



Metacognition has two domains: Metacognitive knowledge, and metacognitive regulation. Benefits of Met A



or are asked “how” and “why” questions to expand their learning beyond facts and better organize their knowledge. The process of trying to figure out the answer is helpful for learning because learners activate related knowledge, creating more integrated knowledge networks. Examples could include “Why do you think this patient requires this specific treatment?” or “Can you compare and contrast [two related types of treatment] for this patient?” Educators can use questioning such as this to identify and correct misconceptions or encourage deeper learning.

This CEDAR Conclusion! was developed by Kristina Dzara, PhD, MMSc, Cindy Nebel, PhD, and Adian Ruth, PhD, a durable education resource for our CEDAR Community.

Have colleagues who would benefit from a session on Metacognition? Email CEDAR@health.slu.edu request.