Metacognition: Core Readings

Nelson, Thomas O.

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Metacognition Core Readings

Aleksandra Kostić, Derek Chadee

Metacognition Core Readings:

Metacognition Thomas O. Nelson, 1992 **Metacognition** John Dunlosky, Janet Metcalfe, 2008-09-24 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 chapte 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 The MIT Encyclopedia of the Cognitive Sciences (MITECS) Robert A. Wilson, Frank C. Keil, 2001-09-04 Since the 1970s the cognitive sciences have offered multidisciplinary ways of understanding the mind and cognition The MIT Encyclopedia of the Cognitive Sciences MITECS is a landmark comprehensive reference work that represents the methodological and theoretical diversity of this changing field At the core of the encyclopedia are 471 concise entries from Acquisition and Adaptationism to Wundt and X bar Theory Each article written by a leading researcher in the field provides an accessible introduction to an important concept in the cognitive sciences as well as references or further readings Six extended essays which collectively serve as a roadmap to the articles provide overviews of each of six major areas of cognitive science Philosophy Psychology Neurosciences Computational Intelligence Linguistics and Language and Culture Cognition and Evolution For both students and researchers MITECS will be an indispensable guide to the current state of the cognitive sciences The Oxford Handbook of Reciprocal Adult Development and Learning Carol Hoare, 2011-09-06 One of the Best Books of 2011 from the Center for Optimal Adult Development The fields of adult development and the study of learning have traditionally been considered separate with development falling under psychology and learning under education However recent ideas research and practices that have emerged in these fields of study effectively emphasize the inherent reciprocal relationship that exists between them advances in development frequently lead to learning and conversely learning almost necessarily fuels development In this second

edition of The Oxford Handbook of Reciprocal Adult Learning and Development the synchronicity between development and learning is explored further as expert authors advance the latest theories to provide a rich foundation for this new area of study and practice for this interrelated field of study At the border of two disciplines this handbook focuses on the capacities of intelligence meta cognition insight self efficacy spirituality interpersonal competence wisdom and other key adult attributes as they relate to positive changes and personal growth in adults Contexts for development and learning e q the work role and environment are also addressed and mixed in throughout the volume are emanating implications for research practice and policy What emerges is a thoughtful handbook for all who promote optimal aging and is a must read for academics psychologists and practitioners in adult development Attention and Performance XVII Daniel Gopher, Asher Koriat, 1999 In 1966 the first meeting of the Association for the Study of Attention and Performance was held in the Netherlands to promote the emerging science of cognitive psychology This volume is based on the most recent conference held in Israel thirty years later The focus of the conference was the interaction between theory and application The organizers chose the specific topic cognitive regulation of performance because it is an area where contemporary theories of cognitive processes meet the everyday challenges posed by human interactions with complex systems Present day technological systems impose on the operator a variety of supervisory functions such as input and output monitoring allocation of cognitive resources choice of strategies and regulation of cognitive operations A challenge for engineers and designers is to accommodate the cognitive requirements called for by these systems The book is divided into four sections the presentation and representation of information cognitive regulation of acquisition and performance consciousness and behavior and special populations aging and neurological disorders Contributors Nicole D Anderson Moshe Bar Lynn Bardell Alice E Barnes Irving Biederman Robert A Bjork Richard A Block Fergus I M Craik Heiner Deubel John Dunlosky Ido Erev Ronald Fisher John M Flach Barry Goettl Morris Goldsmith Daniel Gopher Lynn Hasher Okihide Hikosaka Larry L Jacoby Peter Kalocsai Colleen Kelley David E Kieras Roberta Klatzky Asher Koriat Arthur F Kramer Elisabetta Ladavas John L Larish Susan J Lederman John Long Cynthia P May Guiliana Mazzoni Brian McElree David Meyer Satoru Miyauchi Neville Moray Louis Narens Thomas O Nelson Raymond S Nickerson Lynne Reder J Wesley Regian Ian Robertson Wolfgang Schneider Christian D Schunn Wayne Shebilske Shinsuke Shimojo Suresh Subramaniam Tom N Trainham Jehoshua Tsal Timothy A Weber Christopher Wickens Rose T Zacks Dan Zakay 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 Metacogition research These research foci such as animal metacognition neuropsychology of metacognition implicit learning metacognitive experiences metamemory young children's Metacogition 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 Metacognition and Cognitive Neuropsychology Giuliana Mazzoni, Thomas O. Nelson, 2014-05-12 Control processes are those mental functions that allow us to initiate monitor and prioritize mental activities They are crucial to normal mental functioning A better understanding of the nature of control processes and their deficits is important for clinical work and for an adequate theory of consciousness Previously control processes have been examined within the frameworks of two parallel but independent paradigms those of cognitive psychology and of neuropsychology Cognitive psychologists have stressed the theoretical and empirical nature of normal unimpaired control processes neuropsychologists have focused on the relationships between damage to specific functional areas of the brain and deficits in specific control processes Both have contributed extensively to our understanding of control processes However they have tended to operate independently with little if any cross talk between disciplines despite the potential benefits such dialogue is likely to generate This book represents the first attempt to synthesize cognitive and neuropsychological perspectives on control processes It contains state of the art reports on various aspects of control processes by experts from Treatise on the Neurophilosophy of Consciousness Dr. Angell O. de la Sierra, 2012-08-15 I would both disciplines like to invite all those studious of the mind brain interface puzzle to share our insights What follows represents an ongoing series of reflections on the ontology of consciousness based on some intuitions on life language acquisition and survival strategies to accommodate the biological psychic and social imperatives of human life in its ecological niche thus the BPS model For the latest publication click on BPS Model http www delaSierra Sheffer net ID Neurophilo net index htm The Oxford Companion to Consciousness Tim Bayne, Axel Cleeremans, Patrick Wilken, 2009 Consciousness is undoubtedly one of the last remaining scientific mysteries and hence one of the greatest contemporary scientific challenges How does the brain s activity result in the rich phenomenology that characterizes our waking life Are animals conscious Why did consciousness evolve How does science proceed to answer such questions Can we define what consciousness is Can we measure it Can we use experimental results to further our understanding of disorders of consciousness such as those seen in schizophrenia delirium or altered states of consciousness These questions are at the heart of contemporary research in the domain Answering them requires a fundamentally interdisciplinary approach that engages not only philosophers but also neuroscientists and psychologists in a joint effort to develop novel approaches that reflect both the stunning recent advances in imaging methods as well as the continuing refinement of our concepts of consciousness In this light the Oxford Companion to Consciousness is the most complete authoritative survey of contemporary research on consciousness Five years in the

making and including over 250 concise entries written by leaders in the field the volume covers both fundamental knowledge as well as more recent advances in this rapidly changing domain Structured as an easy to use dictionary and extensively cross referenced the Companion offers contributions from philosophy of mind to neuroscience from experimental psychology to clinical findings so reflecting the profoundly interdisciplinary nature of the domain Particular care has been taken to ensure that each of the entries is accessible to the general reader and that the overall volume represents a comprehensive snapshot of the contemporary study of consciousness The result is a unique compendium that will prove indispensable to anyone interested in consciousness from beginning students wishing to clarify a concept to professional consciousness researchers looking for the best characterization of a particular phenomenon **Time Perspective** Aleksandra Kostić, Derek Chadee, 2017-11-29 This book focusses on the theory and application of time perspective theory Time perspective can be an important factor in determining psychological well being and the way we see our world and others around us The unique contemporary nature of this theory s evolution has spurred great interest over the last 20 years The editors responded to this interest by bringing together contributors across a multitude of subjects and perspectives to facilitate an unprecedented discussion on the topic covering areas such as financial health psychotherapy across adulthood and old age prenatal past metacognition community and change fear of crime and intrinsic motivations. The interdisciplinary nature of this project makes it of interest to a wide cross section of academics and practitioners including psychologist social workers criminologists and anyone who has or wishes to adopted time perspective theorization to assist them in their understanding Handbook of Intellectual Styles Li-fang Zhang, Robert J. Sternberg, Stephen Rayner, PhD, 2012 B ecause of the thoroughness of the literature reviews and the comprehensive coverage of the chapter topics this book should be required reading for any scholar working in related areas of personality or intelligence PsycCRITIQUES This book is a masterly attempt to bring order and cohesion to a field that for many years has been riven with claims and counterclaims The editors and authors are to be congratulated for addressing a very complex task so helpfully John Biggs PhD Honorary Professor of Psychology University of Hong Kong If you are interested in intellectual styles people s preferred ways of processing information then this book belongs on your bookshelf Richard E Mayer PhD Professor of Psychology University of California Santa Barbara For more than half a century the construct of style whether designated as cognitive thinking or learning has been in or out of fashion in the history of psychology and education The editors of the present Handbook have invigorated the style construct in the form of intellectual styles and have brought together a distinguished international panel of chapter authors who offer up to date surveys of the assessment development correlates and educational and organizational applications of intellectual styles For those seeking to familiarize themselves with current theory and research in an intellectually exciting field the present Handbook is essential Nathan Kogan PhD Professor Emeritus Department of Psychology New School for Social Research New York NY The concept of intellectual styles has had a controversial history

based on diverse philosophical and theoretical foundations Most recently the idea of intellectual styles an umbrella term that covers such closely related constructs as cognitive styles learning styles teaching styles and thinking styles has gained momentum as an explanation for why different people succeed in different professional and organizational settings Previously it was thought that high achievers simply had more innate abilities than their less successful peers but research has shown that individuals have different intellectual styles that are better suited for varying types of contexts and problems Based on the most current and expansive research this handbook is the first to provide a comprehensive review of research on the construct of intellectual style from its foundations and development to its relations to allied constructs its roles in school and job performance its applications in various populations and its future This understanding of intellectual styles as a valid concept for both individuals and groups has far reaching implications for researchers in cross cultural psychology multicultural education organizational behavior and work performance and many other academic disciplines as well as practitioners in education and beyond Key Features Provides a comprehensive review of intellectual styles from multiple perspectives Written for students and scholars in diverse academic arenas as well as practitioners in education and other fields Includes contributions from researchers from diverse disciplines such as psychology business education and health The Nature of Cognition Robert J. Sternberg, 1999 This book is the first to introduce the study of cognition in terms of the major conceptual themes that underlie virtually all the substantive topics **Metarepresentations** Dan Sperber, 2000-08-31 This volume in the Vancouver Studies in Cognitive Science series concerns metarepresentation the construction and use of representations that represent other representations Metarepresentations are ubiquitous among human beings whenever we think or talk about mental states or linguistic acts or theorize about the mind or language This volume collects previously unpublished studies on the subject by an interdisciplinary group of contributors including Daniel Dennett Alvin Goldman Keith Lehrer Leda Cosmides and John Tooby 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 Conversational Interaction in Second Language Acquisition A. D. Cohen, Ernesto Macaro, 2013-05-20 Provides a unique and timely re examination of key issues such as strategies in context strategy instruction and strategy research methods by numerous experts in the field Offers an

invaluable overview of what is known from empirical research about listening reading speaking writing vocabulary and grammar strategies Proposes a clear and focused research agenda for the next decades Research into language learner strategies has the fundamental goal of improving the teaching and learning of second languages. This book explores the notion that the reason some learners of second languages excel and others struggle lies in what the learners themselves do the strategies they bring to language learning and to language use Encyclopedia of Human Development Neil J. Salkind, 2006 Publisher description Educational Recommender Systems and Technologies: Practices and Challenges Santos, Olga C., 2011-12-31 Recommender systems have shown to be successful in many domains where information overload exists This success has motivated research on how to deploy recommender systems in educational scenarios to facilitate access to a wide spectrum of information Tackling open issues in their deployment is gaining importance as lifelong learning becomes a necessity of the current knowledge based society Although Educational Recommender Systems ERS share the same key objectives as recommenders for e commerce applications there are some particularities that should be considered before directly applying existing solutions from those applications Educational Recommender Systems and Technologies Practices and Challenges aims to provide a comprehensive review of state of the art practices for ERS as well as the challenges to achieve their actual deployment Discussing such topics as the state of the art of ERS methodologies to develop ERS and architectures to support the recommendation process this book covers researchers interested in recommendation strategies for educational scenarios and in evaluating the impact of recommendations in learning as well as academics and practitioners in the area of technology enhanced learning Global Perspectives on Gameful and Playful Teaching and **Learning** Farber, Matthew, 2019-12-27 In the fast changing field of education the incorporation of game based learning has been increasing in order to promote more successful learning instruction Improving the interaction between learning outcomes and motivation in games both digital and analog and promoting best practices for the integration of games in instructional settings are imperative for supporting student academic achievement Global Perspectives on Gameful and Playful Teaching and Learning is a collection of innovative research on the methods and applications that explore the cognitive and psychological aspects underpinning successful educational video games While highlighting topics including nontraditional exercise mobile computing and interactive technologies this book is ideally designed for teachers curriculum developers instructional designers course designers IT consultants educational software developers principals school administrators academicians researchers and students seeking current research on the design and integration of game based The Routledge International Handbook of Research on Teaching Thinking Rupert Wegerif, Li learning environments Li, James C. Kaufman, 2015-05-22 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 Opportunity Identification and Entrepreneurial Behavior John E. Butler, 2006-08-01

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