

## **Effect of a metacognitive intervention on mathematics problem solving in vocational students with learning difficulties**

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Most of the students in low vocational tracks present substantial learning difficulties. Some of these students are characterized as very passive when confronted with material to learn, when reading or when solving problems. Our central hypothesis is that they can become more strategic learners if they follow a training developing metacognitive control, metacognitive knowledge, and cognitive strategies.

In this presentation we report the implementation of a metacognitive intervention module in classes realized by teachers who received a special 5-days training before, and we evaluate the efficiency of this training. Our results show that this training improved not only the quality of the strategies applied by the students but also their performance. The efficiency of the training will be contrasted with the effects of a teaching style enriched by metacognitive prompting and mediation principles (Feuerstein, Rand, Hoffman, & Miller, 1980). The results will be discussed especially with regard to their educational implications for vocational students with learning difficulties and to the means to help them developing their learning potential.