Education and Teaching Question

Student’s Name

Institutional Affiliation

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According to Djudin (2017), “Metacognition is thinking about your thinking as you are thinking to improve your thinking.” It is being aware of and controlling one’s thinking processes, what one knows and what they do not know. Notably, it is managing one’s thinking. Also, metacognition is “thinking about thinking” (Yue, 2020). Additionally, Winnie (2021) asserts that “What learners know significantly shapes what they learn.”

I once observed an episode of learning in a psychology class concerning *The Empty Chair Technique*, a psychology technique. The lecturer asked for a volunteer who had a constrained relationship with their father. Two seats were placed in front of the classroom facing each other. One girl volunteered, and the lecturer asked her to sit down and converse with her father, who was seated on the empty chair in imagination. The conversation would be as to why she thinks the relationship with her father is constrained. The girl highlighted several issues from childhood that her dad did, for instance, disciplining her in public and refusing to defend her from bullies in school and the neighborhood.

The girl felt hurt by her dad and always thought that she could not trust him and he did not quite care about her. The lecturer made her aware that she had perhaps never forgiven her dad, bringing the strained relationship. The father could also be unaware that he had hurt her in that manner. Reconciliation was done through the girl talking while taking turns as the dad and the girl simultaneously, expressing emotions and ways to heal and better their relationship.

It was a successful metacognitive learning episode. We learned that we could use metacognition to deal with underlying issues in our lives that we are aware or unaware of that bring constrained relationships with family, friends, and neighbors. The learning environment was conducive and enlightening, contributing to the success of the learning episode and making metacognition the most appropriate frame. According to Yue (2020), metacognition improves learner’s self-awareness. Indeed our self-awareness was enhanced through that learning episode.

References

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