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What effect does teaching a generic planning strategy have on  
student writing?

A thesis submitted in partial fulfillment of the requirements  
for the degree of

Master of Educational Psychology

at Massey University, Manawatu, New Zealand

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2014

## Abstract

Writing is viewed as applied metacognition. Metacognition is conceptualised as a conscious use of strategies to carry out a process. By using planning as a central metacognitive tool, the researcher has examined the link between the quality of student writing and the use of a generic planning strategy. Participants were 11-year-old students in mainstream classes at an intermediate school in New Zealand. Results indicate that there is a link. This link is discussed in terms of the cognitive construct of conditional knowledge. Conditional knowledge is defined as knowing why, when and where an action is necessary or useful. It is also explored as a social construct of roles and interactions between hypothetical selves. Recommendations are made for further exploration of generic planning instruction.

*Keywords:* metacognition, writing, e-asTTle, planning, primary

## **ACKNOWLEDGEMENTS**

I would like to express my sincere appreciation to my two supervisors, Professor James Chapman and Dr. Jenny Poskitt for their patience, encouragement and responsiveness.

I am indebted to many of the staff at the Ministry of Education office in Palmerston North, particularly Sally Hogg, who has provided me with much encouragement and support.

Finally, special thanks are due to my family and friends, especially Tina and Maia, who have been willing to walk this path with me, and allowed the space and time. It has been a lengthy process.

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