Speculations about the nature and development of metacognition

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Metacognition and Development of Speculations About the Nature
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Metacognitive Experiences

The cognitive component of learning is metacognitive experience. When individuals reflect on their own learning processes, they engage in metacognition. This involves monitoring their own understanding, adjusting strategies, and evaluating their progress. Metacognitive experiences are essential for effective learning because they help students become active and independent learners.

Questions, Problems, and Issues

In metacognitive experiences, the meaning, significance, and implications of such experiences are explored. This exploration helps students develop a deeper understanding of their own learning processes. By reflecting on their experiences, students can identify their strengths and weaknesses, and adjust their strategies accordingly. This self-regulation is crucial for effective learning.

In metacognitive experiences, students are encouraged to think critically about their learning. They are asked to question their assumptions, challenge their beliefs, and consider different perspectives. This promotes a deeper understanding of the material and enhances their ability to apply it in new situations.

In summary, metacognitive experiences are vital for effective learning. They help students become more self-aware, reflective, and adaptive learners. By engaging in metacognitive experiences, students can develop a more nuanced understanding of their own learning processes and become more effective learners.
The Nature and Development of Metacognition

1. The Nature and Development of Metacognition

The nature and development of metacognition are processes that are often studied in educational research. Metacognition refers to the processes involved in thinking about one's own thinking, including planning, monitoring, and evaluating one's cognitive processes. The development of metacognition is considered to be an important aspect of cognitive development, as it allows individuals to become more effective learners and problem solvers.

Metacognition is closely related to other cognitive processes such as executive function and working memory. Executive function refers to the ability to plan, organize, and monitor one's own cognitive processes, while working memory is responsible for temporarily storing and manipulating information. These processes are essential for successful learning and problem solving.

Research has shown that metacognition can be taught and developed through various instructional strategies, such as explicit instruction and guided practice. Teachers can play a vital role in fostering metacognitive development by providing students with opportunities to reflect on their thinking, set goals, and monitor their progress.

Two major components of metacognition are the conscious awareness of one's own thinking processes and the ability to regulate those processes. Metacognitive awareness involves being aware of one's own cognitive processes, while metacognitive regulation involves controlling those processes to achieve specific goals.

In summary, metacognition is a critical aspect of cognitive development and learning. By developing metacognitive skills, individuals can enhance their ability to think critically, solve problems, and learn effectively.

References:
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