

# International Handbook Of Metacognition And Learning Technologies Springer International Handbooks Of Education

International Handbook of Metacognition and Learning Technologies Springer Science & Business Media

The International Handbook of the Learning Sciences is a comprehensive collection of international perspectives on this interdisciplinary field. In more than 50 chapters, leading experts synthesize past, current, and emerging theoretical and empirical directions for learning sciences research. The three sections of the handbook capture, respectively: foundational contributions from multiple disciplines and the ways in which the learning sciences has fashioned these into its own brand of use-oriented theory, design, and evidence; learning sciences approaches to designing, researching, and evaluating learning broadly construed; and the methodological diversity of learning sciences research, assessment, and analytic approaches. This pioneering collection is the definitive volume of international learning sciences scholarship and an essential text for scholars in this area.

The Routledge International Handbook of Research on Teaching Thinking is a comprehensive guide to research on teaching thinking. Teaching thinking is key to growing a more successful economy, is needed for increased democratic engagement and is vital for the well-being of individuals faced with the complexity of a globalised world. However, there are questions about what we mean by 'thinking', how best to teach it and how best to assess it, and it is these questions that this handbook explores and addresses. Containing surveys and summaries of international, cutting-edge research on every aspect of teaching thinking in a range of contexts, the handbook is thorough in its delivery, examining many different approaches and methods to help readers understand what teaching thinking is and how we can best take this movement forward. Key topics include: • Theoretical perspectives on teaching thinking • Approaches for teaching thinking • Developing creative thinking • Developing critical thinking and metacognition • The assessment of thinking • Teaching thinking in the context of STEM • Collaborative thinking and new technology • Neuro-educational research on teaching thinking This book is an essential guide for policy-makers, teachers and researchers who are interested in teaching thinking

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.

As traditional classroom settings are transitioning to online environments, teachers now face the challenge of using this medium to promote effective learning strategies, especially when teaching older age groups. Because adult learners bring a different set of understandings and skills to education than younger students, such as more job and life experiences, the one-size-fits-all approach to teaching does not work, thus pushing educators to create a student-centered approach for each learner. The Handbook of Research on Student-Centered Strategies in Online Adult Learning Environments is an important resource providing readers with multiple perspectives to approach issues often associated with adult learners in an online environment. This publication highlights current research on topics including, but not limited to, online competency-based education, nontraditional adult learners, virtual classrooms in public universities, and teacher training for online education. This book is a vital reference for online trainers, adult educators, university administrators, researchers, and other academic professionals looking for emerging information on utilizing online classrooms and environments in student-centered adult education.

Collaborative learning has become an increasingly important part of education, but the research supporting it is distributed across a wide variety of fields including social, cognitive, developmental, and educational psychology, instructional design, the learning sciences, educational technology, socio-cultural studies, and computer-supported collaborative learning. The goal of this book is to integrate theory and research across these diverse fields of study and, thereby, to forward our understanding of collaborative learning and its instructional applications. The book is structured into the following 4 sections: 1) Theoretical Foundations 2) Research Methodologies 3) Instructional Approaches and Issues and 4) Technology. Key features include the following: Comprehensive and Global – This is the first book to provide a comprehensive review of the widely scattered research on collaborative learning including the contributions of many international authors. Cross disciplinary – The field of collaborative learning is highly interdisciplinary drawing scholars from psychology, computer science, mathematics education, science education, and educational technology. Within psychology, the book brings together perspectives from cognitive, social, and developmental psychology as well as from the cross-disciplinary field of the learning sciences. Chapter Structure – To ensure consistency across the book, authors have organized their chapters around integrative themes and issues. Each chapter author

summarizes the accumulated literature related to their chapter topic and identifies the strengths and weaknesses of the supporting evidence. Strong Methodology – Each chapter within the extensive methodology section describes a specific methodology, its underlying assumptions, and provide examples of its application. This book is appropriate for researchers and graduate level instructors in educational psychology, learning sciences, cognitive psychology, social psychology, computer science, educational technology, teacher education and the academic libraries serving them. It is also appropriate as a graduate level textbook in collaborative learning, computer-supported collaborative learning, cognition and instruction, educational technology, and learning sciences.

Suitable for researchers, practitioners and advisers working in the fields of psychology and education, this title presents an overview of the research within the domain of psychology of education. It focuses on typically developing school-age children, and addresses the issues relating to specific learning difficulties.

During the past 30 years, researchers have made exciting progress in the science of learning (i.e., how people learn) and the science of instruction (i.e., how to help people learn). This second edition of the Handbook of Research on Learning and Instruction is intended to provide an overview of these research advances. With chapters written by leading researchers from around the world, this volume examines learning and instruction in a variety of learning environments including in classrooms and out of classrooms, and with a variety of learners including K-16 students and adult learners. Contributors to this volume demonstrate how and why educational practice should be guided by research evidence concerning what works in instruction. The Handbook is written at a level that is appropriate for graduate students, researchers, and practitioners interested in an evidence-based approach to learning and instruction. The book is divided into two sections: learning and instruction. The learning section consists of chapters on how people learn in reading, writing, mathematics, science, history, second language, and physical education, as well as how people acquire the knowledge and processes required for critical thinking, studying, self-regulation, and motivation. The instruction section consists of chapters on effective instructional methods—feedback, examples, questioning, tutoring, visualizations, simulations, inquiry, discussion, collaboration, peer modeling, and adaptive instruction. Each chapter in this second edition of the Handbook has been thoroughly revised to integrate recent advances in the field of educational psychology. Two chapters have been added to reflect advances in both helping students develop learning strategies and using technology to individualize instruction. As with the first edition, this updated volume showcases the best research being done on learning and instruction by traversing a broad array of academic domains, learning constructs, and instructional methods. The Handbook of Design in Educational Technology provides up-to-date, comprehensive summaries and syntheses of recent research pertinent to the design of information and communication technologies to support learning. Readers can turn to this handbook for expert advice about each stage in the process of designing systems for use in educational settings; from theoretical foundations to the challenges of implementation, the process of evaluating the impact of the design and the manner in which it might be further developed and disseminated. The volume is organized into the following four sections: Theory, Design, Implementation, and Evaluation. The more than

forty chapters reflect the international and interdisciplinary nature of the educational technology design research field.

The International Handbook of Science Education is a two volume edition pertaining to the most significant issues in science education. It is a follow-up to the first Handbook, published in 1998, which is seen as the most authoritative resource ever produced in science education. The chapters in this edition are reviews of research in science education and retain the strong international flavor of the project. It covers the diverse theories and methods that have been a foundation for science education and continue to characterize this field. Each section contains a lead chapter that provides an overview and synthesis of the field and related chapters that provide a narrower focus on research and current thinking on the key issues in that field. Leading researchers from around the world have participated as authors and consultants to produce a resource that is comprehensive, detailed and up to date. The chapters provide the most recent and advanced thinking in science education making the Handbook again the most authoritative resource in science education.

The Routledge International Handbook of Innovation Education is the international reference work on innovation education and potentially opens an entirely new direction in education. The overall goal of the handbook is to address the question of how to develop innovators in general and how to develop the innovative potential of today's young people with exceptional talents in science, technology, engineering, and maths (STEM) disciplines in particular. Today many governments around the world are interested in the development of STEM innovators. This handbook provides the first and most comprehensive account available of what should be done in order to develop innovators and how to do it successfully. It includes chapters by leading specialists from around the world responsible for much of the current research in the fields of innovation, gifted education, scientific talent, science education, and high ability studies. Based on the latest research findings and expert opinion, this book goes beyond mere anecdotes to consider what science can tell us about the development of innovators. By enlisting chapters from innovation experts, educators, psychologists, policy makers, and researchers in the field of management The Routledge International Handbook of Innovation Education will allow all of these scholars to speak to each other about how to develop innovators via innovation education, including such issues as: the nature of innovation education, its basis, main components and content, its criteria and specificity in various domains and contexts, societal demands placed upon it. This ground-breaking and potentially field defining work will thus serve as the first authoritative resource on all aspects of theory, research, and practice of innovation education.

Self-regulated learning (or self-regulation) refers to the process whereby learners personally activate and sustain cognitions, affects, and behaviours that are systematically oriented toward the attainment of learning goals. This is the first volume to integrate into a single volume all aspects of the field of self-regulation of learning and performance: basic domains, applications to content areas, instructional issues, methodological issues, and individual differences. It draws on research from such diverse areas as cognitive, educational, clinical, social, and organizational psychology. Distinguishing features include: Chapter Structure – To ensure uniformity and coherence across chapters, each chapter author addresses the theoretical ideas underlying their topic, research evidence bearing on these ideas, future research

directions, and implications for educational practice. International – Because research on self-regulation is increasingly global, a significant number of international contributors are included (see table of contents). Readable – In order to make the book accessible to students, chapters have been carefully edited for clarity, conciseness, and organizational consistency. Expertise – All chapters are written by leading researchers from around the world who are highly regarded experts on their particular topics and are active contributors to the field.

The Routledge International Handbook of Thinking and Reasoning is an authoritative reference work providing a balanced overview of current scholarship spanning the full breadth of the rapidly developing and expanding field of thinking and reasoning. It contains 35 chapters written by leading international researchers, covering foundational issues as well as state-of-the-art developments in thinking and reasoning research. Topics covered range across all sub-areas of thinking and reasoning, including deduction, induction, abduction, judgment, decision making, argumentation, problem solving, expertise, creativity and rationality. The contributors engage with cutting-edge debates such as the status of dual-process theories of thinking, the role of unconscious, intuitive, emotional and metacognitive processes in thinking, and the importance of probabilistic conceptualisations of thinking and reasoning. Authors also examine the importance of neuroscientific findings in informing theoretical developments, and explore the situated nature of thinking and reasoning across a range of real-world contexts such as mathematics, medicine and science. The Handbook provides a clear sense of the way in which contemporary ideas are challenging traditional viewpoints as "new paradigm of the psychology of reasoning" emerges. This paradigm-shifting research is paving the way toward a richer and more inclusive understanding of thinking and reasoning, where important new questions drive a forward-looking research agenda. It is essential reading for both established researchers in the field of thinking and reasoning as well as advanced students wishing to learn more about both the historical foundations and latest developments in this rapidly growing field.

The International Handbook of Psychology Learning and Teaching is a reference work for psychology learning and teaching worldwide that takes a multi-faceted approach and includes national, international, and intercultural perspectives. Whether readers are interested in the basics of how and what to teach, in training psychology teachers, in taking steps to improve their own teaching, or in planning or implementing research on psychology learning and teaching, this handbook will provide an excellent place to start. Chapters address ideas, issues, and innovations in the teaching of all psychology courses, whether offered in psychology programs or as part of curricula in other disciplines. The book also presents reviews of relevant literature and best practices related to everything from the basics of course organization to the use of teaching technology. Three major sections consisting of several chapters each address "Teaching Psychology in Tertiary (Higher) Education", "Psychology Learning and Teaching for All Audiences", and "General Educational and Instructional Approaches to Psychology Learning and Teaching".

What happens when teachers are removed from the equation, when we learn by ourselves or with peers? Increasingly rapid change is part of our world today and tomorrow. The need to learn and to adapt is now lifelong and ubiquitous. But are educators and educational institutions preparing today's students for this reality?

Educators and institutions choose pedagogic models, design curricula and provide instruction. However, this does not mirror the learning environments that we inhabit outside of formal education, nor does it reflect all our learning time during formal education. This text provides a data-driven picture of the independent learning experience – what occurs in the minds of learners as they negotiate learning tasks without (or with less) guidance and instruction.

Cognition, distraction, embodied experience, emotion, and metacognition are central to this learning. Drawing on new empirical data, this volume focuses on university-aged learners. These are the learners who have been through our formal educational systems. Do they learn well in independent settings? Have they been prepared for this? Through an explication of this experience, this volume makes a case for how we can better prepare them for the demands of current and future learning.

This volume presents different conceptual and theoretical frameworks as well as research methods that have helped educational researchers to study emotions. It includes innovative approaches that push the methodological boundaries that have served educational researchers until now and proposes new ways of researching emotions in educational contexts. In particular, this edited volume provides a historical frame for studying emotions. It connects theoretical/epistemological views with choice of research methods and describes specific methods helpful in doing research on emotions as they are grounded in different theoretical and disciplinary traditions such as psychology, philosophy, sociology, history, political science, cultural studies, and feminist studies. Finally, it appreciates the contextual and international dimensions of studying emotions in education and contributes to ongoing debates about the implications of our methodological choices for understanding emotion in education. This combination of variety, timeliness, potential for transformation of the field, and uniqueness make this a very valuable resource to introduce new scholars in the field alongside established scholars.

The first edition of this popular reference work was published in 1993 and received critical acclaim for its achievement in bringing together international perspectives on research and development in giftedness and talent. Scholars welcomed it as the first comprehensive volume in the field and it has proved to be an indispensable resource to researchers. Since the first edition, the scholarly field of giftedness and talent studies has expanded and developed, welcoming contributions from researchers in related disciplines. Several theoretical frameworks outlined in the first edition have now been empirically tested and a number of new trends have emerged. The Second Edition of the International Handbook of Giftedness and Talent provides an invaluable research tool to academics, researchers and students interested in the field of giftedness and talent. The contributors are renowned in the field and the broad range of topics on giftedness that have been studied in the past century, right up to the late 1990s, are represented in this volume. It is truly international in scope, bringing

together leading scholars and teachers from all around the world. This new edition has been fully updated and rewritten and includes 22 completely new chapters. It provides a comprehensive review and critical synthesis of significant theory; a unique cross-national perspective with contributions from over 100 distinguished authors covering 24 nations; significant contributions from scholars working in related fields; an increased focus on empirically supported scholarship; and is arranged for quick and easy reference with comprehensive subject and author indexes.

The International Handbook of Educational Effectiveness and Improvement draws together leading academics and researchers in the field to reflect on the history, traditions and the most recent developments in this dynamic and influential field. This handbook provides a comprehensive overview of: the foundations of the field the evolution of educational effectiveness theory and methodology the links with other research disciplines the links between policy and practice. In conclusion, the handbook sets out a new agenda for future educational effectiveness research. This handbook is an essential resource for those interested in the effectiveness of educational systems, organisations and classrooms. It offers academics, researchers, students and policy-makers new insights into the latest thinking and evidence about educational effectiveness. The aim of the Handbook is to present readily accessible, but scholarly sources of information about educational research in the Asia-Pacific region. The scale and scope of the Handbook is such that the articles included in it provide substantive contributions to knowledge and understanding of education in the Asia region. In so doing, the articles present the problems and issues facing education in the region and the findings of research conducted within the region that contribute to the resolution of these problems and issues. Moreover, since new problems and issues are constantly arising, the articles in the Handbook also indicate the likely directions of future developments. The different articles within the Handbook seek to conceptualize the problems in each specific content area under review, provide an integration of the research conducted within that area, the theoretical basis of the research the practical implications of the research and the contribution of the research towards the resolution of the problems identified. Thus, the articles do not involve the reporting of newly conducted research, but rather require a synthesis of the research undertaken in a particular area, with reference to the research methods employed and the theoretical frameworks on which the research is based. In general, the articles do not advocate a single point of view, but rather, present alternative points of view and comment on the debate and disagreements associated with the conduct and findings of the research. Furthermore, it should be noted, that the Handbook is not concerned with research methodology, and only considers the methods employed in inquiry in so far as the particular methods of research contribute to the effective investigation of problems and issues that have arisen in the conduct and provision of education at different levels within the region.

This book constitutes the refereed proceedings of the 11th International Conference on Intelligent Tutoring Systems, ITS 2012, held in Chania, Crete, Greece, in June 2012. The 28 revised full papers, 50 short papers, and 56 posters presented were carefully viewed and selected from 177 submissions. The specific theme of the ITS 2012 conference is co-adaptation between technologies and human learning. Besides that, the highly interdisciplinary ITS conferences bring together researchers in computer science, informatics, and artificial intelligence on the one side - and cognitive science, educational psychology, and linguistics on the other side. The papers are organized in topical sections on affect/emotions, affect/signals, games/motivation and design, games/empirical studies, content representation, feedback, non conventional approaches, conceptual content representation, assessment constraints, dialogue, dialogue/questions, learner modeling, learning detection, interaction strategies for games, and empirical studies thereof in general.

Teacher beliefs play a fundamental role in the education landscape.

Nevertheless, most educational researchers only allude to teacher beliefs as part of a study on other subjects. This book fills a necessary gap by identifying the importance of research on teacher beliefs and providing a comprehensive overview of the topic. It provides novices and experts alike a single volume with which to understand a complex research landscape. Including a review of the historical foundations of the field, this book identifies current research trends, and summarizes the current knowledge base regarding teachers' specific beliefs about content, instruction, students, and learning. For its innumerable applications within the field, this handbook is a necessity for anyone interested in educational research.

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. International Handbook of Inquiry and Learning is an overview of scholarship related to learning through and engagement in inquiry. Education takes on complex dimensions when learners solve problems, draw conclusions, and create meaning not through memorization or recall but instead through active cognitive, affective, and experiential processes. Drawing from educational psychology and the learning sciences while encompassing key subdisciplines, this rigorous, globally attentive collection offers new insights into what makes learning through inquiry both possible in context and beneficial to outcomes. Supported by foundational theories, key definitions, and empirical evidence, the book's special focus on effective environments and motivational goals, equity and epistemic agency among learners, and support of teachers sets powerful, multifaceted new research directions in this rich area of study.

The central unifying theme of this state-of-the-art contribution to research on literacy is its rethinking and reconceptualization of individual differences in reading. Previous research, focused on cognitive components of reading, signaled the need for ongoing work to identify relevant individual differences in reading, to determine the relationship(s) of individual differences to reading development, and to account for interactions among individual differences. Addressing developments in each of these areas, this volume also describes affective individual differences, and the environments in which individual differences in reading may emerge, operate, interact, and change. The scant comprehensive accounting of individual differences in reading is reflected in the nature of reading instruction programs today, the outcomes that are expected from successful teaching and learning, and the manner in which reading development is assessed. An important contribution of this volume is to provide prima facie evidence of the benefits of broad conceptualization of the ways in which readers differ. The Handbook of Individual Differences in Reading moves the field forward by encompassing cognitive, non-cognitive, contextual, and methodological concerns. Its breadth of coverage serves as both a useful summary of the current state of knowledge and a guide for future work in this area.

This ground-breaking handbook provides a much-needed, contemporary and authoritative reference text on young children's thinking. The different perspectives represented in the thirty-nine chapters contribute to a vibrant picture of young children, their ways of thinking and their efforts at understanding, constructing and navigating the world. The Routledge International Handbook of Young Children's Thinking and Understanding brings together commissioned pieces by a range of hand-picked influential, international authors from a variety of disciplines who share a high public profile for their specific developments in the theories of children's thinking, learning and understanding. The handbook is organised into four complementary parts: • How can we think about young children's thinking?: Concepts and contexts • Knowing about the brain and knowing about the mind • Making sense of the world • Documenting and developing children's thinking Supported throughout with relevant research and case studies, this handbook is an international insight into the many ways there are to understand children and childhood paired with the knowledge that young children have a strong, vital, and creative ability to think and to understand, and to create and contend with the world around them.

The second edition of the popular Handbook of Self-Regulation of Learning and

Performance responds to and incorporates the wealth of new research that the first edition inspired on the subject. At the same time, it advances meaningful perspectives on the scholarship and history that originally shaped the field. Divided into five major sections—basic domains, context, technology, methodology and assessment, and individual and group differences—this thoroughly updated handbook addresses recent theoretical refinements and advances in instruction and intervention that have changed approaches to developing learners' capabilities to self-regulate in educational settings. Chapters written by leading experts in the field include discussions of methodological advances and expansions into new technologies and the role of learner differences in such areas as contexts and cultures. As a comprehensive guide to a rapidly evolving and increasingly influential subject area, this volume represents contemporary and future thinking in self-regulation theory, research, and applications. Chapter Structure – To ensure uniformity and coherence across chapters, each chapter author addresses the theoretical ideas underlying their topic, research evidence bearing on these ideas, future research directions, and implications for educational practice. Global – A significant number of international contributors are included to reflect the increasingly international research on self-regulation. Readable – In order to make the book accessible to students, chapters have been carefully edited for clarity, conciseness, and organizational consistency. Expertise – All chapters are written by leading researchers who are highly regarded experts on their particular topics and are active contributors to the field.

Education in today's technologically advanced environments makes complex cognitive demands on students pre-learning, during, and post-learning. Not surprisingly, these analytical learning processes--metacognitive processes--have become an important focus of study as new learning technologies are assessed for effectiveness in this area. Rich in theoretical models and empirical data, the International Handbook of Metacognition and Learning Technologies synthesizes current research on this critical topic. This interdisciplinary reference delves deeply into component processes of self-regulated learning (SRL), examining theories and models of metacognition, empirical issues in the study of SRL, and the expanding role of educational technologies in helping students learn. Innovations in multimedia, hypermedia, microworlds, and other platforms are detailed across the domains, so that readers in diverse fields can evaluate the theories, data collection methods, and conclusions. And for the frontline instructor, contributors offer proven strategies for using technologies to benefit students at all levels. For each technology covered, the Handbook: Explains how the technology fosters students' metacognitive or self-regulated learning. Identifies features designed to study or support metacognitive/SRL behaviors. Reviews how its specific theory or model addresses learners' metacognitive/SRL processes. Provides detailed findings on its effectiveness toward learning. Discusses its implications for the design of metacognitive tools. Examines any theoretical, instructional, or other challenges. These leading-edge perspectives make the International Handbook of Metacognition and Learning Technologies a resource of great interest to professionals and researchers in science and math education, classroom teachers, human resource researchers, and industrial and other instructors.

Metacognition is known to be an important factor in academic achievement; however it is also important in a wider life context. The ability to reflect upon how we are thinking

can help us to make wiser decisions in all aspects of our life. This book addresses how metacognition might be fostered in young children. Examining theories of particular relevance to primary school age children the author combines her empirical work over the last 8 years with the work of other researchers to show that children of all ages display metacognitive processing, given the right kind of environment. Drawing on evidence from psychology and education, *Metacognition in Young Children* brings together international research from different curriculum areas. As well as the traditional areas of science, mathematics and literacy, the author considers metacognition in physical education, art, drama and music. The book argues for a development of metacognition theory, which takes account of wider contextual and political factors. This book includes: Real classroom examples, taking account of the whole child, socio-cultural context and the curriculum Practical examples of developing metacognition across the curriculum Advice on building metacognitive environments in the classroom Development of metacognition theory Essential reading for educational psychology and research students, this book will appeal to trainee and practising teachers with an interest in facilitating young children's development into wise and thoughtful adults. It offers practical advice supported by theory and evidence.

This Handbook presents in-depth research conducted on a myriad of issues within the field of financial literacy. Split into six sections, it starts by presenting prevalent conceptions of financial literacy before covering financial literacy in the policy context, the state and development of financial literacy within different countries, issues of assessment and evaluation of financial literacy, approaches to teaching financial literacy, and teacher training and teacher education in financial literacy. In doing so, it provides precise definitions of the construct of financial literacy and elaborates on the state and recent developments of financial literacy around the world, to show ways of measuring and fostering financial literacy and to give hints towards necessary and successful teacher trainings. The book also embraces the diversity in the field by revealing contrasting and conflicting views that cannot be bridged, while at the same time making a contribution by re-joining existing materials in one volume which can be used in academic discourse, in research-workshops, in university lectures and in the definition of program initiatives within the wider field of financial literacy. It allows for a landscape of financial literacy to be depicted which would foster the implementation of learning opportunities for human beings for sake of well-being within financial living-conditions. The Handbook is useful to academics and students of the topic, professionals in the sector of investment and banking, and for every person responsible for managing his or her financial affairs in everyday life.

The International Handbook of e-Learning, Volume 1 provides a comprehensive compendium of research and theory in all aspects of e-learning, one of the most significant ongoing global developments in the entire field of education. Covering history, design models, instructional strategies, best practices, competencies, evaluation, assessment, and more, these twenty-seven contributions tackle the tremendous potential and flexibility inherent to this rapidly growing new paradigm.

Past and present empirical research frames each chapter, while future research needs are discussed in relation to both confirmed practice and recent changes in the field. The book will be of interest to anyone seeking to create and sustain meaningful, supportive learning environments within today's anytime, anywhere framework, from teachers, administrators, and policy makers to corporate and government trainers.

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.

This international handbook gives a comprehensive overview of findings from longstanding and contemporary research, theory, and practices in early childhood education in the Northern and Southern hemispheres. The first volume of the handbook addresses theory, methodology, and the research activities and research needs of particular regions. The second volume examines in detail innovations and longstanding programs, curriculum and assessment, and conceptions and research into child, family and communities. The two volumes of this handbook address the current theory, methodologies and research needs of specific countries and provide insight into existing global similarities in early childhood practices. By paying special attention to what is happening in the larger world contexts, the volumes provide a representative overview of early childhood education practices and research, and redress the current North-South imbalance of published work on the subject.

The Handbook of Epistemic Cognition brings together leading work from across disciplines, to provide a comprehensive overview of an increasingly important topic: how people acquire, understand, justify, change, and use knowledge in formal and informal contexts. Research into inquiry, understanding, and discovery within academic disciplines has progressed from general models of conceptual change to a focus upon the learning trajectories that lead to expert-like conceptualizations, skills, and performance. Outside of academic domains, issues of who and what to believe, and how to integrate multiple sources of information into coherent and useful knowledge, have arisen as primary challenges of the 21st century. In six sections, scholars write within and across fields to focus and advance the role of epistemic cognition in education. With

special attention to how researchers across disciplines can communicate and collaborate more effectively, this book will be an invaluable resource for anyone interested in the future of knowledge and knowing. Dr. Jeffrey A. Greene is an associate professor of Learning Sciences and Psychological Studies in the School of Education at the University of North Carolina at Chapel Hill. Dr. William A. Sandoval is a professor in the division of Urban Schooling at the UCLA Graduate School of Education & Information Studies. Dr. Ivar Bråten is a professor of Educational Psychology at the Faculty of Educational Sciences at the University of Oslo, Norway.

Metacognition is one of the most highly effective but under-used teaching strategies in all of education. Over-complicated by some, over-simplified by others and misunderstood by many, this area of theory and practice is in need of a fresh look. The Metacognition Handbook provides a clear, practical guide for teachers and school leaders to embed metacognition into classroom practice and school culture to enhance student outcomes. Looking at classroom pedagogy, teacher CPD, transition, and more, The Metacognition Handbook argues a case for evidence informed application of simple but effective ways to boost student independence, self-regulation, self-efficacy and motivation.

This handbook presents a panoramic view of the field of giftedness. It offers a comprehensive and authoritative account on what giftedness is, how it is measured, how it is developed, and how it affects individuals, societies, and the world as a whole. It examines in detail recent advances in gifted education. The handbook also presents the latest advances in the fast-developing areas of giftedness research and practice, such as gifted education and policy implications. In addition, coverage provides fresh ideas, from entrepreneurial giftedness to business talent, which will help galvanize and guide the study of giftedness for the next decade.

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