Metacognitive Journaling

Metacognitive journaling requires students to write about their thinking processes. Conducted as a double-entry assignment, students create two columns in their journal and place in the right-hand column their commentary on the text or their response to study questions. In the left-hand column, the student reflects on how they arrived at these ideas.

Asking students to actually reflect on their thinking processes helps them become more aware of what steps go into thinking. Creating students who will be lifelong learners is the outcome of metacognitive journaling because students develop a better understanding of their own learning process. It also encourages students to become self-encouragers by giving them the opportunity to see how their own thought processes becomes more developed throughout a semester. In addition, a metacognitive journal creates better learning within the discipline and yields better information transfer.

Below is a chart from the website Reading Apprenticeship that outlines some metacognitive journal prompts students can utilize to help them write about their thinking.