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Met-AE – Metacognitive Skills for Adult Learners is a two-year-project co-funded by the Erasmus+ Programme of the European Union: Cooperation partnerships in adult education

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Meta-Skills
for AE

**Co-funded by
the European Union**

What is Metacognition?

Metacognition is the process of thinking about one's own thinking and learning.

It involves knowing when you know, knowing when you don't know, and knowing what to do when you don't know. In other words, it involves self-monitoring and correcting your own learning processes. For example, you engage in metacognition if you notice that you are having more trouble learning concept A than concept B, or if you realize that your approach to solving a problem is not working, and you decide to try a different approach. Metacognition also involves knowing yourself as a learner; that is, knowing your strengths and weaknesses as a learner.

Metacognition knowledge types:

- Content knowledge (declarative knowledge) which is understanding one's own capabilities, such as a student evaluating their own knowledge of a subject in a class. Studies have shown that students often mistake lack of effort with understanding in evaluating themselves and their overall knowledge of a concept.

- Task knowledge (procedural knowledge), which is how one perceives the difficulty of a task which is the content, length, and the type of assignment. The study mentioned in Content knowledge also deals with a person's ability to evaluate the difficulty of a task related to their overall performance on the task.

- Strategic knowledge (conditional knowledge) is one's own capability for using strategies to learn information. Young children are not particularly good at this; it is not until students are in upper elementary school that they begin to develop an understanding of effective strategies.

The project

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Metacognition components:

- Metacognitive knowledge (also called metacognitive awareness) is what individuals know about themselves and others as cognitive processors.
- Metacognitive regulation is the regulation of cognition and learning experiences through a set of activities that help people control their learning.
- Metacognitive experiences are those experiences that have something to do with the current, on-going cognitive endeavor.

Metacognitive awareness:

- Declarative knowledge: refers to knowledge about oneself as a learner and about what factors can influence one's performance. Declarative knowledge can also be referred to as "world knowledge".

- Procedural knowledge: refers to knowledge about doing things. This type of knowledge is displayed as heuristics and strategies. A high degree of procedural knowledge can allow individuals to perform tasks more automatically. This is achieved through a large variety of strategies that can be accessed more efficiently.

- Conditional knowledge: refers to knowing when and why to use declarative and procedural knowledge. It allows students to allocate their resources when using strategies. This in turn allows the strategies to become more effective.