COGNITIVE LEARNING STRATEGIES
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Students come up with different learning strategies in order to use and retain information that they have learned. Individuals, students and teachers alike, can use multiple strategies depending on what they are trying to learn. Rehearsal, elaboration, organization, critical thinking, and metacognitive self-regulation are five of these strategies that we will briefly discuss.

Rehearsal simply means repeatedly recitation of items from a list. Simply put, it is memorization without connecting the concepts together. However, that could happen in elaboration. In elaboration, we can more easily retain information by relating and integrating these concepts together or with prior knowledge. Paraphrasing, summarizing, crafting analogies, and effective note-taking are some elaboration practices.

Organization, another learning strategy, may also be applied in note-taking. This strategy involves selection of relevant information and building connections between concepts. Other examples of organization include clustering and outlining information. Using organization could likely lead to better performance.

Critical thinking is also a learning strategy. For this, prior knowledge is used in evaluations, decision-making, and problem solving. It is integrative like metacognitive self-regulation, which basically pertains to “thinking about how to think” (metacognitive) and regulating one’s own habits (self-regulation).

Planning, monitoring, and regulating are three processes involved in metacognitive self-regulation. Planning may involve task analysis and goal setting in order to retrieve/prepare prior knowledge that can be used to complete the task. As for monitoring, it can include self-testing and self-questioning practices. Lastly, regulating is the continuous polishing and adjusting one’s own cognitive activities. All of these help the learner in understanding and performing better as they go through the task.

References