



**RE[FRAMING]: Seeing something else**

## **This week Research Summary: #1. Developing metacognition is critical for entrepreneurs**



The article "The Reflective Entrepreneur: Tools that Increase Metacognition during Venture Creation Programs" by Mariel Hjelle and Bob Bastian (2024) examines how entrepreneurship educators can enhance leaders' metacognitive abilities. Read more about metacognition below. What makes us renew our way of designing educational programs, innovation initiatives or the way we nurture culture at scale? This critical question keeps us aligned with our goal of being at the forefront of meaningful learning. For me, it's about learning to learn in entirely new ways.

At The Meaning School, we are driven by a deep commitment to being at the forefront of new ideas and knowledge, exploring the cutting edge in an international arena. We strive to curate the most engaging and impactful programs, those that challenge conventional thinking and offer fresh perspectives on leadership, learning, and beyond. This is not just another discussion group; it is a space for deep intellectual exploration, where traditional tools like desks, paper, pens, and books are honored alongside the beauty of art, the inspiration of nature, and the value of thoughtful homework while crossing borders to new cultures.

At the heart of The Meaning School lies a commitment to innovation, curiosity, and a deep connection with the world around us, but also with the world within us. We are a school in the truest sense, where knowledge is shared, challenged, transformed, and lived.

Take care of the blueberries.

Malin Pedro, Curator and Program Director

*This reflection is part of my discovery journey, where I relate to research in my field. If you are interested in more information, contact me [malin.pedro@themeaningschool.com](mailto:malin.pedro@themeaningschool.com)*

## **#1. Developing metacognition is critical for entrepreneurs**

In my educational work, we immerse program participants in experiences that blend creativity, reflection, and personal growth. For example, we visit events like the Biennale in Venice, and visit the Harlem Hospital in NYC, where participants engage deeply with art, using its transformative power to spark thought and reflection. We also incorporate unique practices, such as inviting participants to hug trees, which helps them connect with nature, to fantasy, to imagination, and on a more personal level, to connect to deeper answers to personal questions. Now you might think; this is way out!

Metacognition means "thinking about your own thinking." It's like when you stop for a moment to ask yourself, "How am I solving this problem?" or "Is there a better way to do this?" It's important when you're learning something new, like starting a business or creating something new, because it helps you understand how you're learning and how you can get better. Research is still figuring out how teachers and people who help others learn can best teach this skill in a fun and easy way. Below, you'll find my guidance and suggestions.

Over the years, I have developed various tools to enhance critical thinking and cognitive development, drawing on my background in mental training and personal development. My interest in challenging and expanding the brain's capacity has shaped my approach to designing leadership programs. This focus on cognitive growth, systemic thinking and personal insight is central to the frameworks I curate internationally. It also serves as the foundation for crafting new products, shaping organisational cultures, and crafting strategic directions.



Metacognition is something we can all learn and develop. It's a multidimensional skill that applies across different areas of life. It involves three key types of knowledge: declarative (knowing what), procedural (knowing how), and conditional (knowing when or why). People with strong metacognitive abilities tend to perform better at tasks because they know how to monitor and adjust their thinking strategies. These skills aren't limited to one field, they span across many, and the good news is, they can improve with practice. What's great is that even if someone doesn't have deep expertise in a specific area, strong metacognitive skills can help bridge that gap. As educators, we play a crucial role in developing these skills by **modelling our own thought processes** and **introducing reflective tools that guide program participants through their own thinking**.

Here are some of the tools I like to use to help develop metacognitive skills:

**Thinking Journals:** I encourage program participants to keep journals where they can reflect on their learning, making connections between theory and real-life practice.

**Checklists:** These are a great way for program participants to plan, monitor, and evaluate their thinking strategies when tackling tasks, helping them stay organised and focused.

**Team Reflections:** I promote group-based reflections, where students learn from each other through social interactions and shared experiences. I have my own checklists that combine group dynamics, theories of collective competence with areas from complexity and systemic thinking. Contact me if you want this team-reflection.

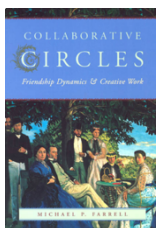
And of course, **art and nature** play a big role in neuroscience as well, they're powerful tools for deepening reflection and learning.

## For further reading

"**The Reflective Entrepreneur: Tools that Increase Metacognition during Venture Creation Programs**" by Mariel Hjelle and Bob Bastian. This chapter, published by Elgar Publishing, examines how entrepreneurship educators can enhance leaders' metacognitive abilities, particularly within change and innovation programs. [Link](#)

"**Promoting General Metacognitive Awareness**" by Gregory Schraw. This article discusses strategies to promote metacognitive awareness, including improving self-regulation and creating conducive learning environments for metacognition. [Link](#)

## Reflexive Practice – Collaborative Circles



The Meaning School actively selects and curate's research articles and movies that align with and support the creativity and imagination the world need today. These research articles or movies serve as intellectual companions, offering insights, perspectives, and inspiration that resonate with the school's focus on fostering creativity, innovative thinking, and a deeper understanding of the world around us. It's about **connecting the academic and reflective side of learning with the broader, imaginative aspects of human experience**. The very first articles focus on Metacognition. What it is, how it fosters learning and entrepreneurship and what tools can help this process. Join us for a conversation where we discuss how these insights can enrich leadership and learning practices and their implications for both personal and organizational growth.



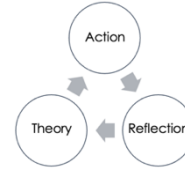




One tool is a simple notebook, that we use in The Meaning School, a Moleskine, your own written story in a simple black internal pocket where you put, sketches, notes, stories and ideas. This Thinking Journal can capture reality in movement, glimpsing and recording details, and you get your unique experience on paper. Be open.

In reflecting on the foundation of The Meaning School and the training of reflexive practice, it's important to acknowledge the thought leaders and pioneers whose work has shaped our understanding of meaning, sensemaking, and the nature of learning. Some of this thinkers; Charles Peirce, John Dewey, Donald Schön, Karl Weick, Viktor Frankl, Gregory Bateson, Paul Ricoeur, Gervase Bush, and Bob Marchak, have each contributed profoundly to the fields of philosophy, psychology, education, and organizational development. Their insights provide a guiding framework for how we interpret the world, navigate complexity, and develop practices that foster creativity and critical thinking.

Learning through Action  
+  
Change through Learning



Before delving into the seven properties of sensemaking, which are central to understanding how we construct meaning, this image serves as a visual tribute to the foundation upon which The Meaning School journey of exploration is built.

				<p><b>Meaning Making</b> <i>Reflexive Practitioner</i></p> <p>Reflection and Learning Oriented New Understanding Co-Construction Curiosity, Not Knowing, Exploring Circular Questions Looking for Many Hypotheses Explore Perspectives, Variety, Dissent Process focused</p>
Charles Peirce Pragmatism	John Dewey Abduction	Donald Schön Reflective Practice	Karl Weick Sense Making	
				<p><i>Takes Leadership</i></p>
Viktor Frankl Meaning	Gregory Bateson Complexity	Paul Ricoeur Hermeneutics	Gervase Bush & Bob Marshak Dialogic OD	

### 7 Properties of Sense Making (Weick, 1995)

- Identity** Sensemaking is grounded in identity construction. The way individuals and organizations interpret events is influenced by how they perceive themselves. The question, "Who am I?" or "Who are we?" often precedes the question, "What's going on?". People make sense of the world in ways that tend to reinforce their self-concept.
- Retrospection** Sense-making is a process that looks backward in time. We make sense of our experiences by reflecting on past events. It's about connecting the dots after events have occurred, in hindsight. Disruptions in attention are important.
- Enactment** Sensemaking is enactive of sensible environments. The process is a dynamic engagement with the world. Individuals "enact" or bring into being, through dialogues, narratives and actions, the very circumstances that they interpret.
- Social** Sensemaking is influenced by social interactions and cultural norms. It involves preserving, retaining, and sharing narratives, which are constructed in conversations with ourselves and others.
- Ongoing** Sensemaking is a continuous process. It doesn't have a clear beginning or end because people constantly encounter new events that require interpretation. It's an ongoing cycle rather than a one-time activity.
- Cues** People extract cues—small pieces of information or signals—from their environment to construct a larger understanding. Extracted cues provide points of reference for linking ideas to broader networks of meaning and are 'simple, familiar structures that are seeds from which people develop a larger sense of what may be occurring'.
- Plausibility** Sensemaking is driven by plausibility rather than accuracy. People seek explanations that are coherent and sufficient to guide action. This is due to the ambiguous world, with diverse interpretations, competing interests, and multifaceted identities.

Thank you for reading!



# The Meaning School is a garden



Take care of the blueberries