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Students' metacognition: A case study on global warming issue

Warawan Chantharanuwong

Khon Kaen Secondary Education Office, Ministry of Education, Thailand

Corresponding author: warawun233@gmail.com

Abstract

The objectives of this study was to implement the learning activity plans based on metacognitive development process to promote students' metacognition on global warming. The metacognitive development process (MDP) is consisted of 5 steps, namely recalling, planning, investigating, evaluating, and relating. This study adopted with mixed methodology research design with an emphasis on interpretative discourse which was carried on Mattayom Suksa 5 student named Fahsai in every angle of metacognitive views both before and after participating in learning activity plans. The results of the pre-data, Fahsai lack of the ability to think by herself. As regards qualitative data of her metacognitive knowledge and metacognitive experience, it was found that her level of metacognition was low and insufficient. But after the implementation of the develop learning activity plans, her metacognition seemed to improve. She was able plan and evaluate her own learning. She seemed to understand her learning process better. She was able to plan her own learning, reading, and sharing activities with friends, self monitor, self control and directed friend to focus on learning activities and assignment so she could construct knowledge by herself. Her developed her metacognition due to metacognitive development process occurred in her daily life. When she understood well and mastered, the process is used not only in her study but also to be used at home and in her daily life. In addition, she was aware of learning process and gave importance to learning process. The main thing of this study was help the learners better by the "teacher" who gave guidance, moral support, motivation, and encouragement to see and focus on the main idea.

Keywords: Metacognition, Teaching process, Learning process, Global warming issue