

1. Record Nr.	UNINA9910823408603321
Titolo	Meta-cognition : a recent review of research, theory, and perspectives / / Michael F. Shaughnessy, Marcel V.J. Veenman and Cynthia Kleyn- Kennedy, editors
Pubbl/distr/stampa	New York, : Nova Science Publishers, c2008
ISBN	1-60692-492-3 1-60741-927-0
Edizione	[1st ed.]
Descrizione fisica	1 online resource (249 p.)
Altri autori (Persone)	ShaughnessyMichael F VeenmanMarcel KennedyCynthia Kleyn
Disciplina	153
Soggetti	Metacognition Psychology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	Intro -- META-COGNITION: A RECENT REVIEW OF RESEARCH, THEORY AND PERSPECTIVES -- META-COGNITION: A RECENT REVIEW OF RESEARCH, THEORY AND PERSPECTIVES -- CONTENTS -- Chapter 1 INTRODUCTION -- Chapter 2 METACOGNITIVE SKILLS OF THE GIFTED FROM A CROSS-CULTURAL PERSPECTIVE -- ABSTRACT -- 1.1. INTRODUCTION1 -- 1.2. High Ability -- 1.2.1. Approaches towards Intelligence -- 1.2.2. Conceptions of Giftedness -- 1.2.3. Giftedness as Developing Expertise -- 1.3. Metacognition -- 1.3.1. Defining Metacognition -- 1.3.2. Development of Metacognitive Skills -- 1.3.3. Measuring Metacognitive Skills -- 1.4. Cultural Orientations and Influences -- 1.5. Interrelation between High Ability, Metacognitive Skills, and Performance -- 1.5.1. High Abilities and Metacognitive Skills -- 1.5.2. Models Describing the Relationship between Ability, Metacognitive Skills and Performance -- 1.6. Research Questions -- 2. METHOD -- 2.1. Sample -- 2.2. Intellectual Ability -- 2.3. School Performance -- 2.4. Metacognitive Skillfulness -- 2.4.1. Metacognitive Task -- 2.5. Information on Individual Background -- 3. RESULTS -- 3.1. Cross-cultural Differences regarding Metacognitive Skill Scores --

3.2. Differences in Quantity and Distribution of Metacognitive Skill Scores -- 3.3. Interrelationship between High Abilities, Metacognitive Skills and School-Performance -- 4. CONCLUSION AND DISCUSSION -- SUGGESTIONS FOR FUTURE RESEARCH -- REFERENCES -- Chapter 3 METACOGNITION - A PSYCHOPHYSIOLOGICAL PERSPECTIVE -- ABSTRACT -- DEFINITIONS -- METACOGNITIVE RESEARCH -- METHODS AND TECHNIQUES USED IN ANALYZING METACOGNITION -- PILOT STUDY 1 -- PILOT STUDY 2 -- CONCLUSION -- REFERENCES -- Chapter 4 STEGOSAURUS AND SPOONBILLS: MECHANISMS FOR TRANSFER ACROSS BIOLOGICAL DOMAINS -- ABSTRACT -- EXPERTISE -- Child Experts -- Expertise on Domains Related to Biology -- TRANSFER OF EXPERTISE. Transfer across Domains Related to Biology -- FACTORS THAT FACILITATE TRANSFER -- EXPLORING TRANSFER BETWEEN BIOLOGICAL DOMAINS: THE CASE OF REFERENTIAL COMMUNICATION -- Task Procedures -- Data Reduction and Analysis -- AN INTEGRATION AND SUGGESTIONS FOR FUTURE RESEARCH -- ACKNOWLEDGEMENTS -- REFERENCES -- Chapter 5 TO BE OR NOT 2 BEE: AN EXAMINATION OF BREAKING SET -- ABSTRACT -- INTRODUCTION -- The Relationship between Breaking Set and Level of Intelligence -- Breaking Set and its Relationship to Metacognition -- Review of Literature on Breaking Set -- Research Study on Breaking Set -- Research Hypotheses -- Hypothesis One -- Hypothesis Two -- Hypothesis Three -- Hypothesis Four -- Hypothesis Five -- SIGNIFICANCE OF THE STUDY -- METHOD -- Subjects -- Variables -- Materials and Procedures -- Validity and Reliability -- Research Design -- RESULTS OF THE RESEARCH STUDY -- Research Hypothesis Four -- Research Hypothesis Three -- Research Hypothesis Two -- Research Hypothesis One -- Research Hypothesis Five -- Quantitative Results Summary -- Qualitative Results Summary -- Discussion -- Limitations -- Implications -- Future Research -- REFERENCES -- Chapter 6 METACOGNITION IN THE GIFTED: CONNECTIONS TO EXPERTISE -- ABSTRACT -- CHARACTERISTICS OF EXPERTISE -- HOW IMPORTANT IS METACOGNITION FOR EXPERTISE? -- METACOGNITION, GIFTEDNESS, AND EXPERTISE -- DECLARATIVE METACOGNITION -- METACOGNITIVE MONITORING -- STRATEGY USE AND TRANSFER -- CONCLUSION -- REFERENCES -- Chapter 7 MARGINALIA AS A METACOGNITIVE STRATEGY -- ABSTRACT -- HISTORICAL PERSPECTIVE -- RESEARCH PERSPECTIVE -- THE "MARGINAL THINKING" TYPOLOGY -- Type 1. Interrogative Notations -- Type 1. Interrogative Notations -- Type 2. Summative Notations -- Type 3. Evaluative Notations -- Type 4. Applicative Notations -- Type 5. Argumentative Notations. INTRODUCING MARGINAL THINKING TO STUDENTS -- MARGINAL THINKING AS AN INSTRUCTIONAL STRATEGY -- CONCLUSION -- REFERENCES -- Chapter 8 SELF-AWARENESS AND SELF-MAPPING OF COGNITIVE PROCESSES FROM EARLY CHILDHOOD TO ADOLESCENCE -- ABSTRACT -- THE ARCHITECTURE OF THE HUMAN MIND -- The Environment-oriented Level of the Mind -- The Self-oriented Level of the Mind -- Long-term Hypercognition -- STUDY ONE: AWARENESS OF COGNITIVE PROCESSES IN EARLY CHILDHOOD -- The Study -- The Organization of Cognitive and Hypercognitive Processes -- Development of Self-awareness -- STUDY TWO: AWARENESS OF COGNITIVE PROCESSES IN ADOLESCENCE -- Cognitive and Hypercognitive Maps -- Perceived Relations between SCS and Specific Components Skills -- Cognitive and Hypercognitive Performance -- CONCLUSIONS -- ACKNOWLEDGEMENT -- REFERENCES -- Chapter 9 EPISTEMIC DEVELOPMENT AND THE PERILS OF PLUTO -- ABSTRACT -- THE PERILS OF PLUTO -- EPISTEMIC DEVELOPMENT IN CHILDHOOD --

EPISTEMIC DEVELOPMENT IN ADOLESCENCE AND BEYOND -- THE EPISTEMOLOGY OF HISTORY -- CONCLUSION -- ACKNOWLEDGEMENTS -- REFERENCES -- Chapter 10 METACOGNITIVE MULTICULTURAL EDUCATION -- ABSTRACT -- INTRODUCTION -- Romani, Artists, and Altruists Gypsies, Tramps, and Thieves -- Metacognition from a Social Psychological and Domain Specific Perspective -- Course Objectives -- BACKGROUND -- TRANSPOSING "PROTECTING OUR MINDS" WITH EXPOSING THEIR MINDS -- Exposure Control: Channel Changes to Avoid Mental Contamination -- Preparation: Anticipating Counterarguments -- Resistance: From Here on, a Downhill Battle -- Remediation: Attempts to Undo the Damage -- Behavior Control: Just Tough it out -- CONCLUSION -- REFERENCES -- Chapter 11 THE RELATIONSHIP BETWEEN METACOGNITIVE AND COGNITIVE STRATEGIES AND READING COMPREHENSION IN SECOND LANGUAGE LEARNING -- ABSTRACT -- INTRODUCTION -- PURPOSE -- RESEARCH QUESTIONS. PARTICIPANTS -- INSTRUMENTATION -- PROCEDURE -- RESULTS AND DISCUSSION -- Analysis No. 1: Cognitive and Metacognitive Strategies and Test-takers' Reading Comprehension -- Analysis No. 2: Cognitive and Metacognitive Strategies among Effective and Ineffective Test-takers -- Analysis No. 3: Effective and Ineffective Test-takers in Using the Subcategories of Cognitive and Metacognitive Strategies -- Analysis No. 4: Male and Female Test-takers' Use of Cognitive and Metacognitive Strategies in the Reading Comprehension Test -- CONCLUSION -- PEDAGOGICAL IMPLICATION -- SUGGESTION FOR FURTHER RESEARCH -- APPENDIX I: FACTOR ANALYSIS -- APPENDIX II: COGNITIVE AND METACOGNITIVE QUESTIONNAIRE -- REFERENCES -- Chapter 12 GIFTEDNESS: PREDICTING THE SPEED OF EXPERTISE ACQUISITION BY INTELLECTUAL ABILITY AND METACOGNITIVE SKILLFULNESS OF NOVICES -- ABSTRACT -- INTRODUCTION -- Metacognitive Skillfulness -- Intellectual Ability as the Repertoire of Cognitive Skills -- Intellectual Ability and Metacognitive Skillfulness -- METHOD -- Intellectual Ability -- Learning Environments -- Metacognitive Skills -- Learning Performance -- Statistical Procedures -- RESULTS -- DISCUSSION -- REFERENCES -- Chapter 13 AN INTERVIEW WITH JOHN FLAVELL -- INDEX -- Blank Page.

---