Metacognition In Learning And Instruction Theory Research and Practice Neuropsychology And Cognition

International Handbook of Metacognition and Learning Technologies Roger Azevedo 2013-04-23 Education in today's technologically advanced environments is driven by digital and multimedia resources, Internet-based learning, and instructional technologies that provide the foundations for cognitive processing, and that have become an important focus of study as new learning technologies are assessed for effectiveness in this area. Rich in theoretical models and empirical data, this handbook provides new directions and recommendations for educational practice.

Metacognition in Learning and Instruction-Hope J. Hartman 2001-02-28 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.

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differculties and cultures. Over the past several years, STEM education research has witnessed rapid growth, attracting considerable interest among scholars of different educational fields. The horizon of studies about metacognition and the intersection of metacognition with the teaching and learning of science concepts, and other high-order thinking more generally. The book provides readers with a cohesive and comprehensible view of the unique major research findings in the field of metacognition. This book goes beyond the traditional and current understandings of metacognition in STEM education and 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 coherence in the various definitions of metacognition to avoid confusion and to ensure that the book is a single coherent whole. The book provides a comprehensive introduction to the field of metacognition and its implications for teaching and learning. It covers a broad range of topics, from the development of metacognitive skills in students to the role of metacognition in the classroom, and includes research-based strategies for improving student learning. The book is an essential resource for educators, researchers, and policymakers who are interested in enhancing student learning in STEM subjects.
Organized for utility, the book explores how the principles of learning can be applied in science and technology. It is written for educators, parents, and educational leaders who are interested in improving student learning. The book provides a comprehensive overview of the research on learning and teaching, as well as practical strategies for improving student outcomes. The book focuses on the importance of student engagement, collaboration, and reflection in the learning process. It also highlights the role of technology in enhancing student learning. The book is divided into three parts: Part I provides an overview of the research on learning and teaching, with a focus on the scientific foundations of learning and teaching. Part II explores the role of technology in enhancing student learning, with a focus on the use of digital tools and resources. Part III provides practical strategies for improving student outcomes, with a focus on collaboration, reflection, and assessment. Overall, the book provides a valuable resource for educators, parents, and educational leaders who are committed to improving student learning.