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Learn 2 Learn: A Metacognitive Intervention

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CURRENT STUDY

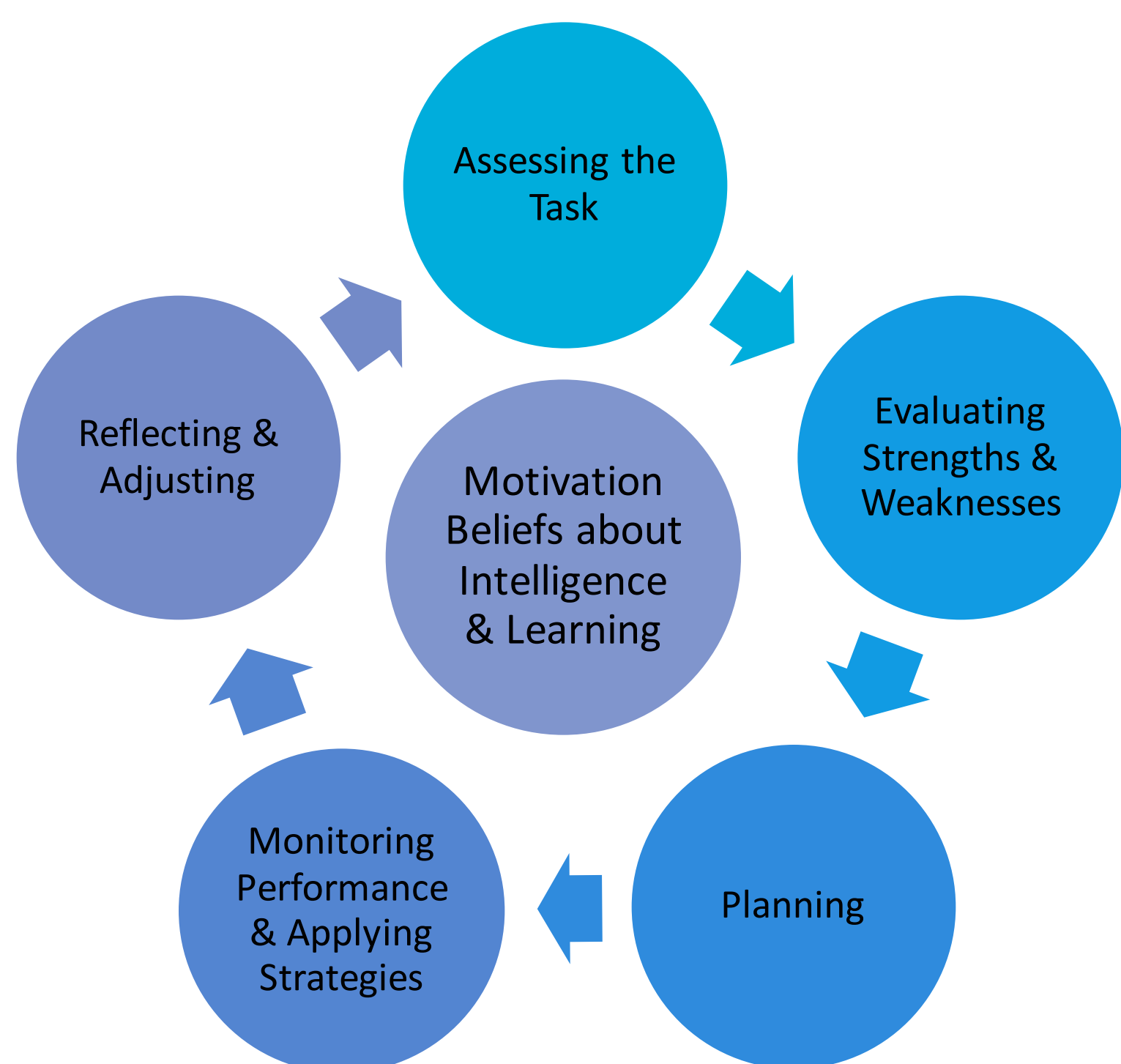
PROBLEM: Although research has shown a strong link between metacognition and academic performance, schools' curricula do not include explicit metacognitive instruction.

WHAT IS METACOGNITION? Comprehension of and control over one's own cognitive processes.

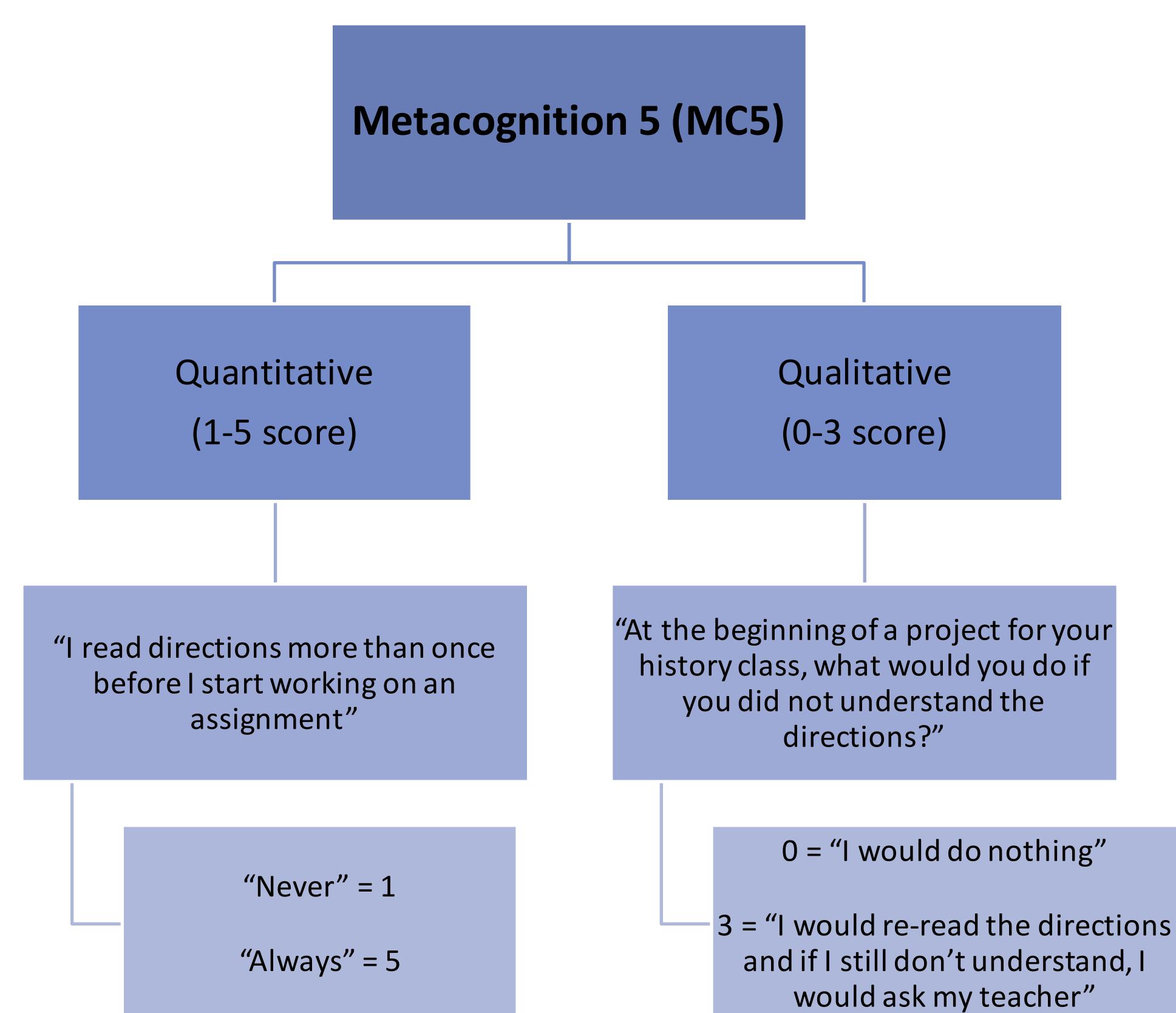
OUR PROJECT aimed to improve learning and academic performance in eighth grade classrooms by implementing a metacognitive intervention into the history curriculum.

- Newly designed intervention based on group work and cognitive discussions to foster the students' knowledge and use of metacognitive strategies.
- Four eighth-grade history sections taught by one teacher and two sections taught by a second teacher participated in the study; this allowed us to control for teacher effects.
- Three sections were randomly assigned to the experimental group (*Learn 2 Learn*) and the other three to the control group (*College Knowledge*).

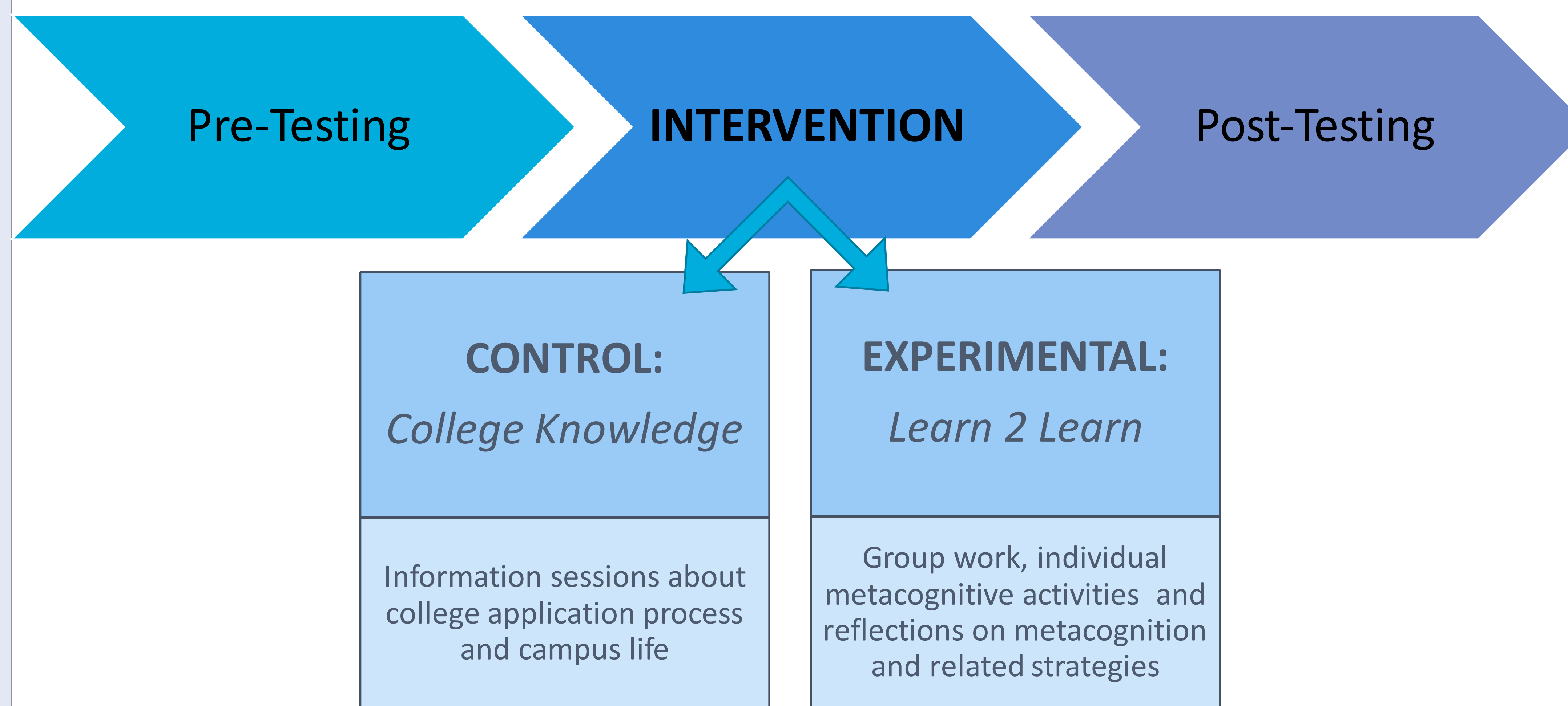
KEY COMPONENTS OF METACOGNITION



OUR MEASURES OF STUDENTS' METACOGNITION



OUR EXPERIMENT

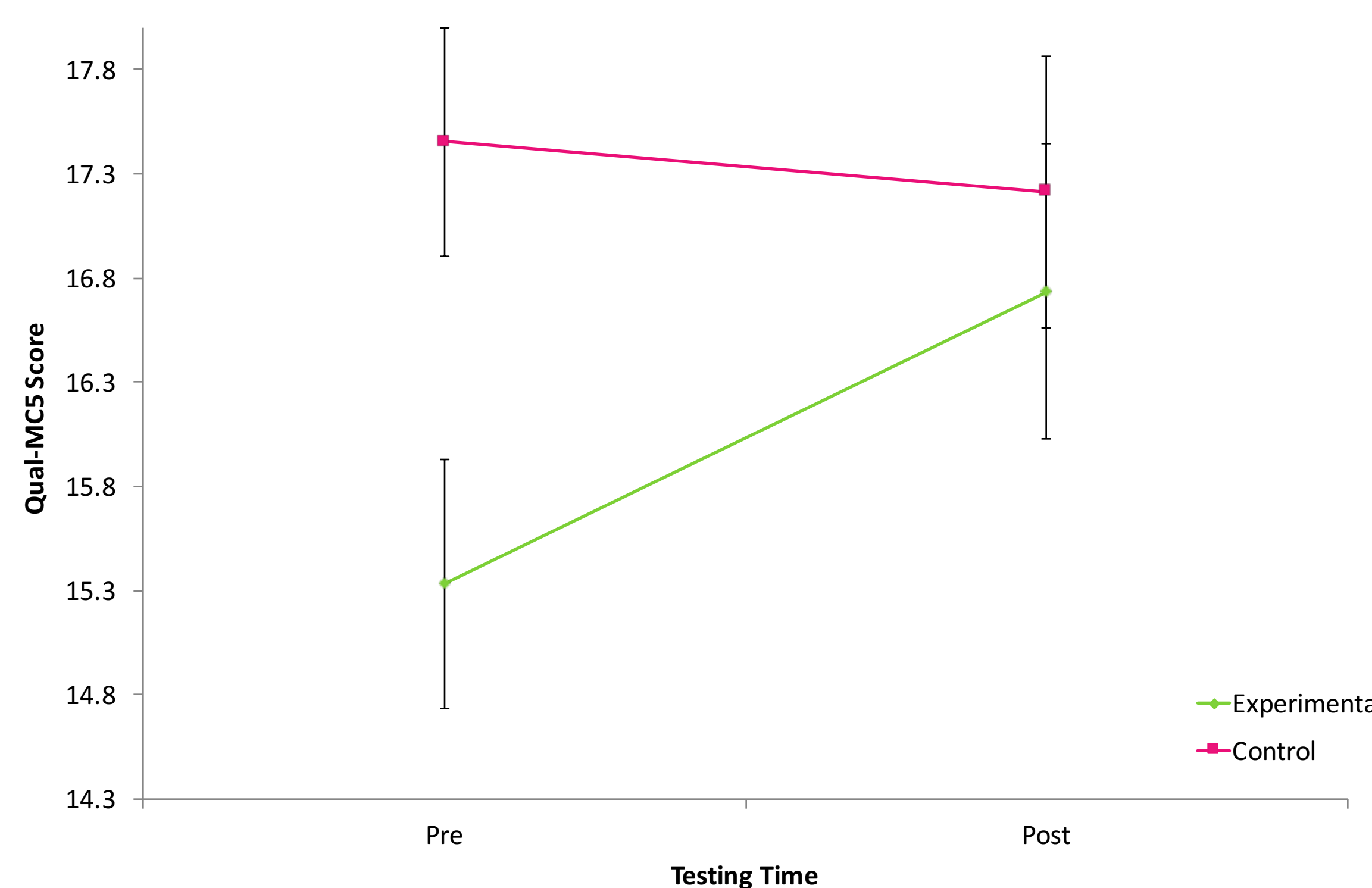


HYPOTHESES & FINDINGS

I. QUALITATIVE METACOGNITION 5

Hypothesis: Experimental group would show an increase in metacognition on the qualitative MC5

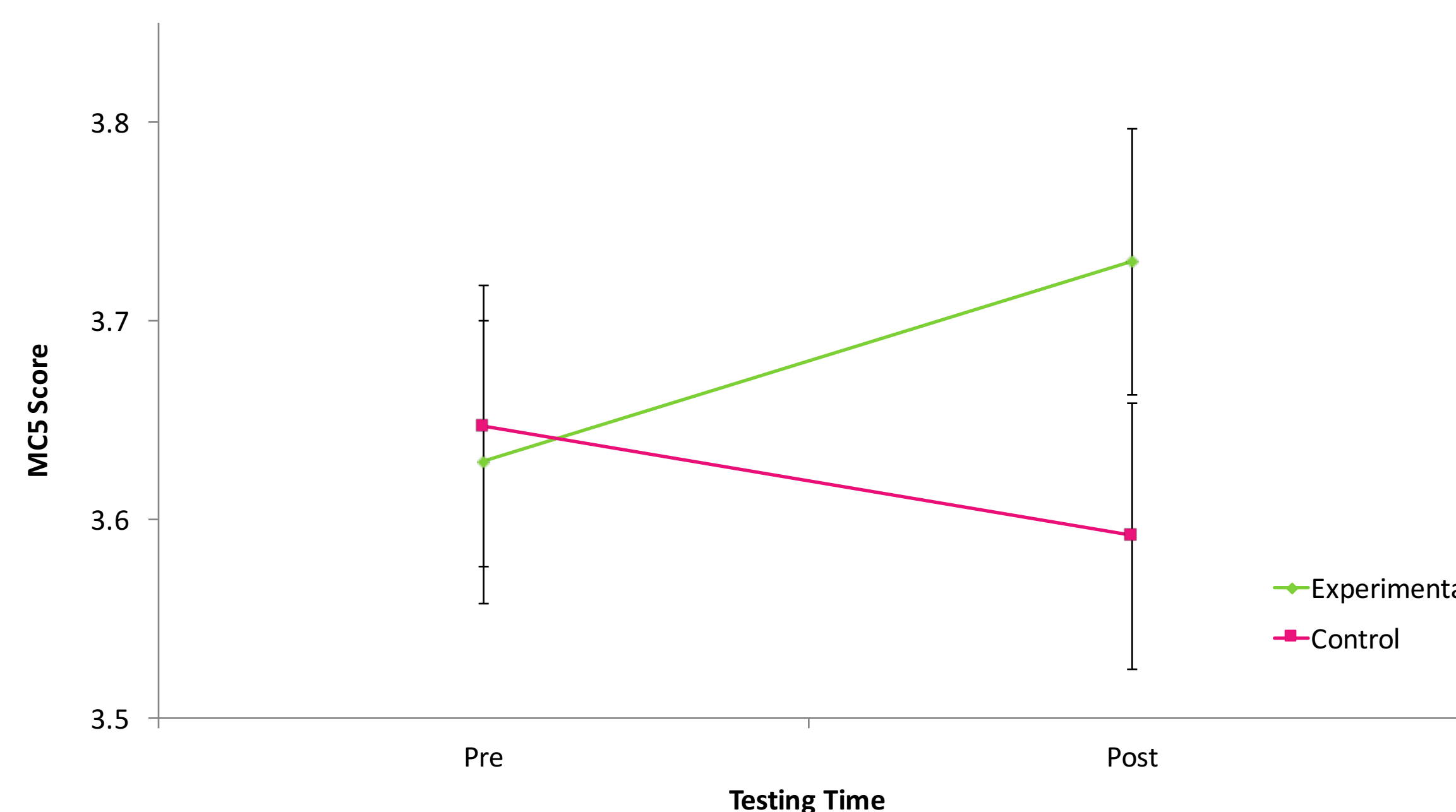
Finding: Experimental group showed a significant **increase in the use of metacognitive strategies**, as reflected by the overall scores in the qualitative MC5



II. QUANTITATIVE METACOGNITION 5

Hypothesis: Experimental group would show an increase in metacognition on the quantitative MC5

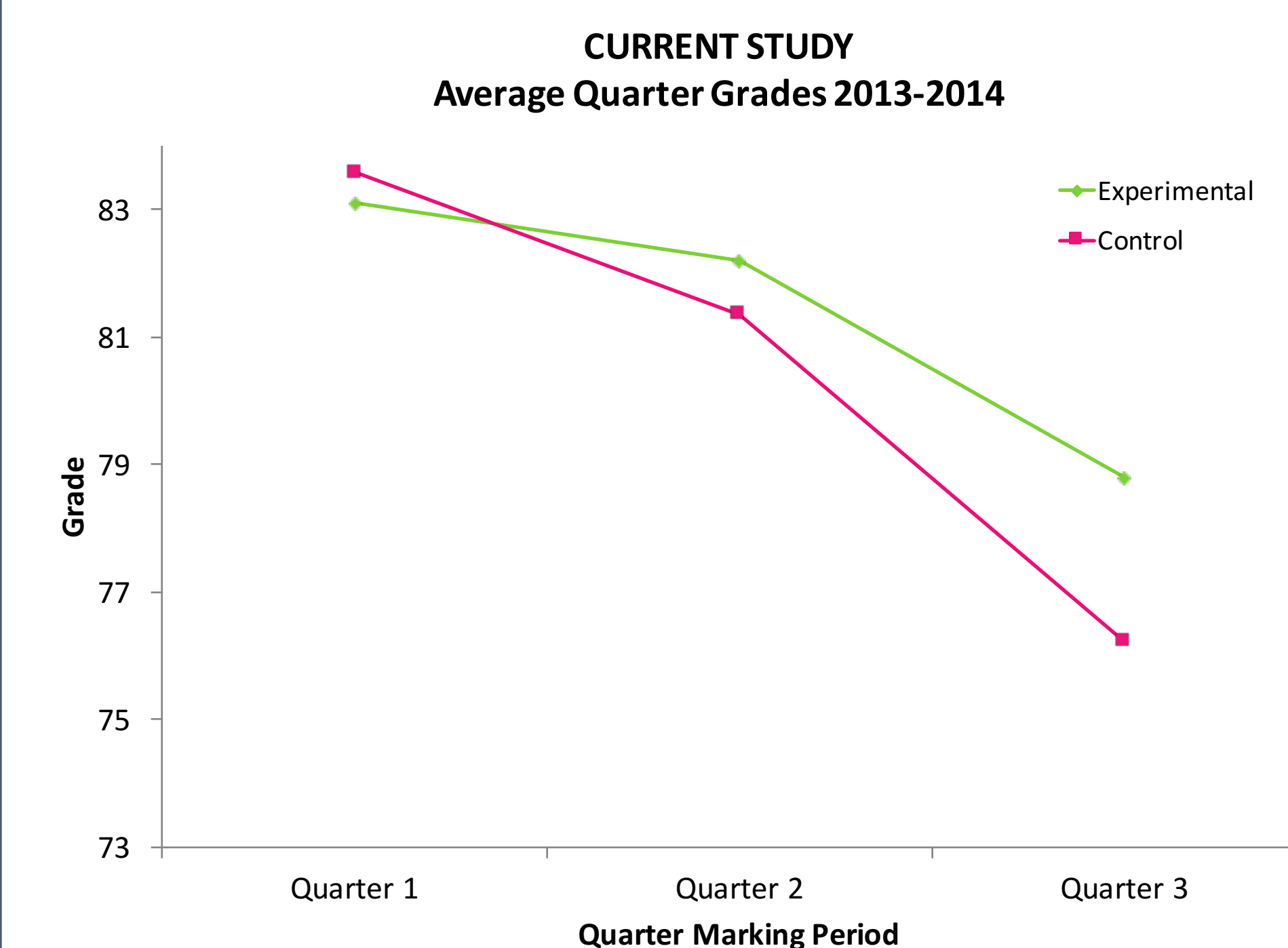
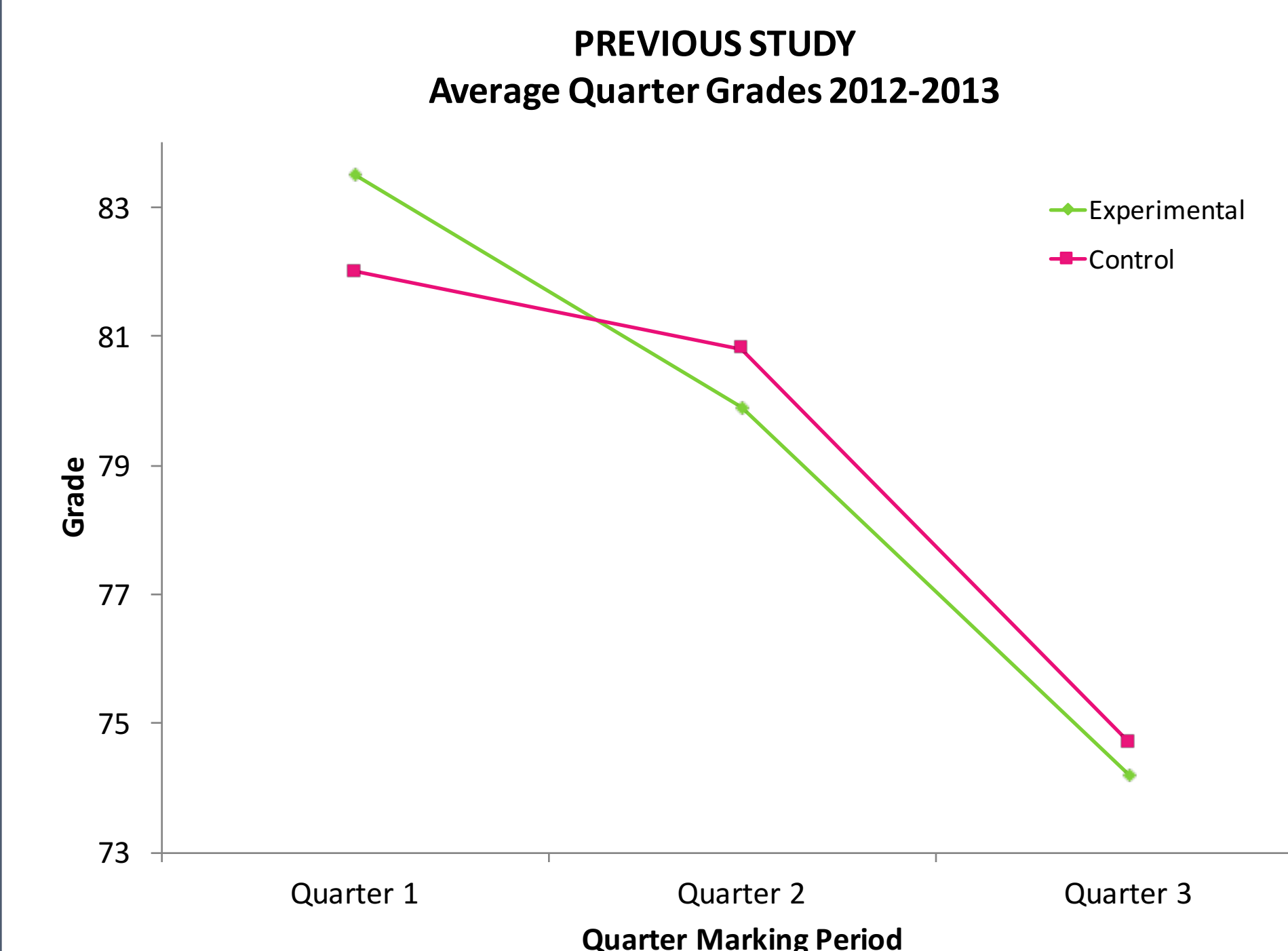
Finding: Experimental group showed a significant **increase in the use of metacognitive strategies**, as reflected by the overall scores in the quantitative MC5



III. ACADEMIC PERFORMANCE

Hypothesis: Experimental group would show an increase in academic performance from the 1st through the 3rd quarter

Finding: Despite previous findings of a significant drop in grades from the 1st through 3rd quarter, the **experimental group showed less of a decline** than the control group



CONCLUSION

Based on the findings of our current study:

- Schools should implement explicit instruction of metacognition as part of their curricula in order to enhance academic performance
- Future research should focus on replicating and analyzing the characteristics of effective metacognitive interventions.

ACKNOWLEDGEMENTS

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