**Learning to be a Better Learner**

***What is Learning?***

**Learning** is the process of acquiring knowledge, skills, behaviors, or attitudes through study, experience, or teaching. It involves understanding new information, applying it in different situations, and adapting based on feedback. Learning can be intentional (structured education) or unintentional (experiences and observations) and occurs throughout life.

**Metacognition** - **John Flavel**

**-** commonly defined as “**thinking about thinking**”, it is the awareness of the scope and limitation of your current knowledge and skills.

**Aspects of Metacognition (Paris and Winograd, 1990)**

1. **self appraisal** - your personal reflection on your knowledge and capabilities
2. **self-management** - the mental process you employ using what you have in planning and adapting to successfully learn or accomplish a task

**Elements of Metacognition (American Institute for Research 2010)**

1. **Metacognitive Knowledge** - what you know about what you think
   1. **Personal Variables** - evaluation in strength and weaknesses in learning
   2. **Task Variables** - what you know or what you think about the nature of the task, as well as the strategies the task requires
   3. **Strategic Variables** - how you adjust your thinking processes to help you learn better
2. **Metacognition Regulation** - how you adjust your thinking processes to help you learn better

**Skills to Improve Metacognitive Skills (Waterloo Student Success Office)**

1. **Know Your Limits** - Evaluate what you know and what you do not know. Knowing the scope and limitations of your resources allows you to work with what you have at the moment and look for ways to cope with other necessities
2. **Modifying your Approach** - Recognize which strategies are inappropriate with the task, you might want to change or modify it
3. **Skimming** - Browse over a material and keep an eye on keywords, phrases, or sentences. It is also about knowing where to search for such key terms
4. **Rehearsing** - This is not just about repeatedly taking, writing, and doing what you have learned, but also trying to make a personal interpretation or summary of the learning experience
5. **Self-test** - This does not only focus on what you have learned, but also on how you learned it. "What strategies did I use?". "How successful were my learning strategies?". "How can I further improve my learning skills?"

**Four Types of Metacognitive Learners (Smart schools: Better thinking and learning for every child - David Perkins, 1992)**

1. **tacit** - unaware of their metacognitive processes, although they know the extent of their knowledge
2. **aware**  - know some of their metacognitive strategies but do not plan on how to these techniques
3. **strategic** - strategize and plan their course of action toward a learning experience
4. **reflective** - reflect on their thinking while using strategies and adapt metacognitive skills depending on their situation

**Tips in Studying**

1. Read books, but with purpose
2. Prioritize understanding over memorization
3. Engage on what you learn and do something about it
4. Stay uncomfortable

References

1. **Metacognition** - John Flavel (<https://exploringkodawari.blog/metacognition/>)
2. **Aspects of Metacognition** - Paris and Winograd, 1990 (<https://www.researchgate.net/publication/43119308_Promoting_Metacognition_and_Motivation_of_Exceptional_Children>)
3. **Elements of Metacognition** - American Institute for Research 2010 (<https://lincs.ed.gov/sites/default/files/4_TEAL_Metacognitive.pdf>)
4. **Skills to Improve Metacognitive Skills** - Waterloo Student Success Office (<https://www.studocu.com/ph/document/bukidnon-state-university/general-education/skills-that-can-help-you-in-exercising-metacognition/46781418>)
5. **Four Types of Metacognitive Learners** - Smart schools: Better thinking and learning for every child - David Perkins, 1992 (<https://classteaching.wordpress.com/2019/09/20/metacognitive-leaners/>)