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[International Handbook Of Metacognition And Learning Technologies](#)

Rich in theoretical models and empirical data, the International Handbook of Metacognition and Learning Technologies synthesizes current research on this critical topic. This interdisciplinary reference delves deeply into component processes of self-regulated learning (SRL), examining theories and models of metacognition, empirical issues in the study of SRL, and the expanding role of educational technologies in helping students learn.

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International Handbook of Metacognition and Learning Technologies. Exhaustive offering of global research in the field, including cognitive and learning sciences to AI to educational technology. Only publication integrating all aspects of the fields of metacognition and learning technologies. Provides comprehensive overview of learning technologies used to study and foster students' metacognitive learning.

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For each technology covered, the Handbook: Explains how the technology fosters students' metacognitive or self-regulated learning. Identifies features designed to study or support metacognitive/SRL behaviors. Reviews how its specific theory or model addresses learners' metacognitive/SRL processes. Provides detailed findings on its effectiveness toward learning. Discusses its implications for the design of metacognitive tools. Examines any theoretical, instructional, or other challenges. These ...

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International Handbook of Metacognition and Learning Technologies. Roger Azevedo Ph.D., Vincent Alevin (auth.), Roger Azevedo, Vincent Alevin (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 effectiveness in this area. Rich in ...

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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 (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 •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-

[Yehudit Judy Dori Zemira R. Mevarech Dale R. Baker Editors](#)

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

[Multimedia Learning of Metacognitive Strategies \(Chapter](#)

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.

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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).