

Metacognition in science education: trends in current research

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Abstrak

The book provides readers with a background on metacognition and analyses the latest developments in the field. It also gives an account of best-practice methodology. Expanding on the theoretical underpinnings of metacognition, the chapters present cutting-edge studies on how various forms of metacognitive instruction enhance understanding and thinking in science classrooms. The editors strive for conceptual coherency in the various definitions of metacognition that appear in the book, and show that the study of metacognition is not an end in itself. Rather, it is integral to other important constructs, such as self-regulation, literacy, the teaching of thinking strategies, motivation, meta-strategies, conceptual understanding, reflection, and critical thinking.