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Developing Metacognitive Teaching Strategies Through Lesson Study

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Preface

Since the introduction of competency-based curricula (CBC) around the world to prepare a workforce for Industry 4.0, metacognitive teaching has emerged as an innovative research agenda in education. The key concept underpinning CBC is that teachers need to help students develop metacognitive skills, including decision-making, planning, monitoring and problem-solving. As the need to expand students' capabilities to learn the competencies required for Industry 4.0 increases, it becomes crucial for teachers to develop metacognitive teaching skills. It is suggested that schools to implement CBC to enhance the metacognitive capabilities of students for achieving self-regulation and lifelong learning. The CBC recently implemented in Hong Kong has brought challenges for, and impacted on, curriculum implementation and instructional design in schools. Developing and maintaining the professional competency of teachers is a critical factor for successful curriculum reform. However, pedagogies for implementing a competency-based curriculum to develop student metacognition have not been effectively crafted because too few research has been carried out to develop a collaborative lesson-planning platform for teachers to craft such pedagogies.

This book addresses applying the Lesson Study approach for crafting metacognitive teaching knowledge and skills to tackle the impact and challenges created by and underlie the CBC. It discusses the potential of using Lesson Study for crafting pedagogies that could nurture student abilities for self-regulation for effective curriculum implementation. Chapter 1 outlines the education for addressing Industry 4.0 and self-regulation as the core learning outcome of the CBC. It raises a challenge on effectively implementing the CBC to nurture student self-regulated competencies. Chapter 2 articulates the critical characteristics of metacognition, metacognitive teaching and the role of self-regulation in effective learning. It proposes metacognitive pedagogies for implementing the CBC. Chapter 3 illustrates how Lesson Study can craft metacognitive pedagogy through a case study conducted in Hong Kong. Chapter 4 discusses the use of metacognitive teaching to enact the pattern of variation of learning study. Chapter 5 argues that knowledgeable others, the essential nature of lesson study, enable teachers to regulate and craft their teaching strategies through an experimental study. We conclude that teachers can apply lesson and learning studies to craft metacognitive pedagogies for effective CBC implementation.

This book creates new research dimensions by linking metacognitive teaching with lesson study and variation theory. The book itself adopts a metacognitive teaching design to provide scaffolding instruction for readers to experience metacognitive learning. It can serve as a roadmap to teachers and a resource with teaching tips and ideas to augment their teaching. The book contains a professional tool kit for student teachers and in-service teachers who are its target audience.

Hong Kong

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