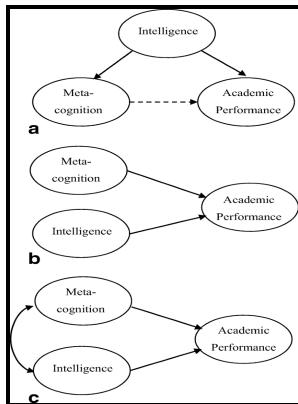


Does metacognition about study activities predict motivational orientation in school-aged children

Educational Resources Information Center - Ten Metacognitive Teaching Strategies



Description: -

- Does metacognition about study activities predict motivational orientation in school-aged children

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Ten Metacognitive Teaching Strategies

Journal of Educational Psychology, 84 3 , 261—271. This approach recognizes that the effects of reward contingencies are mediated by cognitive variables, such as verbal ability. The participants in the study of Sperling et al.

Factors Affecting Motivation of Students

We also found that the four strategies were positively related, which suggests that the relationships between the study strategies proceed according to the hierarchical model of Tiaden et al.

Metacognition, achievement goals, study strategies and academic achievement: pathways to achievement

The scores were obtained from the study administration. They have awareness of their personal resources in relation to the demands of the task, along with the knowledge of how to regulate their engagement in the task to optimize outcomes. The multiple-choice questions tested whether students made sense of and memorized the information provided in the course, which require the use of surface cognitive strategies.

Metacognition

Educational and Psychological Measurement, 62, 373—390. The Learning Assistance Review, 6 2 , 5-18. The psychology students cooperated in this study in the first semester of the first study year.

Edutopia

These expectations were clearly not realistic and suggested some problems on the horizon for these students. Specifically, the following relationships were posited.

Metacognition, achievement goals, study strategies and academic achievement: pathways to achievement

There are six relationships in this model that differ from those in the model of effective self-regulators. This relationship indicates that striving to obtain high grades is not necessary inconsistent with trying to attain mastery, but can co-occur naturally. Learning and Individual Differences, 21, 1—17.

Metacognition

They allocated their efforts less to achievement goals, engagement in metacognitive activities and the use of strategies. If you can offer to students examples of your own self-reflective examples of your own transition into thinking like an expert in your discipline, this can help students a lot.

Related Books

- [Salingers Franny and Zooey, and Nine stories - a critical commentary](#)
- [Future of natural fibres - papers presented at a Shirley Institute Conference on 29-30 November 1977](#)
- [Zhongguo gong chan dang wen hua si xiang shi yan jiu](#)
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