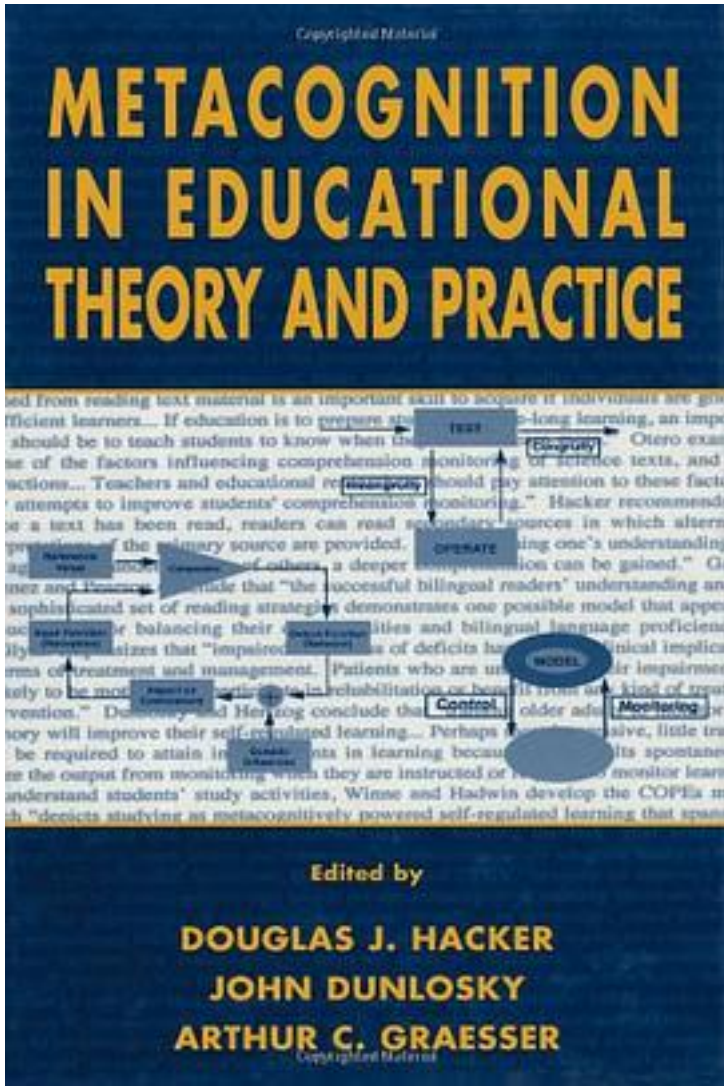# Metacognition in Educational Theory and Practice

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This volume examines ways in which theoretical investigations of metacognition have recently produced a strong focus on educational practice. It has been organized around four general areas relevant to education: metacognition and problem solving, metacognition and verbal comprehension, metacognition and the education of non-traditional populations, and metacognition and studentship. In each chapter, the authors pursue three objectives: review recent literature as it applies to their areas of interest; discuss theoretical implications and suggestions for future research; and provide educational applications. Each chapter, then, describes testable theory and provides examples of how theory can be applied to the classroom. Thus, the volume should appeal to the researcher and student concerned with the scientific investigation of metacognition as well as the practitioner concerned with the cultivation of learning and achievement in his or her students. This volume contributes to education literature by describing the recent research that has examined specific theoretical aspects of metacognition in domains of direct relevance to education. Many researchers and practitioners are convinced that by fostering metacognitive processes during instruction, more durable and transferable learning can be achieved.

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