METACOGNITION AND DIDACTIC TOOLS

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Most of the publications related to teaching in all educational levels show that the use of instructional models is just scarcely able to attain the desired objectives. To improve this situation, many attempts have been made with only partially successful results. This work attempts to analyze the possible contributions of metacognition and to start the path towards the elaboration of a scientific instructional model based on theories on human learning and their applications to the classroom experience. A number of metacognitive tools which draw on human learning theories have been developed; however, the effective use of these tools is not still totally understood by most educators. Our objective is to gather valid arguments that confirm the benefits of the use of metacognitive tools (e.g. concept maps and the Gowin’s VEE) for the achievement of the students’ meaningful learning. The event to be studied is to develop a scientific theory of the education i.e.: "A teacher, teaching meaningful materials to a student that grasps the meaning of the materials under humane conditions of social control". (Gowin, D. B. "Educating", 1981)