A workshop on metacognition and education

Maison des Sciences de l’Homme | Université Grenoble Alpes (map)

January 16th 2024

Abstract

The importance of metacognition for learning, in and out of the classroom, is undeniable and has been demonstrated across a wide range of domains and methods. Relying on both early-emerging core capacities and late-emerging, acquired and culturally situated components, metacognition encompasses many processes and skills: it enables learners to adjust their learning strategies, request help when uncertain, monitor the quality of their memories, or correct themselves. Tremendous progress has been made in recent years to identify the mechanisms underlying metacognitive processes, and to characterize how they foster learning. However, designing and implementing active pedagogies that allow pupils to exert and improve their metacognitive skills to learn better in the classroom remains challenging, in particular when it comes to designing solutions that can reduce inequalities. In this workshop, we aim to bring together both lab-based evidence and field-grounded research in an informal setting to discuss new avenues of research into the role of metacognition in education.

Registration is free but mandatory: first-come, first-served, up to 50 guests

Click here to register
Preliminary Program

9:00am  Coffee and welcome

9:30am  Louise Goupil & Nathan Faivre (LPNC, Grenoble)

9:45am  Carrie Clark & Joe Dauer (University of Nebraska, Lincoln)

10:30am COFFEE BREAK

10:45am Elisa Filevich (Hector Research Institute, Tübingen)

11:30  Marion Rouault (Brain Institute, Paris)

12:15pm  LUNCH (buffet on site)

2pm  Chris Moulin (LPNC, Grenoble)

2:45pm  Elien Bellon (Katholieke Universiteit, Leuven)

3:30pm  Marion Leclercq & Jérôme Clerc (LPNC, Grenoble)

4:15pm  Pascal Bressoux (LaRAC, Grenoble)

5pm  Joëlle Proust (Institut Jean Nicod, Paris)

Contact

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