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## Thinking about thinking is known as

However, we need to be careful not to overestimate the impact that metacognition can have on learning. Like mentality, metagnition is sometimes revered as an easy solution, when in fact there are of course many factors that affect learning. Teaching metacognitive strategies can also be a challenge for the educator. On the other hand, metagnition is ignored by some who fear it is just the latest buzzword in the profession of teacher. Modeling metacognitive strategies by thinking out loud helps students learn techniques Showing examples of metacognitive thinking, by thinking out loud, is one of the key recommendations for improving metacognition. There are three main phases in metacognition: planning, monitoring and evaluation. Each of these phases can be modeled by the teacher or parent who helps the student and shows how a problem can be addressed verbally. This can be done by asking a series of questions. During the planning phase, before you start the task, the questions about how work compares to the current work, how best to start the task, and how to achieve the goal. The goal here is to raise awareness of different strategies, and to help students choose a strategy and make use of earlier work. What seems important is that metacognitive strategies are taught explicitly and in relation to specific tasks. In the control phase, a teacher may ask themselves during the task whether the current approach is working and what can be improved, to encourage students to change their strategy if necessary. After the task is completed, during the evaluation phase, questions about whether the goal was achieved and what would be better next time. These are just examples of the types of questions that can guide and encourage metacognitive thinking. The EEF website contains many more examples and a detailed description of how they can be used in the classroom. What seems important is that metacognitive strategies are taught explicitly and in relation to specific tasks, as opposed to in an abstract way where learning skills are taught without being applied to real tasks. Encouraging metacognition does not require expensive specialist equipment and is said to have the greatest impact on disadvantaged students. Metacognition is a particularly attractive goal for improving learning because it does not require expensive specialist equipment, and is thought to have its greatest impact on disadvantaged students. There is a good evidence base, and there are large resources freely available online to support teachers and parents. If metacognition is the latest buzzword in education, it's for a good reason. When children hit difficult problems - the seemingly insurmountable English essay, a maths test that takes epic proportions, social struggles that leave them feeling frustrated - - can be tempting to give up and resort to four words that no parent ever wants to hear: I can't do it. To thrive, children need to be able to make the transition from the negative I can't to the proactive How can I? To do that, they need to think about why they're stuck, what frustrates them, what they would need to loosen up. They need to think about their own thinking. There's a word for that, and it's metacognition. Metacognition is a big word for something most of us do every day without noticing. Thinking about our own thoughts is how we understand our feelings, needs and behaviors – and how we learn, manage, and adapt to new experiences, challenges, and emotional setbacks. It's the ongoing conversation we have in our heads, mentally expressing ourselves and making plans. Training children to use it proactively to overcome obstacles, it turns out, can be a powerful tool. More and more studies suggest that children who are taught to use metacognitive strategies are more resilient and successful early, both inside and outside school. I see metacognition as a goal, says Marc Gladstone, a learning specialist. Getting into the habit of using metacognitive strategies early helps children become more independent learners and strengthens self-advocacy skills. What is metacognition and how does it work? Metacognitive thinking teaches us about ourselves, says Tamara Rosier, a learning coach who specializes in metacognitive techniques. Thinking about our thinking creates perspective - perspective that leaves room for change. She gives an example: Instead of saying, Math tests make me anxious, we ask, What is it about math tests that make me feel anxious, and what can I do to change that? Children who are taught to see themselves as good or bad on a particular task may have a fixed mindset that makes them passive in approaching a challenge: whether they can do it or they can't, but they're unlikely to think they can change that outcome. Teaching children to be more metacognitive helps them move from a mindset that leaves little room for change to a mindset that promotes self-awareness and resilience. Help for children with learning disabilitiesHelping your child to learn to work through difficult situations (or homework assignments, as may be the case) without being overwhelmed or giving up is especially valuable for children with learning disabilities who need to come up with different strategies than other students in the classroom. For example: A child with ADHD who is struggling to stay on the task is likely to feel frustrated and anxious when he is assigned a long essay. If he is unable to think about why the upset him he would think: Everyone has an easy time. I'm just bad at writing. A child who has learned to think about his learning, on the other hand, might look at the situation and say: I always feel like this when I have to work for a long time. Maybe if I take breaks every hour, I'll feel less stressed. By adopting a metacognitive approach, he is able to control his frustration and find a better way to approach big assignments in the future. Ideal for self-regulationAcognitive skills are not only excellent tools for children who learn differently, and often struggle to keep up. They also allow children to self-regulate when faced with challenges, especially unexpected ones. One of the most powerful byproducts of metacognitive thinking is more self-regulation, says Gladstone. Being able to self-regulate helps children manage experiences that might otherwise overwhelm them. Take, for example, two girls who have to audition for a play at school, both of whom struggle with unusually difficult material. A girl who is regularly told how talented she is and is used to being praised for her performance is probably frustrated and overwhelmed at the sheer thought of performing poorly. But a girl who is praised for her ability to work hard and persevere when she faces a challenge can draw on her metacognitive skills to help her manage her nerves and help her figure out a way of rehearsing that works better for her. Calming negative self-talkFallout of a fixed mindset often takes the form of self-criticism. The negative feelings children experience when they feel frustrated easily turn into negative self-talk. If I'm so smart, why didn't I get tested? I'm not smart. I'm useless.' If you value being smart, anything you feel less than smart about is devastating, rosier says. Many children develop a negative inner voice, and they develop it instead of metagnition. This negative voice is sneaky, she explains, often disguised as a coach. Confuse your self-criticism with motivation. What we want to do is get rid of the negative inner voice and replace it with metacognitive thinking that helps your child find new ways to manage its challenges rather than beat themselves up over them. How do you stimulate metacognition How do you help your child become more meta? Metacognitive questions, says Rosier, will help your child start thinking in a more reflective way. Questions must be:Open-ended. Give your child some room to think about his thinking: you tell me more about why you think that? Don't accuse. It can be difficult to stay open when children behave, but ask them to think their behavior can help them to manage difficult situations in a better way: Why do you think you were so upset when Dad changed the channel? Solution-oriented. Encourage him to think about how he can use his understanding to change things in the future: How to deal with otherwise next time? Process-oriented. Ask questions that help your child get a better idea of how his thought process works: How do you know when this drawing is finished? Be patient If you teach children to think differently about their behavior, they start to behave differently, rosier says. But she cautions that it's important not to expect immediate results. Learning to think metacognitively is a process, and parents may have to accept that much of the work is happening behind the scenes. Of course we want to see progress, but our kids - especially teenagers - don't always share their thinking with us and that's okay. Just asking the questions gets the metacognitive work internally, even if it's not visible to the parental eye. Rosier explains. The benefits are the same, she says, even if all you get is a grunt in return. Learning to ask questions at home also helps children to use metacognitive strategies in their schoolwork. For many children - especially those with learning differences - this can be more difficult than it sounds. It's easy to get bogged down by bad study habits, procrastination, homework meltdowns, and test stress. If your child is struggling to work through a long paper, ask questions that help him use his metacognitive skills to try a different approach. What makes it hard for you to work on this paper right now? What are some strategies that have helped you do well on similar papers in the past? Can you use those insights to help you with the work you're doing now? Asking metacognitive questions will help him clarify his process, manage his anxiety and find a better way to approach his paper, but the benefits don't end when the assignment is done. The more your child is able to understand his learning process, the easier it will be for him to figure out which strategies and supports work best for him – knowledge that will help him succeed – both now and as he grows up. Up.