Awareness Matters

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 chapter 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 Oxford Handbook of Metamemory

Why is metacognition gaining recognition, both in education generally and in science learning in particular? What does metacognition contribute to the theory and practice of science learning? Metacognition in Science Education discusses emerging topics at the intersection of metacognition with the teaching and learning of science concepts, and with higher order thinking more generally. The book provides readers with a background on metacognition
and analyses the latest developments in the field. It also gives an account of best-practice methodology. Expanding on the theoretical underpinnings of metacognition, and written by world leaders in metacognitive research, the chapters present cutting-edge studies on how various forms of metacognitive instruction enhance understanding and thinking in science classrooms. The editors strive for conceptual coherency in the various definitions of metacognition that appear in the book, and show that the study of metacognition is not an end in itself. Rather, it is integral to other important constructs, such as self-regulation, literacy, the teaching of thinking strategies, motivation, meta-strategies, conceptual understanding, reflection, and critical thinking. The book testifies to a growing recognition of the potential value of metacognition to science learning. It will motivate science educators in different educational contexts to incorporate this topic into their ongoing research and practice.

**The Oxford Handbook of Reciprocal Adult Development and Learning**

There is a growing theoretical and practical interest in the topic of metacognition: how mental processes are monitored and controlled. This study overviews the relationship between theories in metacognition and their real-world applications. In addition to a theoretical overview, chapters cover metacognition in three areas: education, everyday life memory and in diverse populations.

**Innovative Approaches in Teaching English Writing to Chinese Speakers**

Thinking about Thinking: Metacognition for Music Learning provides music educators with information, inspiration, and practical suggestions for teaching music. Written for music educators in multiple content areas and grade levels, the book sets forth guidelines for promoting the use of metacognitive skills among music students. Along with presenting an extensive overview of research on the topic, Dr. Benton shows how ideas gleaned from research can be put into daily practice in music classrooms and studios. General music teachers, directors of choral and instrumental ensembles, applied music teachers, future music educators, and music education collegiate faculty will find useful ideas and information here. In the current educational climate where all teachers are required to demonstrate that they encourage higher order thinking among their students, Thinking about Thinking: Metacognition for Music Learning gives music educators the tools they need to accomplish the task.

**Metacognition**

This Handbook examines the interplay between metamemory and memory. Each contributor discusses cutting-edge theory and research that, in some way, showcases the symbiotic relationship between metamemory and memory. Together, these chapters support a central thesis, which is that a complete understanding of either metamemory or memory is not possible without understanding their mutual influence. The inspiration for this volume was the life and research of Thomas O. Nelson, whose pioneering and influential research in the fields of metamemory and memory consistently highlighted their integrated nature.

**The Cambridge Handbook of Consciousness**

As with most dynamic activities that are based on social and cultural contexts and rely on interactions, education is a complex and often ambiguous endeavor. Despite this complexity, scholars and educators are often required to find ways of defining and explaining what "good" teaching is and to
incorporate these conclusions into teacher education. This book contains eight scholarly articles from various countries around the world and offers unique and up-to-date perspectives on relevant practices and pedagogies for teachers’ professional education and development. In this international book, it is argued that there is a significant inspiration and enrichment to be gained by investigating the policies and practices of teacher education systems from all over the world.

Trends and Prospects in Metacognition Research

This reader-friendly text, firmly grounded in listening theories and supported by recent research findings, offers a comprehensive treatment of concepts and knowledge related to teaching second language (L2) listening, with a particular emphasis on metacognition. The metacognitive approach, aimed at developing learner listening in a holistic manner, is unique and groundbreaking. The book is focused on the language learner throughout; all theoretical perspectives, research insights, and pedagogical principles in the book are presented and discussed in relation to the learner. The pedagogical model—a combination of the tried-and-tested sequence of listening lessons and activities that show learners how to activate processes of skilled listeners—provides teachers with a sound framework for students’ L2 listening development to take place inside and outside the classroom. The text includes many practical ideas for listening tasks that have been used successfully in various language learning contexts.

New Science of Learning

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.

Thinking about Thinking

Interpersonal Regulation of Learning and Motivation is the first book in the field to focus on major methodological advances in research on interpersonal regulation of learning and motivation. Interest in developing ways of capturing the dynamics of interpersonal regulation in real-life learning interactions is growing rapidly. Understanding these dynamics is particularly timely given the increased use of collaborative learning activities in schools and university settings, as well as through face-to-face and computer supported collaborative learning (CSCL) environments. While groups and collections of individuals in social interaction are expected to bring their own motivations and goals to the learning situations, it is also assumed that these are further shaped through interaction, as the group activity evolves. Research methodology publications in the field of learning, regulation and motivation are still dominated by a focus on the individual. The study of collaborative learning at both conceptual and methodological level has not incorporated the significance of social regulatory processes of learning and motivation. This is a new development in the field and one covered by this book. The book contains numerous
Illustrations of innovative methodological approaches to study and interpret the dynamics of interpersonal regulation. Data sources and data representations to capture scaffolded instruction, theory-based analytic methods to investigate interactions in real-life collaborative learning environments and social software tools for gathering and analyzing interactive data. Interpersonal Regulation of Learning and Motivation brings together the work of scholars who have been studying interpersonal regulation of learning and motivation at the boundaries of the individual and the social, and who have made original methodological contributions to the study of interactive learning environments. In combination, their work provides a range of distinctive and original conceptual and methodological contributions to this under-examined and vital field of research, making this an essential read for any researcher or student interested in collaborative learning and motivation.

**Metacognitive Therapy for Anxiety and Depression**


**Metacognition**

English writing is acknowledged as an essential skill for critical thinking, learning, and expression, and most EFL learners find themselves struggling when writing in English due to a lack of writing skills, content knowledge, writing strategies, intrinsic motivation, and fluency development practice. This edited volume, covering innovative approaches such as e-learning, strategy-based instruction, metacognitive training, a minimal grammar approach, writing assessment, and a genre-based approach, aims to innovate writing instruction in Chinese speaking regions, which has traditionally been characterized by rigid, teacher-centered, test-oriented approaches. We aim for this edited volume to provide theoretical underpinnings as well as contemporary practical advice related to EFL writing instruction for Chinese speakers.

**Handbook of Understanding and Measuring Intelligence**

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 both disciplines.

**The Philosophy of Metacognition**

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.

**Applied Metacognition**

If the difference between a student's success and failure were something specific you could teach, wouldn't you? Metacognition is exactly that—a tool that helps students unlock their brain's amazing power and take control of their learning. Educational researchers and professional developers Donna Wilson and Marcus Conyers have been exploring and using the explicit teaching of metacognition for years, and in this book they share a practical way to teach preK-12 students how to drive their brains by promoting the following practices: * Adopt an optimistic outlook toward learning, * Set goals, * Focus their attention, * Monitor their progress, and * Engage in practices that enhance cognitive flexibility. Wilson and Conyers explain metacognition and how it equips students to meet today's rigorous education standards. They present a unique blend of useful metaphors, learning strategies, and instructional tips you can use to teach your students to be the boss of their brains. Sample lessons show these ideas in a variety of classroom settings, and sections on professional practice help you incorporate these tools (and share them with colleagues and parents) so that you are teaching for and with metacognition. Research suggests that metacognition is key to higher student achievement, but studies of classroom practice indicate that few students are taught to use metacognition and the supporting cognitive strategies that make learning easier. You can teach metacognition to your students, so why wouldn't you? This book shows you how.

**The Wiley-Blackwell Handbook of Childhood Cognitive Development**

**Metacognition and Cognitive Neuropsychology**

The Handbook of Research Methods in Human Memory presents a collection of chapters on methodology used by researchers in investigating human memory. Understanding the basic cognitive function of human memory is critical in a wide variety of fields, such as clinical psychology, developmental psychology, education, neuroscience, and gerontology, and studying memory has become particularly urgent in recent years due to the prominence of a number of neurodegenerative diseases, such as Alzheimer's. However, choosing the most appropriate method of research is a daunting task for most scholars. This book explores the methods that are currently available in various areas of human memory research and serves as a reference manual to help guide readers' own research. Each chapter is written by prominent researchers and features cutting-edge research on human memory and cognition,
with topics ranging from basic memory processes to cognitive neuroscience to further applications. The focus here is not on the "what," but the "how"—how research is best conducted on human memory.

**Handbook of Metacognition in Education**

This definitive volume is the result of collaboration by top scholars in the field of children's cognition. New edition offers an up-to-date overview of all the major areas of importance in the field, and includes new data from cognitive neuroscience and new chapters on social cognitive development and language. Provides state-of-the-art summaries of current research by international specialists in different areas of cognitive development. Spans aspects of cognitive development from infancy to the onset of adolescence. Includes chapters on symbolic reasoning, pretend play, spatial development, abnormal cognitive development, and current theoretical perspectives.

**Learn Better**

This volume features the complete text of all regular papers, posters, and summaries of symposia presented at the 17th annual meeting of the Cognitive Science Society.

**Metacognition in Science Education**

This groundbreaking book explains the "whats" and "how-tos" of metacognitive therapy (MCT), an innovative form of cognitive-behavioral therapy with a growing empirical evidence base. MCT developer Adrian Wells shows that much psychological distress results from how a person responds to negative thoughts and beliefs—for example, by ruminating or worrying? rather than the content of those thoughts. He presents practical techniques and specific protocols for addressing metacognitive processes to effectively treat generalized anxiety disorder, obsessive-compulsive disorder, posttraumatic stress disorder, and major depression. Special features include reproducible treatment plans and assessment and case formulation tools, plus a wealth of illustrative case material.

**Metacognition, Strategy Use, and Instruction**

The Open Access version of this book, available at https://www.taylorfrancis.com/books/e/9781351049139, has been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license. This volume offers an exhaustive look at the latest research on metacognition in language learning and teaching. While other works have explored certain notions of metacognition in language learning and teaching, this book, divided into theoretical and empirical chapters, looks at metacognition from a variety of perspectives, including metalinguistic and multilingual awareness, and language learning and teaching in L2 and L3 settings, and explores a range of studies from around the world. This allows the volume to highlight a diverse set of methodological approaches, including blogging, screen recording software, automatic translation programs, language corpora, classroom interventions, and interviews, and subsequently, to demonstrate the value of metacognition research and how insights from such findings can contribute to a greater understanding of language learning and language teaching processes more generally. This innovative collection is an essential resource for students and scholars in language teaching pedagogy, and applied linguistics.
Contemporary Pedagogies in Teacher Education and Development

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.

Metacognition in Educational Theory and Practice

Unique and stimulating, this book addresses metacognition in both the neglected area of teaching and the more well-established area of learning. It addresses domain-general and domain-specific aspects of metacognition, including applications to the particular subjects of reading, speaking, mathematics, and science. This collection spans theory, research and practice related to metacognition in education at all school levels, from elementary through university.

Handbook of Intellectual Styles

From Mark Quirk, recipient of the 2006 Society of Teachers of Family Medicine’s Excellence in Education award, comes the latest on improving medical education. In this volume, Quirk explores metacognition, the idea that we can think about the way we or other people think, and thus gain a better understanding of ourselves, our own cognitive processes, and the patients we seek to help. Written for medical educators--from medical school faculty to residents--this book will help you teach your students and interns how to extrapolate lessons from experience and integrate learning and practice. It will help them to think more clearly and thoroughly about what they read, hear, and learn on a day-to-day basis and thus become more informed and humanistic doctors.

Metacognition

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.

Handbook of Individual Differences in Reading

Showcasing exemplary research programs, this book explores how the latest theories and findings on cognitive development can be used to improve classroom instruction. The focus is on how children acquire knowledge about the processes involved in learning—such as remembering, thinking, and problem solving—as well as strategies for mastering new information. The contributors are leading experts who illustrate ways teachers can support the development of metacognition and goal-directed strategy use throughout the school years and in different academic domains. Teacher behaviors and instructional methods that promote these abilities are identified, and innovative assessment approaches and research designs are described.

Handbook of Metacognition in Education

The earliest educational software simply transferred print material from the page to the monitor. Since then, the Internet and other digital media have brought students an ever-expanding, low-cost knowledge base and the opportunity to interact with minds around the globe—while running the risk of shortening their attention spans, isolating them from interpersonal contact, and subjecting them to information overload. The New Science of Learning: Cognition, Computers and Collaboration in Education deftly explores the multiple relationships found among these critical elements in students’ increasingly complex and multi-paced educational experience. Starting with instructors’ insights into the cognitive effects of digital media—a diverse range of viewpoints with little consensus—this cutting-edge resource acknowledges the double-edged potential inherent in computer-based education and its role in shaping students’ thinking capabilities. Accordingly, the emphasis is on strategies that maximize the strengths and compensate for the negative aspects of digital learning, including: Group cognition as a foundation for learning Metacognitive control of learning and remembering Higher education course development using open education resources Designing a technology-oriented teacher professional development model Supporting student collaboration with digital video tools Teaching and learning through social annotation practices The New Science of Learning: Cognition, Computers and Collaboration in Education brings emerging challenges and innovative ideas into sharp focus for researchers in educational psychology, instructional design, education technologies, and the learning sciences.

Intuition and Metacognition in Medical Education

Metacognition plays an important role in numerous aspects of higher educational learning strategies. When properly integrated in the educational system, schools are better equipped to build more efficient and successful learning strategies for students in higher education. Metacognition and Successful Learning Strategies in Higher Education is a detailed resource of scholarly perspectives that discusses current trends in learning assessments. Featuring extensive coverage on topics such as spiritual intelligence strategies, literacy development, and ubiquitous learning, this is an ideal reference source for
Teaching Students to Drive Their Brains

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.

Proceedings of the Seventeenth Annual Conference of the Cognitive Science Society

This collection argues that being aware of and reflecting on language form and language use is a powerful tool, not only in language learning, but also in wider society. It adopts an interdisciplinary stance: one chapter argues the need for Language Awareness in business contexts, while another examines the role of critical cultural awareness and Language Awareness in education as ‘bildung’. Others report on research studies in language classrooms and in teacher education. Language Awareness is interrogated from a range of perspectives such as peer interaction, teaching young learners, learner strategies and strategies for writing, online reading, and oral fluency training. The scope is global, including contributions from Canada, Germany, Iran, Japan, Spain, and the UK, and covers bilingual as well as multilingual contexts. The book will be of interest to language teachers, language teacher educators, other language professionals, and generally to the language aware. This book was originally published as a special issue of Language Awareness.

Teaching and Learning Second Language Listening

Publisher Description

Metacognition in Learning and Instruction
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.

Metacognition in Language Learning and Teaching (Open Access)

Does metacognition, i.e. the capacity to form epistemic self-evaluations about one's current cognitive performance, derive from a mindreading capacity, or does it rely, at least in part, on sui generis informational processes? In The Philosophy of Metacognition Joëlle Proust provides a powerful defense of the second position. Drawing on discussions of empirical evidence from comparative, developmental, and experimental psychology, as well as from neuroscience, and on conceptual analyses, she purports to show that, in contrast with analytic metacognition, procedural metacognition does not need to involve metarepresentations. Procedural metacognition seems to be available to some non-humans (some primates and rodents). Proust further claims that metacognition is essentially related to mental agency, i.e. cognitive control and monitoring. 'Self-probing' is equivalent to a self-addressed question about the feasibility of a mental action ('Am I able to remember this word?'). 'Post-evaluating' is a way of asking oneself whether a given mental action has been successfully completed ('Is this word the one I was looking for?'). Neither question need be articulated conceptually for a feeling of knowing or of being right to be generated, or to drive epistemic control. Various issues raised by the contrast of a procedural, experience-based metacognition, with an analytic, concept-based metacognition are explored, such as whether each is expressed in a different representational format, their sensitivity to different epistemic norms, and the existence of a variety of types of epistemic acceptance.

Applied Metacognition

For centuries, learning emphasized memorizing information: You were supposed to study facts, dates, and details, and burn them into your consciousness. But this approach to learning is outdated and contrary to how our brains really work. In Learn Better, writer and education researcher Ulrich Boser maps out the new science of learning, demonstrating how we can gain expertise in dramatically better ways. In this entertaining and engrossing book, Boser argues that learning is a skill, showing how techniques like self-questioning and thinking about thinking can create much deeper levels of understanding. Among the important findings and practical tips, Boser tells fascinating stories, like how Jackson Pollock came to his revolutionary drip painting method--and why an ancient counting device helps people gain superhuman math skills. This powerful book will revolutionize the way that you acquire mastery, with far-reaching implications for both you and society. But perhaps most importantly, you will be able to fully capitalize on your mind's remarkable ability to develop new skills.

Handbook of Metamemory and Memory

The Cambridge Handbook of Consciousness is the first of its kind in the field, and its appearance marks a unique time in the history of intellectual inquiry.
on the topic. After decades during which consciousness was considered beyond the scope of legitimate scientific investigation, consciousness re-emerged as a popular focus of research towards the end of the last century, and it has remained so for nearly 20 years. There are now so many different lines of investigation on consciousness that the time has come when the field may finally benefit from a book that pulls them together and, by juxtaposing them, provides a comprehensive survey of this exciting field. An authoritative desk reference, which will also be suitable as an advanced textbook.

Handbook of Research Methods in Human Memory

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 chapter 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.

Foundations of Metacognition

This book clarifies the construct of metacognition so that researchers and teachers can develop a better understanding of it. This is an important and broad ranging contribution, which can be drawn upon and applied in many related areas, by researchers, psychologists, teachers and any profession interested in psychological learning processes.

The Taxonomy of Metacognition

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.

Metacognition and Successful Learning Strategies in Higher Education
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 chapter 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.

Interpersonal Regulation of Learning and Motivation

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.

Metacognition: Fundaments, Applications, and Trends

The Handbook of Understanding and Measuring Intelligence provides an overview of recent studies on intelligence to help readers develop a sound understanding of results and perspectives in intelligence research. In this volume, editors Oliver Wilhelm and Randall W. Engle bring together a group of respected experts from two fields of intelligence research, cognition and methods, to summarize, review, and evaluate research in their areas of expertise. The chapters in this book present state-of-the-art examinations of a particular domain of intelligence research and highlight important methodological considerations, theoretical claims, and pervasive problems in the field.

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