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**EDUCATING INDIVIDUALS WITH SPECIAL  
NEEDS TOWARDS INTEGRATED LIFE**  
*Realising the Goal of Educational Equity*



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## META COGNITION-A KEY TO UNLOCKING CREATIVITY

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### ABSTRACT

*Students' creative thinking abilities continue to be found to be lacking. Metacognitive strategies are one method for developing creative thinking skills. Students are taught to check their thinking to come up with ideas to solve the difficulty of making a work in this technique. Metacognition is an understanding and comprehension of one's cognitive processes. It involves monitoring and regulating one's thinking, learning, and problem-solving processes. Metacognition allows people to reflect on their thoughts, knowledge, and experiences to make more informed decisions about approaching a task or solving a problem. Metacognition and creativity are two important cognitive processes influencing human thinking and problem-solving. While metacognition concerns one's thinking and learning processes, creativity concerns generating fresh and valuable ideas or solutions. Metacognitive strategies enable students to reflect on their thinking. This awareness of the learning process improves their control over their learning as well as their capacity for self-regulation and managing their drive to study. This article throws a light on the readers about how metacognition is important for nurturing creativity among students.*

**Keywords:** Creative Thinking, Metacognitive Knowledge, Metacognitive Experience, Metacognitive Monitoring and Control, and Creative Process.

### Introduction

In today's world, we need to equip ourselves with the ability to adapt to build our skills of thinking. The ability to think diver-gently in both a digital and non-digital environment has become an essential characteristic of today's successful individuals. The rapid growth of information technology demands the learner could be equipped with higher cognitive skills namely metacognition, problem solving, critical thinking and creativity. According to Flavell (1976), metacognition is the capacity to reflect on one's present cognitive processes. It is also called "cognition about cognition, which involves several high-level cognitive processes like memory, learning, and decision-making ( Metcalfe, 2000).

Metacognition refers to awareness of one's knowledge one does and doesn't know and one's ability to understand, control, and manipulate one's cognitive processes (Meichenbaum, 1985). It involves understanding how and why to apply specific strategies as well as knowing when and where to apply them to learn and solve problems. The ability to use previous experience to create a strategy for tackling a learning activity, solve problems as they develop, reflect on and evaluate results, and modify one's approach as necessary is known as metacognition.

In general, metacognition emphasizes a person's capacity for awareness, knowledge, and control over their cognitive processes (Nelson, 1990). Although researchers have frequently divided the idea of metacognition into the three interrelated categories of metacognitive experience, metacognitive knowledge, and metacognitive monitoring and control, it is thought to be vague and undefined (Flavell, 1979). In particular, metacognitive knowledge—defined as declarative knowledge of cognitive processes and products—has been broadly classified into three categories: task knowledge, which includes task structures and goals; strategic knowledge, which includes advantages and disadvantages as well as the applicability

of each strategy; and personal knowledge, which involves hobbies, memory attributes, ways of thinking, and ability limitations (Efklides, 2011).

Humans are unique in their ability to be creative, defined as coming up with new and practical ideas or creative solutions to issues in a particular setting (Abraham, 2013). Researchers have postulated throughout the last ten years that elements of metacognition may be necessary for creative thinking (Davidson and Sternberg, 1998). Metacognition based learning increases diverse pathways and providing wide range of opportunities which offer fresh guidance for the cultivation of creativity.

Sternberg and Lubart (1996) define creativity as the ability to deal with a situation in authentic ways. This ability involves viewing a given circumstance or problem from various angles. Creativity goes beyond making something out of nothing because a new concept or thinking is frequently a variation version of an older thought or a combination of previously known or owned thoughts. Thus, creativity might be characterized as synthesizing and re framing past notions (Bessis 1973).

### **The Confluence of Creative Thinking and Metacognition**

Creative thinking can be regarded as a metacognitive process in which the combination of an individual's cognitive understanding and action evaluation results in invention. Creative thinking, in particular, involves some cognitive processes, such as the acquisition of knowledge and skills, the transformation of knowledge into new forms, and the testing of products against internal and external standards. (1983, Amabile). Although metacognition plays such an important part in high-level cognition, it appears fair to include it in these phases. For example, for any creative action to be successful, appropriate prior information must be deliberately chosen and a work plan must be implemented. Furthermore, methods must be flexible, and the uniqueness and utility of items must be assessed. Indeed, all of these processes are metacognitive, and their employment would almost certainly boost creativity (Armbruster, 1989). As a result, we conduct a systematic review of the three components of metacognition's role in creative thinking.

According to Guilford (1950), divergent thinking, as opposed to convergent thinking, which concentrates on finding a single solution to a problem, focuses on coming up with several solutions for a given job. Fluency, flexibility, originality, and elaboration are the four criteria Torrance (1965) suggested be used to measure creativity. In addition, Torrance created the Torrance Test of Creative Thinking (Torrance, 1966) to gauge creative thinking's verbal and visual aspects.

### **Metacognitive knowledge**

Metacognitive knowledge helps people choose, evaluate, and correct cognitive methods that are necessary for creative thinking. Several empirical studies have found that an individual's metacognitive knowledge leads to domain-specific creativity. Baquedano (2013), for example, discovered a moderate link between metacognitive knowledge and visual-spatial creativity (e.g., drawing and titling four drawings from specified lines), and Bass (2010) reported similar findings on mathematical creativity. Fayenatawil (2011) used a protocol analysis to investigate both artists and non-artists while creating creative drawings. The findings demonstrated that artists with significantly more metacognitive knowledge of plans, aims, and descriptions outperformed non-artists in a creative creation assignment.

### **Metacognitive Experience**

Metacognitive experiences, encompass cognitive and affective experiences in the cognitive process (Flavell, 1979). Metacognitive experiences differ from other types of experiences in that they involve current and continuing cognition as well as emotions, i.e., affective sentiments experienced throughout the cognitive process (Papaleontious-Louca, 2008). It is debatable whether the metacognitive experience expressed by processing fluency helps or inhibits creative thinking. There are various causes behind this



debate. To begin, different types of creative thinking, such as divergent convergent thinking, may have varying connections with processing fluency. According to Benedek et al. (2011), the processing mechanisms of different types of creative thinking differ significantly. Divergent thinking activities, in particular, involve analytical processing (Unsworth et al., 2011), but excessive analytical processing may limit convergent thinking tasks due to the requirement of a fresh representation of problems and the search for remote connections to memory (Metcalf, 1987).

### **Metacognitive Monitoring**

Metacognitive monitoring is the process of reviewing one's learning process or present state of knowledge. Riley used monitoring to determine whether she was confident in her comprehension of infusion kinetics (but less sure about systemic clearances) and to estimate her performance on the exam. It is important to note that metacognition can be separated into "knowledge of cognition" and "regulation of cognition" utilizing a dichotomy (Brown, 1978). The regulation of the cognition component involves an individual's planning, examining, monitoring, testing, and assessing cognitive activity, which corresponds to "metacognitive monitoring and control." Thus, we now present a full introduction to the relationship between "metacognitive monitoring and control" and "regulation of cognition" and creativity.

### **Role of metacognition in developing creativity**

Metacognitive strategies were found to have a significant, positive and direct effect on cognitive strategy use. If we teach students using metacognitive strategies, students understand how they learn best and creativity.

#### **1. Explicit teaching**

With a focus on activating past information, presenting new knowledge and abilities, modeling knowledge and skill application, and offering adequate opportunity for autonomous practice and reflection. This explicit teaching can develop creativity.

#### **2. Supporting students to plan, monitor, and evaluate their learning**

It helps students in planning, monitoring, and evaluating their work/learning. Explicitly teaching these abilities and organizing work around these phases will allow students to eventually absorb these approaches and utilize them to take charge of their learning.

#### **3. Creating rubrics**

Assist students with learning monitoring and setting specified, measurable, attainable, reasonable, and timely (SMART) individual learning goals.

#### **4. Modelling of thinking**

Explain the cognitive processes that you utilized to consider, analyse, and solve challenges. It could be as simple as 'thinking aloud'. When teachers replicate their thought processes or show a subject with a real object, children learn more effectively and develop divergent thinking.

#### **5. Questioning**

A key element in developing creativity is the ability to ask the right questions. By doing so, you can solve problems, explore new possibilities, and increase your knowledge. Both in terms of engaging students, monitoring their progress, and stimulating their thinking, as well as recognizing student questions as a form of feedback and an opportunity for clarification/extension of learning. Teachers can implement metacognitive strategies to assist students in becoming creative-thinking learners and develop a strong sense of agency in their learning.

### **Conclusion**

Metacognition is important in creative achievement because it allows us to analyze our creative talents, create clear and attainable creative goals, and make appropriate adjustments along the route. When we think about how we think, we obtain crucial insights that enable us to take intentional action, overcome hurdles, and realize our full creative potential. We can all improve our creativity and achieve more by cultivating a habit of metacognition.

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