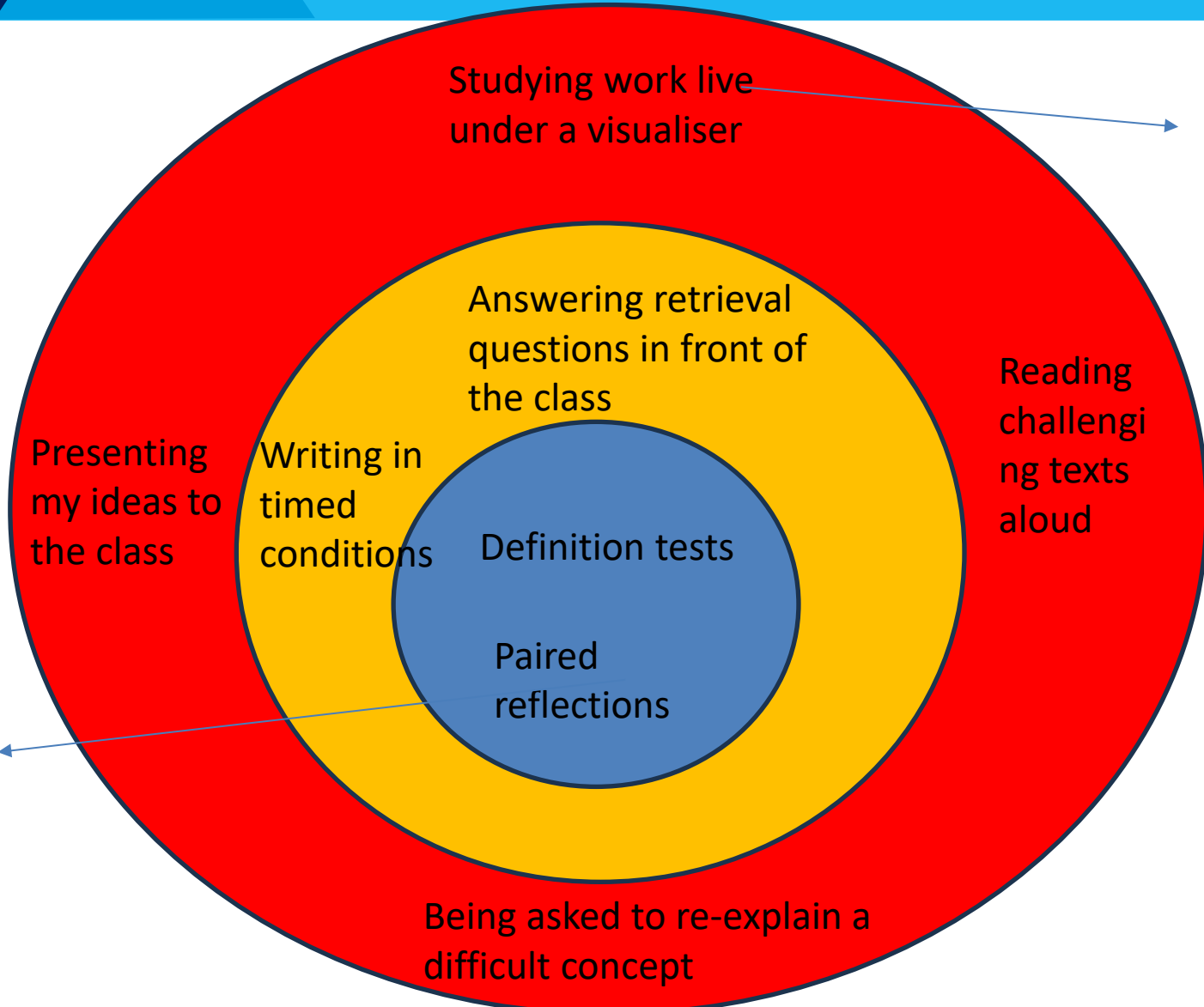
Panic= overwhelmed
meaning can't learn

Task- using the hand out

1. Choose one of your subjects
2. Identify activities that are set in class and place them into the different areas of comfort- challenge-panic
3. Annotate why you have placed them where they are

EXAMPLE....

Metacognition motivation



I don't think my work is very good. I'd prefer a teacher example

We don't talk very deeply and tend to go off topic

**What
strategies/activities
could you put in place to
move items from the
stress or comfort into the
challenge?**

The aim of this is for you to know yourself and know what might motivate you or demotivate you so that you can put strategies in place to **help yourself**

Examples:

Ask for help

Ask for the text beforehand to read

Make notes as I speak to my peer so that I stay on task

Extend definitions with new key terminology

Ask the teacher to give me thinking time and come back to me

Final thoughts



What has this exercise helped identify for yourself and your motivations in lesson?

What can you take away from this to try and work in the 'challenge' zone in and outside of lessons?