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Trends and Prospects in Metacognition Research

 Springer

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Tim Urdan, Eleftheria N. Gonida



Trends And Prospects In Metacognition Research:

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

Trends and Prospects in Metacognition Research across the Life Span Despina Moraitou, Panayiota Metallidou, 2021-02-24 This volume brings together trends and their prospects to understand the complexity of metacognitive phenomena with emphasis on the interactions of metacognition with affect It discusses the three perspectives in understanding these interactions the possible mechanisms underlying them the manifestation of interactions of metacognition with affect in self and co regulation in social and educational contexts and changes during development in young children and older adults This volume is a tribute to Professor Emerita Anastasia Efklides who was among the pioneers to investigate and argue the importance of the interactions between metacognition and affect It serves as a dedication to her contribution in the widening of the scope of research in metacognition and self regulated learning

Trends and Prospects in Metacognition Research Anastasia Efklides, Plousia Misailidi, 2010-09-01 **Advances in Metacognition and Reflection** Igor Bascandzief, Claudia M. Roebers, Stephanie M. Carlson , Loren Marulis, 2025-03-24 Metacognitive skills thinking about thinking are a form of abstract thought that signify a major advance in cognition in both phylogeny and ontogeny Metacognition is associated with a host of positive outcomes including academic achievement and mental health Although decades of research have led to discoveries about the nature and development of metacognition in school age children newer approaches suggest there are precursor skills in infancy and early childhood Investigators also are turning toward experimental and field based intervention studies to help foster metacognition in the service of learning and to reduce socioeconomic achievement gaps *Handbook of Research on Neurocognitive Development of Executive Functions and Implications for Intervention* Alcantud-Marín, Francisco, López-Ramón, María Fernanda, Navarro-Pardo, Esperanza, Moreno-Campos, Veronica, Alonso-Esteban, Yurena, 2022-03-18 Executive functions develop during the first years of life and determine future learning and personal development Executive dysfunction is related to various

neurodevelopmental disorders so its study is of great interest for intervention in children with neurotypical development and in those who have suffered a neurodevelopmental disorder The Handbook of Research on Neurocognitive Development of Executive Functions and Implications for Intervention offers updated research on executive functions and their implication in psychoeducational intervention It establishes a multidisciplinary context to discuss both intervention experience and research results in different areas of knowledge Covering topics such as childhood inhibitory processing mindfulness interventions and language development this major reference work is an excellent resource for psychologists medical professionals researchers academicians educators and students

Foundations of Metacognition Michael J. Beran, Johannes Brandl, Josef Perner, Joëlle Proust, 2012-09-06 Metacognition refers to the awareness an individual has of their own mental processes also referred to as thinking about thinking In the past thirty years metacognition research has become a rapidly growing field of interdisciplinary research within the cognitive sciences Just recently there have been major changes in this field stimulated by the controversial issues of metacognition in nonhuman animals and in early infancy Consequently the question what defines a metacognitive process has become a matter of debate how should one distinguish between simple minds that are not yet capable of any metacognitive processing and minds with a more advanced architecture that exhibit such a capacity Do nonhuman animals process the ability to monitor their own mental actions If metacognition is unique to humans then at what stage in development does it occur and how can we distinguish between cognitive and metacognitive processes The Foundations of Metacognition brings together leading cognitive scientists to consider these questions It explores them from three different perspectives from an evolutionary point of view the authors ask whether there is sufficient evidence that some non human primates or other animals monitor their mental states and thereby exhibit a form of metacognition From a developmental perspective the authors ask when children start to monitor evaluate und control their own minds And from a philosophical point of view the main issue is how to draw the line between cognitive and metacognitive processes and how to integrate the different functions in which metacognition is involved into a single coherent picture of the mind The foundations of metacognition whatever they will turn out to be have to be as complex as this pattern of connections we discover in its effects Bringing together researchers from across the cognitive sciences the book is valuable for philosophers of mind developmental and comparative psychologists and neuroscientists

Metacognition, Self-Regulation and Writing Dyanne Escorcía, 2024-07-11 Students difficulties in producing texts that meet the requirements of academic writing are a recurring concern for teaching staff and those responsible for university courses Various initiatives are currently being taken mainly at undergraduate level to help students improve the quality of their writing Research into metacognitive processes and the self regulation of learning can be used to support the design of these writing support systems particularly by providing a better understanding of the students difficulties This book reviews the concepts of metacognition and self regulation in relation to writing processes It analyses the metacognitive components

involved in text production their links with successful writing and their individual and contextual determinants It completes this analysis by drawing on the teaching and assessment of writing in higher education All of these elements are articulated around a multifactorial modeling of the learning and teaching of academic writing Metacognitive Learning Joke van Velzen,2015-12-30 In this book the educational theory of metacognitive learning and its instructional implications are used to describe and illustrate how learners can become effective or self directive learners First three levels of general knowledge of the learning process are discussed in this book through an overview of research studies The book then describes how learners can develop along these levels and learn to effectively plan their learning This book includes study and educational material centered on the learning and instruction of general knowledge of the learning process Handbook of Intuition Research as Practice Marta Sinclair,2020-07-31 How can intuition research inform practice As the use of intuition in business has become more widely accepted companies struggle to understand how to use this additional resource efficiently while corporate trainers and university educators lack tools to develop it as a skill This truly international Handbook provides relevant answers in a concise digestible format using real life examples and new research **Self-directed Learning Oriented Assessments in the Asia-Pacific** Magdalena Mo Ching Mok,2012-10-09 The Asia Pacific region needs to maximize the benefits of education to enable it to compete in an economic future dominated by innovation in which assessing student progress must be an empowering rather than delimiting factor This detailed exposition of the theoretical basis and application tools of self directed learning oriented assessment SLOA reflects the very latest research championed by the Assessment Research Centre at The Hong Kong Institute of Education Featuring a range of relevant case studies it explores the varied theoretical issues related to SLOA and offers an integrated view of the system fully in line with the constructivist paradigm of learning which advocates formative rather than summative assessment Many of the initiatives outlined here are firsts in the region SLOA is already being applied in many schools with links to the ARC It is an approach to assessment that acknowledges the centrality of self directed learning and which positions assessment as a tool to enable and enhance self directed learning It draws on several theories of learning and assessment including the constructivist notion that learning is best achieved when students take ownership of their educational process setting their own goals and monitoring their own progress towards those goals SLOA has been the research and service approach of the ARC since 2005 In the intervening years the centre has developed a number of tools to facilitate SLOA learning and assessment including vertical ability scales teacher friendly computer software and packages for self directed learning Metacognition and Education: Future Trends Shirley Larkin,2023-10-06 Metacognition is crucial to education in a changing world The role of mobile applications AI and global issues such as climate change make the need for developing learners with the ability to monitor and control their own thinking increasingly necessary Metacognitive learners are learners who can draw on their own knowledge of their own thinking processes to optimise the conditions under which they learn best Metacognitive learners are self regulating and pro

active in motivating themselves to learn new skills Metacognitive learners are strategic in terms of managing their own resources to get the best from every learning opportunity and to transfer that knowledge to new areas of work This book is timely in demonstrating how metacognition research is addressing issues of importance in future education The chapters are authored by an international group of scholars from four continents who are experts in the field of metacognition and self regulation research Drawing on their years of experience they look to the future to suggest the future trends in metacognition research At the same time chapters are rooted in practical application and suggest ways in which the research can be translated into educational environments The book addresses some new areas of metacognition research such as mind wandering as well as established areas such as teacher metacognition We are also reminded to consider the social interactions between students and others and the role that relationships play in developing metacognition Both researchers and educators of all types will find something of interest here The book sets the trend for future trends in metacognition research

Metacognitive Knowledge Joke van Velzen, 2017-08-01 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 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

The Oxford Handbook of Metamemory John

Dunlosky, Sarah Uma K. Tauber, 2016 The Oxford Handbook of Metamemory investigates the human ability to evaluate and control learning and information retrieval processes Each chapter in this authoritative guide highlights a different facet of metamemory research including classical metamemory judgments applications of metamemory research to the classroom and courtroom and cutting edge perspectives on continuing debates and theory Chapters also provide broad historical overviews of each research area and discussions of promising directions for future research The breadth and depth of coverage on offer in this Handbook make it ideal for seminars on metamemory or metacognition It would also be a valuable supplement for advanced courses on cognitive psychology of use especially to graduate students and more seasoned researchers who are interested in exploring metamemory for the first time

[Editorial: Best Practice Approaches for Mixed Methods Research in Psychological Science](#) M. Teresa Anguera, Angel Blanco-Villaseñor, Gudberg K. Jonsson, José Luis

Losada, Mariona Portell, 2021-01-21 *Cognition* Thomas A. Farmer, Margaret W. Matlin, 2019 Margaret Matlin and new co author Thomas Farmer s book demonstrates how cognitive processes are relevant to everyday real world experiences and frequently examines how cognition can be applied to other disciplines such as clinical psychology social psychology consumer psychology education communication business medicine and law

[L2 Dynamic Assessment Research in China](#) Matthew E. Poehner, James P. Lantolf, 2025-06-24 Dynamic Assessment is an innovative approach to revealing the full range of learner abilities that has rapidly gained attention from language educators and researchers While much of the research to date has examined Dynamic Assessment in Western countries the research in this book further extends the framework by documenting its uses by Chinese scholars in meeting context specific challenges Dynamic Assessment or DA originated in the writings of Russian psychologist L S Vygotsky concerning the concept of the Zone of Proximal Development While many assessment approaches call for closer integration with teaching DA embeds an instructional component referred to as mediation as part of the assessment procedure Following Vygotsky the picture of a person s abilities is incomplete if focus is restricted to past development as diagnosed by what the person can achieve independently and without considering those abilities that are emerging as revealed through responsiveness to mediation In this way DA offers insights into learner abilities not easily obtained through other assessments Widely employed in special education and general abilities testing the

second language field has witnessed a rapid growth of interest in using DA to better understand the full range of learner language abilities and to determine how instruction can optimally promote the development of all learners This book brings together a collection of original studies conducted by scholars in China that build upon methods and principles from previous DA research and that leverage them to meet local demands In so doing this research collectively illustrates the extension of DA into new cultural contexts while simultaneously yielding findings that are sure to resonate with language educators assessors and researchers around the world This book was originally published as a special issue of Language Assessment Quarterly

Metacognition Patrick Chambres, Marie Izaute, Pierre-Jean Marescaux, 2002-08-31 The object of this volume is to promote the interaction and indeed construct a synergistic reciprocity between the functional perspective on metacognition and the analytical perspective The authors examine the role of metacognition in activities as varied as classroom learning piloting airplanes and eyewitness testimony The ideas and questions developed in the book will give a dynamic impulse to research in the field

A Linguistic Approach to the Study of Dyslexia Gloria Cappelli, Sabrina Noccetti, 2022-08-19 This volume contributes to the growing body of research on developmental dyslexia focusing on the disorder's behavioural manifestations at different levels of the language system It is organised into three sections that cover the three main vantage points from which the effects of dyslexia on communication can be observed neuropsychology linguistics and the perspective of educators Together the chapters provide an insightful overview of the ways in which dyslexia impacts different components of language including lexical and pragmatic abilities and present data from experimental and applied research with suggestions for the application of research based data in both innovative and traditional language teaching ways to rehabilitate reading dysfunctions as well as teacher training The book will be essential reading for researchers and students investigating dyslexia as well as foreign language teachers and professionals who work on the rehabilitation of linguistic performance dysfunctions in people with dyslexia

Remembering the Life, Work, and Influence of Stuart A. Karabenick Tim Urdan, Eleftheria N. Gonida, 2023-02-23 This volume contains an Open Access Chapter This volume memorializes Dr Stuart A Karabenick and provides insights into the many contributions that Dr Karabenick made to the field of Educational Psychology and the important role he played in the lives of his students collaborators and friends

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