



# The Learning Institute

## Using metacognition to support effective learning

### Overview

Research shows helping learners to think about their own learning (metacognition) is an important way of supporting young people. This CPD task seeks to support practitioners by helping them to understand some key principles of metacognition and how these might be applied.

### Target audience

Teaching assistants

### Duration

Approximately 1½ - 2 hours

The Learning Institute provides opportunities for individuals and communities through high quality education, training and research programmes that challenge personal barriers and promote social inclusion. To find out more, please get in touch.

## Introduction

Do you ever question how children or young people learn effectively, so as to optimise the learning opportunity?

Understanding metacognition strategies can be an effective method to support learners, encourage active learning, and develop key critical-thinking skills. However, without careful planning and facilitation, it can be difficult to ensure learning is active not passive.

This CPD will help you understand some of the research behind metacognition. It will help you to reflect on strategies and give opportunity to think of ways that you can help to employ these to support effective learning experiences.

## Objectives

- To understand what metacognition is
- To know some strategies that can support effective metacognition and effective learning
- To support personal reflection on the use of the strategies identified to support effective learning

## Resources

Pen and paper for note taking

Internet access to following:

- Education Endowment Foundation: Metacognitive and self-regulation strategies [video] available at <https://www.youtube.com/watch?v=DSdtxQU4Ao>
- Innovative Educators: Incorporating Metacognition strategies into the classroom [video] available at <https://www.youtube.com/watch?v=iXKy1EI7nU0>
- Metacognition and self-regulated learning [article] available at [https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/Summary\\_of\\_recommendations\\_poster.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/Summary_of_recommendations_poster.pdf)

## Task 1: Understanding what metacognition is

This task will help you to understand the concept of metacognition and how useful it can be in the learning process.

Read the summary of research carried out by Education Endowment Foundation, available at <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/metacognition-and-self-regulation/>

Consider these key questions and make some notes:

- How is metacognition defined in this summary?
- How effective has the research shown it to be?

Next, watch the video [1:05], available at <https://www.youtube.com/watch?v=DSdctxQU4Ao>

Now think about:

- How is metacognition described in this clip?
- What examples of this are provided?

## Task 2: What strategies can support metacognition?

Now that an understanding of the term metacognition has been established, watch this video [2:03], available at <https://www.youtube.com/watch?v=iXKy1EI7nU0>, and identify the strategies that support effective group working.

Make notes on the following:

- How is the term defined by Dr. Sandra McGuire?
- What strategies could be implemented to support this?

Next, review the summary of recommendations by Education Endowment Foundation, available at [https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/Summary\\_of\\_recommendations\\_poster.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/Summary_of_recommendations_poster.pdf)

Think about times you may have seen some of these in practice:

- What examples have you seen?
- How did learners respond to these?

## Task 3: Reflection on learning

Note down your responses to the following questions:

- What knowledge did I already have that has been refreshed by this CPD?
- How has this CPD developed my knowledge and understanding?
- How can I apply what I now know to my practice?
- How might you develop and promote metacognition in your interactions with learners?

## Sources

Education Endowment Foundation (2016) *Toolkit Talk: Metacognition*. 21 June. Available at: <https://www.youtube.com/watch?v=DSdctxQU4Ao> (Accessed: 10 May 2020)

Education Endowment Foundation (2018) *Metacognition and self-regulated learning*. Available at: [https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/Summary\\_of\\_recommendations\\_poster.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/Summary_of_recommendations_poster.pdf) (Accessed 10 May 2020)

InnovativeMovies (2014) *Incorporating metacognition strategies into the classroom*. 27 June. Available at: <https://www.youtube.com/watch?v=iXKy1EI7nU0> (Accessed: 10 May 2020)

## Further reading

Education Endowment Foundation (2018) *Metacognition and self-regulated learning*. Available at: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning> (Accessed 10 May 2020)

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