

A way of cultivating pupils' metacognition
in forming a subject-conscious mind based on anti-essentialism

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ABSTRACT

This presentation, which includes a video-recorded science class in primary school, shows a strategy for cultivating pupils' ability to control their thinking process: metacognition. In the science class, the teacher encourages each pupil to foster his/her subject-conscious mind from the others' viewpoint. For example, teacher encouragement can take the form of the following suggestion at a critical stage of pupils' reasoning about a conclusion obtained from their experiments: "Imagine your classmate's idea about this." In forming a classmate's idea, each pupil becomes able to clarify his/her own idea. In this mental process, which is equivalent to an inner dialogue between the same pupil's subject and self, each pupil is led to their subject-conscious mind depending on the other's subject. This suggestion is easier for pupils' practice than that which directs them to recall their own subject without taking others' subjects into consideration, e.g., "Consider what you really think," because such a suggestion merely bewilders pupils who are unfamiliar with their controlling their selves. By contrast, since his/her classmate works as a catalyst, the present suggestion can remind each pupil of both his/her subject and self. By means of the suggestion, pupils will be able to experience their inner dialogue and then develop their ability to conduct metacognition. In addition to the strategy, the presentation also outlines where the suggestion is placed in the framework of structuralism, an archetypal anti-essentialism, because the strategy, which focuses on the relational nature of each pupil's subject, is based on anti-essentialism.