

GUEST EDITOR'S NOTE

There is more than a 35-year-long history of research dealing with metacognition. Flavell (1976) first used the term metacognition referring to knowledge about cognition and regulation of cognition. Since that time a huge amount of research papers on different aspects of metacognition were published. Different models of metacognition were proposed and numerous determinants of metacognitive knowledge and processing examined. Yet, there are still many open questions to be answered.

The articles published in this issue of Psychological Topics reflect a wide variety of theoretical origins and methodological approaches in studying metacognition, from experimental designs to the qualitative analysis and longitudinal studies. The contributions deal with various facets of metacognition in different aspects of human functioning from psychomotor activity to reading and learning in different age groups. The first review article presents a new theoretical framework that integrates the effects of person characteristics and task-specific demands on metacognitive functioning at different levels. It is followed by an experimental study of personal epistemic beliefs and task complexity in task planning before learning. Further, three developmental studies were presented, one concerning early development of metacognitive control during motor performance in an intervention program, one about the developmental changes in metacognitive knowledge of reading strategies, and the third one, that used computerized inductive-learning task, about the change in metacognitive learning skills during adolescence. In the following article, using the same methodology as the previous article, the author examined the gains in metacognitive knowledge during endangerment with an inquiry learning task. The next article deals with metacognitive judgments in syllogistic reasoning in university students. The last review, by Linda Baker, one of the pioneers in metacognitive research in reading, presents the emerging neuroimaging approach on monitoring of reading comprehension processes.

Although there is a lot of research on metacognition worldwide, scientific community in Croatia was not so much involved in research on metacognition. Therefore, I hope that this issue will contribute to a better understanding of the field and stimulate interest for metacognition research.

We would like to express our sincere gratitude to all of the authors for their willingness to contribute to this issue of Psychological Topics and for helping in the presentation of this propulsive field of research to interested readers.

Svjetlana Kolić-Vehovec

Barbara Rončević Zubković