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International Handbook of Metacognition and Learning Technologies. Roger Azevedo Ph.D., Vincent Aleven (auth.), Roger Azevedo, Vincent Aleven (eds.) Education in today's technologically advanced environments makes complex cognitive demands on students pre-learning, during, and post-learning. Not surprisingly, these analytical learning processes--metacognitive processes--have become an important focus of study as new learning technologies are assessed for

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The difference between cognition and metacognition is another important theoretical distinction. Metacognition can be broadly defined as cognition about one's own cognitive processes (Flavell, 1979; Baker, 2002). Most definitions of metacognition have focused on two separate but related aspects: (1) knowledge/awareness of cognitive processes, and

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Metacognitive skills Metacognitive skills pertain to the acquired repertoire of procedural knowledge for monitoring and controlling one's cognitive processes

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(Veenman, 2011). Halpern (1998) emphasizes the role of metacognitive planning, monitoring, and evaluation activities in critical thinking (CT).

Thinking about metacognition improves thinking

International Handbook of Metacognition and Learning Technologies (2013) Metacognition and Learning Journal. MetaTutor: Learning and Research Tool Learning Tool •Learners self-regulate by deploying SRL processes during learning and these are later analyzed for evidence of processes.

Metacognition and Self-Regulated Learning: Issues ...

comprehension. Metacognition is a relatively new frontier in education in general and in STEM education in particular. This book attempts to fuse cognition, meta-cognition, and culture to enhance STEM education. As this book involves authors from diverse backgrounds, different countries and continents, representing a pleth-

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International handbook of metacognition and learning technologies (pp. 157 –170). Amsterdam: Springer.

Multimedia Learning of Metacognitive Strategies (Chapter

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Azevedo (Ed.) The International Handbook of Metacognition and Learning Technologies. Dunlosky, J., & *Ariel, R. (2011). Self-regulated learning and the allocation of study time. B. Ross (Ed.), Psychology of Learning and Motivation, 54 (pp. 101-138).

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