Metacognition In Literacy Learning Theory Assessment Instruction And Professional Development

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International Guide to Student Achievement John Hattie 2013-01-17 The International Guide to Student Achievement brings together and critically examines the major influences shaping student achievement today. There are many, often competing, claims about how to enhance student achievement,

raising the questions of "What works?" and "What works best?" World-renowned bestselling authors, John Hattie and Eric M. Anderman have invited an international group of scholars to write brief, empirically-supported articles that examine predictors of academic achievement across a variety of topics and domains. Rather than telling people what to do in their schools and classrooms, this guide simply provides the first-ever compendium of research that summarizes what is known about the major influences shaping students' academic achievement around the world. Readers can apply this knowledge base to their own school and classroom settings. The 150+ entries serve as intellectual building blocks to creatively mix into new or existing educational arrangements and aim for quick, easy reference. Chapter authors follow a common format that allows readers to more seamlessly compare and contrast information across entries, guiding readers to apply this knowledge to their own classrooms, their curriculums and teaching strategies, and their teacher training programs.

Becoming a Metacognitive Teacher Roya Q. Scales 2020 "This is a practical resource for teacher candidates and early career teachers. The purpose of this book is to provide support for individuals as they journey toward becoming teachers. Excellent teaching is based upon professional judgment that is acquired through sound teacher preparation, scaffolded teaching experiences to apply newly acquired pedagogical knowledge in the classroom as teacher candidates, and initial teaching experiences that are supported by induction programs"--

Instructional Strategies for Improving Students' Learning Jerry Carlson 2012-01-01 The twin objectives of the series Psychological Perspectives on Contemporary Educational Issues are: (1) to identify issues in education that are relevant to professional educators and researchers; and (2) to address

those issues from research and theory in educational psychology, psychology, and related disciplines. The present volume, consisting of two focal chapters, commentaries, and final responses targets instructional strategies for improving students' learning in two of the traditional "three R" areas, reading and ?rithmetic (mathematics), in the elementary school grades. The focal chapters in those two skill areas are written by leading contributors to the reading and mathematics research literatures, Cathy Collins Block for the reading section and Douglas Clements and Julie Sarama for the mathematics section. Few would dispute the essentiality of these two curricular domains in laying the foundation for the development of students' competencies in a vast array of academic disciplines in both the in- and out-of-school years that lie ahead. The present volume is intended for practitioners and researchers who are seeking the latest instructional research-based strategies for improving students' early reading and mathematics performance.

Comprehension Instruction, Second Edition Cathy Collins Block 2008-04-22 This comprehensive professional resource and text is based on cutting-edge research. In each chapter, leading scholars provide an overview of a particular aspect of comprehension, offer best-practice instructional guidelines and policy recommendations, present key research questions still to be answered, and conclude with stimulating questions for individual study or discussion. Coverage includes such timely topics as differentiated instruction, technology and reading comprehension, teaching English language learners, and the implications of current neuroscientific findings.

You Can't Just Say It Louder! Differentiated Strat. for Comprehending Nonfiction Debby Murphy 2009-11-15 This dynamic book provides the foundation you need to confidently and

successfully teach comprehension to a diverse population of students. Filled with innovative, classroom-tested models for differentiating instruction, this professional development resource will leave you feeling empowered, equipped, and excited to implement the strategies! The classroom-tested strategies from acclaimed professional development specialist Debby Murphy and easy-to-read conversational style make this a "must-have" resource for any Pre-K-12 teacher. The model lessons feature concrete examples with sample texts from award-winning resources. **Metacognitive Awareness and Performance on Assessment Tasks in Reading** Eva Guterman 2010 This book provides a theoretical-practical framework that links assessment practice to learning theory by synthesizing three theoretical axis of learning: Schema theory - emphasizing the role of prior knowledge in learning; Metacognitive Awareness theory - profiling an expert reader; and the Vygotskian notion of the Zone of Proximal Development - extending and facilitating learners' cognitive abilities and performance by providing a "psychological tool." Increasing learners' metacognitive awareness by applying MetaCognitive Awareness Guidance to reading assessment tasks will not only facilitates students' learning and improve their reading comprehension but will also increase their chances of internalizing the guidance components and applying them in changing learning situations. The research also emphasizes on how teachers' perspectives, thoughts and opinions play a critical role in applying MCAG in teaching. The book focuses on reading assessment that better serve the goals of reliability and validity, and facilitate the kind of assessment that will benefit our students the most, the kind of assessment to which our students are entitled. **Metacognition in Learning and Instruction** Hope J. Hartman 2013-06-29 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 Individual Differences in Reading Peter Afflerbach 2015-08-11 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.

Issues in Technology, Learning, and Instructional Design Alison A. Carr-Chellman 2016-12-01 In Issues in Technology, Learning, and Instructional Design, some of the best-known scholars in those fields produce powerful, original dialogues that clarify current issues, provide context and theoretical grounding, and illuminate a framework for future thought. Position statements are introduced and then responded to, covering a remarkably broad series of topics across educational technology, learning, and instructional design, from tool use to design education to how people learn. Reminiscent of the well-known Clark/Kozma debates of the 1990s, this book is a must-have for professionals in the field and can also be used as a textbook for graduate or advanced undergraduate courses.

Independent Reading Inside the Box, 2nd Edition Lisa Donohue 2015 This thoughtful guide illustrates how students can use a single sheet of paper to track their comprehension and thinking as they read independently.

Metacognition in Young Children Shirley Larkin 2009-09-10 Metacognition is known to be an important factor in academic achievement; however it is also important in a wider life context. The ability to reflect upon how we are thinking can help us to make wiser decisions in all aspects of our life. This book addresses how metacognition might be fostered in young children. Examining theories of particular relevance to primary school age children the author combines her empirical work over the last 8 years with the work of other researchers to show that children of all ages display metacognitive processing, given the right kind of environment. Drawing on evidence from psychology and education, Metacognition in Young Children brings together international research from different curriculum areas. As well as the traditional areas of science, mathematics and literacy, the author considers

metacognition in physical education, art, drama and music. The book argues for a development of metacognition theory, which takes account of wider contextual and political factors. This book includes: Real classroom examples, taking account of the whole child, socio-cultural context and the curriculum Practical examples of developing metacognition across the curriculum Advice on building metacognitive environments in the classroom Development of metacognition theory Essential reading for educational psychology and research students, this book will appeal to trainee and practising teachers with an interest in facilitating young children's development into wise and thoughtful adults. It offers practical advice supported by theory and evidence.
Cognitive, Affective, Behavioral and Multidimensional Domain Research in STEM Education: Active Approaches and Methods towards Sustainable Development Goals (SDGs) Jin Su Jeong 2022-04-25

Giftedness and Talent
Nadine Ballam 2017-11-01 This book brings together recent postgraduate research in the broad area of giftedness, talent development and gifted education conducted across New Zealand and Australia. It addresses the significant demand for research in the field undertaken outside the United States and offers valuable practical insights. Divided into 14 chapters, the book explores giftedness and talent in a diverse range of socioeconomic cohorts and contexts, including examinations of gender, race and ethnicity. Though primarily intended for practitioners, it will also benefit undergraduate and postgraduate students, researchers and educators in New Zealand, Australia and beyond.
Improving Reading Comprehension through Metacognitive Reading Strategies Instruction Kouider Mokhtari 2016-11-02 This book addresses the need to help all students, including English learners, improve their ability to read with understanding so

that they can succeed not just in their language and literacy classes, but also in their subject area classrooms. The book brings together a group of experts representing the fields of first and second language reading, whose chapters contribute in different yet complementary ways to the goal of this book: Improve students' reading for understanding across languages with metacognitive awareness and use of reading strategies instruction.

Think Big With Think Alouds, Grades K-5 Molly Ness 2017-08 Focusing on just five strategies: asking questions, making inferences, synthesizing, understanding the author's purpose, and monitoring and clarifying, this book uses a simple process for creating dynamic lessons. The first step is the reader noting all the spots that strike them, the second step is to narrow these points down to just the important ones, and finally - writing down what is going to be said in class.
The Gradual Release of Responsibility in Literacy Research and Practice Mary McVee 2019-08-26 This edited volume discusses how the Gradual Release of Responsibility model evolved and has been applied, how it benefits learners and teachers, and how it can be utilised for years to come.
Handbook of Psychology, Educational Psychology Irving B. Weiner 2012-10-05 Psychology is of interest to academics from many fields, as well as to the thousands of academic and clinical psychologists and general public who can't help but be interested in learning more about why humans think and behave as they do. This award-winning twelve-volume reference covers every aspect of the ever-fascinating discipline of psychology and represents the most current knowledge in the field. This ten-year revision now covers discoveries based in neuroscience, clinical psychology's new interest in evidence-based practice and mindfulness, and new findings

in social, developmental, and forensic psychology.

Teaching Discipline-Specific Literacies in Grades 6-12 Vicky I. Zygouris-Coe 2014-10-30 Comprehensive, timely, and relevant, this text offers an approach to discipline-specific literacy instruction that is aligned with the Common Core State Standards and the needs of teachers, students, and secondary schools across the nation. It is essential that teachers know how to provide instruction that both develops content and literacy knowledge and skills, and aims at reducing student achievement gaps. Building on the research-supported premise that discipline-specific reading instruction is key to achieving these goals, this text provides practical guidance and strategies for prospective and practicing content area teachers (and other educators) on how to prepare all students to succeed in college and the workforce. Pedagogical features in each chapter engage readers in digging deeper and in applying the ideas and strategies presented in their own contexts: Classroom Life (real 6-12 classroom scenarios and interviews with content-area teachers) Common Core State Standards Connections College, Career, and Workforce Connections Applying Discipline-Specific Literacies Think Like an Expert ("habits of thinking and learning" specific to each discipline) Digital Literacies Differentiating Instruction Reflect and Apply Questions Extending Learning Activities The Companion Website includes: Lesson plan resources Annotated links to video files Annotated links to additional resources and information Glossary/Flashcards For Instructors: All images and figures used in the text provided in an easily downloadable format For Instructors: PowerPoint lecture slides

Metacognition in Language Learning and Teaching (Open Access) Åsta Haukås 2018-06-14 The Open Access version of this book, available at https://www.taylorfrancis.com/b

ooks/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.

Next Generation Digital Tools and Applications for Teaching and Learning Enhancement Grassetti, Mary T. 2019-10-18 Digital tools and applications are an intricate part of many classroom communities. In the field of education, there is a need to continually monitor the digital landscape and keep up to date on the tools and applications that are available to classroom teachers and K-12 students. Understanding the ever-changing digital landscape and its impact on teaching and learning is critical to using digital tools and applications effectively and in ways that enhance students' opportunities to learn. Next Generation Digital Tools and Applications for Teaching and Learning Enhancement is a critical scholarly publication that explores digital tools and

applications for the PreK-12 classroom and how digital technology can enhance the preparation of teachers. Featuring a wide range of topics including education equity, social media, and teacher education, this book is essential for educators, academicians, curriculum designers, educational software developers, IT specialists, library specialists, researchers, and practitioners.

Metaliteracy: Reinventing Information Literacy to Empower Learners Thomas P. Mackey 2014 Today's learners communicate, create, and share information using a range of information technologies such as social media, blogs, microblogs, wikis, mobile devices and apps, virtual worlds, and MOOCs. In Metaliteracy, respected information literacy experts Mackey and Jacobson present a comprehensive structure for information literacy theory that builds on decades of practice while recognizing the knowledge required for an expansive and interactive information environment. The concept of metaliteracy expands the scope of traditional information skills (determine, access, locate, understand, produce, and use information) to include the collaborative production and sharing of information in participatory digital environments (collaborate, produce, and share) prevalent in today's world. Combining theory and case studies, the authors Show why media literacy, visual literacy, digital literacy, and a host of other specific literacies are critical for informed citizens in the twenty-first centuryOffer a framework for engaging in today's information environments as active, selfreflective, and critical contributors to these collaborative spacesConnect metaliteracy to such topics as metadata, the Semantic Web, metacognition, open education, distance learning, and digital storytellingThis cutting-edge approach to information literacy will help your students grasp an understanding of the critical thinking and reflection required

to engage in technology spaces as savvy producers, collaborators, and sharers.

Intuition and Metacognition in Medical Education Mark Quirk, EdD 2006-08-01 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.

Theoretical Models and Processes of Literacy Donna E. Alvermann 2018-10-03 The Seventh Edition of this foundational text represents the most comprehensive source available for connecting multiple and diverse theories to literacy research, broadly defined, and features both cutting-edge and classic contributions from top scholars. Two decades into the 21st century, the Seventh Edition finds itself at a crossroads and differs from its predecessors in three major ways: the more encompassing term literacy replaces reading in the title to reflect sweeping changes in how readers and writers communicate in a digital era; the focus is on conceptual essays rather than a mix of essays and research reports in earlier volumes; and most notably, contemporary literacy models and processes enhance and extend earlier theories of reading and writing. Providing a tapestry of models and theories that have informed literacy research and instruction over the years, this volume's strong historical grounding serves as a springboard from which new

perspectives are presented. The chapters in this volume have been selected to inspire the interrogation of literacy theory and to foster its further evolution. This edition is a landmark volume in which dynamic, dialogic, and generative relations of power speak directly to the present generation of literacy theorists and researchers without losing the historical contexts that preceded them. Some additional archival essays from previous editions are available on the book's eResource. New to the Seventh Edition: Features chapters on emerging and contemporary theories that connect directly to issues of power and contrasts new models against more established counterparts. New chapters reflect sweeping changes in how readers and writers communicate in a digital era. Slimmer volume is complemented by some chapters from previous editions available online.
Independent Reading Inside the Box Lisa Donohue 2008 "This innovative book shows teachers how to add value, authenticity, and accountability to independent reading programs and keep the focus on student reading. From a reproducible blank template to numerous student samples of the "Reading 8-Box", the book illustrates how students can use a single page to strengthen and monitor their comprehension, language, and thinking skills. It offers a range of graphic organizers and open-response opportunities that help deepen student thinking and response. This non-intrusive way for teachers to monitor, assess, and support students focuses on students actively engaging in their reading. This remarkable book is committed to helping teachers better understand the needs of their students so that independent reading time is purposeful and directly connected to classroom instruction."--Publisher's website.
Cognition Thomas A. Farmer 2019-01-14 The study of human cognitive processes provides insight into why we act or react and can help us predict future

behaviors. In Cognition, authors Thomas Farmer and Margaret Matlin present an engaging and highly relatable examination of how these processes work, and how they are responsible for the way we perceive and interpret the world around us. Broad in scope without sacrificing depth of detail, this text emphasizes the link between conceptual cognitive psychology and real-world experience; case studies, current trends, and historical perspectives merge to provide a comprehensive understanding of core principles and theories. This new Tenth Edition has been updated to reflect the latest research, technology, and thinking, with more in-depth coverage of topics rising to prominence in the field's current knowledge base. Expanded explanations balance classical and contemporary approaches to specific topics, while additional experiments and an emphasis on methodology and experimental design are included to facilitate a greater appreciation of the field's rigorous research.

Metacognition, Strategy Use, and Instruction Harriet Salatas Waters 2009-09-01 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 Research on Reading Comprehension Susan E. Israel 2014-06-03 The

Handbook of Research on Reading Comprehension assembles researchers of reading comprehension, literacy, educational psychology, psychology, and neuroscience to document the most recent research on the topic. It summarizes the current body of research on theory, methods, instruction, and assessment, including coverage of landmark studies. Designed to deepen understanding of how past research can be applied and has influenced the present and to stimulate new thinking about reading comprehension, the volume is organized around seven themes: historical perspectives on reading comprehension theoretical perspectives changing views of text elements of reading comprehension assessing and teaching reading comprehension cultural impact on reading comprehension where to from here? This is an essential reference volume for the international community of reading researchers, reading psychologists, graduate students, and professionals working in the area of reading and literacy.

Collaborative Literacy Susan E. Israel 2007 The authors offer higher-level thinking and reading strategies that promote achievement for all students, with resources to build collaborative literacy, stimulate creativity, develop richer comprehension, and more.

Teachers' Professional Development in Global Contexts 2019-05-20 Teachers' Professional Development in Global Contexts: Insights from Teacher Education compile international research that explore the various educational perspectives on Teacher Education, analyze teaching and learning contexts, and delve into teachers' knowledge and beliefs to better understand school practices. This volume intends to promote scholarly discussions and contribute to find commonplaces in the teaching profession.

Learning and Study Strategies 2014-06-28 This volume

reflects current research on the cognitive strategies of autonomous learning. Topics such as metacognition, attribution theory, self-efficacy, direct instruction, attention, and problem solving are discussed by leading researchers in learning and study strategies. The contributors to this volume acknowledge and address the concerns of educators at the primary, secondary, and postsecondary school levels. The blend of theory and practice is an important feature of this volume.

Reading Research at Work Katherine A. Dougherty Stahl 2006-04-20 This book presents state-of-the-science research on the components of successful literacy learning and how to target them in contemporary classrooms. The volume builds on and extends the work of Steven Stahl, whose pioneering contributions encompassed the key areas of phonemic awareness, phonics, vocabulary, fluency, comprehension, and assessment. Ten classic papers by Stahl are accompanied by 16 new chapters by other leading experts, who highlight Stahl's theoretical, methodological, and instructional innovations; describe how knowledge about each domain continues to evolve; and discuss implications for helping all children become better readers.

Handbook of Metacognition in Education Douglas J. Hacker 2009-06-15 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. **Educating Engineers for Future Industrial Revolutions** Michael E. Auer 2021-03-13 This book contains papers in the fields of engineering pedagogy education, public–private partnership and entrepreneurship education, research in engineering pedagogy, evaluation and outcomes assessment, Internet of Things & online laboratories, IT & knowledge management in education and real-world experiences. We are currently witnessing a significant transformation in the development of education and especially post-secondary education. To face these challenges, higher education has to find innovative ways to quickly respond to these new needs. There is also pressure by the new situation in regard to the Covid pandemic. These were the aims connected with the 23rd International Conference on Interactive Collaborative Learning (ICL2020), which was held online by University of Technology Tallinn, Estonia from 23 to 25 September 2020. Since its beginning in 1998, this conference is devoted to new approaches in learning with a focus on collaborative learning. Nowadays the ICL conferences are a forum of the exchange of relevant trends and research results as well as the presentation of practical experiences in Learning and Engineering Pedagogy. In this way, we try to bridge the gap between 'pure' scientific research and the everyday work of educators. Interested readership includes policymakers, academics,

educators, researchers in pedagogy and learning theory, school teachers, learning industry, further and continuing education lecturers, etc. Reading First and Beyond Cathy Collins Block 2005-04-07 Reading proficiency is the most fundamental learning skill, critical to students' success. Renowned educators and authors Cathy Collins Block and Susan Israel present an indispensable guide that will give teachers and literacy coaches crystal clear understanding of the evidenced-based instructional practices required by Reading First Legislation, along with the tools to incorporate them. The authors further expand the support for enriched classroom practice through evidence and practical how-to advice for additional domains that show proven benefits for students, including writing, metacognition and oral language. Through their explanations, teaching directions, and sample lessons, this resource bridges the gap between key research and daily reading classroom teaching. It also summarizes the educator-relevant provisions and requirements of Reading First and the No Child Left Behind federal programs. Each chapter includes: Short classroom-relevant research summaries for teachers- What teachers need to know about phonics, phonemic awareness, vocabulary, comprehension, and fluency- Lesson plans addressing each literacy domain- Components to assess learning- Strategies to differentiate for special learners, ELL, and advanced readers. Reading First and Beyond is packed with enriching ideas for all educators that will enhance their list of literacy instructional strategies, helping them achieve high levels of reading proficiency from all students. Pedagogical Applications and Social Effects of Mobile Technology Integration Keengwe, Jared 2013-02-28 With the rapid development of emerging technology tools, the digital nature of learning environments continues to change traditional forms of

education. Therefore, knowledge of these changes for incorporation into classroom instruction is necessary. Pedagogical Applications and Social Effects of Mobile Technology Integration analyzes possible solutions over the concerns and issues surrounding mobile technology integration into the classroom. This book is an essential resource for professionals, researchers, and technology leaders interested in providing a direction for the future of classroom technology.
Literacy Assessment and Metacognitive Strategies Stephanie L. McAndrews 2020-07-27 "This is book has been written for the literacy specialist, coach, interventionist, classroom teacher, or other educators who work to support Pre-K through grade 12 students' language and literacy development. Chapter 1 is an introduction to literacy, assessment, and instruction. Chapter 2 focuses on the importance of building relationships with others to help students develop positive attitudes and motivation toward literacy and learning. Chapters 3 through 7 each address a different literacy process: language development; word analysis; reading fluency; listening, reading, and viewing comprehension; and writing composition and visual representation. The final section of each of these chapters provides specific literacy strategies that educators can model, students can use to develop literacy and independent problem-solving abilities, and then apply to new experiences to engage in lifelong learning"--
Metacognitive and Cognitive Strategy Use in Reading Comprehension Limei Zhang 2017-10-09 This book examines the relationship between Chinese college-level test takers' strategy use and reading test performance using a Structural Equation Modelling Approach. With a large sample of Chinese college-level test takers, the book investigates the underlying structure of the EFL reading test. It suggests implications for classroom

teachers and testing researchers about the relationship between metacognitive and cognitive strategy use in testing contexts.

Metacognition in Literacy Learning Susan E. Israel 2006-06-17 This volume provides the first comprehensive, research-based examination of metacognition in literacy learning. Bringing together research findings from reading, linguistics, psychology, and education, it is logically organized as follows: Part I provides the theoretical foundation that supports the teaching of metacognition; Parts II and III provide new methods for metacognitive assessment and instruction in literacy contexts at all grade levels; and Part IV provides new information on integrating metacognition into professional development programs. Key features include: *Chapter Structure. Teacher reflections at the beginning of each chapter illustrate teacher thinking about the chapter topic and metacognitive connections at the end of each chapter link its content with that of the preceding and following chapters. *Contributor Expertise. Few volumes can boast of a more luminous cast of contributing authors (see table of contents). *Comprehensiveness. Twenty chapters organized into four sections plus a summarizing chapter make this the primary reference work in the field of literacy-based metacognition. This volume is appropriate for reading researchers, professional development audiences, and for upper-level undergraduate and graduate level courses in reading and educational psychology.

Learning and Cognition Vibeke Grøver Aukrust 2011-01-07 This collection of 58 articles from the recently-published third edition of the INTERNATIONAL ENCYCLOPEDIA OF EDUCATION focus on learning, memory, attention, problem solving, concept formation, and language. Learning and cognition is the foundation of cognitive psychology and encompasses

many topics including attention, memory, categorization, etc. Most books in the area either focus on one subtopic in-depth (e.g. an entire book on memory) or cover the gamut of subjects in a series of long, technical handbook-like chapters. This concise reference offers researchers and professors teaching in the area a new take on the material that is comprehensive in breadth, but lighter in depth - focusing on main findings, established facts, and minimizing the amount of space taken up by large, multi-volume references. An introduction to a complex field via summaries of main topics in this discipline Contains contributions from the foremost international researchers in the field Makes content available to individual cognitive psychology researchers

Comprehension Instruction, Third Edition Sheri R. Parris 2015-06-18 All key issues of research and practice in comprehension instruction are addressed in this highly regarded professional resource and course text. Leading scholars examine the processes that enable students to make meaning from what they read-- and how this knowledge can be applied to improve teaching at all grade levels. Best practices for meeting the needs of diverse elementary and secondary students are identified. Essential topics include strategies for comprehending different types of texts, the impact of the Common Core State Standards (CCSS), cutting-edge assessment approaches, and the growing importance of digital genres and multimodal literacies. User-friendly features include end-of-chapter discussion questions. New to This Edition Incorporates the latest research and instructional practices. Chapters on the CCSS, critical theory, culturally responsive instruction, and response to intervention. Chapters on teaching fiction and informational texts in the secondary grades. Expanded coverage of multimodal literacy learning. Timely topics such as

text complexity, close reading, digital literacies, and

neuroscience are discussed in multiple chapters.