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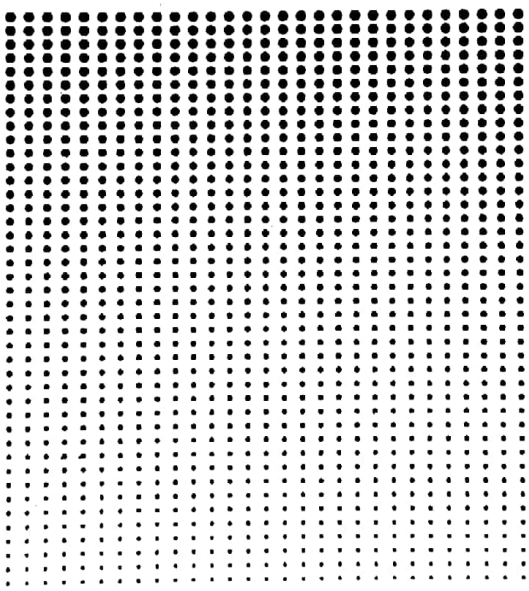

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The Role of Metacognitive Awareness to Academic Achievement on Secondary School's Students in Central Schools

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Abstract: *Metacognition is seen as the reflective part of a teaching session. If practised at all, it is usually in the final section of a lesson, where children are asked to reflect on what they have learned; to verbalise how they solved the problem; to evaluate how difficult or easy they found the work and to think about how they might tackle such a problem in the future. The time constraints of the curriculum can mean that it is particularly difficult to fi t this reflective element into a lesson. Furthermore, children are often reluctant to engage in meaningful reflection when the playground beckons. Metacognitive regulation is the monitoring of one's cognition and includes planning activities, awareness of comprehension and task performance, and evaluation of the efficacy of monitoring processes and strategies. Recent research suggests that young children are capable of rudimentary forms of metacognitive thought, particularly after the age of 3. Although individual developmental models vary, most postulate massive improvements in metacognition during the first 6 years of life. Metacognition also improves with appropriate instruction, with empirical evidence supporting the notion that students can be taught to reflect on their own thinking. Assessment of metacognition is challenging for a number of reasons: (a) metacognition is a complex construct; (b) it is not directly observable; (c) it may be confounded with both verbal ability and working memory capacity; and (d) existing measures tend to be narrow in focus and decontextualized from in- school learning. Recommendations for teaching and assessing metacognition are made.*

I. INTRODUCTION

Metacognition is defined most simply as "thinking about thinking." Metacognition consists of Two components: knowledge and regulation. Metacognitive knowledge includes knowledge About oneself as a learner and the factors that might impact performance, knowledge about strategies, and knowledge about when and why to use strategies. Metacognition is associated with planning, monitoring, evaluating and repairing performance Designers of eLearning systems can improve the quality of their environments by explicitly structuring the visual and interactive display of learning contexts to facilitate metacognition. Typically, page layout, navigational appearance, visual and interactivity designs are not viewed as major factors in metacognition. This is because metacognition tends to be interpreted as a process in the head, rather than an interactive one. It is argued here, that cognition and metacognition are part of a continuum and that both are highly interactive. The tenets of this view are explained by reviewing some of the core assumptions of the situated and distribute approach to cognition and then further elaborated by exploring the notions of active vision, visual complexity, affordance landscape and cue structure. The way visual cues are structured and the way interaction is designed can make an important difference in the ease and effectiveness of cognition and metacognition. Documents that make effective use of markers such as headings, callouts, and italics can improve students' ability to comprehend documents and 'plan' the way they review and process content. Interaction can be designed to improve 'the proximal zone of planning' – the look ahead and apprehension of what is nearby in activity space that facilitates decisions. This final concept is elaborated in a discussion of how e-newspapers combine effective visual and interactive design to enhance user control over their reading experience.

Meaning of Metacognition

Metacognition is defined as thinking about one's thoughts (Harris & Hodges, 1995); in other words, it is a cognitive process where one is aware of his or her own thinking. As you are reading this chapter, you may be thinking to yourself,

Definition of Metacognition

John Flavell originally coined the term metacognition in the late 1970s to mean "cognition about cognitive phenomena," or more simply "thinking about thinking" (Flavell, 1979, p. 906). Subsequent development and use of the term have remained relatively faithful to this original meaning. For example, researchers working in the field of cognitive psychology have offered the following definitions: