Contents

| | Foreword Robert J. Sternberg | viii |
|---|--|------|
| | Preface | x |
| | Acknowledgement | xi |
| 1 | A Growing Sense of "Agency" DOUGLAS J. HACKER, JOHN DUNLOSKY, AND ARTHUR C. GRAESSER | 1 |
| | RT I mprehension Strategies | 5 |
| 2 | The Role of Metacognition in Understanding and Supporting Reading Comprehension MARGARET G. MCKEOWN AND ISABEL L. BECK | 7 |
| 3 | The Role of Metacognition in Teaching Reading Comprehension to Primary Students JOANNA P. WILLIAMS AND J. GRANT ATKINS | 26 |
| | RT II etacognitive Strategies | 45 |
| 4 | Question Generation and Anomaly Detection in Texts JOSÉ OTERO | 47 |
| 5 | Self-Explanation and Metacognition: The Dynamics of Reading DANIELLE S. MCNAMARA AND JOSEPH P. MAGLIANO | 60 |
| | | 0.2 |
| M | etacomprehension | 83 |
| 6 | Metacognitive Monitoring During and After Reading KEITH W. THIEDE, THOMAS D. GRIFFIN, JENNIFER WILEY, AND JOSHUA S. REDFORD | 85 |

| vi | Contents | |
|-------------------------------------|--|-----|
| 7 | The Importance of Knowing What You Know: A Knowledge Monitoring Framework for Studying Metacognition in Education SIGMUND TOBIAS AND HOWARD T. EVERSON | 107 |
| PART IV Writing | | 129 |
| 8 | Metacognition and Children's Writing Karen R. Harris, steve graham, mary brindle, and karin sandmel | 131 |
| 9 | Writing is Applied Metacognition DOUGLAS J. HACKER, MATT C. KEENER, AND JOHN C. KIRCHER | 154 |
| PART V Science and Mathematics | | 173 |
| 10 | The Interplay of Scientific Inquiry and Metacognition: More than a Marriage of Convenience BARBARA WHITE, JOHN FREDERIKSEN, AND ALLAN COLLINS | 175 |
| 11 | The Enigma of Mathematical Learning Disabilities: Metacognition or STICORDI, That's the Question ANNEMIE DESOETE | 206 |
| PART VI Individual Differences | | 219 |
| 12 | Context Matters: Gender and Cross-Cultural Differences in Confidence MARY LUNDEBERG AND LINDSEY MOHAN | 221 |
| 13 | Teachers as Metacognitive Professionals GERALD G. DUFFY, SAMUEL MILLER, SETH PARSONS, AND MICHAEL MELOTH | 240 |
| PART VII Self-Regulated Learning | | 257 |
| 14 | Supporting Self-Regulated Learning with Cognitive Tools PHILIP H. WINNE AND JOHN C. NESBIT | 259 |
| 15 | Effective Implementation of Metacognition MICHAEL J. SERRA AND JANET METCALFE | 278 |
| 16 | Self-Regulation: Where Metacognition and Motivation Intersect BARRY J. ZIMMERMAN AND ADAM R. MOYLAN | 299 |

| | | Contents | vii |
|-----------------------|---|----------|-----|
| | at vill chnology | | 317 |
| 17 | Self-Regulated Learning with Hypermedia ROGER AZEVEDO AND AMY M. WITHERSPOON | | 319 |
| 18 | Interactive Metacognition: Monitoring and Regulating a Teachable Agent DANIEL L. SCHWARTZ, CATHERINE CHASE, DORIS B. CHIN, MARILY OPPEZZO, HENRY KWONG, SANDRA OKITA, GAUTAM BISWAS, ROD ROSCOE, HOGYEONG JEONG, AND JOHN WAGSTER | | 340 |
| PART IX Tutoring | | | 359 |
| 19 | Meta-Knowledge in Tutoring Arthur C. Graesser, sidney d'Mello, and Natalie person | | 361 |
| 20 | In Vivo Experiments on Whether Supporting Metacognition in Intelligent Tutoring Systems Yields Robust Learning KEN KOEDINGER, VINCENT ALEVEN, IDO ROLL, AND RYAN BAKER | | 383 |
| PART X Measurement | | | 413 |
| 21 | Measuring Metacognitive Judgments GREGORY SCHRAW | | 415 |
| 22 | Sins Committed in the Name of Ecological Validity: A Call for Representative Design in Education Science JOHN DUNLOSKY, SARA BOTTIROLI, AND MARISSA HARTWIG | | 430 |
| | Index | | 441 |