

# Building Metacognitive Capability

## Helping Students to become Self-Directed Learners

### Program Overview

Metacognition is the most impactful of so-called 21st century competencies, enabling a person to think, learn, and self-regulate better. These are essential attributes for high attainment, well-being, and developing the ability to become a self-directed lifelong learner. For example, Martinez (2006) argues:

*Metacognitive ability is central to conceptions of what it means to be educated. The world is becoming more complex, more information rich, more full of options, and more demanding of fresh thinking. With these changes, the importance of metacognitive ability as an educational outcome can only grow.*

This workshop series focuses on developing **Metacognitive Capability (MC)**, which is more than *thinking about thinking* - as is often depicted in the literature - but encompasses the total management of other human attributes that significantly affect learning and well-being, especially beliefs, emotions, and motivation.

Teachers today must themselves be highly competent in the underpinning knowledge, skills and habits of mind that underpin MC, as this will be essential to any educational intervention that seeks to develop students' ability to become *Self-directed lifelong learners*.

### Program Outcomes

The specific performance outcomes include the competence to:

- *Frame MC as a set of learnable strategies, skills, and habits of mind*
- *Infuse MC components into the curriculum development cycle (e.g., learning outcomes, instructional strategy, and assessment)*
- *Teach/ facilitate key metacognitive, cognitive, and motivational strategies*
- *Assess MC components using a range of assessments methods*

This program provides a comprehensive evidence-based pedagogic framework for developing the key knowledge bases, skills, and habits of mind essential for building high MC.

### Your Online Facilitators



**OCHAN KUSUMA POWELL** is an international educator and consultant to schools around the world, presenting and training in the areas of coaching, special education, inclusion, and collaboration. She is a founding member of the Design Team for the Next Frontier Inclusion, a not-for-profit organization that supports international schools in becoming increasingly inclusive at a systems level.

Ochan taught for 25 years in international schools, in both regular and special education. She has taught across all levels of school and is co-author of several books: on personalizing instruction, developing inclusive schools, organizational intelligence, emotional intelligence, and teacher self-supervision.



**DENNIS SALE** is the author of *Creative Teachers: Self-directed Learners* (Springer 2020) and *Creative Teaching: An Evidence-Based Approach* (Springer, 2015). These books systematically de-mystified, from a cognitive and behavioural science approach, what creative teachers actually do and how they do it, and what this means for practical teaching.

In Singapore, Dennis was Senior Education Advisor at Singapore Polytechnic, Principal Researcher for the Ministry of Education, and Invited External Assessor for Singapore's School Excellence Model. He has trained/coached over 15,000 teaching professionals in many countries, cultural and educational contexts, as well as providing 100+ consultancies in the Asian region. Previously, Dennis taught in all sectors of the British education system.

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### Program Structure & Delivery

The program comprises 5 interrelated modules that aim to ensure full conceptual understanding of the framework and application activities for the key strategies and skills involved:

- Module 1: Understanding Metacognition: How it impacts Thinking, Learning and Well-Being
- Module 2: How Humans Learn Best: An Evidence-Based Approach
- Module 3: A Pedagogic Framework for Developing Metacognitive Capability
- Module 4: Teaching Metacognitive, Cognitive & Motivational Strategies
- Module 5: Infusing Metacognitive, Cognitive, & Motivational Strategies into Course Curriculum

The structure and delivery are flexible and adaptive to institutional and contextual needs. The format in the present context is a fully online learning program, which includes the following main components:

- A series of videos and webinars on the key understandings and skills underpinning Metacognitive Capability These enable participants to work at their own pace and participate in the live webinars with facilitators
- Comprehensive supporting content knowledge is provided to reinforce and differentiate the key concepts presented in the webinars and videos. This is accessible anytime, anywhere, and incorporates various e-tools for communication, collaboration, and self-assessment
- Performance-based assessment tasks enabling the application and mastery of key concepts to lesson planning and facilitation.

Post-workshop support to help institutions achieve a high level of professional competence in this area (what Hargreaves & Fullan, 2012, refer to as Professional Capital) is available as an additional professional development option.

### Assessment

The main assessment focus is formative in helping participants to achieve sufficient mastery of the key concepts, strategies, and skills involved. These include:

- Self-assessment of key concepts through MCQ items and reflective questions
- Performance tasks, culminating in producing a curriculum/teaching plan that infuses MC strategies and skills into content curriculum and everyday teaching
- Collaborative appraisal of curriculum materials through feedback with program facilitators, peers, and other relevant stakeholders.

For more information on speakers and webinars:

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