**IMA4: Captivate E-learning Module (linear)**

**USING METACOGNITIVE STRATEGIES FOR IMPROVED LEARNING OUTCOMES**

**(1) Training purpose**

Metacognition is a learning concept that has been discussed for a long time. However, its use has not been highlighted adequately to the learning process. Most teachers and learners are not usually aware of their own learning process. Teaching metacognitive strategies will help them be more cognizant of their learning processes and regulate their learning processes to reach their goals.

This module is meant for any learner who wants to understand how metacognitive strategies will help them manage unknown learning material for improved learning outcomes. By using an E-learning module, learners can understand the different types of metacognitive strategies, namely, chunking, summarizing and using both of them together. The learner can hence learn to think about their own way of thinking while understanding new concepts.

**(2) Training content**

The content of the module highlights a few strategies- chunking, summarizing, and using both chunking and summarizing together that help learners understand their own thinking and learning processes. The module includes examples where different metacognitive strategies can be used to manage unknown learning content. The examples demonstrate the ways to create chunks and write summaries for better learning. The end of the module has a quiz with different types of questions for assessment of the understanding of the concepts covered in the module.

**(3) Target audience**

The audience for this E-learning module are teachers and learners who want to know more about using metacognitive strategies for learning. Teachers can use metacognitive strategies for improved learning by developing meaningful instructional content based on the application of these strategies.

**(4) Working environment**

This tutorial can be watched on laptop/desktop, tablet, and mobile device. It acts as supplementary material for teacher training to help learners improve their learning process. It can also help learners understand their own cognitive processes better. Learners may watch the tutorial individually or in groups.

**(5) Hardware/software requirements**

The learners will need a laptop/desktop or any mobile device. They need to use a web browser as well for accessing the tutorial. They need an internet connection and may use headphones for understanding the content while watching the tutorial alone.

**(6) Resources and Limitations**

Resources – Tutorial on “Using metacognitive strategies for improved learning outcomes”, device to access the tutorial.

Limitations – prior knowledge of learning theories

**(7) Overall site schematic**

The module layout is organized into linear, progressive sections, starting from the introductory content to the final assessment. Below is an outline of the module flow and key screens:

1. **Introduction**
   * **Objective**: Introduce the concept of metacognition and its importance in the learning process.
   * **Content**: Brief explanation of metacognition and its value, along with module goals.
   * **Screen Components**: Text, audio narration, and a “Let’s Begin” button for moving to the next section.
2. **Metacognitive Strategies Overview**
   * **Objective**: Provide an overview of key metacognitive strategies: chunking and summarizing.
   * **Content**: Definitions and brief explanations of each strategy, illustrated with graphics or animations to keep the learner engaged.
   * **Screen Components**: Text, narration, animation (e.g., showing chunks of information visually broken down), and navigation buttons (next/previous).
3. **Detailed Strategy: Chunking**
   * **Objective**: Explain chunking and demonstrate how it breaks down complex material for easier understanding.
   * **Content**: Examples of chunking, how to identify chunks, and interactive components (videos) that show how to practice chunking.
   * **Screen Components**: Text, audio, and videos.
4. **Detailed Strategy: Summarizing**
   * **Objective**: Teach the summarizing strategy and how it condenses information into meaningful summaries.
   * **Content**: Step-by-step guide on summarizing, followed by examples to show how it aids retention.
   * **Screen Components**: Text, audio, a hotspot interaction to reveal summaries.
5. **Combined Strategies: Chunking and Summarizing Together**
   * **Objective**: Demonstrate how chunking and summarizing can be used together for enhanced comprehension.
   * **Content**: Examples and a guided practice exercise that combines both strategies to structure new information.
   * **Screen Components**: Text, audio, and relevant examples.
6. **Quiz**
   1. **Objective**: Assess learners' understanding of metacognitive strategies through a 7-question quiz.
   2. **Content**: Quiz with a variety of questions: drag-and-drop, multiple-choice, true/false, and matching questions.
   3. **Screen Components**: Questions with interactive elements, background music for engagement, and a “Submit” button.
7. **Feedback and Results**
   1. **Objective**: Provide immediate feedback on quiz performance to reinforce learning.
   2. **Content**: Feedback for correct/incorrect answers, with suggestions for revisiting key concepts if needed.
   3. **Screen Components**: Feedback text, summary of results, and a “Continue” button to conclude the module.
8. **Conclusion and Reflection Prompt**
   1. **Objective**: Summarize the module and prompt learners to reflect on their experience.
   2. **Content**: Final remarks on the importance of metacognitive strategies and an invitation to reflect on how these strategies can be applied in future learning or teaching situations.
   3. **Screen Components**: Text and audio (narration)

Each section is designed to provide a cohesive, interactive learning experience that reinforces the application of metacognitive strategies. I have used audio narration throughout for explaining the main ideas of the tutorial. The combination of visual, audio, and interactive elements ensures the module remains engaging and effective for a diverse audience.