Metacognition Graphic

Complex Task or Assignment

Metacognition is Evaluating and Reflecting After Learning
Did I reach my learning target? Why or Why not? What worked well in doing this task? What did not work well and why not? What was difficult for me? Why was it difficult? What was easy for me? If given a similar task in the future, what will I do differently?

Metacognition is Monitoring During Learning
How is my learning going so far in relation to the learning target and success criteria? How am I progressing? Where am I in relation to my goal? Do I need to change my strategy? If I keep going like I am, will I be successful?

Metacognition is Planning Before Learning
What is the best way to do this task and reach the learning target? Have I done something like this before? If so, what approach did I use then? Did it work? If not, why not? Can I tweak that approach and use it? If not, make a plan for solving this problem or doing this task.

Jana Scott, December 2013. University of MO-Columbia.

Key Points
***Metacognition occurs before, during and after learning and/or doing.
***Metacognition compliments or enhances the learning and/or doing process.

When presented with a complex task a student uses metacognition.

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Steps in Teaching Metacognition

Jana L. Scott, University of MO- Columbia, 2013

Step 1: After assigning a complex task, ask students a few reflection questions such as: Have you ever had a learning target(s) like this one/these before? What might be the best way to accomplish your assigned task? Have you completed a task like this before? If so, what approach did you use then? Did it work? If not, why not? Can you tweak that approach and try it again? Make a plan for the best way to go about accomplishing this task and to meet your target(s).

Step 2: As students work on the complex task, remind them to monitor their progress in relation to their learning target and success criteria. Ask students a few reflection questions such as: How is your learning going so far? How are you progressing? Where are you in relation to the learning target and success criteria? Do you need to change your plan or strategy? If you keep going as you are, will you be successful at the task and master your learning target(s)?

Step 3: At the completion of the complex task, ask students a few reflection questions such questions as: Did you accomplish your target(s) and success criteria? If yes, explain why. If not, explain why, and what actions need to be taken to close the gap? What worked well? What did not work well? What needs to be done differently next time if given a similar task or assignment?

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