Metacognition

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Intended Learning Outcomes

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

“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

- 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

- **Goals**
- **Needs**
- **Objectives**
- **Methods**
- **Evaluation**

From: Quirk
Take a moment to consider the following:

How can you incorporate GNOME into your teaching?