WHY FOSTER METACOGNITION AMONG STUDENTS?

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Most of the time students often form the notion that they need to learn because they need to understand what is happening around them. And the main focus on this type of learning is identifying information and remembering them. This falls under the idea that students need to remember information. For them this is already learning but other than this, the teacher must be aware that learning is more than just feeding information for them to remember and recall if needed. The teacher on his/her part must instill to the young minds of the learners that learning comes more than just remembering but also analyzing information much more thinking on how to learn and not just what to learn. This is called metacognition. To make it simpler to understand, metacognition is more like thinking about thinking.

It is assessing the process on learning, how things are learned and how they are learned better. By considering metacognition, the learners are able to adapt appropriate strategies and ways of acquiring knowledge. It is not merely teaching students on what they are supposed to learn but making them realize how they must learn these. It is a known fact that not all the time the teacher will be available or present in providing the students with the knowledge and information they need to survive. The teacher must be able to teach the students how they will be able to learn by and among themselves.

There are several factors concerning metacognition. But the bottom line is how can the teacher make the students learn on how to learn? Edutopia 2018 suggested several points to consider in ensuring that metacognition is observed in the execution of lesson in the classroom. First would be identifying preliminary processes. Knowing what to do first
is fundamental in achieving higher level of learning. By knowing the basics the next steps would be clearer. Next would be identifying confusing factors. What confuses them will hinder learning. Students must be able to isolate factors that could cause confusion and provide solution. Another would be making things simpler. By making things expressed in simpler terms, matters will be better to understand. Furthermore, if learning becomes difficult and results are not what are expected, determining what went wrong is a good practice. By determining the errors in the process, these can be avoided in the future. In addition, learning is not an isolated case it is not discreet points which are different from the rest. Therefore, learning must be perceived as integrative and multifaceted. This may mean that learning may be connected to other skills, knowledge or context. Part of metacognition is establishing the connection in various context, how can learning be transferred to other skills or how can it be applied to other processes or even can it be recreated to become better from the previous.

If students learn metacognition, teachers will have a win-win situation. Learners learn better and teachers will have a better classroom. In preparing students to become lifelong learners, teachers must foster metacognition in their classes.

Reference:

Edutopia (October 2018), What is Metacognition?, [Video], retrieved from https://www.facebook.com/edutopia/videos/1036759206506151/