

Metacognitive Strategies and Learning

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Abstract

During the past decade, metacognition has been identified not only as a component of cognition but also as an important factor in learning. This practitioner proposes that educators and educational researchers should focus on the development and implementation of metacognitive learning strategies. The existing metacognitive studies have concentrated on several areas. One area centers on the continuing efforts to identify all the elements of metacognition. Another area concentrates on the roles that metacognition plays in specific learning behaviors that occur at various ages and levels of complexity. The third area investigates the relationships of metacognition to specific content areas of learning by focusing on the effects of metacognitive learning strategies. The most common areas of study have been reading comprehension, math skills, writing skills, and applying metacognitive strategies to learn various subjects using the computer. Directly or indirectly, the existing studies relate to the expanding applications of the relationships and relevancies of metacognition to learning. Considerable evidence confirms that when students use metacognitive strategies they often experience a higher level of learning. This practitioner believes that experiencing higher levels of learning gives students the confidence they need to construct knowledge which promotes life-long learning.