

Facilitate for Impact

Module 5 Transcript

Welcome back. In module four, we explored how to get learners to truly open their minds, to stay curious, engaged, be aware of what they know and what they don't, and that awareness is a powerful spark for deeper learning. So we're on our way to transforming the experiences we create for our learners, but before we move any further down that path, there's one more foundational concept that we have to unpack, something that sits at the very heart of effective facilitation, and that is metacognition.

I know that sounds like something a robot would say, but seriously, it's just a fancy psych speak for thinking about your thinking. Basically, it's knowing how you know and how you learn. Think of it like you're the CEO of your brain, and you're watching the gears turn, and you're trying to figure out how to tweak them for maximum efficiency.

You're developing a high-level awareness and understanding of your own thought processes, as well as the ability to monitor, regulate, and control those processes. So metacognition is the ability to observe one's own thinking, allowing for self-assessment, adaptation, and improvement in cognitive tasks. Now in the educational world, it's all about planning, and monitoring, and adjusting your learning strategies.

It's stepping back and taking a bird's-eye view and saying, okay brain, what are we doing here? How can we do this better? Or to put it differently, how does someone actually learn best based on how they process information? Because let's face it, we're not all aware of the thing. Some people are visual learners, some are auditory learners, some learn by doing, and some are probably just pretending to listen while they're daydreaming about pizza or the weekend. Now when we're helping someone learn something new, we've got to think about how they're absorbing that information.

Are they actually getting it? How self-aware are they about their own learning? Because understanding this stuff is key. It's like giving someone a personalized learning GPS. They know where they're going and how to get there.

So introduce the concept of metacognition to your learners. Give your learners a moment to reflect on that concept. You don't have to use the fancy word.

I get that it's a mouthful, but let them consider the concept. Ask them to recall something they've mastered in the last few years. How did they do that? How did they learn it? What worked best for them? How did they make that learning stick? Now many adults believe they already know about their learning style, but often those ideas come from habit or perception rather than true reflection.

So we have to encourage honesty here. If practically everybody in the room says they're hands-on learners, other participants might not want to say they're not. They might feel pressured to echo that, even if their best learning actually comes from reading first and then doing, or watching first and then doing.

Helping learners uncover their authentic learning process is one of the most valuable insights they can gain, and one of the most valuable things we can do as facilitators. Now when learners know their own metacognition, they become active participants. They develop killer study habits.

They self-regulate like a pro, and boom, learning outcomes skyrocket. And for us educators, understanding these different learning styles is just as crucial. It's like having a toolbox full of teaching strategies.

Now you might be thinking, how am I supposed to know the metacognition of a room full of strangers? And that's a fair point, but here's the thing. You don't have to be a mind reader. You just need to be aware, and that's where this course can be so helpful.

We're breaking down how to factor in those diverse learning styles, making sure everyone gets the most out of the experience. So buckle up, because we're about to make learning even more learnable. Now learner prompt number five in your workbook will lead you to peek inside your own mental toolbox, and I encourage you to complete that exercise, because it will help you get to know your own unique thinking and learning style.

When your learners understand how they process new information and let go of any preconceived ideas about how they should learn, amazing learning happens. We'll see you next time.