Awareness of Limits of Knowledge

Description of Element

An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity, and limits to knowledge and how this might influence analysis and interpretations

Interpretation

Recognizing the limits of one's knowledge and abilities is part of metacognition (the critical awareness of one's thinking). Metacognitive practices can promote awareness of one's strengths and weaknesses, and can play an important role in expanding knowledge and improving performance. Understanding one's limits also involves a sense of responsibility towards oneself, one's colleagues and one's community. Awareness of one's limits may be fostered by self-examination of one's thinking and learning, by exposure to other disciplines and advanced fields, and by placing knowledge into a broader global context. Graduates should appreciate the potential impact of their limits to job performance and decision-making abilities.

- Do teaching activities and assessments ask students to identify what they find confusing or challenging?

- Are students given opportunities to attempt and fail in a safe space?

- Is time given to reflect on and discuss undesired outcomes, judgement errors, poor decisions, and failed attempts?

- Are students encouraged to learn from their mistakes and alter their behaviour accordingly?

- Are students exposed to topics and concepts above their current level of understanding?

- Do assessments require students to self-reflect on their knowledge and abilities and is this self-reflection placed into context with feedback from others?

Sample Learning Outcomes

Document reflections on one's own teaching ability and children's learning in a school

environment. (BCD400)

Evaluate through group discussion how personality, attitudes, cultural background, and opinions impact group dynamics and how effective crews seek to improve performance and safety. (HUM500)

Engage in self-reflective practice to identify how personal and professional biases and assumptions may have an impact on the therapeutic process. (SWO400)

Resources

Encouraging Metacognition in the Classroom from the Yale Poorvu Center for Teaching and Learning
Examples and recommendations for bringing metacognitive activities into post-secondary classrooms.

Metacognition from Vanderbilt University
This article from the Center for Teaching at Vanderbilt University defines metacognition and presents activities for incorporating metacognition into the classroom.

Teaching Metacognitive Skills from the University of Waterloo
Tips from the Univeristy of Waterloo's Centre for Teaching Excellence on incorporating metacognitive strategies into course content and assignments.

It's a Mistake Not to Use Mistakes as Part of the Learning Process from Edutopia
An article discussing the value of mistakes and how educators can effectively use student errors as opportunities to promote learning.

Seneca Core Literacies – Ethical Reasoning, Personal and Social Responsibility

tags : awareness-of-limits-of-knowledge, degree-level, degree-level-teaching, degree-standard, standard, teach, teaching-and-learning, teaching-and-learning-centre