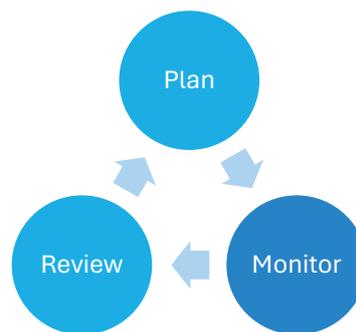




Metacognition Checklist

This checklist can be used directly in your classrooms irrespective of age of your students, as you can modify the questions to fit your learners' needs. It taps into the metacognitive understanding your students may or may not have about the learning process and introduces them to the idea of beginning to think about the actual learning process.

The metacognition phases are **Plan, Monitor, Review**. The Plan stage is usually done before the learning takes place whilst the Monitor stage is when your students are engaged in the learning process. The Review stage happens after the completion of a task. In reality, learners cycle between these stages as they become fluent in the process and are able to monitor as they go along.



PLAN This may include setting a purpose or an approach for the learning task

Goal: What is my end goal? What do I want to achieve here?

Knowledge: What do I already know about this topic?
Have I done anything like this before?

Task: Do I understand what the task is/do I know how to do it?
What strategies will I need to use to complete this task?
If I don't understand what to do, how can I get help?

Space: Am I in the best place for this or is there somewhere with less distractions?
Am I working with peers who are helpful or are they distracting me?

Material: Have I got everything I need? Books/pen/number line/calculator/
websites? Do I know how to use the resources I need?

MONITOR This is like self-assessment in the moment, in the 'here and now' and has strong links to self-regulation

Thinking: How is this going? Am I doing the right task? Am I still working towards my goal?

Task: Am I still working on the right task or have I gone off on a tangent? Am I losing the main point?

Attention: Am I concentrating on the work? Is my mind drifting off to other things? What am I thinking about instead?

Feeling: Do I find this enjoyable or boring? How am I feeling whilst I am doing this? Am I stressed, anxious or bored?

REVIEW This is the final self-assessment where the students reflect on their learning task

Thinking: How did it go? Did I manage to do the task? Did I meet my goal? What could I have done to learn more?

Task: What did I learn in this task?
What went well? What did not go so well?
What would I change if I did it again?

Feeling: What did I enjoy most about this task? Why?
What did I not enjoy so much? Why?
What am I most pleased with/proud of?
What did I learn about myself? What surprised me?

The Cycle Continues....

Then we can revert back to **Planning** again and look at 2 areas:

1. How will I remember this learning?

How will I remember what I have just learned today? What does it link to? Who can I tell about what I have just learned? When will I look at the material again?

2. What about the next task? :

What will I do differently next time I do a similar task?
What will I repeat again when I do a similar task?

Reflection on the Checklist:

Some of you may have spotted the 'Emotional/Feeling' category and wondered what they are doing in a metacognitive checklist. We all know just how important emotions are in terms of learning but metacognition is just about thinking, right? Well there is another element to metacognition that researchers call 'Metacognitive Experience' and this refers to the emotional component. I'm sure you all agree that without taking the emotional and motivational components into account, it is not a complete tool for learning so here at PiE we incorporate the emotional dimension too in our metacognitive material.

Continue reading to do our **REFLECTIVE EXERCISES**:

Reflective Exercises for Adults:

We highly recommend that you talk through your answers and thoughts with a colleague/friend or partner as this will give a deeper flavour of the exercise.

Self-Reflections as a Learner

- Where are you on the metacognitive scale? Think back to a learning task you did recently: Did you plan what, when and how you were going to do it? Did you launch ahead and then get stuck/interrupted/distracted by your environment?
- Think back to your overall learning style in this respect. Are you generally good at reflecting on what you do or do you just do it? What were you like at school/college? Were you a good metacognitive learner at school or did you develop better skills as an adult?
- Do you habitually review or evaluate how well your learning experience went? Do you think about what worked well and what didn't work so well so you can make it more effective next time?

Self-Reflection on your role as an Educator

- How much are you using metacognitive questions in your teaching? Are you encouraging your learners to think about **how** they went about learning something and not just on the actual learning outcome? Are you focusing on the **Process of Learning** and not just on the **Outcome of Learning**?
- How well is metacognition being used in your school overall? Have you had CPD for all staff or are people doing their individual things? Is very little or nothing being done in this area?