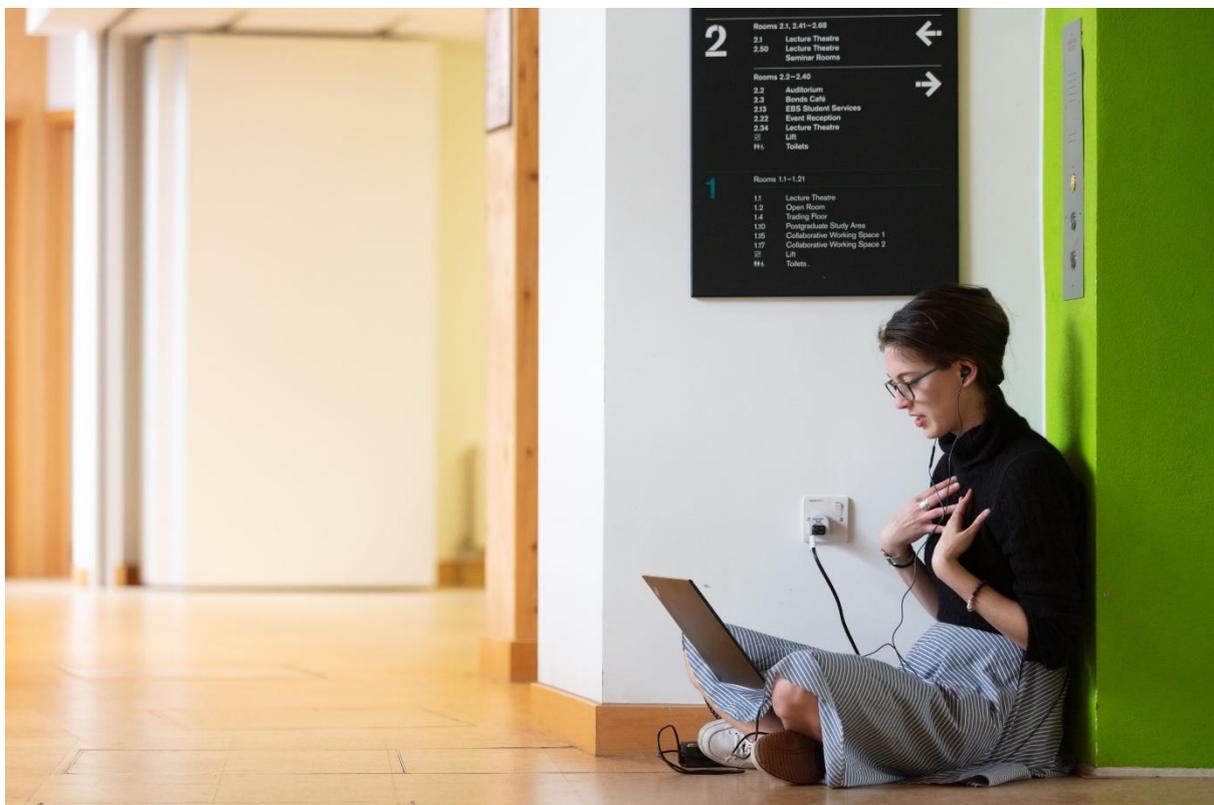


# Metacognition

## Post 16

To be used alongside the Metacognition 2020 – Post 16 video. Please do not skip ahead as this will spoil some of the activities and games.



**Name** \_\_\_\_\_



## The Memory Game

When your two minutes are up try and write down as many items as you can remember:

---

---

---

---

---

---

---

---

Check to see how many you managed to remember and tick them off!

What strategy did you use to remember the items? Did it work?

Based on how many items you remembered, do you think your strategy was effective or not?

Write notes below on your method and other strategies you can think of:

---

---

---

---

---

---

---





## Metacognition is a life hack!

- Research shows that metacognition is really effective at boosting your grades
- Metacognition is a transferrable skill
- This skill helps you to develop your independent learning skills.
- Its not just about *what* you learn but how you learn it, that will really make a difference.

## Murder!

You are now going to help with a murder investigation!

Harry was an international celebrity and singer, but he made a lot of enemies. When he realised how much trouble he was in, he disguised himself and headed for sunny Spain, hoping to make a new life... One week later he was found dead on the floor of his hotel room.

Who did it?

The police have drawn up a list of suspects. What they don't know is which one of them did it. Harry had a hunch about which one person in particular might be on his trail, so he made clues that would help the police find the killer in the event that he was murdered. Now it's up to you to solve the case.



The ex-friend?

The brother?

The grandma?

## The Memory Game

Think about the strategy you're going to use – which strategy will help you to remember as many items as possible?

You can use the same strategies you have used beforehand or another one from the notes you have made, or a completely new one! Some will work and some won't.

Your strategy:

---

---

---

---

---

When your two minutes are up, write down all the items you can remember:

---

---

---

---

---

---

---

---

---

---

## **The Memory Game**

- How many items did you remember correctly?
- If you used a new strategy did it work?
- Would you use your new strategy again? Or change back to something you did before? Or something completely different?!

This is metacognition: thinking about what works and adjusting accordingly and this will help you learn anything you want to learn, whether that's college work or something else!

## The Notepad

Harry knew that if he just wrote down who the killer was, they would see it and destroy it. So he did something clever. He wrote the name of the killer in code in his red notebook and if we can crack this code, then we'll know who it was who did it.



## Crack the Code

Look at the alphabet and you will see, how the letters sit next to who they would rather be!

**LX AQNSGDQ  
JHKKDC LD**

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Use the space below to crack the code:

---

---

---

---

---

---

---

---

---

---

---



## Metacognition Phases

Fill in the gaps! How did you use metacognition phases to crack the code?

Planning:

---

---

---

Monitoring:

---

---

---

---

Evaluation:

---

---

---

---

---

---

---

---

---

---

---

## Strategies

Have a read through the strategies below. The most effective/useful ones are listed at the top:

**Table 1: Effectiveness of ten learning techniques, from Dunlosky et al (2013) <sup>39</sup>**

High utility	<b>Practice testing</b>	Self-testing or taking practice tests on material to be learned.
	<b>Distributed ('spaced') practice</b>	Implementing a schedule of practice that spreads out activities over time.
	<b>Elaborative interrogation</b>	Generating an explanation for why an explicitly stated fact or concept is true.
	<b>Self-explanation</b>	Explaining how new information is related to known information, or explaining steps taken during problem solving.
Moderate utility	<b>Interleaved practice</b>	Implementing a schedule of practice that mixes different kinds of problems, or a schedule of study that mixes different kinds of material, within a single study session.
	<b>Summarization</b>	Writing summaries (of various lengths) of to-be-learned texts.
	<b>Highlighting</b>	Marking potentially important portions of to-be-learned materials while reading.
	<b>Keyword mnemonic</b>	Using keywords and mental imagery to associate verbal materials.
Low utility	<b>Imagery use for text learning</b>	Attempting to form mental images of text materials while reading or listening.
	<b>Rereading</b>	Restudying text material again after an initial reading.

Try explaining what metacognition to a family member or out loud. This is a metacognitive strategy.

## In Conclusion

- Metacognition is about thinking about how you're learning and changing your strategy if you need to in order to be a really effective learner.
- This will help you to achieve better in exams and will also be helpful in the long-term.
- If you choose to go to university, you'll be an independent learner and this skill will really help.
- Metacognition isn't about whether you get the right answer, it's about working out how you can learn best.



If you have any questions please send them to [www.sli.do](http://www.sli.do) and enter #Metacognition and one of the team will get back to you as soon as they can. Alternatively, you can email [outreach@essex.ac.uk](mailto:outreach@essex.ac.uk)

