

# METACOGNITION

Explore why metacognition is an important thinking skill and the role it can play in improving learning outcomes.

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## What is metacognition?



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Resource [Salience Learning](#)

Metacognition is an important thinking skill which is defined as 'thinking about thinking.' This involves any behavior directly linked with a person's control and monitoring of their own learning and thinking, including emotion. These behaviors can include: setting goals, making sure a problem is understood before answering, monitoring memory recall and comprehension, reflection, generating and testing hypotheses, self-questioning, brainstorming ideas, strategy selection

The skill of becoming aware of one's own thought processes is strongly linked to critical-thinking ability as well as to develop the life-long learning. Embedding metacognition in teaching and learning programs provides with the opportunity to become one's active participant in its own learning process.

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metacognitive knowledge

**3 TYPES**

**1 WHAT**  
declarative knowledge

**HOW 2**  
procedural knowledge

**3 WHEN WHY**  
conditional knowledge





## Metacognition: a key to unlocking learning



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Resource <https://www.improvethelearning.com/metacognition/>

In lifelong learning one must be able to learn new things, unlearn the obsolete knowledge, and relearn the updated version of it. Solely focusing on practicing won't help one in dealing with the two latter parts of it.

Metacognition is closely related to people's ability to improvise, adapt, and overcome. As people put a deliberate effort into thinking about their own thinking process, they will start to understand themselves better. Instead of being laser-focused solely on their desired result, metacognitive people will also think about their process in achieving that result. Looking into their own process, they may find what works best, what can be better, a more appropriate strategy, flaws, and opportunities to develop themselves.

# 4 Practical steps for training

*in the corporate world constant development is needed*

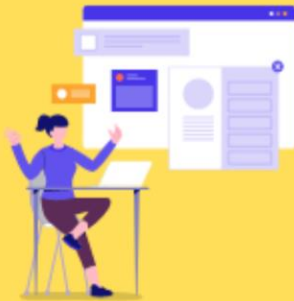
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1) UNDERSTAND FULLY WHAT METACOGNITION IS



2) PLAN SPECIFIC TASK/  
PROJECT



3) REFLECTION, MONITORING  
AND EVALUATION



4) FACILITATORS' FEEDBACK

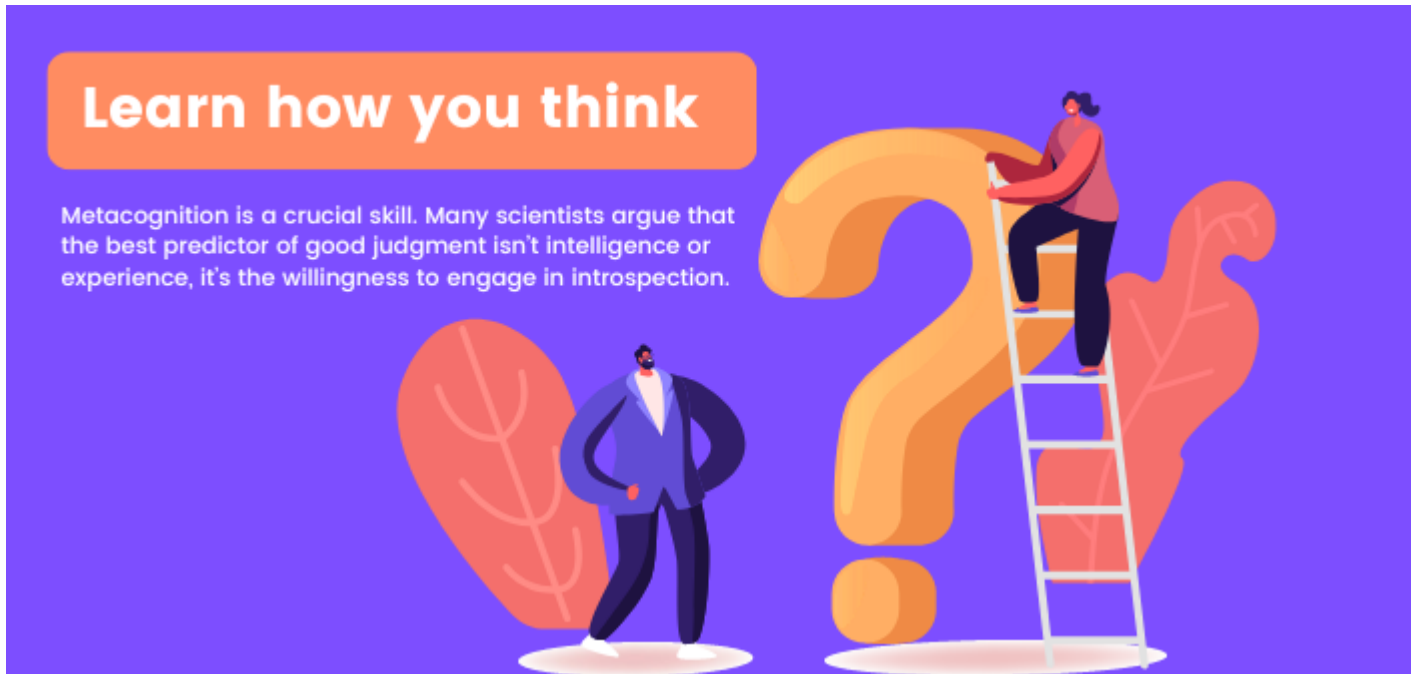
After the learners have acknowledged the importance of it, the facilitators can start training cycle: planning, monitoring, and evaluating. One of the examples is the learners can be given a specific task then they are asked to jot down what they are planning, how they feel during the task, and how do they see the end result. By reflecting their acts, they will become more aware about how their thinking processes work. After that, the facilitators can discuss together with the learners and figure out what can be improved in either of those three phases.

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# Thinking about thinking in both business and academic environments

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Metacognition', or the set of skills indicated as critical thinking in the domain of business education, constitutes an important aim in many educational programs. While not a "magic elixir," can help us become more aware of where, when, why, and how we are or are not effective.

- The term metacognition consists of 'meta' and 'cognition'. Combined, they are translated into 'beyond thinking'.
- The term itself was first coined in 1976 by John Flavell, an American developmental psychologist.

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**NEVER ALLOW SUCCESS  
TO CLOUD YOUR  
JUDGEMENT; NEVER  
ALLOW DEFEAT TO  
CLOUD YOUR EMOTIONS**

