

IMPROVING METACOGNITIVE STRATEGY: LEVERAGING SENIOR HIGH STUDENTS TO HIGH GEAR

by:

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The teachers' Metacognitive Strategy is how they teach students to understand a particular topic in the same way they learn to understand words; Students are encouraged to "think" about their "thinking" through these procedures. The students will benefit from this by becoming more efficient during the lesson or particular activity. Additionally, increasing the child's metacognition will assist the child in thinking more independently.

As per the article of Wilson (2014), said that Understudies who succeed scholastically frequently depend on having the option to think really and freely to assume responsibility for their learning. These students know how to keep their workspace organized, complete assignments on time, make a learning plan, keep an eye on their learning path, and recognize when it might be helpful to change course. They don't have to rely as much on their teacher to start learning activities and keep track of their progress as others do. Understudies who don't figure out how to "make due" themselves well as they go before through school experience more difficulties, become deterred and separated from learning, and will generally have lower scholarly execution. They might also be in charge of additional classroom management issues.

All teachers in the Philippine education system must support the implementation of the K-12 curriculum in order to encourage senior students to think more independently and take more initiative in their studies. Educators who utilize metacognitive procedures can increment influence in understudies who have learning handicaps by directing them to foster a fitting arrangement for learning data, which can be retained and in the end

schedule. Students will use these processes to efficiently acquire new information and, as a result, become more independent thinkers as they become aware of how they learn. Being a free mastermind understudy it will facilitate the concerns of the educators during the class. Comprehensive Schools Organization (2015) referred to metacognitive procedures that will assist the educators that with canning be executed in schools they are:

Think Aloud is excellent for problem-solving and reading comprehension. Think-aloud exercises encourage students to consciously monitor and analyze their learning. This procedure functions admirably when instructors read a story or issue without holding back and occasionally stop to express their considerations. Students are given the foundation they need to create their own strategies and procedures that can be useful for comprehending what they are attempting to comprehend because this allows them to follow the teacher's thinking process.

Rubrics, checklists, and organizers are excellent for solving word problems. Students can use these organizational tools to help them make decisions because they help them plan and evaluate themselves. They typically emphasize the importance of rereading the problem and self-checking responses and ask students what they know and need to know to answer.

Explicit teacher modeling is excellent for teaching math. Through a clear example or model of a skill or concept, explicit teacher modeling helps students comprehend what is expected of them. Students have a memorable method to use when approaching a problem on their own when a teacher provides a simple procedure for solving it.

Reading comprehension requires students to actively engage with a text and accurately decipher the layers of meaning in order for them to truly comprehend it. Students need to improve their reading comprehension skills if they want to succeed in

school, in the workplace, and in their personal lives. Statistics show that people with poor reading comprehension abilities do poorly in all three areas.

References:

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