Title and Code of Course: Metacognitive Strategies in Reading and Writing

Instructor's Name: Dr. István ZSIGMOND, PhD

Instructor's Email Address: zsigmond.istvan@kre.hu

Credit Point Value: **6**	Number of Lessons per Week: 1	Type of Course: **Seminar** ☐ **Lecture** ☒	Method of Evaluation: **Oral Examination** ☐ **In-Class Group Presentation** ☒ **Other** ☐

Course Description:

Since 1971 the research area of metacognitive strategies is gaining an increasingly growing attention. It has become clear that metacognitive strategies, with their role of planning, monitoring and evaluating the use of the cognitive operations – are playing a central role in learning and problem solving. Students will learn the basic concepts regarding metacognition, will realize the significance of this area and its applicability in domains like self-management of education.

Teaching reading comprehension is gaining attention across European educational systems, mainly because of results of PISA survey. It has become clear that elementary school students do not read for comprehension, and they are not instructed to do this.

The Integrative Model of Metacognition provides a theoretical concept for teaching reading comprehension strategies. Students will be presented also some basic strategies for reading comprehension.

Putting our ideas on paper is much more then writing. It is a task that involves metacognitive processes of planning and revising the written text.

Moreover, writing is also about planning from the viewpoint of reader. If we know what reading strategies enhance comprehension, we can plan the written text in a way to enhance the use of reading strategies. Metacognitive strategies can be used for text comprehension and writing too.

Bibliography:

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