Why use metacognition?

The Center for Teaching and Learning encourages instructors to teach metacognitively. This means to teach "*with* and *for* metacognition." To teach *with* metacognition involves instructors "thinking about their own thinking regarding their teaching" (Hartman, 2001: 149). To teach *for* metacognition involves instructors thinking about how their instruction helps to elucidate learning and problem solving strategies to their students (Hartman, 2001).

What are the benefits of metacognitive skills for learners?

Learners with metacognitive skills are:

- More self-aware as critical thinkers and problem solvers, enabling them to actively approach knowledge gaps and problems and to rely on themselves.
- Able to monitor, plan, and control their mental processes.
- Better able to assess the depth of their knowledge.
- Able to transfer/apply their knowledge and skills to new situations.
- Able to choose more effective learning strategies.
- More likely to perform better academically.

What are the benefits of metacognitive skills for instructors?

Instructors who teach metacognitively / think about their teaching are:

- More self-aware of their instructional capacities, and know what teaching strategies they rely upon, when and why these use these strategies, and how to sue them effectively and inclusively.
- Better able to regulate their instruction before, during, and after conducting a class session (i.e., to plan what and how to teach, monitor how lessons are going and make adjustments, and evaluate how a lesson went afterwards).
- Better able to communicate, helping students understand the what, why, and how of their learning, which can lead to better learning outcomes.
- Able to use their knowledge of students' metacognitive skills to plan instruction designed to improve students' metacognition and to create inclusive course climates.

https://ctl.columbia.edu/resources-and-technology/metacognition/