

Being Meta-Cognitive

Performance Description

Being metacognitive is thinking about thinking in the cognitive, affective, and social realms. It involves observing self within context, continuously monitoring internal and external conditions supporting the thinking process, analyzing thoughts, creating meaning, awareness of decisions, and elevating consciousness. Methodologies and learning skills are purposely used to improve self-awareness of process; regulate thoughts involved in emotions and behaviors, monitor and improve thinking processes, strengthen a higher level of thinking, and develop insights into situations and personal identity. Metacognition is heightened when learning something very complex and important, when other peoples' reactions to social situations are abnormal, or when one intuitively knows something is emotionally or physically amiss. It is the ability to understand as much as possible about one's cognition and behaviors because of greater potential for self-regulation, transferrable generalization to many contexts, and guiding one's self-growth journey.

Dimensions

Be purposeful: maintain deliberate intentions about the why, what, when, where, and how that are predetermined and updated during an activity to maximize the impact of efforts.

Reflect in action: continuously review the thinking process and its modifications to improve one's thought processes.

Be open: seek and notice novelty in situations to perceive all aspects of what is happening so that one can choose what to process, especially unfiltered information.

Self-monitor: continuously monitor actions and decisions while engaged in activity to capture vital images, data, actions, reactions and thoughts.

Maintain emotional distance: able to think with and without emotional influence in order to determine the impact of one's emotions and social interactions on one's thoughts.

Be self-aware: use self-knowledge of one's values, needs, ideal self, self-concept, biases, intentions, disciplinary knowledge, and the QoL framework that contextualizes the moment.

Seek greater consciousness: seek understanding and make meaning from each moment to understand why and how the mind works to better one's life's conditions.

Generate insights: formulate evidence-based meaning by using critical thinking applied in progressively wider contexts.

Judge soundness: ensure that one's thinking is evidence based, conceptually well founded, and is rooted in analysis to avoid potential sources of bias.

Validate truth: act on the belief that ensuring fitness, robustness, and universal principles leads to the greatest good for all.

Connections to classification of learning skills: blue=individual learning skill, purple=skill cluster

Mentoring skills that support this skill: Self-monitoring

Level 5: Enlightened

- Creates insights that drive other's intentions through synthesized reflections
- Suspends judgment with child-like curiosity so they can take in all important internal and external conditions and factors
- Quickly turns emotions on and off to explore emotional influence on thoughts so to increase sensing and monitoring
- Creates greater meaning of every moment so one can transcend beyond oneself through making meaning for all
- Able to help others learn to trace thoughts for fallacies, thus quickly highlighting untruths and ways to improve performance

Level 4: Mindful

- Uses insights to drive intentions with reflection in action modifying effective thinking processes
- Leverage each moment's opportunity by capturing and responding to internal and external influences
- Adjusts emotional impact on thoughts to better sense what is important
- Integrates a higher level of consciousness over multiple life situations for greater meaning in one's life
- Systematically assesses thoughts to reveal fallacies hiding the truth and to weigh soundness of judgment

Level 3: Conscious

- Thoughtful intentions are supported with frequent reflective practice for quality improvement
- Connects internal and external factors with thinking processes to capture one's actions and behaviors
- Questions emotional influence on thoughts to increase self-awareness of what is meaningful and important
- Actively seeks higher meaning from thinking by articulating the how and why of a current context for another
- Notices contributing factors that impact soundness of thoughts and collects evidence to highlight the truth

Level 2: Aware

- When dissatisfied, takes time to do quick reflection to make discoveries
- Allows new influences into one's thinking processes and begins to study how they do things
- Occasionally tests emotional influence on thoughts while sensing some important factors in a situation
- Articulates how thinking and the process of thinking works as it relates to common situations with oneself
- Able to identify some contributing factors that influence thinking while exploring whether they are true

Level 1: Receptive

- Begins to use thinking process with intention, reflecting on one's own process when guided
- Notices when thinking processes that occur habitually include filters directing the thinking
- Processes emotional reactions with others when they sense things are important but confusing
- Periodically derives meaning from one's thinking through making connections with immediate situations
- Seeks help regarding soundness of one's thought processes in order to validate truth