



Universität  
Zürich<sup>UZH</sup>



**PH**  
**ZH**

ZÜRICH UNIVERSITY  
OF TEACHER  
EDUCATION

**n|w**

University of Applied Sciences and Arts Northwestern Switzerland  
School of Education

# Conference Programme<sup>1</sup>

EARLI SIG 16 Metacognition Conference 2018 | ZÜRICH

**META**

sig 16 zurich **2018**  
**August 27 – 30**

<sup>1</sup>This programme is temporary and subject to change. Further details will be added.

**Conference Opening**

**Time: 12:30-13:00**

**Location: LAA-G001**

**WELCOMING WORDS**

Rector of the host university: Heinz Rhyh, Zurich University of Teacher Education, Switzerland;  
Conference Chair: Yves Karlen, University of Applied Sciences and Arts Northwestern Switzerland (FHNW), Switzerland

**Keynote I: 1**

**Time: 13:00-14:00**

**Location: LAA-G001**

**KEYNOTE SESSION**

**Precursors and Parental Predictors of Executive function in 14-month-olds – Early Findings from the New Fathers and Mothers Study**  
Claire Hughes, University of Cambridge, United Kingdom

**Parallel Session I: 1**

**Time: 14:30-16:00**

**Location: LAB-F014**

**SINGLE PAPER: COGNITIVE SKILLS, NEUROSCIENCE**

**The role of cognitive inhibition and metacognition on math performance of middle school students**

Fatma Acar, Bogazici University, Turkey; Emine Erkin, Bogazici University, Turkey

**Who can get benefit from homework? The importance of deliberate use of learning strategies**

Eriko Ota, University of Tokyo, Japan; Emmanuel Manalo, Kyoto University, Japan

**Neural Correlates of Feeling of Knowing and Judgment of Learning: An ERP Study**

Metehan Irak, Bahcesehir University, Turkey; Can Soylu, Bahcesehir University, Turkey; Gözem Turan, Bahcesehir University, Turkey

**Parallel Session I:2**

**Time: 14:30-16:00**

**Location: LAB-F017**

**SINGLE PAPER: META-ANALYSIS, RESEARCH REVIEW**

**Effects of self-assessment interventions on students' self-regulated learning and self-efficacy**

Ernesto Panadero, Universidad Autónoma de Madrid, Spain; Anders Jonsson, Kristianstad University, Sweden; Juan Botella, Universidad Autonoma de Madrid, Spain

**A Critical Review of Recent Literature on Self-regulated Learning, Calibration, and Performance**

Linda Bol, Old Dominion University, United States; Douglas Hacker, University of Utah, United States

**What Interventions Best Improve Relative Metacomprehension Accuracy? Meta-Analytic Insights**

Anja Prinz, University of Freiburg, Germany; Stefanie Golke, University of Freiburg, Germany; Joerg Wittwer, University of Freiburg, Germany

**Parallel Session I:3**

**Time: 14:30-16:00**

**Location: LAB-F040**

**SINGLE PAPER: SHARED REGULATION, COLLABORATIVE LEARNING**

**Monitoring in collaborative learning – Do students synchronize with each other during it?**

Eetu Haataja, University of Oulu, Finland; Jonna Malmberg, University of Oulu, Finland; Sanna Järvelä, University of Oulu, Finland

**Are variations in shared regulation equally beneficial for all collaborative learners' performance?**

Liesje De Backer, Ghent University, Belgium; Hilde Van Keer, Ghent University, Belgium; Martin Valcke, Ghent University, Belgium

**Shared metacognitive regulation among high- and low-outcome groups in collaborative learning**

Tuuke Iiskala, University of Turku, Finland; Simone Volet, Murdoch University, Australia; Marja Vauras, University of Turku, Finland; Cheryl Jones, Murdoch University, Australia; Milo Koretsky, Oregon State University, United States; Erno Lehtinen, University of Turku, Finland

**Parallel Session I: 4**

**Time: 14:30-16:00**

**Location: LAB-F015**

**SYMPOSIUM: SELF-REGULATION AND PARENT AND CHILD BELIEFS IN EARLY CHILDHOOD**

**Chair**

Yves Karlen, University of Applied Sciences and Arts Northwestern Switzerland (FHNW), Switzerland

**Organisers**

Miriam Compagnoni, University of Zurich, Switzerland; Kim Gärtner, Heidelberg University, Germany

**Discussant**

Franziska Perels, Saarland University, Germany

**Play it safe or play to learn: mindsets and behavioral self-regulation in kindergarten**

Miriam Compagnoni, University of Zurich, Switzerland; Yves Karlen, University of Applied Sciences and Arts Northwestern Switzerland (FHNW), Switzerland

**Effects of Feedback on Kindergartners' Self-Monitoring and Self-Rewarding**

Mariette van Loon, University of Bern, Switzerland; Claudia Roebbers, University of Bern, Switzerland

**Co- and Self-Regulation in Early Childhood – the Role of Parental Self-Efficacy Beliefs**

Kim Gärtner, Heidelberg University, Germany; Verena Vetter, University Hospital Heidelberg, Centre for Child and Adolescent Medicine, Germany; Michaela Schäferling, University Hospital Heidelberg, Centre for Child and Adolescent Medicine, Germany; Gitta Reuner, University Hospital Heidelberg, Centre for Child and Adolescent Medicine, Germany; Silke Hertel, Ruprecht-Karls-Universität Heidelberg, Germany

**Parallel Session II: 1**

**Time: 16:15-17:45**

**Location: LAB-F014**

**SINGLE PAPER: HYPERMEDIA**

**Pre- & In-Service Teachers' Emotional and Motivational SRL Processes with Hypermedia-Based Learning**

Michelle Taub, North Carolina State University, United States; Anila Asghar, McGill University, Canada; Vivek Venkatesh, Concordia University, Canada; Roger Azevedo, North Carolina State University, United States; Ying-Syuan Huang, McGill University, Canada; Megan Price, North Carolina State University, United States; Wynnpauk Varela, Concordia University, Canada

**Using Prospective Metacognitive Judgments to Predict Performance with Advanced Learning Technologies**

Nicholas Mudrick, North Carolina State University, United States; Robert Sawyer, North Carolina State University, United States; Megan Price, North Carolina State University, United States; James Lester, North Carolina State University, United States

**Supporting students' application of learning strategies**

Tino Endres, University of Freiburg, Germany; Jasmin Leber, University of Freiburg, Germany; Alexander Renkl, University of Freiburg, Germany

**Parallel Session II:2**

**Time: 16:15-17:45**

**Location: LAB-F015**

**SINGLE PAPER: METACOGNITIVE MONITORING ACCURACY**

**Metacognition and Disfluency – A Theoretical Framework and Empirical Evidence**

Elisabeth Pieger, Technical University of Munich (TUM), Germany

**Monitoring and regulating learning from text: Steering learners towards diagnostic cues**

Anique de Bruin, Maastricht University, Netherlands; Janneke van de Pol, Utrecht University, Netherlands; Mariette van Loon, University of Bern, Switzerland; Tamara Van Gog, Utrecht University, Netherlands

**Debunking misconceptions – Inducing corrections, raising awareness, or fruitless exercise?**

Stephanie Pieschl, University of Newcastle, Australia; Jennifer Archer, The University of Newcastle, Australia; Janene Budd, University of Newcastle, Australia

**Parallel Session II:3**

**Time: 16:15-17:45**

**Location: LAB-F040**

**SINGLE PAPER: CREATIVITY, READING**

**Exploring the Metacomprehension Abilities of Students with Intellectual Disabilities**

Antonio Gutierrez de Blume, Georgia Southern University, United States; Christian Soto, Facultad de Educación, Universidad de Concepción, Chile; Fernanda Rodriguez, Facultad de Educación, Universidad de Concepción, Chile

**Mind wandering, creativity and well-being: What are the connections?**

David Preiss, Pontificia Universidad Católica de Chile, Chile; Natalia Molina, Pontificia Universidad Católica de Chile, Chile

**Does metacognitive reflection foster creativity in small children?**

Violeta Vainer, FLACSO, Argentina

**Parallel Session II:4**

**Time: 16:15-17:45**

**Location: LAB-F017**

**SYMPOSIUM: EFFECTS OF INDIVIDUAL FEEDBACK ON SELF-REGULATED LEARNING – ENHANCING INTERVENTIONS AND OUTCOMES**

**Chair**

Henrik Bellhäuser, Germany

**Organiser**

Charlotte Dignath, Goethe-University Frankfurt, Germany

**Discussant**

Ernesto Panadero, Universidad Autónoma de Madrid, Spain

**Does the Learning Diary Live up to Its Promise? A Meta Analysis on the Effectiveness of Diaries**

Charlotte Dignath, Goethe-University Frankfurt, Germany; Sabine Fabriz, Goethe-Universität Frankfurt, Germany; Franziska Perels, Saarland University, Germany

**Seizing the Opportunity for Self-Regulated Learning—Who Attends a Voluntary Web-Based Training?**

Henrik Bellhäuser, Johannes Gutenberg-University Mainz, Germany; Maria Theobald, Johannes Gutenberg-Universität Mainz, Germany; Margarete Imhof, Johannes Gutenberg Universität, Germany

**A longitudinal study on daily self-regulated learning of University students**

Maria Theobald, Johannes Gutenberg-Universität Mainz, Germany; Henrik Bellhäuser, Johannes Gutenberg-University Mainz, Germany; Patrick Liborius, Justus-Liebig-Universität Gießen, Germany

**Poster Session with  
Opening Reception**

**Time: 18:00-19:00**

**Room info coming soon**

**POSTER PRESENTATION**

**Metacognitive reasoning and illusion of linearity**

Vanja Putarek, University of Zagreb, Faculty of Humanities and Social Sciences, Croatia; Vesna Vlahovic-Stetic, Faculty of Humanities and Social Sciences, University of Zagreb, Croatia

**A Cognitive Validity Study of the Motivated Strategies for Learning Questionnaire**

Daniel Dinsmore, University of North Florida, United States; Meghan Parkinson, University of North Florida, United States; Brian Zoellner, University of North Florida, United States

**Exploring small-scale adaptation in socially shared regulation of learning**

Márta Sobocinski, University of Oulu, Finland; Jonna Malmberg, University of Oulu, Finland; Sanna Järvelä, University of Oulu, Finland

**Prospective and retrospective control in elementary school children:  
A longitudinal study**

Natalie Bayard-Guggisberg, University of Bern, Switzerland; Martina Steiner, University of Bern, Switzerland; Mariette van Loon, University of Bern, Switzerland; Claudia Roebbers, University of Bern, Switzerland

**The Role of Metacognition in Low vs High Road Transfer of Complex Problem Solving Skills**

Ashley Johnson, University of Luxembourg, Luxembourg; Björn Nicolay, University of Luxembourg, Faculty of Language and Literature, Humanities, Arts and Educational Sciences (FLSHASE), Luxembourg; Florian Krieger, University of Luxembourg, Luxembourg; Samuel Greiff, University of Luxembourg, Luxembourg

**Four- and six- year-old children's deployment of metacognition in multimodal number tasks.**

Ana Clara Ventura, Universidad Nacional del Comahue and CONICET, Argentina; Flavia Irene Santamaria, Universidad Nacional del Comahue: sede Centro Regional Universitario Bariloche. Instituto de Formación Docente Continua de Bariloche., Argentina; Nora Scheuer, Universidad Nacional del Comahue and CONICET, Argentina

**The Role of Feedback in Promoting Self-regulated Digital Learning (SRDL)**

Hsiu-Ling Chen, National Taiwan University of Science & Technology, Taiwan; Miao-Hsuan Yen, National Taiwan Normal University, Taiwan; Sufen Chen, National Taiwan University of Science and Technology, Taiwan; Chia-Yu Wang, National Chiao Tung University, Taiwan; Ying-Shao Hsu, National Taiwan Normal University, Taiwan; Tzu-Chien Liu, National Taiwan Normal University, Taiwan

**Effects of age and question format on children's monitoring and regulation of text comprehension**

Martina Steiner, University of Bern, Switzerland; Natalie Bayard-Guggisberg, University of Bern, Switzerland; Mariette van Loon, University of Bern, Switzerland; Claudia Roebbers, University of Bern, Switzerland

**Monitoring as an overlap of executive functioning and procedural metacognition in 10 to 14 year olds**

Qendresa Thaqi, University of Bern, Switzerland; Claudia Roebbers, University of Bern, Switzerland

**Metacognitions meets Self-Concept: A Common Factor Of Self-Evaluation in First Grade Children?**

Laura Claude Dapp, Institute of Psychology, Switzerland

**Metacognition and executive functions: On dynamic relation of two cognitive processes**

Marta Kopcikova, University of Presov, Slovakia

**Sad but true: Negative affect leads to more accurate metacomprehension than positive affect**

Anja Prinz, University of Freiburg, Germany; Viktoria Bergmann, University of Freiburg, Germany; Joerg Wittwer, University of Freiburg, Germany

**Metacognitive Knowledge: Effects on Navigation and Performance in Hypertext Reading**

Liene Pucite, Goethe-Universität Frankfurt, Germany; Johannes Naumann, Goethe-Universität Frankfurt, Germany

**How to study smart - students' knowledge and application of learning strategies**

Felicitas Biver, Maastricht University, FHML, Dept. of Educational Research and Development, Netherlands; Anique de Bruin, Maastricht University, Netherlands; Pauline Aalten, Maastricht University, Netherlands; Mirjam Oude-Egbrink, Maastricht University, Netherlands

**Learning strategies of regular primary and special-needs students**

Ricarda Isaak, Bielefeld University, Germany; Joachim Wirth, Ruhr-University Bochum, Germany; Matthias Wilde, Universität Bielefeld, Germany

**Metacognitive processes of higher education students from the use of keystroke logging**

Ángel Valenzuela M., Universidad de Talca Chile, Chile

**Pre-service Mathematics Teachers' Metacognitive Activities during a Problem-Solving Process**

Vuslat Şeker, Middle East Technical University, Turkey

**Effect Of Overt Practice on 6th Graders Metacognitive Monitoring Accuracy in the Classroom Context**

Julyet Koronel, Bahcesehir University, Turkey; seda saraç, Bahcesehir University, Turkey

**Development and Validation of A Scale on Self-regulation in Science Learning**

Shu-Sheng Lin, Graduate Institute of Mathematics and Science Education, National Chiayi University, Taiwan; Jia-Hua Sie, Department of Education, National Chiayi University, Taiwan; Jia-An Chen, Department of Education, National Chiayi University, Taiwan

**The role of monitoring and control decisions in superficial and deep comprehension of texts**

Marta Minguela, University of Barcelona, Spain

**What? Where? When? How much? The search for help when writing a school-leaving certificate paper**

Francesca Suter, University of Zurich, Switzerland; Carmen Hirt, University of Zurich, Switzerland; Yves Karlen, University of Applied Sciences and Arts Northwestern Switzerland (FHNW), Switzerland; Katharina Maag Merki, University of Zurich, Switzerland

**Response confidence and study medium: Does touch-based interaction affect metacognitive accuracy?**

Franz Wortha, Eberhard Karls Universität Tübingen, Germany; Birgit Brucker, Leibniz-Institut für Wissensmedien (IWM), Germany; Peter Gerjets, Leibniz-Institut für Wissensmedien (IWM), Germany

**Investigating 7th graders' collaborative tutoring process based on metacognition in a science center**

Gamze Türkmen, Middle East Technical University, Turkey; Zahide Yıldırım, Middle East Technical University, Turkey

**Ace Your Self-study: Using A Mobile Device App to Support Self-regulated Learning**

Martine Baars, Erasmus University Rotterdam, Netherlands; Fred Paas, Department of Psychology, Education and Child Studies, Erasmus University Rotterdam, Netherlands

**Parallel Session III:1**

**Time: 09:00-10:30**

**Location: LAB-F014**

**SINGLE PAPER: TEACHERS' METACOGNITION**

**The relation between pre-service teachers' epistemic cognition, metacognition, and performance**

Daniel Dinsmore, University of North Florida, United States; Jaclyn Glosson, University of North Florida, United States

**Teachers' self-efficacy and self-regulation at different stages of their professional career**

Manuela Benick, Saarland University, Germany; Laura Dörrenbächer, Saarland University, Germany; Franziska Perels, Saarland University, Germany

**Teacher Metacognition in Classroom Practices**

Gursu Asik, Bahcesehir University, Turkey

**Parallel Session III:2**

**Time: 09:00-10:30**

**Location: LAB-F013**

**SINGLE PAPER: EFFECTS OF FEEDBACK**

**Kindergartners' performance evaluation: Effects of feedback and task experience**

Kamila Urban, Institute for Research in Social Communication, Slovak Academy of Sciences, Slovakia

**Using and benefiting from test feedback in foreign language vocabulary learning**

Emmanuel Manalo, Kyoto University, Japan; Yoshinori Oyama, Chiba University, Japan; Ayaka Kanetsuna, The Faculty of Education of Chiba University Affiliated Junior High School, Japan

**Exploring the Effects of Generating Peer- and Internal Feedback on Monitoring and Error Correction**

Olaf Peters, Technische Universität Dresden, Germany; Mareike Bockholt, Technische Universität Kaiserslautern - Graphentheorie, Germany; Hermann Koerndle, Technische Universität Dresden - Psychology of Learning and Instruction, Germany; Susanne Narciss, TU Dresden, Germany



**Parallel Session III:3**

**Time: 09:00-10:30**

**Location: LAB-F017**

**SYMPOSIUM: THE ROLE OF INDIVIDUAL DIFFERENCES IN JUDGMENT ACCURACY ACROSS DOMAINS**

**Chairs**

Marion Händel, University of Erlangen-Nuremberg, Germany; Stefanie Golke, University of Freiburg, Germany

**The influence of test performance and personality on judgment bias**

Marion Händel, University of Erlangen-Nuremberg, Germany; Markus Dresel, University of Augsburg, Germany

**Organisers**

Marion Händel, University of Erlangen-Nuremberg, Germany; Stefanie Golke, University of Freiburg, Germany

**What makes an overoptimistic learner? Individual differences in judgment bias of text comprehension**

Stefanie Golke, University of Freiburg, Germany; Joerg Wittwer, University of Freiburg, Germany

**Discussant**

Anique de Bruin, Maastricht University, Netherlands

**Individual differences in teacher candidates' judgment accuracy regarding professional knowledge**

Helen Ernst, University of Freiburg, Germany; Joerg Wittwer, University of Freiburg, Germany; Tamar Voss, University of Freiburg, Germany

**Parallel Session III:4**

**Time: 09:00-10:30**

**Location: LAB-F015**

**SYMPOSIUM: TEACHING METACOGNITION TO YOUNG LEARNERS: MONITORING ACCURACY, BELIEFS, AND CLASSROOM PRACTICE**

**Chair**

Mariette van Loon, University of Bern, Switzerland

**Do I Know What You Know? Teachers' Cue-Utilization when Monitoring Students' Text Comprehension**

Janneke van de Pol, Utrecht University, Netherlands; Elske Muilenburg, University Utrecht, Netherlands; Tamara Van Gog, Utrecht University, Netherlands

**Discussant**

Linda Bol, Old Dominion University, United States

**The Relation Between Teachers' Classroom Instructions and Children's Monitoring and Regulation**

Mariette van Loon, University of Bern, Switzerland; Natalie Bayard-Guggisberg, University of Bern, Switzerland; Martina Steiner, University of Bern, Switzerland; Claudia Roebers, University of Bern, Switzerland

**How is conceptual change in teachers' beliefs toward promoting SRL changing their classrooms?**

Charlotte Dignath, Goethe-University Frankfurt, Germany

**Keynote II**

**Time: 11:00-12:00**

**Location: LAA-G001**

**KEYNOTE SESSION**

Markus Dresel, University of Augsburg, Germany

**Panel Discussion**

**Time: 13:00-13:50**

**Room info coming soon**

**MEASURING AND SUPPORTING STUDENTS' SELF-REGULATED LEARNING IN ADAPTIVE EDUCATIONAL TECHNOLOGIES**

**Chair**

Inge Molenaar, Radboud University Nijmegen, Netherlands

Inge Molenaar, Radboud University Nijmegen, Netherlands; Roger Azevedo, North Carolina State University, United States; Sanna Järvelä, University of Oulu, Finland; Maria Bannert, Technical University of Munich (TUM), Germany; Dragan Gašević, University of Edinburgh, United Kingdom

**Parallel Session IV:1**

**Time: 14:00-15:30**

**Location: LAB-F013**

**SINGLE PAPER: YOUNG CHILDREN**

**Do 7- to 10-year olds use retrieval fluency as a cue for their monitoring?**  
Claudia Roebers, University of Bern, Switzerland; Natalie Bayard-Guggisberg, University of Bern, Switzerland; Martina Steiner, University of Bern, Switzerland; Mariette van Loon, University of Bern, Switzerland

**Interrelations between executive function, metacognition and effortful control in preschool children**

Sonja Kälin, University of Bern, Switzerland; Nike Tsalas, University of Bern, Switzerland; Claudia M. Roebers, University of Bern, Switzerland

**Cultural differences in the self-regulatory and productive function of children's behaviours**

Pablo Torres, University of Cambridge, United Kingdom; David Whitebread, University of Cambridge, United Kingdom; Ros McLellan, Cambridge University, United Kingdom

**Parallel Session IV:2**

**Time: 14:00-15:30**

**Location: LAB-F014**

**SINGLE PAPER: GAME-BASED LEARNING**

**How does eye tracking demonstrate students' metacognitive monitoring during game-based learning?**

Michelle Taub, North Carolina State University, United States; Roger Azevedo, North Carolina State University, United States; James Lester, North Carolina State University, United States

**The Impact of Agency, Motivation, and Emotions on Learning in a Game-Based Learning Environment**

Amanda Bradbury, North Carolina State University, United States; Robert Sawyer, North Carolina State University, United States; Roger Azevedo, North Carolina State University, United States; James Lester, North Carolina State University, United States

**Dynamic Scenario-based Assessment: Findings and Implications to Metacognition and Cognition**

Sabina Kleitman, The University of Sydney, Australia; Matthew Blanchard, The University of Sydney, Australia; Simon Jackson, The University of Sydney, Australia; Nikzad Babaii Rizvandi, The University of Sydney, Australia; Eugene Aidman, Defence Science and Technology Group, Australia

**Parallel Session IV:3****Time: 14:00-15:30****Location: LAB-F015****SYMPOSIUM: DETERMINANTS INFLUENCING THE EFFECTIVENESS OF TRAININGS ON SELF-REGULATED LEARNING****Chairs**

Ferdinand Stebner, Ruhr University Bochum, Germany; Joachim Wirth, Ruhr-University Bochum, Germany

**Discussant**

Charlotte Dignath, Goethe-University Frankfurt, Germany

**Effects of a self-regulation training – does the socio-economic status matter?**

Ferdinand Stebner, Ruhr University Bochum, Germany; Corinna Schuster, Ruhr University Bochum, Germany; Theresa Dicke, Australian Catholic University, Australia; Yves Karlen, University of Applied Sciences and Arts Northwestern Switzerland (FHNW), Switzerland; Joachim Wirth, Ruhr-University Bochum, Germany; Detlev Leutner, University of Duisburg-Essen, Germany

**Do university students' individual characteristics influence the gain in self-regulated learning?**

Silke Hertel, Ruprecht-Karls-Universität Heidelberg, Germany; Sophie Butz, Ruprechts-Karls-Universität Heidelberg, Germany; Henrik Bellhäuser, Johannes Gutenberg-University Mainz, Germany; Birgit Spinath, Heidelberg University, Germany; Katharina Maag Merki, University of Zurich, Switzerland; Bernhard Schmitz, TU Darmstadt, Germany

**Differential effects of a self-regulated learning intervention within a process-analytical approach**

Laura Dörrenbächer, Saarland University, Germany; Franziska Perels, Saarland University, Germany

**Parallel Session IV:4****Time: 14:00-15:30****Location: LAB-F017****SYMPOSIUM: HOW TO SUPPORT STUDENT REGULATION BY MANIPULATING TASK CONDITIONS****Chair**

Jolique Kielstra, Radboud University Nijmegen, Netherlands

**Organiser**

Jolique Kielstra, Radboud University Nijmegen, Netherlands

**Discussant**

Lenka Schnaubert, University of Duisburg-Essen, Germany

**The influence of task structure on children's navigation activities during hypermedia learning**

Cindy Klompmaaker-Paans, Radboud University Nijmegen, Netherlands; Inge Molenaar, Radboud University Nijmegen, Netherlands; Eliane Segers, Radboud University Nijmegen / University of Twente, Netherlands; Ludo Verhoeven, Radboud University Nijmegen, Netherlands

**How to support shared regulation during face-to-face collaborative learning?**

Liesje De Backer, Ghent University, Belgium; Hilde Van Keer, Ghent University, Belgium; Martin Valcke, Ghent University, Belgium

**Supporting shared regulation during task-oriented reading**

Jolique Kielstra, Radboud University Nijmegen, Netherlands; Inge Molenaar, Radboud University Nijmegen, Netherlands; Roel Van Steensel, Erasmus University Rotterdam / University of Twente, Netherlands; Ludo Verhoeven, Radboud University Nijmegen, Netherlands

**Parallel Session V:1****Time: 16:00-17:30****Location: LAB-F015****SINGLE PAPER: ASSESSMENT METHODS****A Deeper Understanding of Metacomprehension: Development of a New Multidimensional Tool**

Antonio Gutierrez de Blume, Georgia Southern University, United States; Christian Soto, Facultad de Educación, Universidad de Concepción, Chile; Rodrigo Asun, Universidad de Chile, Chile; Matthew Jacovina, Arizona State University, United States; Claudio Vasquez, Universidad Autonoma de Chile, Chile

**Exploring eye-movement and strategy use associations: Comparing high and low prior knowledge groups**

Chia-Yu Wang, National Chiao Tung University, Taiwan; Ke-Wei Lee, National Chiao Tung University, Taiwan

**Effects of assessing rehearsal strategies via think aloud protocols or trial-by-trial self-reports**

Sebastian Poloczek, University of Bristol, United Kingdom; Chris Jarrold, University of Bristol, United Kingdom

**What we learn from learning diaries: Structured activities as metacognitive tools**

Heather Branigan, University of Stirling, United Kingdom

**Parallel Session V:2****Time: 16:00-17:30****Location: LAB-F014****SINGLE PAPER: IMPLEMENTATION, TEACHER EDUCATION****Simulation-based self-regulation with real actors: A model for teachers' professional vision**

Bracha Kramarski, Bar-Ilan University, Israel; yafit Moradoff, Bar-Ilan University, Israel

**The implementation of self-regulated learning in primary schools: A qualitative study**

Mona De Smul, University of Ghent, Belgium; Sofie Heirweg, Ghent University, Belgium; Geert Devos, Ghent University, Belgium; Hilde Van Keer, Ghent University, Belgium

**The coverage of distributed practice and retrieval practice in teacher education textbooks**

Tim Surma, Open University of the Netherlands, Netherlands; Gino Camp, Open University of the Netherlands, Netherlands; Paul A. Kirschner, Open University of the Netherlands, Netherlands

**Parallel Session V:3****Time: 16:00-17:30****Location: LAB-F013****SINGLE PAPER: COLLABORATIVE LEARNING, SOCIO-COGNITIVE INFORMATION****Socio-cognitive information as trigger for metacognitive re-evaluation processes**

Lenka Schnaubert, University of Duisburg-Essen, Germany; Simon Krukowski, University of Duisburg-Essen, Germany; Daniel Bodemer, University of Duisburg-Essen, Germany

**Effects of informing students in individual and cooperative learning conditions about overconfidence**

Barbara Roncevic, University of Rijeka, Faculty of Philosophy, Croatia; Pahljina-Reinic Rosanda, University of Rijeka, Croatia; Svjetlana Kolic-Vehovec, University of Rijeka, Faculty of Humanities and Social Sciences, Croatia

**The Effect of Collaborative Learning and Metacognitive support on Monitoring and Performance**

Martine Baars, Erasmus University Rotterdam, Netherlands; Lisette Wijnia, Erasmus University Rotterdam, Netherlands; Fred Paas, Erasmus University Rotterdam/University of Wollongong, Netherlands

**Parallel Session V:4****Time: 16:00-17:30****Location: LAB-F017****SYMPOSIUM: ADVANCED MEASUREMENT AND SUPPORT OF S(S)RL IN ALTS****Chair**

Inge Molenaar, Radboud University Nijmegen, Netherlands

**Discussant**

Dragan Gašević, University of Edinburgh, United Kingdom

**Measuring self-regulatory processes using multimodal multichannel trace with ALTs**

Roger Azevedo, North Carolina State University, United States; Michelle Taub, North Carolina State University, United States; Nicholas Mudrick, North Carolina State University, United States; Amanda Bradbury, North Carolina State University, United States; Megan Price, North Carolina State University, United States; Elizabeth Cloude, North Carolina State University, United States

**What do electro dermal activity breakpoints tell about monitoring during collaboration?**

Muhterem Dindar, University of Oulu, Finland; Sanna Järvelä, University of Oulu, Finland; Ming Ming Chiu, The University of Hong Kong, Hong Kong; Jonna Malmberg, University of Oulu, Finland; Sara Ahola, University of Oulu, Finland

**Equipping learning dashboards with real-time data: can they foster learning?**

Markus Hörmann, Technical University of Munich (TUM), Germany; Maria Bannert, Technical University of Munich (TUM), Germany

**What can Moments-by-Moments Learning Curves tell about Students' Self-Regulated Learning?**

Inge Molenaar, Radboud University Nijmegen, Netherlands; Anne Horvers, Radboud University Nijmegen, Netherlands

**Parallel Session VI: 1**

**Time: 09:00-10:30**

**Location: LAB-F013**

**SINGLE PAPER: DECISION MAKING, DECISION MAKING ABILITY, JUDGEMENT ACCURACY**

**The effect of metacognitive prompts on students' decision-making ability**  
Wen-Xin Zhang, National Taiwan Normal University, Taiwan; Ying-Shao Hsu, National Taiwan Normal University, Taiwan

**Reasons for and confidence in performance judgments: The unskilled and unaware effect revisited**

Marion Händel, University of Erlangen-Nuremberg, Germany; Markus Dresel, University of Augsburg, Germany

**Dyads are more decisive and reckless than individuals and the role of metacognitive confidence**

Sabina Kleitman, The University of Sydney, Australia; Matthew Blanchard, The University of Sydney, Australia; Simon Jackson, The University of Sydney, Australia

**Parallel Session VI: 2**

**Time: 09:00-10:30**

**Location: LAB-F040**

**SINGLE PAPER: MULTI- AND HYPERMEDIA**

**The Role of Emotion Regulation on Self-Regulated Learning with MetaTutor**

Megan Price, North Carolina State University, United States; Michelle Taub, North Carolina State University, United States; Nicholas Mudrick, North Carolina State University, United States; Roger Azevedo, North Carolina State University, United States

**How do Students' Facial Expressions Predict Metacognitive Judgments during Multimedia Learning?**

Nicholas Mudrick, North Carolina State University, United States; Michelle Taub, North Carolina State University, United States; Megan Price, North Carolina State University, United States

**An Exploratory Mixed-Method Study about Conditions of the Overestimation-with-Internet Phenomenon**

Stephanie Pieschl, University of Newcastle, Australia

**Parallel Session VI: 3****Time: 09:00-10:30****Location: LAB-F017****SINGLE PAPER: SUPPORTING SRL****Fixed vs. Faded Self-regulation Scaffolds – Effects on Students' SRL in Mathematics Context**

Bracha Kramarski, Bar-Ilan University, Israel; Stella Gidalevich, Bar Ilan University;Oranim Academic College, Israel

**SRL-supported, guided-inquiry learning to promote self-efficacy and interest in STEM: does it works?**

Marion Crauwels, KU Leuven, Belgium; Daan Moechars, KU Leuven, Belgium; Ilya Lebeau, KU Leuven, Belgium; Geert Van De Water, KU Leuven, Belgium; Carla Schramme, KU Leuven, Belgium

**Instructing teachers to train metacognitive skills in students: Effects of informed training.**

Marcel V. J. Veenman, Institute for Metacognition Research, Netherlands

**JURE Keynote****Time: 11:00-11:45****Location: LAA-G001****JURE KEYNOTE RECOGNITION****JURE KEYNOTE RECOGNITION**

Presenting author will be announced in June 2018.

**Parallel Session VII: 1****Time: 12:45-14:15****Location: LAB-F040****SINGLE PAPER: READING, READING COMPREHENSION****Reading Comprehension and Metacognition: The Importance of Inferential Skills**

Antonio Gutierrez de Blume, Georgia Southern University, United States; Christian Soto, Facultad de Educación, Universidad de Concepción, Chile; Matthew Jacovina, Arizona State University, United States; Danielle McNamara, Arizona State University, United States; Nicholas Benson, Baylor University, United States; Bernardo Riffo, Facultad de Educación, Universidad de Concepción, Chile

**Testing the impact of metacognition and mind wandering on reading: An experimental study.**

David Preiss, Pontificia Universidad Católica de Chile, Chile; Miguel Ibaceta, Pontificia Universidad Católica de Chile, Chile

**The Role of Executive Functions and Self- Regulation in Reading Comprehension among College Students**

Vered Markovich, University of Haifa, Faculty of Education, Israel

**Parallel Session VII:2****Time: 12:45-14:15****Location: LAB-F013****SINGLE PAPER: CHILDRENS' COLLABORATED LEARNING****Self, Co and Socially Shared Regulation of Young Children During Collaborative Problem Solving**

Seda Saraç, Bahcesehir University, Turkey; Yesim Mertkil, Ministry of National Education, Turkey; Sema Karakelle, Istanbul University, Turkey

**Temporal sequences of socially shared regulation of learning: relations with age and performance**

Valeska Grau, Pontificia Universidad Católica de Chile, Chile; Amaya Lorca, Pontificia Universidad Católica de Chile, Chile; Pietro Montagna, Pontificia Universidad Católica de Chile, Chile

**Self-Regulation and School Readiness: Mediating Role of School Relationships**

Fahretdin Hasan Adagideli, Istanbul University, Turkey; Ozana Ural, Marmara University, Faculty of Education, Turkey; Özgül Polat, Marmara University, Faculty of Education, Turkey

**Parallel Session VII:3****Time: 12:45-14:15****Location: LAB-F017****SYMPOSIUM: USING MULTICHANNEL DATA TO EXAMINE SELF-REGULATED LEARNING IN INDIVIDUAL AND COLLABORATIVE SETTINGS****Chair**

Michelle Taub, North Carolina State University, United States

**Organisers**

Jonna Malmberg, University of Oulu, Finland; Michelle Taub, North Carolina State University, United States

**Discussant**

Philip Winne, Simon Fraser University, Canada

**Do Eye Movements Contribute to Accurate Metacognitive Judgments during Multimedia Learning?**

Nicholas Mudrick, North Carolina State University, United States; Michelle Taub, North Carolina State University, United States; Dennis Hernandez, North Carolina State University, United States

**Monitoring progress of collaborative learning – what can physiological synchrony tell?**

Muhterem Dindar, University of Oulu, Finland; Sanna Järvelä, University of Oulu, Finland; Jonna Malmberg, University of Oulu, Finland; Iman Alikhani, University of Oulu, Finland; Tapio Seppänen, University of Oulu, Finland

**Monitoring in collaborative learning - Revealing the hidden structure of physiological states**

Jonna Malmberg, University of Oulu, Finland; Ed Fincham, The University of Edinburgh, United Kingdom; Sanna Järvelä, University of Oulu, Finland; Dragan Gašević, University of Edinburgh, United Kingdom



**Parallel Session VIII:1****Time: 14:45-16:15****Location: LAB-F013****SINGLE PAPER: MOTIVATION AND ACHIEVEMENT****Role of Goal Orientation on Metacognition and Cognitive Strategies in Intelligent Tutoring Systems**

Elizabeth Cloude, North Carolina State University, United States; Michelle Taub, North Carolina State University, United States; Roger Azevedo, North Carolina State University, United States

**Investigating grit and its relation to students' motivation, metacognition and achievement**

Yves Karlen, University of Applied Sciences and Arts Northwestern Switzerland (FHNW), Switzerland; Katharina Maag Merki, University of Zurich, Switzerland; Carmen Hirt, University of Zurich, Switzerland; Francesca Suter, University of Zurich, Switzerland

**Understanding academic performance in higher education**

Dyanne Escorcio, University of Poitiers, France

**Parallel Session VIII:2****Time: 12:45-14:15****Location: LAB-F040****SINGLE PAPER: METACOGNITIVE MONITORING****Why are executive functions and metacognitive monitoring related? An experimental approach.**

Donna Bryce, University of Tübingen, Germany

**Beyond Counting the Correct Responses: Metacognitive Monitoring and Estimations about Test Scores**

Mehmet A. Guzel, ---, Turkey; T. Oguz Basokcu, Ege University, Turkey

**The effect of re-reading strategy in comprehension monitoring**

Maria Sofologi, Aristotle University of Thessaloniki, Greece

**Parallel Session VIII:3****Time: 14:45-16:15****Location: LAB-F017****SINGLE PAPER: TEACHERS' INFLUENCE ON SRL****Is young children's self-regulation in music lessons related to teachers' autonomy supportive style?**

Antonia Zachariou, University of Roehampton, United Kingdom; Arielle Bonneville-Roussy, Roehampton University, United Kingdom

**The relation between teachers' classroom practice and students' SRL: A multilevel approach**

Sofie Heirweg, Ghent University, Belgium; Mona De Smul, University of Ghent, Belgium; Geert Devos, Ghent University, Belgium; Hilde Van Keer, Ghent University, Belgium

**What would you demand beyond mathematics? Investigating teachers' facilitation of student SRL**

Engin Ader, Bogazici University, Turkey

**Keynote III**

**Time: 16:30-17:30**

**Location: LAA-G001**

**KEYNOTE SESSION**

**Partnering with Teachers to Design and Implement Assessments for SRL.**  
Nancy Perry, University of British Columbia, Canada

**Conference Closing**

**Time: 17:30-17:45**

**Location: LAA-G001**

**CLOSING WORDS**

Conference Chair: Yves Karlen, University of Applied Sciences and Arts Northwestern Switzerland (FHNW), Switzerland

**Post-Conference Workshop****Time: 8:00-12:30****Room info coming soon****HONING PROTOCOLS AND PRACTICES FOR STUDYING SELF-REGULATION IN CLASSROOMS****Organisers:**

Nancy Perry,  
University of British Columbia, Canada  
Therese N. Hopfenbeck,  
University of Oxford, United Kingdom

**Workshop Facilitators:**

Janina Eberhart and Sarah Baker,  
University of Cambridge, United  
Kingdom

Therese N. Hopfenbeck,  
University of Oxford, United Kingdom

Lynda Hutchinson, Cassandra Trevisani,  
and Devon Trower,  
Western University, Canada

Krista Muis, Kelsey Losenno, and  
Brendan Munzar,  
McGill University, Canada

Nancy Perry and Nikki Yee,  
University of British Columbia, Canada

David Whitebread and Marisol Basilio,  
University of Cambridge, United  
Kingdom

This workshop provides space for researchers interested in studying metacognition and self-regulation in naturalistic contexts (e.g., classrooms) to come together to consider:

- a. the utility of various methods and measures for “capturing” self-regulation of/for learning (SRL) in real contexts and real time;
- b. what challenges are associated with using various tools and protocols, and ways to address those challenges; and
- c. the “next wave” of data collection in SRL research (i.e., How can we design research to generate knowledge that will make SRL and SRL-promoting practices more integral to learning in classrooms and other naturalistic environments?).

**Target Group/Audience**

This workshop will appeal particularly to researchers preparing to or already engaged in studying metacognition and self-regulation in naturalistic settings such as classrooms. Participants will be active; they will be invited to provide feedback about the shared projects and protocols, but also to share their own ideas and experiences studying SRL in real time and authentic events.