

# Chapter 6: Metacognition and Study Skills

## Metacognition

**Metacognition** means to engage in the process of thinking about thinking, studying how you think and learn so that you can improve how you, well, think and learn. As you read that sentence, you might have thought, “I am already trying to learn all of this legal stuff, and I don’t have time to think about how I think.” You do have time to engage in this process. In fact, you will find that the more you think intentionally about how and why you study, and then make adjustments as needed, you will actually be more efficient and effective with your studying.

Knowledge of cognition includes “strategic knowledge” (what you know about what kinds of study and learning strategies exist), “knowledge about cognitive tasks” (what you know about what kinds of strategies you will need to use based on what type of thinking and knowledge you are trying to accomplish), and “self-knowledge” (what you know about what you, specifically, are good at and what you need help with in terms of application of study strategies). Paul R. Pintrich, The Role of Metacognitive Knowledge in Learning, Teaching, and Assessing, 41 *Theory into Prac.* 219, 220-22 (2002).

Susan Ambrose et al., How Learning Works: 7 Research-Based Principles for Smart Teaching, 193-200 (2010), provides a helpful five-step process that demonstrates how to use metacognition when you are working on a particular course assignment.

### 1. Assess the task

The first thing you should do before you begin any assignment is to be sure you understand what you are being asked to do. What is the reason you are reading these particular cases? What is the end goal of the written assignment you are producing? Being certain you understand what the goal is lets you decide from the beginning what strategies to use that will achieve better outcomes. If this is the first time you have encountered this particular type of assignment, or if you feel unsure you understand what that goal is, then you might want to ask someone to confirm you understand the expectations before you begin.

### 2. Evaluate strengths and weaknesses

Once you understand what you are trying to accomplish, the next step you need to take is to use your self-knowledge to assess what you can do well to complete the assignment and where you might need to provide yourself some extra support. Be warned that beginners in a subject often overestimate their abilities, so it will not hurt to provide more support strategies than you think you need.

### 3. Plan

# 6 Metacognition And Chapter Constructivism

**Huangqi Zhang**



## **6 Metacognition And Chapter Constructivism:**

## Decoding **6 Metacognition And Chapter Constructivism**: Revealing the Captivating Potential of Verbal Expression

In a period characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its ability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**6 Metacognition And Chapter Constructivism**," a mesmerizing literary creation penned by a celebrated wordsmith, readers attempt an enlightening odyssey, unraveling the intricate significance of language and its enduring affect our lives. In this appraisal, we shall explore the book is central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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