

Chapter 5 Into the Land of Adolescent Metacognitive Knowledge During the Information Search Process: A Metacognitive Ethnography

Leanne Bowler

New Directions in Information Behaviour

ISBN: 978-1-78052-170-1, eISBN: 978-1-78052-171-8

ISSN: 1876-0562

Publication date: 5 October 2011

Abstract

This chapter examines adolescent metacognitive knowledge in a fresh light and answers some methodological questions related to the investigation of the deepest layers of thinking during the information search. It does so by presenting a study that used an ethnographic approach to investigate the metacognitive knowledge of 10 adolescents, aged 16 to 18, over the course of four months, and in a variety of settings -- home, school, public libraries -- as they searched for, collected, and then used information for a school project. The study was framed by Flavell's model of metacognition (1977) and Kuhlthau's information search process (ISP) model, a six-stage, multidimensional model of information problem solving (1991, 2004). The chapter begins with a discussion about the ISP, metacognitive knowledge, and its potential for information seeking. The chapter then presents the findings of the study as a set of gaps and strengths of adolescent metacognitive knowledge, and concludes with commentary about the challenges and rewards related to conducting research with young people and suggestions for future areas of research.

Citation

Bowler, L. (2011), "Chapter 5 Into the Land of Adolescent Metacognitive Knowledge During the Information Search Process: A Metacognitive Ethnography", Spink, A. and Heinström, J. (Ed.) *New Directions in Information Behaviour (Library and Information Science, Vol. 1)*, Emerald Group Publishing Limited, Bingley, pp. 93-125. [https://doi.org/10.1108/S1876-0562\(2011\)002011a008](https://doi.org/10.1108/S1876-0562(2011)002011a008)

 Download as .RIS

Publisher: Emerald Group Publishing Limited

Copyright © 2011, Emerald Group Publishing Limited

To read the full version of this content please select one of the options below

You may be able to access this content by logging in via Shibboleth, Open Athens or with your Emerald Account.

If you think you should have access to this content, click the button to contact our support team.



© 2020 Emerald Publishing Limited

Metacognitive knowledge is about one's own cognitive processes and the understanding of how to regulate those processes to maximize learning. Some types of metacognitive knowledge would include: Content knowledge (declarative knowledge) which is understanding one's own capabilities, such as a student evaluating their own knowledge of a subject in a class. It is notable that not all metacognition is accurate. Studies have shown that students often mistake lack of effort with understanding in evaluating themselves and their overall knowledge of a concept.[9] Also, greater confidence in Adolescent Metacognitive Knowledge during the Quran Memorization Process. Article. Jan 2019. The results further showed that metacognitive knowledge and task orientation were positive and statistically significant predictors of the growth of picture book comprehension over and above the initial level of narrative picture book comprehension. These findings add to our knowledge about the development of inter-individual differences in narrative picture book comprehension and the roles of vocabulary, metacognitive knowledge and task orientation in it. They also suggest a novel way to assess the narrative comprehension potential among students with compromised working memory or decoding ab Metacognition and metacognitive knowledge. Metacognition is deliberate, planful, intentional, goal-directed, future-oriented mental behavior that can be used to accomplish cognitive tasks (Flavell 1979). The study identified thirteen attributes of adolescent metacognitive knowledge. This paper focuses on one of them; communicating. During the first stage of the information search process model, task initiation, there seemed to be no talk about the research project, perhaps because this is a passive stage where the student simply receives the assignment from the teacher. During topic selection, however, the participants actively sought and enjoyed the advice of those around them.

