META-WHAT?

DEVELOPING METACOGNITIVE SKILLS WITH OUR ADULT LEARNERS

DEVELOPING METACOGNITIVE SKILLS WITH ADULT LEARNERS

Cynthia M. Campbell, Ed.D.

May 12, 2013

MAACCE Conference

OBJECTIVES

1. Identify what metacognition is and how it benefits adult learners.

2. List some metacognitive strategies recommended for adult learners.

3. Identify metacognitive strategies that will help their own students.

4. Plan one or two strategies to help their students develop and use metacognition in their learning.

READ AND INTERPRET THIS PASSAGE

The Quartimax criterion is indifferent to where the high values are located within the P matrix—many of them could be on a single factor, for example. The Varimax modification awards a bonus to solutions in which a the variance is spread out more evenly across the factors in P, so Varimax tends to avoid solutions containing a general factor.

(Loehlin, 1998,p. 173)

HUH?
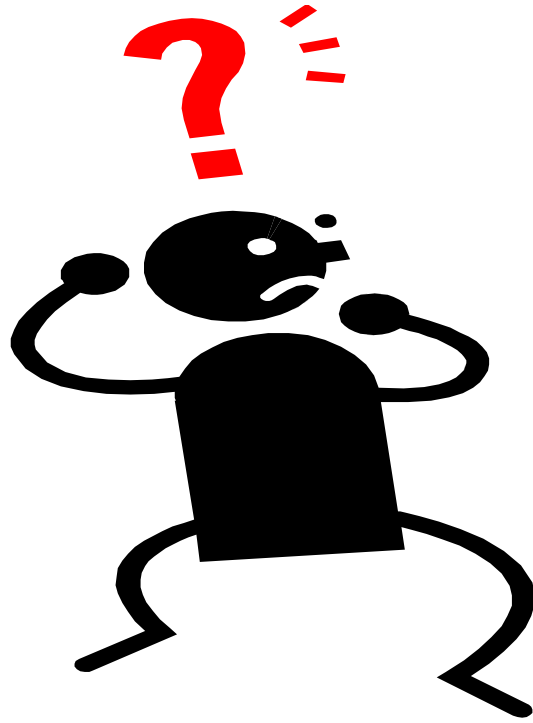
WHAT IS METACOGNITION?

- Metacognition essentially means "thinking about thinking."

- A more technical definition: "Metacognition refers to awareness of one' s own knowledge–what one does and does not know—and one's ability to understand, control, and manipulate one's cognitive process" (TEAL Center Fact Sheet No. 4: Metacognitive Processes, 2012)

WHY ARE METACOGNITIVE SKILLS IMPORTANT?

1. Metacognitive skills help students see the value of and apply various strategies to their learning. So, understanding a passage or solving a math problem is not just a matter of luck, *but an achievable task.*

2. Developing metacognitive skills is part of what helps adult students attain self-regulated learning – or in a other words, own their learning process.

SELF-REGULATED LEARNERS

- Set productive goals for their learning
- Select and use appropriate strategies to help themselves learn
- Deal with the up and downs of motivation.

(TEAL Center Fact Sheet, No. 3 Self-Regulated Learning, 2012)

SELF-REGULATED LEARNERS!

3 VARIABLES OF METACOGNITION

- <u>Person</u> – knowing one's own strengths and weaknesses in learning. Statistics is NOT one of my strengths.

- <u>Task-</u> understanding that different tasks will require different time commitments and different strategies. For example, it would take me much more time to read a statistics passage than an American history passage. I am more likely to need my dictionary and I would probably need to check a background resource like *Statistics for Dummies!*

- <u>Strategy-</u> having a variety of strategies to choose from and use including, but not limited to, activating prior knowledge, using a dictionary, asking questions, making a plan, checking for key words.

3 PHASES

- BEFORE: Planning. Developing a plan before beginning the task. This is where you work on pre-reading skills or checking the math problem carefully to see what it really requires.

- DURING: Monitoring. Tracking your understanding while you are reading the passage or working out the math problem.

- AFTER: Evaluating: Determining how well your strategies worked. Deciding what you may do in the future.

STRATEGIES TO HELP ADULTS USE METACOGNITION

- Introducing metacognition
- Modeling metacognition
- Using and choosing strategies

INTRODUCING METACOGNITION

With a partner, interview each other, choosing one of these questions:

1. How do you plan and make a meal?

2. How do you decide what you are going to wear in the morning?

3. Explain what you do on a typical day at your job (or home) and why you do each task?

QUICK REFLECTION

- *How might this activity benefit adult leaners?*

- *How might this activity benefit your students?*

MODELING METACOGNITION

A new think aloud activity:

- Working with a partner – one of you read each line of the passage, and the other speak aloud the thoughts you have in working to understand the passage.

USING AND CHOOSING STRATEGIES

- Planning
- Monitoring
- Evaluating

PLANNING STRATEGIES

- KWL chart. Helps student assess prior knowledge and form questions.

- Read first and last paragraph and headings.

- Based on prior knowledge or skimming the reading, make a prediction about the reading.

- For test items: Read the questions first to plan how you will read the passage.

MONITORING

- Asking questions as you go through the passage: what is the main idea of this paragraph, etc.

- Putting points into your own words.

- Self-monitoring card.

EVALUATION

- Using the KWL chart, check to see if my questions were answered.

- Using the self-monitoring card, reflect on "At what point, did I have trouble with understanding?

- How did my predictions about the reading match what I read?

- What strategies helped me with this reading? What other strategies might help?

- Did I answer the comprehension questions correctly? Why or why not?

QUICK SUMMARY: REVISITING THE OBJECTIVES

1. Identify what metacognition is and how it benefits adult learners.

2. List some metacognitive strategies recommended for adult learners.

3. Identify metacognitive strategies that will help their own students.

4. Plan one or two strategies to help their students develop and use metacognition in their learning.

WRAP UP!

- Questions,
- Concerns
- Observations

TEST DRIVE

Use a KWL sheet and choose some other strategies from the lists above and apply them to your reading of the TEAL Metacognition Fact Sheet.

DEBRIEF: DISCUSS WITH A PARTNER

1. How did it work with using the strategies to work on the TEAL fact sheet?

2. What are some key strategies for working with adult learners?

3. What are some strategies that you would use with your students? Why would you choose those strategies?

THANK YOU!!

- Thank you for having me come!
- Contact Info:

    Cynthia Campbell

    campbell945@gmail.com

    Ccampbell@baltimorereads.org

    443-676-1383