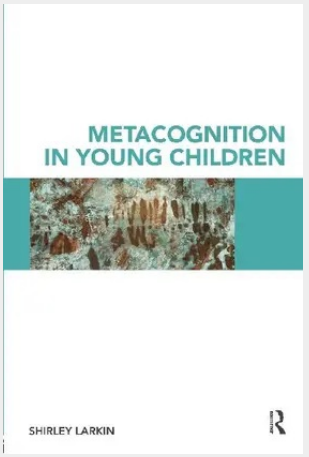
Larkin

# Metacognition in Young Children

Metacognition is known to be an important factor in academic achievement; however it is also important in a wider life context. The ability to reflect upon how we are thinking can help us to make wiser decisions in all aspects of our life. This book addresses how metacognition might be fostered in young children. Examining theories of particular relevance to primary school age children the author combines her empirical work over the last 8 years with the work of other researchers to show that children of all ages display metacognitive processing, given the right kind of environment. Drawing on evidence from psychology and education, Metacognition in Young Children brings together international research from different curriculum areas. As well as the traditional areas of science, mathematics and literacy, the author considers metacognition in physical education, art, drama and music. The book argues for a development of metacognition theory, which takes account of wider contextual and political factors. This book includes: - Real classroom examples, taking account of the whole child, socio-cultural context and the curriculum - Practical examples of developing metacognition across the curriculum - Advice on building metacognitive environments in the classroom - Development of metacognition theory Essential reading for educational psychology and research students, this book will appeal to trainee and practising teachers with an interest in facilitating young children's development into wise and thoughtful adults. It offers practical advice supported by theory and evidence.

The book examines theories of metacognition of particular relevance to primary school age children, drawing on empirical research from psychology and education.




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