

## **Metacognition and Curriculum: Making Room for Both**

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Although motivation is a necessary condition for positive academic outcomes, it is not sufficient to sustain students through periods of high information-processing demands, such as schooling. This holds especially true for adult learners, whose education is competing with other important aspects of their lives, such as family life and work. According to educational psychology literature, when faced with distractions and frustrations, student who can monitor and regulate their own learning using metacognitive strategies learn and perform better than students whose learning skills are not as well developed (Schunk & Zimmerman, 2003). Despite this, the explicit teaching of metacognitive strategies is often lacking.

Over the last two years, as part of a group of teachers at OCDSB's Adult High School, we have developed, adapted, and implemented a variety of concrete, classroom-ready tools and activities aimed at furthering students' metacognitive abilities. To this end, we utilized a variety of evidence-based strategies across a number of classrooms. We are currently in the process of gathering data on the effectiveness of our ongoing experiment. In this talk, we will share with you our journey through metacognition in a high school classroom, and our qualitative observations of its outcome.

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