

Metacognition and NSE ABE Readers

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What month is this?



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Characteristics of NSE ABE readers

- Had difficulty learning to read in school
- Family patterns of reading difficulties
- Issues of missed schooling and repeated grades
- Consistently test at 2nd or 3rd grade reading level regardless of age or schooling
- Shame based paradigm

Reading Characteristics

- Poor decoding skills
- Weak or non-existent phonological awareness
- Potential learning disabilities
 - Comparisons of adults and children at same reading level, adults are closer to LD children
- Better orthographic awareness than reading level
- Often have short-term memory issues
- Often have listening comprehension issues
- Gaps from Matthew effect

Metacognition vs. Cognition

Metacognition: Manager

- Selection of strategies
- Monitoring
- Asking questions of text

Cognition: Worker

- Decoding skills
- Syllabification
- Phonological and orthographic pattern awareness
- Encoding
- Inferring
- Comparing
- Analyzing

Flavell's Metacognitive Model

Person

- How humans learn and process information
- Individual learning processes

Task

- Deal with the nature of the task
- Processing demands to complete it

Strategy

- Knowledge about cognitive and metacognitive strategies
- Knowledge of when and where to use these strategies

Anderson's Metacognitive Model

- Preparing and planning for learning
- Selecting and using learning strategies
- Monitoring strategy use
- Orchestrating various strategies
- Evaluating strategy use and learning

Blakey and Spence

- Connecting new information to former knowledge
- Deliberately selecting thinking strategies
- Planning, monitoring, and evaluating the thinking processes

Paris and Parecki

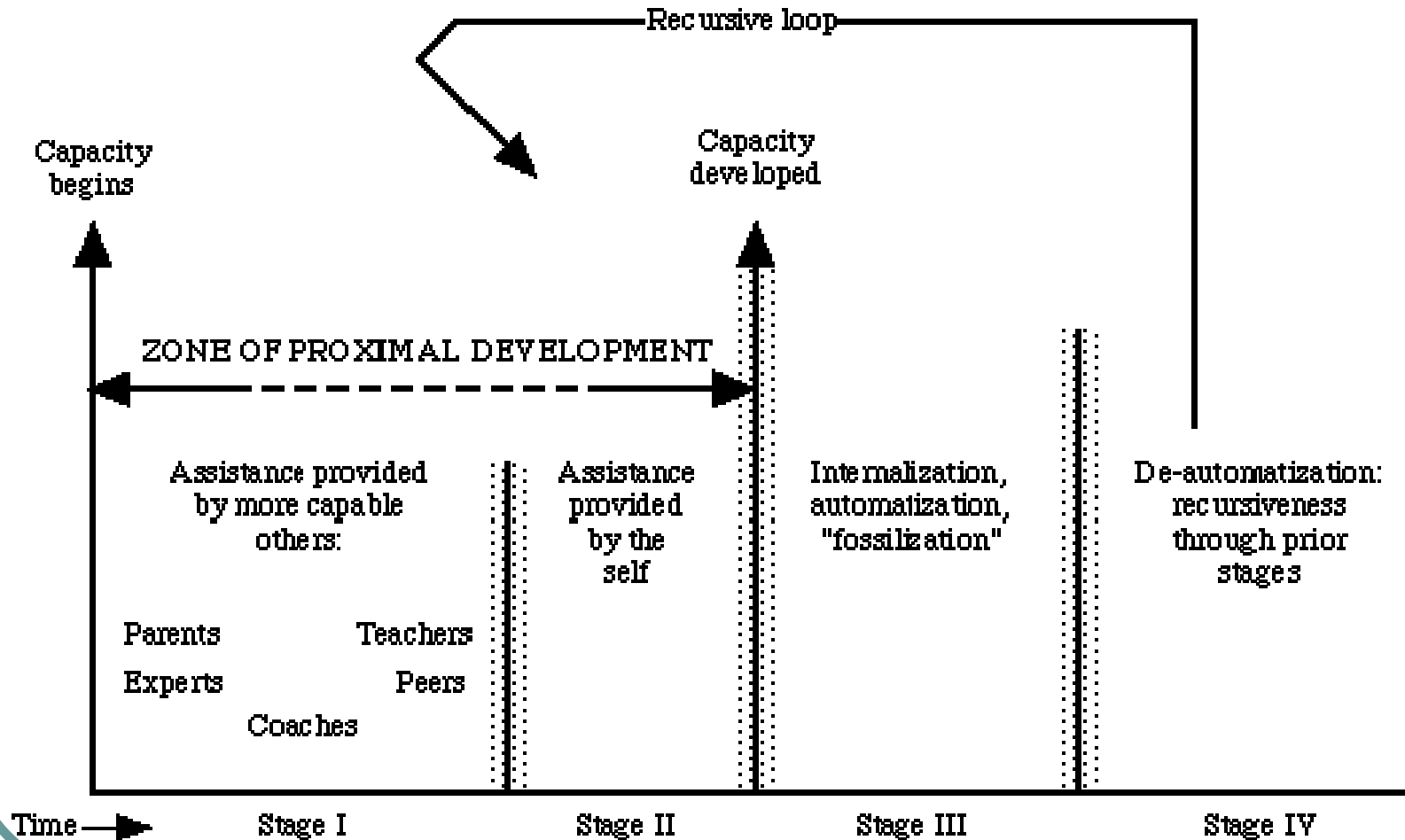
Self-appraisal

- Declarative knowledge
 - what affects the learning
- Procedural knowledge
 - How the strategies operate
- Conditional knowledge
 - Understanding of why and when to use strategies

Self-management

- Planning
- Evaluation
- Regulation

Zone of Proximal Development



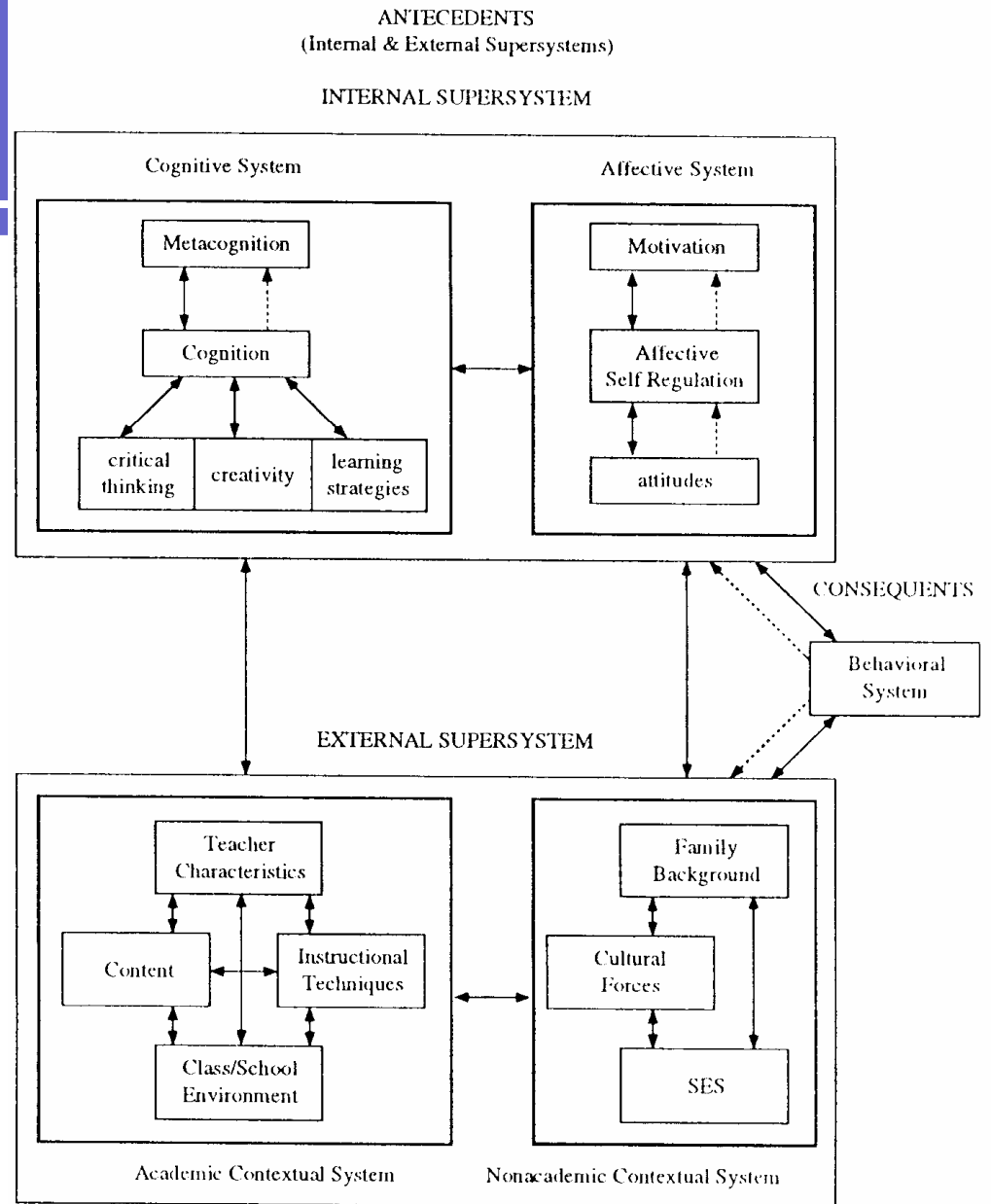
Vygotsky's Zone of Proximal Development as described by Tharp and Gallimore.

Note: From *Four-Stage Model of ZPD*. NCREL. (2004). Retrieved 5/28/2005, from <http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1zpd.htm>

BACEIS Model

B = Behavior
A = Affect
C = Cognition
E = Environment
I = Interacting
S = Systems

Note: From Metacognition in learning and instruction: Theory, research and practice (Vol. 19) by H..J. Hartman, 2000. p. 45. Dordrecht, Netherlands: Kluwer Academic Publishers. Used with permission



Metacognition of Good/Poor Readers

Good Readers

- Focus on content
- Read strategically
- Integrate information as they read
- Monitor comprehension

Poor Readers

- Focus on words
- No strategy use
- Finishing the task is most important
- Do not realize when they don't understand

Metacomprehension Index

Metacomprehension

Comprehension

	High	Low
High	students who know aware that they know	students who know think they do not know
Low	students who do not know realize they do not know	students who do not know think they do know