

**FIGURE 4.1** Two Parts of Metacognition

METACOGNITION	
KNOWLEDGE OF COGNITION	REGULATION OF COGNITION
<p><i>Declarative Knowledge</i></p> <p>What factors positively impact my learning? What conditions help me to learn most effectively?</p> <p><i>Procedural Knowledge</i></p> <p>What strategies are available to me as a learner? What actions, methods, or procedures have I learned that I can draw from to complete this task? Which strategies have I used in the past that might be helpful in this situation?</p> <p><i>Conditional Knowledge</i></p> <p>Which strategy should I select to complete the task at hand? Why is this the best strategy for this specific situation? Have I used this strategy successfully in similar situations?</p>	<p><i>Goal Setting</i></p> <p>What are my learning goals? What do I hope to achieve? What specific steps can I take to accomplish these goals?</p> <p><i>Planning</i></p> <p>How will I tackle this task? What will my plan be for navigating the parts of this task? What will I do first, second, third? How much time will I need to allocate to each step?</p> <p><i>Comprehension Monitoring</i></p> <p>How am I doing on this task or assignment? What adjustments or modifications can I make to improve my work? Is there something I do not understand? Do I need additional support or resources to complete this task?</p> <p><i>Debugging Strategies</i></p> <p>Is the strategy I am currently using effective? Are there additional or alternative strategies I can try that will help me to improve my performance on this task? What can I do if I get stuck? What resources do I have at my disposal?</p> <p><i>Evaluating</i></p> <p>What did I learn from completing this task? What skills did I develop as a result of working on this task? Is there something I could do to improve the quality of this work? Is there another way I could have approached this task?</p>

Source: Adapted from Shaw and Dennison (1994).