

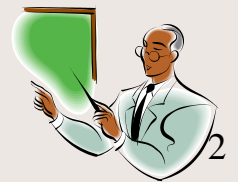
# Learners' Perspectives on Metacognitive Instruction in the Classroom



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If you are planning for a year, sow rice;  
if you are planning for a decade, plant trees;  
if you are planning for a lifetime, educate people.



# Rationale for this Study

Cognitive Education

Belief in modifiability of individuals

Developmental

Reported low levels of literacy in SA schools



# Classroom Instruction

- Instruction & Learning are not separate entities
- Coverage does not ensure learning – Cottrell (2001)



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Tell me and I'll forget,  
Show me and I may remember,  
Involve me and I'll understand.

Chinese Proverb



# Method

- Main aim - to examine the effects of metacognition on reading comprehension between the experimental and control schools, post intervention
- Sub-aim - to assess the perceptions of learners in the experimental school regarding the metacognitive instruction.



# Method

- 44 learners
- 2 groups (Exp G1: 22 ; Exp G2 :22)
- Grade 6
- Average age 12.11
- 80% monolingual English speakers
- 20% with additional languages



# Method

	Data Source	Pre	Mid	Final
Standardised Tests				
	JET reading	×	×	×
	CAS	×	×	×
	Continuous Assessments			×
Qualitative Data				
	Baseline Questionnaire	×		
	Sentence Completion			×
	Focus Groups	×	×	×
	Teacher Feedback			×
	Parent Feedback			×



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# Intervention CEA

- Blocks of Thinking
  - Exploration
  - Planning
  - Selective Attention
  - Thought Integration
- Tools of Learning
  - Self Regulation



# Results: Theme 1 – Knowledge of Strategies



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- “Yes, I visualise a picture in my head & I understand better”



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- “Yes, I visualise a picture in my head & I understand better”
- “Helps me understand where I go wrong”
- “Helps me get the answer, calms me down & I get the work done”



# Results: Theme 2 – Understanding Strategies



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- “ use names or words that are familiar use rhymes so that the names can be recalled”
- Application-
  - Exp G1- tests, homework, projects
  - Exp G2 – purchasing items, making decisions and crossing the road



# Results: Theme 3 – Evaluations & Opinions

- Mid year
  - Exp G1
    - “It’s interesting that we were taught to think about our thinking”
    - “We could use it in other life situations”
  - Exp G2
    - “We use thinking in challenging subjects like Maths & EMS”





# Results: Theme 3 – Evaluations & Opinions

- Final
  - “Our teachers imply those strategies but don’t use those terms” – Learner
  - “These strategies *are* part of teaching, but its not explicitly referred to in our classroom instruction” - Teacher



# Results: Theme 3 – Evaluations & Opinions

- “Need to revise at the start of each year so it can help us in [the] higher grades”
- “We want to create the rhymes/posters so that we can recall the terms ...”



# Results: Theme 3 – Evaluations & Opinions

- “Lessons can be in groups and in more fun ways. Learners also can share their opinions and be part of the class”.
- “Learners need to have a chance to share their ideas and to be encouraged to participate”.
- “To include all learners without ignoring some”.



# Implications

- Explicit Metacognitive Instruction
- Balance between Process and Content
- Collaborative/Interactive learning environment
- Transfer
- Bridging/ Transference
- Feedback
- Assessment



Education is what is left behind  
when the facts are forgotten

Anon

