# A FRAMEWORK TO ENGAGE “META” IN CLASSROOM INSTRUCTION

## 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 involve three processes that help students control their learning process:
  1. Planning
  2. Monitoring
  3. 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.

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**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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