

Cognition and metacognition: a Web quest for MA students

Introduction	You have most likely come across the terms 'cognitive' and 'metacognitive' in your early MA reading. They are likely to recur and are of significance when we think about learning with different technologies, and especially so when we consider approaches to developing online literacies. This task enables you to remind yourself of what you know, add to this, and communicate your reflections on implications for the design of tasks which involve the handling and processing of web based content.
Task	<p>Your task is to design an information sheet/poster/presentation to help teachers to:</p> <ul style="list-style-type: none">• understand cognitive and metacognitive strategies and why they are important to language learning, specifically the development of specific language skills (you might focus on specific areas of interest eg reading or listening);• identify how knowing about strategy development might inform our practice when using the Web as an information resource. <p>Provide them with your top ten list of useful references/sources.</p>
Organisation	<p>Collaboratively research this area in groups of 3-4. Negotiate:</p> <ul style="list-style-type: none">• task chunking and organisation• group member roles;• mode of working ie communications methods; tools; approach to final outcome. <p>Note: You may of course use any technology you wish in order to communicate (synchronously or asynchronously). However, this activity also gives us an opportunity to work in a wiki, thus enabling us to take further our reflections on such tools for collaboration too. So I have set up a class wiki at http://educ70060.pbworks.com/, in which the smaller groups can work. (You can view an example of how the wiki unfolds through the link to last year's wiki on the weblinks menu). You will receive an invitation to become an editor to your email account (see discussion forum postings for details about organisation of this stage)</p> <p>In terms of communicating your outcome, you might want to bring everything together in Powerpoint or WORD and link</p>

	<p>that form your wiki or in the discussion forum; or you can use the wiki itself for the display of that final outcome. I leave that to you.</p>
<p>Process</p>	<p>Stages:</p> <ol style="list-style-type: none"> 1. Group organisation (refer to groupings in Blackboard); 2. Negotiation of task approach and sharing; 3. Research phase; 4. Planning and production of final outcome; 5. Display of information 6. Reading of shared outcomes 7. Personal evaluation of the task, collaborative processes, awareness of strategy use <p>Timing</p> <ul style="list-style-type: none"> • Groups formed in week 3 • task activity week 4-5; • posting of outcomes end week 5. <p>Presentation file 10 slides max; poster/information sheet 2 sides max; equivalent summary in wiki.</p> <p>Here are a few names you can look for: Rebecca Oxford; Chamot; O-Malley; Goh.</p> <p>You might also look for articles in the journal entitled <i>The Reading Matrix.</i></p>
<p>Evaluation</p>	<p>After you have completed the Web quest:</p> <ul style="list-style-type: none"> • Think about your own awareness of the strategies you used. Can you relate these to your learning about cognitive and metacognitive strategies during this activity? • What implications might this have for the way we use the web as an information resource with second language learners (you might think about different levels, ages, cultural groups)? • Summarise your thoughts on the discussion forum. Read and respond to others' postings there too.