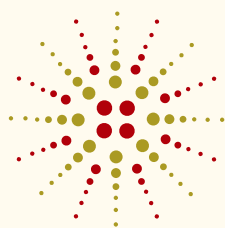


METACOGNITION STRATEGIES



SHEIKH SAUD BIN SAQR AL QASIMI
FOUNDATION FOR POLICY RESEARCH

Spring 2022

This Five-week course was developed to prepare teachers & education leaders who work with students to apply a wide array of new teaching strategies that can help to develop metacognition & self-regulated learning in their students.

Instructors

- Reda Sayed Ahmed
- Muhammad Ahmad Ata

After completing this course, participants should be able to:

- Define and describe key elements of metacognitive learning.
- Articulate best practices for engaging students in their metacognitive thinking.
- Adapt instructional materials for the participant's own teaching context.
- Identify types of responses students may give to prompts eliciting self-examination of their approaches to learning.
- Formulate constructive and positive formative feedback to support student development as learners.

Eligibility

All teachers & education leaders in Ras Al Khaimah schools are eligible.

Mode of Delivery

Blended Medium of delivery – depending on COVID-19 SOP's

Workshop dates:

- **Sunday, May 1st, 2022 (Online)**
- **Sunday, May 15th, 2022 (In-person)**

- Sunday, May 29th, 2022 (Online)
- Sunday, June 12th, 2022 (In-person)
- Sunday, June 26th, 2022 (Online)

Time: 10:00AM to 12:00 PM (*Blended Training*)

Required resources:

All participants must have access to a computer, the internet and email to participate effectively in this course. Participants will also need to complete minimum 2 of 4 homework and reflection papers on this workshop.

Summary

The school lockdown due to the Covid-19 pandemic has resulted in interruptions in students' learning and education at all levels. One of the consequences for schools closing is that students suddenly find themselves having more responsibility for their learning. Surprisingly, many students are not fully equipped with the relevant skills to excel in online learning despite being born into technology century, because some Students are not aware of how to look inward to examine how they learn and to judge which methods are effective especially when faced with new forms of learning online because they lack metacognitive skills.

Learning about Metacognition will help students to develop their independent learning skills, they will think about the way they learn and assess their strategies. Students who use metacognitive practices are better able to adapt their thinking to new situations and generalize their learning. Additionally, they think about tasks and contexts of different learning situations and themselves as learners in the different contexts.

Metacognitive strategies refer to methods used to help students understand the way they learn; in other words, it means processes designed for students to 'think' about their 'thinking'. Teachers who use metacognitive strategies can positively impact students who have learning disabilities by helping them to develop an appropriate plan for learning information, which can be memorized and eventually routine. As students become aware of how they learn, they will use these processes to efficiently acquire new information, and consequently, become more of an independent thinker.

Moreover, Metacognitive practices help students become aware of their strengths and weaknesses as learners, writers, readers, test-takers, group members, etc. A key element is recognizing the limit of one's knowledge or ability and then figuring out how to expand that knowledge or extend the ability. with a focus on practical strategies to teach and support metacognitive knowledge and metacognitive control in the classroom.

in this workshop participants will develop their understanding of:

- How to explicitly teach metacognitive strategies.
- How to implicitly reinforce the use of metacognitive thinking skills.
- How to ensure students routinely employ metacognitive strategies.
- How to ensure students use these skills confidently and flexibly across a range of learning tasks.
- Strategies to evaluate students' comprehension of, and use of, metacognitive thinking.

Workshop participants reflect on how to improve their teaching and their students' learning while engaging in a variety of activities designed to teach the learning process. Reflection questions and small group discussion are used to help participants identify key barriers to student learning. Activities such as think-pair-share and role playing are used to help participants develop a greater appreciation for the importance of metacognition in enhancing student engagement and learning.

Successful Outcomes

Upon successful completion of the course (including 100% class attendance and completion of all assignments), participants should be able to complete all course learning objectives.

Certificates

At the end of the Five-workshop series, participants will receive a **certificate of excellence** for:

- 100% workshop attendance.
- Completion of all in-workshop assignments.
- Completion A pre and post-test.

Session 1

The Meaning of Metacognition and how to use it with Students?

Objective

- Define key elements of metacognition.
- Distinguish between Cognitive and metacognitive.
- Explain how we can get benefit from using metacognition in Teaching.

Content

In this workshop we will unpack specific elements of metacognition and operationalize metacognition in learning contexts. Interactive activities will be leveraged to recognize metacognitive activity and the metacognitive strengths and weaknesses in our students. This session will culminate with brainstorming and discussing ideas about where/when participants would like to apply metacognitive with their students.

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Session 2

The important of metacognitive in learning.

Objective

- Define and describe key elements of metacognitive learning.
- Connect the metacognitive framework to personal learning practices.
- Identify one thing to adopt in the coming term to improve their learning and/or monitoring their learning processes.

Content

This workshop focuses on understanding metacognition, and how to evaluate the learning processes, and identifying a potential area of improvement and strategies for monitoring improvement.

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Session 3

Metacognitive Activities and Strategies.

Objective

- Name a primary metacognitive learning objective for students and explain the reasoning behind it.
- Outline the activities to engage students in the metacognitive learning objective and the products providing evidence for it.
- Draft supporting materials for the metacognitive activities.
- Learn how to use Metacognitive Strategies in teaching.

Content

In this workshop participants could develop specific in-class practice with some relevant strategies, such as, retrieval practice, working and explaining what-if extensions to example problems, and creating a concept map of course concepts. Participants also will learn Metacognitive Strategies which can be used with their students in classroom.

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Session 4

Self-Regulation learning Vs. Metacognition.

Objective

- Differentiate between Self-Regulation learning and Metacognition.
- Describe the Teacher's Role in Developing Self-Regulated Students.

Content

The participants will understand the differences of Self-Regulation learning and Metacognition by using some examples for both strategies as will as demonstrate the important of each one of them and when they can use them effectively with students in their classroom.

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Session 5

Metacognition: Closing & Next Steps

Objective

- Groups presentations.
- Case studies.

Content

Each participant will present briefly how he used this strategy in classroom and their student's reflection, presenting some case study and feedback.

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