Workshop proposal

<u>Workshop Title:</u> Searching for objective measures of strategies in metacognition and SRL

<u>Workshop Facilitator(s) – Include brief bios:</u>   Sandrine Rossi, Jerome Clerc

Sandrine Rossi is Full Professor in cognitive and educational psychology at the University of Caen Normandy (France). She co-directs the Caen Normandy Psychology Laboratory and participates in the training of future primary, middle, and high school teachers, as well as psychology students. She is heavily involved in a ten-year national research project focused on identifying the obstacles and levers to inclusive education in France. Her work focuses on understanding the processes involved in the self-regulation of thoughts and behaviors (attention, executive functions, metacognition), applied to academic learning or reasoning. https://orcid.org/0000-0001-9285-2152

Jerome Clerc is Full Professor in cognitive psychology at University Grenoble Alpes (France). He specializes in cognitive development and education, aiming at better understanding how cognitive strategies are acquired and transferred to new tasks by preschoolers and school age children. Executive function and metacognition are considered for their contributions to strategy transfer. He oversees a French ten-years project (2020-2030) focusing on pre-service and in-service teachers training, and on collaborative research in education. https://orcid.org/0000-0003-0160-612X

<u>Workshop Objectives and Description (max. 300 words)</u>

Self-Regulated Learning (SRL) and metacognition are closely related and interdependent families of processes (Winne & Hadwin, 1998; Efklides, 2011). Accessing these processes remains challenging because the measurement tools are not always suited to the ages of interest, the cognitive task being studied, or available and validated in multiple languages. Cognitive and metacognitive strategies are core mechanisms in both SRL and metacognition. In the SRL framework, they allow to take numerous actions intended to achieve the learning goal. In the metacognition framework, they allow to regulate and monitor cognition through anticipation, planification, and continuous control. Numerous strategies have been explored by self-reported or hetero-reported measurements like questionnaires, interviews, problem-solving or learning situations, and much is known on developmental, as well as differential, determinants of strategy use. Yet, the way strategies should be best measured is still under debate, some researchers appealing for objective but hard-to-obtain, direct and independent measures; when others use indirect, easier to obtain, but less objective ones. Indeed, if both kinds of measures may provide interesting information about the strategies used, even more objective measures seem preferable for scientific reliability.

In this vein, this workshop aims to put several measures of SRL and metacognition into a common pot to review all of them critically one by one, asking two questions for each measure: does it allow for objectively measuring cognitive and/or metacognitive strategy? can its level of objectivity be enhanced?

Target Audience: senior researchers and PhD students

Proposed Duration (typically half-day or full-day): full-day

Number of Spots for Participants (the maximum is limited to 25): 25

Requirements for Participants (e.g., materials to bring, prior knowledge): none

Workshop Format (e.g., presentation, interactive activities, group discussions): few presentations (between 4 and 6) and a lot of group discussions

Any Special Requirements (e.g., AV equipment, room setup): AV equipment