

## **Hermeneutics and Metacognition**

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### **WHAT IS HERMENEUTICS?**

Hermeneutics is the practice and theory of interpretation and understanding of science, art, education, and philosophy. A reflective inquiry, hermeneutics is the study of aletheia, the Greek word for unhiddenness to reveal truth (Moules).

Combining metacognition and hermeneutics suggests that thinking about literature through the lens of the hermeneutic arc may enlighten us to better writing. In fact, we promote the use of metacognition to begin the outlines and purpose, hermeneutics to approach the research, and finally, cultural poetics to see the literary work as a social discourse. Evidence in favor of applying this methodology occurs in the fall of 2018, at a Southern Atlantic Modern Language Association Conference. The panel about “Agency, Activism, and Courage in the Classroom Community” by invited members of the College English Association includes a lecture by Maryann P. DiEdwardo entitled “Pedagogy and Social Justice: Reading to Transgress”. The main themes center upon teaching civic values at Lehigh University in English Literature and Composition classes and in research writing for graduate students from 2007 to the present. Considering the impact that researchers make on their readers, we can change the researcher with hermeneutics, metacognition, and cultural poetic approaches. Consider participants’ views and knowledge. Applying hermeneutical approaches constitutes a text, a respect for history of the author of the text and the significance of the text, and understanding approaches to writing about the text. The hermeneutic arc offers us methodology for interpretation. “Hermeneutics, in France as elsewhere abroad, is frequently associated with the work of Paul Ricoeur” (Frey, viii.). We discuss civic values through the hermeneutic arc and prepare to study through metacognitive activities. In 2011, in *World Applied Science Journal* 15 (11): 1623-1629, Ghasemi et al. defined Hermeneutics as the science of interpretation. “In the field of education, hermeneutics has played a relatively important role in understanding text” (Ghasemi et al.). The authors site the hermeneutic method according to Paul Ricoeur. We accomplish understanding by explanation, understanding, appropriation which Ricoeur called “hermeneutic arc”. Explanation explores the nature of the text; understanding explores the question which the text presents; and appropriation expands knowledge and perception.

Jeff Malpas and Hans-Helmuth Gander, editors of *The Routledge Companion to Hermeneutics*, establish Hermeneutic origins, explain Hermeneutic thinkers, ask Hermeneutic questions, describe Hermeneutic engagements, challenges and dialogues, and conclude with the future of hermeneutics. I intend to use Hermeneutics to interpret literature as a social discourse. I practice hermeneutics according to my classically trained educational paradigms which are rooted in Plato and Aristotle. As a drama historian, I have found the *Poetics* by Aristotle to set criterion for interpretation which reflects and questions fundamental assumptions (Malpas et al.). The most important outcomes of

hermeneutics and metacognition in writing is cultural poetics which seeks to identify literary works as social discourses; we apply curriculums that engaging in reasoned conversation with others about short stories, essays and novels as well as film as visual literature. We practice marshaling and organizing evidence in support of our claims while not neglecting evidence to the contrary. We also practice critical thinking, and we use writing to improve our skills of analysis, synthesis, and interpretation. We create logical and special thinking, socialization, and conversation. What is Metacognition?

Metacognition is thinking about thinking. I provide think, pair, share activity to create a community in the digital setting. Think of one word or set of words first. Writing fiction, non-fiction, poetry and drama as a learning community in a curriculums in distance settings with self-assessments through metacognitive pedagogy can improve student learning and achievement. I teach writing where I offer activities that support preparation for learning to teach students to act as cognitive mappers to create in the new literature of the social network as the new voices for a global cultural literature revolution. I have added a short video to suggest that you write your own thoughts in a thesis and topic sentences to begin. Write about motivation, dialogue, and other literary elements in an analysis of the story. Use plot only a small amount to support your analysis and thesis. Avoid the plot as a structure and explain elements of literary thought such as character, setting, language, and author point of view. Share this with at least one other classmate in the conference and share ideas. The skills are based on thesis and organization with skillful thesis statement, topic sentences, and transitions; clear introduction, body paragraphs, and conclusion.

Most importantly, I conversationally attempt to reach out to students with explanations and constantly friendly reminders which I often link to editing sessions for papers. Online, hand written transmitted by typing into a file, or combination journals are accepted in my class. I also suggest students reflect with their own words in either a virtual setting or a notebook. Please consider all pieces of thoughts, notes, outlines, as a part of your journal. One of my students called her rhythm of writing "scratch" which compiles a journal of pre-writing thoughts that composed her semester journal. She emailed a formatted copy to me.

Metacognitive processes focus on learning with self discovery in hard copy journals. Writing assignments ask us to take positions on cultural issues or questions of interpretation.

We combine poetic and hermeneutic models to ask how a particular effect is achieved or why an ending seems right but also what a particular line means and what a literary work tells us about the human condition. In 2017, Maryann P. DiEdwardo published her article titled "Implementing Learning Strategies Based on Metacognition" in the *Journal of Modern Education Review*. She presents learning strategies based on metacognition or thinking about thinking. The planning of a writing project "center upon activities that support preparation for learning to teach students to act as cognitive mappers to create new literature of the social network as new voices for a global cultural revolution" (DiEdwardo, 380).

## METHODOLOGY

Stories that students create in the new literature of the social network become the new voices for a global cultural literature revolution. By telescoping into a shorter version of oral history, writers succeed in the learning community. The framework short story fuses authentic assessment and multiculturalism as a focus to envision the student in a creative process to offer transformation. Globalization of the literary canon requires applications of the aspects of oral history traditions. My class is organized to become a learning community with a focus writing short stories as authentic assessments to develop student voices.

As cultures converge in global 21<sup>st</sup> century classroom, students of multiethnic backgrounds require varied models to succeed. Reading, writing, and arithmetic which served our industrial society may be enhanced by a new fourth “R” or remembrance as educational focus for the age of technology and multiculturalism. Language is the basis of classrooms whether traditional, enhanced or distance. Students read the works of multicultural authors and create audio presentations in youtube. Music, photography, art, pinterest, twitter and facebook become the new literature that enhances learning. Stories that students create in the new literature of the social network become the new voices for a global cultural literature revolution. Mirror the classroom by following activities that students can perform before they enter the classroom.

Student-directed pedagogical models and 21<sup>st</sup> century themes fuse to ignite a learning community for reflection, discovery, and social networking to motivate the 21<sup>st</sup> century student. Writing fiction, non-fiction, poetry and drama as a learning community in English curriculums in distance settings with self-assessments through metacognitive pedagogy can improve student learning and achievement.

Metacognition and Student-directed pedagogical models and 21<sup>st</sup> century pop culture themes fuse to ignite a learning community for reflection, discovery, and social networking to motivate the 21<sup>st</sup> century student. Learning strategies based on Metacognitive processes focus on Multiple Intelligence Theory, Life Story Writing, Studying Oral Histories, Writing Process Theory, Learning Paradigm and Learning Communities.

Re-imagining writing for the purpose explains transformation upon reading literature such as to signify intersectionality. For modern readers, what a work of fiction “really means” is the subject of endless, conflicting interpretations. “The first task of literary criticism is precisely this: to translate into ideas the image of the world that lies sedimented inside the works. And yet this happens with the awareness that the language of mimesis is based on action, text, and history.

Flavell coined the term metacognition in the seventies of the last century (Flavell, 1979). I use his approach to teach pre-writing techniques to enhance student achievement. My creative approach to use of metacognitive activities is based on thinking about thinking. Prepare students by planning and training through metacognitive preparatory opportunities to engage in informal writing and conversations. Life story writing is my key model.

The class is themed on ideas about the human condition. My students create journals as primary sources for essays. Writing based on keen observation and self discovery is a part of learning to write. Students will need to find ways to enjoy the pace by excelling in their writing from the first

week. Paradigms of research based internet resources like Diigo are useful to create annotated bibliographies to collect data. Diigo as a resource is based on my own books, articles, presentations and original published poetry. I also list other poets as well, especially 21st century new poets! Then, I coordinate my Diigo resources with our Google Scholar by setting up weekly lesson samples. I use this process for short journaling exercises that students prepare weekly. The topic is providing habits like researchers perform for case studies. I also reflect the reasons for my lessons so that students realize that they are the creators of their own thoughts. I analyze my lessons and coordinate these lessons with cognitive function expected. Please go to Prezi.com to see my presentations for more examples.

### NOTES

Metacognitive Processes According to Sternberg in *Interamerican Journal of Psychology*, 2005, Vol.39, Num. 2, pp. 1890202, The Theory of Successful Intelligence, <http://eric.ed.gov/?id=EJ773903>, metacognitive processes aid figuring out how to do a particular set of tasks and ensuring that the processes are performed correctly.

Metacognitive Connected Pedagogy Framework copyright Maryann DiEdwardo Ed.D.

1. Curriculum Design includes Metacognition Pedagogy
2. Read and discuss journal posts; continue chats
3. Deconstruction: design character impersonation videos: analysis of literary elements
4. Research biographical and historical background
5. Interpret language using Reader-Response Theory, Identity Theory, and New Historicism
6. Connect cultural observations with inclusion of personal narrative and blended learning
7. Writing process: drafting.
8. Writing process: submissions.
9. Writing process: presentations.
10. Critique: professor, peer, self.

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