**Metacognition Module Key Terms**

**Cognition** refers to the mental processes involved in gaining knowledge and comprehension.

**Cognitive assets** include versatile thinking tools that can be taught to help students problem solve and master learning.

**Conditional knowledge** refers to knowledge used to assist with the selection of strategies and approaches based on the circumstances under which the activity is taking place.

**Culture of thinking** includes cultural forces that provide goals and define and promote a thinking climate in a classroom. These forces include opportunities, time, modeling, language, environment, interactions, routines, and expectations.

**Declarative knowledge** refers to what the learner knows about the topic and about their own skills and intellectual resources.

**Exam wrapper** is a reflection tool used by students to examine test readiness and areas of learning needing improvement so specific strategies can be applied to improve outcomes of future assessments.

**Executive function** refers to using brain processes and mental faculties in goal-setting, planning, execution, reasoning, problem solving, working memory, and organization.

**Higher order thinking** includes using higher level thinking skills such as analyzing, synthesizing, and transferring knowledge to other applications.

**Knowledge of cognition** is the knowledge that learners have about themselves. It includes procedural, declarative, and conditional knowledge.

**Metacognition** refers to knowledge, awareness, and control of one’s own cognition and human cognition in general.

**Metacognitive controlling** is the cognitive ability to stay focused on the learning task or goal by ignoring distractions and refraining from responding to negative stimuli.

**Metacognitive culture** refers to an environment that promotes and models a knowledge and learner centered classroom where students engage in meaningful and complex tasks using reflection, critical thinking, and strategic strategies to achieve success.

**Metacognitive evaluating** involves assessing what you know and how and why you know it, in addition to being able to generalize for transfer to new situations.

**Metacognitive monitoring** is a mental process used to check one’s progress during the learning process; allowing for constant adjustment and revision along the way.

**Metacognitive planning** is a mental process that allows one to collect necessary information, synthesize it, and then anticipate the right way to carry-out a task or reach a specific goal.

**Procedural knowledge** is knowledge used to successfully execute an appropriate procedure or process.

**Regulation of cognition** means you have an awareness and control over your own thinking that enables you to metacognitively plan, monitor, control, and evaluate your learning.

**Thinking routine** is a set of questions or a brief sequence of steps used to scaffold and support student thinking.

**Thinking schoo**l is a school where thinking is at the heart of the curriculum and all staff and students support metacognition at a high level.

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