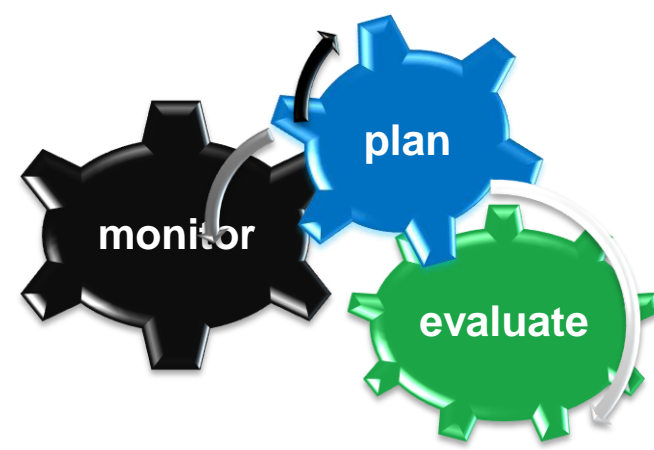


ENGAGING “META” IN CLASSROOM INSTRUCTION: DEVELOPING LEARNING ‘HOW TO LEARN’ SKILL FOR LIFELONG LEARNING

WHY META?

- ❑ The ability to be metacognitive – to be able to monitor and regulate one’s own learning is an important aspect of the lifelong learning process
- ❑ Metacognitive strategies involves three processes that help students control their learning process:
 - (i) planning
 - (ii) monitoring
 - (iii) evaluating
- ❑ It is hypothesized that the use of metacognitive strategies would be able to help enhance students’ metacognitive and learning “how to learn” skills



THE STUDY

- ❑ A study was conducted to identify the perceptions of teachers and their recommendations on how the development of metacognitive and learning “how to learn” skills can be implemented in the classroom
- ❑ Based on metacognitive framework, data were collected using focus group interviews with six groups of teachers (n = 36) and 12 groups of students (n=144).
- ❑ Three key elements in instructional strategies were identified to facilitate the development of students metacognitive and learning “how to learn” skills: (i) meta-attention, (ii) meta-comprehension and (iii) metacognitive reflection.
- ❑ The findings provide a framework to infuse the elements of “meta” in classroom instruction

A FRAMEWORK TO ENGAGE “META” IN CLASSROOM INSTRUCTION

Phases of Instruction	Input Metacognitive Strategies	Outcome Metacognitive Skills
Phase 1: Introduction	Meta-Attention	Planning, Monitoring & Evaluating Attention
Phase 2: Development	Meta-Comprehension	Planning, Monitoring & Evaluating Comprehension
Phase 3: Closure	Metacognitive Reflection	Evaluating & Learning “How to learn” Skills

Meta-Attention: Activities to plan, monitor and evaluate the achievement of the learning objectives.

Meta-Comprehension: Activities to plan, monitor and evaluate the construction of knowledge through deep approach and active learning strategies

Metacognitive Reflection: Activities to reflect and evaluate the learning outcome and the process of learning and learning “how to learn”



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