For many years, experts in the education have been formulating methods to better educate the learners. Admittedly, not one single method will work for everyone especially in the fields of Mathematics and Science where most students have a hard time learning and understanding concepts. Hence, educators are encouraged to consider various factors that affect learning. Metacognition is when and individual is thinking about his thinking.

Metacognition is the awareness of a person's own learning and cognitive processes. This is an essential ability that teachers must learn and utilize in classroom instruction. The benefits of metacognition can be observed during early childhood. It develops the child to become more productive in terms of learning. With the help of metacognition, the child can also take control over their own learning.

When a learner develops metacognition, this leads to better accomplishment in test scores and improved attitude towards learning. It gives learners a sense of satisfaction and achievement in various aspects of their lives (Thomas, 2018). As a result, learners with average to high level metacognitive skills will have the ability to enhance their own problem-solving and comprehension skills.

Developing metacognition also develops self-regulation. This is a person’s ability for self-reflection and monitor his own learning (National Research Council, 2000). According to a study in 2011 by Zumbrunn et al., self-regulation is life changing. It can make a significant impact in the academic success of most learners since it positively affects the learner's academic achievement.
Low self-regulation can pose a threat in the learning process. Neglecting to develop this ability will result in negative impact on how learners cope up with mistakes and failure. If students cannot cope up with failure, they may feel frustrated, anxious and disappointed.

Science and mathematics involve problem-solving, comprehension and other complex processes which can be very stressful to learners. And as learners with poor self-regulating abilities have lower self-efficacy and motivation (Zimmerman, 2002), students of this case will have a hard time taking in and enjoying the concepts. It is necessary that teachers provide learning opportunities to improve and develop students' self-regulation.

This will help every student to learn effectively and efficiently, especially the hardest fields of the academe. Teachers as well as other school leaders must consider and explore metacognition and think about their learner's thinking.

References:


