

Applied Metacognition

Anastasia Efklides, Plousia Misailidi

Applied Metacognition Timothy J. Perfect, Bennett L. Schwartz, 2002-11-14 Publisher Description

Metacognition John Dunlosky, Janet Metcalfe, 2008-09-24 Metacognition is the first textbook to focus on people's extraordinary ability to evaluate and control their cognitive processes. This comprehensive text covers both theoretical and empirical metacognitive research in educational, developmental, cognitive and applied psychology. Authors John Dunlosky and Janet Metcalfe address many of the key questions that have inspired scientists to pursue research in this domain. To answer these and many other questions, the authors assess major theoretical themes and programmatic research in the field. The authors also include chapters that define the scope of metacognition and cover its historical origins. Not only do they describe well-received theories about the nature of metacognition, but they also highlight unresolved mysteries currently on the cutting-edge of research. Key Features Emphasizes the practical relevance of theory and research in metacognition to learning with the use of Application boxes Introduces students to important questions that have yet to be answered by the metacognitive research literature with the inclusion of Mystery boxes Provides three easy-to-conduct demonstrations (e.g., tip-of-the-tongue experience, delayed-judgment-of-learning effect, etc.) that students can try themselves Offers brief biographies that introduce students to some of the most influential leaders in metacognition Includes a general summary at the end of each chapter Intended Audience This text is an ideal resource for undergraduate cognitive psychology students. It also serves as comprehensive handbook for more advanced students and psychological scientists engaged in the study of metacognitive processes.

Metacognition and Successful Learning Strategies in Higher Education Railean, Elena, Elçi, Alev, Elçi, Atilla, 2017-01-11 Metacognition plays an important role in numerous aspects of higher educational learning strategies. When properly integrated in the educational system, schools are better equipped to build more efficient and successful learning strategies for students in higher education. *Metacognition and Successful Learning Strategies in Higher Education* is a detailed resource of scholarly perspectives that discusses current trends in learning assessments. Featuring extensive coverage on topics such as spiritual intelligence strategies, literacy development, and ubiquitous learning, this is an ideal reference source for academicians, graduate students, practitioners, and researchers who want to improve their learning strategies using metacognition studies.

Trends and Prospects in Metacognition Research Anastasia Efklides, Plousia Misailidi, 2010-09-08 Trends and Prospects in Metacognition presents a collection of chapters dealing principally with independent areas of empirical Metacognition research. These research foci, such as animal metacognition, neuropsychology of metacognition, implicit learning, metacognitive experiences, metamemory, young children's Metacognition, theory of mind, metacognitive knowledge, decision making, and interventions for the enhancement of metacognition, have all emerged as trends in the field of metacognition. Yet, the resulting research has not converged, precluding an integration of concepts and findings. Presenting a new theoretical framework, Trends and Prospects in Metacognition extends the classical definitions offered by Flavell and Nelson to carry the prospect of more integrated work into the future. By opening the possibility to cross the boundaries posed by traditionally independent research areas, this volume provides a foundation for the integration of research paradigms and concepts and builds on the relationship between metacognition and consciousness, while integrating basic with applied research.

Metacognition in Educational Theory and Practice Douglas J. Hacker, John Dunlosky, Arthur C. Graesser, 1998-03-01 This volume presents the most current perspectives on the role of metacognition in diverse educationally relevant domains. The purpose is to examine the ways in which theoretical investigations of metacognition have recently produced a strong focus on educational practice. The book is organized around four general themes relevant to education: metacognition and problem solving, metacognition and verbal comprehension, metacognition and the education of nontraditional populations, and metacognition and studentship. Chapter authors review current literature as it applies to their chapter topic; discuss theoretical implications and suggestions for future research; and provide educational applications. Each chapter describes testable theory and provides examples of how theory can be applied to the classroom. The volume will have wide appeal to researchers and students concerned with the scientific investigation of metacognition, and to practitioners concerned with the cultivation of learning and achievement in their students. The unique contribution of this book to the literature on metacognition is its presentation of the most current research examining specific theoretical aspects of metacognition in domains directly relevant to education. This is especially valuable for the many researchers and practitioners who subscribe to the concept that by fostering metacognitive processes during instruction, more durable and transferable learning can be achieved.

Metacognition in Language Learning and Teaching Åsta Haukås, Camilla Bjørke, Magne Dypedahl, 2018-06-14 The Open Access version of this book, available at <https://www.taylorfrancis.com/books/e/9781351049139>, has been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license. This volume offers an exhaustive look at the latest research on metacognition in language learning and teaching. While other works have explored certain notions of metacognition in language learning and teaching, this book, divided into theoretical and empirical

chapters, looks at metacognition from a variety of perspectives, including metalinguistic and multilingual awareness, and language learning and teaching in L2 and L3 settings, and explores a range of studies from around the world. This allows the volume to highlight a diverse set of methodological approaches, including blogging, screen recording software, automatic translation programs, language corpora, classroom interventions, and interviews, and subsequently, to demonstrate the value of metacognition research and how insights from such findings can contribute to a greater understanding of language learning and language teaching processes more generally. This innovative collection is an essential resource for students and scholars in language teaching pedagogy, and applied linguistics.

Inspiring Deep Learning with Metacognition Nathan Burns, 2023-01-28 Understand what metacognition is and how you can apply it to your secondary school teaching to support deep and effective learning in your classroom. Metacognition is a popular topic in teaching and learning debates, but it's rarely clearly defined and can be difficult for teachers to understand how it can be applied in the classroom. This book offers a clear introduction to applying metacognition in secondary teaching, exploring the 'what', 'when/how' and 'why' of using metacognition in classrooms with real life examples of how this works in practice. This is a detailed and accessible resource that offers guidance that teachers can start applying to their own lesson planning immediately, across secondary subjects. Nathan Burns is the founder of @MetacognitionU and has written metacognitive teaching resources for TES and Oxford University Press. He is Head of Maths in a Derbyshire school.

The Taxonomy of Metacognition Pina Tarricone, 2011-02-28 Metacognition is a complex construct which is fundamental to learning. Its complex, fuzzy and multifaceted nature has often led to its colloquial application in research, resulting in studies that fail to identify its theoretical foundation or elements. In response to this, the research community continues to call for a comprehensive understanding of the construct of metacognition. This book is a response to this call for clarity. Pina Tarricone provides a theoretical study of the construct of metacognition in terms of psychological theory. The first part of the book analyses the relationship between reflection and metacognition, and the second part goes on to analyse the construct of metamemory as the foundation of metacognition. The third and final part of the book analyses the construct of metacognition to present the final conceptual framework of metacognition and the taxonomy of metacognition. This framework builds a picture and a nexus of the construct through visual links to the related concepts that contribute to what is known as metacognition. The Taxonomy of Metacognition provides a comprehensive representation and categorisation of all of the terms, concepts, categories, supercategories, subcategories and elements of metacognition. It clarifies the construct so that researchers and teachers can develop a better understanding of it. This important and broad ranging contribution can be applied to many related areas, by researchers, psychologists, teachers and any profession interested in psychological learning processes.

Trends and Prospects in Metacognition Research Anastasia Efklides, Plousia Misailidi, 2010-09-01

Metacognition in Mathematics Education Marcel Veenman, 2006 For some decades, theoretical and empirical research has focused on the phenomenon of metacognition and its overwhelming importance to human learning and performance. The real growth in theoretical and empirical studies about metacognition started with the work of Flavell at the end of the 1970s in the context of research on metamemory. The metacognitive concept has been very successful stimulating a lot of studies. The metacognitive research on reading peaked in the 1980s and has levelled since. Metacognition has more recently also been applied to mathematics. Metacognition can be differentiated into two central components, namely metacognitive knowledge and metacognitive processes or skills. In the same vein, Brown (1978) distinguished metacognitive knowledge about the interaction between person, task, and strategies characteristics from the regulation of one's own cognitive activities. The purpose of this book is to help to summarise and clarify some of the issues on the conceptualisation, the assessment and the training of metacognition on mathematical issues in learners with and without mathematics learning disabilities. metacognition in mathematics performance.

Metacognition Applied to the Reading Classroom Susan Lee Catledge, 1995

Meta-cognition Michael F. Shaughnessy, Marcel Veenman, Cynthia Kleyn Kennedy, 2008 Over the past two decades, the word 'metacognition' has become a regularly used part of our language and vocabulary in both psychology and education. Many research articles have been written about it, the conceptualisation of this construct has expanded, and conferences abound with investigations and empirical research into various facets of this domain. This book provides some of the most recent research by scholars from various parts of the world. It includes differing perspectives -- some empirical, some theory driven, and some application papers. The book focuses on metacognition and its relevance to gifted and highly able students. Many of the papers focus directly and specifically on this; others are more tangential in nature.

Metacognition: Fundamentals, Applications, and Trends Alejandro Peña-Ayala, 2014-10-30 This book is devoted to the Metacognition arena. It highlights works that show relevant analysis, reviews, theoretical, and methodological proposals, as well as studies, approaches, applications, and tools that shape current state, define trends and inspire future research. As a result of the revision process fourteen manuscripts were accepted and organized into five parts as follows: · Conceptual: contains conceptual works oriented to: (1) review models of strategy instruction and tailor a hybrid strategy; (2) unveil second-order judgments and define a method to assess metacognitive judgments; (3) introduces a conceptual model to describe the metacognitive activity as an autopoietic system. · Framework: offers three works concerned with: (4) stimulate metacognitive skills and self-regulatory functions; (5) evaluate metacognitive skills and self-regulated learning at problem solving; (6) deal with executive management metacognition and strategic knowledge metacognition. · Studies: reports research related to: (7) uncover how metacognitive awareness of listening strategies bias listening proficiency; (8) unveil how metacognitive skills and motivation are achieved in science informal learning; (9) tackle stress at learning by means of coping

strategies. · Approaches: focus on the following targets: (10) social metacognition to support collaborative problem solving; (11) metacognitive skills to be stimulated in computer supported collaborative learning; (12) metacognitive knowledge and metacognitive experiences are essential for teaching practices. · Tools: promotes the use of intelligent tutoring systems such as: (13) BioWorld allows learners to practice medical diagnostic by providing virtual patient cases; (14) MetaHistoReasoning provides examples to learners and inquiries about the causes of historical events. This volume will be a source of interest for researchers, practitioners, professors, and postgraduate students aimed at updating their knowledge and finding targets for future work in the metacognition arena.

Metacognitive Knowledge Joke van Velzen, 2017 An important goal in contemporary educational psychology research is adolescent students' development of higher-order thinking, which includes, among other things, that these students become competent and independent learners and problem solvers. This goal comes forth from the notion of education for life that emphasizes that students can direct their learning and problem solving of their own accord. Especially high-school students can encounter difficulties in independent learning and problem solving when they make the transition to higher education. To counter this, these students need to possess, among other things, metacognitive knowledge, which they may have insufficiently. This book offers new insights about late adolescent students' understanding of their metacognitive knowledge regarding learning and problem solving. It offers a description of a research project conducted to obtain a better understanding of the students' abilities and views with respect to what their metacognitive knowledge encompasses, and how they attempt to develop, apply, and improve this knowledge regarding learning and the solving of mathematical and first-language problems in a more effective way of their own accord. Specifically, the results of the studies of the research project enable us to understand metacognitive knowledge better, in that it provides explanations about the students' development of this knowledge across domains. This book offers further details in terms of providing evidence for theory building regarding metacognitive knowledge--The publisher.

Developing Metacognitive Teaching Strategies Through Lesson Study Eric C. K. Cheng, Joanna K. M. Chan, 2021-09-30 The book illustrates how Lesson Study can be applied to craft metacognitive teaching strategies to enhance students' learning to learn competencies. Based on the findings of an empirical study of a university-funded teaching development project, this book reports how to apply Lesson Study and Learning Study to enhance teachers' metacognitive teaching competencies with a view to tackling the impacts and challenges created by and underlying the learning to learn curriculum. The book allows readers to experience metacognitive learning by sorting the prior knowledge on the metacognition, setting the goal and planning reading schedule, checking their understanding and progress, evaluating what they have or have not learned and reflected on their reading experience and feelings. Readers can grasp the key concept underpinning metacognitive teaching, including teaching strategies for developing students' metacognitive abilities that include working

on problem-solving activities, working on small collaborative groups, making metacognitive and learning strategies explicit, and encouraging students to reflect upon and talk about their learning.

The Metacognitive Student Richard K Cohen,Deanne Kildare Opatosky,James Savage,Susan Olsen Stevens,Edward P Darrah,2021-03-26 Dive deep into the what and how of structured SELf-questioning--a powerful strategy you can use to support students academically, socially, and emotionally. This resource contains vital metacognitive strategies and skills that educators can immediately use in their classroom. Use this resource to help effective education thrive in your classroom: Grasp the severity of the stress and anxiety teachers and students face in schools and how metacognitive SELf-questioning can reduce both. Learn to implement effective SELf-questioning into instruction to foster social-emotional learning (SEL). Review scenarios that depict use of the SELf-questioning strategy in every content area and grade level. Gain insight into how advanced SELf-questioning can achieve transfer of learning in the classroom to any academic or social context. Autonomously customize and create your own SELf-question sets and apply them to any situation within or outside of school. Contents: Introduction Chapter 1: Metacognition and SELf-Questioning--The Underpinnings of the Strategy Chapter 2: Structured SELf-Questioning for Academic Problem Solving in Mathematics Chapter 3: Structured SELf-Questioning for Social Problem Solving Chapter 4: Structured SELf-Questioning in Reading Comprehension Chapter 5: Structured SELf-Questioning in Reading Decoding Chapter 6: Structured SELf-Questioning for Inquiry-Based Research Writing Chapter 7: Structured SELf-Questioning for Emotional Recognition Chapter 8: Structured SELf-Questioning for Emotional Regulation and Problem Solving Chapter 9: Transfer Theory and SELf-Questioning Chapter 10: Structured SELf-Questioning for Social Studies Chapter 11: Structured SELf-Questioning and Metacognitive Components in Science Chapter 12: Autonomous Use of SELf-Questioning and Metacognition Epilogue

Metacognition John Dunlosky,Janet Metcalfe,2008-09-24 Metacognition is the first textbook to focus on people's extraordinary ability to evaluate and control their cognitive processes. This comprehensive text covers both theoretical and empirical metacognitive research in educational, developmental, cognitive and applied psychology. Authors John Dunlosky and Janet Metcalfe address many of the key questions that have inspired scientists to pursue research in this domain. To answer these and many other questions, the authors assess major theoretical themes and programmatic research in the field. The authors also include chapters that define the scope of metacognition and cover its historical origins. Not only do they describe well-received theories about the nature of metacognition, but they also highlight unresolved mysteries currently on the cutting-edge of research. Key Features Emphasizes the practical relevance of theory and research in metacognition to learning with the use of Application boxes Introduces students to important questions that have yet to be answered by the metacognitive research literature with the inclusion of Mystery boxes Provides three easy-to-conduct demonstrations (e.g., tip-of-the-tongue experience, delayed-judgment-of-learning effect, etc.) that students can try themselves Offers brief

biographies that introduce students to some of the most influential leaders in metacognition Includes a general summary at the end of each chapter Intended Audience This text is an ideal resource for undergraduate cognitive psychology students. It also serves as comprehensive handbook for more advanced students and psychological scientists engaged in the study of metacognitive processes.

Metacognition in Learning Nosisi Feza,2019-12-11 Metacognition skills have been proven to have a positive relationship with learning. The strength of metacognition relies heavily on self-efficacy where a student understands his/her learning style, and the ability to use information gathered and align it with his/her learning style. In addition, knowing what you know and how you know it as a student plays a huge role in knowing what you do not know and linking it with what is close or relevant to it, that you know. It is about having skills and knowledge that empowers you to be an independent learner. Literature on classroom practices show a number of short-comings in diverse areas such as poor teacher knowledge, overcrowded classrooms, and lack of resources for learning. An independent student will strive under such an environment by studying independently, searching for resources, and finding multimodal ways of learning. It is also important to note that naturally, human beings are curious and want to learn in order to conquer their world. Hence, Piaget's work of intellectual autonomy cannot be ignored when exploring metacognition. If learning experiences were ideal and developmental, they would be no need to nurture metacognition. Unfortunately, the education systems remove students' curiosity by bringing fake environments into learning that impede creation and imagination. This book emphasises the power of metacognition at different levels of learning. It can be seen as a parallel intervention approach, with expanded knowledge on how to extend existing skills for young children, which is a pre-intervention. Authors in this book bring diverse viewpoints from diverse fields on how to nurture metacognition, thus giving the reader an opportunity to borrow strategies from other fields. This contribution is a mixture of empirical contributions and opinion pieces informed by review of literature.

Handbook of Metacognition in Education Douglas J. Hacker,John Dunlosky,Arthur C. Graesser,2009-06-15 Providing comprehensive coverage of the theoretical bases of metacognition and its applications to educational practice, this compendium of focused and in-depth discussions from leading scholars in the field: represents an intersection of education, cognitive science, and technology; serves as a gateway to the literature for researchers and practitioners interested in one or more of the wide array of topics included; and sets the standard for scholarship for theoretical research and practical applications in this field. The Handbook of Metacognition in Education — covering Comprehension Strategies, Metacognitive Strategies, Metacomprehension, Writing, Science and Mathematics, Individual Differences, Self-Regulated Learning, Technology, Tutoring, and Measurement — is an essential resource for researchers, faculty, students, curriculum developers, teachers, and others interested in using research and theory on metacognition to guide and inform educational practice.

Teaching and Learning Second Language Listening Christine C. M. Goh,Larry Vandergrift,2012-04-23 This reader-

friendly text, firmly grounded in listening theories and supported by recent research findings, offers a comprehensive treatment of concepts and knowledge related to teaching second language (L2) listening, with a particular emphasis on metacognition. The metacognitive approach, aimed at developing learner listening in a holistic manner, is unique and groundbreaking. The book is focused on the language learner throughout; all theoretical perspectives, research insights, and pedagogical principles in the book are presented and discussed in relation to the learner. The pedagogical model—a combination of the tried-and-tested sequence of listening lessons and activities that show learners how to activate processes of skilled listeners – provides teachers with a sound framework for students’ L2 listening development to take place inside and outside the classroom. The text includes many practical ideas for listening tasks that have been used successfully in various language learning contexts.

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