Cambridge Schools Conference

Metacognition

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As you arrive…

- Think back to your childhood.
- Think of a time you learnt something new.
- This could be riding a bike or learning to cook something for the first time.

- Write down on a post-it how you went about learning.
- Share with your group what you learnt and how.
- As a group, decide what elements were necessary in your learning to achieve success.
Aims of the session

1. To **develop** an understanding of metacognition
2. To **utilise** metacognitive strategies
3. To consider the **application** of metacognitive strategies to your own context.
4. To work **collaboratively** to share ideas and good practice.

To get you thinking hard!
Metacognition

- Awareness of one’s own thinking.
- The processes involved when learners **plan**, monitor, evaluate, and **make changes** to their own learning behaviours.
- It is often considered to have two dimensions:
  - **metacognitive knowledge**
  - **metacognitive regulation**.
Metacognitive Knowledge and Regulation

**Knowledge of…**

- **their own cognitive abilities**
  eg, “I enjoy acquiring new vocabulary, but I do not fully understand how to use metaphors in my work”;

- **particular learning tasks**
  eg, the language and metaphors in the poem we read were initially complex;

- **different strategies**
  eg, read a poem slowly, several times, pausing over difficult words or sentences; read aloud; look up words I do not know in a dictionary; look for clues.

**Regulation** describes how learners monitor and control their cognitive processes.

- Re-reading a poem several times, concentrating on ‘difficult’ words where necessary, for understanding.
Impact of metacognitive strategies

- Helps students to become independent learners
- Effective for disadvantaged students
- High impact across a broad range of abilities and learning domains
- Low cost
- Strong evidence base

Hattie (2009) – Metacognitive strategies can contribute to just over 8 months of learner development.
Metacognitive Talk. Making Learning Explicit
Metacognitive approaches typically involve:

- it involves:
- making learning goals explicit
- to plan strategies and
- to monitor progress towards achieving these goals.

- creating a learning environment that supports the development of metacognitive skills.

- encouraging discussion of strategies in class helps students understand when to use certain strategies, how they impact on their learning, and why the strategies work.
What metacognitive talk would you want to hear?

This activity is different depending on your role in your school.

If you are a school leader: what would you want to hear during a learning walk?

If you are a subject teacher: what subject specific talk would you want to hear?

Write your metacognitive talk on post-its. Consider both teacher and student talk.

How can you integrate this into your classroom practice?
Looking more closely

- Looking closely at the questions a student may ask themselves categorise into the following:
  - ...before the task?
  - ...during the task?
  - ...after the task?
Metacognitive Strategies
Over to you

What strategies do you currently use to help learners:

- know what **success** looks like (intended learning outcomes)?
- **plan** how to get there?
- to **monitor** how well they’re doing in their pathway to the intended learning outcomes?

**Share the strategies you currently use with your group.**
KASH analysis

- In your table groups there are four metacognitive strategies to explore.
- In your pairs you are responsible for analysing one out of four strategies: **organising**, **self-instruction**, **self-evaluation** and **exam reflection**.
- You will do this through a KASH analysis (%knowledge, attributes, skills, habits).
- Using the prompts on the KASH information sheet, discuss and then record on the table **your thoughts** about the strategy.
Reflection

Set yourself a short term goal for your classroom.

- What are you going to **apply** from today to best support your learners?
- How will you know if it has made an **impact**?