

MAPPING THE RELATIONSHIP BETWEEN KNOWLEDGE OF COGNITION AND REGULATION OF COGNITION AND WHY IT MATTERS

Dr. Marjan Masoodi

Independent Researcher, Lithuania
marjan7929@gmail.com

Abstract

Purpose – The current study was designed to investigate the state of research in metacognition at Iranian universities.

Design/methodology/approach – The data analysis results, using a systematic literature review to include 110 published papers between 2011-2019 searched on Scopus and ERIC databases, suggest an abundance of undiscovered points in this area. Considering the title, reading the abstract, and reading the whole article were the main steps in choosing the papers. In the first instance, 110 articles in the Iranian context were found. Then, after meticulously reading the abstract, fifty papers were selected for full-text analysis. Finally, a total of twenty-two papers were considered in our study. As the researcher managed to take into account all publications in the stipulated databases, they are considered a solid representation of the study subject.

Finding – The results showed that the most popular themes which are associated with metacognitive awareness are skills and language learning strategies while the least common ones are efficacy, technology, and problem-solving. Some other subjects are also discussed in these papers such as self-confidence, academic achievement, autonomy, performance, cognitive strategies and cooperative learning, which are the most common sub-themes. Also, metacognitive practices consisting of prompts, reflective writing, interactive-reflective activities and modeling emerge. Admittedly, three roles for metacognitive awareness, measured quantitatively and qualitatively and instructional roles can be found. Reading, writing and listening respectively are mostly analyzed in the selected papers.

Research limitations/implications – Relatively, some missing points have emerged: (i) In most of the studies metacognitive awareness is considered in English as a foreign language context whereas, in a wide range of fields in social sciences, art and history can

be treated as the context of research. (ii) Some studies related to metacognitive instruction are interlocked with other sorts of instructions, which impacts an accurate measurement of metacognitive awareness. (iii) In most of the studies, raising learners' metacognitive awareness is taken into account while the need to evaluate and raise lecturers' metacognitive awareness is insufficiently considered. (iv) Most of the studies are on the regulation of cognition whereas research on knowledge of cognition is ignored. (v) Metacognitive training and instruction with explicit explanation especially for lecturers are absent. The application of technology in metacognitive learning could also be enhanced.

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

Originality/Value – There is very little comprehensive research in the Iranian university setting to overview and analyze the previous studies. Hence, this research is new and unique.

Keywords: Metacognitive awareness, Regulation of cognition, Metacognitive practices, Metacognitive roles, Iranian Universities

Research type: Systematic overview