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Trends and Prospects in Metacognition Research across the Life Span

A Tribute to Anastasia Efklides

 Springer

Trends And Prospects In Metacognition Research

Dale H. Schunk, Jeffrey A. Greene



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 Anastasia Efklides, Plousia Misailidi, 2010-09-01 *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 Motivation Research* Anastasia Efklides, J. Kuhl, R.M. Sorrentino, 2007-05-08 Researchers in achievement motivation are becoming all the more aware of the importance of affect in motivation and self regulation This leads to extension and integration of existing theories as well as to new theories that provide a good account of existing data and offer new insight into the mechanism underlying the functioning of motivation This book presents up to date basic research in motivation and self regulation and an overview of the field with particular emphasis on issues such as change of motivation effects of context and culture on motivation relations of cognition and affect in motivation and self regulation and motivation in school in sports and in the aged Metacognition: Fundamentals, Applications, and Trends Alejandro Peña-Ayala, 2014-10-30 This book is devoted to the Metacognition arena It highlights works that show relevant analysis reviews theoretical and methodological proposals as well as studies approaches applications and tools that shape current state define trends and inspire future research As a result of the revision process fourteen manuscripts were accepted and organized into five parts as follows Conceptual contains conceptual works oriented

to 1 review models of strategy instruction and tailor a hybrid strategy 2 unveil second order judgments and define a method to assess metacognitive judgments 3 introduces a conceptual model to describe the metacognitive activity as an autopoietic system Framework offers three works concerned with 4 stimulate metacognitive skills and self regulatory functions 5 evaluate metacognitive skills and self regulated learning at problem solving 6 deal with executive management metacognition and strategic knowledge metacognition Studies reports research related to 7 uncover how metacognitive awareness of listening strategies bias listening proficiency 8 unveil how metacognitive skills and motivation are achieved in science informal learning 9 tackle stress at learning by means of coping strategies Approaches focus on the following targets 10 social metacognition to support collaborative problem solving 11 metacognitive skills to be stimulated in computer supported collaborative learning 12 metacognitive knowledge and metacognitive experiences are essential for teaching practices Tools promotes the use of intelligent tutoring systems such as 13 BioWorld allows learners to practice medical diagnostic by providing virtual patient cases 14 MetaHistoReasoning provides examples to learners and inquiries about the causes of historical events This volume will be a source of interest for researchers practitioners professors and postgraduate students aimed at updating their knowledge and finding targets for future work in the metacognition arena

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

The SAGE Handbook of Applied Memory Timothy J Perfect,D Stephen Lindsay,2013-12-18 A fabulous collection of essays on memory in the real world The leading scholars have been assembled to produce a volume that is intellectually rich up to date and truly important Elizabeth F Loftus Distinguished Professor University of California Irvine An invaluable resource for anyone wishing to access the current state of knowledge of or contemplating research into the growing area of applied memory research Graham Davies Editor Applied Cognitive Psychology The SAGE Handbook of Applied Memory is the first of its kind to focus specifically on this vibrant and progressive field It offers a broad and comprehensive coverage of recent theoretical and empirical research advances in the psychology of memory as they apply to a range of applied issues

and offers advanced students and researchers the opportunity to survey the literature in the psychology of memory across a range of applied domains Arranged into four sections Everyday Memory Social and Individual Differences in Memory Subjective Experience of Memory and Eyewitness Memory this handbook provides a comprehensive summary and evaluation of scientific memory research as well as theory in a broad range of applied topics including those in cognitive forensic and experimental psychology Brought together by world leading scholars from across the globe The SAGE Handbook of Applied Memory will be of great interest to all advanced students and academics with an interest in all aspects of applied memory

Handbook of Educational Psychology Paul A. Schutz, Krista R. Muis, 2023-10-27 The fourth edition of the Handbook of Educational Psychology sponsored by Division 15 of the American Psychological Association addresses new developments in educational psychology theory and research methods while honoring the legacy of the field's past Comprising 31 chapters written by a diverse group of recognized Educational Psychologist and or Learning and Motivational Scientist EDP LMS scholars this volume provides integrative reviews and critical syntheses of inquiry across a variety of foundational and new areas Key constructs like motivation development beliefs literacy and emotions are given substantive updates while entire new chapters touch on trends that have materialized since the publication of the third edition such as inquiry world views Critical Race Theory cognitive neuroscience and emerging technologies in education Throughout this new edition chapter authors coalesce on issues of social justice situated approaches to inquiry and progressive inquiry methods The Handbook of Educational Psychology Fourth Edition will be an important reference volume for current and future EDP LMS scholars broadly conceived as well as for teacher educators practicing teachers policy makers and the academic libraries serving these audiences It is also appropriate for graduate level courses in educational psychology learning and motivational sciences and research methods in education and psychology

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

Handbook of Self-Regulation of Learning and Performance Dale H. Schunk, Jeffrey A. Greene, 2017-09-07 The second edition of the popular Handbook of Self Regulation of Learning and Performance responds to and incorporates the wealth of new research that the first edition inspired on the subject At the same time it advances meaningful perspectives on the scholarship and history that originally shaped the field Divided into

five major sections basic domains context technology methodology and assessment and individual and group differences this thoroughly updated handbook addresses recent theoretical refinements and advances in instruction and intervention that have changed approaches to developing learners capabilities to self regulate in educational settings Chapters written by leading experts in the field include discussions of methodological advances and expansions into new technologies and the role of learner differences in such areas as contexts and cultures As a comprehensive guide to a rapidly evolving and increasingly influential subject area this volume represents contemporary and future thinking in self regulation theory research and applications Chapter Structure To ensure uniformity and coherence across chapters each chapter author addresses the theoretical ideas underlying their topic research evidence bearing on these ideas future research directions and implications for educational practice Global A significant number of international contributors are included to reflect the increasingly international research on self regulation Readable In order to make the book accessible to students chapters have been carefully edited for clarity conciseness and organizational consistency Expertise All chapters are written by leading researchers who are highly regarded experts on their particular topics and are active contributors to the field

International Guide to Student Achievement John Hattie, Eric M. Anderman, 2013-01-17 The International Guide to Student Achievement brings together and critically examines the major influences shaping student achievement today There are many often competing claims about how to enhance student achievement raising the questions of What works and What works best World renowned bestselling authors John Hattie and Eric M Anderman have invited an international group of scholars to write brief empirically supported articles that examine predictors of academic achievement across a variety of topics and domains Rather than telling people what to do in their schools and classrooms this guide simply provides the first ever compendium of research that summarizes what is known about the major influences shaping students academic achievement around the world Readers can apply this knowledge base to their own school and classroom settings The 150 entries serve as intellectual building blocks to creatively mix into new or existing educational arrangements and aim for quick easy reference Chapter authors follow a common format that allows readers to more seamlessly compare and contrast information across entries guiding readers to apply this knowledge to their own classrooms their curriculums and teaching strategies and their teacher training programs 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

Implicit Learning Axel Cleeremans, Viktor Allakhverdov, Maria Kuvaldina, 2019-03-20 Can we learn without knowing we are learning To what extent is our behavior influenced by things we fail to perceive What is the relationship between conscious and unconscious cognition Implicit Learning 50 Years On tackles these key questions fifty years after the publication of Arthur Reber's seminal text Providing an overview of recent developments in the field the volume considers questions about the computational foundations of learning alongside phenomena including conditioning memory formation and consolidation associative learning cognitive development and language learning Featuring contributions from international researchers the book uniquely integrates Western thinking on implicit learning with insights from a rich Russian research tradition This approach offers an excellent opportunity to contrast perspectives to introduce new experimental paradigms and to contribute to ongoing debates about the very nature of implicit learning Implicit Learning 50 Years On is essential reading for students and researchers of consciousness specifically those interested in implicit learning

International Handbook of Thinking and Reasoning Linden J. Ball, Valerie A. Thompson, 2017-11-14 The Routledge International Handbook of Thinking and Reasoning is an authoritative reference work providing a balanced overview of current scholarship spanning the full breadth of the rapidly developing and expanding field of thinking and reasoning It contains 35 chapters written by leading international researchers covering foundational issues as well as state of the art developments in thinking and reasoning research Topics covered range across all sub areas of thinking and reasoning including deduction induction abduction judgment decision making argumentation problem solving expertise creativity and rationality The contributors engage with cutting edge debates such as the status of dual process theories of thinking the role of unconscious intuitive emotional and metacognitive processes in thinking and the importance of probabilistic conceptualisations of thinking and reasoning Authors also examine the importance of neuroscientific findings in informing theoretical developments and explore the situated nature of thinking and reasoning

across a range of real world contexts such as mathematics medicine and science The Handbook provides a clear sense of the way in which contemporary ideas are challenging traditional viewpoints as new paradigm of the psychology of reasoning emerges This paradigm shifting research is paving the way toward a richer and more inclusive understanding of thinking and reasoning where important new questions drive a forward looking research agenda It is essential reading for both established researchers in the field of thinking and reasoning as well as advanced students wishing to learn more about both the historical foundations and latest developments in this rapidly growing field

Measures of Personality and Social Psychological Constructs Gregory J. Boyle, Donald H. Saklofske, Gerald Matthews, 2014-09-04 Measures of Personality and Social Psychological Constructs assists researchers and practitioners by identifying and reviewing the best scales measures for a variety of constructs Each chapter discusses test validity reliability and utility Authors have focused on the most often used and cited scales measures with a particular emphasis on those published in recent years Each scale is identified and described the sample on which it was developed is summarized and reliability and validity data are presented followed by presentation of the scale in full or in part where such permission has been obtained Measures fall into five broad groups The emotional disposition section reviews measures of general affective tendencies and or cognitive dispositions closely linked to emotion These measures include hope and optimism anger and hostility life satisfaction self esteem confidence and affect dimensions Emotion regulation scales go beyond general dispositions to measure factors that may contribute to understanding and managing emotions These measures include alexithymia empathy resiliency coping sensation seeking and ability and trait emotional intelligence The interpersonal styles section introduces some traditional social psychological themes in the context of personality assessment These measures include adult attachment concerns with public image and social evaluation and forgiveness The vices and virtues section reflects adherence to moral standards as an individual characteristic shaped by sociocultural influences and personality These measures include values and moral personality religiosity dark personalities Machiavellianism narcissism and subclinical psychopathy and perfectionism The sociocultural interaction and conflict section addresses relationships between different groups and associated attitudes These measures include cross cultural values personality and beliefs intergroup contact stereotyping and prejudice attitudes towards sexual orientation and personality across cultures Encompasses 25 different areas of psychology research Each scale has validity reliability info on test bias etc Multiple scales discussed for each construct Discussion of which scales are appropriate in which circumstances and to what populations Examples of scales included

The SAGE Handbook of Learning David Scott, Eleanore Hargreaves, 2015-08-17 Profound and useful readers will benefit from the systematic treatment of learning through superb scholarship Cultural philosophical curricular pedagogical historical perspectives on learning curriculum pedagogy and assessment and learners make this collection unique Carol A Mullen Professor of Educational Leadership Virginia Tech Learning is a fundamental topic in education Combining traditional views of learning and learning theory with

sociocultural and historical perspectives this Handbook brings together original contributions from respected researchers who are leading figures in the field The editors provide a insightful introduction to the topic and the theories frameworks themes and issues discussed in the individual chapters are central to each and every learning episode The Handbook is organized into four sections each beginning with a short introduction Philosophical Sociological and Psychological Theories of Learning Models of Learning Learning Curriculum Pedagogy and Assessment Learning Dispositions Life Long Learning and Learning Environments

The Role of Teacher Interpersonal Variables in Students' Academic Engagement, Success, and Motivation Ali Derakhshan, Reza Pishghadam, Anna Mystkowska-Wiertelak, 2022-07-05

Learning Under the Lens Annemaree Carroll, Ross Cunningham, Annita Nugent, 2020-12-01

Learning Under the Lens Applying Findings from the Science of Learning to the Classroom highlights the innovative approach being undertaken by researchers from the disparate fields of neuroscience education and psychology working together to gain a better understanding of how we learn and its potential to impact student learning outcomes The book is structured in four parts Science of learning a policy perspective sets the scene for this emerging field of research Self regulation of learning and Technology and learning feature findings by eminent international and national researchers in the field and provides an insight into some of the innovative research illustrating the depth breadth and multi disciplinary of the research and Research translation focuses on the scaled up implementation of research findings in authentic learning settings and showcases research findings which are having impact in learning environments This fascinating book is intended as a reference tool to create awareness among researchers policy makers and education practitioners of the research being undertaken in the science of learning field and its potential to impact student learning outcomes

The Routledge International Handbook of Young Children's Thinking and Understanding Sue Robson, Suzanne Flannery Quinn, 2014-11-13

This ground breaking handbook provides a much needed contemporary and authoritative reference text on young children s thinking The different perspectives represented in the thirty nine chapters contribute to a vibrant picture of young children their ways of thinking and their efforts at understanding constructing and navigating the world The Routledge International Handbook of Young Children s Thinking and Understanding brings together commissioned pieces by a range of hand picked influential international authors from a variety of disciplines who share a high public profile for their specific developments in the theories of children s thinking learning and understanding The handbook is organised into four complementary parts How can we think about young children s thinking Concepts and contexts Knowing about the brain and knowing about the mind Making sense of the world Documenting and developing children s thinking Supported throughout with relevant research and case studies this handbook is an international insight into the many ways there are to understand children and childhood paired with the knowledge that young children have a strong vital and creative ability to think and to understand and to create and contend with the world around them

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

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