

Chapter 6: Metacognition and Study Skills

Metacognition

Metacognition means to engage in the process of thinking about thinking, studying how you think and learn so that you can improve how you, well, think and learn. As you read that sentence, you might have thought, “I am already trying to learn all of this legal stuff, and I don’t have time to think about how I think.” You do have time to engage in this process. In fact, you will find that the more you think intentionally about how and why you study, and then make adjustments as needed, you will actually be more efficient and effective with your studying.

Knowledge of cognition includes “strategic knowledge” (what you know about what kinds of study and learning strategies exist), “knowledge about cognitive tasks” (what you know about what kinds of strategies you will need to use based on what type of thinking and knowledge you are trying to accomplish), and “self-knowledge” (what you know about what you, specifically, are good at and what you need help with in terms of application of study strategies). Paul R. Pintrich, The Role of Metacognitive Knowledge in Learning, Teaching, and Assessing, 41 *Theory into Prac.* 219, 220-22 (2002).

Susan Ambrose et al., How Learning Works: 7 Research-Based Principles for Smart Teaching, 193-200 (2010), provides a helpful five-step process that demonstrates how to use metacognition when you are working on a particular course assignment.

1. Assess the task

The first thing you should do before you begin any assignment is to be sure you understand what you are being asked to do. What is the reason you are reading these particular cases? What is the end goal of the written assignment you are producing? Being certain you understand what the goal is lets you decide from the beginning what strategies to use that will achieve better outcomes. If this is the first time you have encountered this particular type of assignment, or if you feel unsure you understand what that goal is, then you might want to ask someone to confirm you understand the expectations before you begin.

2. Evaluate strengths and weaknesses

Once you understand what you are trying to accomplish, the next step you need to take is to use your self-knowledge to assess what you can do well to complete the assignment and where you might need to provide yourself some extra support. Be warned that beginners in a subject often overestimate their abilities, so it will not hurt to provide more support strategies than you think you need.

3. Plan

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IM Harris



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Educational Psychology for Learning and Teaching Dr Sue Duchesne, Dr Anne McMaugh, 2018-10-01 Educational Psychology for Learning and Teaching introduces key theories of development and learning to help you understand how learners learn and how educators can be more effective in their teaching practice Featuring current research on the various dimensions of learning and teaching alongside traditional theories it provides a clear framework of theory and evidence that supports modern education practices Taking a comprehensive approach this text investigates how to apply psychology principles to education contexts to enhance learning and teaching quality particularly for accommodating individual student needs This wholly Australian and New Zealand text caters for those who are planning to work with any age range from early childhood to adolescence and beyond With a greater focus on resilience in education settings the discussion of creativity alongside intelligence and a broader discussion on diversity this new edition is up to date for the pre service teacher New print versions of this book come with bonus online study tools on the CourseMate Express and Search Me platforms Premium online teaching and learning tools are available to purchase on the MindTap platform Learn more about the online tools cengage.com/au/learning/solutions *Educational Psychology: Constructing Learning* Dennis M McInerney, 2013-08-15 Educational Psychology Constructing Learning 6e sets the standard for educational psychology texts in Australia and New Zealand with its comprehensive authoritative and research based coverage of the subject This edition includes completely updated content to reflect recent advances in the discipline including revised theory into practice features from 39 international developmental psychologists The author has retained the constructivist approach that made previous editions so engaging and relevant to student teachers and content has been constructed around the new Australian Profession Standards for Teachers *Question Power* William Truesdale, Vinni M. Hall, 2024-10-02 The Power of Questions How They Can Change and Influence Instructional Practices outcome is to elevate instructional efficacy that rebuilds renews and regenerates learning through the power of questioning Educational Psychology Angela M. O'Donnell, Woolfolk, 1997-09 Educational Psychology Eggen, Don Kauchak, 1998-07 Instructor's Resource Manual for Woolfolk, Educational Psychology, Ninth Edition Angela M. O'Donnell, 2004 Learn how to Study and SOAR to Success Kenneth A. Kiewra, 2005 13560 5 0 13 113562 7 Kiewra Kenneth A How to Study Effectively Using the Pie Tap System 1 E A book that finally tells readers from all backgrounds exactly what to do when they study Presenting a concept called SOAR it allows them to soar to success Sound practical advice is given for selecting S organizing O associating A and regulating R learning all in a clear and entertaining manner All topics in this brief yet complete book are chosen to give readers the best information available on the most effective study practices whether they are taking classes need to study for business related certification exams or want to retain information from what they read daily SOAR applications are comprehensively covered An excellent resource for any reader who wants to improve retention and simplify the exam taking process **Educational Psychology** Robert E.

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Critical Thinking and Learning Danny Weil,Joe L. Kincheloe,2004-04-30 The editors of this book employ social cognitive linguistic and political theoretical innovations to develop a new conception of critical thinking They examine how such a construct might be taught in a variety of social settings and disciplines Using a host of previously neglected perspectives sociocognition issues of political economy complexity theory and critical theoretical notions of epistemology and power theory the editors and authors present a conceptually sophisticated yet accessible compendium on critical thinking The introduction guides readers through the reconceptualization process Specific entries focus on particular dimensions of the challenges to old style critical thinking In this context readers can choose entries that discuss various means of engaging students in the critical complex perspective of critical thinking The encyclopedia is aware of both theoretical concerns and the everyday realities of schooling in the 21st century As such it rounded in a respectful view of teachers that assumes they are capable of levels of expertise unacknowledged by many contemporary articulations of school reform The educational cognitive and professional vision developed in the encyclopedia offers a profound alternative to the top down impositional models now sweeping the nation s school districts Navigating Your Future: The Principles of Student Success James G.

Beierlein and Barbara K. Wade,2002 **Educational Psychology** Thomas Fetsco,John McClure,2005 I applaud the vision the authors had in synthesizing this information in a way that makes the reader more confident in their application of these theories and principles to their own classrooms The authors have wonderfully succeeded in their attempt to integrate this material in a manner quite different from other texts I ve read or reviewed Jim Persinger Emporia State University Any textbook that overemphasizes theory neglects the real world any textbook that overemphasizes practice neglects the underlying foundation of theory This book strikes a careful balance between theory and practice by explicitly linking the two Gregory Cutler Bay de Noc Community College By far this is the best educational psychology text I have read because it integrates and applies major learning theories to many of the daily issues future teachers will face Krista Robertson Rhode Island College I see this textbook as well written informative clearly and logically organized and a very useful component for

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Integrating the Language Arts David Yellin, Mary E. Blake, Beverly A. DeVries, 2000

Psychology Applied to Teaching Robert Frederick Biehler, Jack Snowman, 1997 **Resources in Education**, 1996-05

Teaching for Learning John Burville Biggs, 1991 The writers discuss how students build knowledge rather than just absorb it how students approach learning within the constraints of what happens in their classrooms how schools transmit the values that make for good learning how teachers can be helped by a study of problem solving strategy training and planning techniques how students can learn through reading how good learning can take place in our present school systems and how schools can be changed to make learning more effective Reading to Learn in the Content Areas Judy S. Richardson, Raymond F. Morgan, 2003 Book helps teachers promote reading for understanding and enable their students to become autonomous learners Combining discussion of theory with successful strategies and practical applications Richardson and Morgan show how to develop children s appreciation of reading as an active learning tool for every subject they study *Learning Theories* Dale H. Schunk, 2004 Through its succinct yet thorough overviews of current behavioral cognitive and developmental theories this book explores the many ways in which learning principles can be applied in a variety of educational settings with a diverse population of learners It features down to earth language clear explanations and specific examples of abstract concepts The author examines the relationship between learning and other topics of importance to educators development motivation instruction and self regulation A detailed glossary of more than 300 technical terms facilitates understanding and a bibliography with more than 1 100 references encourages self study For future and in service teachers with a minimal psychology background *Readings for Reflective Teaching in the Primary School* Andrew Pollard, 1996 *Igniting Student Potential* Angus M. Gunn, Robert W. Richburg, Rita Smilkstein, 2007 Handle With Care should be on the front cover so that the eager teacher uses the book as an inspirational resource Roy Bentley Professor Emeritus University of British Columbia A wonderful guidebook for people moving toward constructivism and for many who are already there Geoffrey Caine Director Caine Learning Fosters a refreshing educational discourse of possibility and offers some very useful classroom strategies that work with today s youth Peter P Grimmett Director Institute for Studies

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