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. 

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.