METACOGNITION – A TOOL FOR ACADEMIC BETTERMENT

Article

ABSTRACT

In this competitive world each individual strives for excellence in one field or the other. As an impact a combat of frustration is developed in each and every person. Cognitive abilities are those which are unique in each individual. Every human being is blessed with a specific mental faculty. In the present scenario, the concept of understanding is lagging behind when compared to rote memory. Today educational psychologists emphasize that it is important not to view memory in terms of how children add something to it, but rather, to underscore how children actively construct their memory. A newly emerging trend is the concept of metacognition. This paper aims at giving a few strategies to think about thinking and pave a way for academic betterment.

INTRODUCTION

The world is spinning round and round. Right from the field of astronomical researches to the field of agriculture tremendous improvements have been observed. In this competitive world each individual strives for excellence in one field or the other. As an impact a combat of frustration is developed in each and every person. Cognitive abilities are those which are unique in each individual. Every human being is blessed with a specific mental faculty. In the present scenario, the concept of understanding is lagging behind when compared to rote memory.

Students are suppressed and confined to abstract matters, without understanding of their real concepts. Memory is the retention of information overtime. Educational psychologists study how information is initially placed or encoded into the memory, how it is retained or stored after being encoded and how it is found or retrieved for a certain purpose later. Today educational psychologists emphasize that it is important not to view memory in terms of how children add something to it, but rather, to underscore how children actively construct their memory (Schacter, 2001). Thus a newly emerging concept is metacognition which is highly imperative for the teacher as well as the taught.

METACOGNITION

Metacognition is an advanced area of study in the present day. Metacognition is said to be the knowledge about one's own cognitive processes. Hence it becomes highly important to know one's own metacognitional level.

Metacognition consists of three basic elements.

- Developing a plan of action.
- Maintaining\monitoring the plan.
- Evaluation of the plan.

DEVELOPING A PLAN OF ACTION

Before - When you are developing the plan of action, ask yourself:

- What in my prior knowledge will help me with this particular task?
- In what direction do I want my thinking to take me?
- What should I do first?
- Why am I reading this selection?
- How much time do I have to complete the task?

MAINTAINING AND MONITORING

During - When you are maintaining\monitoring, ask yourself :

- How am I doing?
- Am I on the right track?

B. Maria Sangeetha
Asst. Professor in Mathematics Education
St.Joseph's College of Education, Ooty.

- How should I proceed?
- What information is important to remember?
- Should I move in a different direction?
- Should I adjust the pace depending on the difficulty?
- What do I need to do if I do not understand?

EVALUATING THE PLAN OF ACTION

After - When you are evaluating the plan of action, ask yourself:

- How well did I do?
- Did my particular thinking produce more or less than I had expected?
- What could I have done differently?
- How might I apply this line of thinking to other problems?
- Do I need to go back through the task to fill in any "blanks" in my understanding?

TEACHING STRATEGIES

The teacher is a pivot around which the entire teaching-learning process revolves. Once a student is clear with his\her metacognition level, a teacher can follow the following strategies for helping students improve their memory:

- ✓ Motivate children to remember-material by understanding it rather than rote memorization.
- ✓ Assist students in organizing what they put into their memory.
- ✓ Teach mnemonic strategies
  - ☐ Method of loci
  - ☐ Rhymes
  - ☐ Acronyms
  - ☐ Keyword method
- ✓ Asking themselves questions
- ✓ Summarizing
- ✓ Outlining
- ✓ Concept maps

IMPROVING YOUR MEMORY - SOME USEFUL STEPS

Article

At one time or another most of us have wished that we could improve our ability to retain facts and information. Fortunately, with a little work, almost anyone can improve her or his memory. Here are some tips for reaching this goal:

- ✓ Really think about what you want to remember.
- ✓ Pay careful attention to what you want to remember.
- ✓ Minimize interference.
- ✓ Engage in distributed learning\practice.
- ✓ Use visual imagery and mnemonics.
- ✓ Give yourself extra retrieval cues.
- ✓ Develop your own shorthand codes.

CONCLUSION

Learning plays a significant role in all walks of human life. Our entire best attempt in the field of education is directed to make the pupil learn properly. But if we just learn to react in a desirable way in a particular situation without being able to repeat that successfully on subsequent occasions, learning is of no avail. This means, for effective learning it is essential that we should be able to present our past experience and learning and make use of it whenever needed. Thus metacognition lays a foundation for this.

REFERENCE

1. *Andrew M. Coleman: "Oxford Dictionary of Psychology" pp: 456,457.*
2. *John W. Santrock: "Educational Psychology" Tata Mcraw Hill p: 248,p263*
3. *Dr.S.K. Mangal: "Psychological Foundations of Education" p:243*
4. *Robert A. Baron : "Psychology" p: 243*
5. *www.ncrel.org\sdrs\areas\issues\students\lear.*

Owned & Published by Rev. Dr. S. Sebastian,S.J. from St. Xavier's College of Education, Palayamkottai, Tirunelveli -2. Printed by G. Kanagasabapathi at Muthuletchumi Press, 123-G, Trivandrum Road, Palayamkottai - 627 002.
Editor : **Rev. Dr. S. Sebastian, S.J.**