

## Metacognition of organization members as the basis of learning strategy in higher school

Yakimanskaya I., Molokostova A., Ibragimova M.  
Kazan Federal University, 420008, Kremlevskaya 18, Kazan, Russia

---

### Abstract

© 2017 by IGI Global. All rights reserved. The concept of metacognition is used to study knowledge of knowledge, and mainly in cognitive psychology. According to the content; metacognition is an intelligent process related to memory, reflection and motivation. The problem, we research, concerns the fact that the content and the mismatch of employees views can lead to non-constructive activity that violates the effectiveness of an organization as a whole. The outcome of this study is a model that describe the characteristics of the organization through determination of the metacognitive skills of employees at different levels. The model takes into account the emotional colouring, different levels of metacognition inconsistency, characteristic of the organization effectiveness and various inconsistencies of metacognitions.

<http://dx.doi.org/10.4018/978-1-5225-2218-8.ch007>

---

### References

- [1] Adizes, I. (2008). *Lifecycle Management of the Corporation*. Saint Petersburg: Peter. (in Russian)
- [2] Antsiferova, L. I. (1994). Personality in difficult life conditions: Rethinking, conversion situations and psychological protection.[in Russian]. *Psychological Journal.*, 15(1), 3-19.
- [3] Ardzhiris, K. (2002). *Organizational learning*. Moscow: INFRA. (in Russian)
- [4] Bogdanov, A. A. (1989) *Tektology. Universal organizational science*. Moscow: Economics. Retrieved May 10, 1989, from <http://www.twirpx.com/file/343611/>(in Russian)
- [5] Borkowski, J., & Carr, M. M. (1987). *Pressely "spontaneous" strategy use: perspectives from metacognitive theory*. New York: Intelligence.
- [6] Brown, A. L. (1987). Metacognition, Executive control, self-regulation and other more mysterious mechanisms. In F. E. Weinert & R. H. Beak (Eds.), *Metacognition, motivation, and understanding* (pp. 65-116). Hillsdale, NJ: Erlbaum Associates In Lawrence.
- [7] Chen, C. J., & Huang, J. W. (2007). How organizational climate and structure affect knowledge management-The social interaction perspective. *International Journal of Information Management*, 27(2), 104-118. doi:10.1016/j.ijinfomgt.2006.11.001
- [8] Etzioni, A. (2001). *The following: the way to good society*. New York: Basic Books.
- [9] Fernhjem, Y. (2014). *Psychology. 50 ideas you need to know about*. Moscow: Phantom Press. (in Russian)
- [10] Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive developmental inquiry. *The American Psychologist*, 34(10), 906-911. doi:10.1037/0003-066X.34.10.906
- [11] Flavell, J. H. (1993). *Cognitive Development*. Prentice Hall.
- [12] Garner, R., & Alexander, P. A. (1989). Metacognition: Answered and unanswered questions. *Educational Psychology*, 24(2), 143-158. doi:10.1207/s15326985ep2402\_2
- [13] Garrison, D. R., & Akyol, Z. (2013). Toward the development of a metacognition construct for communities of inquiry. *The Internet and Higher Education*, 17, 84-89. doi:10.1016/j.iheduc.2012.11.005

- [14] Gómez-Haro, S., Aragón-Correa, J., & Cordón-Pozo, E. (2011). Differentiating the effects of the institutional environment on corporate entrepreneurship. *Management Decision*, 49(10), 1677-1693. doi:10.1108/00251741111183825
- [15] Hacker, D. J., Bol, L., & Keener, M. C. (in press). Metacognition in education: A focus on calibration. In J. Dunlosky & R. Bjork (Eds.), *Handbook of Memory and Metacognition*. Mahwah, NJ: Lawrence Erlbaum Associates. doi:10.4324/9780203805503.ch22
- [16] Holodnaja, M. A. (2004) Psychology of intelligence: Paradoxes of research. Retrieved February 20, 2004, from [http://intellectinvest.org.ua/content/userfiles/files/library/Holodnaya\\_Psihologiya\\_intellekta.pdf](http://intellectinvest.org.ua/content/userfiles/files/library/Holodnaya_Psihologiya_intellekta.pdf) (in Russian)
- [17] Jakimanskaja, I. S. (2013). Method group multilateral dialogue in the study of security school environment. *European Journal of Social Sciences*, 3(31), 269-278.
- [18] Jakimanskaja, I. S. (2013) School as an organization: the application of the method of focus groups to identify safety problems of an educational environment. *Proceedings of the Saratov University. Developmental and Educational Psychology*, 2(1), 61-67. (in Russian)
- [19] Jakimanskaja, I. S. (2014) Memories of childhood psychological trauma: Analysis and classification. *Science Prospects*, 4(55), 61-63. (in Russian)
- [20] Kabashov, S. J. (2011). *Bureaucracy*. Moscow: Flinta. (in Russian)
- [21] Kebede, G. (2010). Knowledge management: An information science perspective. *International Journal of Information Management*, 30(5), 416-424. doi:10.1016/j.ijinfomgt.2010.02.004
- [22] Lazarus, R. (2003). *Theory of stress and psychological study*. Vladivostok: The Maritime State University. (in Russian)
- [23] Lupina-Wegener, A., & Drzensky, F. (2014). Focusing on the bright tomorrow? Longitudinal study of organizational identification and projected continuity in a corporate merger. *British Journal of Social Psychology*, 53(4). Retrieved December 20, 2014, from <http://onlinelibrary.wiley.com>
- [24] Mincberg, G. J., Kuinn, B., & Ghoshal, S. (2001). *Strategic process*. Saint Petersburg: Peter. (in Russian)
- [25] Molokostova, A. M. (2014) Relationship of personal qualities of future specialists, and assessments of social risks. *Modern Research of Social Problems*, 4(20), 107-128. (in Russian)
- [26] Muchinski, P. (2004). *Psychology, a profession, a career*. Saint Petersburg: Piter. (in Russian)
- [27] Prigozhin, A. I. (2006). *Methods of development organizations*. Retrieved August 18, 2006, from <http://socioline.ru/book/prigozhin-ai-metody-razvitiya-organizatsij> (in Russian)
- [28] Ray, K., & Smith, M. C. (2010). The kindergarten child: What teachers and administrators need to know to promote academic success in all children. *Early Childhood Education Journal*, 38(1), 5-18. doi:10.1007/s10643-010-0383-3
- [29] Rubin, J., Prujt, D., & Kim, H. S. (2003). *As social conflict: escalation, impasse, and resolution*. Saint Petersburg: EVROZNAK. (in Russian)
- [30] Schneider, W., & Lockl, K. (2002). *The development of metacognitive knowledge in children and adolescents*. In *Applied metacognition*. Cambridge, UK: Cambridge University Press.
- [31] Schraw, G., Crippen, K. J., & Hartley, K. (2006). Promoting selfregulation in science education: Metacognition as part of a broader perspective on learning. *Research in Science Education*, 36.
- [32] Selznick, P. (1984) *Leadership in management: A sociological analysis*. University of California Press. Retrieved February 20, 1984, from [http://books.google.ru/books/about/Leadership\\_in\\_Administration.html?id=baExQc8ARDEC&redir\\_esc=y](http://books.google.ru/books/about/Leadership_in_Administration.html?id=baExQc8ARDEC&redir_esc=y)
- [33] Shea, P., & Bidjerano, T. (2012). Learning presence as a moderator in the community of inquiry model. *Computers & Education*, 59(2), 316-326. doi:10.1016/j.compedu.2012.01.011
- [34] Small, C. T., & Sage, A. P. (2009). A Complex Adaptive Systems-Based Enterprise Knowledge Sharing Model. *International Journal of Enterprise Information Systems*, 5(2), 18-36. doi:10.4018/jeis.2009040102
- [35] Svencickij, V. P. (1999) *Psychology of management organizations*. Saint Petersburg: Publishing house of St. Petersburg state University. (in Russian)
- [36] Thompson, J. D. (1956). Authority and power in identical organizations. *American Journal of Sociology*, 62(3), 290-301. doi:10.1086/222006
- [37] Uorner, M. (2001). *Classics of management*. Retrieved February 08, 2001, from <http://vse-uchebniki.com/menedjmenta-osnovyi/klassiki-menedjmenta.html> (in Russian)
- [38] White, B. A., & Frederiksen, J. (2005). Theoretical Framework and Approach for Fostering Metacognitive Development. *Educational Psychologist*, 40(4), 211-223. doi:10.1207/s15326985ep4004\_3
- [39] Zilberman, M. (2000). *Consulting: methods and techniques*. Saint Petersburg: Peter. (in Russian)
- [40] Ben-Eliyahu, A., & Linnenbrink-Garcia, L. (2015). Integrating the regulation of affect, behavior, and cognition into self-regulated learning paradigms among secondary and post-secondary students. *Metacognition and Learning*, 10(1), 15-42. doi:10.1007/s11409-014-9129-8

- [41] Huber, F., Meyer, F., Stein, K., & Strieder, K. (2016). Choosing the Right Cause: The Moderating Role of Meta-Cognitions in Cause-Related Marketing Effectiveness. In *Thriving in a New World Economy* (pp. 263-266). Springer International Publishing.
- [42] Karpov, A. V. (2015). The structure of reflection as the basis of the procedural organization of consciousness. *Psychology in Russia. State of the Art*, 8(3).
- [43] Manso-Vázquez, M., & Llamas-Nistal, M. (2015). Proposal of a Learning Organization Tool With Support for Metacognition. *IEEE Revista Iberoamericana de Tecnologías del Aprendizaje*, 10(2), 35-42. doi:10.1109/RITA.2015.2417932
- [44] Martinez, M. E. (2006). *What is metacognition?* Arlington, VA: Phi Delta Kappan.
- [45] Myers, S. G., & Wells, A. (2015). Early trauma, negative affect, and anxious attachment: The role of metacognition. *Anxiety, Stress, and Coping*, 28(6), 634-649. doi:10.1080/10615806.2015.1009832 PMID:25626392
- [46] Ning, H. K. (2016). Examining heterogeneity in student metacognition: A factor mixture analysis. *Learning and Individual Differences*, 49, 373-377. doi:10.1016/j.lindif.2016.06.004
- [47] Shiozawa, T., Hirt, B., & Lammerding-Koeppel, M. (2016). The influence of tutor training for peer tutors in the dissection course on the learning behavior of students. *Annals of Anatomy-Anatomischer Anzeiger*.
- [48] Sletten, S. (2015, March). Investigating self-regulated learning strategies in the flipped classroom. In *Society for Information Technology & Teacher Education International Conference* (Vol. 1, pp. 8007-8011).