Encouraging Metacognition
Supporting Learners through Metacognitive Teaching Strategies

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Book synopsis

Drawn from a combination of the current metacognitive research and the authors' extensive educational backgrounds, this book is a compilation of essential metacognitive strategies to challenge students to «learn to think» and to «think to learn.» After first reviewing the concept of metacognition – its dimensions, distinctiveness, and importance as supported by the literature – the book then outlines several metacognitive strategies and how to incorporate and implement them in one's daily classroom practice. These fundamental and transparent methods aim to enable the teacher to act as a role model and to improve the development of learning. Focusing on student success and achievement and independent learning, the book will be a valuable resource for every educator.

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Patricia Liotta Kolencik earned her doctorate from the University of Pittsburgh in educational administration and policy studies. She is currently Associate Professor in the teacher education department at Clarion University of Pennsylvania. Kolencik has authored several professional books for educators entitled: Teaching with Books That Heal, Research-Based Reading Strategies in the Library for Adolescent Learners, and Beyond the Textbook: Using Tradebooks and Databases to Teach Our Nation's History.

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