

Metacognition

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Intended Learning Outcomes

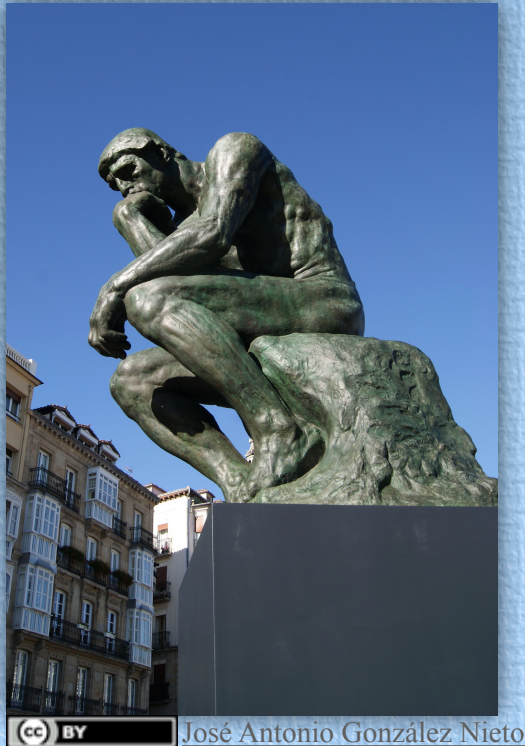
- Understand how metacognition informs life-long learning skills
- Utilize metacognitive theory to support learning

Optional reference: Intuition and Metacognition in Medical Education: Keys to Developing Expertise Quirk, Mark EdD
ISBN-13: 9780826102133

“Life-long learning”

- Paradigm shift
 - Knowledge is no longer static
 - Complexity of care environment
- Self-reflection and feedback
 - Honing information to develop expertise
 - Iterative process to understand self and situation and use to inform further learning

Metacognition



José Antonio González Nieto

- Deliberate
- Conscious
- Self-regulated
- Critical review
- Planning ahead

Meta-clinical decision making

- Defining the problem
 - “what is the history, physical examination
- Mental representation
 - “what do you think is going on”
- Planning how to proceed
- Evaluation
 - “what worked well? What could have been better?”

Your Meta-moment !

- Can you think of a situation where you are aware of your own thought processes?
- How does your awareness influence your actions or behavior in that situation?

Meta-Teaching

- **G**oals
- **N**eeds
- **O**bjectives
- **M**ethods
- **E**valuation



From: Quirk

Take a moment to consider the following:

How can you incorporate
GNOME into your teaching?