

Close the Metacognitive Equity Gap: Teach All Students How to Learn

ABOUT THE AUTHORS

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In his seminal book, *Toward Excellence with Equity: An Emerging Vision for Closing the Achievement Gap*, Ferguson (2008) persuasively argued that the

they can more easily grasp the meaning of the term

It's like you have a big brain outside of your

really understand something or if you've just

to really understand what you're reading, rather than just looking at the words as you

controlling, and making adjustments to the way

strategies, and also between study skills and

Teach Students How to Learn

that would lessen the impact of delivering the

versus higher socioeconomic, or students from

using a parallel term, *metacognitive equity*, to describe closing the gap between students who

most to the persistent achievement gap and that all

I was oblivious to the possibility that students could be transformed from academic failures to

learning strategies, and I began to marvel at their impact not only on the students but also on my own seen countless students transform their academic learning strategies that show them *how*

year—if all students could be taught how to learn—

(b) the lack of opportunity for high-level learning in K-12 schools, and (c)

gap to students from under-resourced

is that not enough people know that it is possible to teach students how

during her sophomore year with a professor with whom she wanted

professor asked her why she even thought she would be able to major in neuroscience because she had a C average in the neuroscience course

told me that she went to her room

crying, trying to decide what else

learned that she could improve her performance by

them to raise her grades, earning all A's during her

they have personal experience comparing themselves to other students while they were in school and may have labeled themselves as

be introduced to all students as early as possible

gap is the lack of higher-level learning throughout

of elementary or middle school students into

have access to courses like Advanced Placement or

20 years, I have
seen countless
students
transform
their academic
performance
by using simple

learning
strategies that
show them *how*

resourced schools are more likely to

when our younger daughter entered

As a 9th grader, she was placed in a mid-level math class but was moved to the honors class within a few

name and used the same textbook,

level class consisted exclusively of problems very similar to the worked examples presented in the chapter, whereas the honors students were

schools are largely unaware of the more advanced thinking and learning skills that students in other

than most of their peers, it is logical for them to mistakenly believe that they are prepared to

Moreover, as Putnam (2015) argued, students from economically disadvantaged backgrounds have less

that mentorship provides, I argue that two of the

skills and encourage students to persist through

model these skills while encouraging students to

Fortunately, educators already have the tools

the “whys, hows, and what ifs” instead of merely

year speaking career, I have heard from many K-12
teachers and students successfully teaching and

