

A Bibliography on Metacognition (and some related topics)

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Foreword

I recall first hearing the term ‘metacognition’ in 1985. I was an undergraduate in Australia studying to be a high school science teacher. My then science curriculum lecturer had returned from overseas and was excited at the prospect of improving students’ thinking and learning, and he viewed metacognition as a key factor influencing such matters. The notion of improving students’ thinking and learning resonated strongly with me. Wasn’t that what we were supposed to be doing in schools? I gravitated to trying to understand metacognition with the prime purpose to improve the thinking and learning of those I would teach. As I moved into my high school teaching career of almost 10 years, I pursued further study in education choosing to take every opportunity to learn about metacognition and to try to develop and implement pedagogies that developed and enhanced my students’ metacognition. In my PhD which I completed in 1999 I conducted research with my Year 11 Chemistry class, seeking to understand how we might communicate with students to understand and improve their adaptive metacognition as it related to learning chemistry. Since then I have the privilege to be able to teach, conduct research, and write in the field of metacognition.

In the ‘80s and ‘90s the literature on metacognition and ways of accessing it were different in several ways to today. Access to online materials was not as ‘commonplace’ and/or ‘taken-for-granted.’ Mornings, afternoons, and evenings were often spent scouring library shelves for books and journal articles which were then photocopied, or sometimes read and summarized immediately; very time-consuming. At conferences, papers were very often distributed by presenters at their sessions and then taken back home to be read; they were important conduits for emerging perspectives and information. Added to these factors, scholarship and writing related to metacognition was nowhere near as prevalent as it is today. Since those times, the field has expanded substantially and is now truly international and endemic in educational discourse. One consequence of this expansion is that the literature on metacognition is both increasingly diverse and scattered...and access is usually through electronic means. Gone are the days when it was reasonable to expect that what was available on metacognition (or any other subject for that matter) could be accessed through scouring the shelves or loading microfiche, as was once common practice. These changes over the last 35 years bring me to the central purpose of this bibliography.

As with any field of study, there are histories, present states, and possible futures. Research and scholarship into metacognition did not start only 5 to 10 years ago. Further, the publications and materials related to metacognition continue to expand. My view is that the emergence of electronic facilities for accessing literature on metacognition necessitate the compilation of this bibliography as a ‘ready reference’ for those who might be starting work in this field, or for those who might want simply to know what else is ‘out there.’ The idea for this bibliography came from the wonderful bibliography into students’ and teachers’ conceptions in science that was compiled by Reinders Duit and Helga Pfundt. This metacognition bibliography is a humble and incomplete attempt to give to our field so that its histories and diversities might be represented, and so that it might be easier for anyone with an interest in metacognition to begin to search and negotiate such histories and diversities in this era of the Internet search engine. It is the research and scholarship of the various presents, that recognizes the various pasts, that will lead to the various possible futures for this important field.

I want to add that this bibliography is ‘open-access’ and I hope that anyone working in any part of education in any country or context might find it useful. I especially hope that teachers and others who work in schools might find the entries worth exploring, and that such exploration might

motivate them to consider the optimism for developing and enhancing metacognition as it did for me in 1985.

There are a number of key points I ask readers to consider and act on as they think appropriate:

1. This bibliography is not complete, and it almost certainly never will be. That being so, it could be more complete. If readers know of other literature and/or materials in any form that might be relevant to its purposes then they are welcome to submit the reference to me. My intention is to try to update the bibliography, as time and resources allow, on a yearly basis. I add that the bibliography in this iteration is in English, and I know that there is scholarship and research in metacognition that is not published in English. If anyone wishes to submit a reference that is not in English, please provide an accurate translation of the citation in English (as well as the citation in the original language). This will enable appropriate entry of the citation into future iterations.
2. If any person whose scholarship and/or research is listed would like their entry deleted, please let me know and I will delete for the next update.
3. If there are errors, please let me know as you consider appropriate and necessary. This bibliography is in no way perfect and (again) it might never be, but I decided it was important to release what had been done to date and then work on improvements from there. I anticipate that I will receive notifications of additions, deletions, and corrections in due course.
4. The bibliography is presented as a PDF document with citations listed in sequence by first author. There is a very small listing of websites in the last page. The easiest way to search it is by author, topic, year, or specific keyword using the search feature. Future iterations will be set out in a similar manner.
5. This work is not copyright. However, I would ask that if you use it you recognize such use. I would welcome any feedback on this bibliography.

Finally, I would like to acknowledge the efforts of Hagop Yacoubian, David Berezan, and Andrew Thomson who assisted with the locating and entry of citations.

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Metacognition and Reading to Learn

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