2000

Issues in the Measurement of Metacognition - Contents

James C. Impara
University of Nebraska-Lincoln, jimpara@unl.edu

Linda Murphy
University of Nebraska-Lincoln

Gregory Schraw
University of Nebraska - Lincoln

Follow this and additional works at: http://digitalcommons.unl.edu/burosmetacognition

Part of the Cognition and Perception Commons, and the Cognitive Psychology Commons

http://digitalcommons.unl.edu/burosmetacognition/1

This Article is brought to you for free and open access by the Buros-Nebraska Series on Measurement and Testing at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Issues in the Measurement of Metacognition by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.
ISSUES IN THE MEASUREMENT OF METACOGNITION
ISSUES IN THE MEASUREMENT OF METACOGNITION

Edited by

GREGORY SCHRAW
JAMES C. IMPARA
University of Nebraska-Lincoln

BUROS INSTITUTE OF MENTAL MEASUREMENTS
University of Nebraska-Lincoln
## Contents

1. A Process-Oriented Model of Metacognition: Links Between Motivation and Executive Functioning  
   John G. Borkowski, Lorna K. S. Chan, and Nithi Muthukrishna  
   
2. Assessing Metacognition and Self-Regulated Learning  
   Paul R. Pintrich, Christopher A. Wolters, and Gail P. Baxter  
   
3. Assessing Metacognition in Children and Adults  
   Linda Baker and Lorraine C. Cerro  
   
4. Assessing Metacognitive Knowledge Monitoring  
   Sigmund Tobias and Howard Everson  
   
5. Metacognition and Computer-Based Testing  
   Gregory Schraw, Steven L. Wise, and Linda L. Roos  
   
6. Development of Grounded Theories of Complex Cognitive Processing: Exhaustive Within- and Between Study Analyses of Think-Aloud Data  
   Michael Pressley  

1   43   99   147   223   262
Gregory Schraw

Author Index

Subject Index