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A BRIEF LOOK INTO INDO-KENYA TRADE RELATIONS

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Abstract:-The learning process should be understood as a set of goals within the knowledge adds its route through different types of cognition. This knowledge when organized through metacognitive strategies allow the student to reach high levels of learning. Therefore, this study proposes check the students' level of agreement about the use of concept maps as a strategy / tool to aid the self-regulated learning actions. Through the construction of maps and questionnaires, we observed the actions promoted the construction of concept maps encourage self-regulated learner's posture to adopt strategies to organize and transform the information received and self assess through the route and the evolution of its learning

Keywords: Concept Maps; Metacognition; Self-regulation Learning.

INTRODUCTION

Individuals adopt procedures in regulation, monitoring and planning of their own thought are called metacognition which is a reflective ability and critical about thinking and acting like himself.

From these reflections as the individual plans will perform an activity adopting strategies that considers adequate and effective for his learning. The regulation is thinking himself that, when implemented, corresponds to the activity itself and its maintenance, that is, the action to monitor the variables that guide their learning and self-assessment in the whole process.

According to Bandura (2008) the student who has a self-regulated approach is proactive, stands firm in the tasks, displays skills in all learning contexts and use most assertive strategies that are at their disposal, holding them or changing them without many difficulties.

About mentioned aspects, much research in education have focused their studies in search of teaching and learning strategies that promote autonomous and self-regulated behavior of students, mainly Academics.

Given these needs, this study proposed the use of concept maps as self-regulated study strategies, with a view to reflection and organization of thought in order to monitor and self-assess how much is known about the proposed content.

The aim of this study was to identify the level of agreement of the students of the 2nd Period of the course of Mechanical Engineering at Federal Institute of Espírito Santo (IFES), about the use of concept maps as a strategy or tool in metacognitive thoughts of the subject matter as well as the monitoring of learning. For this study, as the methodology applied for the collection of information, firstly each student built his concept map about the

knowledge acquired with the discipline of Materials Science. At the end of the task, they answered a questionnaire with nine (9) actions considered as self-regulated strategies of learning, implicitly covered in the construction of the concept map process.

At the end of this study, the students considered the concept maps as a practical and effective strategy to identify and simplify the understanding, and to check how much is known about the content. These considerations make us to believe that the actions promoted in the construction of concept maps encourage self-regulated learner's attitude to adopt strategies to organize and transform the information received, to facilitate coding, check the logical consequences and evaluate their learning, using of trials and aid the memory of the experience previously acquired.

2 Webbing Theories

Many investigations have been made in the context of learning focus on the cognitive abilities and attitudinal aspects. With regard to the academic achievement, Flavell (1970) shows significant differences in performance, not only in terms of cognitive strategies used, but also to the meta-cognitive strategies.

One of the most important aspects in learning has been the recognition of when and how to use a particular strategy, its applicability, effectiveness and the right time. The *consci* This type of knowledge, Flavell (1970), or in other words, awareness, review and evaluate as it is known.

Although similar, Cognition and Metacognition have individual actions. In accordance restricted *cognition* refers to a specific type of representation of objects and facts (i.e., propositional representations). *metacognition* concerns, among other things, knowledge of knowledge itself, evaluation, regulation and organization of their own cognitive processes. According to Weinert (1987), the metacognitions can be considered cognitions of second order: thoughts about thoughts, knowledge about knowledge, reflections on actions.

Flavell (1987) adds that while cognitive strategies are designed simply to bring the subject to a cognitive goal, metacognitive strategies are intended to assess the effectiveness of the first.

Ribeiro (2003) summarizes in two forms understanding of metacognition: *knowledge about knowledge* (awareness of the processes and skills necessary to perform the task) and *self-regulation and control* (ability to evaluate the implementation of the task and make corrections when necessary - control of cognitive activity, the responsibility of central executive processes that assess and guide the cognitive operations).

Thus, it is supposed that the practice of metacognition leads to an improvement of cognitive activity and consequently an enhancement of the learning process. These processes are demanding because imply a self-regulated learner's attitude to restructure what is already known by the insertion of new information, recognizing the progress and remaining gaps.

According to Bandura (2008), human agency has fundamental characteristics: intentionality, anticipation and self-regulation. Through *intentionality* people elaborate plans and strategies to achieve them. By *anticipation*, people anticipate expected results of prospective actions, guiding and motivating their efforts. With *self-regulation* the agent creates standards to monitor, regulate and evaluate their actions and reflect on their actions, making adjustments when necessary.

In the course of research on self-regulation, Zimmermann helps us in topic identification. For Zimmerman (2000), the self-regulated learning refers to thoughts, feelings and self-generated actions that are planned and cyclically adapted to perform personal goals. The author summarizes that metacognitive, motivational and behavioral actions place the students as participants in their own learning process. As definition criteria, Zimmermann (2008) says that these three categories should be present in the trajectory of academic achievement's students. These categories include, among others, the analysis of learning strategies, metacognitive monitoring and perception of self.

Self-regulation is described by Zimmerman (2006) and Zimmerman and Cleary (2006) as cyclic, since the feedback from previous performance becomes proposed adjustments for subsequent actions, to improve and increase the goals and challenges.

Zimmerman (2006) shows three cycles for the occurrence of self-regulated learning: the early stage which is the analysis of the task which is the strategic planning and definition of objectives; *the stage of realization* that includes the self processes performance and motivation as well as self-observation; and finally *the self-reflection* stage involving the personal judgment and the self-assessment and causal attributions. As discussed, the model is cyclical, so the self-reflection stage influences the following preliminary stage.

Polydoro and Azzi (2009) indicate so much to Zimmerman as to Bandura the self-regulated learners are not differentiated only by its proactive guidance and performance, but also for its automotivadoras capabilities.

Regardless of the conception of self-regulation is perceived that they effectively enhance the intentional nature of the action, with a prescribed purpose. The processes by which to achieve it depends on the individual and contextual characteristics as well as the student's ability to reflect and operate on such characteristics. What is expected, then, to enable the realization of this proposal is a person that arises in the process as the protagonist.

Thus, self-regulation can be seen as a complex mechanism that involves multiple components such as motivation, behavioral and meta-cognitive, been the last of these the most relevant for learning because the

awareness, in other words, the recognition of what is known and what known about own knowledge (metacognition) is the fundamental importance for the autonomous learning.

3 Linking the concept maps to the self-regulated learning strategies

According to Ausubel and authors (1980) the learning is from the student and not just the concept that is taught. The author says that the teaching is effective only to the extent that manipulates the variables that regulate learning, such as motivation, cognitive and metacognitive abilities.

Therefore it's extremely important to think of mechanisms that enable students to relate their learning to relevant concepts, existing in their cognitive structure. The author calls this form of acquisition of knowledge as "Meaningful Learning".

Ausubel (1980) calls attention to the fact that the learning should be seen as an information storage, organization and integration of a concept. The author considers the cognitive structure as a hierarchical structure of concepts in which more specific elements of knowledge are linked and treated as more general concepts, more inclusive.

Based on the Meaningful learning theory, Novak (1984) created the concept maps that are considered an important tools for organizing and representing knowledge, as evidenced by propositions connections between key ideas.

In the maps the concepts appear in boxes while the relation between them is made by linking phrases. These sentences are called "proposition" and have structural functions a developeding a key role in representing the relationship between two or more concepts. In Figure 1 we can see an example of conceptual map that addresses the subject in question:

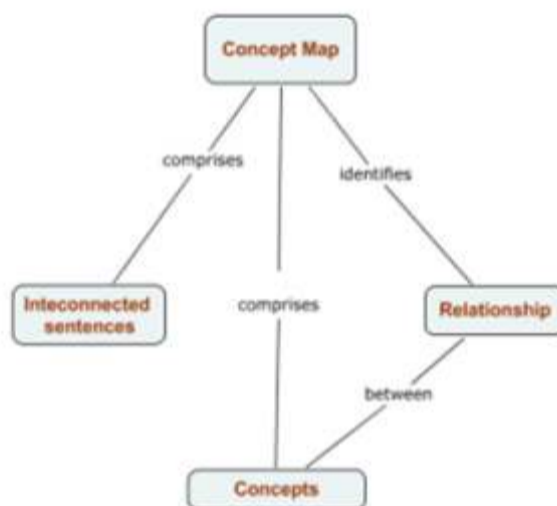


Figura 1: Example of Concept Map
Source: (NUNES, at al., 2005)

Figura 1: Example of Concept Map
Source: (NUNES, at al., 2005)

Okada (2006) sees a concept map as a "hypertext picture of the mind," According to the author the human thinking is not linear, it is built by networks and associations in which new knowledge connects with a knowledge already built can upgrade it and even refute it. Everything depends on our production of meanings and how we meanings to them.

The concept map is a cognitive design that expresses a network of thoughts in a dynamic movement are externalized and internalized simultaneously. its goal is not to classify concepts but organizing them hierarchically involving cognitive of who uses while maintaining his authenticity without limiting his knowledge idiosyncratically.

As metacognitive and self-regulated strategy the concept maps have relevant particulars. Seen as verification of the knowledge acquired, by them the teacher is able to see how the student structures, ranks, sets, lists,

discriminates and integrates concepts of a particular unit of study, topic, discipline, and others. (MOREIRA; BUCHWEITZ, 1993).

Thus, the concept map guides both teacher and student to seek actions and interventions for the improvement of education and expansion of learning. But It is important to note that the analysis of the map is essentially qualitative. The teacher most not to assign a score to the map drawn by the student. He should seek to interpret the information given by the student on the map in order to obtain meaningful learning evidence (MOREIRA, 2006).

While strategies for the organization of knowledge, concept maps have important advantages metacognitive activity because they lead the student to the planning, monitoring, and regulation of own thinking and their own actions.

4 Concept Maps: A Pedagogical Analysis

This study is based in a field research qualitative with 18 students of the 2nd period of Engineering Mechanics Course at Federal Institute of Espírito Santo (IFES). The analysis was developed from the level of agreement of about the r contributions of the use of concept maps for self-regulated approach in relation to learning of the content "Materials Science". The activity with the maps and the questionnaires were made at the end of the 1st semester of 2014, during the Scientific Methodology classes. The use of concept maps was proposed by the teacher as a study tool.

After the presentation of a conceptual map model (Figure 1), we asked students to build their maps with concepts connected by propositions about the whole learning acquired with the discipline of Materials Science, during the study semester. The students used the Cmap Tools program to construct the maps. Below is an example of built map:



Picture 2: Concept Map constructed by Student A about the Subject Materials Science

After the construction of the maps the students answered a questionnaire based on the Likert scale, in order to register the level of agreement or disagreement about the use of the concept map as a strategy/self-regulated learning tool, considering aspects: reflection, organization of thought, monitoring and self-assessment of their

learning about the knowlegde of the contents "Materials Science". As shown in chart 1.

Chart 1: Contributions of the use of concept maps

LEVEL OF AGREEMENT /DISAGREEMENT		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%	F	%
1	Thinking what I know about the Subject.	9	50	7	38	2	12	0	0	0	0
2	Using the logic of my thinking.	10	56	7	38	1	6	0	0	0	0
3	Relating the general concept to more specific concepts (characteristics, differences, similarities, others).	15	82	3	18	0	0	0	0	0	0
4	Showing all I know about the Subject.	16	88	1	6	1	6	0	0	0	0
5	Monitoring the progress and evolution of my learning.	7	38	8	33	3	18	0	0	0	0
6	Recognizing what I know not about the Subject.	8	44	8	44	1	6	0	0	0	0
7	Recognizing what I still need to learn about the Subject.	7	38	7	38	4	24	0	0	0	0
8	In general, self-evaluation my knowledge about the Subject.	6	33	8	44	4	22	0	0	0	0
9	Using as an effective strategy in the evaluation of my learning.	13	72	2	12	2	12	1	6	0	0

From the answers given in Chart 1 we will seek to analyze webbing notes basis in theoretical approach in this study. It's important to note that the aim of this study is not to measure the effectiveness of concept maps as a self-regulated strategy, but, put in evidence, levels of agreement or disagreement of students, (from the contact with the tool) related to some aspects relevant to learning self-regulation contemplated in the concept maps.

Therefore, seeking to verify if the concept maps allow the student reflect in the metacognitive way, ie, thinking about what he knows of Materials Science subject, 9 students said "strongly agree", 7 students said "agree" and said 2 "undecided" with this statement (Question 1 - chart 1).

According to Flavell (1987) through metacognitive strategies the individual is able to think about thinking itself. As a result, the self-regulated individual develops the control of cognitive operations and assumes the central executive processes that assess and guide these operations.

Keeping the focus on the control of cognitive actions by the learner, we verify the students' opinions about the use of concept maps as a way to organize cognitive thinking through free logic, 10 students said "strongly agree", 7 students said "agree" and 1 "undecided" with this statement. (Question 2 - Chart 1).

About the possibility of organizing knowledge hierarchically through the map in the action to link and classify general concepts to specific concepts (characteristics and similarities, differences, others), among the respondents, 15 students said "strongly agree" and 3 students said "agree" that the maps enabled them perform this action (Question 3 - chart 1).

About this regard Ausubel (1980) says that learning involves an information storage, organization and integration of a concept, that *posteriori* it Will be an anchor for new knowledge.

In order to enable the students to draw a picture of their cognitive structure about their knowledge, in order

to allow them to overview all they knows about the subject, among the students, 16 "strongly agree", 1 student "agree" and 1 "undecided" with this statement (Question 4 - chart 1). This overview of what you know can be seen as a feedback of past performance and the monitoring of learning that, according to Zimmerman (2000) can be used to make adjustments to current performance as a continuous proactive improvement including an overcoming of the goals and challenges.

An important aspect that favors the self-regulated behavior is to create conditions for the student to expand their involvement in the management of their journeys and take responsibility for their learning progressively. In relation to the contributions of maps, as a way to analyze the trajectory of their learning, and to follow the route and the evolution of their learning, 7 students "strongly agree", 8 students said they "agree" and 3 "undecided" with this statement (Question 5 - chart 1).

Learn self-regulated way is to be protagonist of his own learning. So, to check the relevance of conceptual maps in recognition of the difficulties, ie, "to recognize what still needs to learn", 7 students "strongly agree" with this statement, other 7 students "agree" and 4 students said they "undecided" (Question 7 - Chart 1).

As a way of self-assessment through the concept map, recognizing the progress and remaining gaps in their learning, 6 students "strongly agree", 8 students "agree" and 4 "undecided" with the statement that the use of the map concept allowed them, in general, to self assess in the subject of "Materials Science" (Question 8 - Table 1).

Bandura (2000) says the self-regulated learner creates standards to evaluate, to monitor, to regulate and reflect on their actions. It is from the self-reflection and self-assessment that the student seeks possible adjustments to overcome their difficulties.

Finally, to assess, in general, the effectiveness of concept maps as a strategy for learning assessment, 13 students "strongly agree" with their effectiveness for this purpose, 2 said "agree," 2 said "undecided" and 1 said "disagree" with this statement (Question 9 - chart 1). Among the reasons, some notes put the concept map as "a practical resource that facilitates learning because it informs visually a sequence of reasoning [...] becoming the simplest learning, [...] and it provides a greater understanding of the subject"

Summarizing the theories presented by Flavell (1970), Bandura (2008) and Zimmerman (2000; 2006; 2008) one of the main characteristics that defines the self-regulated behavior of the student is when he puts himself protagonist of his own learning becoming the manager of his projects, his progress and his strategies on tasks and obstacles. Therefore, it is believed that the use of concept maps, among other tools and strategies, contributes potentially to the construct of learning, so as to provide informational benefits both for students and educators, whether in the form of diagnosis and organization reflective thought.

5 Final Considerations

The approach of concept maps in the classroom, under an overview look, it is seen by students as an effective strategy or tool for learning as they provide free and unique way to express the constructed knowledge. Through the maps can be identified and simplify the understanding of a concept, to outsource it, modify it and internalize it again in the cognitive structure, valuing prior knowledge as the basis for the appropriation and / or application of concepts. These aspects provides conditions for students progressively to take responsibility for their learning.

Seen as a learning strategy, the concept maps come to their authors a overview of what is known about a particular concept or subject, expanding the individuals' opportunities avail themselves of favorable personal resources to reflect and understand their learning pathways. The structuring and restructuring, resulting from cognitive conflicts and spaces, provide students the awareness about the discrepancies, difficulties and errors that, when analyzed and compared to show how spaces advances and overcoming.

Despite we had not made an approach with teachers, it can be inferred that as a teaching strategy, maps are able to provide directions to educators about the learning of their students by identifying and linking between the concepts and to outline the quality of process changes in cognitive structure of their students. But is important to remember that in this check, the teacher cannot judge assertiveness among the relations between the concepts, but to promote the regulation of education and self-regulation of student learning.

It is further understood that more than a tool, the concept map is also a strategy that can be used by teachers and students as a way to assess the educational objectives, to systematize and to organize instructional material as well, to articulate previous knowledge to new knowledge. It is considered also that as efficient as it is a didactic proposal its value is relative to students' learning needs, respecting the different rates of learning of each one. Considering these facts, to better assess and understand the effectiveness of concept maps in self-regulated learning, we leave as a proposed future studies, analysis of the steps taken by students in the construction of maps, in order to see how the cognitive thinking and metacognitive were employed by students in order to recognize the deficiencies and potential of each one.

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