Social Transformations in Contemporary Society 2021
ISSN 2424-5631 (online)

A SYSTEMATIC LITERATURE REVIEW OF METACOGNITION IN LITHUANIAN UNIVERSITIES: PAST, PRESENT AND FUTURE CONSIDERATIONS

Marjan Masoodi

Mykolas Romeris University, Lithuania
marjan.masoodi@mruni.eu

Abstract

Purpose – The goal of this paper is to map the state of research in the field of metacognition in Lithuanian university studies to overview and analyze the previous research to identify the trends and questions for future studies.

Design/methodology/approach – A systematic literature review was performed to include the published papers between 2000 to August 2019 searched on Scopus and ERIC, Lituanistika and Lietuvos akademinė elecktroninė biblioteka (eLABa) databases. There were three steps used in selecting articles: by considering the title, by reading the abstract and by reading the whole article. Initially, 118 papers in the Lithuanian university context were found. Then, after carefully reading the abstracts, fifty-five papers were selected for full-text analysis. Finally, thirty papers were regarded in the current research.

Finding – The findings from this analysis indicate that a myriad of studies is empirical with an emphasis on the significance of metacognitive awareness for successful learning. We can categorize three roles for metacognitive awareness: metacognitive instruction, measured quantitatively and measured qualitatively. Moreover, the most popular learners' practices are interactive-reflective, reflective writing, prompts and modeling respectively. In addition, the most frequent to least frequent themes which are associated with metacognitive awareness are skills, forms of register, shifting to lifelong paradigm, language learning strategies, lecturers, intercultural competence, motivation, components & model, technology and critical thinking.

Research limitations/implications – Several research gaps are identified that need exploring. First, the focus of most of the studies is on assessing and/or fostering learners' metacognitive awareness while those of lecturers are insufficiently considered. Also, our analysis indicates that the context of the study is learning English as a foreign language. It is noteworthy to consider other study field contexts. In addition, in a few papers, the

ISSN 2424-5631 (online)

metacognitive instruction is interweaved with other types of instruction, meaning that the improvement of learning cannot be purely assigned to metacognitive instruction.

Practical implications – The results of this paper not only contribute to both Lithuanian lecturers and researchers in the field of metacognitive teaching and learning but also guide the scholars on what to search for in future studies.

Originality/Value – Even though learners' and lecturers' metacognitive awareness at university studies are gaining momentum as an educational phenomenon, there is very little comprehensive research in Lithuanian university contexts to overview and analyze the previous trends which can raise suggestions for future research. Therefore, this research is new and unique.

Keywords: Metacognition, Regulation of cognition, Metacognitive practices, Metacognitive roles, Lithuanian Universities, Future considerations

Research type: Systematic overview