The 12th EARLI SIG 16 Metacognition and Self-regulated Learning conference

Fostering metacognition and self-regulated learning

¿How to realise potential at all stages of life and in different contexts?

Pre-conference workshop - 25 August 2026 -

SIG metacognition and self-regulated learning, 26-28 August 2026

Workshop Title: Metacognition in Metacomprehension and Metaproduction: Integrating Cognitive and Metacognitive Processes for Stronger Theory and Method

Workshop Facilitator(s) Include brief bios:

Antonio Gutierrez de Blume, Ph.D., is a Professor of Quantitative Methods & Statistics at Georgia Southern University (Statesboro, Georgia, USA) whose research focuses on metacognition, calibration accuracy, cognitive–metacognitive interactions, and self-regulated learning. Their work integrates theoretical modeling with advanced quantitative methods to better understand how learners monitor and regulate comprehension. They have published extensively on metacognitive measurement, judgment accuracy, and the development of valid indices of monitoring and control. His recent scholarship emphasizes aligning theoretical definitions of metacognition with analytic strategies and measurement design.

Workshop description

Metacognition plays a central role in self-regulated learning and academic achievement, yet its measurement remains methodologically and theoretically complex. In reading contexts in particular, metacognitive monitoring and control are dynamically intertwined with cognitive processes such as decoding, inference generation, and prior knowledge activation. Without explicitly modeling these interactions, researchers risk misinterpreting calibration indices, bias estimates, and judgments of learning.

This workshop addresses methodological challenges in measuring metacognition in reading and writing while integrating theoretical models of cognitive–metacognitive interaction. First, we will clarify core conceptual distinctions among metacognitive knowledge, monitoring, and control, and examine how leading theoretical models conceptualize their relations. Second, we will critically evaluate dominant measurement approaches, including confidence judgments, judgments of learning, calibration indices, signal-detection approaches, think-aloud protocols, and multimethod designs. Attention will be given to

the assumptions underlying common accuracy metrics and how cognitive task demands influence metacognitive judgments.

Third, participants will engage in applied analysis activities using sample research designs to identify threats to construct validity and analytic misalignment. We will introduce integrative frameworks incorporating multilevel modeling, process-based indicators, and mixed-method approaches that better capture dynamic cognitive–metacognitive relations in reading and writing.

By the end of the workshop, participants will be able to (a) align theoretical definitions with operational measures, (b) critically evaluate metacognitive indices, and (c) design studies that more precisely model the interaction between cognition and metacognition.

Target audience:

Researchers, postdoctoral scholars, doctoral students, and advanced practitioners interested in metacognition, reading comprehension, cognitive–metacognitive interactions, and self-regulated learning measurement.

Proposed duration (half or full-day):

Half-day (3–4 hours)

Number of spots for participants:

20–30 participants (to facilitate interaction and discussion)

Requirements for participants (e.g., prior knowledge, technical skills, material to bring, examples):

Participants should have foundational knowledge of metacognition or self-regulated learning research. Familiarity with quantitative research design and basic statistical concepts (e.g., regression, multilevel modeling) is recommended but not required. Participants are encouraged to bring a brief description of a current or planned study for discussion.

Workshop format (e.g., interactive activities, group discussions, oral presentation…):

Short conceptual lectures; guided critique of published studies; small-group design evaluation activities; discussion of analytic strategies; and collaborative refinement of participant research ideas.

References

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