

Metacognition

Process, Function and Use

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Metacognition Process Function And Use

Roger Azevedo, Vincent Alevan



Metacognition Process Function And Use:

Metacognition Patrick Chambres, Marie Izaute, Pierre-Jean Marescaux, 2012-12-06 New Theory and Data on Metacognitive Monitoring and Control in Different Contexts and by Different Individuals Thomas O Nelson University of Maryland and USA This book divided into several sections each containing several chapters is timely in reporting new theory and data that help refine what is already known about metacognition defined as people's cognitions about their own cognitions New data are reported about metacognition during learning especially judgments of learning that occur soon after studying new items not only in traditionally examined people such as college students but also in children and in Alzheimer patients Data are also reported about metacognitive monitoring during the reading of text not only in college students but also in children The above situations focus on the acquisition of new items from lists or from texts However the book also includes a chapter reporting data about metacognition during problem solving Besides the chapters on monitoring information in anticipation of future performance sometimes called prospective monitoring a chapter is included that offers data about the metacognitive monitoring of the retrieval of information from memory where the emphasis is on the accuracy of retrospective confidence judgments not only in adults but also in children This topic is of widespread interest both in traditional domains of cognitive psychology and in applications to domains such as forensics where eyewitness reports are crucial to judicial decisions The above topics pertain to aspects of metacognition involving the monitoring of one's own cognitions

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 and 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

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

Handbook of Epistemic Cognition Jeffrey A. Greene, William A. Sandoval, Ivar Bråten, 2016-01-22 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 Br ten is a professor of Educational Psychology at the Faculty of Educational Sciences at the University of Oslo Norway 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 Executive Function Guidebook** Roberta Strosnider,Valerie Saxton Sharpe,2019-03-22 Teach some of the most important skills your students will ever need Please try harder Please pay attention Please behave Most students want to do what it takes to succeed but sometimes that s easier said than done Executive function skills such as self regulation focus planning and time management must be taught and they take practice When you work on them in class you give students the tools they need to not only learn but also monitor themselves Teaching executive function skills in your classroom doesn t have to be difficult This unique guidebook designed with busy teachers in mind introduces a flexible seven step model that incorporates Universal Design for Learning UDL principles and the use of metacognition Features include Descriptions of each skill and its impact on learning Examples of instructional steps to assist students as they set goals and work to achieve success Strategies coded by competency and age grade level Authentic snapshots and think about sections Templates for personalized goal setting data collection and success plans Accompanying strategy cards Whether you teach kindergarten high school or anything in between you can make executive function training part of your teaching As students proficiencies improve you will see their confidence and capability increase setting the stage for their success in school and in life The Oxford Handbook of Metamemory John Dunlosky,Sarah Tauber,2016-04-12 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 **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 **The Wiley Handbook on the Development of Children's**

Memory Patricia J. Bauer, Robyn Fivush, 2013-09-16 This all embracing Handbook on the Development of Children's Memory represents the first place in which critical topics in memory development are covered from multiple perspectives from infancy through adolescence Forty four chapters are written by experienced researchers who have influenced the field Edited by two of the world's leading experts on the development of memory Discusses the importance of a developmental perspective on the study of memory The first ever handbook to bring together the world's leading academics in one reference guide Each section has an introduction written by one of the Editors who have also written an overall introduction that places the work in historical and contemporary contexts in cognitive and developmental psychology 2 Volumes *The Psychology*

of Science Text Comprehension José Otero, José A. León, Arthur C. Graesser, 2014-04-04 This volume's goal is to provide readers with up to date information on the research and theory of scientific text comprehension It is widely acknowledged that the comprehension of science and technological artifacts is very difficult for both children and adults The material is conceptually complex there is very little background knowledge for most individuals and the materials are often poorly written Therefore it is no surprise that students are turned off from learning science and technology Given these challenges it is important to design scientific text in a fashion that fits the cognitive constraints of the learner The enterprise of textbook design needs to be effectively integrated with research in discourse processing educational technology and cognitive science This book takes a major step in promoting such an integration This volume provides an important integration of research and theory with theoretical methodological and educational applications includes a number of chapters that cover how science text information affects mental representations and strategies introduces important suggestions about how text design and new technologies can be thought of as pedagogical features and establishes academic text taxonomies and a consensus of the

criteria to organize inferences and other mental mechanisms

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