

The Potential of Social Metacognition in the Research of Social Science

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ABSTRACT

The aim of this paper is to show the potential of social metacognition in the research of social science. Information gathering, analysis, and interpretation for a range of social, political, economic, and educational objectives are briefly known as social science research. The study of people and societies is referred to as social research, and it is frequently used to find recurring social patterns in daily social interactions. Social science research is the methodical comprehension of social facts or phenomena. To learn more about people and communities and how to support them in making better decisions, social researchers study nearly every aspect of human behavior. Humans are perhaps the only social animals with the capacity to reflect on their own experiences and thought, as well as on their lives, ideas, and deeds.

Humans are able to make plans for the future, reflect on the past and draw lessons from it, and, to some extent, even predict what will happen to them.

Metacognitive ideas have the power to alter feeling, thinking, and conduct and they are essential to a full understanding of human social behavior. Metacognition can help to learn and solve problems by promoting self-scaffolding and managing personal experiences. Similarly, social metacognition distributes metacognitive demands among group members, increases the visibility of one another's metacognition, and improves individual cognition, resulting in reciprocal scaffolding and greater motivation. Social metacognition consists of group members' monitoring and control of one another's knowledge, emotions, and actions.

Keywords: Social Science Research, Metacognition, Social Metacognition

1. Background

Social Science Research: Social science emanated in the early 18th century from the moral philosophy and it was influenced by the Era of French Revolution and Industrial Revolution. In 1967, the term "social science" was coined by Mirabeau in French for the first time. The term "Social science" since the middle of 20th century more generally has come to refer to all those disciplines which analyze society and culture; from anthropology to psychology to media studies, not just only sociology.

In order to encompass, verify, or correct knowledge of social life and human behavior, social science research is a systematic approach to conceptualizing, analyzing, and exploring human life. Utilizing scientific methods to explain social phenomena in society is also known as social science research. Social science research is the systematic method of discovering new facts and verifying old facts (P.V.

Young, 2015). Their sequences inter relationship, causal explanations and the natural laws govern them. Social research helps us understand the social world better by bringing to light ongoing, emerging, re-emerging, and newly discovered social problems. Furthermore, social research is used to derive solutions. Researchers use social science as a tactical tool to refute preexisting theories about social reality in society by presenting novel discoveries that contradict earlier theories.

It aims to explain unexplained phenomena, clarify ambiguous information, and correct misunderstood facts about social life. It applies the scientific method to understanding and analyzing social life in order to correct and verify existing knowledge as a system. The main goal of social research is to discover new relationships, new knowledge, new facts, and also to verify old ones. Social (science) research as the process which involves the interaction between ideas and evidence (outcome) (Hagin, 1994). Ideas enable social researchers make sense of evidence, and researchers use established evidence to extend, revise and test the ideas. Human behavior may be influenced by specific values and laws; the main goal of social research is to identify those laws which can be appropriate guidelines for studying human behavior.

The method of social science study is to find out what social events take place in human civilizations. New information is discovered through sociological research, assisting societies in developing and changing with the times. The idea of social science study has grown in significance in today's world of research, particularly for social scientists. Investigating social concerns and problems in society is the process of doing social science research. Social research is a systematized investigation to gain new knowledge about social phenomenon and problems (C. A. Moser, 1950). Research materials are infinite, and social science research fields are boundless. A social scientist's raw material includes every category of social phenomena, every stage of human evolution, and every period of human history. There is a lot of room for social science research in the field of social science.

2. Metacognition:

The term 'metacognition' means thinking about thinking which was introduced by John Flavell (1976) in the early 1970s based on the term 'meta-memory'. Flavell (1976) in "Metacognition and Cognitive Monitoring" viewed meta-cognition as learner's knowledge of their own cognition, defining it as 'knowledge and cognition about cognitive phenomena.' Metacognition is the conscious awareness that one has about his/her knowledge and the conscious ability to monitor and gain control over his/her own thinking and learning process. It refers to a person's knowledge about their own learning and thinking process. Metacognitive process includes planning, monitoring, mentoring, problem solving, evaluating among others.

This phenomenon can be defined as Meta, which is a prefix from Greek meaning beyond or behind. "Cognition" refers to the mental result of perception, learning, and reasoning. The whole term means what lies behind the ways of thinking that result in perception and reasoning. Metacognition includes the understanding of cognition (metacognitive knowledge) as well as metacognitive skills that allow one to regulate one's cognition, also called metacognitive control (Dunlosky & Metcalfe, 2009). Metacognitive knowledge includes a demonstration of understanding of how cognition works and stands for planning, problems solving and managing personal experiences in a situation of not knowing.

Social metacognition: The extension of metacognition into group interactions is social metacognition. It is thinking about a group's cognitive processes. Social constructivism and collaborative learning have contributed to the development of a theory of social metacognition. Social metacognition is group

members' monitoring and control of one another's knowledge, emotions, and actions (Chiu, 2008). Social metacognition allows group members to make their own metacognition requests, increases the visibility of each other's metacognition and enhances individual cognitive abilities which lead to mutual support and increased motivation. Metacognition is awareness and regulation of one's own thinking; for societal metacognition it is understanding and regulating others' thoughts. Social metacognition is a phenomenon in which researchers share ideas with their peers, community, encourage others to evaluate those ideas and assess them on the basis of shared opinions.

During social metacognition, researchers help each other both evaluate metacognitive strategies and learn new ones (Anderson, 2004). While working in small groups, social researchers can stimulate metacognitive processes in one another, leading to improve learning and increase reasoning. Research indicates that social metacognition is something that is distinct from individual metacognition because it is produced by the collaborative work of a pair or group. While individual metacognition is monitoring and controlling one's own knowledge, emotions, and actions, social metacognition is a process of monitoring and controlling knowledge, emotions, behaviors of one another by members of the group and making our individual metacognition visible to enhance each member's experiences. Social metacognition transmit metacognitive requirements among members of the group to increases the visibility of metacognition of one another to develop and enhance individual cognition (Carlson, 2016) Social metacognition has the benefit of allowing group members to make explicit their metacognitive processes, along with allowing metacognitive effort to be distributed among the group members (Chiu and Khoo, 2009). By making the metacognitive work apparent; individuals can scaffold metacognitive processes for each other and improve individual metacognitive work along with improving the group's social metacognition (Chiu and Khoo, 2009). Within the supportive learning environments and communities, social metacognition can facilitate learning of individual metacognition through diverse views, social feedback, and exposure to visible uses of metacognitive strategies. When exposed to diverse views, researchers' experiences, socio-cognitive imbalances are motivated to resolve it through metacognitive evaluations, comparisons, and evidence analysis. Socio-cognitive conflicts help individuals evaluate their strategies and sharpen their selection strategies (Andersen, 2004). When researchers disagree, they highlight their ideas, elaborate them, explain them, and justify them to reconcile the differences and negotiate shared meaning. Furthermore, social feedback helps learners internalize these social behaviors to self- monitor their performance, self-evaluate it, and self-adjust it (Vygotsky, 1997)

3. Conclusion:

Social metacognition aids construction of meta-strategic knowledge which helps researchers learn and evaluate strategies. Integrating their monitoring and communication skills, they can recognize group members' understandings of the given problem or issue and use appropriate metacognitive regulation processes to advance their group's work to achieve their goals. Social metacognition distributes metacognitive responsibilities, increases the visibility of metacognition, and improves individual cognition. Thus, social metacognition creates mutual support, identify limitations, build shared knowledge, and expand understanding and motivation. Social metacognition moderates the challenges of inadequate metacognitive resources, inaccurate self-evaluations, misallocation of resources, unsuitable strategy selection, or misuse of feedback compared to individual metacognition.

We can conclude with these few points: First, social metacognition has the benefit of making a researcher's metacognition visible when they communicate with social group members. Second, social metacognition consents for communal support in the research of social science. Third, in the research of Social science, metacognition extends support to evaluate, repeat, and elaborate on one another's ideas, views and comments. Lastly, social metacognition can increase motivation to the research of social science when social group members share risk and provide emotional support for the research.

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