

# Metacognition & Self-Regulation for Effective Learning



Course Leader

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## Phil Beadle

Metacognition is not simply thinking about thinking. That would be called meta-thought. Cognition is vastly more complex than thinking. It is an umbrella term that covers both the automatic and the conscious activation of knowledge, attention, memory, comprehension, production of language (and its evaluation), reasoning, computation and problem solving. Renowned and occasionally controversial educator, Phil Beadle, guides you through an academic and practical understanding of metacognition, unravelling its complexities to inform your everyday teaching.

## The Why, What, and How of Metacognition in Your School

- High impact, low-cost method.
- Stop automatic thinking, automated responses and bad habits.
- How to infuse metacognition in your teaching immediately.

### What Metacognition Is Not

- An extra task: metacognition is and should be intrinsic to teaching.
- A short-term gain: these methods are life-long learning tools.

### Inset Days:

Did you know we can arrange tailored inset days? To run an inset in your school call 07917 116288

## How To Teach Metacognition

- How metacognitive strategies separate into goals and actions (conscious and unconscious).
- How to activate conscious metacognitive goals and actions in students.
- Meta-memory, the distinction between recall and recognition and why your 'feeling of knowing' is quite accurate.
- Different forms of retrieval: retrieval from long-term memory, giving up, visualising, retrieval from working memory.
- Why retrieval strategies are a false grail and the work has to be done at the encoding stage.
- Whether putting a coffee cup in the fridge is a sign of dementia and why police line ups don't work.
- How to tell if you have revised enough and the 'norm of study'.

## Types of Metacognition

- How **metacognitive knowledge** separates into knowledge about person (the learner and others), strategies and goals.
- How **metacognitive regulation** separates into planning, monitoring and regulation itself.
- The links between goal orientation and our ability to self-regulate.
- How **metacognitive experience** feeds into everything.
- Hattie's ideas of what a **metacognitive intervention** is.