

METACOGNITIVE AWARENESS IN SCIENCE CLASSROOM OF HIGHER SECONDARY STUDENTS

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ABSTRACT

Metacognition is the awareness one has about his/her thinking process and how he/she is able to control these processes. This study aims at examining the effects of inquiry based learning and cooperative learning on metacognitive awareness in science class room. A quasi experimental design involving three groups namely, two treatment groups- inquiry based learning and cooperative learning and control group was adopted. Standardized tool developed by Schraw and Dennision(1994) was used to measure metacognitive awareness in three groups. Results revealed that students in cooperative learning received higher metacognitive awareness compared to other groups. The researchers recommend that cooperative learning be adopted regularly in classroom to enhance metacognitive awareness of higher secondary students.

Key Words: Metacognitive awareness, Metacognition.