

META-COGNITION

A Recent Review of Research, Theory and Perspectives



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Meta Cognition A Recent Review Of Research Theory And Perspectives

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Meta Cognition A Recent Review Of Research Theory And Perspectives:

Meta-Cognition Michael F. Shaughnessy, Marcel Veenman, Cynthia Kleyn-Kennedy, 2014-05-14 *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

International Handbook of Metacognition and Learning Technologies Roger Azevedo, Vincent Aleven, 2013-04-23 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 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

Giftedness and Talent Nadine Ballam,Roger Moltzen,2017-11-01 This book brings together recent postgraduate research in the broad area of giftedness talent development and gifted education conducted across New Zealand and Australia It addresses the significant demand for research in the field undertaken outside the United States and offers valuable practical insights Divided into 14 chapters the book explores giftedness and talent in a diverse range of socioeconomic cohorts and contexts including examinations of gender race and ethnicity Though primarily intended for practitioners it will also benefit undergraduate and postgraduate students researchers and educators in New Zealand Australia and beyond

Diverse educational contexts and research on metacognition and motivation to enhance self-directed learning Bernadette Geduld,Byron J. Bunt,Divan Jagals,2025-02-17 This scholarly book explores the latest education research on metacognition and self directed learning providing practical insights for educators and students As the thirteenth volume in the NWU Self Directed Learning Series it focuses on developing metacognitive skills to enhance self regulation motivation and independent thinking key competencies for success in the 21st century Metacognition plays a vital role in learning helping students plan evaluate and self assess their progress Research shows that students with strong metacognitive strategies achieve better learning outcomes apply knowledge effectively and persist through academic challenges This book offers evidence based teaching strategies to support the development of self regulated learning and motivation in diverse educational settings It examines teaching behaviour and instructional methods that foster metacognitive growth in both basic and higher education With a particular focus on the South African education landscape it extends research in cognitive developmental and applied psychology Researchers and educators will find practical approaches for integrating metacognition into various disciplines making this book a valuable resource for both undergraduate and graduate education programmes

Handbook of Research on Learning and Instruction Richard E. Mayer,Patricia A. Alexander,2016-10-04 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

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

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

Handbook of Individual Differences in Reading Peter Afflerbach,2015-08-11 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

Improving Reading Comprehension through Metacognitive Reading Strategies Instruction Kouider Mokhtari,2016-11-02 This book addresses the need to help all students including English learners improve their ability to read with understanding so that they can succeed not just in their language and literacy classes but also in their subject area classrooms The book brings together a group of experts representing the fields of first and second language reading whose chapters contribute in different yet complementary ways to the goal of this book Improve students reading for understanding across languages with metacognitive awareness and use of reading strategies instruction

The History and Philosophy of Astrobiology David Dunér,Gustav Holmberg,Erik Persson,2013-09-26 Human beings have wondered about the stars since the dawn of the species Does life exist out there intelligent life even or are we alone The quest for life in the universe touches on fundamental hopes and fears It touches on the essence of what it means to formulate a theory grasp a concept and have an imagination This book traces the history of the science of this area and the development of new schools in philosophy Its essays seek to establish the history and philosophy of astrobiology as research fields in their own right by addressing cognitive linguistic epistemological ethical cultural societal and historical perspectives on astrobiology The book is divided into three sections The first Cognition focuses on the human mind and what it contributes to the search for life It explores the emergence and evolution of terrestrial life and cognition and the challenges humans face as they reach to the stars The essays raise philosophical questions pose ethical dilemmas and offer a variety of approaches including one from cognitive

zoology in formulating a theory of the universal principles of intelligence the limits of human conceptual abilities and the human mind s encounter with the unknown The second section Communication examines the linguistic and semiotic requirements for interstellar communication What is needed for successful communication Are there universal rules for success What are the possible features and limitations of exolanguages What is required for recognizing a message as a message The third section Culture considers cultural and societal issues It explores astrobiology s organization as a scientific discipline its responsibilities to the public sphere and its theological implications It reviews the historically important panspermia hypothesis along with the popularization of astrobiology and its ongoing institutionalisation Through addressing these questions we take our first steps in exploring the immense terra incognita of extraterrestrial life and the human mind

Advanced Theory of Mind Scott A. Miller,2022 Books or articles about theory of mind often begin with an example that helps to convey what is meant by the term e g Derksen Hunsche Giroux Connolly Miller 2012 Wellman 2014 This book will be no exception **Embodiment and Epigenesis: Theoretical and Methodological Issues in Understanding the Role of Biology within the Relational Developmental System** ,2013-05-07 Volume 45 of Advances in Child Development and Behavior includes chapters that highlight some the most recent research in the area of embodiment and epigenesis A wide array of topics are discussed in detail including multiple trajectories in the developmental psychobiology of human handedness and the integration of culture and biology in human development Each chapter provides in depth discussions and this volume serves as an invaluable resource for developmental or educational psychology researchers scholars and students Chapters that highlight some of the most recent research in the area A wide array of topics are discussed in detail

Applications of Self-Regulated Learning across Diverse Disciplines Héfer Bembenutty,Anastasia Kitsantas,Timothy J. Cleary,2013-03-01 Through its research to practice focus this book honors the professional contributions of Professor Barry J Zimmerman as illustrated by the recent selfregulation applications of a highly respected group of national and international scholars This book will serve as a valuable resource for those interested in empowering and enabling learners to successfully manage and self direct their lives education and careers In particular K 12 educators college instructors coaches musicians health care providers and researchers will gain invaluable insight into the nature of self regulation as well as how they can readily apply self regulation principles into their teaching instruction or mentoring Emergent trends in education and psychology circles such as linking selfregulated learning assessment and interventions as well as the use of technology to enhance student learning and self regulation are additional themes addressed in the book The kaleidoscope of self regulation issues addressed in this book along with the wide range of promising intervention applications should also prove to be particularly appealing to graduate students as they pursue their future research activities and seek to optimize their individual growth and development 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

The 'BrainCanDo' Handbook of Teaching and Learning Julia Harrington,Jonathan Beale,Amy Fancourt,Catherine Lutz,2020-07-12 The BrainCanDo Handbook of Teaching and Learning provides teachers and school leaders with a concise summary of how some of the latest research in educational neuroscience and psychology can improve learning outcomes It aims to create a mechanism through which our growing understanding of the brain can be applied in the world of education Subjects covered include memory social development mindsets and character Written by practising teachers working in collaboration with researchers the chapters provide a toolkit of practical ideas which incorporate evidence from psychology and neuroscience into teaching practice with the aim of improving educational outcomes for all By increasing both teachers and pupils understanding of the developing brain BrainCanDo aims to improve cognitive performance and attainment foster a love of learning and enable a healthy and productive approach to personal development This book will appeal to educators primarily those working in secondary schools but also those within higher and primary school education It will also be of interest to students of education professionals looking to enhance their teaching and researchers working in the fields of education psychology and neuroscience

Development Education in Policy and Practice Stephen McCloskey,2014-04-09 Development education is a radical form of learning that addresses the structural causes of poverty and injustice in the global North and South This volume debates development education practice and the policy environment in which it is delivered It affirmatively points to the transformative power of education as a means toward social change

The Development of Thinking and Reasoning Pierre Barrouillet,Caroline Gauffroy,2013-06-26 Thinking and reasoning are key activities for human beings In this book a distinguished set of contributors provides a wide readership with up to date scientific advances in the developmental psychology of thinking and reasoning both at the theoretical and empirical levels The first part of the book illustrates how modern approaches to the study of thinking and reasoning have gone beyond the Piagetian legacy through the investigation of avenues previously not explored and by demonstrating that young children have higher capacities than was assumed within the Piagetian tradition The second part focuses upon theoretical and empirical investigations of the interplay between logic and intuition in reasoning and decision making and

how these forms of thinking evolve with age through the general framework of what is known as dual process theories. Contrary to Piaget's claim, it becomes apparent that elaborate adult reasoning could rely on some form of intuition. The Development of Thinking and Reasoning provides psychologists, educators, and everyone interested in child development with an integrated and up-to-date series of chapters written by prominent specialists in the areas of thinking, reasoning, and decision making.

Time Perspective Theory: Review, Research and Application Maciej Stolarski, Nicolas Fieulaine, Wessel van Beek, 2014-11-05. This book is about time and its powerful influence on our personal and collective daily life. It presents the most comprehensive and up-to-date overview of contemporary knowledge on temporal psychology inspired by Zimbardo's work on Time Perspective (TP). With contributions from renowned and promising researchers from all over the globe and at the interface of social, personality, cognitive, and clinical psychology, the handbook captures the breadth and depth of the field of psychological time. Time perspective as the way people construe the past, the present, and the future is conceived and presented not only as one of the most influential dimensions in our psychological life, leading to self-impairing behaviors, but also as a facet of our person that can be de-biased and supportive for well-being and happiness. Written in honor of Philip G. Zimbardo on his 80th birthday and in acknowledgement of his leading role in the field, the book contains illustrations of the countless studies and applications that his theory has stimulated and captures the theoretical, methodological, and practical pathways he opened by his prolific research.

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