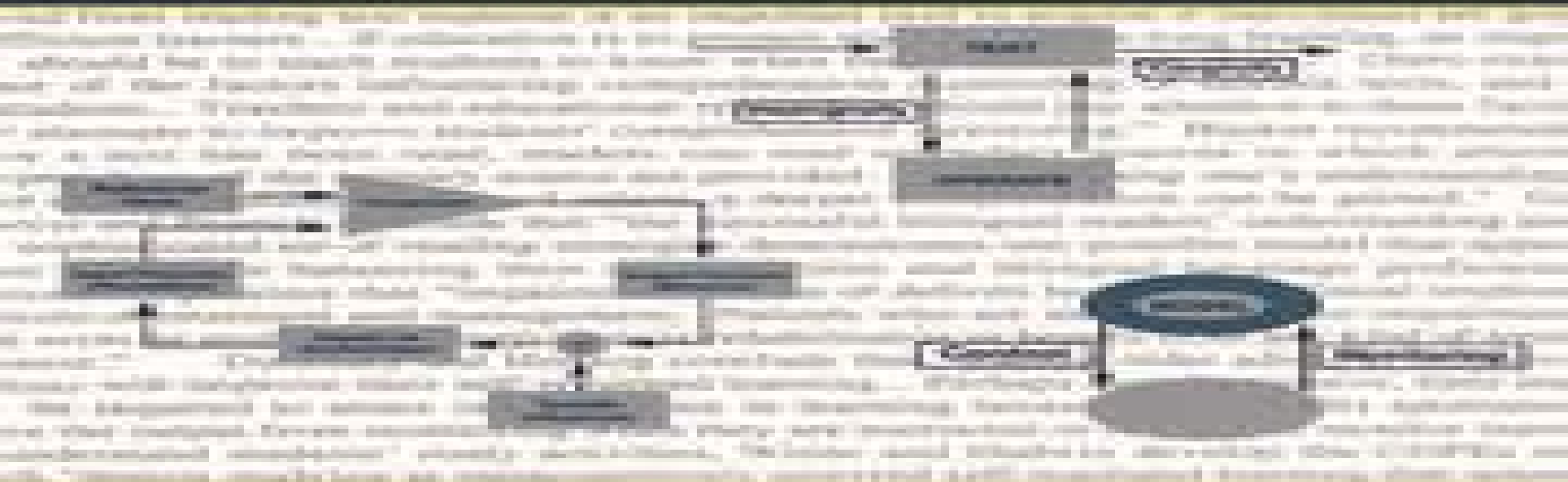


METACOGNITION IN EDUCATIONAL THEORY AND PRACTICE



Edited by

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Metacognition In Educational Theory And Practice

H Kauffman



Metacognition In Educational Theory And Practice:

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

Metacognition in Learning and Instruction Hope J. Hartman, 2013-06-29 Contributions by leading experts and others to understanding the crucial role of metacognition in relation to broad areas of education make this collection a uniquely stimulating book It encompasses metacognition in both the neglected area of teaching and the more well established area of learning The twelve chapters contribute to our understanding of the construct of metacognition and to its role in both teaching and learning It addresses domain general and domain specific aspects of metacognition including applications to the particular subjects of reading speaking mathematics and science It is organized into four major sections which address metacognition in relation to students learning motivation and culture and to teachers metacognition about instruction This collection spans theory research and practice related to metacognition in education at all school levels from elementary through university Dr Robert J Sternberg IBM Professor of Psychology at Yale University is the discussant Handbook of Psychology: Educational psychology Irving B. Weiner, Donald K. Freedheim, 2003 Includes established theories and cutting edge developments Presents the work of an international group of experts Presents the nature origin implications an future course of major unresolved issues in the area **Handbook of Metacognition in Education** Douglas J. Hacker, John Dunlosky, Arthur C. Graesser, 2009-06-15 Providing comprehensive coverage of the theoretical bases of metacognition and its applications to educational practice this compendium of focused and in depth discussions from leading scholars in the field

represents an intersection of education cognitive science and technology serves as a gateway to the literature for researchers and practitioners interested in one or more of the wide array of topics included and sets the standard for scholarship for theoretical research and practical applications in this field The Handbook of Metacognition in Education covering Comprehension Strategies Metacognitive Strategies Metacomprehension Writing Science and Mathematics Individual Differences Self Regulated Learning Technology Tutoring and Measurement is an essential resource for researchers faculty students curriculum developers teachers and others interested in using research and theory on metacognition to guide and inform educational practice

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Metacognition and Theory of Mind Eleonora Papaleontiou-Louca, 2008 This little book aims to clarify and give a synoptic description of both the notions of Metacognition TM and Theory of Mind TM as well as a short comparison of these two hot TM scientific topics After giving the theoretical framework of the concept of Metacognition TM it describes a number of practical suggestions of how educators of all levels can enhance their students TM metacognitive abilities in practice Then it analyzes all the basic aspects of the concept of Theory of Mind TM and its relation to Language Finally it tries to combine the two theoretical concepts i e Metacognition TM and Theory of Mind TM by making some helpful clarifications and identifying their major similarities differences and convergences In this way the author hopes strongly to contribute to the resume of the Literature Review in a concise and handy volume and wishes to help all the interesting parts scholars and teachers to do their own insights and improvements theoretical and practical in these crucial areas

The RoutledgeFalmer Reader in Psychology of Education Harry Daniels, Anne Edwards, 2004 With a specially written introduction from the editors providing a much needed context to the current education climate students of educational psychology will find this reader an important route map to further reading understanding

Computers as Metacognitive Tools for Enhancing Learning Roger Azevedo, 2018-12-17 First published in 2005 This Volume 40 No 4 of Autumn 2005 of the Educational Psychologist The articles appearing in this special issue of Educational Psychologist reflect a growing interest by researchers from various fields in examining the use of computers as metacognitive tools for enhancing

learning This topic has become increasingly important as computer based learning environments become ubiquitous and students use them extensively both in and out of school to learn about conceptually rich domains **Design Research on Learning and Thinking in Educational Settings** David Dai,2012-04-23 The key question this book addresses is how to identify and create optimal conditions for the kind of learning and development that is especially important for effectively functioning in the 21st century Taking a new approach to this long debated issue it looks at how a design research based science of learning with its practical models and related design research can provide insights and integrated models of how human beings actually function and grow in the social dynamics of educational settings with all their affordances and constraints More specifically How can specific domains or subject matters be taught for broad intellectual development How can technology be integrated in enhancing human functioning How can the social organization of classroom learning be optimized to create social norms for promoting deep intellectual engagement and personal growth Part I is concerned with broad conceptual and technical issues regarding cultivating intellectual potential with a focus on how design research might fill in an important a niche in addressing these issues Part II presents specific design work in terms of design principles models and prototypes **Learning and Cognition** Vibeke Grøver Aukrust,2011-01-07 This collection of 58 articles from the recently published third edition of the INTERNATIONAL ENCYCLOPEDIA OF EDUCATION focus on learning memory attention problem solving concept formation and language Learning and cognition is the foundation of cognitive psychology and encompasses many topics including attention memory categorization etc Most books in the area either focus on one subtopic in depth e g an entire book on memory or cover the gamut of subjects in a series of long technical handbook like chapters This concise reference offers researchers and professors teaching in the area a new take on the material that is comprehensive in breadth but lighter in depth focusing on main findings established facts and minimizing the amount of space taken up by large multi volume references An introduction to a complex field via summaries of main topics in this discipline Contains contributions from the foremost international researchers in the field Makes content available to individual cognitive psychology researchers **Research on Sociocultural Influences on Motivation and Learning - 2nd Volume** Dennis M. McInerney,Shawn Van Etten,2002-06-01 This volume covers topics including translation issues in cross cultural research African American teachers for African American students the social mediation of metacognition and cross cultural similarities and differences in affective meaning of achievement **Handbook of Research on Developing Engaging Online Courses** Thornburg, Amy W.,Abernathy, Dixie F.,Ceglie, Robert J.,2020-01-31 Online instruction is rapidly expanding the way professors think about and plan instruction In addition online instructional practices are expanding and changing as new tools and strategies are adopted It is imperative that programs and institutions of higher education explore increased online options that align with best practices to develop effective and engaging online courses The Handbook of Research on Developing Engaging Online Courses is an essential research publication that provides multiple perspectives on

improving student engagement and success in online courses This book includes topics focused on the online learner online course content and effective online instruction The content contained within the title is ideal for curriculum developers instructional designers IT consultants deans chairs teachers administrators academicians researchers and students

HOLISTIC EDUCATION: INTEGRATING MIND, BODY, AND SPIRIT IN LEARNING Dr. Trisha Banerjee, Dr. Rakheebrita Biswas, Dr. Pranay Pandey, Dr. Ifra Aman, 2025-08-11 The 21st century has brought with it unprecedented shifts in how we perceive knowledge learning and human development Amidst growing concerns about mental well being environmental crises digital alienation and fragmented curricula the need for a more integrative and humane approach to education is more urgent than ever Holistic Education Integrating Mind Body and Spirit in Learning is a response to this urgent call offering a multidimensional vision of education that nurtures the whole being **Medical Education: Theory and Practice E-Book** Tim Dornan, Karen V. Mann, Albert J J A Scherpbier, John A. Spencer, 2011-12-02 Medical Education Theory and Practice is a new text linking the theory and the practice for graduate students and educators who want to go beyond the basics The scholarship of medical education is above all a practice but one that has a strong theoretical foundation Neither theory nor practice stand still and both are grounded in research The novelty of this book lies in its interweaving of practice theory innovation and research The book starts with a theorised contemporary overview of the field Next it explores the theoretical foundations of medical education in depth The remainder of the book reviews a whole a range of educational contexts processes and outcomes This work has been edited by a distinguished international team of medical educationalists and written by equally accomplished authors from across the globe representing a spectrum of disciplines This will be an invaluable text for all Masters Students in health professions education as well as PhD students and education researchers wanting a background to the discipline Educators and medical students will also find it a very useful resource Written by key figures in medical educational research combined with a strong editorial influence from the international editorial team The text has a strong evidence based approach that is fully cognisant of research methodology issues The book provides a scholarly explanation on the topic rather than aiming to say the last word Written throughout in a clear and comprehensible style The content is extensively referenced with additional suggestions for further reading [Handbook of Research on Redesigning Teaching, Learning, and Assessment in the Digital Era](#) Meletiadou, Eleni, 2023-05-15 Recent evolutions such as pervasive networking and other enabling technologies have been increasingly changing human life knowledge acquisition and the way works are performed and students learn In this societal change educational institutions must maintain their leading role They have therefore embraced digitally enhanced learning to provide increased flexibility and access for their students The Handbook of Research on Redesigning Teaching Learning and Assessment in the Digital Era provides insights into the transformation of education in the digital era and responds to the needs of learners of any context and background through relevant studies that include sound pedagogical and content knowledge Covering key topics

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Reading

Comprehension Strategies Danielle S. McNamara, 2007-05-24 First published in 2007 Routledge is an imprint of Taylor Francis an informa company

The Cambridge Handbook of Multimedia Learning Richard E. Mayer, 2014-07-28 The updated second edition of the only handbook to offer a comprehensive analysis of research and theory in the field of multimedia learning or learning from words and images It examines research based principles to determine the most effective methods of multimedia instruction and uses cognitive theory to explain how these methods work

Promoting

Reflection on Language Learning Neil Curry, Phoebe Lyon, Jo Mynard, 2023-09-12 This book brings together a wide range of studies practical applications and reflective accounts written by academics working at a university in Japan to present a cohesive overview of their collaborative efforts to promote learner reflection within their institution The book contributes to a shift in language education towards promoting learner responsibility and ownership of their learning through developing a deeper sense of awareness of and motivation for the learning process It makes a convincing case for showing that not only is promoting reflection possible but it can also be effectively integrated into language learning activities with significant benefits to the learners The chapters are highly practical for researchers and practitioners with the research chapters containing instruments which make them ideal for replication studies The text includes a wealth of practical tools and activities for practitioners who will be able to experience first hand how to facilitate student success and increase satisfaction

Journal SEPIKE Association 1901 SEPIKE, 2018-12-14 The journal was launched on August 12 2012 in Poitiers France at a forum of scientists from Eastern and Western Europe organized by the non profit organization Association 1901 SEPIKE The idea of its foundation belongs to a group of talented scientists from Ukraine Poland Bulgaria Germany and France under the aegis of the German educational center SEPIKE Academy which specializes in supporting Start Ups The journal is a reflection of modern views of scientists representatives of academic science education and business politicians leaders and participants of public organizations as well as perspective young people it is aimed at finding ways to solve the problem of effective interaction of modern science education and business with the purpose of the innovative development providing exchange of modern technologies and best practices The journal of Association 1901 SEPIKE is an innovative platform for studying and successfully implementing modern educational and business technologies It can be interesting for authors and readers whose professional interests are associated with the search for innovative ways of development of modern society and thereby ensuring its economic security The journal includes publications of the results of theoretical and applied researches of scientists who are representatives of educational institutions and research institutes from different countries as well as representatives of international organizations and stakeholders who are specialists in above mentioned spheres

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