

A Study on Metacognitive Strategies in Higher Education to Enhance Student Engagement

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Abstract

Students exposed to metacognitive instruction demonstrated better critical thinking, improved academic performance and motivation to go an extra mile in academics by enhancing their problem-solving skills and knowledge retention. Faculty in higher education often receive faculty development programs on professional development less importance is given to professional development on how to develop students' metacognition. This paper will discuss various meta cognitive strategies that can be adopted in the higher education and its impact on pedagogical training for developing students' metacognition and improving student engagement.

This study will help to inform educators and other key stakeholders about how metacognitive strategies will have an impact in higher education in the areas of teaching, assessment, evaluation & feedback and also on student engagement as a whole. The study will also highlight the need for integrating metacognitive strategies into faculty development programs and give them enough ideas and insights.

The study highlights the importance of metacognitive strategies like self – questioning, scaffolding, reflection journaling, video journaling and think – aloud methods on learning outcomes in higher education.

Keywords

Metacognition, Student engagement, academic development, cognitive development, higher education.